

## THE TENTH GRADE STUDENTS' PERCEPTION OF ANIMATION VIDEO AS MEDIA FOR LEARNING LISTENING AT SMK AL-HIKMAH JEPARA

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### **Abstract**

*In this advanced information and communication era, technology can influence the educational practices of teachers and students. Watching Animation Video is one of the ways to develop listening skill and in this case, it refers to students' perception of Animation Video as media for learning listening at SMK Al-Hikmah Jepara to gives them the authority to their listening skill. The objective of this research is aimed to know the students' perception of Animation Video as media for learning listening at SMK Al-Hikmah Jepara. This kind of research is qualitative with a descriptive qualitative design. The participants of this research are 25 tenth grade students of AKL 1 at SMK Al-Hikmah Jepara. The instruments used in this study were questionnaires and interviews. The result of this study shows that the perception of the tenth grade AKL 1 students of SMK Al-Hikmah Jepara toward using Animation Video as media for learning listening, it can be concluded that most of the students agree to use Animation Video as media for learning listening. It means that the use of Animation Video as media for learning listening gives a potentially positive contribution to developing listening skills. Most students are enjoy and interested in using Animation Video as media for learning listening. Not only that the use of Animation Videos does not make students bored, but students become more active so they are more interested and of course, Animation Videos also help students in increasing vocabulary and developing listening skills. Therefore, hopefully, this research will help students improve their listening skills, especially through the use of Animation Video as listening learning media. Besides that, the researcher also suggests teachers be able to use Animation Videos as media for learning listening in class. Then the researcher suggests for the next researcher, in order to be able can explore more information about the students' perceptions of using Animation Video as media for learning listening in different methods.*

**Keywords:** *Perception, Animation Video, Listening skill*

### **INTRODUCTION**

Listening is a crucial skill in language learning, as it helps learners understand, interpret, and evaluate what they hear. It is essential for students to engage with

speakers of the second language and build listening skills through practice and understanding.

Afriyuninda and Oktavia (2021) emphasize the importance of listening skills in learning a foreign language, as they are essential for a new language learner. Teachers must use effective and innovative teaching media to improve students' listening skills. Animation Videos, as an example, have been found to be effective in developing students' understanding of listening skills.

The use of Animation Videos in English learning can be an alternative means for teachers to develop students' listening skills. Boris Ramadhika (2014) also found that Animation Videos can attract students' attention, making them an effective teaching tool. English teachers at SMK Al-Hikmah Jepara have found that using Animation Videos as a teaching strategy can help improve students' listening skills.

In the advanced information and communication era, technology can influence educational practices, and watching Animation Videos in English can increase vocabulary. However, if the video is too long or difficult for learners to understand, it may be boring. Animation Videos can help students understand the content of conversations more easily due to their moving illustrations.

The researcher aims to understand students' perceptions of using Animation Videos as a listening learning strategy at SMK Al-Hikmah Jepara. The study will focus on tenth grade students, specifically AKL 1, as participants in this research. The findings suggest that Animation Videos are a good media for stimulating students' listening abilities.

## **RESEARCH METHOD**

The researcher conducts the research by giving questionnaire and interview to Tenth Grade of SMK Al-Hikmah Jepara, especially for student of AKL 1 class. There are 25 students who have filled out the questionnaire and 5 students who have filled out the question of interview. The questionnaire consists of 12 close-ended questionnaires and 5 question of interview. There were 5 questions to know the students' perception of Animation Video as media for learning listening based on motivational aspect, 5 questions to know the students' perception of Animation Video as media for learning listening based on benefit aspect, and 2 questions to know the students' perception of Animation Video as media for learning Listening based on aspect of access and flexibility.

## **RESULTS AND DISCUSSION**

The researcher used close-ended question to answer the statement of the problem, the total number of close ended questionnaire were 12 questions with 5

choices of answer (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) as follows below:

Table 4.1.1 The Tenth Grade Students' Perception of Animation Video as Media for Learning Listening at SMK Al-Hikmah Jepara

Indicator	No	Statement	Frequency				
			Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
The students' perception of Animation Video as media for learning listening based on motivational aspect.	1	I enjoy doing listening to practice by watching animation videos.	(8) 32%	(15) 60%	(2) 8%	-	-
	2	Using animation videos as media for learning listening makes me excited to learn English.	(9) 36%	(14) 56%	(2) 8%	-	-
	3	Learning English by animation video motivates me to participate in class discussions.	(3) 12%	(13) 52%	(7) 28%	(2) 8%	-
	4	Using English animation video is very interesting because we don't only listen to the audio but also watch the animation.	(6) 24%	(18) 72%	(1) 4%	-	-

	5	The use of animation video is better than any other media in class to improve my listening skill	-	(16) 64%	(8) 32%	(1) 4%	-
The students' perception of Animation Video as media for learning listening based on benefits aspect.	6	Listening to the dialogue in animation videos can improve my listening skills.	(1) 4%	(13) 52%	(9) 36%	(1) 4%	(1) 4%
	7	Using English animation video in class also encourage me to imitate the native speaker and improve my speaking	(2) 8%	(13) 52%	(9) 36%	(1) 4%	-
	8	English subtitle in English animation video helps us to learn new vocabulary.	(2) 8%	(17) 68%	(5) 20%	(1) 4%	-
	9	I learn how to pronounce English words from English animation video.	(2) 8%	(12) 48%	(9) 36%	(2) 8%	-
	10	I experienced an increase in scores on listening material by using animated videos as learning media.	(1) 4%	(15) 60%	(8) 32%	(1) 4%	-
The students' perception of Animation Video as media for learning listening based on aspect of	11	Using animation videos as learning media makes it easier for me to learn anywhere and anytime.	(9) 36%	(13) 52%	(3) 12%	-	-

access and flexibility.	12	Learning using Animation Video is very effective because it can be accessed easily via a smartphone.	(7) 28%	(14) 56%	(3) 12%	(1) 4%	-
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The table above shows the Students' Perception of Animation Video as Media for Learning Listening. The highest aspect of the motivational aspect is found in statement number four, "Using English animation video is very interesting because we don't only listen to the audio but also watch the animation" which has the highest score in aspect proved 72%. For statement number one, the result stated that 60% of students perceive that they agree about that statement. It means that students enjoy doing listening to practice by watching Animation Video. The statement number two, the result stated that most of the students' 56% agree. It means that using animation video as media for learning listening makes students' more enthusiastic to learn English. The result of statement number three stated that 52% the most of students choose to agree perception. It means that students were agreed, that students are motivated to learn English by using Animation Video. For statement number four, the result state that 72% students choose to agree. It means that students are very interested in learning by using Animation Video because they not only listen to audio but also watch the animation. The result of the statement number five, the result stated that most of the students' 64% agree. It means, students agree that their English scores have increased because they use Animation Video as learning media.

Furthermore, the highest aspect of the benefit aspect is found in statement number eight, "English subtitle in English animation video helps us to learn new vocabulary" which has the highest score in aspect proved 68%. In addition to statement number six, the result stated that most of the students' 52% agree about the perception. It means, listening to conversations in Animation Video can improve students' listening skills. The result of statement number seven stated that 52% students choose to agree. It means, students agree, that using Animation Video can improve students' speaking skills and can practice imitating native speakers. The statement number eight, the result stated that most of the students' 68% agree. It means that students agree with the statement, that subtitles in Animation Video can help students' learn new vocabulary. The statement number nine, the result stated that, most of the students' 48% choose to agree. It means that students can learn how to pronounce English words from Animation Video. The result of statement number tenth, 64% of students agree with the perception. It means that students agree that the use of Animation Video is better than other media in class to improve my listening skill.

After that, on the aspect of access and flexibility is found in statement number twelve, " Learning using Animation Video is very effective because it can be accessed easily via a smartphone" which has the highest score in aspect proved 56%. For statement number eleven, the result stated that 52% students choose to agree. Meanwhile, students' who choose disagree and strongly disagree there are 0%. It means, that students agree, that using Animation Video as learning media makes it easier for students to learn anywhere and anytime. Statement number twelve, the result stated that most of the students' 56% choose agree. It means that students agree about the statement, that learning using Animation Video is very effective because it can be accessed easily via a smartphone.

Based on the data analysis, the tenth-grade students of AKL 1 SMK Al-Hikmah Jepara had a good perception toward Animation Video as media for learning listening as the majority of answers chosen by them were "agree" that it helped them in learning listening. This shows that Animation Video is an important supporting media to support students in learning listening.

## **CONCLUSION**

Based on the result of this study, it can be concluded that most of the students agree to use animation video as media for learning listening. It means that the use of animation video as media for learning listening gives a potentially positive contribution to develop listening skill. Most of them are enjoy and interested in using animation video as media for learning listening. Because the reasons are, by using animation videos as media for learning listening, they can more easily understand the contents of the conversation from the animation video because, there are moving illustrations, which certainly can help students more easily understand the contents of the conversation from the animation video. Not only that, the use of animation videos also makes students not bored, students become more active so they are more interested and of course animation videos also help students in increasing vocabulary and developing listening skills.

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