THE USE OF ANIMATED VIDEOS IN IMPROVING STUDENTS LISTENING SKILLS AT SMP NEGERI 8 SATU ATAP TONDANO

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Abstract: This research aims to determine the use of animated videos in improving students. This research used a pre-experimental design with one group pretest-posttest design. This research was carried out at SMP Negeri 8 Satu Atap Tondano. The research sample was class VIII, of 15 students, the research instrument given was a pretest and posttest, with 20 questions. The research results shows that the use of animated videos can improve students listening skills, this statement is proven by the students posttest average score (81.66) with a standard deviation of 11.07 which is greater than the pretest average score (41.33) with a standard deviation of 8.11. Apart from that, the results of the hypothesis test shows that the t-test value (3.713) is greater than the t-table (2.144). Therefore, it can be concluded that the use of animated videos can improve the students English listening skills in SMP Negeri 8 Satu Atap Tondano.

INTRODUCTION

Language learning has become an issue for us in the field of education because there are many variables involved. They include students, teachers, methods and techniques, policies as well as language itself. Learning language is also related to aspects of social and cultural life. Foreign language learning in particular has become a central issue throughout the world since people realized that it is very important to ensure international relations. Therefore, much effort is put into foreign language program activities. These foreign language programs, have become the focus of attention in businesses figuring out the best way to run and also when to start the appropriate program (Liando, 2023).

English is a very important means of scientific thinking and is necessary for the development of students' logical, systematic and critical thinking skills. English is

very important in the development of science and technology. So students need English to support successful learning in college. Therefore, students' ability to master English must be improved so that they can have a sufficient basic ability to support the future and it is also hoped that they can contribute to improving the quality of education (Sabudu, 2020).

An animated video is an image that is combined and arranged in such a way as to produce a moving image (Ardiansyah 2018), videos can be used to help the listening learning process. Animated videos can be used at any time. So by using this anime video, it can help teachers and students in the process of learning to listen in class.

Based on researcher observations when carrying out research at SMP Negeri 8 Satu Atap Tondano. Researchers found that the presence of listening problems, especially among class VIII students, are still very low. Students have difficulty understanding audio in English. This can be seen from the results they obtained after testing students' listening in class. Teachers rarely provide audio listening practice to students in class. This is due to the lack of use of media, especially audio in the form of English, in class so that students have difficulties in listening. sub heading: Based on these problems, the researcher found a solution for students to improve their listening skills. The media itself called animated video, Therefore, the title taken in this thesis is: "The Use of Animated Videos in Improving Listening Skills at SMP Negeri 8 Satu Atap Tondano".

RESEARCH METHOD

The research method that the researcher used is included in the category of quantitative research methods. According to Sugiyono (2015:13), quantitative methods are called traditional methods, because this method has been used for a long time so that it has become a tradition as a research method.

The method used in this research is Pre-Experimental. According to Sugiyono (2015:19) the results of previous experiments were that the dependent variable was not solely influenced by the independent variable. This can happen, because there are no control variables, and the sample was not chosen randomly (sample fed up).

The research design used in this research is One-Group Pretest-Posttest. In this design, before being given treatment, the sample is first given a pretest (preliminary test) before being given treatment, and after being given treatment the sample is given a posttest (final test). Research procedure is the steps carried out during research. Or research procedure are the stages of research starting from experimental preparation to research data collection. The procedure used in this research is divided into three stages, as follows:

1. Pre-Experimental Stage

This stage is a preparation stage for research. This means, researchers prepare everything necessary for experimental activities. This stage includes:

a. Design the research instrument to be tasted

b. Make a Research Implementation Plan (RPP)

c. Prepare an animated video that will be shown in front of the class

2. Experimental Stage

a. Pretest

At this stage, a pretest is given to determine students listening skills using animated videos. The type of test is 10 multiple choice, 5 true of false and 5 matching consisting of 20 questions.

b. Treatment

After knowing the level of students listening abilities through a pretest. They are then given treatment using animated videos.

c. Posttest

Posttest is the final exam given to students. The posttest stage is carried out after all treatments have been given. The questions given at this stage are the same as the questions given at the pretest stage. The aim is to determine students listening skills in class, after being given treatment using animated videos.

1. Post-Experimental stage

This stage in the completion stage or final stage of research. At this stage the pretest and posttest data will be analyzed using the data analysis stages as explained in the data analysis procedure above. Find the average score of students' answers using the formula:

$$\underline{X} = \frac{\sum X}{n}$$

Information:

$\underline{X}$: Mean Score

$\sum X$: Total Score

n : Total Sample   Gay in (Hanorsian 2023)

Calculate the standard deviation of pretest and posttest students, using the formula:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{n}}}{(n-1)}$$

information:

SD : Standard Deviation

$\sum x^2$: The sum of score

$(\sum x)^2$: The square of the sum of score

n : The total number of objects

FINDINGS AND DISCUSSION

The findings of this research consist of two classification of students test results, namely pretest and posttest. The pretest is a test carried out before treatment is given, while the posttest is a test carried out after treatment is given and the results of the test was provide answers to this research questions. Before giving treatment using animated videos to students, the research first gave a pretest. The aim is to determine students listening skills.

Table 1. Students Pretest Scores

Sum of Students	Score
1	35
2	40
3	45
4	40
5	60
6	30
7	45
8	50
9	35
10	30
11	35
12	40
13	45
14	40
15	50

Table 2. Percentage of Pretest Classification

Classification	Score	Frequency	Percentage
Excellent	81-100	-	-
Good	61-80	-	-
Fair	51-60	1	6.67%
Poor	41-50	5	33.33%
Very Poor	0-40	9	60%

Shows the percentage of low pretest classification. There was not a single students who received the classification of excellent and good. Meanwhile, 1 (6.67%) students received a fair classification, 5 (33.33) students received a poor classification, and 9 (60%) students received a very poor classification.

Table 3. Mean Score of Students' Pretest

Test	Mean Score	Standard Deviation
Pretest	41.33	8.11

The mean score of the students pretest was 41.33 and the standard deviation was 8.11. This shows that students listening using animated videos in the low category. After conducting a pretest, the researcher than provided material using animated videos. Next, the researcher again tested the students listening skills with a final test, namely the posttest, to find out whether there had been an improving in students listening skills or not.

Table 4. Students Posttest Scores

Sum of Students	Score
1	80
2	85
3	85
4	80
5	100
6	60
7	85
8	90
9	80
10	80
11	75
12	90
13	85
14	60
15	90

Table 5. Percentage of Posttest Classification

Classification	Score	Frequency	Percentage
Excellent	81100	8	53.34%
Good	61-80	5	33.33%
Fair	51-60	2	13.33%
Poor	41-50	-	-
Very Poor	0-40	-	-

Table 5. shows that 8 students received a Excellent classification (53.34%), 5 students received a Good classification (33.33), and 2 students received a poor classification (13.33). It was clear than after the researchers provided treatment using animated videos, the students listening skills, different from before the treatment was given.

Table 6. The Mean Score of Students Posttest

Test	Mean Score	Standard deviation
Posttest	81.66	11.07

The table above shows the mean score posttest score is 81.66 and the standarddeviation is 11.07. This means that students listening is in the good category.

Table 7. Percentage of Improvement in Score between Pretest and Posttest

Indicator	Listening		Improvement (100%)
	Pretest	Posttest	
Mean Score	41.33	81.66	97.58%

The improvement in student listening skills reached 97.58% after being given treatment using animated videos. To determine the difference in students listening abilities between pretest and posttest, statistical analysis of the t-test was carried out with a significance level of 0,05 and degree of freedom (df) of 4. The results of the t-test were acceptable if the t-table was greater than the t-table. Seen in the following table:

Table 8. Students Listening T-test

Compenent	t-test	t-table	Comparasion	Classification
Listening	3.713	2.144	t-test>t-table	Accepted

The table above shows that the t-test value (3.713) is greater than the t-table (2.144). This means that there is a significant difference between students listening abilities before and after being given treatment using animated videos. After being given treatment, students understanding increased and was much better than before being given treatment. So, it can be concluded than the use of animated videos is effective in improving students listening skills.

Based on refers to the results of the research if many explain as follow: The pretest was carried out to determine students initial listening skills. From the pretest results obtained based on the pretest classification percentage table, it shows that not a single students received a very good and good classification, 1 (6.67%) students received a fair classification, 5 (33.33%) students received a poor and 9 (60%) students received a very bad classification. Meanwhile, the mean score students pretest of (41.33) showed that students listening was in a low classification. Thus it can be concluded that the listening skills of students in class VIII students of SMP Negeri 8 Satu Atap Tondano is in the low category, so that they deserve treatment. The posttest results obtained based on the posttest percentage classification table showed that 8 (53.34%) students received a very good classification, 5 (33.33%) students received a good classification, and 2 (13.33%) students received a fair classification. Meanwhile there were no students who received a poor and very poor classification. In addition, the students posttest mean score results was 81.66 this is different from the pretest mean score (41.33).

 Based on the results of the hypothesis tests, it shows that the T-test value is (3.713) greater than the T-table (2.144) with a significance level of 0.05 and degree of freedom (df) 4.

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