Utilizing Animated Videos to Improve Listening Abilities in English Language Instruction

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Abstract:
This study examined the impact of utilizing animated videos on students' listening skills and their perceptions of this instructional approach. An investigation was conducted using a quasi-experimental pre-test and post-test design, which included a control group. Data was collected by means of listening tests and questionnaires. The participants, comprising 30 students from the ninth grade, were selected using cluster random sampling. Quantitative data analysis was performed using IBM SPSS 20.0. The results indicated a notable distinction in the listening abilities of students in the experimental class when compared to their counterparts in the control class. The two-tailed significance difference yielded a result of 0.006, which is below the alpha level of 0.05. Consequently, The research hypothesis (H1) was corroborated, and the null hypothesis (H0) was invalidated. Additionally, the questionnaire findings demonstrated that students had a favorable perception of integrating animated videos into English language learning, especially in improving their listening abilities. To summarize, utilizing animated videos effectively enhances students' listening skills and is positively regarded as a teaching approach.

INTRODUCTION

English is widely regarded as a global language, and its influence can be seen across various aspects of daily life (Li, 2017; Zacharias & Manara, 2013). English has significantly impacted several fields, including education, economics, business, communication, and politics, to name a few. The Indonesian education system has incorporated English subject into its curriculum, including primary school, highschools, and university level. Additionally, English language proficiency is evaluated through national exams, which determine the graduation rates of students. Therefore, it is imperative that students acquire English speaking skills (Nation & Newton, 2009; Richards, 2008), as it is a crucial aspect of their learning outcomes and should be given top priority.

The English language proficiency consists of four key components: speaking, reading, listening, and writing. Among these four basic skills, listening and speaking are crucial for effective oral communication (Elyas & Alghofaili, 2019). Mastering the listening skill is particularly important as it serves as the foundation for developing other skills. Furthermore, listening is a receptive skill that allows individuals to comprehend spoken language and understand what others are saying. As a critical component of communication, it is also an essential element in language learning. In an article by Handajani (2018), Ross emphasizes that learners must possess the ability to accept and comprehend the information they receive to develop their listening skills effectively.

Listening is considered a fundamental aspect of language acquisition, making it one of the crucial language skills (Richards, 2008). This is shown by the fact that babies begin first learn language by listening to the sounds around them before they begin to speak and learn to write and read. Krashen (2013) states that the primary method of language acquisition is through obtaining understandable input, and listening plays a critical role in receiving this comprehensible language input. The language learners receive oral input through listening, they then practice imitating, producing, and using the words, phrases, and sentences of the target language. If the listener cannot understand the listening material

or input, communication will be chaotic. If the input provided during learning is not comprehended at an appropriate level, the learning process is likely to be ineffective. Listening, being a fundamental skill, is essential for speaking proficiency. Furthermore, listening comprehension serves a vital role in facilitating effective communication.

Based on the preceding discussion regarding the significance of mastering listening skills, it is evident that considerable efforts are required to assist students in enhancing their listening abilities, ensuring their enjoyment and success in the process. Consequently, teachers must employ appropriate strategies to boost student motivation and interest in their studies.

During the initial interview conducted by the researcher, insights were gathered from an English teacher at SMP Negeri 1 Sendana, Majene. The findings revealed that students faced challenges in comprehending spoken English due to the use of conventional teaching techniques. The teacher primarily relied on explaining the material without providing feedback, followed by assigning textbook exercises, resulting in student boredom. To address these issues and enhance students' listening skills, the implementation of a teaching media that addresses these challenges becomes imperative. According to Adnan (2017), attractive learning media is required to increase students' interest in their studies. In other words, teachers could help students' learning through the use of media. The use of digital technology is more effective and has a more positive impact than others learning tools. One of them is a motion graphics animation video.

In the context of English teaching, teachers have the opportunity to update their strategies and incorporate various learning tools to enhance the learning process. One effective approach is the utilization of animation videos and other relevant learning tools. Given that listening comprehension is a significant challenge for students in learning English, the study investigates that using animation helps teachers to address this issue. Animation videos offer the advantage of being audio-visual media that engage both sight and sound, capturing students' interest and providing them with new teaching resources.

Moreover, the visual aspect of animation videos makes the learning process more engaging, facilitating better understanding of the materials being taught.

This research focuses on how animation videos enhances students' listening skills, as it is believed that the combination of visuals, motion, and audio aids in effective information processing during the learning process. The choice of animation videos is based on the understanding that they are characterized by vibrant colors, dynamic movements, and simplified messages that are easily comprehensible for students. Additionally, the relatively shorter duration, diverse sounds, and stimulating elements within animation videos are particularly appealing to capture students' interest and (Mann et al., 2020). This research needed to do so that students' listening skill could improve and teachers could also use various methods to improve students' proficiency in English, particularly in listening skill. One of the methods is by using animation videos in the learning process. It is hoped that using animation videos in learning would improve the effectiveness of learning English, especially in terms of listening. Therefore, the researcher would like to conduct under the title of the research "*Utilizing Animated Videos to Improve Listening Abilities in English Language Instruction*".

LITERATURE REVIEW

Definition of Animation Video

The term "animation" is derived from the Latin word "anima," which also signifies life, soul, and spirit. Animation refers to 2-dimensional images that appear to be in motion due to the brain's ability to retain and recall previously seen images (Cinemags, 2004). The animation was originally just a collection of pieces of images that have been animated to make them look alive. In another sense, animation is a basic art form for learning how an object moves, and movement is the element that makes a character looks realistic. According to Furoidah (2009) a learning medium with a combination of video, audio, text, and image elements that

serves as instructional material providing information in learning material is known as animated video media.

A technique in making audio-visual works that are based on timing in image is called animation. Compiled images of several pieces of moving images so that they can be seen in real. Cartoons, films, photographs, puppets, and other forms of video animation are all examples of video animation.

Advantage and Disadvantage of Animation Video

Video has a number of advantages, including the ability to concentrate on topics that would be difficult to deliver in some type of classroom due to limitations like location, size, and expense. The main advantage of utilizing animation videos is that they can potentially simplify the comprehension of complex ideas for students (Ainsworth, 2008). The students' ability of listening can be increased and the target of students' comprehension also can be gained by this visual sight. Videos with visual information like gesture and emotions are used to increase comprehension because they let students see through what they can listen to and understand the video more deeply. Because students may observe language in action in natural settings, they are able to draw connections between words and images, which can aid in the analysis of their own language use or even the process of learning a new language.

However, it is essential to be aware of several disadvantages when incorporating videos into ELT. Using animated movies during teaching and learning, particularly for teaching listening skills, has several drawbacks (Cakir, 2006). The utilization of animation videos presents several major disadvantages, including inconvenience, cost, maintenance, and, in some cases, a fear of technology. Additionally, issues with sound and picture quality, as well as challenges with copies and home-made materials, may arise. Some other crucial consideration in the scenario is that the teachers should be well-versed in how to use and utilize the video. Otherwise, students will find it uninteresting and pointless.

Benefit of Using Animation Video

There are several benefits that have been found as a result of the research that has been done on using animation video as a media in language classroom. One of them is research written by Tanjung (2016) said that students' motivation and learning performance can both increase from the use of animated video media. It means that using animation videos to improve and interest students in listening activities is a good idea. The study by Oktarini et al. (2014) also found that using animated video can improve the learning achievement of EFL students better than using images.

Learners can synthesize their knowledge and understanding of major subject topics through animation produced with the goal of simplifying complicated concepts with a visually exciting design. This can be accomplished through the use of animated characters who help students through complex information, or through the use of other visually appealing designs that reinforce critical themes.

Definition of Listening

The activity of listening involves receiving and giving responses to spoken (occasionally unspoken) messages. It is one of the subjects covered in the discipline of conversation analysis and the study of language arts. There are numerous experts who provide the definition of listening. Pierce (1998) said that listening involves understanding and constructing a message from stream sound and not a passive. Understanding the phonological, lexical, and cultural system of language is necessary for this process. Howatt & Dakin, (1974) state that the ability to hear what others are saying and understand it is known as listening. Understanding a speakers' meaning involves comprehending their accent, pronunciation, syntax, and vocabulary. It's important for students learning English to use listening as basic input. Because of its complexity, it needs both understanding of the linguistic code (language form) and cognitive processing abilities (the skill process mind).

Kinds of Listening Skill

There are several main categories of listening skills, and some people are better at one or two of them than others. Building and diversifying the students' listening knowledge and skills, as well as observing how others listen, could help them succeed in all of their listening abilities. According to Straker (2014) listening divided into 11 kinds, they are:

1. Discriminative listening is the most fundamental kinds on listening is discriminative listening, which the various sounds are recognized.

2. Comprehension listening. In communication, some words in communication are more important than others, and comprehension benefits from the selection of the most relevant details and ideas from a lengthy speech.

3. Critical listening is paying attention with the intent to evaluate what has been said and forming an opinion.

4. Biased listening happens when someone listens with bias, they only pay attention to the information they want to hear, frequently misinterpreting what the other person is saying due to whatever biases and stereotypes they may possess.

5. Evaluative listening, we form an opinion regarding what the speaker has to say. The aim is to determine the truth of what is said. We generally evaluate whatever people will say as either positive or negative, acceptable or unacceptable, based on our beliefs.

6. Appreciative listening, individuals look for specific data that can be appreciated, such as that which satisfies our needs and goals.

7. Sympathetic listening, we show that we care about the other person when showing our concern for the other person, we give our paying serious attention, expressing our sympathy about their troubles, and expressing our pleasure in their successes.

8. Empathetic listening aims to gain a thorough knowledge of how other people are feeling.

9. Therapeutic listening is to use this close connection with the speaker to help that person in understanding, develop, and change in some way.

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10. Dialogic listening is the activity of actively seeking to comprehend the other person and their way of thinking while conversing and exchanging ideas with them.

11. Relationship listening is essential while negotiating a deal or closing a sale because it helps the other party feel comfortable and trusted.

Based on the previous explanation, the kind of listening that used in this research was appreciative listening or informational listening. The researcher chose appreciative or informational listening skill because this research wanted to see students' understanding in receiving information in achieving goals or in the process of learning.

The Importance of Listening

Listening is important while learning a language for communication because it helps with learning pronunciation, vocabulary, word stress, and syntax. It also helps with understanding messages that are only communicated through tone of voice, accent, and pitch, which can only be done when we listen. Without a thorough comprehension of the input, learning cannot possibly progress. Furthermore, without the ability to listen, communication is impossible.

Brown (2001, p. 247) recognizes the important of listening by saying "Listening is a crucial and significant component in language learning because learners spend more time listening than speaking in the classroom." In other words, listening is essential for everyday activities since it helps in interpreting meaning.

The Difficulties in Listening

According to Pratiwi & Andriyanti (2019), The speaker, the material's context, and the physical setting are the three external factors that can be effectively dealt with to help students who have trouble listening. The first factor is from the speaker. According to Anandapong (2011), pupils have difficulties understanding what they hear since the speaker speaks very fast. Secondly, it deals with the context of the material. Cubalit (2016) found that students face difficulties in understanding when speakers use contractions in

English, which are abbreviated forms of words, such as "wanna" (want to), "gonna" (going to), and others. Consequently, individuals studying English as a second language often encounter challenges in comprehending slang/idiomatic expressions while listening. Another contributing factor to these difficulties is the physical setting in which the listening activities take place. Rost (2011), asserted that students' listening comprehension is improved by the modality of input (video or audio).

To address these external factors, students' listening skills can be enhanced by encouraging them to listen to music and watch movies to become familiar with accents and improve their understanding of spoken language. It is important to organize content context in a way that matches students' abilities. Overcoming physical setting challenges involves providing high-quality audio and a suitable environment for effective listening. To optimize the process of listening for understanding English as a second language, teachers should create language-learning situations that capture students' attention, excitement, and focus.

Process of Listening

According to the journal written by Tyagi (2013) listening involves five elements, including hearing, comprehending, remembering, analyzing, and responding. The conclusion is that when the listening process proceeds through these stages, the listening process will be effective. The response can take the form of an oral answer, or it can take the form of action as a follow-up to the response.

Definition of Teaching

Brown (2000) states that teaching is the process of guiding and facilitating learning, providing the necessary conditions for learning. It suggests that teaching is seen like an effort to create the best environments that can inspire and guide students' educational activities to gain the knowledge, skill, and goals or attitudes that may lead to changes in their behavior and development as a person.

Teaching is the planning and delivery of a series of activities intended to inspire and motivate students (Anas et al., 2021). It also entails the procedure of setting the educational

environment, which includes classrooms, students, and instructional materials, to facilitate learning. As a result, its functions as an educational tool that guides pupils in their lives and helps them grow through the developmental tasks that they must do. It may be concluded from the definitions of teaching provided by the experts above that teaching is demonstrating or assisting someone in learning how to do something, providing guidance for studying something, and dispersing knowledge to make learning easier.

Teaching Listening

In junior high school, it might be challenging to teach a foreign language that is English. Nevertheless, motivating students to actively learn English is associated with effective teaching methods used by the teachers. Making the conditions for learning can also be said to be part of teaching, which is another effort made by teachers to improve students learning. According to Van Dozer (1997), students listen to topics that are interesting and relevant to them, in order to keep their interest and motivation.

Definition of Perception

The concept of perception describes how individuals take in information, particularly through their senses. In addition to how people see or understand things, perception can also refer to an idea, a belief, or an emotion that they have (Qiong, 2017). Perception, according to Walgito (2003), is the process by which a person thinks about a specific phenomenon. People use perception to control and interpret the impressions of their senses to provide meaning to their environment. Peoples' perceptions of an object can be either positive or negative. People can create relationships with their environment based on their perception. This relation is based on their five senses. Vision, taste, hearing, touch, and smell are the five senses.

Factor Affecting Perception

Perception is shaped by three elements: mental condition, emotional ambiance, and firm convictions or beliefs/or attitudes. While Walgito (2003) claims that two aspects influence a persons' perception, they are as follows:

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1. Internal factors are a factor that comes from an individual.
2. External factors influenced by factors like the environment, culture, stimuli, and beliefs.

Among the numerous factors that contribute to the development of perceptions mentioned above, it becomes evident that there are multiple elements influencing individual perceptions. These factors make individual perceptions different from each other and will affect individuals in perceiving a stimulus object, even though the object is really the same.

METHOD

Research Types and Design

The researcher utilized a quasi-experimental research design in this study, as described by Creswell (2014), wherein participants were not randomly assigned to groups. Instead, the study involved two distinct groups: a control class and an experimental class. In a quasi-experimental design, researchers lack full control over group assignment, unlike true experimental designs that involve randomization. Instead, participants are assigned based on existing characteristics, geographical location, or other non-random methods. In this case, the control and experimental classes were formed using such a non-random process. This design can be a practical approach when randomization is not feasible or ethical due to constraints, such as school districts, pre-existing groups, or other logistical considerations.

Research setting

This study was conducted at SMPN 1 Sendana, Majene with the subject from students at year nine. This study used cluster random sampling technique, according to Imam (2020) describes cluster random sampling as a sampling technique in which a researcher separates the population into separate groups known as clusters. From some of these clusters, several samples were chosen randomly. In this study, the researcher employed a random sampling

method to select a sample, ensuring an equitable distribution of students with similar average abilities in two distinct classes (Class IX). Due to the random sampling technique employed, every member of the population had an equal opportunity to be included in the sample. The method of taking this sample was by drawing each class by shaking it. Thus, this study selected class IX A which consisted of 30 participants as the experimental group, and IX B as the control group, which included 30 participants.

Research Instrument

This research used two instruments, namely listening test aimed to get accurate data related to improving students' listening skill by using animation videos, the researcher did a listening test that consisted of fill the blank test of 15 questions and multiple-choice test of 10 questions and questionnaire aimed to obtain accurate data related to the utilization of animation videos in learning listening.

Data collection

The data collection process in this study involved several sequential steps. Firstly, the researcher administered a pretest to the students before implementing any interventions. This pretest served as a baseline to assess the students' initial levels of understanding and proficiency. Following the pretest, the researcher introduced the treatment, which likely involved the integration of animation videos into the instructional approach. Once the treatment was applied, the researcher proceeded to conduct a posttest. This posttest aimed to evaluate the students' progress and improvements after exposure to the intervention. By comparing the pretest and posttest results, the effectiveness of using animation videos in enhancing listening skills could be analyzed.

Additionally, the researcher sought to gain insights into the students' perceptions regarding the use of animation videos in the experimental class. To achieve this, a questionnaire was administered to the students. The questionnaire provided valuable feedback on how the students perceived the incorporation of animated videos in their learning experience and its impact on their listening abilities. By following this structured

data collection process, the researcher aimed to gather comprehensive information to evaluate the effectiveness and perceptions of using animation videos in English language teaching for improving listening skills.

The Validation of the Instrument

Validity is a measure that determines whether or not instruments are effective and shows the levels of instruments' validity. A highly valid instrument has high validity. Preferably, if an instrument has low validity, it is less reliable (Arikunto, 2013). This validity test could be done by asking for judgments from experts (expert judgments). Instruments were made according to the aspects to be measured and then consulted with experts to ask for a judgment on whether the instrument was feasible or not. The instruments that used in this research had been validated by an expert from UNM lecturer who had been assigned as a validator.

Technique of Data Analysis

Quantitative data was obtained from the results of tests carried out by students. The data from this study were analyzed to see the impact of animation videos on students' listening comprehension. The researcher employed SPSS (Statistical Package for the Social Sciences) to analyze the data and calculate several key statistical measures. These measures included the mean score and standard deviation for both the pre-test and post-test scores. Additionally, the researcher used SPSS to determine the significant difference between the pre-test and post-test scores for independent samples, allowing for a rigorous examination of the treatment's impact on the students' listening skills.

In analyzing data of questionnaire this research used a range score of 1-5 to determine the students' perception of using animation videos in learning listening. Students could score each statement according to their own perception about utilizing animation videos in the listening class. The questionnaires used in this research adopted a five-point Likert scale to gauge participants' responses. This scale presented five options for participants to express their level of agreement or disagreement with the given statements.

The scale ranged from "1" representing "strongly disagree" to "5" signifying "strongly agree." Participants were prompted to choose the response that most accurately reflected their viewpoint on each statement. This research consisted of 20 items and has 10 positive and 10 negative statements. In this study, respondents who provided a "strongly agree" response to all positive statements were assigned a score of 100. On the other hand, those who responded with "strongly disagree" to all positive statements and "strongly agree" to ten negative statements received a score of 20. This scoring system allowed for quantifying participants' levels of agreement and disagreement with the statements, providing a means to differentiate their perceptions and attitudes towards the use of animated videos in language learning. The mean score and the percentage were calculated by using statistical program.

FINDINGS

Students' Listening Skill

The results of this study were obtained through test outcomes in order to address specific research inquiries. These inquiries aimed to investigate the potential effectiveness of incorporating animated videos as a means to enhance the listening proficiency of ninth-grade students at SMP Negeri 1 Sendana, Majene. The table provided (see Table 1) includes the average score and standard deviation for both the pre-test and post-test results of students from both the control class and the experimental class:

Table 1
The results of Pre-test and Post-test of the two classes

Class	Students' Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Control Class	26.00	44.93	8.120	22.838
Experimental class	25.47	60.80	10.425	20.189

Table 1 illustrates the disparities in the mean scores and standard deviations of students' listening skills between the pre-test and post-test assessments. In the control class,

students achieved an average score of 26.00 in the pre-test, which increased to 44.93 in the post-test. For the experimental class, students obtained an average score of 25.47 in the pre-test, which significantly improved to 60.80 in the post-test. These results indicate that in both the control and experimental classes, students exhibited higher mean scores in the post-test compared to the pre-test. Furthermore, the standard deviation of the post-test scores was found to be higher than that of the pre-test scores, with values of 22.838 (post-test) compared to 8.120 (pre-test) for the control class, and 20.189 (post-test) compared to 10.425 (pre-test) for the experimental class.

This research also discovered a notable enhancement in the listening skills of students in both the control class and experimental class, as evident in the pre-test and post-test results. An independent test was conducted to ascertain if there was a significant difference in the post-test outcomes between students from the control class and students from the experimental class. The results of this test are presented in the table below.

Table 2
Significance measures

Students Learning Outcomes	Equal variance assumed			t-test for Equality of Means				
				Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		T	Df				Lower	Upper
	Equal variance not assumed	2,851	58	,006	15,86667	5,56536	4,72640	27,00694
		2,851	57,140	,006	15,86667	5,56536	4,72283	27,01051

Based on the provided table, the significance value (p-value) of 0.006 is less than the predetermined threshold of significance (α = 0.05). This indicates that there is a statistically significant difference in the listening skills of the experimental class compared to the control class. Therefore, the null hypothesis (H0) is rejected in favor of the alternative hypothesis

(H1). These findings suggest that the use of animation videos effectively enhanced the listening skills of students at SMPN 1 Sendana, Majene.

Students' Perception of the Use of Animation Videos

The analysis of questionnaire data revealed that students had a positive perception towards the utilization of animation videos in English learning. The mean scores obtained are presented in the following table:

Table 3
Mean Score of the Students' Perception

Total Score	Total Sample	Mean Score	Classification
2318	30	77.27	Positive

The total score from the questionnaire was 2318, with the total sampling 30. The students' mean perception score regarding the use of animation videos in English learning is 77.27, indicating a positive classification. Based on the analysis of the questionnaire, the results indicate five explanations that are supported by the frequency and percentage of student responses. These findings are presented in the following table:

Table 4
Classification of the Students' Perceptions

Score	Frequency	Percentage (%)	Classification
85-100	9	30	Strongly positive
69-84	15	15	Positive
52-68	6	20	Moderate
36-51	0	0	Negative
10-35	0	0	Strongly Negative
Total	30	100	

The table above is a frequency and percentage table we can see how many students belong to the classification chose strongly positive 9 (30%), positive 15 (50%), moderate 6 (20%), negative 0 (0%), and strongly negative 0 (%). As we can see above, the results of a questionnaire to see how students' perceptions of using animation videos for learning English especially listening. Data collected from the students' response showed that most of the students had positive perception.

DISCUSSION

The research seeks to examine two key aspects: the improvement of students' listening skills through the use of animation videos and the students' perceptions of their utilization in the teaching-learning process. The researcher will now discuss the findings in relation to the following research questions:

The Students' Improvement in the Listening Skill

Based on the researcher's findings, the use of animation videos in the listening activity resulted in a higher mean score for post-test students' achievement compared to those who only used audio. In the experimental class (IX A), the mean score of pre-tests was 25.47, which significantly increased to 60.80 after incorporating animation videos as a teaching tool. On the other hand, in the control class (IX B), the mean score of pre-tests was 26.00, and it increased to 44.93 after providing the treatment using audio alone. The researcher further asserts that there was a significant improvement in students' listening skills after implementing treatments utilizing animation videos in the experimental class, while only using audio in the control class. This suggests that animation videos had a more substantial impact on students' listening skills compared to audio alone. This conclusion is supported by the significance value of 0.006, which is less than the predetermined significance level of 0.05 ($0.006 < 0.05$). As a result, the researcher accepts the alternative hypothesis (H1) and rejects the null hypothesis (H0).

The findings of this study provide valuable insights into the effectiveness of using animation videos in enhancing students' listening skills and fostering positive perceptions towards their use in English learning. These conclusions are consistent with previous research that has highlighted the benefits of incorporating multimedia, such as animation videos, in language instruction. Research by Asmidana et al., (2014) supports the notion that animation videos contribute to improved listening skills among students. They conducted a study with primary school students and found that the use of animated materials significantly enhanced their listening comprehension abilities compared to traditional

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instruction methods. Furthermore, a study by Laksmi et al., (2021) explored the impact of animation videos on student motivation and engagement in language learning. The research revealed that animation videos not only increased student interest and excitement but also enhanced their listening and speaking skills. Additionally, the positive perception of students towards animation videos aligns with the research conducted by (Stroo et al., 2018). In their study, they found that students expressed a preference for the use of technology, including animation videos, in language learning, as they considered it engaging and enjoyable.

The findings of this study reinforce the growing body of research that supports the effectiveness of animation videos in improving students' listening skills and enhancing their perceptions of English language learning (Anas, 2019). The incorporation of animation videos as an instructional tool carries several advantages, including increased engagement, motivation, and improved language proficiency. These findings provide valuable insights for educators and curriculum developers seeking innovative and effective approaches to enhance listening skills in language learning.

The Students' Perception of the Use of Animation Videos

This finding suggests that students have a positive perception of using animation videos as a learning media for improving their listening skills in English. The results of the questionnaire showed that the students perceived the incorporation of animation videos to be beneficial in enhancing their listening abilities. The mean score of 77.27 indicates that the students' perception falls within the positive classification. This finding aligns with previous research that supports the use of animation videos in language learning. Animation videos have been found to be engaging and effective in enhancing listening skills (Asmidana et al., 2014; Dukut, 2019; Laksmi et al., 2021). The visual and auditory components of animation videos can provide learners with a multi-sensory experience, capturing their attention and facilitating comprehension (Brand & Dalton, 2012; León et al., 2017).

Animation videos also provide learners with authentic and contextualized language input, helping them to improve their listening skills in real-life situations (Abuzahra et al., 2015; Brand & Dalton, 2012). The use of animation videos as a learning tool can create a motivating and enjoyable learning environment, leading to increased engagement and active participation (Laksmi et al., 2021). In other words, this finding supports the use of animation videos as a learning media for improving listening skills in English. The positive perception of students suggests that animation videos can effectively enhance their listening abilities. Incorporating animation videos into language learning can provide learners with an engaging and authentic learning experience. Further research is needed to explore the specific benefits and instructional strategies of using animation videos for language learning.

CONCLUSION

In conclusion, the findings of the study indicate that the use of animation videos is effective in enhancing students' listening skills. Additionally, the students' positive perceptions towards the incorporation of animation videos in English learning, particularly for listening skills, further support the effectiveness of this approach. Overall, these conclusions emphasize the benefits of incorporating animation videos as an instructional tool, which not only improves listening proficiency but also enhances student engagement in the classroom.

CONFLICT OF INTEREST

ACKNOWLEDGEMENT

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