

THE EFFECTIVENESS OF USING POWTOON ANIMATION VIDEO TOWARDS STUDENTS' LISTENING SKILL AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 5 TANJUNGPINANG

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Abstract

The purpose of this study was to determine whether Powtoon Animation Video is more effective in the listening skill of the eighth grade students of SMP Negeri 5, Tanjungpinang. This type of research used in this study is Quasi Research. The instrument used to obtain research data is a test. The population in this study was class VIII. A, consisting of 30 students and VIII. D which consists of 30 students. This study uses a method that requires students to carry out listening activities in each class with a predetermined topic. Researchers give pre-test before learning activities. After the learning activity, the researchers gave a post test that was added to the rubric of assessment. Calculating the average value and analyzing it with the help of a computer application, namely SPSS. The application of Powtoon Animation Video during the listening process has an effect on students' listening ability. It can be seen from the increased student scores using Powtoon Animation Video media. In the experimental class that uses this media, the average post-test score of students is 82.33. In the control class that did not use the media, the average post-test score of students was 76.33. It can be concluded that Powtoon Animation Video is more effective than classes that do not use the media for the listening ability of grade VIII students at SMP Negeri 5 Tanjungpinang.

Keywords: *Powtoon Animation Video, Listening Skill, Quasi-Experimental*

I. Introduction

Listening is one of the language skills that play an important role in the teaching process. This is a vital psychological ability for students to understand and participate in the world around them (Brown, 2006). Listening is more than just listening to words. Listening is the ability to recognize and understand what others are saying. This involves understanding the speaker's accent or pronunciation, grammar and vocabulary, and mastering its meaning. According to Helgesen (2003), "listening is an active and purposeful process that enables us to understand what we hear", however, sometimes it is considered a passive skill.

The purpose of English teaching in junior high school is to enable learners to reach the practical level of oral and written communication. In order to achieve the goal, junior high school students must master the four skills of English. Many researcher believe that listening is one of the important skill that should be mastered because it helps students improve other English skills (Brown, 1994). In daily life, people's listening ability exceeds their ability to read, speak or write. The students in the second grade of junior high school must master listening skills so that they can understand some instructions of the teacher in the process of English teaching, and finally can respond to them well.

However, it is not easy for English teachers to teach students to achieve the main goals. It can be seen from their final exam results. Many of them did not meet the minimum standard score. This is because they cannot listen to English lessons well in class. When they have finished listening to the sentence, sometimes they cannot write what they have heard. Some of them cannot even find the main idea from the recording, and there are some supporting ideas or details.

In teaching listening, the used of media is very important. The media is one of the main factors affecting the effectiveness of listening teaching activities. Teachers can use cassette tapes, recorders, MP3 players and other media that can be classified as audio media to teach listening activities, as well as TV, animation clips, videos, movies, etc. that can be classified as audiovisual media (Flew, 2008).

Audiovisual media are media that can be seen and listened to. As long as the audiovisual materials are used at the right time and in the right place, they will play a positive role in language learning. In the process of language learning and teaching, learners must use not only their eyes but also their ears. But his eyes are the foundation of learning (Mayer, 2001).

Researchers are trying to use powtoon to help students improve their listening skills, there by using this alternative median in listening activities. The application of Powtoon is part of technological development. The powtoon application is used to make video animations with many interesting features (Fuchs, 2014). Teachers can use powtoon to design learning materials. All learning materials can be included in powtoon, including listening materials. When the learning materials designed by the teacher for listening can insert sounds or music, and then add various animations to them, listening will become more interesting.

Using powtoon in the classroom can make learning fun and enjoyable, because students are always attracted by the unique animation of powtoon. By watching powtoon video, students was automatically follow the audio. Students can increase the vocabulary they can master in the video (Fuchs, 2014). In this way, it can help students explore the possibilities of online learning. However, when selecting video clips, teachers should ensure that the selected video clips are challenging for students, but still allow them to complete the tasks assigned to them.

The researchers chosen this study for many reasons. Based on the experience of the researcher during the teaching practice period, when the teacher taught listening, most students are drowsy and inattentive because they did not understand what they are listening, except that the media used in the class is monotonous. This means that students was not attracted by this strategy. As a result, students lack motivation for listening activities. Students like to play and talk with their friends instead of listening to the teacher. Another problem found was the lack of vocabulary of students. They also had difficulty distinguishing similar sounds or words. This situation was definitely make students' listening scores lower. In response to these problems, it can be concluded that teachers must provide alternative media to support listening teaching. The Powtoon app may be a medium of interest to students because it was relax and entertain students.

Based on the above explanations, the researchers used the powtoon application to know whether or not the powtoon animation video is more effective for students' listening skills and conduct research to understand the effects of the video. For the above reasons, the researcher was conducted a study titled "The effectiveness of using powtoon towards students' listening skill at SMP Negeri 5 Tanjungpinang"

II. Research Method

The method used in this study is experimental design. This means that the researcher investigated and analyzed the data obtained after the subjects were treated.

In this case, the researcher used two group of pre-test and post-test. The design of the research is as follows:

Sample	Pre-test	Treatment	Post-test
Experimental Group (EG)	Y ₁	X _e	Y ₂
Control Group (CG)	Y ₁	X _k	Y ₂

The subject of this study is the eighth grade students of SMP Negeri 5 Tanjungpinang. The researcher used 30 VIII.A students as the experimental class and 30 VIII.D students as the control class.

In this study, one technique used by the researcher to collect the required data is a test.

According to Hughes (2003), the test is a tool to measure the language ability of students. The test is divided into two types, there are pre-test and post-test. Pre-test given before treatment and post-test given after treatment. The researcher used a multiple choice test.

When analyzing the collected data, the researcher used quantitative methods. It is because the data collected is in numbers, that is, students' pre-test and post-test scores. Researcher used T-test to determine the effectiveness of powtoon animation video taught in students' listening skill, and analyzed the data using SPSS 22. The resulting hypothesis can be written as:

1. If Sig. value is lower than 0.05, H_0 is rejected and H_a is accepted. It means the Powtoon Animation Video is more effective taught in students' listening skill.
2. If Sig. value is higher than 0.05, H_0 is accepted and H_a is rejected. It means the Powtoon Animation Video is not more effective taught in students' listening skill.

To determine the effectiveness of Powtoon Animation Video in students' listening skill, the researcher used statistical hypothesis as follow:

H_0 : $U_1 = U_2$

H_a : $U_1 > U_2$

Note:

U_1 : The mean score of the experimental class

U_2 : The mean score of the control class

III. Findings and Discussion

Before analyzing the effectiveness of using powtoon animation video taught in students' listening skills, the researcher completed some requirements steps. First, a normality test is performed to determine whether the control class and the experimental class collected from the study come from a normal distribution. The results are shown in the table below.

Table 1. Normality test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre Test Experiment Class	.160	30	.053	.930	30	.048
	Post Test Experiment Class	.193	30	.006	.897	30	.007
	Pre Test Control Class	.147	30	.098	.934	30	.063
	Post Test Control Class	.149	30	.089	.928	30	.043

a. Lilliefors Significance Correction

If the value is significantly correlated higher than 0.05, the sample is normally distributed. The table above showed the results of the normality test. The sample is normally distributed because the significant correlation of the values is higher than 0.05.

Secondly, the researcher analyzed the homogeneity of the data to determine whether the experimental and control class are homogenous. The results are shown in the table below.

Table 2. Homogeneity test of pre-test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-test Score	Based on Mean	.459	1	58	.501
	Based on Median	.457	1	58	.502
	Based on Median and with adjusted df	.457	1	57.541	.502
	Based on trimmed mean	.401	1	58	.529

Table 3. Homogeneity test of post-test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.244	1	58	.623
	Based on Median	.067	1	58	.797
	Based on Median and with adjusted df	.067	1	51.699	.797
	Based on trimmed mean	.181	1	58	.672

Because the sig. value of the The pre-test in experimental class and the control class are $(p) > \alpha = 0.05$, $0.501 > 0.05$, which is also sig. value of post-test in the experimental and the control class were $(p) > \alpha = 0.05$, $0.623 > 0.05$. Therefore, it can be concluded that there is no difference between the experimental class and the control class before and after the test. The results show that both groups have similar variation (homogeneous).

Third, the researcher analyzed the effectiveness of using powtoon animation video to teach students' listening skills. The following table shows the calculated results of the t-test:

Table 4. T-test result

		Independent Samples 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
Final Score	Equal variances assumed	.103	.749	-1.866	58	.037	-7.667	4.108	-15.890	.557	
	Equal variances not assumed			-1.866	57.609	.037	-7.667	4.108	-15.891	.558	

Based on the table above, the result of the sig. (2-tailed) is 0.037, which is lower than 0.05, which means that H_a is accepted and H_0 is rejected. Powtoon animation video is more effective taught in students' listening skill.

Table 5. T-test mean score

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Final Score	Experimental Class	30	82.33	15.241	2.783
	Control Class	30	76.33	17.711	3.234

According to table 5 above, in order to test the second hypothesis, the researcher compared the means of the two categories. The average score of the experimental class is 82.33. At the same time, the average score of the control class is 76.33. The results showed that the average score of the experimental class was higher than that of the control group. Therefore, it can be concluded that Powtoon animation video is more effective taught in students' listening skill.

From the findings above, we can said that powtoon animation video is more effective taught in students' listening skill than used audio median. It proven from the T-test result that there was difference score from the experimental class and control class. Researcher used powtoon animation video in experimental class and audio median in control class, mean score from the students' listening test can proved that powtoon animation video is more effective for students' listening skill, because students from experimental class got higher score more than students in control class. So, it can be concluded that powtoon animation video is more effective taught in students' listening skill.

This finding is similar to the Khafidoh (2016), she found that using Video Animation was successful to increase students' listening skill. The next similar finding is from Ramadhika (2015), he found that animation video was effective in teaching listening skills and the teacher's performance. There was an increase in the means score and video animation successfully caught the students' attention. The third similar finding came from Asmidana (2016), the findings showed that animation video has shown students' progress in listening activity in each cycle and animation video can improve the students' listening comprehension.

From some similar findings result above and this finding result, it can be concluded that the Powtoon Animation Video is more effective taught in students' listening skill, and this media can be use as an alternative media in teaching listening.

IV. Conclusion

Based on the discussion in the previous section, the researcher concluded that powtoon animation video is more effective taught in students' listening skill. The result of the t-test proves this point. T-test shows the sig. (2-tailed) in the t-test table is lower than the significance level, which means that H_a is accepted and H_0 is rejected. In other words, the listening scores of the experimental class and the control class are different.

The scores taught to students using powtoon animation videos are higher than those taught to students using audio media. It can be proved from the average listening level. The scores of students in the experimental class was higher than those in the control group. The result of analyzing the data proves that using powtoon animation video to teach students in listening had a better score. This means that powtoon animation videos is more effective to teach and increase students' listening skill.

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