

THE EFFECT OF USING ANIMATED VIDEOS IN THREE-PHASE TECHNIQUE ON STUDENTS' LISTENING ABILITY

Lutfi Arifatul Ilmiyah¹⁾, Sumartono²⁾, Yuvita³⁾

^{1,2,3}Program Studi Pendidikan Bahasa Inggris , Universitas Pancasakti Tegal. Jalan Halmahera Km. 1, Kota Tegal, Jawa Tengah, 53121 Indonesia.

Corresponding author : lutfiarftl@gmail.com

ABSTRACT

The objectives of this study are to find out whether the animated videos in three-phase technique can increase on students' listening ability or not and to find whether if there is any significant difference before and after using animated videos in Three-phase technique on students' listening ability. The research method used in this research is experimental quantitative method. The data collection in this study was given by pre-test and post-test results on multiple-choice. The data analysis techniques used are the Normality test, the Wilcoxon test, and the Mann-Whitney test. The results of the test revealed that the experimental group had improved their listening ability more than the control group, this is proven by the mean value of the experimental group post test 84.11 higher than the mean value of control group 78.78. The results of calculations with SPSS version 22 using the Mann Whitney test obtained the result Asymp.Sig.(2-tailed),000 < 0,05. Through the data obtained can be concluded that the research hypothesis is accepted, meaning there is a positive effect of using animated videos in three-phase technique on students' listening ability class XI in SMA N 1 Kramat.

Keywords : Listening Ability, Animated Videos , Three-Phase Technique

1. INTRODUCTION

There are four stages of linguistic proficiency in English: speaking, writing, listening, and reading. As one of the language skills, listening is one of the four skills. According to Palupi and Ayuningtyas (2018), the ability to listen is learned in an environment where listeners understand, analyze, and evaluate what they hear. Communication can run smoothly if the listeners understand and respond to what the speaker is talking about. Listening ability is part of language ability, which is very essential because listening ability are the basis for mastering a language. The process of listening involves paying close attention, comprehending, appreciating, and interpreting spoken symbols in order to gather information, record messages, and decipher the meaning that the speaker is trying to convey (Rahman *et al.*, 2019). According to Underwood (1989), as stated in Promsing *et al* (2017) listeners have difficulty developing listening comprehension because the listeners can't control how quickly a speaker speaks and can't always have words repeated.

Along with the times, the use of learning media is not something new, it has even become a daily learning activity. According to Laksmi *et al* (2021), Learning media is a tool that may be used both within and outside of the classroom to enhance and support what students learn. A person, thing, or event that impacts the conditions and situations in which students learn or develop their character is known as the media. Learning media refers to media that contain a message or information with an educational or learning function. Learning media is a tool that can be used within as well as outside of the classroom to assist and facilitate students' learning. According to Suleiman (1985:11), as stated in Sopiayah (2018), that the tools to see and hear when learning are audio-visual or audio-language media. Videos is one of the audio-visual techniques that can be used. Videos can be played, depending on the material required. The way the teacher teaches certainly becomes a benchmark and influences the learning process for students. Therefore, the teacher is expected to make the learning situation more interesting for the material presented in class. Animated videos are one type of media that can make learning more interesting. This is the media used by the teacher in the form of a series of moving images. The use of animated video media is very suitable for language learning, especially listening.

Watching animation videos can help motivate students, improve their listening sensitivity, and make the learning process interesting for teachers and students. Based on previous studies, (Afrida, 2022) stated that the use of audio-visual media is effective in providing predictable responses according to research objectives that may indicate improved student achievement.

In addition to these factors, the learning technique has an impact. Teachers, as educators, must apply learning techniques to develop the potential that exists in students. The technique to be used must be appropriate for learning to inspire students to improve their listening abilities, which assist in the development of logical and analytical thought. Thus, a three-phase technique was chosen by the researcher. Learning and learning activities can be divided into three sections using the three-phase technique. The three-phase technique is divided into three parts: Pre activities, Main activities, and Post activities (Palupi & Ayuningtyas, 2018). Each stage in the three-phase technique has a role in student activities during teaching and learning activities. In Pre-activities starting with a warm-up, students are usually given practice beforehand to develop listening ability. This stage is critical for developing sensitivity in listening ability for the following stage (main activities and post activities).

Based on the researcher's observation in SMA N 1 Kramat, the researcher found that many students in the school had some difficulties in learning English, especially in listening. Such as teachers' difficult instructional techniques and a lack of desire to learn how to listen. Although students were taught at school to listen well, however, they still find it difficult to hear. Teachers must thus identify effective methods and resources to aid students in understanding their listening lessons.

From the problems above, the researcher conducted a study entitled "The effect of using animated videos in the Three-Phase Technique on students' listening ability (an experimental research for grade XI at SMAN 1 Kramat in the academic year 2023/2024)."

2. METHOD

The researcher used quantitative research. It means that the data from this research can be counted, and the researcher used the statistical method to process the data. According to Arikunto (2013:27), Quantitative research, from the collection of data to the interpretation of that

data to the emergence of results, is often driven by numbers. In this research, the design used a *True experimental design: Control group pretest-posttest*. According to Arikunto (2013:125) stated that "The research design of the *control group pretest-posttest* was carried out in the control group and experimental group, and the difference in achievement was seen from the achievement between the experimental group and the achievement of the control group".

In this research, the population is the XI students of SMA N 1 Kramat in the academic year 2023/2024. It is divided into nine classes, which consist of 324 students. Two out of ten classes are included in the research sample. From the two classes, the researcher took two groups: one as the experimental group and one as the control group. In this case, The sample took by the researcher by *simple random sampling*. This sample can be taken from the same grade and environment but has a different treatment and chosen randomly. From the population of research, the researcher will take two groups randomly. This sample will be taken using the voting method, where all populations are numbered and then the number is randomly selected. The test that will be used in this research was intended to measure the students' listening ability. The form of the test is a multiple-choice objective test. The writer just chooses the correct answer from the options provided. The options are A, B, C, and D. The study's final result has been determined using the data collected from the test score.

The validity and reliability of the try-out test's instrument had been evaluated in a different group before to implementation. Both groups will receive the pre-test once the instrument has been determined to be valid and reliable. The researcher then got to work on the research. The experimental group received listening instruction from the researcher utilizing animated movies in a three-phase technique, whereas the control group received teaching in the traditional way. At the end of the class, the researchers gave post-tests to both groups. The listening test utilized in this study was a multiple-choice test with four possible answers: A, B, C, and D. The researcher chose this instrument because it is the most appropriate instrument to measure the students' listening skills. There are twenty-five multiple-choice questions in the entire test.

After the data collection process is completed, the next step is to analyze the results. Data analysis, as previously stated, entails data analysis using

quantitative analysis techniques and statistical analysis data processing. The normality test can be done with the help of SPSS 22 with the steps analyze, descriptive statistics, and explore. Normal distribution data is a good and reliable source of findings for such research models. The results of the normality test can be seen from the calculating of the *Kolmogorov-Smirnov* test. To measure the variance homogeneity of two data groups, we will use a T-Test with *Analyze-Compramean- Independent Sample T- Test*. If the sample data is normally distrubied, it can be continued with parametric tests, such as the Indenpendent Sample T-Test. If the data doesn't normally distributed, then the Indenpendent test of the T-Test sample should be replaced with Non-parametric statistical tests are specifically used for related samples. One of the tests that can be used if the data is not normally distributed is the test Wilcoxon. The Wilcoxon test aims to determine the presence or absence of differences the average of two paired samples. To find out if there is a significant mean difference between the experimental group and the control group, a hypothesis test is conducted. According to Sugiyono (2010), if the sample compares before and after treatment or compares the control group and the experimental group, the T-test is used. One of the test equipment two free samples used widely in practice are the Mann-Whitney test. The purpose of the Mann-Whitney test is to ascertain whether the average of two free samples differs. If the study data is neither homogeneous or regularly distributed, the Mann-Whitney test is employed as an alternative to the independent t-test.

3. RESULTS AND DISCUSSION

Results

All the results of the pre-test and post-test for both the experiment and the control class were measured by using SPSS v.22. The results were obtained from the steps as follows: analyze, descriptive, and frequencies. The results obtained from XI 1 as the experiment class and XI 3 as the control class of this research are presented in a table below:

Table 1. Descriptive Statistics

Table 1 indicates that all classes have the same enrollment of thirty individuals. The pretest and posttest results for the experimental class results are shown in rows one and two of the table. The pretest had a mean score of 51.11, with the lowest possible score being 32 and the highest possible score being 64. The standard deviation for the pretest experiment was 8.006, which shows that the data are distributed within a sample and looks at how close they are to the mean or average of the sample. The mean score of the posttest was 84.11, with 72 as the lowest score and 96 as the highest score. The standard deviation for the post-test score was 6.993.

The control class results for the pre- and post-tests are shown in rows three and four of the table. The pre-test resulted in a mean score of 55.33, with 36 being the lowest and 72 being the highest. 10.583 was the standard deviation for the pre-test control. Conversely, the post-test had a mean score of 78.78, with 88 being the highest score and 72 being the lowest. With regard to the post-test score, the standard deviation was 4.764.

a. Test of Normality

To determine whether or not the data is distributed normally, a data normality test is run. The SPSS version 22 application is used to calculate the normality test in this study. If the significance value is more than 0.05, the data is considered to be regularly distributed. The table below displays the findings of the normality test.

Table 2. The results of the test of normality experiment and control class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		144
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	15.16434701
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.061
Test Statistic		.076
Asymp. Sig. (2-tailed)		.040 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Descriptive Statistics

	N	Rang e	Mini mum	Maxi mum	Mean	Std. Deviation
PreEks	36	32	32	64	51.11	8.006
PosEks	36	24	72	96	84.11	6.993
PreCon	36	36	36	72	55.33	10.583
PosCon	36	16	72	88	78.78	4.764
Valid N (listwise)	36					

Based on Table 2 above, it can be seen that the pre-test and post-test experimental class and control class are not normally distributed due to significance values < 0.05 .

b. Hypothesis Test (Mann-Whitney)

Finding out if there is an average difference between two free samples is the goal of the Mann-Whitney test. When dealing with research data that is neither homogeneous or regularly distributed, the independent t-test is substituted with the Mann-Whitney test. The table below displays the Mann-Whitney test calculation results

Table 3. Mann-Whitney test result

Test Statistics ^a	
	Hasil belajar Listening Ability
Mann-Whitney U	.000
Wilcoxon W	666.000
Z	-7.327
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Kelas

Based on table 3 of the above statistical test results, it can be seen that the value of *asymp.Sig.(2-tailed)* is 0.000, so it can be concluded. $0.000 < 0.05$ and H_1 is accepted, it means that there is a significant effect on the use of animated videos in a three-phase technique on students' listening ability in the XI grade of SMA N 1 Kramat in the academic year 2023/2024.

Discussions

In this part, the researcher explained the research's findings. In experimental and control class found it difficult listening skill, especially with the speaker's accent and speak. They are

also bored during listening using only audio. So, the researcher provides learning media to create a new atmosphere in listening learning. According to Efrina (2021) that if the teacher wanted the students to be able to be creative, argue, communicate their viewpoints in a plain manner, share ideas, argue, and memorize, then audio-visuals was a good model for them. Animated videos are one type of media that can make learning more interesting. This is the media used by the teacher in the form of a series of moving images. The use of animated video media is very suitable for language learning, especially listening. Watching animation videos can help motivate students, improve their listening sensitivity, and make the learning process interesting for teachers and students. Puspita (2014) points out that using animated videos can avoid student boredom during listening lessons. And in this learning process as a teacher, we need to prepare what we are going to do in the Listening class. There are some procedures of the lesson that we must do in order to make the students reach the learning goals. According to Nurdiansa (2019) the students also will be more active in comprehending their listening because the implementing pre-, while, and post stages to improve the students' listening ability, from the students activities which they hear in more details. In addition, (Palupi & Ayuningtyas, 2018) concluded that the three-phase technique method is capable of improving listening skills. This research was done in the SMA N 1 Kramat academic year 2023-2024. The samples were chosen using simple random sampling. Class XI 1 was used as the experimental group, and Class XI 3 was used as the control group in this study. The class that received animated videos in three-phase technique proved to be superior to the class that did not receive animation videos, according to the analysis. It indicates that the experimental class's improvement from the treatment was superior to that of the control group. The findings of the pre- and post-tests, which were administered to both courses, demonstrate this. The 36-student control class received no treatment; instead, the teacher used traditional teaching methods, which do not include the use of media and instead rely solely on student textbooks. Because the teacher does not employ any educational resources, the students are not as engaged in the process and are bored. The average post-test scores of the control class and the experiment were different after they received different treatments. With regard to the post-test

grade point average, the control class scored 78.78. The experimental group received an average score of 84.11 on the post-test. The next stage is a normality test, and abnormally distributed data is obtained. Because the data are not normally distributed, the Mann-Whitney test is used instead to look for the average difference between the paired data.

Test the hypothesis in this study using the Mann-Whitney test because the data is not normally distributed and is inhomogeneous. Statistical results that have been carried out obtained an *asymptotic* (2-tailed) value of .000. Based on the explanation above, it can be said to be H_1 accepted and H_0 rejected because $.000 < 0.05$. Get It was concluded that there was a significant effect of the use of animated videos in a three-phase technique on students' listening ability in the XI grade of SMA N 1 Kramat in the academic year 2023/2024.

CONCLUSION

In this chapter, the listening ability of students taught using animated videos in three-phase technique at grade XI of SMA N 1 Kramat earned higher scores than the control class, which was not taught with the use of Animated videos of three phase. Descriptive statistical analysis showed that the result of the average score after the trial in the experimental class was 84.11, higher than the control class that reached the median score of 78.78.

For the second research question can also be viewed from the calculation of the hypothesis test (Mann-Whitney), it indicates that *asymptotic* (2-tailed) $.000 < 0.05$. It can be said that there is a difference effect in the use of animated videos in three-phase technique and those not taught by using video Animation in the three-phase technique, therefore the alternative hypothesis (H_1) there is a positive effect of using animated videos in three-phase technique on students' listening ability has been accepted, while the null hypothesis (H_0) there is no effect of using animated videos in three-phase technique on students' listening ability.

SUGGESTIONS

Based on the study's findings, the researcher has some recommendations for the school, the teacher, the students, and the following researcher. For school, given the importance of media in the teaching and learning process and its potential to aid students in understanding the material that teachers are teaching, the school

must be prepared to support and encourage the creation of learning media.

For teachers, the teacher should be able to continue employing animation media and adjust it based on the needs of the students in order to boost the students' interest in the process of learning English in terms of listening abilities.

For students, to achieve the best learning outcomes, students are encouraged to use both the school-provided materials and extra learning resources, such as books, to help them get better at listening.

For the researcher, future researchers can utilize this work as a guide to conduct their own research. This must be done in order for future learning processes to be more innovative and adaptable to modern improvements.

REFERENCES

- Afrida. (2022). The use of audiovisual media to improve english listening ability on X class students of SMK Negeri 4 Lahat hospitalization department in academic Year of 2018/2019.
- Romeo : *Review of Multidisciplinary Education, Culture and Pedagogy*, 1(2), 93–108. <https://doi.org/10.55047/romeo.v1i2.160>
- Arikunto, S. (2013). *Prosedur penelitian: suatu pendekatan praktik* (p.413). Yogyakarta: *Rineka Cipta*.
- <https://doi.org/10.4324/9781315717173-46>
- Christiani, P. (2016). Penerapan model three phase technique dalam meningkatkan aktivitas dan hasil belajar menulis teks monolog berbentuk descriptive/procedure. *Briliant: Jurnal Riset Dan Konseptual*, 1(1), 102. <https://doi.org/10.28926/briliant.v1i1.15>
- David, C. (2003). *English as a global language* (p.229). New York: Cambridge University Press.
- Efrina, Y. (2021). Improving students' listening ability through audio-visual students at class VIII.3 SMP N 3 Kec. Payakumbuh. *Inovasi Pendidikan*, 8(2), 157–170. <https://doi.org/10.31869/ip.v8i2.3018>
- Jamaludin, S., & Nurdiawati, D. (2021). A Study Correlation Between Students' Grammar Mastery, Their Writing and Listening Comprehension Achievement. *Indonesian EFL Journal*, 7(1), 97–104. <https://journal.uniku.ac.id/index.php/IEFLJ/index> <https://doi.org/10.25134/ieflj.v7i1.4020>
- Laksmi, N. K. ., Yasa, I. K. ., & Mirayani, K. A. M. (2021). The use of animation video as learning media for young learner to improve EFL students' motivation in learning english. *Universitas Pendidikan Ganesha*, 42–52.
- Molla, N. L., & Sucipto, M. A. B. (2019). the Effectiveness of Arias Learning Model Assisted Audiovisual Media Improving Learning Outcomes. *Indonesian Journal of Learning and Instruction*, 2(01). <https://doi.org/10.25134/ijli.v2i01.1684>
- Maylani, A. (2019). *The effect of using animation video in English teaching on students' listening skill at MTSN 2 Kota Jambi*. 01–136. <http://repository.uinjambi.ac.id/id/eprint/1790>
- Nainggolan, E. E., & Hanifah. (2020). University students' critical thinking ability in listening skill. *Getsempena English Education Journal*, 7(2), 340–358. <https://doi.org/10.46244/geej.v7i2.1022>
- Nunan, D., Terrell, T. D., & Brown, H. D. (2003). Practical english language teaching. In *Language* (Vol. 57, Issue 3).
- Palupi, R. E., & Ayuningtyas. (2018). Be strenght or weaknesses : TLBT three phase technique dalam pembelajaran listening TOEFL preparation. *Jurnal Dimensi Pendidikan Dan Pembelajaran (JDPP)*, 6(2), 64–73. <http://journal.umpo.ac.id/index.php/dimensi/index%0ABE>
- Promsing, W., Chumpavan, S., & Chaya, W. (2017). *The effect of using english movie clips to enhance the listening ability of Thai University students*. May, 181–200. <https://doi.org/10.20472/iac.2017.031.040>
- Puspita, L. bellamari. (2014). *A comparative study of students' listening comprehension taught through video and audio*. 9, 1–11.
- Rahman, M. H. P., Rani, N., Widya, M. P., & Rasi Yugatiati, M. P. (2019). *Menyimak berbicara teori dan praktik teori dan praktik*. Sumedang: Alqaprint Jatinangor.
- Sipayung, R., & Aristianti, A. (2022). Improving students' listening skill through watching english movie for the eleventh grade students of SMA Dharma Budi Sidamanik. *Bilingual : Jurnal*

Pendidikan Bahasa Inggris, 4(1), 1–12.
<https://doi.org/10.36985/jbl.v4i1.375>

Sopiyah, Y. (2018). Upaya meningkatkan kemampuan siswa dalam mendengarkan bahasa inggris melalui media audi-visual.

Journal of Materials Processing Technology, 1(1), 1–8.
<http://dx.doi.org/10.1016/j.cirp.2016.06.001>