

**THE EFFECTIVENESS OF TEACHING ENGLISH LISTENING USING
ANIMATION VIDEOS AT ISLAMIC JUNIOR HIGH SCHOOL IN
KEDIRI**

THESIS



by:

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NIM. 21202023

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE OF ISLAMIC INSTITUTE KEDIRI

2025

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THESIS

Presented to

State of Islamic Institute (IAIN) Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Education

By:

Faidatun Nisa

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2025

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another agree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any objection or claim for others.

This thesis is to fulfill the requirement for degree Sarjana (S1) in English Study program State of Islamic Institute (IAIN) Kediri.

Kediri, 3 June 2025

Researcher,



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APPROVAL PAGE

This is to certify the *Sarjana*'s thesis of Faidatun Nisa has been approved by the thesis advisors for further approval by the board of examiners

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**THE EFFECTIVENESS OF TEACHING ENGLISH LISTENING USING
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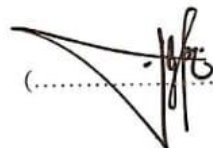
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MOTTO

“What has been destined for you will never miss you, and what has missed you was never meant to be yours.”

(HR. Ahmad, no. 2784).

“For indeed, with hardship [will be] ease.”

(QS. Al Insyirah:5)

DEDICATION

I dedicate this thesis to:

1. My God Allah SWT who has granted me blessings, guidance, and His grace, so that I can finish this thesis.
2. My beloved parents, Ayah Khamim Tohari and Ibu Siti Yulaikah. Thank you for your endless love, support, and prayers. Your sacrifices, both seen and unseen, are the foundation of everything I have achieved. Your trust and encouragement have always kept me strong, especially when I was on the verge of giving up. I hope this small achievement can be a token of my gratitude for everything you've done.
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This thesis is dedicated to English Language Education, Faculty of Education of State of Islamic Institute (IAIN) Kediri. On this good occasion, the researcher would like to express her deepest appreciation and gratitude to all those who have contributed greatly in completing this thesis. Therefore, the researcher would like to express her sincere gratitude to:

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The researcher expects that the reader will find this thesis to be beneficial. The researcher realizes that this thesis is far from perfect. Therefore, constructive suggestions and criticisms will be gladly received.

Kediri, 3 June 2025

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ABSTRACT

Nisa, Faidatun. (2025). *The Effectiveness of Using Animation Videos in Teaching Students' English Listening Skills at an Islamic Junior High School in Kediri.* Department of English Language Education, Faculty of Education, State of Islamic Institute (IAIN) Kediri. Advisors: (I) H. Burhanudin Syaifulloh, M.Ed, Ph.D. (II) Dr. Ary Setya Budhi Ningrum, M.Pd.

Keywords: Animation videos, audiovisual media, English teaching, listening skills, quasi-experimental research

Listening comprehension plays a vital role in English language learning, yet many students struggle to understand spoken English. These difficulties often occur due to the lack of engaging listening media and limited teaching strategies, which may reduce students' motivation and focus during learning. Therefore, it is important to explore innovative and interactive media that can support students' listening development. The aim of this study is to measure the effectiveness of using animated videos in improving the listening comprehension of eighth-grade students at MTsN 1 Kediri.

This study employed a quantitative method with a quasi-experimental design. Participants were divided into two predetermined classes: Class E (experimental) consisting of 36 students who used animated videos and Class F (control) consisting of 34 students who used PowerPoint. Both groups took a pre-test and post-test on the topic of Asking and Giving Directions. Since the data was not normally distributed, the Mann-Whitney test was used to analyze the significance of the difference between the performance of the two groups.

The results showed a significant increase in the experimental group, whose average score rose from 79.11 to 91.56, while the control group's score decreased from 87.65 to 62.00. The significance value of 0.000 indicates a strong effect. These findings suggest that animated videos are more effective than traditional media in improving students' listening skills and enhancing their engagement, as indicated by their increased attention, interest, and participation during listening activities.

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