



AL-TA'LIM JOURNAL, 29 (2), 2022, (91-98)

(Print ISSN 1410-7546 Online ISSN 2355-7893)

Available online at <http://journal.tarbiyahainib.ac.id/index.php/attalim>

Improving the Listening Skills of Tadris Students in English Through the Film Animation Application

Received: 02nd March 2021; Revised: 04th April 2022; Accepted: 23th July 2022

Permalink/DOI: <http://dx.doi.org/10.15548/jt.v29i2.686>

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Abstract: This classroom action research aims to improve students' listening skills through the application of animated films. The subjects in this study were second semester students at STAIN Gajah Putih Takengon. The data in this study were obtained from observation sheets, tests and questionnaires. Based on the analysis that has been carried out, it is known that in cycle I, 68.57% of students are actively involved in learning and 70% of students are motivated and enthusiastic about learning. Whereas in cycle II, 77.14% of students were actively involved and 88.57% of students were motivated and enthusiastic about participating in learning. In the preliminary study, the average listening ability of students was 53.43%, in the first cycle the students' average listening ability increased to 59.37%, and in the second cycle the increase reached 76.71%. The results of the student response questionnaire showed that 87.5% felt happy with the application of animated films and 81.25% felt that the use of animated films had an effect on listening skills. 93.75% said it was easier to practice listening skills with animated films and 90.63% preferred learning to listen with animated films compared to other media such as tape recorders, and 93.75% disagreed with learning to listen without using audio visual aids.

Keywords: Listening skills; animated films; enhancements.

How to Cite: Bujangga, H. (2022). Improving the Listening Skills of Tadris Students In English Through the Film Animation Application. *Al-Ta lim Journal*, 29(2). doi:<https://doi.org/10.15548/jt.v29i2.686>

INTRODUCTION

As we know that English is the language of instruction in international relations. Language or communication skills consist of four components that are interconnected with one another, namely listening / listening skills, speaking skills, reading skills and writing skills (Mahaputri, 2013a, 2013b); Marzuki, 2017; Mudra, 2016; Tarigan, 2015). However, in everyday life everyone uses listening/listening skills more than other communication skills. In learning, especially in English, listening is a productive skill and requires more attention and concentration to understand it. By listening a

lot, we can convey a message in a better and more detailed way. Listening is related to spoken mode with speaking, even listening as a receptive skill and speaking as a productive skill. Both are the skills most often used compared to the written mode (Mulyadi & Mutmainnah, 2015).

In class, for example, students will spend most of the time listening to the teacher or lecturer speech rather than writing what is explained. Receiving and interpreting the meaning of words and sentences is done through listening activities. This means that listening skills are more dominated than other skills, as described by Arnold (2014) that

more than 40% of our daily communication activities focus on listening, speaking 35%, reading 16%. and writing only 9%. This shows that listening skills play a very important role in the communication process (Elshof & Hendrawan, 2022; Raju, 2018).

Listening is a component in language which is still an obstacle for some students. Based on the results of observations that researchers have made on second semester students of the English study program in learning listening skills, it is known that they lack confidence in their listening ability when faced with listening material. In addition, their motivation to learn is low which can make them stop learning. There are several factors that cause students' low listening ability, including: their knowledge of English and poor vocabulary, lack of English communication in everyday life, and inaccurate use of techniques and methods in learning (Suwanto, 2017).

The dominant factors that can reduce students' listening ability are the techniques and learning methods used by the teacher (Arono, 2015; Demir & Tavi, 2021). Lack of learning tools used by teachers/lecturers in class can cause students not to get an extra dimension in the listening experience. Because listening is not just listening to the speaker, but also requires interpretation of the instructions, so that in the end a good understanding of a text will be created. One method that can be used to help foster students' motivation and listening ability is to use animated films in listening learning (Aldera & Mohsen, 2013; Pham, 2021).

Film is a type of audio-visual media that can train students' listening skills because it can increase their curiosity and motivation in learning so that it can improve their learning outcomes (Alimah, 2020; Budiasih, 2020; Yasmine et al., 2020). Film is an entertainment medium that displays both motion pictures, audio and visuals. Many people like to watch movies even though not all types of films are interesting. Animated films are an interesting object to watch, because they are not only liked by children but also liked by adults, because the material

and language are easy to understand (Suryani & Draji, 2021). The terms used are also simple and the words are clearly pronounced. Listeners will not listen with concentration if they find sound unattractive. Researchers realized that listening skills are a difficult task to teach English as a Foreign Language (EFL) students. They sometimes find it very difficult to understand the meaning of the dialogue, maybe because of their lack of vocabulary.

The purpose of this study was to analyze the students' ability to understand listening with the visual support provided and to determine the students' difficulties in listening. In this case the researcher wants to encourage students' listening skills by using multimedia tools, namely animated films. Researchers used animated film with the title "Barnyard" as a sample of listening material in conducting research. In this film, there are lots of interactions or conversations between the characters involved in the film. Therefore, the researchers chose this film as a sample for listening material.

METHOD

This research is a Classroom Action Research (CAR) with the type of collaborative research, because in conducting this research the researcher collaborated with one of the listening lecturers of the Gajah Putih Islamic State College (STAIN) Takengon as a mediator in the classroom. This study aims to improve students' listening skills through the application of animated films. The subjects in this study were 32 students in the second semester (2) of the English Language Study Program (TBI). The reason for choosing this class is because they have been studying English for a long time and are now taking listening courses.

In conducting research, the researcher makes the necessary research preparations. This research begins with conducting a preliminary study to identify constraints and find out the real conditions of student and lecturer problems in the listening class. Kemmis and McTargart's model in McNiff (2013) is used in conducting research because of its simplicity and practicality. The model is

designed in five stages: (1) preliminary study, (2) fact finding, (3) action planning, (4) implementation, (5) action observation, and (6) reflection and evaluation. The last four steps are called cycles and are discussed in the part of the research cycle which consists of two cycles.

In the first cycle researchers and collaborators design action plans such as 1) Creating learning scenarios by developing learning strategies that will be applied in the listening class such as teacher and student interactions including selecting material from easy to difficult, 2) Designing lesson plans and their components such as objectives, materials and procedures for its implementation, 3) Preparing learning media to optimize students' listening skills and to support the facilities needed in the teaching and learning process, 4) Making observation sheets to record data about what teachers and students do in the teaching and learning process, 5) Prepare items questionnaires to obtain data on student responses and participation to the application of animated films presented in the learning process, 6) Design evaluation instruments to determine student participation in listening interactions in class, and 7) Design success criteria describing the application of films imasi in listening to class interactions.

The instruments used in this study included: 1) Observation sheets, namely lecturer observation sheets and student observation sheets, 2) Questionnaires. This questionnaire was distributed to students at the end of the activity to obtain data about their responses and impressions of the application of animated films and strategies applied in learning activities. The ten closed questionnaire items were designed in the form of multiple choices with 5 choices, namely: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire is based on a Likert scale, and 3) Test. In this study, the researcher conducted the test twice, namely pre-test and post-test which consisted of 20 items in multiple choice form with 4 choices. A pre-test is given to students at the first meeting to determine their initial listening ability before being trained in using

animated films. A post-test was given at the last meeting of the learning process to measure students' ability in listening after they were trained with animated films. Researchers used tests to measure students' listening comprehension. Aspects of the test include students' understanding of the main ideas of dialogue and students' understanding of detailed explicit information from dialogues or conversations in the films presented.

In this study, there were two types of data analysis, namely: 1) Qualitative data analysis. This analysis was carried out on the data obtained on the observation sheet, and 2) Quantitative data analysis. This analysis was carried out on the data obtained through questionnaires and tests. The results of all the research instruments mentioned above were analyzed to ensure that the results obtained had met the criteria for success indicators at the end of each cycle. If the criteria have not been met, the research must be continued with revisions.

RESULTS AND DISCUSSIONS

This research is a Classroom Action Research (CAR) research which consists of 2 cycles, where each cycle consists of 4 stages, namely planning, implementing the action, observing, and reflecting. As a first step, students are given a pre-test to determine their listening ability before being given treatment. The second step, the researcher carried out the treatment in two cycles as an effort to improve students' listening skills. The third step is to observe students during learning. Finally, students are given a post-test to determine their listening ability after being given treatment.

Improved students' listening skills in Cycle I

Cycle I was held from 21 May to 31 May 2012 and was held in three meetings. Researchers can complete the first cycle of implementation within two weeks because the listening course at STAIN Gajah Putih Takengon is taught twice a week, Monday and Thursday. Before carrying out teaching

and learning activities, the researcher designed a plan. The research instrument design was discussed with the supervisor. While the lesson plan design, material and student activities for class interaction are discussed with collaborators. The lesson plan is designed for three meetings for the first cycle. Each meeting was held for two school hours (2 x 45 minutes). RPP consists of learning objectives, teaching materials, implementation procedures, media and time allocation.

The first meeting is used to introduce learning to formulate and respond to animated films in the teaching and learning process. Before applying the topic, the researcher distributed pre-test questions that had to be answered by students. The researcher presented a chapter of the film entitled *Barnyard* in two performances. Researchers provide a short explanation or brainstorm to students about what will happen in the film, such as who will be involved in the film and how their characters are.

After understanding the lecturer's explanation, students are given a test sheet containing several incomplete sentences based on the film scene and ask them to complete the sentences by watching a film. Completing sentences is the easiest test that is given to them before answering questions about movie scenes. Due to the limited time, the meeting ended by giving suggestions to students how to improve their listening skills by watching movies at home. In addition, the researcher also provides question sheets to be answered by students at home. After that, students were given the opportunity twice to listen to and watch the film twice for 10 minutes. After the students distributed the answer sheet, the researcher gave several steps that the listener or student had to take in receiving information from the source, predicting what people would talk about, receiving messages from the speaker, attending or focusing on the topic, determining what meaning had been heard, and the final step. in listening is to remember all the important points expressed by the speaker.

The second meeting is used to convey learning objectives by practicing listening class interactions with more complex questions. Meanwhile, the third meeting was used to deepen students' listening skills, take quizzes, and take tests.

Observation

The results of the observation sheet showed that there were students who were active, but some were not active in listening activities. They seem still confused about finding the main idea and understanding the explicit information. Although some students showed an increase in listening scores, cycle 2 needed to be done to find the right strategy in improving students' listening skills through the application of animated films.

After carrying out the three steps above, the researcher reflected on each action that had been carried out. Based on the results of cycle I, the researcher concluded that the success criteria had not been met. This can be seen from the students' scores that have not reached the success criteria. From the whole action process in cycle I, it seems that the previous plan carried out by the researcher needs revision for further improvement. Revisions made include: (1) teaching materials (2) how to give instructions (3) lecturers' explanations and class interaction models. Therefore, it is necessary to continue the action to cycle II. By focusing on the activity of finding solutions to problems found by researchers in cycle I to improve the proposed model in order to achieve the success criteria.

Test

Based on the results of the student listening test conducted on May 31, 2012, it can be seen that the student's average score increased from 53.43 to 59.37. From the results of the analysis, it is known that 62.50% are above the minimum passing criteria (70). Meanwhile, 18.75% scored between 60-65 and 55-60. Based on Figure 1 below, the researcher can conclude that the success criteria have not been met.

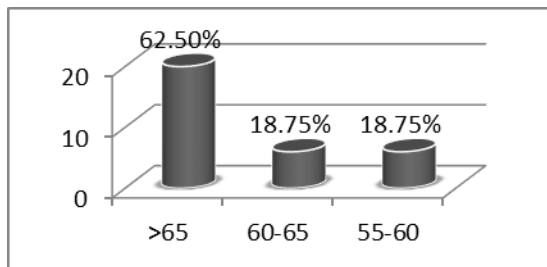


Figure 1. The Result of the Students' listening Test in Cycle 1.

Based on the data previously described, it was found that the application of animated films in the development of listening in class during the research in cycle I had not been successfully carried out, this can be seen as follows: First, The student's mean score was 59.37 based on the listening test in the first cycle; second, 68.57% of the total students are actively involved in the teaching and learning process of listening by using animated films; third, 70% of the total students are motivated and enthusiastic about the listening learning process using animated films.

Improved students' listening skills in Cycle II

The second cycle was held from 4-18 June 2012 and was held in three meetings. The data presentation in cycle II is structured the same as in cycle I but is more focused. The focus of improvement in cycle II is on (1) teaching materials, (2) how to give instructions, and (3) lecturers' explanations and interaction models. The lecturer perfected his presentation by providing clearer directions and managing time proportionally, especially the time for students to think and answer questions. Lecturers will also stimulate students to participate actively during class interactions by encouraging them to be involved and reminding them to use these opportunities to improve listening skills and increase self-confidence. Regarding the implementation of the action, the researcher also encouraged them to use English both when they asked the teacher and talked to their friends. Lecturers will put emphasis on monitoring and observing student activities during the teaching and learning process, such as knowing their understanding of the purpose

of interaction in pairs or groups and their participation during class interactions.

The implementation of actions in the second cycle is still carried out by researchers and collaborators who handle observations. In this activity the lecturer invited students to find themes from the film. In order to maximize the teaching and learning process, they are given different topics or types of films. At the end of the show, the researcher explained about the previous animated film and asked some questions orally.

Observation

Researchers found that the pre-listening activity ultimately ran smoothly, all students were very enthusiastic in learning to listen. They are also active listeners, and if there are problems, they immediately ask questions. During the lesson they don't talk to their friends, they pay attention and enjoy the material. The increase in listening activity was caused by (1) the efforts of the lecturer to help students answer questions and films (2) the efforts of the lecturer to encourage students to actively contribute to all listening activities (3) students to participate actively in all activities (4) The ability of students to use their time have more opportunities to practice listening during listening activities (5) use of various animated films.

Test

The results of the data analysis on the value of students' listening ability using animated films can be seen in Figure 2 below.

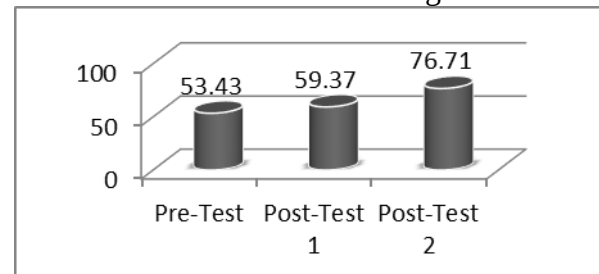


Figure 2. The Improvement of the Students' Average listening Scores

Based on the data in the picture above, the average score of students in the preliminary study was 53.43%, while in the

first cycle the average score of students was 59.37%, increasing to 76.71% in the second cycle. So, it can be concluded that students' listening ability has increased after using animated films in learning. Therefore, there is no need for further cycles. This also indicates an increase in motivation, student response and enthusiasm for listening and engaging in listening activities. So, it can be concluded that animated films help students to express their ideas more easily, especially in listening class and also encourage them. This is in line with research conducted by (Hakim, 2018; Yasmine et al., 2020) that the use of animated films has a positive impact in listening learning. Besides being able to improve students' listening skills, the use of animated films can also increase the activities of

lecturers and students in learning (Rahayu, 2013). Listening skills are the first language skills we have. Listening is the ability to listen with concentration and understanding (Ampa, 2015). In addition, listening activities occur psychologically and socially in daily interactions (Karagöz et al., 2017)). With the help of animated films, students' listening skills can be trained. Because films can convey information with sound and image characteristics that are effective in making students understand the meaning they want to convey (Haryoko, 2009).

Student Response Questionnaire

The results of the second cycle questionnaire can be seen in table 1 below.

Table 1. The Students' Answer of the Questionnaire Sheet

No	Variable Measured	Persentase (%)	Mean Score
1	Learning listening by implementing animation film is fun	87,5	3,87
2	Using animation film gets positive effects in learning listening	81,25	3,78
3	Learning listening by implementing the animation film is happier and better than using other media such as a tape recorder	90,62	3,37
4	Learning listening is difficult without using visual aid (tidak setuju)	93,75	3,13
5	After implementing the animation film, the students feel pleasant learning vocabulary, pronunciation and comprehension the dialogue or conversation	90,1	3,93
6	Learning listening by implementing the animation film is easier	93,75	3,31
7	Listening by using animation film raises the students motivation and their active in learning	89,76	3,15
8	Implementing the animation film is easier to comprehend the material in learning listening	78,98	3,00
9	Students had implemented the animation film and did the same activities before	84,37	3,81
10	Animation film is compatible for students which still lower in listening lesson	81,25	3,37

Based on table 3, it is known that the average score of student responses to the application of media in English learning ranges from 2.1 to 3 and 3.1 to 4 which is included in the criteria for agreeing and strongly agreeing. This means that students give a positive response to the application of media in learning English, especially in the use of animated films.

The results of the second cycle questionnaire showed that 87.5% were happy with the application of animated films with an average of 3.87 and 81.25% felt that the use

of animated films had an effect on listening ability with an average of 3.78. 90.62% of students said learning listening by applying animated films was more fun and better than using other media such as tape recorders with an average of 3.37 and 93.75% of students did not agree to learn to listen without using audio visual aids on average. average 3.13. After applying animated films, 90.1% of students with an average of 3.93 felt happy learning vocabulary, pronunciation and understanding dialogue or conversation. 93.75% or an average of 3.31 students argued that learning to listen by applying animated

films was easier. They also agree that listening using animated films can increase students' motivation and activeness in learning (average 3.15 or 89.76%). 78.98% of students with an average of 3 said that the application of animated films made it easier for them to understand learning material to listen and retell. In the last question, as many as 81.25% of students with an average of 3.37 said that animated films were suitable for students who were still low in listening lessons.

The same thing was also expressed by (Nurmala, 2019), that the use of animated films in learning can attract the attention of students because it makes them not bored and sleepy in learning. They are also able to retell what is contained in the film. Films as a form of video used in learning allow students to get direct and effective feedback compared to corrections from teachers (Budiasih, 2020). After analyzing all the questionnaires, the researcher concluded that there were three points that made it difficult for students to understand spoken English words. They find it difficult to understand native English speakers, do listening activities for a long time so they cannot concentrate on what they are listening to, and the last is the lack of equipment used in the classroom. In addition, the important thing that the researchers found in this study was that the students' enjoyment in participating in this research was due to several factors: first, Get a new experience where they are given the opportunity to improve their listening skills by watching movies; second, Familiarize yourself with what native speakers say in film scenes; third, understanding more new vocabulary and their use in daily life communication; fourth, Learn to listen to the language contextually.

CONCLUSIONS AND RECOMMENDATIONS

Based on the data and analysis that has been done previously, there are several conclusions from this research are: Animated films can be implemented in learning, especially to help improve students' listening skills at STAIN Gajah Putih Takengon. This

can be seen from the results of student test data processing. In the preliminary study, the average listening ability of students was 53.43%, in the first cycle the students' average listening ability increased to 59.37%, and in the second cycle the increase reached 76.71%.

Student responses to learning using animated films are in the positive category with the average student questionnaire being 3.65. The results of the student response questionnaire showed that 87.5% felt happy with the application of animated films and 81.25% felt that the use of animated films had an effect on listening skills. 93.75% said it was easier to practice listening skills with animated films and 90.63% preferred learning to listen with animated films compared to other media such as tape recorders, and 93.75% disagreed with learning to listen without using audio visual aids.

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