



THE EFFECT OF USING ANIMATED VIDEO ON THE LISTENING COMPREHENSION OF GRADE IX STUDENTS AT UPTD SMP NEGERI 5 PEMATANG SIANTAR

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Abstract

The goal of this research is to ascertain the effect of using animated video on the listening comprehension of Grade IX students at UPTD SMP Negeri 5 Pematangsiantar in the 2022/2023. Quantitative research approach is used in this research design. This type of research is a Quasi Experiment with a two-group static design. The dependent variable is the students' listening comprehension narrative text in monologue form as a learning material and the independent variable is the use of Animated video. The research subjects were grade IX at UPTD SMP Negeri 5 Pematangsiantar in the 2022/2023 academic year. The object of this research is the effect of animated video on the listening comprehension. The instruments used in this research were tests, pre-test and post-test. After the data has been collected, data analysis is carried out by comparing the results of the mean. The results showed that the mean of experimental group in pre-test is 60.3 and in post-test is 84.5 while the mean of control group in pre-test 53.2 and in post-test is 73.5. It showed that the score of the experimental group was higher than control group. The result of the t-test formula analysis showed that the value of t-test was higher than that of t-table, The t-test score (2.7) > t-table demonstrated this (1.671). As a consequence, the Null Hypothesis (H₀) was disproved and the Alternate Hypothesis (H_a) was accepted. It is concluded that using animated video as media learning significantly affects listening comprehension of grade IX students at UPTD SMP Negeri 5 Pematangsiantar as a media learning than using recording audio.

Keywords: *Listening Comprehension, Animated Video, Learning Media, Narrative*

INTRODUCTION

Language is an important tool for communicating and establishing social relationships. A country has its own mother tongue, which is the language used daily by the native population of that country, where differences in mother tongue in each country show that there are differences in the identity and culture of each country. Global language was created because it has particular purpose, namely to help make it easier for people from countries with different mother tongues to be able to communicate and understand each other. The global language that is most widely used today and is known as the world's international language is English.

English has been also recognized as an international language due to its ease of learning, rapid development, and large vocabulary. English is often used in cooperation between countries from various parts of the world since it was declared an international language. English has now become the target language used in all aspects of modern life, especially supported by rapid technological advances that make English the language of instruction, therefore children need to be taught English from an early age to prepare

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them for the future. Through English mastering, people will be helped to life easier in today's modern era. Even though the status of English is a foreign language in Indonesia, the Indonesian state has incorporated English into its education system and requiring all students to learn English for 12 years of compulsory education.

In accordance with the researcher's experience when participating in the KAMPUS MERDEKA-KAMPUS MENGAJAR program, the researcher underwent a five-month program where the researcher joined a team of five students determined by the government. Students are selected from various universities with different major backgrounds. The researcher taught according to the direction of the teacher of the school. Where the researcher did not only teach English but other subjects even though the intensity of the researcher was more to English subjects. Through the experience of teaching English during the program, the researcher found facts which concluded that most of the students in the class were very poor in listening comprehension. The indicators came from weaknesses including, difficulty remembering, difficulty to the speed level of the speaker and understanding the context that they are listened to, also students do not understand the points of the speech that they are listened to so that, researcher often get students with low scores. Besides that, students also are less interested, often feel bored and forced when study so that makes students not intend to try it more seriously. Researcher often challenge students to come forward to explain what students have just heard and seen through the learning provided, but students are completely unable to utter a single word to explain in English.

REVIEW OF RELATED LITERATURE

Listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension, Hamouda (2013). Nadig (2013) defined listening comprehension as the various processes of understanding and making sense of spoken. According to Richards, John Platt, and Heidi Platt (2000) and Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Based on the statement above, it is concluded that listening comprehension is a process in which a person listens and then understands the contents of the message or information, which in the end the person is able to interpret the understanding of the meaning of a message or information that he listens to.

Tools that can be used as an intermediary between the sender of the message to the recipient of the message called the media, if the media that brings messages or information that aims instructional or contain the purposes of teaching then the media is called learning media (Mediawati, 2011). Ntobuo et al. (2018) argue that learning media is one of the tools that influence the learning process. Kennedy et al., (2016) in their research stated that the use of interactive learning media in the learning process was considered to be very effective in increasing student learning activities and learning achievement.

Animated video is a video that contains a movement of objects that are designed to be attractive with a specific purpose. This animated video will increase students' interest in learning because of its attractive appearance (Buchari et al., 2015). Animation gives the illusion of one smooth continuous moving picture but in reality, it is a series of images

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being viewed at speed (Whiteley, 2013). Animation is a process of recording and playing back a series of static images to create an illusion of movement. Animated videos can explain something that is complicated and difficult to explain through pictures and words so it's easy to understand. Therefore, animation video is very well used for material that can't really be seen by the eye to be better illustrated in a visual form (Noviyanto et al., 2015).

RESEARCH METHODOLOGY

This research is quantitative research. Sugiyono (2018) stated that quantitative method is a research method based on the philosophy of positivism, used to examine a population or a specific sample, collecting data using research instruments, analyzing the data by quantitative or statistical to describe and test hypothesis that determined. The design of this research was quasi experimental research. Sugiyono (2015) "Quasi-experimental is a design that had a control group, but may not work fully to control the outer variables that affect the execution of experimental". Two classes were involved in this research as the experimental class and the control class.

Quasi experimental is aims to find out between variables or investigate relationships between variables and clarify the causes of these relationships involving the control group and the experimental group. The quasi-experimental research is chosen to determine influences an outcome or dependent variable, which is the effect of using animated video on the listening comprehension learning of grade IX students at UPTD SMP Negeri 5 Pematangsiantar. In investigating the effect of using animated video in on the listening comprehension learning, two classes grade IX will select. In this research, the students in control class will not give the treatment only using audio recording and the students in experimental class will give treatment using animated video (Y).

DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION

To know the effect of using an animated video as a media on the listening comprehension teaching learning in narrative monologue video, the researcher gave them pre-test and post-test in multiple choice form. After the post test was administered, the researcher got the data in the form of pre-test and post test score. Then, the data is analyzed by using t-test. The score of students in post-test from 30 students with using an animated video are higher ($\Sigma x^2=2535$) with the total mean 84.5 can be said good enough than the score of post-test without using an animated video ($\Sigma x^2=2205$) with the total mean 73.5 was average. At a glance, the mean from pre-test and post-test can be seen that students listening comprehension improved.

In experimental class, there was changing. It can be seen as effect of using an animated video which gave effect to the students' listening comprehension on narrative text. Then, to know the significance different score between pre-test and post-test, the researcher analyzed the data using t-test, the result of t-test is 2.7. The value of t-count has been found, and then the researcher considered the degree of freedom or $df = (N_e + N_c - 2)$ so, the df is $30 + 30 - 2 = 58$. The researcher consulted to t-tables, at the significance level of 5%. The writer found the df (58) in t-table at significance level 5% that is 1.671. To answer of hypothesis testing, the researcher compared the value of t-test and t-table. The value of t-test that is gotten by the writer is ($t\text{-test} = 2.7$) and the value of t-table is (1.671). It is known that t-test is bigger than t-table, it means that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected, the theory is

verified. It means that there is different score of grade IX grade students of UPTD SMP Negeri 5 Pematangsiantar between before and after taught using an animated video as a media.

Finally, the researcher found the answer of the problem namely to know the significant of an animated video in listening comprehension of narrative text by analyzing the data. It was proved by the students' average score in experimental class (84,5) and in control class (73,5). The researcher found $t\text{-test} > t\text{-table}$ namely $2.7 > 1.671$ which made (H_a) is accepted. If $t\text{-test}$ is higher than $t\text{-table}$, it means that there is significant effect of an animated video on the listening comprehension narrative text. The researcher used two classes as the sample that consist of 30 students of each class. One class was chosen to be experimental class that is received treatment by using an animated video and the other one as the control class that is received different treatment or without using an animated video. In the control class, there is not a new treatment in teaching learning process. The students were given a usual treatment. They were taught narrative text using audio recording. The teacher had used a monotonous method that could not increase students' listening comprehension in narrative text. Students could not enjoy in learning because they have difficulties in listening comprehension.

In the experimental class, the researcher using an animated video as learning media. The researcher used video and picture to understand well about the narrative text material. By using an animated video, the students can find and to solve the problems form their lesson and they felt enjoy in learning process and it can increase students' motivation in studying.

Based on the explanation above, it showed that using an animated video as a learning media can give the good effect on the student's listening comprehension. The students who were taught by using an animated video as a learning media got the higher mark than the students who were taught without using an animated video as a learning media. After analyzing the data, the researcher has known that using an animated video as a learning media is more effective on the listening comprehension of grade IX students at UPTD SMP Negeri 5 Pematangsiantar.

CONCLUSION AND SUGGESTION

Based on the result of the data discussion and analysis, the researcher obtained conclusions of using animated video on the student's listening comprehension such as: The conclusion is to be written explicitly in paragraph(s) based on the result of data analysis to answer the research problem, and describe if the Alternative hypothesis (H_a) is accepted or the Null hypothesis (H_o) is rejected, The value $t\text{-table}$ was 1.671. while the value of the $t\text{-test}$ was 2.7, It means that the $t\text{-test}$ (1.671) was higher than the $t\text{-table}$ at the level of significance of 5% (1.671), or $2.7 > 1.671$, It can be concluded that the application of animated video is significantly affect on the listening comprehension of grade IX students of UPTD SMP Negeri 5 Pematangsiantar through narrative text than the effect of using audio recording on the listening comprehension of grade IX students of UPTD SMP Negeri 5 Pematangsiantar through narrative in monologue forms. It can be seen on the table of the students' listening comprehension post-test scores that the students who learn listening comprehension using animated video as learning media (experimental class) and audio recording as a media (control class), Thus, animated video media is very helpful for students to improve their learning aspects, especially in terms of comprehension, concentration, imagination, and a more pleasant learning atmosphere, The results of this research are the using of animated video make students more interested

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and more enjoyed on the listening comprehension learning. The researcher using animated video to encourages student's listening comprehension. Listening to narratives monologue video encourages and awakens students' imaginations to use imaginations which empowers students to consider new ideas. Build and improve the students' pronunciations through the audio-visual from Animated video, As for the previous relevant researchers related to this research who used the animated video media on listening comprehension, such as, Wathoni Arzaqi (2018). The influence of using animation video on students' listening ability at the second semester of the eighth grade of mts darul ulum panaragan jaya tulang bawang barat in the academic year of 2017/2018. From the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0.04 <$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$, Auliya Nofriza (2021). Improving the students listening ability by using animation video to second grade in MTS 03 PEKANBARU. From the average value obtained from the pre-test is 49.86% and in cycle 2 has increased by 78.88%. So, from this it can be seen that the use of animation can be a medium that can be utilized properly in the implementation of the teaching and learning process, Agung Puja Darmawan, Wiwiek Eko Bindarti, Eka Wahjuningsih (2014).

The Effect of Using Animated Video on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 1 Bangsalsari. The result of the t-test formula analysis showed that the value of t-test was higher than that of t-table ($2.10 > 1.99$). A further analysis showed that the value of the Degree of Relative Effectiveness (DRE) was 9.1%. It means that the use of animated video in teaching listening comprehension was 9.1% more effective than using audio. Based on the result the three previous research above, determining that the use of animated videos proves that those are produces a significant effect on students' listening comprehension. Similar to the results of this research which has also proven that there is a significant effect of using animated video on the 'listening comprehension students through narrative monologue forms as a learning material. It means that H_a is accepted because the value of t-test was higher than that of t-table.

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