

The Effect of Using Animation Movies on Students' Listening Skill in Narrative Text at State Senior High School 3 Pekanbaru

Ahmadi Rahman Agus¹, Idham Syahputra^{2*}

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

ahmadirahman997@gmail.com¹, idhamsyahputra@gmail.com^{2*}

ABSTRACT

The Purpose of this research to find out whether or not there is significant effect of using Animation Movies on students' listening skill in narrative text at State Senior High School 3 Pekanbaru. This research was pre-experimental design. The sample of this research was taken by purposive sampling. The population of this research was eleventh grade at Senior High School 3 Pekanbaru. The techniques of collecting data were multiple choice test. The researcher used statistical method of Non parametric Wilcoxon signed rank t-test by using SPSS Version 23 to analyzed the data. Based on data analysis of Wilcoxon formula. The sig value of Asymp. Sig (2-tailed) 0.000. it could be stated that $0.000 < 0.05$, the value of 0.000 is lower than 0.05, it means null hypothesis (H_0) is rejected. While the alternative hypothesis (H_a) is accepted. So it can be concluded there is a significant difference of students listening skill in narrative text before and after being taught using animation movies.

KEYWORDS: Animation Movies, Listening Skill.

1 INTRODUCTION

Listening, as a fundamental input material is crucial for students learning English. It is the ability to accurately receive and interpret messages in the communication process that helps language learners acquire word stress, pronunciation, vocabulary, and comprehend the message. Listening is a receptive skill wherein people grasp the main idea based on what they hear (Harmer, 2001).

Listening is a crucial aspect of communication through it we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. It helps learners become flexible listeners, enabling them to know how to listen to grasp the general idea or specific information needed to understand videos (Gonzales Moncada, 2003).

Meanwhile, listening to the English language is challenging for school students. English has a different accent and pronunciation compared to Indonesian, making it difficult for students to understand spoken English words.

The ability to use English plays a pivotal role in mastering language proficiency, especially in light of the recent growth in sophisticated media and Information and Communication Technology (ICT). English, as an international language, offers significant benefits for acquiring knowledge, accessing information sources, and engaging in online transactions. Therefore, the learning of the English language should be innovative and relevant to current technology, making it enjoyable for students to master without the burden experienced when learning our native language, such as Indonesian or a local language, during our early years as children.

According to Ngatifudin firdaus (2022) Using animation as an educational tool is a means to enhance the learning experience for students, making it more engaging and providing a novel environment within the learning process. The incorporation of animation in educational media adds value due to its considerable appeal, particularly for students who are the primary audience for such learning tools.

Animated movies, with their wealth of action and visual elements, are highly effective in achieving outcomes through listening and speaking activities. Consequently, animated movies serve as a media tool that can enhance students' motivation in learning listening skills. This is because students not only hear the voices but also witness the situations depicted in the story, leading to increased interest and motivation when utilizing animated movies in the classroom (Lynee, 2001).

According to Melandri (2017) In education, incorporating media enhances the teaching and learning process, thereby improving the effectiveness of English instruction. This approach contributes to a better understanding of language experiments among students.

There are previous studies related using the using animation movie to enhance listening skill was conducted by Muzamir (2012), Zohraeni et al., (2017) and Mustikanthi (2014). The similarities of the research is examine the effectiveness of using animation movies on students' listening skill. The result of the research is shows that using animation movies has significant effect on students' listening skill. Therefore, the reason of the researcher interested to using this topic, based on the previous study the results of the research there was significant difference after using the animation movies to improve students' listening skill. So, the researcher interested to using the animation movies to improve students' listening skill. Then, the difference of this research and the previous study is the design of the research. Where, this research only use one class.

Based on the preliminary study of eleventh grade students at Senior High School 3 Pekanbaru, the researcher interviewed the English Teacher and found out that eleventh grade at Senior High School Pekanbaru used Merdeka Curriculum as their guidance in teaching learning process. The KKM (criteria based curriculum) of English lesson is 75. In this school, the basic competence stated in the syllabus of Senior High School 3 Pekanbaru that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition. Based on the result of the interview with the English teacher, the students' lack of background knowledge difficult to express themselves with English lessons, some students have low participation students are not enjoyable in learning English material and some students do not understand the message what they heard.

Based on the problem, the research concluded that the problem of students in teaching listening skill. In order to solve the problem mentioned above, efforts needed to be done to keep the students exited in learning especially in developing their listening ability. Hence, the teacher needs an appropriate technique to stimulate the students'

interest in learning listening skill. In addition to focusing on learning materials, they can also increase their skills in listening and at the same time practice their vocabulary mastery.

2 METHODOLOGY

The research is a quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final result report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2008). This research used pre-experimental design with one group pre-test and post-test as the research design.

The target population of this research was XI eleventh grade students of Senior High School 3 Pekanbaru. There was 10 classes that consist 358 students. According to Cresswell (2012), a target population (or the sapling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. And then the samples were 28 students of VIII 1. According to Cresswell (2012), a sample is a subset of the target population that the researcher intends to analyze in order to draw conclusions about the target population as a whole.

In collecting the data, the researcher used a listening test as an instrument in collecting the data. To find out the data both pre-test and post-test, the researcher was use listening test.

In analyzing the data, the researcher used Wilxocon Rank test. Because data are not normal distribution. Specifically, to analyzed the data, so the researcher use Wilcoxon test as the alternative t-test.

3 RESULT AND DISCUSSION

The result of this research showed that there was a significant difference on students' listening skill before and after being taught by using animation movies in Narrative text at eleventh grade of Senior High School 3 Pekanbaru. First meeting was conduct was given the pre-test to the students, the result of the pre-test before the interventation showed that the lowest score was 55 and the highest score was 70, while the mean score of all students were 61,11. The categories of all students in the pre-test are High.

Table 1

Descriptive Statistics of the Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest without	36	55	70	61.11	4.327
Valid N (listwise)	36				

After conduct by pre-test, the researcher also analyzed the data of the post-test. After the interventation, the score of students listening of the test improved. The result of

calculation using SPSS version 23 on the data after treatment (post-test) obtained standard deviation was 5.828, the lowest score was 75 and the highest score was 95, while the mean score of all students were 84.44. the catagories of all students in the post test are very good.

Table 2
Descriptive Statistics of the Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Postest	36	75	95	84.44	5.828
Valid N (listwise)	36				

From the findings, it can be seen that using animation movies can increase students' skill in listening. The mean score of pre-test 61.25 becomes 84.44 in the post-test. in indicates that after using animation movies on students listening skill increased proven by progress of scores from the pre-test and post-test.

Wilcoxon statistics

The researcher was used Wilcoxon signed rank t-test stated by SPSS version 23. Wilcoxon test is non-parametric alternative to the t-test for comparing two means. Wilcoxon test is a statistic test used to the differences between pre-test and post-test. The result of statistical data analysis obtained the output shown in the table below :

Table 3
The Result of Wilcoxon t test

	Pre test – Post- test
Z	-5.263 ^b
Asymp. Sig. (2-tailed)	.000

The result of table Wilcoxon test of pre-test and post-test in experimental class, if the value of Asymp. Sig. (2-tailed) was < 0.05 , the hypothesis is accepted. While, if the value of Asymp. Sig. (2-tailed) was > 0.05 , the hypothesis is rejected. Based on the result Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. Therefore, the value of 0.000 is lower than 0.05, it can be concluded that the hypothesis is accepted in experimental class used pre-test and post-test. In other words that, there was a significant difference of students' listening skill before and after being taught using animation movies at Senior High School 3 Pekanbaru.

4 CONCLUSION

Based on the results of the research, it was concluded . the students' listening skill before being taught by using animation movies at the eleventh grade students of Senior High School 3 Pekanbaru was categorized "Medium" level in listening a mean score of 61.11. The students' listening skill after being taught by using animation movies at the eleventh grade students of Senior High School 3 Pekanbaru was categorized "Very high" level in listening a mean score of 84.44. So there was significant difference of the students' listening skill before and after being taught using animation movies at Senior High School 3 Pekanbaru by using statistical method of Wilcoxon signed rank test. The result of table Wilcoxon test of pre-test and post-test in experimental class, if the value of Asymp. Sig. (2-tailed) was < 0.05 , the hypothesis is accepted. While, if the value of Asymp. Sig. (2-tailed) was > 0.05 , the hypothesis is rejected. Based on the result Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. Therefore, the value of 0.000 is lower than 0.05, it can be concluded that the hypothesis is accepted in experimental class used pre-test and post-test. It means that there was a significant difference of students' listening skill before and after being taught using animation movies at Senior High School 3 Pekanbaru. In conclusion, the students who are taught by using animation movies will achieve better in listening that the students who are taught without using animation.

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