

## THESIS APPROVAL

This thesis entitled “Using Animation Video In Improving Student Listening Skill At The Eleventh year student of SMA Muhammadiyah Palopo. (Classroom Action Research) ” which is written by Ma’rifah . REG.NUM. 09.16.3.0027, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, has been examined and defended in Munaqasyah session which is carried out on ,February<sup>th</sup> 2014. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, February<sup>th</sup> 2014

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With all awareness and consciousness, the researcher who signs below, pronounces that this thesis is originally written by herself except the listed sources. If somebody proves that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis will be the responsibility of the writer for law.

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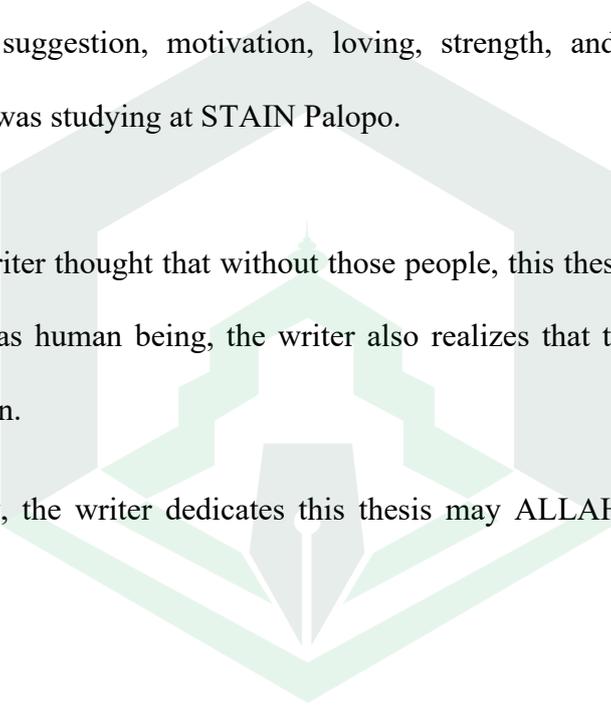
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**IAIN PALOPO**

**The Writer,**

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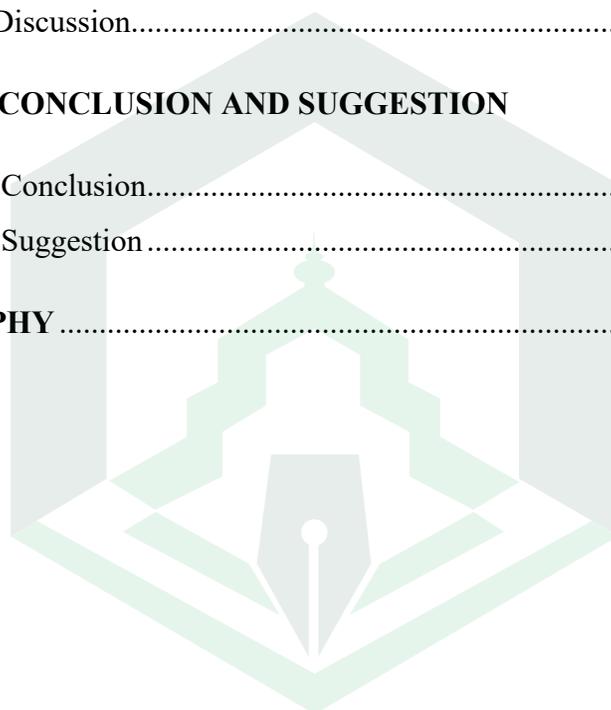
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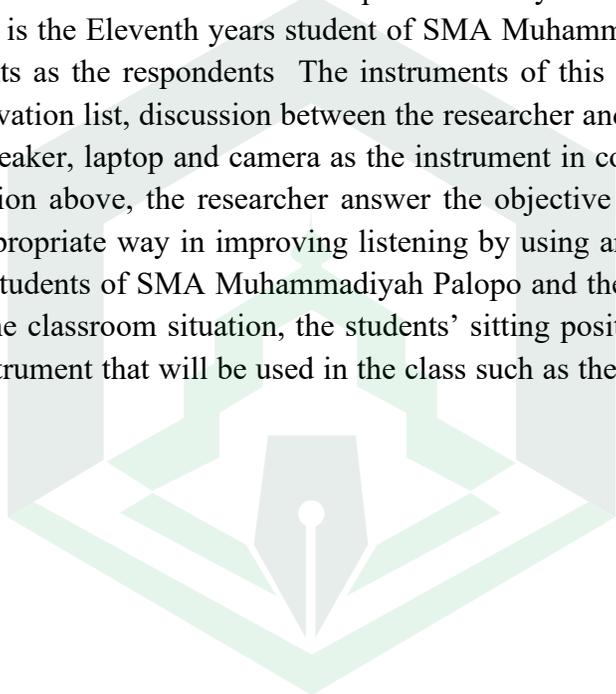
## ABSTRACT

Ma'rifah. 2014. Using Animation Video in Improving Students' Listening Skill at The Eleventh Year Students of SMA Muhammadiyah Palopo. Thesis. English Study Program of Tarbiyah Department STAIN Palopo. Consultants (1) Amalia Yahya., S.E., M.Hum. (2) Wisran., S.S., M.Pd.

Key Words: Listening and Animation Video

This thesis deals with improving listening by using animation video at the Eleventh Year Students of SMA Muhammadiyah Palopo. The problem statement of this thesis : "What is the appropriate way in improving listening at the Eleventh year student of SMA Muhammadiyah Palopo? "

This thesis used Classroom Action Research. . The procedure of the research used two cycles namely cycle 1 and cycle 2 to find out the ability of the student in listening skill. Then the researcher analyzes their score by using simple percentage to know the mean score of the students and explained clearly in discussion. The target of this research is the Eleventh years student of SMA Muhammadiyah Palopo. They were 15 students as the respondents. The instruments of this research were test of listening, observation list, discussion between the researcher and observer, animation video, LCD, speaker, laptop and camera as the instrument in collecting data. sBased on the description above, the researcher answer the objective of the research is to find out the appropriate way in improving listening by using animation video at the Eleventh year students of SMA Muhammadiyah Palopo and the appropriate way are supported by the classroom situation, the students' sitting position and attention the student. the instrument that will be used in the class such as the video script, speaker and etc.



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# CHAPTER I

## INTRODUCTION

### *A. Background*

When we think of English skill, the four skills of speaking, writing, reading and also listening readily come to mind and of course other skill such as pronunciation, grammar, vocabulary and spelling all play a role in effective English communication. But, in this research the writer will talk about listening skill. Listening lesson often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication, but also the ability to process information and language ‘on the spot’.<sup>1</sup> These skills are equally important. They should not be learned only one skill, for example: the student should speak and ignore reading, writing and listening skills.

The development of technology in this era has been influence the human life in all aspect includes at education. It means that the teacher should use the technology as an interesting media in teaching process.

English as foreign language is an international medium. It is global language which uses to communicate with the other people from foreign language. In Indonesia English have taught for a long time at school, it started from the elementary school until the university. But although it have taught since elementary school, English still difficult to mastering by the student.

Language is skill which should be used in the real life. It is key to be successful in the mastering a language. English is the same as with Indonesian

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Third Edition Completely Revised and Update: Longman, 2001), p. 269.

language, English also must be practiced in our daily life so what we have learnt at school will easy to be mastering and memorable.

English is an international language would be better if it taught from an early age and start in a basic things in life. In learning English, the student prefer and need an interesting and interactive media, and the media interesting in learning is the right solution. In Indonesia most of the teacher still use book as guidance in teaching English whereas it is difficult to be understood and received by the student as the learning tools.

In learning process there are two important elements, they are methodology and media of learning process. The use of media in learning process will increase the students' interest, attention, motivation, and stimulate them in learning process. A good learning media is a media which deal with the goal and stimulate the students in learning process. One of the media which demand on those criteria is movie which can use in teaching English. It is very important tool to improve the language skill.<sup>2</sup>

Learning English will be very helpful in the future development of education, because the students as subject of education, of course should be suitable by their capability and listening is one factor that influence learning process. Listening skill means that thinking about the messages to understand it clearly and completely.<sup>3</sup>

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<sup>2</sup>Sweeting Arizio, *Kegiatan untuk menggunakan film dalam pengajaran bahasa Inggris*, 2009. Online.<http://www.ihjournal.com>. Accessed on 27<sup>th</sup> September 2013.

<sup>3</sup> Q. Joyce, why is listening important skill? (online : <http://en.wikipedia.org/wiki/why-is-listening-important.com>.accessed on: 21<sup>th</sup> Septemer 2013

Most problem which causes people specially students in senior high school have difficulty in learning are they can't master English by listening because they think that they can't keep or catch up what they have heard, the student not concentration in learning, teacher not creative to teach and choosing method, or the student rare learn listening. and it has significant correlation with method that used by teacher. It's also faced of the students of SMA Muhammadiyah Palopo especially in eleventh year students.

Media in the current study is already highly developed in Indonesia. Learning to use a media has been applied in schools . Basically the media is the means of support that are used in teaching so that teachers can more easily to teach material . In using the media to be seen what will teach to students . Teachers must be able to stimulate students to think actively to solve the problem that to students . By using the right media is expected to assist teachers in providing the materials are given to the students.

Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.<sup>4</sup>

One of the aspect that determine the successful in learning process is the process in sorting the correctly media. Hamalik states that an effective media in learning process can increase the students' motivation, interested, provide the

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<sup>4</sup> Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> Print ; Jakarta : Ciputat Pres, 2002), p.11.

attractive and accurate data, make easy in interpretation data and the last is make the information clear.<sup>5</sup>

In the learning activities of students not only study, but it would be nice theory capable practice. Learn to use the media animation is a way of learning that can be applied to high school. Given see the animation students will be interested in what they see, but other than seeing indirectly encouraged students to think of what the problem is displayed. so that students can think off . In addition to the material teach by the teacher , by looking animation that shows students are able to identify against which must be made to solve the problems encountered .

### ***B. Problem Statement***

What is the appropriate way in improving listening at the eleventh year of SMA Muhammadiyah Palopo?

### ***C. Objective of the Research***

Relate of the research above, the researcher state specific research as follows:

To find out what is the appropriate way in listening at the eleventh year at SMA Muhammadiyah Palopo.

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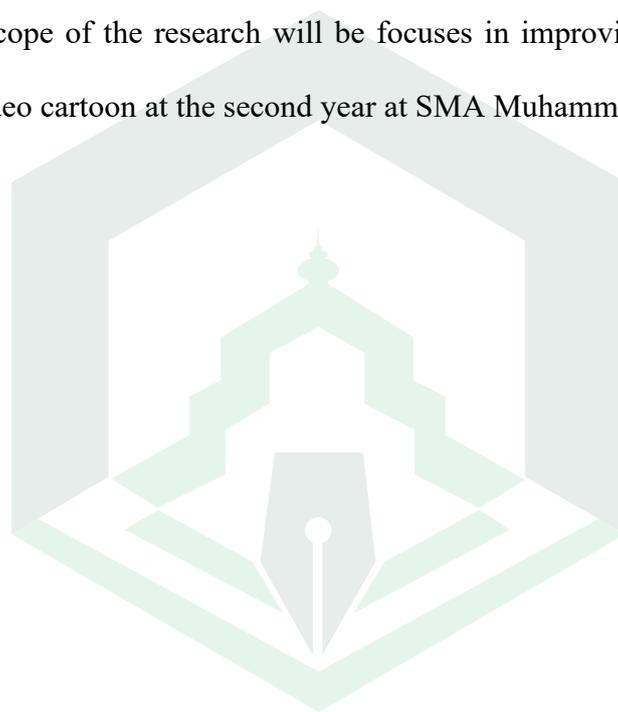
<sup>5</sup>WiwikYulihaningsih, *Media PembelajaranBahasaInggris*, 13 January 2011. Online, <http://www.wiwikyulihaningsih.wordpress.com>. Accessed on 27<sup>th</sup>September 2012.

#### ***D. Significance of the Research***

The result of this research are expected to give information for the English teacher, especially to the English teacher of SMA Muhammadiyah Palopo who wants to improve their student's listening skill by using animation videos.

#### ***E. Scope Of the Research***

The scope of the research will be focuses in improving listening through animation video cartoon at the second year at SMA Muhammadiyah Palopo.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Research Findings*

There are some writers tried to find what the difficulties faced by the students in listening in different schools. They are:

a. Kimble Garmezy in Nurpita thesis stated that learning listening is a relatively permanent change in a behavior tendency and is the result of reinforced practice. It is found that listening is difficult for students.<sup>1</sup>

b. Michael Rost in *Listening And Researching Listening* say that listening comprehension is a process involving a continuum of active processes, which are under the control of their listener, and passive processes. It is found that in teaching listening, it needs many practices.<sup>2</sup>

c. Merlin in her research shows that there is a significant difference between before and after giving the treatment by watching animation video. Watching animation video can motivate the students to improve their ability and made them more interested in learning listening. It is proven from the students' mean score of the posttest which is higher (8.87) than the students' mean score of the pretest (3.97).<sup>3</sup> That's why the researcher use animation video as media in teaching listening. She suggested the People are hoped to use animation video in

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<sup>1</sup> Nurpita, *The Ability of the Fourth Semester's Students of English Department of STAIN Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2005), p. 8.

<sup>2</sup> Michael Rost, *Teaching and Researching Listening*, (USA: Longman, 2002), p. 7.

<sup>3</sup> Merlin, *Improving Students' Listening Skill by Watching English Movies of the First Year Students of SMA Negeri 1 Bua Ponrang*, (Palopo: UNCOK Palopo, 2011).

improving their ability and quality in English, especially in listening skill. It is intended to make people more understand and more enjoyable in learning English.

According the previous related above, the researcher can conclude that in teaching English skill is needed good method to convey the subject material and purpose of study. One of way that suggest above is using animation videos . then listening is one of skill that students feel difficulties in learning English so the research will try to use animation videos to teach them because it a comprehension approach that before physical activities the students to do a lot of listening.

## ***B. Concept of Listening Skill***

### ***1. Definition of Listening***

Oxford dictionaries state that “listening is to hear and pay attention of something”.<sup>4</sup> Listening can involve our other sense to help us understand the words being spoken. Then according to Longman Dictionaries, listening is give attention in hearing.<sup>5</sup>

Listening skill goes beyond hearing the words that are being spoken. Listening is directing attention to what is heard gathering meaning, interpreting and deciding on action. Listening skill means that thinking about the messages to understand it clearly and completely.<sup>6</sup>

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<sup>4</sup> Oxford, *Oxford Learner Pocket Dictionary*, ( New York: Oxford University Press, 1980), p. 215

<sup>5</sup> Longman, *Handy Learner’s Dictionary of American English*, (London: Longman, 2009), p. 239

<sup>6</sup> Q. Joyce, *why is Listening Important Skill?* (Online: <http://en.wikipedia.org/wiki/why-is-listening-important.com>, Accessed on Oct. 26<sup>th</sup> 2013)

Based on the opinion above the researcher concludes that listening is skill is an activity to hear and pay attention for something that teacher says. Listening skill is an active and purposeful process of making sense of what we hear, we can understand the information and we can produce what the speaker say. Listening skill unlike other language skill is an interval process that cannot be directly observes, nobody can say with certainly what happened when we listen to and understand another person.

## ***2. Type of Listening***

Listening in foreign language is a complex process, student have to be able to understand the main idea of what is said as well as specivic details. Student may well have to use several of these skills in course of single listening activity. There are three basic listening models that we must know, they are:<sup>7</sup>

1. Competitive or combative listening happens when we are more interested in promoting our own point in understanding or exploring someone else's view.
2. In passive or attentive listening we are genuenly interested in hearing and understanding the other person's point of view. We are attentive and passively listen. We assume that we heard and understand correctly. But stay passive and do not verify it.
3. Active of reflective listening is the single most useful and important listening skill. In active listening we are also genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message

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<sup>7</sup>Larry Alan Nadig. *Listening Skill: Tips On Effective Listening* (Online: <http://www.drnadig.com/listening.htm>, Accessed On: Oct 28 2013)

means, and we are active in checking out our understanding before we respond with our own new message.

Listening is a learned skill and does not happen automatically for most people. Listening is the most important component of being successful in learning language. But it's still rarely taught in school especially senior high school. To teaching listening skill there are three level listening skill that the teacher know about their students, they are:

- a. Level 1, on this level the students have to essential characteristic necessary to be a good listener. The students just focus in teacher message to get general information.
- b. Level 2, on this level students is mostly listening to the words and the content of what the speaker is saying, the students not truly comprehend what the word means. This result in a confusion of the meaning of words.
- c. Level 3, the students more focused on talking than on listening. On this level they turn out the speaker like daydream and thinking about unrelated matter.

Knowing the three levels of listening above, it anyone to communication process. Then according to Douglas Brown there are some types of listening that available for teaching listening skill, they are:<sup>8</sup>

1. Reactive; reactive is the kind of listening performance requires little meaning full processing in communicative classroom.
2. Intensive; techniques whose only purposes is to focus on components (phonemes, words, intonation, discourse markers, etc.).

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<sup>8</sup> H. Douglas Brown, *Principle Of Language Learning And Teaching*, (New Jersey: Prentice Hall, 1987), p.247.

3. Responsive; a significant proportion of classroom listening activity consist of stretches of teacher language designed to elicit immediate responses.
4. Selective; stretches of discourse such as monologues of a couple a minutes on considerably longer, the task of the students is not to process everything that was said, but rather to scan the material selectively for certain information.
5. Extensive; extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose.
6. Interactive; this is listening performance that can include all five of the above types as learners actively participate in discussion, debates, conversation, role-plays, and other pair and group work.

Listening is considered to be the one of the most important part of the oral communication. The term used in order to make oral communication effective.<sup>9</sup> Listening in every possible way to hear no matter what you are doing, like the other skill, listening has important as follows:

- a. To develop easily for mother tongue listening, but requires considerable effort where listening in a foreign language is concerned.
- b. Using one's own knowledge of the subject to help one understand.
- c. Predicting what people are going to talk about?
- d. If we do not learn to listen effectively, we will be unable to take part in oral communication.
- e. Guessing at unknown words or phrases without panicking.

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<sup>9</sup> Wikipedia Answer, *What Is Listening Skill?* (Online: <http://www.wiki.answer.com>, Accessed on: Oct 28 2013)

- f. If the listener knows what is being spoken about and something about the speakers, intentions, comprehensions are easier.<sup>10</sup>

There are five remain reason for listening and the reason our student ill have for listening will generally fall under one or other of these catagories to engage in social rituals, to exert control, to share feelings and enjoy yourself.<sup>11</sup> All of these categories have correlation each other.

According to some opinion above the researcher find some reason why listening is important in learning English, listening is one way to get information from some one that what their say. Beside that listening skill important because the students can improve their vocabulary in second language, and know how to pronounce it and surely know how to arrange the sentence.

If someone wants to improve their listening skill a number of special characteristic of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factor because they highly influence the processing of speech and can problem. Students often panic when they see the tape recorder because they know that they are faced with a callenging task.

Listening effectively is difficult because people vary in the communication skill and in how clearly they express themselves, and often has different is types of interaction or levels. Communication also add to the difficulty.

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<sup>10</sup> Mary Underwood, *Teaching Listening Skill*, (London: Longman, 1989), p. 101.

<sup>11</sup> Nurmi Binti Supri, *A Thesis on Title Teaching Listening Skill Trough English Song at the Year Eleven of SMA Neg.I Belopa*, ( Palopo: STAIN Palopo, 2008), p.7.

Teaching listening is not easy, in learning this skill has cooperation between speaker and the listener. In this case the teacher as speaker and the students as listener. If the teacher has explained the material with unique techniques, students can interest in learning, beside that they can get more vocabulary.

Listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing different between cognitive and affective mechanics.<sup>12</sup> There is several benefit students get if they active in listening, namely:

1. Sometimes a person just needs to be heard and acknowledge before the person is willing to consider an alternative or soften his/her position.
2. It is often easier for a person to listen to and consider the other's position when that person knows the other is listening and considering his/her position.
3. It helps people to spot the flaws in their reasoning when they hear it played back without criticism.
4. It also helps identify areas of agreement so the areas of disagreement are put in perspective and are diminished rather than magnified.
5. Reflecting back what we hear each other say helps give each a chance to become aware of the different levels that are going on below the surface.

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<sup>12</sup> H. Douglas Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), p.249.

6. If we listen so we can accurately understand the others view, we can also be more effective in discovering the flaws in our own position.<sup>13</sup>

Listen for something is has many benefits, for example we can get information without we must produce language, and with listening we can know and respond what are the other people say. In teaching listening most importance to students because they can recognice the distinactive sound of english, recognice reduced form of words, recognice grammatical like vocabulary, structure of the sentences, patterns, rules, beside that they can recognice that a particular meaning by expressed in different grammatical forms, and can active and communicative in classroom according situation and what is the teacher say.

### ***3. Improving Listening Skill***

The teaching of listening skill will follow the methodological model in the same way as for the teaching of reading skill, but training student in listening skill present problems for both teacher and student which are not found with reading material. listening teaching need other skill like as speaking, when speaker are not clear what they deliver so it can influence about information that will be their deliver.

The basic learner almost have the some skill because they have the same capability, but every learner develops their potencial by different methods and skills, many objections to the use of listening material are individual in a language

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<sup>13</sup> Larry Alan Nadig, *Listening Skill: Tips On Effective Listening* (Online: <http://www.drnadig.com/Listening.htm>, Accesed on Oct 28 2013)

laboratory or in a learning centre. If we are going to help learner develop listening skill ultimately want or need to listen to.

1) Listening with video

Video tapes have many of the problems we have already discussed for audio tapes, but of course the major advantage is that student can (sometimes) see people speaking and can have a visual context for what is being said. <sup>7</sup>as we know every media has lack and superiority and it depends how we use these media the principles for using video very much the same as those for using listening, and there is an especial need for teachers to get motivating and challenging tasks.

2) Listening to confirm expectation

Just as we can ask students to read to confirm expectation, so we can ask students to listen for the same reasons. The technique has the same advantages for listening as it has for reading, by using other skill it can uneasy process to material skill, and all of the skills have significance correlation.

3) Providing feed-back

One should be attention in teaching is when deliver some material; it must be clear so learner can understand and know the orientation of teacher explanation. Students need to be given some ideas of how well they have understood something they have listened to.<sup>14</sup> Of course, they have their own personal assessment, but as we have seen, this maybe unreliable.

4) Listening to extract specific information

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<sup>14</sup> Gerry Abort, op,cit, p. 224

The skill of listening to extract information is as important as it is for reading, the speech phenomena we mentioned and other difficulties associated with tape recorder used can be extremely difficult.<sup>15</sup> The task is simple but the listening extracts it self is fairly complex with some difficult construction and some extra vocabulary.

As a design listening tasks, that complete recall of all the information on oral text is unrealistic expectation to which even native speaker are not usually held. Listening exercises that are meant to train should be success-oriented and build up student's confidence in their listening ability.<sup>16</sup> Construct the listening ability around a contextualized defining the activities instruction goal and type of response check the level of difficulty of the listening text.

#### ***4. Teaching Listening through Media***

English is an international language would be better if it taught from an early age and start in a basic things in life. In learning English, the students prefer and need an interesting and interactive media, and the media interesting media in learning is the right solution. In Indonesia most of the teacher still use book as guidance in teaching English whereas it is difficult to be understood and received by the students as the learning tools.

Right now video which cannot be separated in our life is not only as an entertainment but also as a media in learning process. Many people spend their

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<sup>15</sup> Jeremi Hermer, op, cit. P. 214

<sup>16</sup> Anna Maria Schwartz, moduls for professional preparation for teaching assiastant in foreign language(online : [http://www .Teaching listening . org/ listening.litm](http://www.Teaching listening . org/ listening.litm), accessen on juny 19<sup>th</sup>, 2012

time in front of television just to watch movie, entertainment, news etc. It is also become a medium to describe about human life and all aspect of problem; it can be retell a story or event in the last time. By watching video, we can know about habit, culture or language in the world.<sup>17</sup> Video is one of the effective media to deliver the information or learning material. It is because of the audio and visual elements so the students can easy to reserve the material while enjoy the class.

Video are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). People in every part of the world watch the video as a type of entertainment; a way to have fun. By using animation video in the English class, the students will improve their speaking, listening skill, their vocabulary and their pronunciation.

Learning English by watching movie is learning by input. The learning process is similar. First we get lots of correct English sentence into our head. Then we can imitate them and we can make our own sentences. That's why watching video is such a great way to learn English.

The development of the technology in this era has been influence the human life in all aspects includes at education. Because of that the teachers have found the interesting media in teaching process. A good learning media is a media which deal with the goal and stimulate the students in learning process. One of the media which demand on those criteria is animation video.

Related to the foreign language learning which usually looks as a something too difficult to learn by the learners. But through animation video the

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<sup>17</sup>Mohammad Agus Salim El Bahri, *The role of Watching English Movie In Learning English.*, 31<sup>st</sup> December 2008. Accessed on 30<sup>th</sup> September 2012.

students will help to learn the foreign language by stimulate their sensibility in hearing sense to attention how the native speaker pronounce the word, they can know about the foreign habit, culture or language in the world.

Animation video is a very exciting way to learn about things no matter what it is, but if you're trying to learn English, the video give you not only the pronunciation and all of the information while seeing a picture of actually what's happening, which I think is very helpful, but films are also powerful in the fact that they give you sounds and background and a lot of other unspoken parts of our English language, and I think that that's very important.<sup>18</sup>

In addition there is also the characteristic of the video whether the animation video is good or not to use as the media in teaching process. And below is the Oemarhamalik argued that a good video can be characterized as follow:

- a) Can be interesting the child.
- b) True and authentic.
- c) Up to date within the setting clothing and environment.
- d) In accordance with the degree of maturity of an audience.
- e) Use the correctly vocabulary.
- f) Unity and it's fairly regular sequence.
- g) The technique used enough to meet the requirements and it's satisfactory.<sup>19</sup>

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<sup>18</sup>Katie Chasey, *How to Teach English Through Films*.Online, <http://www.ehow.com>.Accessed on 25<sup>th</sup> September 2012.

<sup>19</sup> H. Asnawir and M. Basyirudddin Usman, *Op. Cit.*, p. 96.

Based on the fact above, it is proved that animation video is very effective to improving listening skill.

## **C. Media**

### **1. Definition of Media**

Media is derived from the Latin word 'medium' that means 'between'. The terms refers to anything that carries information between a source and receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching learning process. So instructional media is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal teaching learning process. Teacher can select media from the traditional ones up to modern ones. Media can be interpreted as an introductory messages from the teacher to the students. An interesting and interactive media can interact directly with the students. In teaching and learning needs created a fun atmosphere during the class, so the students will be a memorable more than the students does not impress.

Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.<sup>20</sup>

In learning process there are two important elements, they are methodology and media of learning process. The use of media in learning process will increase the students' interest, attention, motivation, and stimulate them in

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<sup>20</sup> Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1<sup>st</sup> Print ; Jakarta : Ciputat Pres, 2002), p.11.

learning process. A good learning media is a media which deal with the goal and stimulate the students in learning process. One of the media which demand on those criteria is movie which can use in teaching English. It is very important tool to improve the language skill.<sup>21</sup>

One of the aspect that determine the successful in learning process is the process in sorting the correctly media. Hamalik states that an effective media in learning process can increase the students' motivation, interested, provide the attractive and accurate data, make easy in interpretation data and the last is make the information clear.<sup>22</sup>

## 2. Classifications of Media

1. Visual, visual aids are things that can be seen. For example film strip, transparencies, movie projection, blackboard, picture, poster, chart, and globe.
2. Audio, audio aids just can be listened. For example recorded, tramples, electronic, radio, and etc.
3. Audio visual, audio visual aids can be seen and listened. For example film and television.

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<sup>21</sup>Sweeting Arizio, *Kegiatan untuk menggunakan film dalam pengajaran bahasa Inggris*, 2009. Online.<http://www.ihjournal.com>. Accessed on 27<sup>th</sup> September 2012.

<sup>22</sup>WiwikYulihaningsih, *Media PembelajaranBahasaInggris*, 13 January 2011. Online, <http://www.wiwikyulihaningsih.wordpress.com>. Accessed on 27<sup>th</sup>September 2012.

4. Dramatize, for example pageant, pantomime, socio-drama, and demonstration.<sup>23</sup>

### 3. The Function of Media

H. Asnawir and M. Aasyiruddin Usman stated that the internal factor media can be used to increase efficiency learning of students because it has potential and capability to stimulate learning process. For example: by present the real object as long as with the material. The external factor, media can increase desire and interest of student because through media student will get more experience. So, there perception and understanding more exact and it will rise to desiring and new motivation to learning.

From explanation above, H. A snawir and M. Basyiruddin Usman take a conclusion that media can solve the behavior factor of learning namely internal factor and external factor. Through the media teacher can give same perception through one thing or certain even to the student in the class.<sup>24</sup>

According to h.asnawir and m. basyiruddin usman, the function of media are:

1. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.
2. Media can increase new desire and interest,

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<sup>23</sup> H. Asnawir and M. Basyirudddin Usman, *Op. Cit.*, p. 15.

<sup>24</sup> H. Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Jakarta:Ciputat Press, 2002), p.29.

3. Media can increase the motivation and stimulate student to study, and using picture important of bulletin, films, and listening to audio program can increase certain stimulation of the desire of learning.
4. Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.

Arsyad (media pembelajaran) divided media into two catagories, namely:

a. Traditional media

There are six kinds of traditional media, there are:

1. Silent visual which is projected

- a. Opaque projection
- b. Over head projection
- c. Slider
- d. Film strip

2. Visual not projected

- a. Picture, poster
- b. Charts, graphic
- c. Diagram

3. Audio

- a. Recorder
- b. Cassette, reel, cartridge.

4. Multimedia show

- a. Slide +voice (tape recorder)
- b. Multi image
5. Dynamic visual which is projected
  - a. Films
  - b. TV
6. Printed
  - a. Text book
  - b. Module program
  - c. Hand out, etc.
- b. Modern media
  1. Media based of telecommunication
    - a. Teleconference
    - b. Study of distance
  2. Media based on microprocessor
    - a. Computer assisted instruction
    - b. Computer player
    - c. Intelligent tutor system
    - d. Interactive
    - e. Hyper media
    - f. Compact disc.<sup>25</sup>

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<sup>25</sup> Ashar Arsyad, Media Pembelajaran, Jakarta: PT.Raja Grafindo), p.35

At the first media only as a tool to help the teacher in teaching learning process. It means that only as a tool that can give a visual experience to student and also promote the student motivation in order to make clearer, easier the complex and abstract concept to be simple concrete and easier to understand. So, the function of media is to get a higher comprehension and retention of the student in learning material.

#### **D. Animation**

Teaching will be more effective when the objects and events that teaching materials can be visualized realistically simulates the actual situation, however, does not mean that the media should resemble the real situation. It is of essential importance for the debate is how the visual message like media in association with the teaching-learning process, that is to say like where teachers and students use visual messaging to enhance the learning process . Understand visual messages can be interpreted as the ability to receive and deliver messages visual reading accurately, understand the meaning contained in it, connecting the elements of visual content of the message with the message verbally or otherwise. While delivering visual messages include visual verbal message, draw or visualize the meaning of the message body, and simplify the meaning of the visual message animation.

Benefits of animated media are merging media elements such as audio, text, video, image, graphics, and sound into a catering unit, fits up to accommodate students' learning modalities. In addition, to accommodate students who have a visual type, visual, and auditif (Sudrajat, 2010). There are several

factors that influence a teacher or trainer in choosing and using audio-visual media in communicating information, ideas and messages to their students, according to Sadiman (2003:23) in Anonymous (2009), among others:

- 1) The audio-visual media allow people to communicate and receive material, mind and messages, and can avoid any misunderstandings.
- 2) audio-visual media prompted a desire to know more information being learned.
- 3) audio-visual media to maintain the meaning of the material obtained in the book.
- 4) audio-visual media has grown in the community.

Learning use Media very important role and is needed to help in facilitating the grasp material presented by the teacher. One of the media used in learning is visual media that is animated. Media animations for learning would greatly help to facilitate more efficient and teacher to teach the materials needed. It's been a lot of opinion about the strenghts using animated media for learning,

The opinion pointed out that the media Sadiman growing animation is very contributed in education . As with other animated media students more easily understand the material presented by the teacher , the purpose of study will be archived for up to the time and energy to a minimum, the teacher not should explain the subject matter is repeated again , because just with a meal using the media , students will better understand the lesson. Because assisted with media support in delivering creative and more efficient.

Video animation present the dynamics of communication between people using language which can be watch and listening. It will make a link to the learners visual and auditory experience and conveys theories, social context and situation. Learner can see who the speaker are, what they are particular moods, suggest and especially how their behavior and gesture support, what they are saying trough this teaching media. Become directly aware of the time and space of community in a context. The video animation does not replace the teacher it offers the opportunity of authentic language in context within the classroom. Video animation is one of multifunction media where will be as an entertainment and learning media. Most people use video animation as entertainment, but for learner, video animation is use as learning media also.

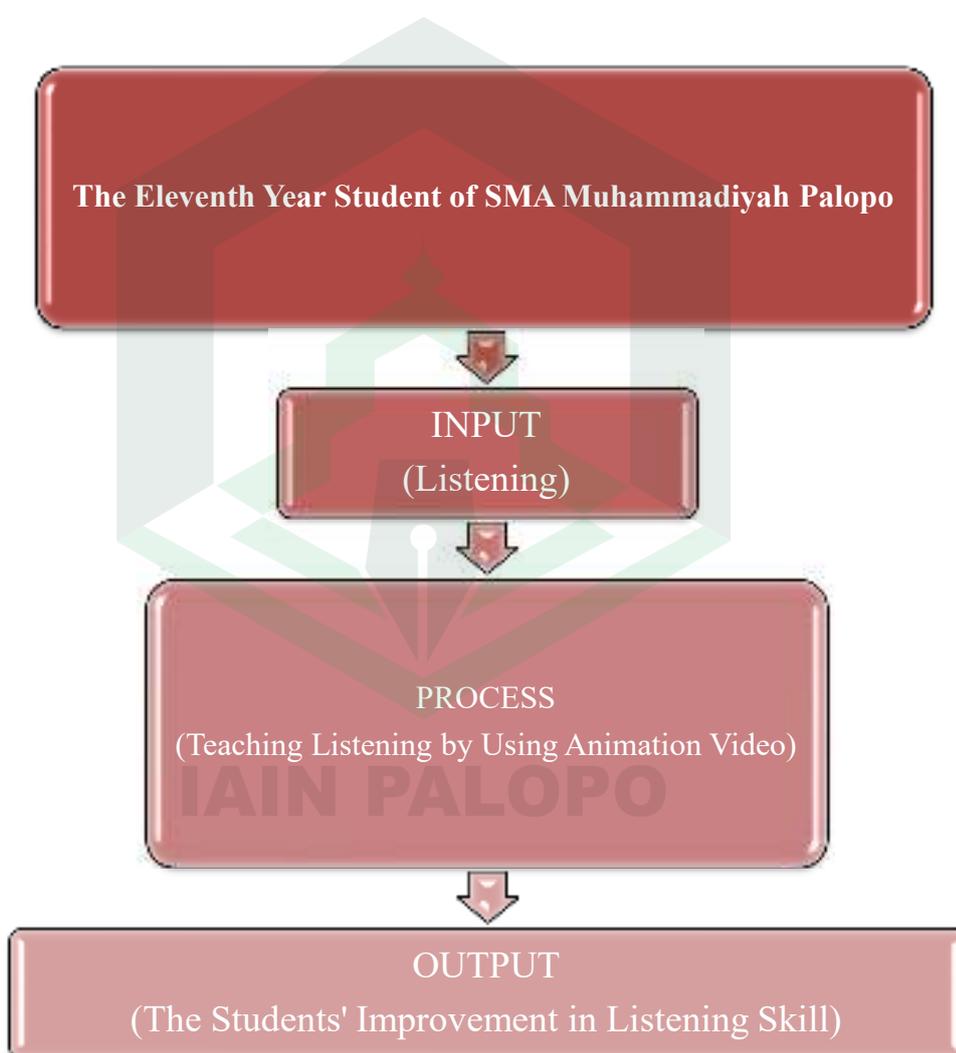
### ***E. Conceptual Framework***

The conceptual framework shows the process of the research in improving the students' listening by using animation video. In English learning process as input or English material will measure the students' listening and the process of learning by using Animation video. Animation video would use in the class room action research which consist of some cycles, the step would plan to use cycle I, and cycle II, the researcher made planning then did the action, observation and prepared the teaching material, and then students will watch the video where they would listen the native speaker pronounce the words correctly, then identified the words.

The researcher would observe the students' respond, participants and the researcher would do the reflection to analyze, to understand, and to make

conclusion of the activity in the first cycle as the result if Animation video is effective to improve the students' listening skill.

The conceptual of framework in this research is given in the following flow chart:



**Table 3. Flow Chart of Conceptual Framework**

1. Input refers to the material that will be teach.

2. Process refers to the all activities during the pronunciation class by watching Animation Video.
3. Output refers to the students' skill in Listening English.



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## CHAPTER III

### RESEARCH METHOD

#### ***A. Research Types***

This research applied the Classroom Action Research (CAR) method which consist of four stages, they are: Planning, Implementation of Action, Observation, and Reflection.

There are two cycles that held by the researcher. Each cycle is the series of activities which have close relation. The realization of the next cycle will be continued and repaired from the previous cycle.

#### ***B. Design of the Research***

This research conducted in two cycles, in order to find out the appropriate way in improving listening by using animation video at the eleventh year students at SMA Muhammadiyah Palopo. In this research the researcher presented classroom action research where there are four stages in the procedure of Classroom Action Research (CAR), they are planning, action, observation, and reflection.<sup>1</sup> The researcher would present the action research model Hoppkins where he states that the action research is doing by form the spiral which started from felt that there was a problem by arrange the planning, implementation of action, do the observation, and reflection, do the re-planning, re-action, and so

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<sup>1</sup> Suharsimi Arikunto, Suhardjono, dan Supardi. *Penelitian Tindakan Kelas*.(Jakarta: PT. Bumi Aksara. 2007), p.16.

on.<sup>2</sup> The basic competence which focused in this classroom action research is the competence in listening by using animation video.

### ***C. Setting of the Research***

The researcher conducted this research in SMA Muhammadiyah Palopo, especially in the eleventh class. The total number are 15 students. This research conducted into two cycles, in order to find out the appropriate way in improving listening by using animation video to the students.

### ***D. Research Participant***

The participants of the research are:

#### 1. Teacher

The teacher in this research is as the researcher partner during the research where the teacher would become an observer. The teacher would observe the students, so the researcher would be able to know the students condition during the class and would give the some weakness and suggestions to the researcher for the problem and the solution to overcome these problems in each cycle.

#### 2. Students

The position of the students in this research is as the object of the research, the researcher hopes after researching the students' ability in listening by using animation video would improve.

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<sup>2</sup> Wina Sanjaya. *Penelitian Tindakan Kelas. (first edition)*. Jakarta : Kencana. 2009, p.53.

### 3. Researcher

The position of the researcher in this research as the subject of the research where the researcher would improve the students' skill in listening by using animation video.

#### ***E. Instruments of Collecting Data***

The instruments used in collecting data in this classroom action research are:

- 1) Test : To find out the students' correct listening score. In collecting the data, the researcher used animation video as a listening test and the text completion of animation video used to see their listening skill.
- 2) Movie : To attract the students' attention.
- 3) Recorder or Mobile Phone : To record the students' action during the listening class.
- 4) Camera : To take the students pictures during the listening class.
- 5) LCD : LCD (Liquid Crystal Display) is a technology use for display the video to the students.
- 6) Notebook : Use for playing the video.
- 7) Speaker : Use to clearly the voice and the students were interested to watch the video.

### ***F. Data Analysis Technique***

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique.

#### a. Test

The data of this research analyzed as follows:

a) Scoring the students' correct listening in the test was count by using the formula, as follow:

$$Score = \frac{Students' \ Correct \ Lstening}{Total \ test \ items} \times 10$$

b) Classifying the score of the students into the following criteria:

1. 9.6 to 10 is classified as excellent
2. 8.6 to 9.5 is classified as very good
3. 7.6 to 8.5 is classified as good
4. 6.6 to 7.6 is classified as fairly good
5. 5.6 to 6.5 is classified as fair
6. 3.6 to 5.5 is classified as poor
7. 0.0 to 3.5 is classified as very poor

c) Calculating the rate percentage of students score by using the following data:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Rate Percentage

F = Frequency

N = The total number of the students

b. The Students' Participation Activeness

It would analyze by considering the students' participation and classify into passive and active classification. The following are the classification of students' participation activeness:<sup>3</sup>

- a) **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.
- b) **Active:** the students responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.
- c) **Less active:** the student pays attention and gives responses once in a while.
- d) **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

c. Implementation of learning by using English video in teaching pronunciation by analyzing the successful level of implementation, then it will categorize into **success, less success** and **not success**.

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<sup>3</sup>Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a CAR)*, A Thesis S1, Unpublished, (Palopo: perpustakaan STAIN Palopo), p. 55.

## ***G. Procedures of the Research***

### **Cycle 1**

#### **1. Planning**

- a. Analyzed the curriculum, especially the basic competence after doing the need analysis of the students at the second years of SMA Muhammadiyah Palopo.
- b. Made a lesson plan about the use of animation video in
- c. Classroom management numbers of students, then made the classroom more comfortable.
- d. Made the instrument which use in each cycle of the classroom action research.
- e. Among the researcher and the collaborator discussed and made the solutions to overcome all of the problem that faced by the students during the class in the first cycle.

#### **2. Acting**

- a. The researcher prepared all of the instruments in the class before start teaching such as LCD, Notebook, speaker etc.
- b. Greetings and opening the class.
- c. The researcher introduced the materials of the lesson and explain it.
- d. The researcher played the video and showed through LCD.
- e. The researcher asked the students to watch the video then asked them to write the words that they have heard.

- f. The researcher asked the students one by one to come in front of the class to write the words that they find in the video.
- g. The researcher asked the students to identify the words together.
- h. The researcher explained all the words correctly.
- i. Closed the class.

### 3. Observation

There are some important things that would observe they are:

- a. Listening test.
- b. Students' participant during the learning process.

### 4. Reflecting

This Classroom Action Research was success if some of the following requirements are fulfilled:

- a. The percentage of the students' frequency of occurrence the target listening full (70%).
- b. Most of the students are pay attention and active during the learning process (70%).

## Cycle 2

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Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

### 1. Planning

- a. The research team, made a lesson plan based on the result of reflection in the first cycle.

- b. Made a lesson plan about the use of Animation video in teaching listening.
- c. Made the instrument which use in each cycle of the classroom action research.
- d. Among the researcher and the collaborator discussed and made the solutions to overcome all of the problem that faced by the students during the class in the first cycle.

## **2. Acting**

- a. The teacher was teach the student's listening skill by using animation video based on the planning in the first cycle.
- b. Greetings and opening class.
- c. The researcher giving the theory about listening using animation video.
- d. The researcher played the video and showed the video through LCD.
- e. The researcher asked the students to watch and listen the video then asked them to did not forget to write down what they say.
- f. The researcher and the students identified the words together
- g. The researcher played the video and repeat the video until twice to make clear if the students' identification were true or not
- h. Closed the class.

### **3. Observation**

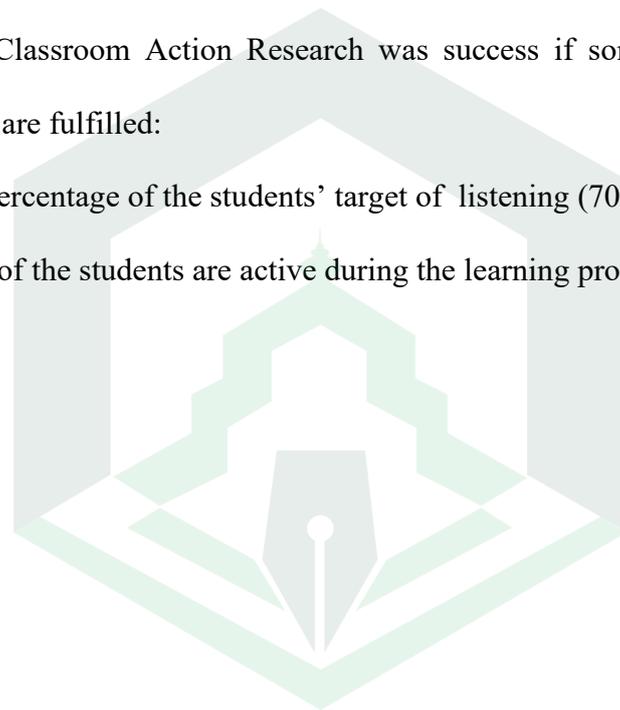
The research team (teacher and collaborator) do the observation through the learning by using animation video, and would observe they are:

- a. Listening test.
- b. Students' participant during the learning process.

### **4. Reflecting**

This Classroom Action Research was success if some of the following requirements are fulfilled:

- a. The percentage of the students' target of listening (70%).
- b. Most of the students are active during the learning process (70%).



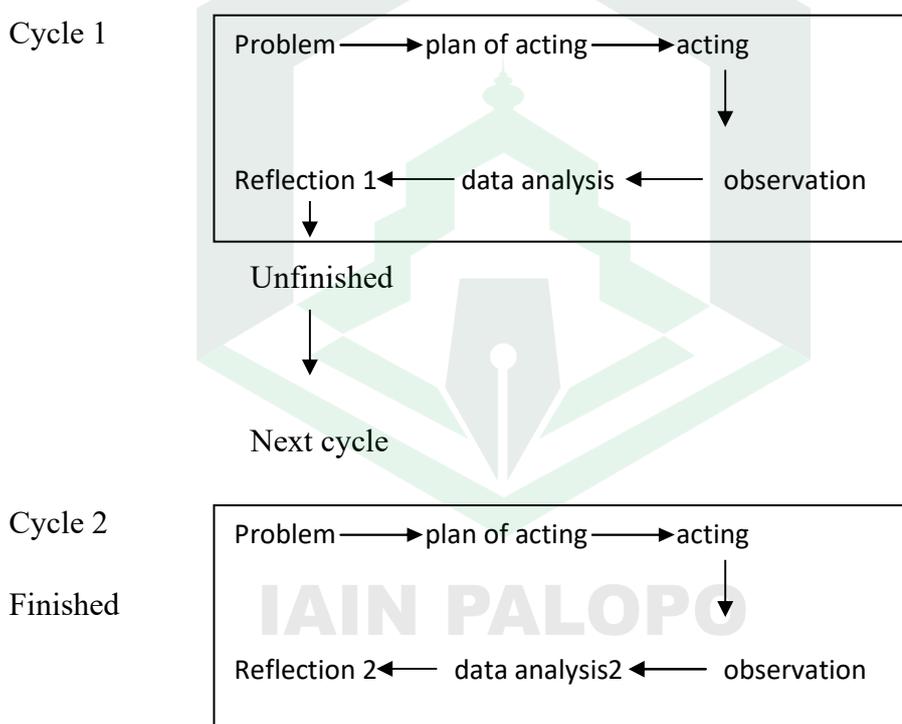
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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### *A. Findings*

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



## *Cycle 1*

### **1. Planning**

To carry out the action research class required different tools that had been created and developed previously, namely: Lesson Plan (RPP) about the used of teaching listening. In this section, the researcher prepared what had to do in the action step, were:

- a. The researcher and collaborator discuss about the students problem and activity since they taught in the eleventh years. The researcher prepared the class and all of the instruments in the class before started teaching such as LCD, Notebook, speaker etc.
- b. Greetings and opening class.
- c. The researcher introduced the materials of the lesson and explained it.
- d. The researcher played the video and showed the video through LCD.
- e. The researcher asked the students to watch the video then asked them to write the words which consist of the sound of the video that they have heard.
- f. The researcher asked the student one by one to come in the front of the class to write the word that they heard.
- g. The researcher and the students identified the words together
- h. Closed the class.

### **2. Action**

Action was based on the schedule of listening classes, they are on Monday in SMA Muhammadiyah Palopo. The material that had been presented in the

cycle 1 was talking about listening and listening ability through media animation video. 6<sup>th</sup> January 2014 the cycle 1 conducted, and the researcher started the class by telling the importance of Listening skill in English then researcher explain about used media to improve listening skill the student.

Before explain the material the researcher did the preliminary study to know the level of students' listening before they learn. To make the students interest and enjoy in learning listening, the researcher decided to use animation video as the media during the listening class it is because the media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.<sup>1</sup>

The researcher explained the material about listening using animation video first before the student watched the video which showed in the wall by using LCD and the researcher asked the students to attention full, then wrote the words. After that the researcher played the video and the students started to watch it.

After that the researcher asked the student to write what they have found during they were watching the video. Then asked the students one by one to come in front of the class to write the words in the whiteboard. , the words that they had heard in the video, Then the researcher and the students identified the words together.

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<sup>1</sup>Asnawir and M. BasyiruddinUsman, *Media Pembelajaran*, (1<sup>st</sup>Print ; Jakarta : CiputatPres, 2002), p.11.

### 3. Observation

- a. The condition of the class was little bit noisy when the researcher gave explanation.
- b. The students were not familiar with the using of animation video in listening class.
- c. During the class, student sitting position were too near each other, made them sometimes had a chat with their friend.
- d. Most of the student just focus in the story of the video, what would happen to the actor and did not pay attention to identified the words.
- e. Evaluation the student's listening ability showed that students master in Listening were mostly in low scores.

### 4. Reflection

There were still significant weaknesses in the Cycle 1 namely: Most of the students were still not familiar with the using animation video in listening skill. Because the students never used animation video in listening study before. Some of the students did not really active in learning activities.

The following is the explanation of the students' score in correct listening in cycle 1.

**Table 03. The Students' Scoring In Correct Listening**

<b>RESPONDENTS</b>	<b>CORRECT LISTENING</b>	<b>SCORE</b>
RD 1	16	5,3
RD 2	18	6
RD 3	9	5
RD 4	24	8
RD 5	19	6,3
RD 6	21	7
RD 7	18	6
RD 8	15	5
RD 9	24	8
RD 10	17	5,6
RD 11	18	6
RD 12	17	5,6
RD 13	22	7,3
RD 14	21	7
RD 15	20	6,7
<b>TOTAL</b>	-	<b><math>\Sigma X=94,80</math></b>

Calculating the mean score of the students' Listening test of cycle I:

$$\begin{aligned}
 X &= \frac{\Sigma X}{N} \\
 &= \frac{94,80}{15} \\
 &= 6,32
 \end{aligned}$$

Where:

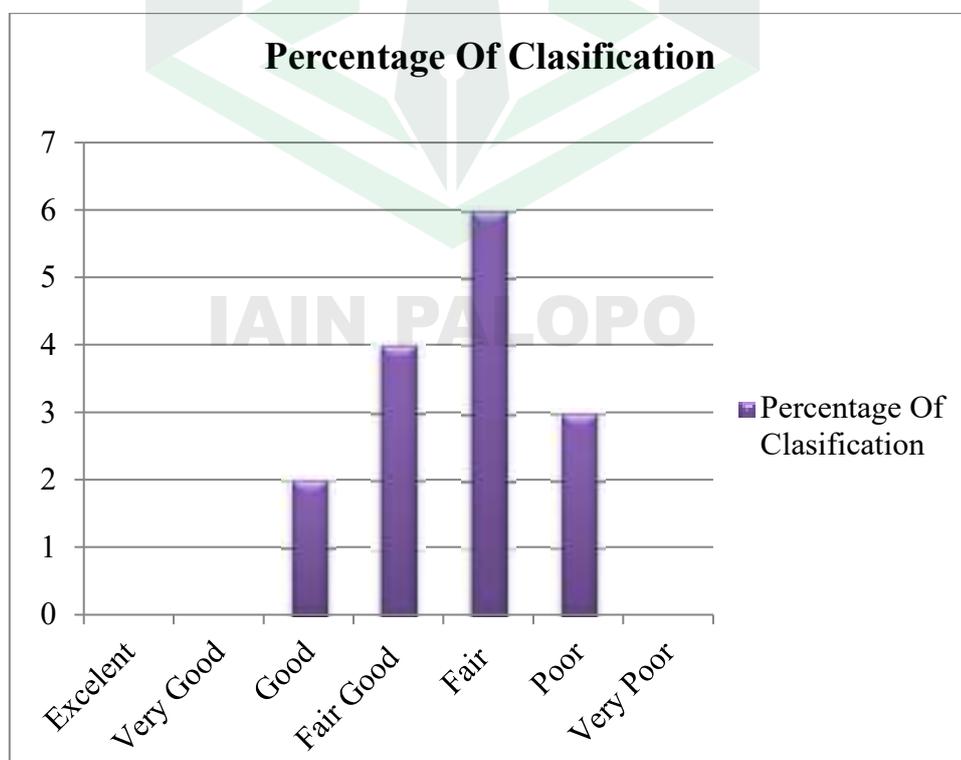
X = Mean Score

$\Sigma X$  = Total Score

N = total of the respondents

**Table 04. The Rate Percentage Of Students' Score In Cycle I**

No.	Classifications	Score	Frequency	Percentage (%)
1.	Excellent	9,6 – 10	-	-
2.	Very Good	8,6 – 9,5	-	-
3.	Good	7,6 – 8,5	2	13,33
4.	Fair Good	6,6 -7,5	4	26,67
5.	Fair	5,6 – 6,5	6	40
6.	Poor	3,6 – 5,5	3	20
7.	Very Poor	0 – 3,5	-	-

**Table 05. Bar Chart Of The Students' Score Percentage In Cycle I**

The table above shows that the Second Year students of SMA Muhammadiyah Palopo in listening test in cycles I; there was 6 students (40%) get fair, 3 students (20 %) poor, 2 student (13,33%) good, 4 student (26,67%) fair good and there was not student get excelent, very poor, and very good classification. It can be conclude that there were 60,% students in this cycle still not ability in listening test.

Most of the students were less active during the listening class, they just focus to watch the video, and did not identifying the word that they heard, and there some of them had a chat with other friend. Because it was the first time for them to watch video while they were studying expecially listening.

The following is the explanation of the result of the researcher and observer observation of the students' attention and activeness during the class and the result of students' listening of the target that researcher found during the cycle I.

The researcher divided the students' participation activeness during class into four points, namely:

- a. **Very active:**the student is responsive and participated fully in all activities during the learning and teaching process.
- b. **Active:**the students responses the material by watching, listening, identifying the words, speaking and interacting with others, whether to the teacher or his/her friends.
- c. **Less active:**the student pays attention and gives responses once in a while.

d. **Not active:**the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 06. The Result of Students' Activeness Participation during The Class in Cycle I**

Respondent	Very active	Active	Less active	Not active
001	-	-	√	-
002	-	√	-	-
003	-	-	-	√
004	-	-	-	√
005	-	-	√	-
006	-	-	√	-
007	-	√	-	-
008	-	-	√	-
009	-	√	-	-
010	-	-	√	-
011	-	-	-	√
012	-	-	√	-
013	-	-	-	√
014	-	-	√	-
015	-	-	-	√
<b>JUMLAH</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>5</b>

**Table 07. The Percentage of Students' Activeness Participation during The Class**

No	Classification	Frequency	Percentage (%)
1.	Very Active	-	-
2.	Active	3	20
3.	Less Active	7	46,67
4.	Not Active	5	33,33

$$P = \frac{F}{N} \times 100 \%$$

**Where:**

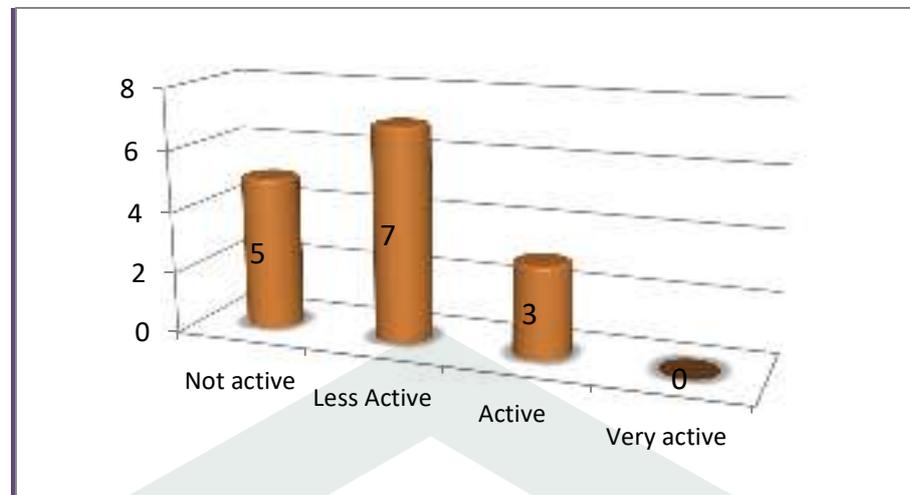
P = percentage

F = Frequency

N = total of students

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**Table 08. Bar Chart of The Students' Activeness Participation During The Class in Cycle I**



There were 3 students were active, 7 students were less active they always had a chat with their friend and 5 student was not active they look confuse when the researcher and their friends were identifying the words. It means that the students' active in class only 40 % and this cycle was less success because this cycle would be said success if the students' activeness was 70 %.

### *Cycle 2*

#### 1. Planning

In order to improve the weaknesses and to keep the successful the first cycle, then the second cycle was planned as follows:

- a. Greeting and opening the class.
- b. Gave motivation to the students in order to pay attention full of listening process.
- c. Gave more explained about the video.
- d. The researcher distributed the script to the students.

- e. The researcher repeat the video until 3 times
- f. The researcher asked the students to listen the words then asked them to identified the words and mark the words which consist sound in the video script.
- g. The researcher and the students identified the words together
- h. Gave chance to the students who got good score in listening.
- i. Closed the class.

## 2. Action

Action was based on the schedule of listening classes, they are on Monday in SMA Muhammadiyah Palopo. It was on 20 January 2014 the action on the cycle two conducted then researcher explained the video, after that the researcher gave the student opportunities to ask which their not understand. Then she distribute a piece of paper which consist text completion the video and the student fill the blank by listening the video.

During class the researcher showed the video through LCD and played the video for 15 minutes. The researcher made the setting of the class as the cinema where the students watch the video in their own sitting position so they could be found the enjoyed sitting position that they like while watching video.

In the beginning of the animation video played, the students looked enthusiasm in watching the video and they sat up there also the students prepare the paper to write the words that they heard.

In the second cycle, the student were enthusiasm in listening class. the researcher play again the video until 3 times to make clear if the student identification were true or not by listening the video.

### 3. Observation

Evaluation on student's listening skill showed that the students got better score than in the first cycle. the researcher and observer observed that some most of the students were very active during the class. Because they were free to choice the way they want to seat to find the best position of the chair way to seat, to enjoy the video. The student also attention full during the listening class, they enthusiasm to identified the words, They were not too enthusiasm in watching the video because they have watched it in the meetings before. But they were happy because the researcher left them to have a seat in their own way. They were free to decide what sitting position they want during the class.

### 4. Reflection

Some successful points in the Cycle 2 namely: Most of the students were familiar with the using Animation video in listening skill.

The following is the explanation of the students' score in correct listening of the target words in the cycle II.

**Table 09. The Students' Score In Correct Listening of the Target Words in  
Cycle II**

<b>RESPONDENTS</b>	<b>CORRECT LISTENING</b>	<b>SCORE</b>
RD 1	21	7
RD 2	24	8
RD 3	18	6
RD 4	28	9,3
RD 5	24	8
RD 6	25	8,3
RD 7	21	7
RD 8	18	6
RD 9	28	9,3
RD 10	22	7,3
RD 11	23	7,6
RD 12	24	8
RD 13	24	8
RD 14	27	9
RD 15	26	8,6
<b>TOTAL</b>		<b><math>\Sigma X = 110,40</math></b>

Calculating the mean score of the students' Listening test of cycle II:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{110,40}{15} \\ &= 7,35 \end{aligned}$$

Where:

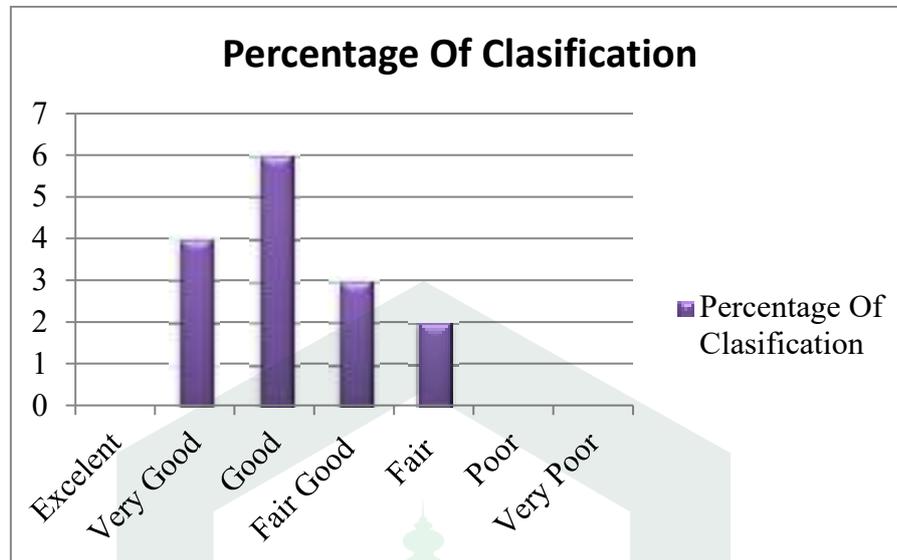
X = Mean Score

$\sum X$  = Total Score

N = total of the respondents

**Table 10. The Rate Percentage Of Students' Score In Cycle II**

NO.	Classifications	Score	Frequency	Percentage
1.	Excellent	9,6 – 10	-	-
2.	Very Good	8,6 – 9,5	4	25,53
3.	Good	7,6 – 8,5	6	40
4.	Fair Good	6,6 -7,5	3	20
5.	Fair	5,6 – 6,5	2	13,33
6.	Poor	3,6 – 5,5	-	-
7.	Very Poor	0 – 3,5	-	-

**Table 11. Bar Chart Of The Students' Score Percentage In Cycle II**

The table above shows that the Eleventh Year students of SMA Muhammadiyah Palopo in listening test in cycles II; there was 4 students (25,53 %)very good , 2 student (13,33%) got good, 4 student (25,53%) got fair good, 3 student (20 %) got fair, and 2 student (13,33%) got poor classification. It can be conclude that there were 64,39% students in this cycle had ability in listening test.

The following is the explanation of the result of the researcher and observer observation of the students' activeness participation during the researcher and observer found in cycle 2.

The researcher divided the students' participation activeness into four points, namely:

1. **Very active:** the student is responsive and participated fully in all activities during the learning and teaching process.

2. **Active:** the students responses the material by watching, listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the student pays attention and gives responses once in a while.

4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 12. The Result of Students' Activeness Participation During the Class in Cycle II**

Respondent	Very active	Active	Less active	Not active
001	-	√	-	-
002	√	-	-	-
003	-	√	-	-
004	-	-	√	-
005	-	-	-	√
006	-	-	-	√
007	-	√	-	-
008	√	-	-	-
009	-	√	-	-
010	-	√	-	-
011	-	√	-	-
012	-	√	-	-
013	-	√	-	-
014	-	√	-	-

015	-	-	√	-
<b>JUMLAH</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>2</b>

**Table 13. The Percentage of Students' Activeness Participation during The Class**

No	Classification	Frequency	Percentage (%)
1.	Very Active	2	13,33
2.	Active	9	53,35
3.	Less Active	2	13,33
4.	Not Active	2	13,33

$$P = \frac{F}{N} \times 100 \%$$

**Where:**

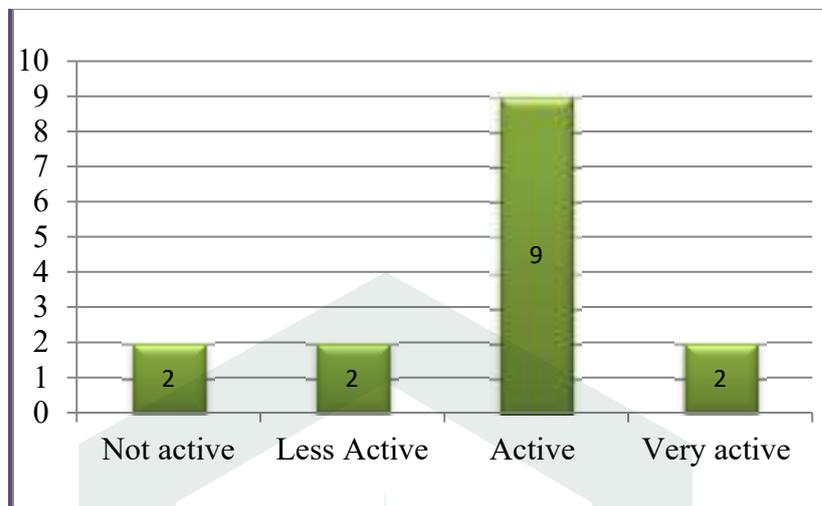
P = percentage

F = Frequency

N = total of students

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**Table 14. Bar Chart of the Students' Activeness Participation During The Class in Cycle II**



Most of the students were active in learning process, because the students participated fully in the all activities during the listening class. They were very interested to watch the movie because they want to know what will happen in the end of the video, and they also joined in identifying the words in the script that they had heard were true or false. There were 2 students were very active, 9 students were active, 2 students were less active and 2 student was not active. It means that the students' active in class only 65,7 % and it can be said that this cycle was successful.

### ***B. Discussion***

Looking at the finding, the researcher presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the student's skill in study listening by using animation videos.

## 1. The first cycle

Based on the analysis from the student's test in cycle 1, the mean score in the first cycle was only 20, 75. Based on observation activities in first cycle, the researcher was found some weakness in learning process. They are:

- a. Most of the students were still not familiar with the using Animation video in listening skill.
- b. Some of the student just focus on the video and his story. they admitted enthusiasm to watch it because they never watch it before and then they loved cartoon video, so They did not active in listening to find the words.
- c. Some of the students did not really active in learning activities, only 3 students active, 7 students less active, and 5 students not active. Only 40% active and 60% did not really active.
- d. The condition of the class was a little bit noisy.
- e. The students' sitting position was too near each other made the students did not focus in watching the video because they sometimes had a chat with their friend.

Based on the analysis from the students' scoring listening test there were 40% students had a good ability in listening. The students' participation in the cycle I were less success and the criteria off all in this research is 70% of the students were active in the all activities, it showed by the students activities during the class they were enthusiasm and curious in watching the video. It is same as

with the Oemar Hamalik argued that one of the characteristic of the good video is it can be interesting the students.<sup>2</sup> But in the cycle II there was the significance improvement after the researcher revised the planning in the cycle I by looking the students' participation and score in listening test and the difficulties that students faced during the cycle 1. It showed that the cycle 2 was successful because the standard of the students' activeness success criteria was 70%. their percentage if activeness participation during the class 70% of them were active in all activities in this cycle. All of that happened because of learning English by watching video was learning by input. The learning process was similar. First the students got lots of correct English sentence into their head. Then they could imitate the native speaker and they could make their own sentences. That's why watching animation video is such a great way to learn English especially in listening.

In addition the students gave the suggestion to the researcher when they met the researcher out of the class that when the researcher gives the material the researcher should give more detail explanation and to be clearer again in the next meeting. And the observer also gave the same as suggestion to the researcher. So the researcher continued to the cycle II.

## **2. The second cycle**

The mean score in the second cycle increased to be 70. The result of the observation student's activities showed that students active 70 % in learning process, the students have familiar with using animation video in listening skill.

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<sup>2</sup>H. Asnawir, dan M. BasyiruddinUsman. *Media Pembelajaran*. Jakarta :Ciputat Pres. 2002.p. 96.

And the appropriate way in improving listening by using animation video are supported by the classroom situation, the students' sitting position and the instrument that will be used in the class such as:

- 1) Distribute the video script to the students so the students can more focus to identified the words.
- 2) the teacher should not to use the video which has long duration or if she/he or use the long movie she/he should skip it to make an efficient time.
- 3) The listening class does in the language laboratory which completed by the headphones.
- 4) The classroom situation is silent.

The following is the explanation of the discussion the students' score. It took after the researcher conducted the cycle 1, and cycle 2. It used to know the level of successful of the implementation the video as the media in improving listening .The researcher presents the chart of the students' score in the cycle 1, and cycle 2, to know the level of the students successful after the researcher revised the planning in each cycle by looking all the weakness and the difficulties that students found during the researcher conducted the research by using animation video as the media in improving listening the students. It used to compare how success is the implementation of animation video in improving listening at the eleventh year students of SMA Muhammadiyah Palopo.

And below is the comparison table of the students' classification scoring in cycle 1 and cycle 2.

**Table 15 .The Table Comparison Of Students' Classification Scoring In Cycle I, and Cycle II**

NO.	CLASSIFICATION	PERCENTAGE	
		CYCLE I	CYCLE II
1.	Excellent	-	-
2.	Very Good	-	25,67
3.	Good	13,33	40
4.	Fair Good	25,67	20
5.	Fair	40	13,33
6.	Poor	20	-
7.	Very Poor	-	-

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On the table above we can see the students' percentage in classification in the cycle 1, and cycle 2 showed that the students' classification score of very good in the cycle 2 is higher than cycle 1. In the cycle 2 there were 25,67% students in very good classification while in the cycle 1. It happen after the researcher and the observer decided to revise the planning in the cycle 1 by looking all the weakness that happen during the class and the difficulties that the students faced

in the cycle 1. And when the planning in the cycle 1 revised, the students' scoring in cycle 2 was higher than the cycle 1. It can say that there was the significance results in implementation of the video to the students in teaching listening it is because of Foreign video are ideal, allowing the students to watch the shapes of the actors' mouths as they pronounce the words. Foreign dubs of animation video work as well.<sup>3</sup>

Based on the explanation above the researcher found that there is the significance improvement of the students listening in the cycle 2 after the researcher and the observer revised the planning then teaching listening to the students by using animation video as the media, the students could be listening correctly.

After the researcher and the observer decided to revise the planning in the cycle 1 by looking the weakness that happen during the class and the difficulties that the students faced. And when the planning in the cycle 1 revised, the students' score was be improve. It can say there were the significance results in implementation of the video to the students in teaching listening at the eleventh year students of SMA Muhammadiyah Palopo. It the same as with Ariza R Dyahin her experiment research found that cartoon video influence the students'

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<sup>3</sup>Mark Keller, *How to Improve Your Foreign Language Pronunciation*. Online, <http://www.ehow.com>. Accessed on 25<sup>th</sup> September 2012.

achievement of experiment group and prove that video is an effective way in teaching listening to the third year students of SDN 2 Banyudono.<sup>4</sup>

Based on the explanation above the researcher found that there is the significance improvement of the students listening in the cycle 1 after the researcher and the observer revised the planning then teaching listening to the students by using animation video as the media, the students could listen correctly the words that they heard.

The chart above had describe that there was a big improvement of the students' ability in listening especially in using animation video. after they teaching listening subject by using animation video as the media in teaching during the listening class. It prove that using animation video as the media in teaching listening at the eleventh year students of SMA Muhammadiyah Palopo are the best way and effective media to teach the students at the eleventh year students of SMA Muhammadiyah Palopo in listening subject because the students had the big improvement in producing the target sound of the words then they motivated and interested in learning listening. It the same as with Hamalik statement, he states that an effective media in learning process can increase the students' motivation, attention, interested, provide the attractive and accurate data, make easy in interpretation data and the last is make the information clear.<sup>5</sup>

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<sup>4</sup>Ariza R. Dyah, *Teaching English Using Cartoon Film To Improve Students' listening at The Third Year of SDN Banyudono in 2007/2008 Academic Year*, (Surakarta: UNISMUH Surakarta, 2008). Online. [Http://www. Etd.eprint.Usms.ac.id](http://www.Etd.eprint.Usms.ac.id), Accessed on 23<sup>rd</sup> Sept 2012.

<sup>5</sup>WiwikYulihaningsih, *Media PembelajaranBahasaInggris*, 13 January 2011. Online, <http://www.wiwikyulihaningsih.wordpress.com>. Accessed on 27<sup>th</sup>September 2012.

And based on the result of the researcher and observer discussion by looking the students activeness during the class and the students total variation that they produced in each cycle that the researcher found that most of the students were active during the cycle 2. They were very active because in the cycle 2 they were write the words that they heard. to know the word that the actor said and video script helped them. They were active in watching the video and indentified the words. It is prove that using animation video is one of the effective media in teaching listening at the eleventh year students of SMA Muhammadiyah Palopo. It is because the students see the video as a form of relaxation where the researcher is trying to use it as a positive learning aid. The students can see the people or native speaker are speaking and can have a visual context for what is being said. <sup>6</sup>In addition based on the students' interview that the researcher did to the students after doing all of the cycles in the listening class the researcher found that most of the students chosed the way in watching video during the listening class in the cycle 2.

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<sup>6</sup> Jeremy Harmer. *The Principle of English Language Teaching*. New York :Longman.1991, p.214.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusion*

Based on the findings and discussion of the data which presented in the chapter four, the researcher would like to describe the conclusion as follows:

Watching animation video is an effective media in teaching listening at the Eleventh year students at SMA Muhammadiyah Palopo, it improved the students' listening skill. Video is an interesting media in teaching listening because based on the observation all the student interested to learn and more active during the class, and the appropriate way in using animation video as the media in teaching listening is supported by the classroom situation, the students' sitting position, and the instruments which will be used in the class like the video, the video script, LCD, and etc.

#### *B. Suggestions*

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. The teacher could play the animation video in teaching listening as one of the best way.
2. The English teacher should have a good ways or method in teaching Listening. Beside that, they should be more creative in giving the material of Listening.

3. To make the students do not bored when watching the video during the learning process of listening, the teacher should use the various video.
4. To get an ideal sitting position of the students during the learning process by using video the teacher could use the language laboratory because the sitting position in the laboratory will make the students do not be easy to have a chat with their friends.
5. The researcher hopes that there will the next research which correlate with this research so there will be the significance discovery.



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