Using Animation Videos in Developing Listening Skills Among Junior High School Students

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Abstract. Listening cannot be underestimated, because listening is an important aspect of communication. In life if someone communicates with others, they must understand what the speaker says in writing and during conversation. This study's objective was to understand how animated videos can enhance individuals' capacity for learning. Pre-tests and post-tests were part of this study's single-group pre-experimental design. The sample was chosen using purposeful sampling. There were seven classes for eighth-grade students. It was from class VIIIA to VIIIG. The total population of class VIII was 220 students. The class selected as the Sample used in this study was class VIIIB, which had 29 students. Test instruments were utilized in this study to gather the score in pre-test and post-test. Twenty fill-in-the-blank and matching questions made up the test. To determine whether using animated video content enhanced students' listening skills, a paired sample t-test was used in the data analysis. The tests outcomes were compared in this investigation. Ha (Alternative Hypothesis) and H0 (Null Hypothesis) were hypotheses in this investigation. The average scores differed significantly, the study's findings. 56.96 was the pre-test score, while the post-test score was 69.96. The significance level was marginally below 0.05, as indicated by the paired sample t-test statistical analysis results, which were significant (two tails) at 0.030. In the end, Ha was accepted and H0 was rejected. Therefore, watching animated films helps children improve their ability to interact with others.

Keywords: Animation Video, Listening Skill, Increasing

Introduction

Speaking, listening, writing, and reading are the four abilities that must be acquired when studying English. The ability to understand information orally is known as listening skills. Listening is the process of reconstructing the meaning of what has been heard to obtain information, convey ideas, and expand knowledge.The process of Listening is an activity that is always done in any case; this is what makes listening very important in learning a new language, especially for a learner. Students must have good listening skills. Khumairah et al. (2023) state that gaining proficiency in Listening is especially crucial since it forms the basis for other skill development. In 2022, the Independent Learning Curriculum will be presented by Kemendikbudristek, Education, Culture, Research, and Technology Ministry. Teachers are required to be able to deliver interesting and meaningful lessons in this program. This curriculum aims to provide learning objectives that are tailored to the individual learning needs of students. Fatma et al., (2023), state that listening skills are one of the important skills in achieving learning based on the Merdeka curriculum. In this curriculum, Listening is one of the skills whose application requires attention because communication depends heavily on this skill.

In order to improve listening comprehension in a foreign language, language learners must compare linguistic features between their native and target languages (Ahmadi, 2023).

Although listening seems easy, many students find it difficult. According to several studies, the difficulties experienced by students today are caused by poor listening skills, especially in terms of interpreting and understanding what the speaker is saying (Windamayanti et al., 2022). A common problem in junior high schools is that students often lose concentration and feel bored learning English. This happens due to external factors such as boring learning media and conventional teaching (Khumairah et al., 2023). In addition, the researcher identified several challenges students faced in their listening skill, which ware found when teaching assistance at SMP, such as difficulty understanding and confusion in the meaning of the words spoken.

To overcome this problem, educators need to explore one solution as an alternative to solving the problem of students' listening skills. One way to solve this problem is to use an animated video as teaching medium. Using video animation as technology in learning provides learning experiences as teaching aids that create innovation and motivation in learning (Sibarani et al., 2024). Animation videos have visual appeal, can attract attention and foster students' curiosity about the video presented (Maulida Gustika et al., 2024).

Videos that are visually appealing and enhance learning are called animated videos. Videos that enhance the learning process are called animated videos. Even though animation appears to be similar to a single moving image, animation is actually a series of images moving quickly (Simanungkalit et al., 2023). This means that the movement of images or objects in video animation is a combination that gives the impression that it seems alive. An animation video is contemporary entertainment that blends speech, music, visuals with moving pictures (Satyawan, 2018). Video animation has a practical function that provides images in a funny, spectacular, or strange way so that students are interested in paying attention to educational resources and having a desire to learn (Hwang et al., 2012).

Susiani (2020), Yunita (2023), Rahayu (2023), Simatupang (2024), and Nisa & Aryanika (2024) are some of the studies that have examined the use of video animation to teach listening skills. These researchers focus on how animation can improve listening comprehension, especially in films or videos.

Based on previous studies, they all have similarities and differences in conducting research. The similarity in these studies is that they aim to achieve the same goal of testing how this video animation affects students' listening skills. The difference is in the grade level and the place of research conducted. From these studies, The way that pupils learn to listen is greatly influenced by animation. Additionally, animated media might boost learners' interest and zeal for listening comprehension. As a result, animated movies have the potential to be used as instructional tools to help learners become better listeners.

This research attempts to address the research question that follows based on the findings of a literature analysis and related studies: Can eighth-grade students at SMP Negeri 2 Palu enhance their ability to listen through the use of animated videos?

Theoretical Framework
Listening Skill

Listening is fundamental in communication. The first thing young children do is listen before they speak (Gultom et al., 2023). Listening practiced since childhood makes listening a fundamental skill in language learning in speaking, writing, and reading (Ardhani, 2016). Hue (2019) Claiming that Speaking makes up 25–30% of communication, listening 40–50%, reading 11–16%, and writing just 9%, makes listening skills are very important.

Many people think that communication is limited to talking. However, good communication refers to good listening skills. It is a fact that listening is very important in life. A learner must be able to listen actively in English by identifying sounds, understanding stress, and understanding intonation. People can digest information and draw conclusions from what they hear by using receptive listening skills (Hsb & Hasibuan, 2018). Listening is an active process that involves understanding, interpreting, and evaluating the message being

conveyed, not just a passive activity of recording sounds. Tyagi, (2013:1) explains, "Listening is the key to receiving messages effectively and is a combination of hearing what others say and the person speaking".

Malh et al., (2023) revealed five strategies in listening skills: prepare, comprehend, interpret, evaluate, and respond. In addition, Pre-listening, while-listening, and post-listening are the three primary phases of the listening process (Konferensiyasi, 2018):

1. Pre-listening: Having attention and being more focused makes the listening process effective. This is an attitude that needs to be maintained by the listener themselves.
2. While Listening: The stage where the listener can understand and comprehend specific information in both written and oral communication messages.
3. Post-test :The stage where listeners can think and retell what they have heard.

Listening is a difficult skill for students to master. This happens for several reasons, the first being that students lack vocabulary. Secondly, there are differences in accent and intonation. In listening to native speakers in English, many words in pronunciation confused students.Therefore, it is necessary to know that listening is a skill that must be possessed by a student. Therefore, considering that listening skills are important, teachers need to support students and enhance their listening skills and enthusiasm.

Animation Video

An animated video is a modern kind of entertainment that combines text, graphics, and moving images with speech and sound (Satyawan, 2018). Animation movies are a powerful tool for enhancing performance in speaking and listening exercises because they are full of motion and visual components (Oktavia, 2023). Amal et al., (2023) explain, "animation videos include fun pictures and interesting animations that attract students' attention in listening skills".

Teaching listening using video animation in the classroom can facilitate learning. Teachers who provide videos as learning media can provide oral practice to students in the classroom. Using video animation as a learning medium is more effective than other media, because using video in teaching listening allows students to use their two senses simultaneously in the listening class (Lokanita et al., 2020). Students can see the setting, actions, feelings, and gestures that can be witnessed in the video. In addition, videos also provide a valuable visual stimulus for students to practice and produce language (Muzamir, 2021).

However, Teaching listening to animated videos requires a lot of attention when choosing videos as teaching media. The selection of animation videos is something that needs to be considered. English language learning that uses video must be exact: therefore, as a teacher, one must consider starting from students needs, interests, English language skills, and cultural aspects (Kamarullah et al., 2018). Bajrami & Ismaili (2016), state that choosing video topics for the classroom should be based on proficiency level, interests and cultural aspects. This implies that providing materials in the form of animated videos requires attention and preparation, as it is an important matter in the preparation of teaching materials.

Using animation videos as media, students learn to focus on listening tests and effectively echance their skills. Animation videos can be used in learning listening skills. This animation video can facilitate student learning achievement by motivating student attitudes and academic achievement towards learning (Baglama et al., 2018). The following method, which was taken from Berk (2009), is necessary when using animated video to teach In the classroom, listening skills:

1. **Introduce the video briefly to reinforce purpose**: Provide a brief explanation to students to give students a basic understanding of the content and films that will be shown.

2. **Organize a discussion:** In this case, divide students into small groups. most students will be more active if made in groups because they can organize conversations, ask things that have been understood or not understood.

3. **Prepare specific student guides or discussion questions:** Assign tasks to the students through the video provided. The task is a way for researcher to train students' listening using video animation. When the video is shown, the teacher should give detailed instructions to students on what to anticipate from the video, including what they should pay attention to and what they will learn.

4. **Play the video:** When playing the video, it should facilitate students to focus on what they are watching. Therefore, before playing the video, gives students an understanding that this video will only be played twice so that students will pay more attention to the video that appears.

5. **Stop the clip:** Stop the video at strategic points to facilitate discussion, ask questions, or assign active learning activities. This is to gauge students' understanding of what they have captured from the video animation.

6. **Set a time for reflection:** During the learning process, organize time to reflect on what they have learnt from the video to gather information about what they have watched. It is also necessary to find out whether the teaching steps using the animated video need to be changed or not.

Therefore, The aims to validate the idea of using the medium to teach languages, particularly to enhance listening comprehention. It is anticipated that the result will give English teachers insightful information, offer references for future research on the same topic and help students to develop new strategies to independently advance their listening skill.

Material and Method

This reasearch uses the pre-eksperimental design with a quantitative research methodology (a group of pra-tes and pasca-tes). In this design, a single group is used for pra-tes (O1), perlakuan (X), and pasca-tes (O2). This study's goal is to ascertain whether the application of medium in comprehension instruction has a major effect on pupils both before and after learning.

In this study, every eighth-grade student at SMP Negeri 2 Palu who has a paralel grade—VIIIA, VIIIB, VIIIC, VIIID, VIIIE, VIIIF, and VIIIG—is included. There are 220 students in total.

In this study, The sample selection was based on the lowest academic score and recommendation from the English teacher employing purposive sampling. It is a non-probabilistic sampling method that is sometimes referred to as selective or subjective sampling. This type of sampling depends on a number of factors, such as the ability and availability to participate in the study or the specific knowledge of the study subject. (Rai & Thapa, 2019). The sample of this study was class B which amounted to 29 students.

The primary tool used in this study to gather quantitative data is a listening test that is given as a test before and after. One tool for assessing one's proficiency in learning a foreign language is a test (Brown Douglas, 2004). This reseach uses tests to measure video animation in improving students' listening skills. This research focuses on listening test, with students given 45 minutes to complete the test. This test consists of two types of tests, matching and fill-in, which are designed to measure examinees performance. This research was used to assess student achievement in listening skills.

According to Hughes Arthur (2003), Matching tests can test learners' ability to recognize and understand vocabulary and concepts in language learning. In addition to understanding sentence structure and vocabulary, the fill-in-the-blank test can test students' ability to complete the blanks with words or phrases (Alderson et al., 1995).

The following table presents the test's scoring system, which is adapted based on the principle of language suggested by Brown Douglas (2004).

Table 1.
Scoring Rubric for Test

No	Types of test	Number of Correct Items	Points	Rubric
1	Fill-in-the-blanks	**10**	**2**	Answer and spelling are correct
			1	
			0	The answer is Correct, but misspelling.
				Incorrect
2	Matching	**10**	**1**	Correct answer
			2	Incorrect Answer

Total SCORE: $\frac{Matching + Fill\ in\ the\ blank}{30} \times 100$

Pre-test

Before applying video animation media, the researcher will conduct a pre-test to establish a baseline measure of students' initial listening ability. The pre-test will consist of questions or tasks designed to evaluate students' prior knowledge. Twenty items made up the pre-test in this study, ten of which were fill-in-the-blank and ten of which were matching. As a result, 30 for all questions were answered correctly.

Post-Test

In order to evaluate the treatment's efficacy, a post-test will be given by the researcher. The post-test's goal is to ascertain whether showing animated movies to kids improves their listening comprehension. The number of questions in the post-test is the same as in the pre-test, as is the number of points earned if all answers are correct.

Technique Data Analysis

Using SPSS version 24, The data was assessed using a paired sample test. A parametric technique for comparing two paired data sets is the Paired T test (Gumilar et al., 2019). The analysis will focus on gain scores, Student performance and self-assessment effectiveness were evaluated by comparing pre- and post-test results. Normality tests and hypothesis tests were two statistical procedures used in this research.

Normality Test

Normalcy test's objective is to ascertain whether the distribution of population responses meets the criteria for normal distribution. The data sources are the initial and final tests outcomes. The researcher used the Shapiro-Wilk test. This test helps identify deviations from normal distribution and is suitable for larger sample sizes. (Ghasemi & Zahediasl, 2012), which has the following requirements:
1. The data distribution can be classified as normal if the normality The test result is higher than >0.05.
2. The data distribution can be classified as non-normal if the normality test result is less than <0.05.

Testing Hypothesis

This study's goal is to ascertain whether animated films can significantly improve listening skills instruction. Consequently, the study hypothesis states that the Alternative

Hypothesis (Ha) will be adopted if the test scores differ before and after the information is presented. This therapy can then be used while acquiring listening skills.

Results and Discussion
Results
Pre-Test Result

Researcher used animation as a teaching aid in the classroom to provide information to students before starting treatment. The initial test consisted of 20 questions. The teaching was contextualized in relation to these questions. These findings allow for the following data explanations: total, average, maximum, standard, and obtained. Table 2 shows the results of this initial test.

Table 2.
Pre Test Result

No	Initial	Score Fill In The Blank	Matching	Obtained Score	Max. Score	Std Score
1	NDK	11	6	17	30	57
2	AR	4	7	11	30	37
3	MBR	9	8	17	30	57
4	MRA	9	8	17	30	57
5	MJ	8	10	18	30	60
6	RZ	8	10	18	30	60
7	RI	10	6	16	30	53
8	MZ	8	7	15	30	50
9	AM	8	7	15	30	50
10	M	12	8	20	30	67
11	DF	12	7	19	30	63
12	S	12	7	19	30	63
13	AKH	9	10	19	30	63
14	M	10	10	20	30	67
15	MB	9	5	14	30	47
16	AMP	6	7	13	30	43
17	NM	7	6	13	30	43
18	MS	10	10	20	30	67
19	YAR	7	8	15	30	50
20	FA	10	9	19	30	63
21	RMP	9	10	19	30	63
22	F	13	8	21	30	70
23	FAH	13	8	21	30	70
24	F	6	4	10	30	33
25	MZA	8	8	16	30	53
26	FNF	9	6	15	30	50
27	MS	8	7	15	30	50
28	RA	12	10	22	30	73
29	FF	14	8	22	30	73
TOTAL						1653
MEANS						56.96

The figure below makes it clear that the greatest score is 73 and the lowest is 33. The total score is determined to be 1653, with the total number of subjects being 29 students, and the average score is 56.96 before the treatment. This average reflect the overall listening skills of the students before they received any treatment, This shows that students still need to develop their listening skills.

Post-Test Result

On May 5, 2025, eighth-grade students in class B were given a final exam by researchers. The goal of this final exam was to evaluate the students' listening abilities once the course was over. Ten multiple-choice and ten fill-in-the-blank questions in English made up the exam. Table 3 lists the final exam results.

Table 3.
Post Test Result

No	Initial	Score		Obtained Score	Max. Score	Std Score
		Fill In The Blank	**Matching**			
1	MIR	11	7	18	30	60
2	MB	13	7	20	30	67
3	FM	14	6	20	30	67
4	AM	12	10	22	30	73
5	AMP	11	5	16	30	53
6	AH	17	7	24	30	80
7	AR	12	6	18	30	60
8	FA	15	10	25	30	83
9	FF	15	7	22	30	73
10	F	10	8	18	30	60
11	NDK	14	7	21	30	70
12	M	15	8	23	30	77
13	DF	13	9	22	30	73
14	MZAG	5	7	12	30	40
15	MF	14	8	22	30	73
16	MHA	17	7	24	30	80
17	RM	14	6	20	30	67
18	M	10	9	19	30	63
19	NM	10	4	14	30	47
20	NF	12	6	18	30	60
21	ARM	12	6	18	30	60
22	FA	10	9	19	30	63
23	RZ	9	10	19	30	63
24	RI	10	6	16	30	53
25	S	12	7	19	30	63
26	AKH	9	8	17	30	57
27	MS	10	10	20	30	67
28	YAR	8	8	16	30	53
29	MS	8	7	15	30	50
			TOTAL			1857
			MEANS			63.96

According to Table 3, the post-test had a max score is 83 and min score is 40. There were 29 pupils in all, the raw score is 1857. The average score is 63.96, indicating that the students' scores have improved following the treatment.

Distribution Statistic

The researcher obtains the mean score in the descriptive statistics below after computing the student scores.

Table 4.
Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pretest	29	56.9655	1.95168	10.51014
Posttest	29	63.9655	1.92052	10.34229
Valid N (listwise)	29			

According to Table 4, There are differences between the first and second tests; the pre-test mean score is 56.9655, which suggests that students' listening abilities are generally subpar.   Additionally, mean score after the test was 63.9655, demonstrating that pupils' listening skills had improved following treatment. Pre-test and post-test criteria errors were 1.95168 and 1.92052, respectively, suggesting more confidence in the post-test's estimated mean value. Furthermore, the pre-test and post-test standard deviations, which quantify the range of scores, were 10.51014 and 10.34229, respectively. As seen by the rise in mean score and decrease in score variability the reduced standard deviation implies that the post-test results were more reliable, indicating that performance was improved by the treatment.

Normality Statistic

One statistical method for assessing the data is the normality test. The Shapiro-Wilk test formula is used to determine whether the data in this investigation is regularly distributed. It is considered normal if the result is greater than 0.05. However, if the result is less than 0.05, the data is considered abnormal.

Table 5.
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.131	29	.200*	.961	29	.351
Posttest	.110	29	.200*	.971	29	.591
a. Lilliefors Significance Correction						

Table 5 shows These were the pre- and post-tests student learning outcomes data had significant values of 0.351 and 0.591, respectively. Given that both the values are higher than 0.05, The information is routinely disseminated.

Testing Hypothesis

Testing the hypothesis to see if it is accepted or denied should serve as justification for this study. To determine whether the tests results, which are the outcomes of the same group, differ, paired sample t-tests are utilized. SPSS version 24 will be used by the researcher.

Table 6.
Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - posttest	-7.00000	16.48809	3.06176	-13.27173	-.72827	-2.286	28	.030

Based on Table 6, the researcher found that the significant value of statistical calculations was less than 0.05. This result indicates that the sig. (2-tailed) 0.030 is less than 0.05. This brings us to the conclusion. If Ha is accepted and H0 is rejected. The findings of this investigation show that employing animated films significantly improved students' listening skill scores. These findings may provide credence to the theory that watching animated movies improves eighth-grade students' listening abilities at MTs Negeri 2 Palu in a statistically meaningful way.

Discussion

The goal of this research is to determine the way video animation can improve students' listening skills. The pretest and posttest were utilized as study instruments at MTS Negeri 2 Palu. Twenty numbers made up the test, which was divided into two sections: matching and fill-in-the-blank. The pre-test took place on April 14, 2025. To determine the students' baseline listening proficiency, the researcher gave them a pre-test.

The treatment was carried out by the researcher in class VIII B using video animation. Through the use of video animations, students can clearly identify and understand what they are learning. They are able to clearly identify and understand what they have learned.

The data research shows that the use of anmation improves students' listening score. The improvement is shown by the average scores. The score show pre-test 56.96 and post-test 63.96, which indicates that the use of animated videos makes a bigger difference.

In statistical, results that are significant (two-sided) Students 0.030, which is less than the conventional significance threshold of 0.05, conclude that the results of using video animation are acceptable or successful. This is in line with research findings by Muzamir (2021); Hildegardis Ratu et al., (2024), Maulida Gustika et al., (2024), and Simatupang et al., (2024). In addition, in the research presented by Susiani et al., (2020) and Yunita et al., (2023) showed found pupils who watched animated videos outperformed those who watched non-animated videos in terms of listening comprehension. The experiments employed in this study

are different, even though the results are similar to those of previous research. Thus, it can be concluded that watching animated video help improve listening skills.

Conclusion

The findings show that learners in class VIII at MTs Negeri 2 Palu can enhance their abilities by utilizing educational media, particularly animated films. The value is below the significance level of 0.05, according to T-test analysis result of 0.030. The t-test analysis result of 0.030 indicates that the value is below the significance level of 0.05. These findings show that Ho is rejected. As a result, using animation video significantly improves listening abilities.

Acknowledgement

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