

**THE EFFECT OF USING ANIMATION VIDEOS ON STUDENTS'
LISTENING SKILL OF TENTH GRADE AT SMKN 2 KEDIRI**

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Presented as a partial Fulfillment of the Requirement to obtain the Bachelor's
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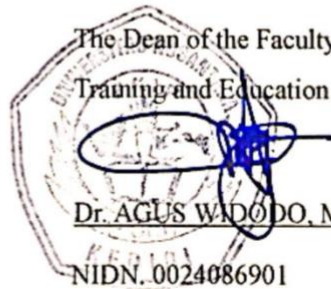
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MOTTO AND DEDICATION

MOTTO:

"Indeed, with hardship comes ease."

(Qur'an, Surah Ash-Sharh 94:6)

DEDICATION:

First and foremost, I dedicate this thesis to Allah SWT, whose endless mercy, guidance, and blessings have always been with me. Thank You for listening to my prayers and making this journey easier until I finally completed this thesis.

To my beloved Papa and Mama, thank you for your unconditional love, endless prayers, support, understanding, and encouragement. Your presence has always been my greatest strength.

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Finally, I dedicate this thesis to myself for staying strong, trusting the process, and never giving up.

ABSTRACT

Adinda Putri Maharani The Effect of Using Animation Videos on Students' Listening Skill of Tenth Grade at SMKN 2 Kediri, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 2026.

Keywords: animation videos, listening skills, listening comprehension.

Listening is one of the essential language skills in English learning because it provides learners with language input and supports effective communication. However, many students still experience difficulties in understanding spoken English due to limited vocabulary, pronunciation, and low motivation during listening activities. The use of engaging instructional media, such as animation videos, is expected to enhance students' listening literacy skills by combining visual and auditory elements that facilitate comprehension.

This study aimed to determine the effect of using animation videos on students' listening literacy skills at the tenth grade of SMKN 2 Kediri. The research employed a quantitative approach using a pre-experimental method with a one-group pre-test and post-test design. The population consisted of 108 tenth-grade students of the MPLB Department, while the sample was one class, X MPLB 3, consisting of 36 students selected through purposive sampling. The research instrument was a listening test administered as both a pre-test and a post-test. The collected data were analyzed using SPSS Version 31 through descriptive statistics, the Kolmogorov-Smirnov normality test, and the Paired Sample t-Test.

The findings revealed that students' listening literacy skills improved after the implementation of animation videos. The mean score increased from 73.05 in the pre-test to 91.11 in the post-test. The normality test indicated that the data were normally distributed (Sig. = 0.146 > 0.05). Furthermore, the Paired Sample t-Test showed a significance value of $p < 0.001$, indicating a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

In conclusion, the use of animation videos had a significant positive effect on students' listening literacy skills. Animation videos not only improved students'

listening comprehension but also increased their motivation and engagement during the learning process. Therefore, animation videos can be considered an effective instructional medium for teaching listening skills, particularly for tenth-grade vocational high school students.

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CHAPTER I

INTRODUCTION

In this chapter the writer will discuss about background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, significance of the study.

A. Background of the Study

Literacy skill in English language learning is not only related to reading and writing, but also includes the ability to understand spoken language effectively. In the context of EFL (English as a Foreign Language), listening plays an important role because it provides language input that supports the development of other language skills. Through listening activities, students are expected to understand information, identify main ideas, interpret meaning, and respond critically to spoken texts. Listening comprehension is an important language skill because students need to process spoken information and understand meaning simultaneously (Jaya et al., 2021). Therefore, listening becomes one of the essential skills that students need to master in language learning.

However, in reality, many students still experience difficulties in listening classes, especially in understanding spoken English delivered at a natural speed. This phenomenon can be found in many EFL classrooms, including vocational high schools, where students often struggle to identify specific information, understand vocabulary, and make inferences from spoken texts. Listening comprehension is still difficult for many students because spoken English is not easily mastered by non-native speakers (Hardiyanto et al., 2021). In addition, listening comprehension is influenced by students' anxiety, concentration, and understanding during listening activities (Wang & Macintyre, 2021). These conditions indicate that students' literacy skill in listening is still relatively low and needs improvement.

Based on preliminary observation at SMKN 2 Kediri, several students showed low interest in learning English because of the lack of instructional media used by the teacher during the learning process. Most listening activities were conducted using conventional methods, causing students to feel bored and less motivated during English classes. In addition, many students still had difficulties in understanding spoken English, especially in recognizing pronunciation, vocabulary, and information from listening materials. This condition indicates that students need more interesting and interactive learning media to support their listening literacy skill.

The gap phenomenon appears because listening is considered one of the most important language skills, yet the teaching process often does not support students effectively. In many classrooms, listening activities are still conducted using conventional methods, such as audio recordings without contextual visual support. As a result, students easily lose concentration, become less motivated, and have difficulty understanding spoken language. In vocational schools, this problem becomes more significant because students require practical and contextual learning media that can help them understand English more easily and meaningfully.

One of the factors causing students' low listening literacy skill is the lack of engaging instructional media. Traditional listening activities often fail to create an interactive learning atmosphere and cannot fully support students in understanding spoken texts. Technology-based media are effective in supporting listening skills because audiovisual learning media help students understand spoken information more clearly and interactively (Maulina et al., 2022). Therefore, students need learning media that can help them connect sounds, vocabulary, context, and meaning simultaneously.

To solve this problem, the use of animation videos can be an effective instructional solution in listening classes. Animation videos combine visual and audio elements that can help students understand spoken language more easily. Through visual context, character expressions, gestures, and situations presented in the videos, students are able to interpret

meaning and follow conversations more effectively. In addition, animation videos can increase students' motivation and engagement during the learning process because they create a more enjoyable and interactive classroom atmosphere.

Furthermore, animation videos significantly improved students' listening comprehension because they helped students understand vocabulary, pronunciation, and meaning through audiovisual integration (Ratu et al., 2024). This indicates that animation videos can become an effective learning medium to improve students' literacy skill in listening classes.

Several previous studies have investigated the use of animation videos in improving students' listening skills. Animation videos significantly improved students' listening comprehension because students were able to understand vocabulary, explicit information, and implicit meaning more effectively through audiovisual integration (Hildegardis Ratu et al., 2024). In addition, animation videos had a significant effect on students' listening ability with a significance value of $p = 0.007$ (Nisa & Aryanika, 2024). Moreover, animation videos enhanced students' listening comprehension and increased students' motivation during listening activities (Al Hakim, 2024).

Despite the positive findings from previous studies, several aspects still need further investigation. Although previous studies have shown positive results regarding the use of animation videos, there is still a relevant research gap. Most previous studies mainly focus on general listening comprehension, while limited studies specifically discuss students' literacy skill in listening, which includes understanding meaning critically, identifying detailed information, and making inferences from spoken texts. Furthermore, many previous studies were conducted in senior high schools, while research focusing on vocational high school students is still limited. Vocational high school students still experienced difficulties in listening comprehension due to unfamiliar vocabulary, fast speech delivery, and lack of concentration during listening activities (Supraptiningsih et al., 2020). In

addition, students need engaging audiovisual learning media to improve their listening comprehension and motivation in English classes (Ibrahim Insan Al Hakim, 2024). Animation videos could improve students' listening comprehension because audiovisual elements help students understand spoken language more effectively (Hildegardis Ratu et al., 2024). Therefore, further research is needed to investigate the effect of animation videos on students' literacy skill in listening in the context of vocational education. This study attempts to fill the gap by focusing on students' literacy skill in listening through animation videos in the context of vocational high school students.

Based on the explanation above, this study focuses on investigating the effect of using animation videos on students' literacy skill in listening among tenth-grade students at SMKN 2 Kediri. In this study, literacy skill in listening refers to students' ability to understand main ideas, identify specific information, interpret meaning, and make inferences from spoken texts presented through animation videos.

Therefore, the purpose of this study is to determine whether the use of animation videos significantly affects students' literacy skill in listening at SMKN 2 Kediri. This study aims to identify students' listening literacy skill before and after the implementation of animation videos and to measure the effectiveness of animation videos in improving students' listening ability.

This study is expected to provide both theoretical and practical significance. Theoretically, this study contributes to the development of English language teaching, especially in the field of listening literacy and audiovisual learning media. Practically, this study is expected to help teachers apply more engaging and effective teaching strategies in listening classes by using animation videos. In addition, students are expected to improve their listening literacy skills, motivation, and participation during the learning process. Furthermore, this research can become a useful reference for future researchers who are interested in conducting studies related to listening skills and animation-based learning media.

B. Formulation of the Problem

This study aims to investigate the effect of using animation videos on students' literacy skill in listening at SMKN 2 Kediri. Therefore, the researcher formulates the following research questions:

1. What are the students' literacy skill scores in listening before being taught using animation videos at SMKN 2 Kediri?
2. What are the students' literacy skill scores in listening after being taught using animation videos at SMKN 2 Kediri?
3. Is there any significant effect of using animation videos on students' literacy skill in listening at SMKN 2 Kediri?

C. Objective of the Study

This study aims to investigate the effect of using animation videos on students' literacy skill in listening at SMKN 2 Kediri. Therefore, the objectives of the study are as follows:

1. To find out the students' literacy skill scores in listening before being taught using animation videos at SMKN 2 Kediri.
2. To find out the students' literacy skill scores in listening after being taught using animation videos at SMKN 2 Kediri.
3. To determine the effect of using animation videos on students' literacy skill in listening at SMKN 2 Kediri.

D. Significance of the Study

This study is expected to provide both theoretical and practical contributions in the field of English language learning, particularly in improving students' literacy skill in listening.

1. Theoretically, this study is expected to enrich the body of knowledge regarding the use of audiovisual media, especially animation videos, as an effective learning medium in listening classes.
2. Practically, the findings of this study are expected to serve as a reference for English teachers at SMKN 2 Kediri in developing more engaging and technology-based teaching media to improve students' literacy skill

in listening. Furthermore, this study is expected to help students increase their motivation, participation, and understanding during listening activities. In addition, this research may provide useful information for the school in supporting the implementation of innovative learning strategies in English language teaching.

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