

IMPROVING LISTENING SKILLS FOR JUNIOR HIGH SCHOOL USING POWTOON VIDEO

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Abstrak

Mendengarkan adalah salah satu komponen dasar yang dapat membantu kita dalam belajar atau dalam kehidupan sehari-hari. Seperti yang kita ketahui, kemampuan mendengarkan adalah kemampuan yang sangat penting bagi siswa karena memungkinkan kita untuk belajar bagaimana cara mengucapkan kata-kata dan mempersiapkan diri kita untuk berinteraksi dengan orang lain. Tujuan dari penelitian ini adalah untuk menyelidiki apakah penggunaan PowToon sebagai media alternatif dapat meningkatkan kemampuan menyimak siswa, dan untuk mengetahui tanggapan siswa terhadap pembelajaran menyimak melalui PowToon sebagai media alternatif. Metode yang digunakan dalam penelitian ini adalah kuantitatif, dengan 30 siswa kelas 8 di salah satu SMP negeri di Surabaya sebagai partisipan. Dari hasil jawaban kuesioner, beberapa siswa berpendapat bahwa penggunaan video PowToon tidak dapat membantu mereka untuk meningkatkan kemampuan mendengar mereka, namun siswa berpendapat bahwa pembelajaran menggunakan video PowToon menarik dan menyenangkan. Hasil dari penelitian ini juga menunjukkan bahwa video PowToon tidak memberikan pengaruh yang signifikan terhadap kemampuan mendengar siswa SMP ($p\text{-value}=0.34, > 0.05$).

Kata Kunci: Powtoon, video, media pembelajaran, mendengarkan.

Abstract

Listening is one of the basic components that may help us in learning or in our daily life. As we all know, listening skill is a crucial ability for students since it allows us to learn how to pronounce words and prepares ourselves to interact with others. The purpose of the study is to investigate whether using PowToon as an alternative media enhances students' listening skills, and to find out students' responses towards learning listening through PowToon as an alternative media. The method used in this study is quantitative, with 30 students in grade 8th in one of the public junior high schools in Surabaya as the participants. From the answers to the questionnaire, some students thought that using PowToon videos could not help them to improve their listening skills, but students thought that learning using PowToon videos was interesting and fun. The result of this study also showed that PowToon video did not bring significance to the listening skills of junior high school students ($p\text{-value}=0.34, > 0.05$).

Keywords: PowToon, video, learning media, listening

INTRODUCTION

Listening is one of the crucial abilities every person may have. According to (Siregar, E. Y., & Manurung, 2020) English language learning has four skills. These are listening, speaking, reading, and writing. As we may know listening is an important skill for students because from listening skills, we may learn how to pronounce a word and train ourselves so that we may communicate with others. According to (Namaziandost, E., Ahmadi, S., & Keshmirshakan, 2019), in the process of learning English as a foreign language, the listening ability is viewed as one of the hardest language skills to be promoted because when learners have a listening exercise, they need to confront numerous challenges to comprehend the message. (Al-Nafisah, 2019) says that listening is commonly regarded as the hardest and most challenging of the four language learning skills. In that case, they may

find it challenging to learn the language, which can have a very debilitating effect on their learning of other communicative skills, like speaking, reading, and writing. Therefore, it's crucial for learners to be able to listen. According to (Wildan, M., & Futuhi, 2020), listening skill is the first skill to acquire a new language. However, listening skill is more difficult than other skills in English. When people communicate with others, people spend the largest proportion of time, about 45% listening, but only 30 % on speaking, 16 % on reading, and 9 % on writing (Huy, 2015). Also, mastering listening comprehension is the first step toward fully acquiring the English language (Liu, 2008; YıldırımYıldırım, S., Yıldırım, 2016).

Despite it being a crucial aspect of learning English, listening skill is not as easy as they thought. According to Guo & Wills, (2006), ESL and EFL learners find listening one of the most challenging skills. As pointed out by Brown, (2004) states "listening performance is the invisible, inaudible process of internalizing meaning from

the auditory signals being transmitted to the ear and brain". As supported by (Indrianty, S., & Kemala, 2017) that having good 3 listening comprehension is very difficult for language learners because when they listen, they need to recognize what they hear and produce their language to respond to it.

In addition, Golchi, M, (2012) reveals that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary. Thus, listening skills are one the difficult skills to be learned. As supported by (Woottipong, 2014) that listening skill is rarely taught in the school, hence, many students less mastered in the listening learning. As a result, it will make the students not interested in mastering listening comprehension. Furthermore, (Al-Nafisah, 2019) also states that listening, in particular, is the most demanding of all the language skills, as it is a vital discovery that enables students to unmask creative ways in which language is pronounced and comprehended. (Rorimpandey, 2019) says that listening in learning English is a process of listening to verbal symbols with attention, understanding, appreciation for obtaining information, capturing content or messages and understanding the meaning of communication that has been conveyed by the speaker through or spoken the language.

There is a way that helps in learning listening skills become easier such as using visual audio. Using media as a learning material to improve the teaching-learning process in listening class. According to (Van, L. K., Dang, T. A., Pham, D. B. T., Vo, T. T. N., & Pham, 2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. In the modern era, advance technology has an impact on teaching-learning in the use of media especially in the school (Wahid, A. H., Najiburrahman, Rahman, K. & Qodriyah, K., Hambali, ... Muali, 2020). They also said that technology as media can make the students more attractive since the technology can show the picture, video, text, etc. According to (Hadibin, M. M., Purnama, B. E., & Kristianto, 2012) that media is a device to support teaching-learning which is difficult to explain verbally. He also explains that by using media, it will be easy to understand the material.

In addition, using media during the learning process can attract the students more interest. (Rahmawati, 2016) revealed that media is a tool that makes students acquire skills and knowledge. It is supported by (Aruan, L., Sari, R., & Bengar Harahap, 2020) that learning media is a tool that serves to partially explain the whole learning program difficult to explain verbally Furthermore (Aidinlou, N. A.

& Moradinejad, 2016; Merita Ismaili, 2013) explained that movies are important because they give the opportunity to listen to "real language" conversations and see the context and body gestures of the characters facilitating the understanding of the speech. Learning using visual audio materials may make students feel more comfortable and may learn well. Previous studies in this field have shown that students feel comfortable with their listening proficiency when using audio-visual materials (Arono, 2014; Merita Ismaili, 2013)

The use of video in EFL classrooms may have a positive impact on students. In the previous research, (Omar & Alwehaibi huda., 2015), in his study, shows that positive gains for the experimental group students' outcomes as a result of the integration of video technology in instruction. This is in line with berk, (2009). Berk's questions were how video clips embedded in multimedia presentations may be used to improve learning in college courses. The results of these studies and the verbal and visual components of a video potentially provide the best fit to the characteristics of this Net Generation of students and a valid approach to tap their multiple intelligences and learning style.

A lot of types of video may be used in learning listening skills such a PowToon Video. PowToon is a web-based animation program that lets users make animated presentations using pre-made objects, imported photographs, given music, and user-created voice-overs. PowToon generates an XML file that may be played in the PowToon web viewer, exported to YouTube, or downloaded as an MP4 file using the Apache Flex engine.

The goal of the study is to investigate whether using PowToon as an alternative media enhances students' listening skills and to find out Students' opinion the students have towards learning listening through PowToon as an alternative media because no one has written about the effectiveness of PowToon to improve listening skills. Students should pay attention to the type of activities in listening skills.

This study will be beneficial for the students, teachers, and researchers. For the junior high school students, this could help them to know how to learn English with a PowToon video. Considering the related studies on listening skills in listening class, the following research questions were posed in this study based on the literature review.

1. How are the student's responses to the PowToon video for improving listening skills in junior high school?
2. How effective is using PowToon video for improving listening skills in junior high school?

METHODS

Quantitative research is used in this study, descriptive methods with the stages of data collection and then interpretation before producing final data. This study used a Paired sample t-test design to achieve the goal: to know the students' responses to PowToon videos for improving listening skills in junior high school and how effective is using PowToon videos for improving listening skills in junior high school.

This method is suitable for the research topic, in this paper since this study needs data to know the score of the participants for the effectiveness of the PowToon in improving listening skills. This study is expected to investigate the benefits of using PowToon video for improving the listening skills of junior high school students and to find out whether this method is effective or not to increase listening skill.

The targeted subjects for this study are junior high school students who are in eighth grade. The students are familiar with the technology. The students are low intermediate level of English. The population of this study is 120 students in grade 8th in one of the public junior high schools in Surabaya, consisting of four classes. One class consists 30 students become the sample of this study. Based on the curriculum, they learn about listening in this grade which is suitable for the research topic.

This research design started with preparations, conducting the pre-test, execution of the treatment, post-test, questionnaire, and analyzing the data.

In the preparation, the researcher made two videos for the materials about listening, then the researcher meets the English teacher to confirm the materials. After confirming the materials, the researcher chooses a group of students to be a subject of the researcher. The researcher in collaboration with teacher, have meetings to conduct research according to the schedule of the English subject.

In the first meeting, the researcher gives an explanation about what PowToon is in the classroom. After the explanation about PowToon, the researcher gives the pretest using Google form, the pretest has 10 questions and the questions are multiple choices. The test is listening comprehension related to audio. The topic of the audio is about daily activity. The pretest is held for 30 minutes and the listening audio is repeated twice. There are two audios. Each audio is 5 minutes long. Each audio is for 5 questions. The students have 20 minutes for answer all the questions.

For the second and third meeting, the researcher gives the materials with a PowToon video. The material is on how to improve listening skills and how important listening skills are and was held for 45 minutes. In 45 minutes, the teacher give video using an LCD projector.

The students watch the video that is displayed by the teacher. After watching the video, students may ask the teacher if they are having questions. The video is 6 minutes long and played twice

Then for the last meeting, the researcher gives a post-test and questionnaire using Google form. The post-test has 10 multiple choice questions. The test is listening comprehension related to audio. The topic of the audio is about conversation. The posttest is held for 30 minutes. The listening audio was repeated twice. There are two audios. Each audio is 5 minutes long. Each audio is for 5 questions. The students have 20 minutes for answer all the questions.

After the post-test, the student is required to fill in the questionnaire through a google form. The questionnaire would answer the first research question. There were 10 questions on the Likert scale about how the student's responses to the PowToon video for improving listening skills in junior high school. To assess attitudes, knowledge, perceptions, values, and behavioral changes, a Likert scale was often employed. A Likert-type scale consisted of a set of statements from which respondents may select to rate their responses to evaluative questions (Vogt, 1999). 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. The questionnaire was brought after post-test. It contained 10 questions. The questions were about the students' experience of using PowToon video. The questionnaire was delivered in the Likert scale using Google Form.

From the questionnaire data, the following result may be drawn:

Table 1. Questionnaire

No	Question
1	PowToon helps students improve listening skills
2	PowToon helps students understand the vocabulary and phrases used by native speakers
3	PowToon helps students understand English language culture
4	The students want their teacher to use more PowToon in the classroom
5	PowToon is more useful than listening to a textbook.
6	The students feel frustrated when watching PowToon.
7	Characters talk too fast.
8	Learning to use PowToon is very interesting and fun
9	The students may understand vocabulary well.
10	The students understand pronunciation and intonation well

Adopted from: (Dede Nurdiawati, 2019)

The final stage was analyzing the result. The data were analyzed to know the result after the treatment was

implemented. To know the difference, the researcher compared the result of the pre-test and post-test. The paired-sample t-test results would be compared using SPSS to the t table to see if the treatment makes a difference.

RESULT AND DISCUSSION

Students Responses to Powtoon

Table 2. Student's Responses

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
0	1	0	1	3	8	6	1	3	1	strongly disagree
1	0	2	7	2	6	6	7	1	9	disagree
14	18	15	11	9	6	5	6	20	9	neutral
9	7	6	5	10	7	7	10	3	10	agree
7	5	8	7	7	4	7	7	4	2	strongly agree

The result of the questionnaire to know their point of view on improving listening skills using PowToon video.

From the table, we may see that from question 1, 2, 3 the students respond positively and agree that PowToon help students improve listening skills, understand the vocabulary and phrases, understand the English language culture.

Then, in question 4 the students want their teacher to use more PowToon in the classroom many students also chose neutral. But in question 5 PowToon is more useful than listening to a textbook student chose to agree more than neutral. But in question 6 the students feel frustrated when watching PowToon more students chose strongly disagree. In question 7 Characters talk too fast agree and strongly agree are the same. Then, in question 8 learning to use PowToon is very interesting and fun more students chose to agree. Furthermore, in question 9 the students may understand vocabulary well students chose neutral more than agree, and the last in question 10 the students understand pronunciation and intonation well more students chose 10 agree. From the answers to the questionnaire, some students thought that using PowToon videos could not help them to improve their listening skills, but students thought that learning using PowToon videos was interesting and fun. The result of this study is in line with research (Heryanto & Rahayu, 2021), is reveal that PowToon may be as a media in learning listening.

The Effectiveness of Using Powtoon

The result of the test is processed using SPSS statistic program with paired sample test. Based on the data the following result may be drawn:

Table 3. Paired Sample Test

Paired Samples Test

		Pair 1
		pretest – post-test
Paired Differences	Mean	5.600
	Std. Deviation	28.734
	Std. Error Mean	5.747
	95% Confidence Interval of the Difference	Lower -6.261 Upper 17.461
	t	.974
df		24
Sig. (2-tailed)		.34

From the data were processed using a SPSS statistic program above, we may see that the average difference between pretest and posttest is 5.6%. This study used the 95% confidence interval of the difference which means the alpha value is 0.05. From the table, the p-value of the result was 0.34 which is higher than the alpha value ($\alpha=0.05$).

PowToon video have a significant effect on improving listening skills. This is evidenced from the table above which shows that the pretest and posttest scores did not increase. The results of this study are in line with the research (Sari, M. P., Murni, D., & Agust, 2021), revealing that PowToon is effective in improving listening skill.

CONCLUSION

Several factors influence the feasibility and effectiveness of the learning process. The primary goal of this study was to explore the use of PowToon video to improve listening skills among junior high school students and students' responses. Yet, the findings revealed that the PowToon video does not bring the significant to Junior high school students' listening skill.

To conclude, using PowToon video it's a fun and interesting way to help junior high school students develop their listening skill according to the questionnaire, students strongly agree that PowToon helps them learn vocabulary and phrases, improve their listening abilities, and gain a better understanding of English language culture. However, students thought that PowToon was more helpful than reading from a textbook. When asked whether they felt frustrated while viewing PowToon, more students strongly disagreed. They also thought that PowToon is very interesting and fun. From the data above as we can see that using PowToon video it's a fun and interesting way to help junior high school students develop their

listening skill. Students will be able to study more efficiently as a result of this.

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