

THE IMPACT OF POWERPOINT ANIMATION IN INCREASING THE STUDENTS' LISTENING SKILLS AT ISLAMIC SENIOR HIGH SCHOOL

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ABSTRACT

This study centered on utilizing animated PowerPoint presentations as audiovisual aids for enhancing the listening skills of tenth-grade students at Islamic Senior High School of Al-Falah Lemahabang. The study employed a pre-experimental approach, employing pre-tests and post-tests to evaluate the influence of PowerPoint animation on listening skills among tenth-grade students at Islamic Senior High School of Al-Falah Lemahabang. The sample, comprising 24 students, was selected through random sampling. Both pre-test and post-test scores were optimized as research tools. Examination of the data demonstrated a notable contrast between the pre-test (59.79) and post-test (76.67) outcomes. The paired sample test results yielded a significance value of 0.001, below the threshold of 0.05, prompting the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). This suggests that employing PowerPoint animation as an audiovisual learning tool effectively enhances listening skills in the context of Islamic Senior High School of Al-Falah Lemahabang. It means that PowerPoint animation as audio-visual media can increase listening ability in tenth-grade students at Islamic Senior High School of Al-Falah Lemahabang in 2023/2024 academic years.

Keywords: Audio Visual Media, Listening Skills, Powerpoint Animation.

INTRODUCTION

English is crucial in facilitating communication and acting as a conduit to the global community. Within the realm of primary education, understanding the importance of English is vital for every teacher, considering the learning journey embodies a scientific exchange among students, educators, and the educational milieu (Aswad and Muin, 2022). Teachers must carefully select their instructional strategies, taking into account diverse factors such as the prevailing circumstances, context, and learning environment.

The reality of listening an English language audio is not that easy, the pronunciation of native speaker more challenging to understand because students' rarely attend the native speaker speak. Students' must frequently hearing an audio from native speaker for increasing their listening skill and understanding that speaker means. In their study, Imam Nur Aziz and Yuli Ani Setyo Dewi (2020) explored the function of PowerPoint as an

instructional aid in improving students' speaking abilities. PowerPoint, commonly employed for presenting educational content, was the focus of this study, aiming to assess its efficacy in enhancing speaking proficiency. The researchers utilized a pre-experimental approach, explicitly employing a one-group pretest-posttest design, incorporating pretests to gauge baseline proficiency, implementing the treatment, and administering posttests thereafter. The findings indicated a higher frequency in posttest scores compared to pretest scores, with a median of 12.6 > 12.2, suggesting that utilizing PowerPoint, with features like video, audio, animation, and slideshows, contributes to enhanced speaking skills among students. The study encompassed students from both social and science classes at MA Al-Asyhar Bungah Gresik, totaling 20 and 23 learners respectively. The use of engaging media aids comprehension and underscores the importance of instructors in preparing compelling materials to facilitate understanding. Employing captivating media fosters student focus on the subject matter and promotes better comprehension, ultimately enhancing the learning experience.

Muh. Al Ikhsandi Palysa Putra et al. (Salija and et al 2022) The aim of this study was to evaluate the impact of using audio-visual learning materials on students' listening skills. The research took place at SMA Negeri 2 Jeneponto, with tenth-grade students from the same school comprising the study's sample. Data was gathered by the researchers using an audio-visual listening test. The survey at SMA Negeri 2 Jeneponto utilized a multiple-choice test to assess the impact of audio-visual learning materials. Results showed a higher post-test average (64.33) compared to the pre-test (43.50), indicating the effectiveness of these materials on student learning during the 2022/2023 academic year.

According to those statement above, the research that almost similar to the author research is Muh. Al Ikhsandi Palysa Putra et al. research. They used DLP (Digital Light Processing) as the audio-visual media for listening ability and its similar to LCD to presented powerpoint animation. Both research used image and video in that media, but they did not use powerpoint animation as their support method.

In this research, the author focused on listening skill like other research above but the author used different media and type of research method for used in that mastery. The media that will be developing with the author is animation power point. There are some reason why the researcher choose animation power point to be build for listening learning. First, animation power point have an audio visual which is make the students is not attracted to the class. Senior high school students have highest enjoyable on visual, like movie, drama, webtoon, anime, and the other. The last, because something that the researcher want to develop is listening skill only. So there is no subtitle that be used in this power point like movie or video.

Based on the differences that have mentioned, the research statement is to know the students' listening through animation power point. Therefore, the aim of this study is to assess the effectiveness of animated PowerPoint presentations in enhancing the listening skills of tenth-grade students at Islamic Senior High School of Al-Falah Lemahabang.

This research has some differences with the previous study. First, the researcher developing powerpoint animation only for tenth grades student of Islamic Senior High School of Al-Falah Lemahabang with some activity in one meeting. The activity that

included in that media are filling the blank, and multiple choices with an engaging animation. Secondly, the previous study used powerpoint to increase students speaking skill. However, the researcher used powerpoint to increasing students listening skill. Then the material have conducted to adapt the tenth grade student material and ATP (*alur tujuan pembelajaran*) of that school. The animation in powerpoint animation did not contain the full text of the audio. Moreover, the text is conducted for the listening task so the students can focus in listening activity.

METHODS

This study utilized a pre-experimental approach called the one-group pretest-posttest design. Pre-experimental method involves systematically examining the impact of one variable on another by administering treatment to the same group and measuring scores before and after the treatment. The study population comprised 53 first-year students enrolled at Islamic Senior High School of Al-Falah Lemahabang, situated in Patoloan, Kec. Bone-Bone, Kab. Luwu Utara, Sulawesi Selatan, in the year 2023. The sample selected for representation in this research comprised the IPA X class. Random sampling with strata was employed to determine the sample.

The data collection procedure for this research entails the following stages: (1) Before the intervention, a pre-test was conducted to gather baseline data to implementing the treatment. Researcher give the written text conversation to the students where most words deleted, and then the students are required to listen and write down the missing words. The objective is to assess the listening abilities of the students prior to administering the treatment. (2) Following the pre-test, the researcher proceeded to implement the intervention. Various strategies were prepared to enhance students' listening skills. (3) After the intervention, the researcher carried out a post-test. During this phase, students listened to a conversation using audio. The researcher provided a paper containing 20 questions in fill-in-the-blank and multiple-choice formats. Subsequently, the audio was played, and students were required to answer the questions. Upon completing the test, students submitted their answers to the researcher.

RESULT

The research findings include data analysis, comparison of pre-test and post-test scores, mean and standard deviation calculations for both tests, and exploration of students' perceptions on using "animation PowerPoint" as a teaching tool. Overall mean scores and standard deviations for pre-test and post-test scores were provided for comparison.

Table 1. Descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	24	30	95	1435	59.79	15.36
Post-test	24	50	100	1960	81.67	14.65
Valid N (listwise)	24					

The table shows statistics for both pre-test and post-test pairs, with a standard deviation of 15.356 for the pre-test and 14.646 for the post-test.

Table 2. Paired samples correlation

		N	Correlation	Sig.
Pair 1	Pre-test and post-test	24	.577	.003

The table demonstrates the correlation between pre-test and post-test scores, revealing the relationship between students' abilities before and after the treatment. The correlation value is significant at 0.577, signifying a notable association between students' listening abilities and the implementation of PowerPoint animation as a learning medium.

Table 3. Paired samples test

		Paired differences				T	Df	Sig. (2-tailed)	
		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-21.875	13.817	2.820	-27.709	-16.041	-7.756	23	<.001

The significance value of 0.001, less than 0.05, led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, indicating a notable difference in average scores between pre-test and post-test outcomes. This suggests that employing PowerPoint animation as an audiovisual learning medium has a positive effect on enhancing listening skills at Islamic Senior High School of Al-Falah Lemahabang.

DISCUSSION

Drawing from the conducted research, the researcher employed PowerPoint animation as a tool. Specifically, the listening test was administered to students of the X IPA class at Islamic Senior High School of Al-Falah Lemahabang in powerpoint animation consist of objective of the meeting, list of vocabulary, and some activity among other things are group activity, filling the blank, getting ready, multiple choices, quiz, etc. This research using several instrument that helped researcher to conducting the study. Firstly, powerpoint animation have an audio that must be audible for the students. So the researcher utilizing small speaker that connected to the laptop. Secondly, the computer was for showing the powerpoint animation. The last, the function of LCD is in order to all students viewing powerpoint animation with precise resolution, using audio-visual aids during instruction to improve students' listening skills. Moreover, audio-visual very interested for students, because they can learn and listening the audio while perceive the powerpoint animation so they can focus and be enthusiastic to the educational process.

The findings of the study demonstrate that education incorporating audio-visual elements as learning media can increase their listening and contribute to students focus. Besides only listening task, students also interest at the animation and some activity that are appear so the learning became active. The teacher receives feedback from the responses provided by the students when answering questions, discussing with their group, and the teacher have good response from the students.

Audio and visual are critical for the learning media and its can stimulate students interest and become active in the learning process. Referring to the Rohani (Rohani 1997) "That the senses of listening and seeing are essential in the medium of media. One of the media that can be used for hearing and learning is audio-visual media. Because they can simultaneously listen and see images, this media can boost students' interest in learning.

Referring to the statement above, he (Sanjaya 2016) said that media acts as a tool for lesson explanation. In order for students to fully comprehend the message, the material provider uses media that contains the explanation of that material, in a learning model using direct to the provider of the message. The learning has served with media for students fully understanding the material. In this research, media acts as an assistance of the teacher to explain the listening material is intended for students understanding.

This research aligns with the aforementioned theories, the authors used a developing technology especially powerpoint animation. This media can increase students listening skill. The average student score rose from the pre-test (59.79) to the post-test (81.67). Notably, in the pre-test, the highest score attained by a student was 95, with only one student achieving this score out of 24 students, while the lowest score was 30. In contrast, after the intervention, the highest score achieved by a student was 100, while the lowest score was 50. These results indicate the effectiveness of the researcher's teaching approach in enhancing listening skills using PowerPoint animation. The learning process proved engaging, providing students with material tailored to their level of comprehension. Thus, PowerPoint animation proved effective in improving students' listening skills at Islamic Senior High School of Al-Falah Lemahabang.

Derived from the percentage and frequency rates of both the pre-test and post-test, the researcher observed that before receiving treatment, the students' performance was lacking. Specifically, findings revealed that 1 student (4%) obtained an unsatisfactory score, 17 students (71%) achieved a fair score, 3 students (13%) attained a good score, and only 2 students (8%) secured an excellent score. Furthermore, one student (4%) achieved an outstanding score classification.

Based on the outcomes of the treatment, the research suggested that employing PowerPoint animation could help the students to increasing students' listening skill.

CONCLUSION

Considering the data analysis provided in the previous section, the researcher made several conclusions, outlined as follows:

Utilizing "PowerPoint animation" as one of the learning media proved effective as an audiovisual aid, as it offers various engaging themes for listening activities. This research highlights that this media contributes to enhancing students' listening skills, evident from

the post-test recorded a higher mean score (81.67) compared to the pre-test (59.79). This difference indicates a significant improvement in students' abilities before and after the treatment. Thus, we can conclude that the null hypothesis (H₀) is dismissed, and the alternative hypothesis (H₁) is affirmed.

Teaching media plays a vital role in the educational process, aiding in the dissemination of learning materials from teachers to students. Additionally, it enhances student engagement and comprehension, thereby simplifying the learning process. Drawing from the research findings, the researcher proposed several recommendations, which include:

1. The researcher recommends that teachers in general, particularly English teachers at Islamic Senior High School of Al-Falah Lemahabang, utilize effective and engaging media and methods to assist students in enhancing their listening skills in English learning. The teacher can use a media that can help the student focus to the learning activity.
2. Both teachers and students should actively engage in the learning process to facilitate student skill improvement.
3. The researcher suggest to the next researcher in the future to combine some application with powerpoint. So, the animation can be movable and more enjoyable. If is possible, the media could be share in the smartphone.

In conclusion, the researcher acknowledges that this thesis may have specific weaknesses and imperfections. Therefore, the researcher welcomes critiques and constructive feedback that can contribute to refining and improving the thesis. Such input would not only benefit readers but also assist anyone seeking to further develop the study. Additionally, the researcher emphasizes the importance of employing diverse and engaging media to enhance education, leveraging the benefits of technological advancements for optimal learning outcomes.

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