

## Using Animation Video to Enhance EFL Students' Listening Comprehension

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### Abstrak

Video animasi adalah jenis hiburan kontemporer yang menggabungkan gambar bergereak, teks, dan grafik dengan sulih suara dan musik. Maksud dari penelitian ini adalah untuk menentukan apakah pemahaman mendengarkan para siswa meningkat secara signifikan setelah menerima pengajaran melalui video animasi. Penelitian ini menggunakan metodologi kuantitatif. Jurusan Desain Komunikasi Visual (DKV) dipilih sebagai subjek penelitian di salah satu sekolah menengah kejuruan negeri yang ada di Surabaya. Kelas 10 DKV 1 dipilih sebagai kelompok eksperimen, dan kelas 10 DKV 2 dipilih sebagai kelompok kontrol pada penelitian ini. Temuan penelitian ini menunjukkan perbedaan substansial dalam hasil post-test antara kelompok eksperimen dan kelompok kontrol, yang menunjukkan bahwa siswa pada kelompok eksperimen memiliki pemahaman mendengarkan yang jauh lebih tinggi dibandingkan siswa pada kelompok kontrol. Dapat disimpulkan bahwa penggunaan video animasi tentang mendeskripsikan seseorang dan mendeskripsikan benda sebagai perangkat pembelajaran sangat efektif dalam meningkatkan pemahaman mendengarkan siswa pada kelompok eksperimen dalam penelitian ini.

**Kata Kunci:** Video animasi, Pemahaman mendengar

### Abstract

Animation video is a type contemporary entertainment that blends speech, music, and visuals with moving pictures. The purpose of this study is to determine whether or not students' listening comprehension significantly improves after receiving instruction via animated videos. This research employed a quantitative methodology. The Visual Communication Design Major (DKV) was chosen as the subject of this research at one state vocational highschool in Surabaya. Class 10 DKV 1 served as the experimental group, and class 10 DKV 2 as the control group in this research. The study's findings indicate a substantial difference in post-test results between the experimental and control groups, indicating that the experimental group's pupils had much higher listening comprehension than the control group's. Thus, it can be said that using animated videos about describing person and describing things as an instructional tool at the treatment stage is very effective in improving the experimental group's pupils' listening comprehension in this present research.

**Keywords:** Animated video, Listening comprehension

### INTRODUCTION

In the 21st century, technology is developing very rapidly in human life. According to Costley (2014), our world is incredibly dependent on technology. Nowadays, many occupations that were formerly considered exempt from the need for technology now need its usage. A higher proportion of people are adept with computers than in previous years, and a greater number of households own computers. Everyday, social networking, texting, online gaming, and web surfing are just a few of the many uses of technology for both adults and kids. It can be concluded that human life today is very dependent on the use of technology for the purpose of communication.

Technology is also used in the world of education. Cristen (2009) stated that nowadays, there is a lot of worry about improving student achievement while using

technology as a tool. Legislators and instructors are reaffirming their support for initiatives and methods of education that maximize benefits to learning and student results. Given how commonplace technology is in our everyday lives, it is imperative that we integrate it into teaching and learning if we are to make a lasting impact on students' learning. With the advent of Common Core Educational Standard and its concentration on technology, utilizing technological resources in the classroom will now be prioritized. DePasquale et al.(2003) claimed that technology might be a very useful teaching tool if it can raise pupils' engagement with engaging and academically authentic information. Technology is an instrument. It should be selected when it is the most efficient instructional instrument for children. Children with impairments can participate more fully in activities when they have access to technology, which can be especially

helpful for English language learners. The use of widely recognized technology assets in primary school syllabi is something that should be encouraged. In order for kids to experience proper technology use and have access to further advanced application that they will utilize on their own when they are more mature, educators ought to utilize technology to assist the curriculum.

The skill of listening is used during interaction in order to gain an understanding what is being said, permitting the listener to react correctly in light of the knowledge that is being shared. As described by Jafari (2015), listening is a means of obtaining intelligible input, and learners devote over half of their instructional time mastering a foreign language listening. Stated in various ways, listening constitutes one of the most important skills for interactions since it makes a difference in whether or not the exchange of information is effective. When listeners as well as speakers react to one another, the interaction is considered successful.

Listening comprehension is a process to understand information obtained from the speaker, such as understanding the pronunciation, accent and content of the information conveyed. Ha and Ngo (2021) claimed that the process of listening comprehension involves several steps, starting with listening and ending with a complete understanding of the information. It's a talent that requires pupils to be dynamic and adaptive. According to Tran and Duong (2020) listening comprehension is a difficult process because pupils must utilize both background knowledge and language knowledge (vocabulary, sounds, and grammar) in order to understand what is being said.

In teaching listening, educators can use video as teaching media because videos provide visual and audio effects so that students can hear more clearly what is being said, know how each word is pronounced, and can also understand nonverbal expressions which later can be used when communicating directly. The types of videos that might be utilized as instructional media to teach listening are such as talk shows, news, advertisements, film footage, and etc. But educators ought to have the freedom to select videos based on what their pupils are interested in so that they feel teaching listening using videos is very fun.

Animation video is a type of contemporary entertainment that blends speech, music, visuals with moving pictures (Satyawan and Yulia, 2018). Heinich et al. (1982) defines animation as a cinematic method in which the director gives nonliving things motion. As a result, the process of taking pictures and presenting items in a manner that causes them to move and seem alive is known as animation video, and it encompasses animated films, cartoons, and other moving visuals.

The reason for choosing videos as the main focus in this research is because Indonesian EFL students have

problems in their listening comprehension. Numerous studies have concentrated on using animated videos as instructional resources for lecturing English. According to Munawaroh (2019), pupils' reading comprehension improves from cycle to cycle when video animation is used to teach narrative texts as media. This media encourages students to study narrative texts in new ways while also enhancing their reading comprehension of narrative texts. A report based on a study carried out by Silfia et al. (2018), the utilization of animated films increased the vocabularies of the 4th grade pupils at SD Negeri 2 Baruga. Ninety three percent of the students' results showed improvement after the study was conducted, demonstrating that it met the standards for classical achievement. Other studies, such as Abdo and Awabdeh (2017), have also noted that using animation movies as instructional devices can help young learners of foreign languages learn English grammar more effectively. The study's findings demonstrate that the way the pupils participated in the research had a major influence on their capacity to acquire some grammatical concepts in English through animations. The results also show that pupils gain confidence and reduce their grammatical faults.

The following issues will be looked into in this study based on the previously mentioned research background: Is there any substantial improvement in pupils' listening comprehension after being instructed with animated video?

The goal of this present study is to figure out whether there is substantial improvement in pupils' listening comprehension after being instructed with animated video.

## METHODS

To determine the effect of using animated videos, this study employed a quantitative methodology. To find out how employing animated videos affected the experimental group of pupil's listening comprehension, this present research employed a true experimental research design. The statistical technique of true experimental research design is employed to ascertain the cause-and-effect connection among variables. There is significant evidence to demonstrate the presence of connections, and this study approach is the most accurate one. According to Borg et al. (1993), researchers employ the technique of true experimental research design, which involves two variables: independent and dependent. In order to accomplish their goals, they alter an independent variable and assess the outcomes of the dependent variable.

The Visual Communication Design major (DKV) was chosen as the subject of this research at one state vocational high school in Surabaya. There were two classes in this major. Class 10 DKV 1 served as the

experiment group, and class 10 DKV 2 as the control group in this research. The visual communication design major was selected as the research topic because it deals with English-language electronic devices like computers, digital drawing programs, and other visual design-related applications. The experimental group consisted of 34 participants, whereas the control group consisted of 29 participants overall.

This study took place for 4 weeks, from July 24 to August 24. Before this research was carried out, the researcher did several things, namely managed permits at that state vocational highschool through the Deputy Principal for the Curriculum section. After that, the researcher explained the research mechanism to the English teacher who taught class 10 DKV 1 and 10 DKV 2. Then, the researcher gave directions regarding the research that would be carried out to students in class 10 DKV 1 and 10 DKV 2 who were the subjects of this research. Three phases of this study were carried out: the pre-test, treatment, and the post-test. The pre-test stage was carried out in both groups in the first week. Then, the treatment stage was conducted in the second and third weeks. At the treatment stage, animated videos about describing person (describing the appearance of important guests who will come at a company party) and describing things (describing the physical characteristics of the souvenirs that have been purchased from Japan) were incorporated in the experiment group's instructional activities. Meanwhile, audio media about describing person (describing the appearance of important guests who will come at a company party) and describing things (describing the physical characteristics of the souvenirs that have been purchased from Japan) were employed for instructional purposes in the control group. Finally, the post-test stage was carried out in both groups in the fourth week.

A multiple-choice listening exam with twenty questions was the tool used in this research during pre-test stage and posttest stage to assess the pupils' listening comprehension. 24 Questions number 1 to 20 in the listening exam at the pre-test and post-test stages are related to listening comprehension to audio about describing places and describing things such as where a place is located, when is the right time to visit a place, what is the object made of, and so on. The audio used for questions number 1 to 5 is about describing Honolulu. Then, audio about describing Mexico and Canada is used in questions number 6 to 10. After that, audio about describing Puerto Rico is used in questions number 11 to 15. Last, audio about describing camping equipment (tent, flashlight, rubber boots, and so on) is used in questions number 16 to 20.

A pre-test and post-test was given to each group in order to collect data for this study. The multiple choice listening test at the pre-test and post-test phases did not change at all in terms of numbers and questions. At the pre-test and post-test phases, four audios about describing places and describing things were played to both groups. Then, students in both groups were requested to put in work on multiple choice questions concerning the audios being played. Each audio was only played twice to test the listening comprehension of students in both groups. Following receipt of the pupils' multiple-choice test sheets, the researcher assessed the answers that had been chosen by the students. Then, researcher analyzed the listening test scores of each groups from the pre-test and post-test phases to determine if there were any notable variations or not.

Data analysis in this study was carried out by comparing the post-test scores of each group using an independent samples t-test which aims to determine if the two groups' mean scores differed. Even though there was a formula for calculating manually, the calculations in this study used the SPSS 26 application. Then, the researcher analyzed the experimental group's pre-test and post-test results to find out whether the animated videos about describing people and describing things that were played at the treatment stage in the group could have an impact on students' listening comprehension by utilizing a paired sample t- test.

## RESULTS AND DISCUSSION

**Table 1.**

*The results of Independent Samples Group Statistic (Pre-test)*

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre_Test score	Experiment Group	34	83,38	11,263	1,932
	Control Group	29	72,59	15,214	2,825

According to the table of independent sample group statistic, the experimental group consisted of 34 participants, whereas the control group consisted of 29 participants overall. The experimental group's pre-test mean score was 83,38. In contrast, the control group's pre-test mean score was 72,59. Consequently, it may be said that the experimental group and the control group's pre-test results differed. Furthermore, to prove whether the difference was significant or not, the researcher interpreted the "Independent sample test" output table below.

**Table 2.**  
*The results of Independent Sample (Pre-test)*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre_Tes t score	Equal variances assumed	5,008	,029	3,230	61	,002	10,796	3,343	4,112	17,480
	Equal variances not assumed			3,155	50,864	,003	10,796	3,422	3,925	17,667

According to the table of independent samples test above, it presented the Sig.(2-tailed) is  $0,002 < 0,05$ . Subsequently, it can be inferred from the independent sample t-test decision-making process that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected, indicating that there was indeed a substantial variance in the pre-test results among the two groups.

**Table 3.**  
*The results of Independent Samples Group Statistic (Post-test)*

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post_Test score	Experimental group	34	90,74	5,920	1,015
	Control Group	29	80,34	13,088	2,430

According to the table of independent sample group statistic, the experimental group consisted of 34 participants, whereas the control group consisted of 29 participants overall. The experimental group's post-test mean score was 90,74. In contrast, the control group's post-test mean score was 80,34. Consequently, it may be said that the experimental group and the control group's post-test results differed. Furthermore, to prove whether the difference was significant or not, the researcher interpreted the "Independent sample test" output table below.

**Table 4.**  
*The results of Independent Sample (Post-test)*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post_T est score	Equal variances assumed	14,163	,000	4,161	61	,000	10,390	2,497	5,397	15,384
	Equal variances not assumed			3,945	37,652	,000	10,390	2,634	5,057	15,724

According to the table of independent samples test above, it presented the Sig.(2-tailed) is  $0,000 < 0,05$ . Subsequently, it can be inferred from the independent sample t-test decision-making process that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, indicating that there was indeed a substantial variance in the post-test results among the two groups. This data was further analyzed to determine whether the experimental group's pre-test and post-test results showed any discernible variations in the pupils' listening comprehension.

**Table 5.**  
*The results of Paired Sample Statistic*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test score	83,38	34	11,263	1,932
	Post-test score	90,74	34	5,920	1,015

According to the table of paired sample statistic, the pre-test mean scores were 83,38. Conversely, the post-test mean scores were 90,74. There were 34 pupils in both phases. The Std. Deviation for pretest was 11,263. Meanwhile, the Std. Deviation for post-test was 5,920. Furthermore, Std. Error Mean of pre-test was 1,932, and Std. Error Mean of post-test was 1,015. Because the pre-test mean scores were  $83,38 < 90,74$ , consequently, the experimental group's pre-test and post-test mean scores differed from one another.

**Table 6.**  
*The results of Paired Sample Statistic*

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre-test score -	-7,353	12,687	2,176	-11,780	-2,926	-3,379	33	,002	
	Post-test score									

Based on the table paired sample test above, it presented the Sig. (2-tailed) is  $0,002 < 0,05$ . Therefore, it may be said that there was a substantial difference between the experimental group's pre-test and post-test results, rejecting the null hypothesis (H0) and accepting the alternative hypothesis (Ha).

In this study, the researcher tested 2 groups, specifically the experimental group and the control group with the intention of finding out the effect of using animated videos about describing person and describing things on students' listening comprehension. At the treatment stage, learning activities in the experimental group used animated videos about describing person and describing things, while learning activities in the control group used mp3 audio about describing people and

describing objects. Then, in the posttest stage, the researcher tested the listening comprehension of the students in both groups again to find out the results of using 2 different instructional media in the previous treatment stage. According to the table of independent sample group statistic above, the experimental group's post-test mean score was 90,74. In contrast, the control group's post-test mean score was 80,34. Consequently, it may be said that the experimental group and the control group's post-test results differed. Furthermore, according to the table of independent samples test above, it presented the Sig.(2-tailed) is  $0,000 < 0,05$ . Subsequently, it can be inferred from the independent sample t-test decision-making process that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, indicating that there was indeed a substantial variance in the post-test results among the two groups. It demonstrates how much superior listening comprehension was among the experimental group's pupils compared to the control group's pupils. .

In the next step, the researcher analyzed the pre-test and post-test outcomes of students in the experimental group to determine whether the use of animated videos about describing person and describing things had a significant impact on their listening comprehension. Based on the table of paired sample statistics presented above shows that the pre-test mean scores were 83,38. Conversely, the post-test mean scores were 90,74. The Std. Deviation for pre-test was 11,263. Meanwhile, the Std. Deviation for post-test was 5,920. Furthermore, Std. Error Mean of pre-test was 1,932, and Std. Error Mean of post-test was 1,015. Because the pre-test mean scores were  $83,38 < \text{post-test was } 90,74$ , consequently, the experimental group's pre-test and post-test mean scores differed from one another. Moreover, the table of paired samples test shows that the Sig. (2-tailed) is  $0,002 < 0,05$ . Therefore, it may be said that there was a substantial difference between the experimental group's pre-test and post-test results, rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_a$ ). Hence, it can be asserted that using animated videos about describing person and describing things as an instructional medium at the treatment stage is very effective in improving the experimental group of pupils' listening comprehension in this present research.

At the treatment stage in the experimental group, the researcher has implemented teaching listening steps based on Chang's (2016) teaching listening theory which are explained as follow:

- Pre-listening Phase In the pre-listening phase, the researcher first explained the purpose of showing animated videos about describing person and describing things to students in the experimental group. Then, the researcher

also explained to them that they were given the opportunity to listen and watch the animated video shown 3 times with the aim of finding out and comprehending the main idea and important information from the animated video.

- While-listening Phase In the while-listening phase, the researcher asked the pupils in the experimental group to listen carefully to the information delivered in the animated video such as how the characteristics of the person or thing described, the accents used when describing person or thing, and also new words that have never been heard before.

- Post-listening Phase In the post-listening phase, the researcher provided students with reflections on the animated video that has already been shown, such as summarizing the information already delivered and also providing them with solutions to the difficulties that they experienced in the previous while- listening phases. This is done with the aim of ensuring that the pupils in the experimental group really comprehend the information delivered from the animated video

The current research's findings are in accordance with statement from Bajrani and Ismaili (2016) which state that the listening comprehension skills of language learners can be enhanced by watching videos. Language structure takes the shape of grammatical irregularities that are distinct from written language, which can both amuse and improve learners' comprehension. Furthermore, this current research's findings correspond with those of earlier studies about using animation videos conducted by Abdo and Awabdeh (2017), Silfia et al. (2018), and Munawaroh (2019). Abdo and Awabdeh (2017) noted that using animation movies as instructional devices can help young learners of foreign languages learn English grammar more effectively. The study's findings demonstrate that the way the pupils participated in the research had a major influence on their capacity to acquire some grammatical concepts in English through animations. The results also show that pupils gain confidence and reduce their grammatical faults. A report based on study carried done by Silfia et al. (2018), the utilization of animated films increased the vocabularies of the 4th grade pupils at SD Negeri 2 Baruga. Ninety three percent of the students' results showed improvement after the study was conducted, demonstrating that it met the standards for classical achievement. According to Munawaroh (2019), students' reading comprehension improves from cycle to cycle when video animation is used to teach narrative texts as media. This media encourages students to study narrative texts in new ways while also enhancing their reading comprehension of narrative texts. Consequently, it can be said from the outcomes of previous researches and this present research that animation videos can improve

students' language skills especially their listening comprehension.

## CONCLUSION

According to the outcomes obtained from the collection and analysis of data conducted for this study, there is substantial variance in the post-test outcomes between the two groups, with the experimental group's overall results being greater than the control group's. This indicates that the pupils in the experimental group had significantly greater listening comprehension than the pupils in the control group. Furthermore, the learning outcomes of the experimental group also show a substantial variance among the outcomes of pre-test and post-test, so it can be asserted that the use of animated videos about describing person and describing things as instructional media at the treatment stage is very effective in improving the experimental group's pupils' listening comprehension in this present research.

Overall, this research aimed to investigate an improvement in students' listening comprehension at grade 10 DKV Major at one state vocational highschool in Surabaya. In this research, the researcher suggested to English instructors to try or implement the usage of animated videos as a resource for English language instruction in the classroom because animated videos can improve students' listening comprehension abilities, which has been proven from the findings of this present research that pupils' listening comprehension ability, especially in the experimental class showed significant improvement after using animated videos as a medium of instruction. This research is quantitative. Thus, the suggestion for future investigators is this study can serve as a resource to the future investigators who have the same interest to do research with the same topic even though the method is different in order to collect the data about the student's responses related to the use of animated videos.

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