

**IMPROVING STUDENTS' LISTENING SKILL BY
USING ANIMATION VIDEO AT THE NINTH
GRADE OF SMPN 3 PALOPO**

A Thesis

*Submitted to the English Education Study Program of Education and Teacher
Training Faculty of State Islamic Institute of Palopo for an Undergraduate
Degree in English Education*



Composed by:

SILMI ATMA AYU

18 0202 0059

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2023

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IAIN PALOPO

Composed by:

Silmi Atma Ayu
18 0202 0059

Supervised :

- 1. Wisran, S.S., M.Pd**
- 2. Husnaini, S. Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUE OF PALOPO**

2023

CONSULTANT APPROVAL

Thesis Entitled : Improving Students Listening Skill By Using Animation Video
At The Ninth Grade Of SMPN 3 Palopo.

Written By :

Name : Silmi Atma Ayu

Reg. Numb : 18 0202 0059

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

It has been corrected and approved to be examined.

Palopo, February 6th, 2023

Approved

Consultant I,



Wisran, S.S., M.Pd

NIP. 19720611 200003 1 001

Consultant II,



Husnaldi, S.Pd.I., M.Pd

NIP. 19840820 200902 2 007



L/

NOTA DINAS TIM PENGUJI

Lampiran : -

Hal : Skripsi an. Silmi Atma Ayu

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

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


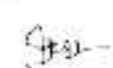
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Nama : Silmi Atma Ayu
NIM : 18 0202 0059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *Improving Students' Listening Skill By Using Animation Video at The Ninth Grade Of SMPN 3 Palopo*

maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

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



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1. Dr. Magfirah Thayyib, S.S., M.Hum. ()
Penguji I tanggal : 20 - 3 - 2023
2. Rusdiansyah, S.Pd., M.Hum. ()
Penguji II tanggal :
3. Wisran, S.S., M.Pd ()
Pembimbing I tanggal :
4. Husnaini, S.Pd.L, M.Pd ()
Pembimbing II tanggal :

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *Improving Students' Listening Skill By Using Animation Video at The Ninth Grade Of SMPN 3 Palopo* yang ditulis oleh Silmi Atma Ayu, Nomor Induk Mahasiswi (NIM) 18 0202 0059, mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Jum'at, tanggal 16 Februari 2023 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada ujian *munaqasyah*.

TIM PENGUJI

1. Dr. Magfirah Thayyib, S.S., M.Hum. ()
Penguji I tanggal : 20-3-2023
2. Rusdiansyah, S.Pd., M.Hum. ()
Penguji II tanggal :
3. Wisran, S.S., M.Pd. ()
Pembimbing I tanggal :
4. Husnaini, S.Pd.I., M.Pd. ()
Pembimbing II tanggal :

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Faculty : Tarbiyah and Teacher Training Faculty
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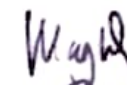




Silmi Atma Ayu
18 0202 0059

THESIS APPROVAL

This thesis entitled "Improving Students' Listening Skill By Using Animation At The Ninth Grade Of SMPN 3 Palopo", which was written by Silmi Atma Ayu, Reg. Number 18 0202 0059, a student of English Language Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on March, 06th 2023. Coincided with sya'ban, 14th 1444 H. it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo. March, 06th 2023


COMMITTEE OF EXAMINATION

- | | | |
|--|---------------|---|
| 1. Amalia Yahya, S. E., M. Hum. | Chairman | () |
| 2. Dr. Magfirah Thayyib, S.S., M. Hum. | Examiner I | () |
| 3. Rusdiansyah, S.Pd., M.Hum. | Examiner II | () |
| 4. Wisran, S.S., M.Pd. | Consultant I | () |
| 5. Husnaini, S. Pd.I, M. Hum. | Consultant II | () |

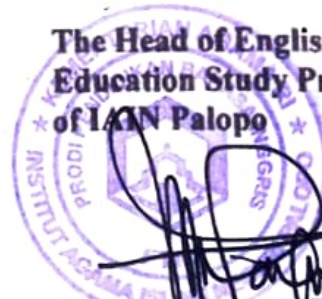
Approved by


a.n Rector IAIN Palopo
The Dean of Tarbiyah and Teacher
Training Faculty




Dr. Nurdin Kaso, M. Pd.
NIP 19681231 199903 1 014

The Head of English Language
Education Study Program
of IAIN Palopo




Amalia Yahya, S. E., M. Hum.
NIP 19771013 200501 2 006

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وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

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The researcher realizes that this thesis is still far from perfect; therefore, the researcher accepts suggestions and criticisms from readers to improve this thesis.

The Researcher



Silmi Atma Ayu

18 0202 0059

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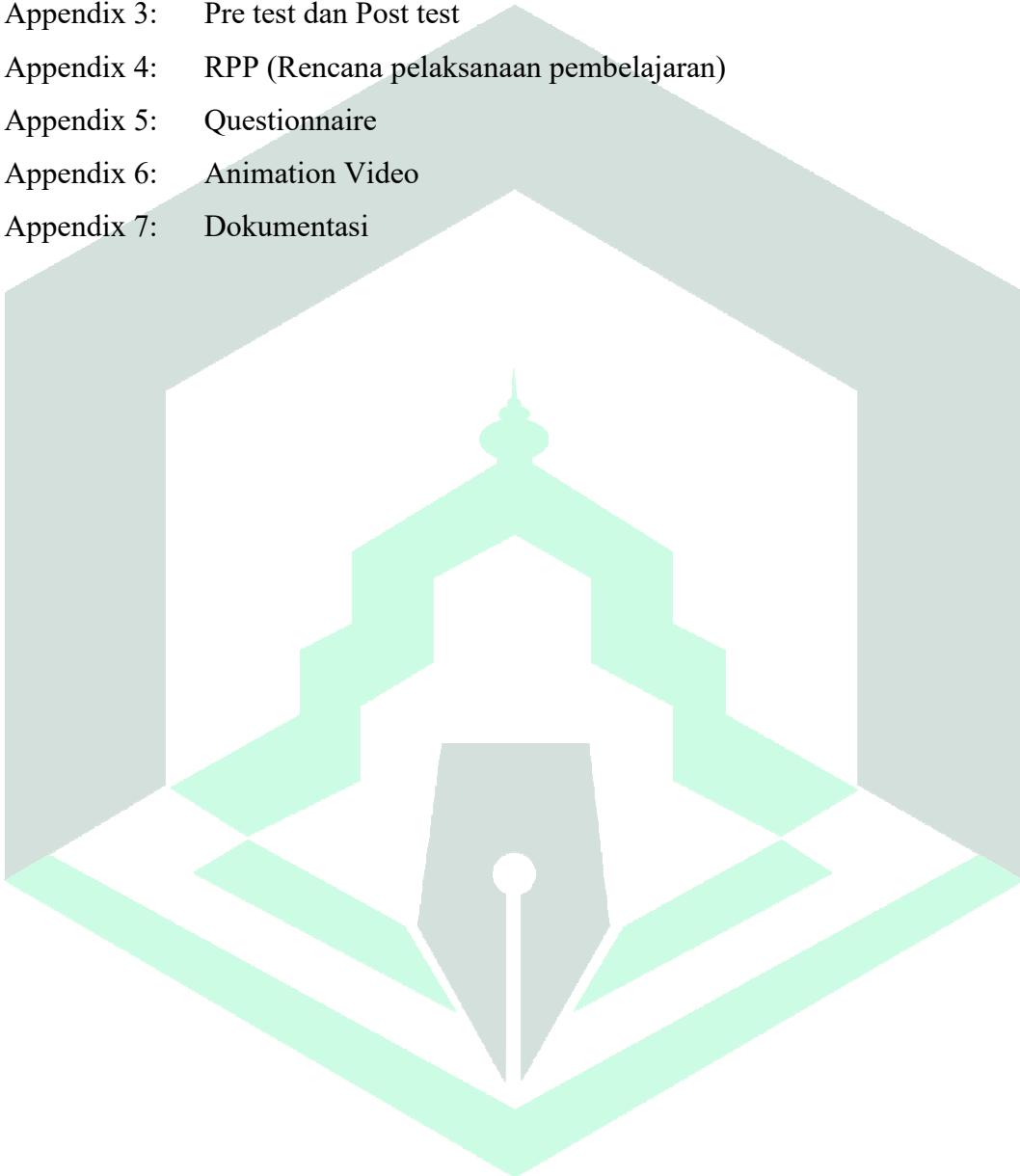


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- Appendix 6: Animation Video
- Appendix 7: Dokumentasi



ABSTRACT

Silmi Atma Ayu, 2023. *“Improving Students’ Listening Skill by Using Animation Video at The Ninth Grade of SMPN 3 Palopo.”* A thesis of the English Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Wisran, S.S., M.Pd. was the first consultant, and Husnaini, S.Pd.I., M.Pd. was the second consultant.

This study aimed to identify the use of animation video in improving students’ listening skill and to know the respons of students in learning English by using animation video at SMPN 3 Palopo. The formulation of the problems in this study are how to improve students' listening skills using animation video and how is the students' response in learning English using video animation. This study used a pre-experimental design research method by applying a pretest, treatment, and post-test. The population of this study was ninth-grade students consisting of ten classes with a total number is 344 students. The sampling technique used in this research is purposive sampling where the students consist of 28 people. The instruments used to collect data are test to determine the level of listening skill ability and a questionnaire was used to find out students' responses in learning English using animation video. The data was analyzed statistically by using SPSS application version 20. The result of the research that the average post-test scores were higher than the student’s pre-test scores ($38.21 < 82.50$). The value of the (T-count) is 15.609 with the df (degree of freedom) value of 27. While the (T-table) sig (2 tailed) = 0.000 is smaller than 0,05 (Standared of significant level). It means the value of the t-count is higher than the value of the t-table. The alternative hypothesis (H1) of the study is accepted, while the null hypothesis (H0) is rejected. Then the researcher concluded that the use of video animation can improve students' listening skill. In the results of the questionnaire after given to the students, it can be seen in the students’ responses to several statements about the use of animation video in teaching English it showed that there are no students who chose the category responded strongly disagree, (5%) category responded disagree, (14%) category responded doubtful, (47%) category responded agree, and (34%) category responded strongly agree. It means students responses to video animation media in listening learning were positive. Based on the data analysis it can be concluded that students dominantly agree that video animation is effective in teaching English, especially listening.

KeyWords: *Improving, Students’ Listening Skill , Animation Video*

CHAPTER I

INTRODUCTION

A. Background

There are four main skills in English, namely reading, listening, speaking, and writing. One of the four skills listening is a fairly difficult skill. Listening is one of the most important activities in human life, the fact is that to get information from the other person is by listening and can also help acquire various types of knowledge such as information, skills, or ideas. Listening is an activity that has six stages, namely listening, paying attention, understanding, remembering, evaluating, and responding¹. Listening is a skill that is obtained first by children or students, especially if they are not good at reading, he said that when new students learn a foreign language, the language that enters through their ears and what they hear is the main source of their foreign language². So listening is the main thing in learning a language before learning any other skill

Listening skill is an activity of listening and paying attention to something that is said by the teacher, listening skill can also be interpreted as an active process and has a goal to understand what is heard, can understand information, and can produce what the speaker says. Listening skills are very different from other skills, listening skills have interval processes that cannot be observed directly, and no one can

¹ Yeni Ghonivita, John Pahamzah, and Murti Ayu Wijayanti, "Improving Students' Listening Skills and Vocabulary Mastery through Contextual Teaching and Learning by Using Online Learning," *Journal of English Language Teaching and Cultural Studies* 4, no. 1 (2021): 10–21, <https://doi.org/10.48181/jelts.v4i1.10557>.

² Siti Niah and Pahmi, "The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru" 373 (2019): 54–59, <https://doi.org/10.2991/iccelst-ss-19.2019.12>.

guarantee words with certainty about what happens when we listen to understand other people.³

There are many alternatives that can be used to improve listening skills, especially in today's era it is very easy to increase students' desire to learn foreign languages. Among the many alternatives to improve listening skills, the use of technology should be considered by students in an effort to improve listening skills. Technology can be used as a learning and student learning experience, moreover, students are known as 'digital natives', and using technology is enjoyed by students⁴. There are many media applications that can help students improve English. One of them is a media application that can be downloaded and installed via mobile phones or digital devices such as Youtube.⁵

Listening skill is expertise in trying to listen to spoken English. Regarding the 2013 curriculum and syllabus Listening skills include skills that must be taught or applied at the junior high school level. In junior high school basic competency standards, students are expected to have good abilities in responding to and understanding spoken language such as in transactional or interpersonal conversations. Related to the curriculum that has been discussed, the researcher was conduct his research at SMPN 3 Palopo⁶.

³ Rini Susiani¹ et al., "Improving Students' Listening Skill By Using Animation Videos Through Sentence Completion At Smpn 1 Bandar Baru" 4, no. 2 (2020): 277–88, <http://jurnal.abulyatama.ac.id/index.php/dedikasi>.

⁴ Priyanka, "How Does Technology Enhance the Learning Experience of Students?," accessed February 16, 2023, <https://k8school.com/how-does-technology-enhance-the-learning-experience-of-students/>.

⁵ Embarace Ajisoko. *The Use of Duolingo Apps to Improve English Vocabulary Learning. Borneo Universytas of Tarakan* 2020. Pg.31

⁶ Nur Asyia, "The Use Of Animation Movie To Improve Students' Listening Skill: An Experimental Study At The First Year Of SMPN 10 Tapung," n.d.

Researcher conducted observations at SMPN 3 Palopo. The researcher prepared several questions to be given to the English teacher at SMPN 3 Palopo. The researcher stated the problems faced by students in the process of learning English, especially in Listening. The answer to this question is that the teacher says that there are several problems faced, namely students are less interested in learning listening because there are no videos or images that only have audio which makes students bored and the second is the lack of understanding of students to capture the information contained in the audio or video. Therefore, the teacher must prepare interesting media so that students can be interested in learning English, especially listening. And the teacher must provide audio whose sentences and language are easily understood by students.

Based on the problems that have been found, therefore the media or audio that can be used to solve these problems contained in learning English, especially listening skills at SMP 3 Palopo City is to use Animation Video. By using this media, it is hoped that it can improve students' listening skills and they are more interested in learning English, especially listening through the animation media provided. Therefore, researcher was conducted research on "Improving Students' Listening Skill by using Animation Video at Nineth of SMPN 3 Palopo".

The researcher used video animation because according to the problem it was found that the teacher said students were not interested in learning English, especially in listening learning because there were no pictures or videos, therefore the researcher used video animation in which there were characters of animals, dolls, and so forth. Video animation is also very influential on listening learning

because in addition to having images it also has audio that can be listened to by students.

B. Problem Statement

Based on the study, the researcher formulate the problem statement are follows

1. Does the use of animation video significantly improve students' listening skill at SMPN 3 Palopo?
2. How is the students' response to the use of animation video in learning English at SMPN 3 Palopo?

C. The Objective of the Research

Based on the problems above the objective of the research are :

1. To identify whether or not the use of animation video can improve students listening skill at SMPN 3 Palopo.
2. To know the respons students' in learning English use animation video at SMPN 3 Palopo.

D. Significance of the Research

The purpose of this study was to determine whether animation video were able to improve students' listening skills at SMPN 3 Palopo.

1. Theoretically

This research is expected to provide an increase in students' listening skills at SMP Negeri 3 Palopo by using Animation Video.

2. Practically

The results of this thesis research are expected to have a practical effect on school, teachers, students, and researchers.

a) For Teacher

This research can be used as motivation and reference for using animated videos as teaching materials in the English learning process

b) For Students

Students can be motivated in improving English, can be motivated in listening in English.

c) For further researchers

The results of this study can be used to obtain information and motivation related to the use of animated videos in improving students' listening skills.

E. The Scope of the Research

This research focuses on the use of animation video in the form of narrative to improve students' English skills, especially listening. The animation videos used are legend and fairy tale animation videos because nowadays students tend to use digital media or youtube to access learning. Animation video consist of features and audio that are interesting to see and listen to for junior high school students. This research was be carried out at SMPN 3 Palopo.

F. Definition of Terms

1. Listening Skill

Listening skills are a core component of second language proficiency. This is one of the skills that uses one of the human senses, the ear, as the first part to enter information in audio form before it reaches the human brain. In addition, Tyagi said

that listening skills are the key to receiving messages effectively. Its effectiveness can be seen from the combination of listening to what someone has to say and psychological engagement with the person speaking.⁷

2. Animation video

One of the most important tools used in language learning and teaching is video. According to Boris Rahmadika has shown that students enjoy learning language through the use of video, which can often be interpreted in different ways in language teaching. The use of video in English classes is growing rapidly due to the increasing emphasis on communicative techniques. An animation video is a moving image that is composed of a collection of objects that are manipulated so that they move along a predetermined path at specific intervals. There are a variety of different objects in the world, including pictures of humans, written text, pictures of animals, pictures of plants, buildings, and more.⁸

The use of animation video can motivate students to actively participate in learning English in class because animated videos have interesting picture and sound features, animated videos can introduce students to new vocabulary, grammar, messages and at the same time there is entertainment. Then the use of video animation may be used in learning English.⁹

⁷ Babita Tyagi, "Listening: An Important Skill And Its Various Aspects," *The Criterion: An International Journal in English* 12, no. 1 (2013): 1–8.

⁸ Boris Rahmadika, "Mproving Students' Listening Skills Using Animation Videos for the Eighth Grade Students of Smp N 6 Magelang in the Academic Year of 2013/2014," *UIN Maulana Malik Ibrahim* 39, no. 1 (2014): 1–15, <https://doi.org/10.13140/RG.2.2.10042.82883>.

⁹ Valentinus Yoga Satyawan, "The Use Of Animation Video To Teach English At Junior High School Students," *JELLT (Journal of English Language and Language Teaching)* 2, no. 2 (2018): 89, <https://doi.org/10.36597/jellt.v2i2.3277>.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

The researcher found several titles related to other research titles, thus making the researcher interested in researching listening skills. The following is previous research.

1. Ahmad Muawir, Nur Inayah, Nur Putriani Firmansyah, Nabila Huda. In their research entitled “*Students’ Vocabulary Mastery by Using Animation Videos on English Language Teaching*”. stated that in his research the aim was to find out whether the second grade students of MTS As'adiyah Putri 1 Sengkang benefited from using video animation to expand students' vocabulary. This study used the pre-experimental method with one-group pre-test and post-test. This research was carried out in the 2021 school year and became the research population. This study conducted a t-test study to find out whether the use of video animation as a teaching tool increased students' vocabulary or not. The research findings consisted of information gathered using a vocabulary test, and discussions addressing the specifics of the findings. In this study, the mean scores and standard deviation of the sample of students from MTs As'adiya Putri 1 Sengkang are explained in detail together with the pre-test and post-test percentages. The sample of this research is 30 students. Based on research data and analysis, the authors came to the conclusion that the use of video as a teaching tool increased the vocabulary of the second graders of MTs As'adiyah

Putri 1 Sengkang¹⁰. The difference between previous research and this research is that previous researchers stated that using video animation is useful and effective in teaching English and can increase students' vocabulary with the methods and tests that have been given. While this study using animation videos can improve students' listening skills and of course students' vocabulary knowledge also increases. The similarities between previous research and this research are that they both use video animation as a teaching media tool.

2. Hanifah Khalidiyah in research entitled “*The Used of Animated Video in Improving Students’ Reading Skill (A Quasi-Experimental Study of Seventh Grade Students at A Junior High School in Jalancagak, Subang)*” stated that this study This study aims to determine the effectiveness of using animated videos in improving reading skills and to test students' responses to video animation techniques. This study uses a quasi-experimental research method with assessment using pretest and post-test. The sample consisted of 30 students of class IX SMP in Jalancagak. The results of this study say that using animated videos is very significant in improving students' reading comprehension with the results of statistical calculations using SPSS v20 and the results of the calculations show that there are differences in student learning outcomes before and after treatment.¹¹ The difference between this study and previous research is

¹⁰ A Munawir et al., “Students’ Vocabulary Mastery By Using Animation Video on English Language Teaching,” *ETDC: Indonesian Journal ...* 1, no. 3 (2022): 354–62, <https://etdci.org/journal/ijrer/article/view/391%0Ahttps://etdci.org/journal/ijrer/article/download/391/232>.

¹¹ Hanifah Khalidiyah, “The Use of Animated Video In Improving Students’ Reading Skill (A Quasi-Experimental Study Of Seventh Grade Student At A Junior High School In Jalancagak, Subang),” *Journal of English and Education* 3, no. 1 (2015): 59–79.

that this study uses listening skills to improve students' listening skills by applying video animations, while previous studies want to know the effectiveness of students in learning English by using video animations. The similarities of this research use the same research method.

3. Heriani in her thesis entitled *“Using Animation Video To Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi”* stated that This study aims to determine whether there is a significant effect of using animated videos between before and after being given treatment in the experiment class. This study uses a quasi-experimental design with pre-test and post-test design. The population in this study were students of class VIII SMP Muhammadiyah 1 Jambi City. The sample of this study was divided into two classes, namely the experimental class and the control class. The results of the post-test mean value of 74.67 for the experimental class and 62.5 for the control class. It concludes that the Research Hypothesis (H1) is accepted where there is a significant and significant difference in the listening skills of students who are taught using animated videos.¹² The similarity of previous research and this research is to use animation video. The difference from previous studies and this research is that previous research focused on finding out the significant effect and significant differences on students' listening skills, while this study focused on improving students' listening skills through animation video.

¹² Heriani. *“Using Animation Video To Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi”*. University of Sulthan Thana Saifuddin Jambi. 2021. Hal.10

4. Azmi varida in her thesis entitled "*The Effectiveness of Using Animation Video Towards Students' Listening Skill at The Seventh Grade Students of SMP Al-Kamal Kunir*" said that in this study using pre-experimental research methods using pre-test and post-test. test with a quantitative approach. The population in this study were all seventh grade students at Al-Kamal Kunir Junior High School and the sample was 21 people. The result of this study is that the null hypothesis statement (H_0) has no significant difference from the listening ability of the students in that class. Then after being taught using video animation and working hypothesis (H_a) stated that there was a significant difference in the listening ability of students in class VII SMP Al-Kamal Kunir. It states that using video animation is effective on students' listening skills and it is recommended to use video animation in students' listening learning. The equation of this research is to use video animation and use the same method, namely experimental.¹³ The difference from this study is that previous studies wanted to know the effectiveness of animated videos in students' listening skills, while this study wanted to improve students' listening skills through video animations.

From all previous studies there are significant similarities and differences. One of the differences from previous research is that this study uses narrative text material in learning and also focuses on video animation themes such as legends and fairy tales, while previous studies only used various video animations. The

¹³ Faridatul Azmi, "The Effectiveness of Using Animation Video Towards Students' Listening Skill at The Seventh Grade Students of SMP Al-Kamal Kunir in Academic Year 2015/2016.," *UIN SATU Tulungagung*, 2017.

similarity of this research is to use video animation to improve students' listening skills.

B. Literature Review

1. Listening

a. Definition of Listening

Listening is a skill in the process of listening to a language sentence. Listening is also interpreted as the main skill that must be learned before learning, reading, writing, speaking¹⁴. Basic skills that must be mastered in the process of learning a foreign language are listening skills.¹⁵

In addition, many language teachers and English language experts say and confirm that of all skills in the English learning process the main key is listening skills.¹⁶

Listening is a receptive skill, because reading or listening focuses on receiving information from outside sources and active skills because listening are not only listening but also integrating a sentence from the speaker¹⁷. From these statements it can be concluded that listening skills are the most important learning process in learning English.

¹⁴ Mukminatus Zuhriyah, "Improving Students' Listening Skill Through Shadowing," *Register Journal* 9, no. 2 (2016): 124, <https://doi.org/10.18326/rgt.v9i2.703>.

¹⁵ Mustafa Sevik, "Developing Young Learners' Listening Skill Through Sings," *Kastamonu Education Journal* 20, no. 1 (2012): 327–40.

¹⁶ Jin-Sung Kim and Mun-Koo Kang, "The Effects of Developing English Listening Ability of Middle School Students through English Pop Songs," *Asia-Pacific Journal of Multimedia Services Convergent with Art, Humanities, and Sociology* 5, no. 2 (April 30, 2015): 175–82, <https://doi.org/10.14257/AJMAHS.2015.04.33>.

¹⁷ WAHYU TRI MURJANI, "Increasing Students Listening Comprehension Using Storytelling: An Action Research At The Second Year Of SMK Harapan Kartasura," 2010.

Listening skills are skills in understanding the meaning of spoken language. When someone listens, they recognize the sound or speech of what they hear from the speaker's speech and use their prior knowledge to fully understand the meaning of what they hear and ultimately form their understanding of the listening process. In general, some people listen in order to ascertain their expectations for detailed information or certain information. To form an understanding of spoken language, listeners must overcome internal or external difficulties, while internal problems are focused on the listener's prior knowledge, while external problems are focused on the situation of the listening process. In overcoming this, listeners are required to always practice listening, get as much picture as possible of spoken English which can be found in English films, English songs, international news, and train themselves with English itself.¹⁸

Listening skills are more focused on understanding the correct pronunciation, vocabulary, grammar of the speaker's intent. Listening can be interpreted as one of the skills that has been widely used in communicating both in personal, academic and professional use¹⁹. Listening can be defined as a multidimensional construct that involves motivating people to pay attention to others, for example responding to them with verbal or nonverbal feedback, and being able to analyze messages from the relationship of the speaker's content to cognitive processes.²⁰

¹⁸ Zezens Pratama, "Improving Students' Listening Skill through Watching English Movies (a Classroom Action Research at the Eleventh Grade of SMA Negeri 1 Manggar 2017/2018 Academic Year)," 2018, <https://repository.uinjkt.ac.id/dspace/handle/123456789/37655>.

¹⁹ Aulia Hamimah Arief, "Improving Students' Listening Skill Through Know- Want To Know-Learned (Kwl) Strategy Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University 2021 M / 1442 H," 2021.

²⁰ Wolvin & Coakley, "Listening, Understanding, and Misunderstanding," n.d.

listening skill is the first skill that is found in the process of children before learning to read, this states that before learning a foreign language it is necessary to master listening skills. When students start learning a foreign language the process will enter through their ears and the source of their primary language is what they hear. Listening skill is an active and creative technique that requires mastery of skills. listening also leads to a strong understanding in remembering and listening, the listener must act actively as a liaison throughout the message between the listener and the speaker. this suggests that listening requires memory and thought²¹

b. Process of Listening

There are several steps in the listening process, namely, receiving, paying attention, understanding, responding, and remembering²². Receiving, understanding and paying attention is a process of sharing and understanding a meaning, while responding and remembering are processes that depend on the listener whether to respond to the message immediately or later²³. All process requirements in listening are essential steps for effective listening

c. Types of Listening

There are 7 types of listening skills, namely selective listening, intensive listening, interactive listening, discriminative listening, listening for

²¹ Prita Lusiana Utami Dadang Solihat, "Improving Students' Listening Skills By Using English Songs," *The Speech Teacher* 23, no. 1 (1974): 51–53, <https://doi.org/10.1080/03634527409378056>.

²² "Listening Effectively - Air University Press, John A. Kline - Google Buku," accessed September 26, 2022, https://books.google.co.id/books/about/Listening_Effectively.html?id=JYUxwEACAAJ&redir_esc=y.

²³ Fatimah Sari, Muhammad Sukirlan, and Ramlan Suka, "Improving Students Listening Ability Through Dictation Technique At the First Year Students," *UNILA Journal of English Teaching* 2, no. 3 (2013): 0–12.

comprehension, critical listening and appreciative listening. Each type of listening skill can help improve student student skills:²⁴

- a) Selective listening : This means that text assignments will be given to students and where students will only hear what they want.
- b) Intensive listening : Where students will focus more on pronunciation, grammar, and vocabulary than on the overall meaning. Intensive listening practice can help students build the foundation for their language acquisition.
- c) Interactive listening : Refers to the ability to focus on the speaker , understand the information and messages conveyed and can respond well. Interactive listening itself aims to build good responses and responses to students. Awareness of listeners ' choices and strategies can increase the effectiveness and ease of learners in participating in collaborative discourse.
- d) Discriminatory listening : Only interpreting the sound of the message rather than understanding the meaning of the message. But it serves as another purpose of different behavior in listening and to identify auditory and visual messages
- e) Listening for comprehension : Measures the level of students' ability to understand the context of communication and respond according to conversation. By understanding the information to the message through hearing the meaning intended by the speaker instead of assigning it himself.
- f) Critical listening : Skills that can help students to get information that is heard while assessing whether the message that is heard can be trusted or not. It aims

²⁴ Abbas Ali Zarei, "Teaching Listening Skills to English As A Foreign Language Students Through Effective Strategies," *International Journal of Trend in Scientific Research and Development-IJTSRD International Journal of Trend in Scientific Research and Development* 3, no. 6 (2019): 883–87, www.ijtsrd.com.

to understand the message to form judgments about the message to accept or reject a persuasive appeal.

- g) Appreciative listening : Where the listener is more focused on finding information on the particular hearing that that person has.

Based on the above types of listening skills, the researcher uses listening for comprehension.

d. Listening Skill Goals

Someone who listen all definitely has a goal to achieve as well as in learning English who has listening skills. English for Young Learners suggests 3 objectives of listening skills, namely:

- 1) Listening to commands to do something
- 2) Get the information or answers you need
- 3) Obtain messages, news and stories that are obtained or conveyed orally.²⁵

In addition to listening to get instructions, listening can also be used to command in doing something.

e. Problem Of Listening

Difficulty in listening is found in both external and internal individuals who interfere with a direct cognitive understanding of the text and spoken words.²⁶ There are several aspects of listening problems and their sources vary, including problems related to listening texts, listening problems related to assignments and activities,

²⁵ Arvinia Riski Putri, "Upaya Meningkatkan Listening Skills Bahasa Inggris Melalui Penggunaan Imperative Moods Pada Siswa Kelas Iv," *Universitas Negeri Jakarta*, no. April (2016): 5–24.

²⁶ "LET: Linguistics, Literature and English Teaching Journal, 5, no. 1 (2017): 1–18.

listener problems related to listeners and lecture methodology. There are several problems in listening, namely²⁷:

a) Quality of recorded material :

Sometimes the quality of the media can also affect listening. The low quality of the sound system used can cause noise or unclear native speaker pronunciation. The DVD or cassette during recording there is a noise or noise that makes the cassette or dvd become noisy and makes the quality worse. The conclusion is that poor quality can also interfere with the listener's understanding.

b) Unfamimiliar vocabulary

The main problem that hinders listening is the lack of vocabulary knowledge and is limited so that it can hinder students' listening knowledge²⁸

c) Phsycal condition

Sometimes listening can also be disrupted due to unfavorable atmosphere or conditions. As the opinion of Bloomfield et al (2010) stated that the noise in the audio signal interferes with the understanding of the listener. Sometimes discomfort, temperature, in the classroom can also interfere with concentration in listening to students. The conclusion is that students can concentrate in a comfortable situation.²⁹

d) Problems relating to noise

²⁷ A. Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *Undefined*, 2013.

²⁸ Muhammad Naeem Butt, "(PDF) Listening Comprehension Problems among the Students: A Case Study of Three Govt. Boys' Higher Secondary Schools," accessed September 26, 2022, https://www.researchgate.net/publication/268802965_Listening_Comprehension_Problems_among_the_students_A_Case_Study_of_Three_Govt_Boys'_Higher_Secondary_Schools.

²⁹ Amber Bloomfield et al., "What Makes Listening Difficult? Factors Affecting Second Language Listening Comprehension," *Undefined*, April 1, 2010, <https://doi.org/10.21236/ADA550176>.

Disturbing noise can hinder the student's listening process. Environmental noise and recordings include background noise that can interfere with the student's hearing process.

e) Lack of concentration

The listening comprehension process is a relatively complex psychological process. In psychology, it is stated that when the condition is in a nervous situation, anxiety can interfere with concentration. When a person feels uncomfortable concentration is greatly reduced. While boredom or frustration can affect the extent of attention to listening.³⁰

2. Media In Language Teaching

a. Definition of media

Media is a tool that is used in various forms, devices, and systems that form mass-communication such as YouTube, TV, newspapers, magazines, radio stations, and websites. Media literally means "intermediary" from the word "introduction". Meanwhile, in the Indonesian language dictionary, it is a means in the form of a communication tool. Communication and Technology in America, media is a tool in all its forms such as conveying messages or information. while the NEA (National Education Association) argues that the media is very influential in learning language because it can be seen, read, heard, or spoken with instruments in teaching and learning materials.³¹

b. Kinds of media

³⁰ Siti Rahmah, "The Students' Problems In Listening Comprehension Of Toefl Test."

³¹ Laila Mahmudah, "An Analysis Of Pronunciation Exercises In Duolingo And Its Contribution As English Learning Media," 2015, 32, <http://eprints.walisongo.ac.id/5059/1/113411023.pdf>.

Media is divided into 3 types, namely audio, visual, and audio-visual. Audio media is media that can be listened to through and can understand spoken texts, examples of media used are radio, DVD, YouTube sources, and tape recorders. Visual media are media that can be seen and touched, such as pictures, maps, and so on. While audio-visual media is media that can be seen (watched) and listened to, examples of media are youtube, TV, LCD, and film sources.³²

3. Animation Video

a. Definition of Animation Video

Animation video is a collection of films that have been prepared through images that have been designed by filmmakers from imagination or illusions, where the images are in the form of dolls or animals that can move. Video animation can also be defined as a rapid display of a static sequence of images that creates the illusion of motion.³³

b. Types of Animation Video

Knowing the types of animated videos is very important to help teachers choose the right animated videos to use in the learning process. There are 3 main types of video that can be used in the classroom :

a. Outdoor Program

Watching from the channel should appeal to students with a long duration. Teachers need to think of understanding including predictions, cross-cultural awareness, language teaching, or as an attraction to students' creativity. Each event

³² Sarlita D Matra and Kata Kunci, "Duolingo Applications As Vocabulary Learning Tools," *Journal of English Literature* 1, no. 1 (2020): 2721–3390, <https://englishtest.duolingo.com>.

³³ Khalidiyah, "The Use of Animated Video In Improving Students' Reading Skill (A Quasi-Experimental Study Of Seventh Grade Student At A Junior High School In Jalancagak, Subang)."

has a different copyright in each country. It is necessary to know the sanctions that will occur if a violation is committed.

b. Real World Videos

Choose shows based on how engaging and easy to understand, and the videos you choose should have multifunctional potential.

c. Language Learning Videos

Videos related to textbooks. Videos that are easy to understand and made to attract students' attention, interest in the topic are good and multipurpose because they can be used for language studies and a number of other activities.³⁴

Based on the above kinds of animation video, the researcher used language learning video.

4. The Advantages and Disadvantages of Animation Video

There are two things that need to be known in video animation, namely the advantages and disadvantages, namely³⁵:

a. The advantages of using Animation Video

The main advantage of using animated videos is that they can help students understand complex ideas more easily. In addition, the advantage of using animated video media in the classroom is that authentic language examples can be provided and can be fully exploited or benefit teachers, providing access to students and teachers, the material contained in animated videos has proven to be very

³⁴ Dina Amalia, "The Effect Of Duolingo Application On The Students' Achievement In Vocabulary," 2019.

³⁵ Rizka Amalia, "Improving Listening And Speaking Skills By Using Animation Videos And Discussion Method," *Pedagogy: Journal of English Language Teaching* 2, no. 1 (2014): 30–36.

motivating for students in improving their English. especially the ability to listen to English.

b. The Disadvantages of using Animation Video

- a) Using film and video in particular requires a lot of effort and money.
- b) The graphics in the movie move continuously while it is being shown, which prevents some students from understanding the content in the movie.
- c) Unless they are created and produced particularly for a need, films and videos can fall short of educational objectives.

It is clear from the explanation above that employing an imitation video in a language school has both benefits and drawbacks. It relies on the teacher's approach to using it as a teaching tool. When used properly, by selecting the appropriate ones and using them at the proper time and place, the video can contribute to or provide benefits for language learning.

5. Teaching listening by Using Animation Video

Many different media can be used to help students learn to listen. It is important for teachers to choose good listening materials wisely to help students learn and succeed. One way to improve students' listening skills is to use animated videos. Animated videos are a great way for students to reduce their anxiety and engage in learning activities. Their world still contains all kinds of fun activities. This medium is suitable for junior high school and will most likely be included in English classes at this level. It tends to be more cheerful and encouraging than other texts typically

seen in high school. One of the most versatile materials used in language learning is grammar.³⁶

6. The Procedures of Teaching Listening Through Animation Video

Steps or procedures for implementing animated videos to teach listening in the classroom. The procedures he falls into three main categories are as follows.

a. Before viewing

In this step the teacher introduces the video to the students. After listening to the teacher's explanation of the video, students are asked to make as many predictions as possible about the given video. This encourages students to think critically and stay focused on the video.

b. While Viewing

The second step is "Watching" where the student can watch the video. In this step, while watching the video, the teacher should observe the students to see if they understand or disturb other students. Used to focus on listening objectives while watching a video.

c. After Viewing

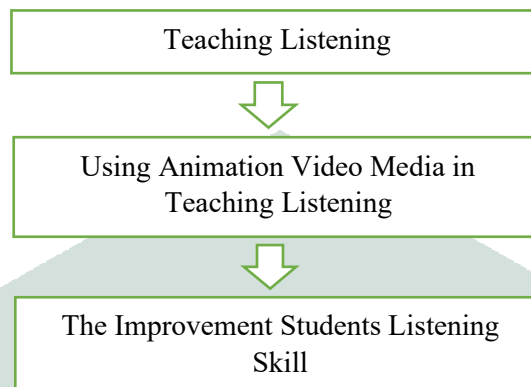
In this step, students are asked to answer the teacher's question. The videos were then followed up by in-depth discussions between students and teachers. Additionally, the teacher will also review the answers to the questions given in this step.³⁷

³⁶ Ma'rifah, "Using Animation Videos In Improving Students Listening Skill At The Eleventh Year Student Of SMA Muhammadiyah Palopo," 2014.

³⁷ Rolando Guzmán Martínez, "Effects on Teaching Listening Skills through Videos to Advanced Students from the Foreign Language Department at the University of El Salvador during the First Semester 2010.," 2010.

C. Conceptual framework

Several frameworks are shown in the following diagram :



To learn English, one skill that must be mastered is listening. For the acquisition of information listening skills are abilities that are needed to involve pronunciation, catching, understanding, and remembering what has been heard. Most students experience difficulties in learning listening skills, with different problems such as boredom or difficulty understanding what is heard because of unfamiliar vocabulary or problematic media.

The use of media by teachers to facilitate student learning when teaching listening skills is very important, teachers must also prepare teaching media that are interesting and not boring, active and creative. Listening skills can be taught using Video Animation. Because Video Animation has several movie titles, some about animals, dolls, characters and many more. Each concept introduces language and culture, is of short duration and students can more easily understand the storyline contained in the animated video. In addition, students can access Video Animation via cellphones, laptops, etc., to practice in everyday life.

As a result of the explanation above, it can be concluded that the researcher concluded that students' ideas or opinions can be developed through the process of

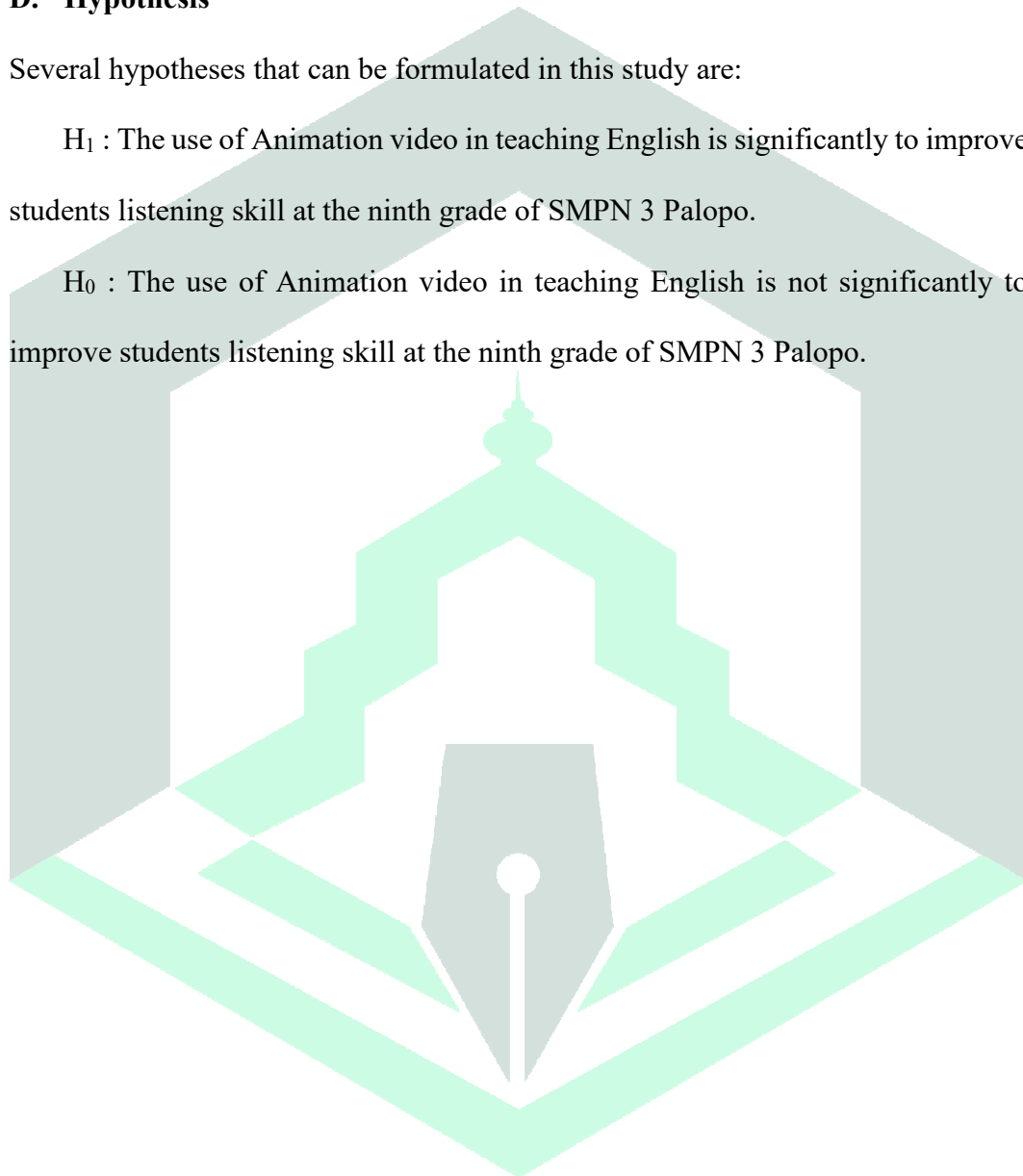
listening comprehension with the use of Video Animation. With the help of this software, it will be easier for teachers to get the information they need, and students will be more motivated to learn English, especially in listening.

D. Hypothesis

Several hypotheses that can be formulated in this study are:

H₁ : The use of Animation video in teaching English is significantly to improve students listening skill at the ninth grade of SMPN 3 Palopo.

H₀ : The use of Animation video in teaching English is not significantly to improve students listening skill at the ninth grade of SMPN 3 Palopo.



CHAPTER III

RESEARCH METHOD

A. Method and Design Research

This study used Pre-experimental research methods. There are several types of experimental methods, including one-time case studies, pretest and posttest groups, and static group comparisons. This study used a pre-test, treatment, and post-test design. Where this design aims to determine This design uses one group for the pretest (O₁), treatment (X), and post-test (O₂) phases. The tests conducted before the treatment referred to the pretest, and the tests carried out after the treatment referred to the post-test.

The design of this research was described as follow:

O₁ X O₂

O₁ : Pre-test (before treatment)

X : Treatment

O₂ : Post-test (after treatment)³⁸

B. Variables

The research variables consist of:

1. The independent variable of this research is animation video.
2. The dependent variable in this study is the students' listening skill.

³⁸ Suharsimi Arikunto, "Prosedur Penelitian : Suatu Pendekatan Praktik / Suharsimi Arikunto | OPAC Perpustakaan Nasional RI.," accessed September 26, 2022, <https://opac.perpusnas.go.id/DetailOpac.aspx?d=217760>.

C. Time and place of the research

This research was conducted in October 2022 in the class IX.J of SMPN 3 Palopo. Jl. Andi Kambo, Kel. Salekoe, Palopo City.

D. Population and Sample of the Research

The population in this study was class IX students of SMPN 3 Palopo, totaling 344 students consisting of 10 classes, namely grades IX A to J. The selection of research samples used purposive sampling technique. The reason the researcher took the purposive sampling technique was because among the 10 classes, only in class J the students' listening ability was very minimal. The sample in this study amounted to 28 students.

E. The instrument of the research

The research instruments are a test and a questionnaire.

1. Test

The tests that were used in this research are pre-test and post-test. The pre-test was used to determine the level of students' listening skills to animation video. Then the post-test was used to determine the success achieved by the students after the researcher did the treatment. This test used video, then students are directed to watch an animated video after students answer the multiple choice questions that have been provided by the researcher.

2. Questionnaire

Questionnaires were used to get student responses about how students are interested in listening and learning using animation video. This questionnaire was expanded to 15 questions. Liker scale answers are given from 1 to 4 where 1 means

"Strongly Disagree", 2 means "Disagree", 3 means "Agree", and 4 means "Strongly Agree".

F. Procedure of collecting data

1. Pre-test

Pre-test is used to measure students' knowledge. Pre-test was carried out before treatment. Pre-test was given at the first meeting. The results obtained by students in the pre-test aim to determine the students' ability to listen. The pre-test consists of ten questions.

2. Treatment

After the pre-test has been carried out, the researcher provides treatment to improve students' listening skills. This treatment was carried out for four meetings. By using different title of animation video. The researcher will do some step teaching listening through animation video they are:

a. First Meeting

- 1) The researcher explained the material about a narrative text.
- 2) The researcher introduces video animation.
- 3) The researcher introduced the video that was played with the students. After listening to the explanation from the researcher, students were asked to guess about the video that would be given.
- 4) The researcher provides vocabulary related to the video that is played.
- 5) The researcher divided the groups into six. One group consisted of 4-5 students
- 6) The researcher played the animated video that has been provided by using the LCD and Speaker.

- 7) After watching the video, the researcher held a question and answered session with the students to check the student's understanding of the video animation that had been played.
- 8) Students are asked to work on an essay about video animation that has been played with five questions.
- 9) The researcher reviews the answers to the questions given and discusses the video that has been played.
- 10) Researchers conclude the material that has been given.
- 11) The researcher closed the lesson.

b. Second Meeting

- 1) The researcher introduces the video that was played to the students.
- 2) After listening to the teacher's explanation, students are asked to guess about the video given.
- 3) The researcher provides vocabulary related to the video that was being played.
- 4) The researcher plays the animated video that has been provided by using the LCD and Speaker.
- 5) After watching the video, the researcher held questions and answers to students to check student's understanding of the video
- 6) The researcher gave some exercises (Complete The Sentence), then the students discussed the answers to the fill-the-blank exercise in groups.
- 7) Researchers review the answers to the questions given and discuss the video animation that has been played.
- 8) Researchers conclude the material that has been given.

9) The researcher closed the lesson.

c. Third Meeting

1) The researcher introduces the video that was being played to the students.

2) After listening to the teacher's explanation, students are asked to guess about the video given.

3) Researchers provided a vocabulary that is easily accessible by students when they find vocabulary that is foreign to them related to the video that was being played.

4) The researcher plays the animated video that has been provided using the LCD and speakers.

5) After watching the video, the researcher held questions and answers to the students to check students understanding of the video

6) The researcher divided the groups into 6. One group consisted of 4-5 students.

7) The researcher gave an exercise in the form of a (Fill The Blank), then the students discussed the answers to the exercise in groups.

8) The researcher reviews the answers to the questions given and discusses the animation video that has been played.

9) Researchers concluded the material that has been given.

10) The researcher closed the lesson.

d. Fourth Meeting

1) The researcher introduces the video that was being played to the students.

2) After listening to the teacher's explanation, students are asked to guess about the video given.

- 3) Researchers provide vocabulary that is easily accessible by students when they find vocabulary that is foreign to them related to the video that was being played.
- 4) The researcher plays the animation video that has been provided using the LCD and speakers.
- 5) After watching the video, the researcher held questions and answers to the students to check students understanding of the video
- 6) Researcher provided exercises in the form (Of essays) and then students answer individually.
- 7) The researcher reviews the answers to the questions given and discusses the animation video that has been played.
- 8) Researchers conclude the material that has been given.
- 9) The researcher closed the lesson.

3. Post Test

After the pre-test and treatment had been given, the researcher gave a post-test to the students. The form of the post-test given is that the researcher gives directions to the students to observe the video that is given, and after that, the researcher instructs the students to answer the multiple choice questions that have been provided by the researcher about the video that has been watched.

4. Questionare

After the pre-test, treatment, and post-test have been given, the researcher gives a questionnaire to the students. The questionnaire form that has been given consists of 15 lists of questions regarding students' responses to learning English, especially

listening using video animation. The researcher directed students to answer the questions on the questionnaire sheet by placing a check mark in the categories column strongly disagree, disagree, undecided, agree, and strongly agree. This questionnaire was given at the last meeting.

G. Techniques of Analysis Data

To analyze the data, the researcher used the following steps:

1. Scoring the students' correct answers pretest and post-test.

$$\text{Score} = \frac{\text{Value of students correct answer Total number of value}}{\text{Total number of value}} \times 100$$

2. Classifying students' results on the test into the following criteria.

Table 3.1 Scoring classification

No	Score	Classification
1	90-100	Excellent
2	80-89	Very good
3	70-79	Good
4	60-69	Fair
5	0-59	Low

(Source: Luis Villabos)³⁹

3. Calculating the test result

In determining the mean and percentage scores of students in the Pretest and post-test, the researcher calculated it by using SPSS 20.

4. Measuring the Evaluation of the Questionnaire using the Likert Scale As shown in Table 3.2, the researcher used the Likert Scale to evaluate the questionnaire's results.

³⁹ Luis Villabos, "Rubrics Presentation," accessed June 23, 2022, <https://www.slideshare.net/lavillal/rubrics-presentation>.

Table 3.2 Likert Scale

Answer	Score
Strongly agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

The following formula was used to calculate the questionnaire:⁴⁰

$$P = f/n \times 100$$

P = percentage

f = total answer

n = total students

⁴⁰ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif Dan R & Metode Penelitian Kuantitatif, Kualitatif Dan R & D. Bandung: Alfabeta.," *Bandung: Alfabeta.*, 2016.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study indicate to describe the results of the data that has been analyzed. This consists of the results of student scores in the pre-test and post-test and the results of student responses to the animation video learning media.

1. Evaluation of student's pre-test and post-test

a. Pre-test

In this pre-test, the researcher shows the results of listening to the students. researchers present data in a table. The pre-test results can be seen in table 4.1

Table 4.1 Student's score in Pre-test

No.	Students	Correct Answer	Score	Category
1	S1	7	70	Good
2	S2	3	30	Low
3	S3	2	20	Low
4	S4	6	60	Fair
5	S5	5	50	Low
6	S6	2	20	Low
7	S7	4	40	Low
8	S8	4	40	Low
9	S9	4	40	Low
10	S10	8	80	Very Good
11	S11	2	20	Low
12	S12	2	20	Low
13	S13	4	40	Low
14	S14	2	20	Low
15	S15	1	10	Low
16	S16	3	30	Low
17	S17	3	30	Low
18	S18	5	50	Low
19	S19	3	30	Low
20	S20	6	60	Fair
21	S21	4	40	Low
22	S22	4	40	Low
23	S23	6	60	Fair

24	S24	3	30	Low
25	S25	5	50	Low
26	S26	4	40	Low
27	S27	1	10	Low
28	S28	4	40	Low

The results of the student pre-test are showing in table 4.1. The highest score produced by students is 80, while the lowest score is 10.

The researcher calculated the mean score of students using the SPSS 20 application. Table 4.2 below is the mean score of students containing a descriptive statistical table that summarizes the findings from the pretest data.

Table 4.2 mean score in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	10	80	38.21	17.438
Valid N (listwise)	28				

Table 4.3 Students rate percentage in pre-test

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Very good	80-89	1	4%
Good	70-79	1	4%
Fair	60-69	3	10%
Low	0-59	23	82%
Total		28	100%

Table 4.3 above shows the classification of student scores in the pre-test. students who get an excellent score of 0 (0%), students who get a very good and

good score of 2 (4%), students who get a fair score of 3 (10)%, and students who get a low score of 23 (82%).

b. Post-test

Table 4.4 student's scores in Post-test

No.	Student	Correct Answer	Score	Category
1	S1	8	80	Very good
2	S2	7	70	Good
3	S3	7	70	Good
4	S4	8	80	Very good
5	S5	9	90	Excellent
6	S6	7	70	Good
7	S7	8	80	Very good
8	S8	8	80	Very good
9	S9	8	80	Very good
10	S10	9	90	Excellent
11	S11	8	80	Very good
12	S12	8	80	Very good
13	S13	9	90	Excellent
14	S14	8	80	Very good
15	S15	7	70	Good
16	S16	8	80	Very good
17	S17	8	80	Very good
18	S18	8	80	Very good
19	S19	8	80	Very good
20	S20	10	100	Excellent
21	S21	8	80	Very good
22	S22	9	90	Excellent
23	S23	9	90	Excellent
24	S24	8	80	Very good
25	S25	9	90	Excellent
26	S26	9	90	Excellent
27	S27	9	90	Excellent
28	S28	9	90	Excellent

Table 4.4 shows the results that have improved from the previous, one seen in the score of one of the students in the pre-test before it was low and after the post-test it increased, and where the highest score was 100 and the lowest score was 70.

The researcher uses SPSS 20 to determine the average value results after summarizing the results of student scores. The results of the average post-test scores of students are explained in table 4.5

Table 4.5 mean score in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
post-test	28	70	100	82.50	7.515
Valid N (listwise)	28				

Table 4.5 shows the lowest score of students in the Post-Test is 70, and the highest score is 100. It also indicates the mean score of students in the Post-Test is 82.50 and the standard deviation of the Post-Test is 7.515.

Table 4.6 rate percentage in Post-test

Classification	Score	Frequency	Percentage
Excellent	90-100	11	36%
Very good	80-89	14	50%
Good	70-79	4	14
Fair	60-69	-	-
Low	0-59	-	-
Total		28	100%

Table 4.6 above shows that the classification of student scores in the post test. students who get an excellent score of 11 (36%), students who get a very good score

of 14 (50%), students who get a good score of 4 (14%), students who get a fair score of 0 (0%), and students who get a fair score low 0 (0%).

c. Pre test and Post-Test comparison

The mean score and standard deviation in of the pre test and post test were compared. The outcome was shown

Table 4.7 Comparison mean score in pre-test and post test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	28	10	80	38.21	17.438
PostTest	28	70	100	82.50	7.515
Valid N (listwise)	28				

Table 4.7 shows that the paired results between the standard deviation of the student's pre-test score is 17,438 and the post-test is 10,063. The table shows the results of the average student score in the pre test is 38.21 and the post test is 82.50. Based on table 4.7, it can be seen that the students' post test scores were higher than the pre test. From this statement it can be concluded that video animation media can improve students' abilities in learning English, especially listening.

Table 4.8 the paired sample statistic of Pretest and Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	38.21	28	17.438	3.295
PostTest	82.50	28	7.515	1.420

In table 4.8. The above shows paired sample statistics between the pre test and post test. Seen in the table the average value of students in the pre test is 38.2, while the post test is 82.50. The value of the standard deviation in the students' pre-test was 17,438 while the post-test was 7,515. On average, the pre test standard error is 3,295, and the post test is 1,420. The results of the comparison of the pre test and post test show that the pre test is 38.21 which is smaller than the post test which is 82.50. it can be concluded that in the learning process there are differences between students' listening comprehension before and after treatment using video animation media.

The following table displays the statistical data paired samples correlations pretest and post-test using SPSS 20 to demonstrate the link between the correlation pretest and post-test data, further indicating whether the results obtained are significant.

Table 4.9. the Paired Sample correlation of Pretest and Post-test

	N	Correlation	Sig.
Pai r 1 PreTest & PostTest	28	.516	.005

Table 4.9 above shows that the correlation between students' pre-test and post-test scores is 0.516, and it can be seen from the results of the students' significance after and before treatment showing 0.005. It can be concluded that there is a significant difference between the pre-test and post-test using animation video media in the treatment

Table 4.10. the Paired Samples Test of Pre-Test and Post-Test

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	<u>pretest - posttest</u>	-44.28	15.013	2.837	-50.107	-38.464	-15.609	27	.000

Based on the results of the paired sample T-test, the average difference in listening ability between the pre-test and post-test was -50.107 with a standard deviation of 15.013, and the paired sample t-obtained a result of -15.609 . It can also be seen in the table that 27 is the result of the degrees of freedom. while the significance value is 0.000 ($p < 0.05$). Therefore hypothesis H_0 is not accepted and theory H_1 is accepted. The conclusion is that there are significant differences in students before and after treatment. Therefore, the researcher believes that using effective video animation can improve the listening comprehension of class IX.J SMPN 3 Palopo students.

2. Questioner results

This questionnaire aims to determine how students think about the use of video animation as a medium for learning listening. The number of respondents for each category of questionnaire analysis 1 to 15 is divided by the number of respondents, and the results are calculated for each statement.

Table 4.11 The Questionnaire Percentage of Statement 1

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	1	4%
3.	Doubtful	1	4%
4.	Agree	15	53%
5.	Strongly Agree	11	39%
Total		28	100%

Table 4.11 above shows the percentage of students who strongly agree are 11 students (39%), agree are 15 students (53%), are undecided are 1 student (4%), disagree are 1 student (4%), and strongly disagree amounted to 0 students (0%). This means that students strongly agree in statement 1 illustrated pictures in the video, easy to understand and in accordance with the story.

Table 4.12 The Questionnaire Percentage of Statement 2

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	1	4%
4.	Agree	19	68%
5.	Strongly Agree	8	28%
Total		28	100%

In table 4.12 with the statement 2 this learning media statement it is interesting to use in listening learning. In accordance with the statement in the table above, it can be seen that with the strongly agree category there are 8 students (28%), the agree category is 19 students (68%), the doubtful category is 1 students (4%), and the category strongly disagree and strongly disagree is 0 student (0%).

Table 4.13 The Questionnaire Percentage of Statement 3

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	2	7%
3.	Doubtful	1	4%
4.	Agree	7	25%
5.	Strongly Agree	18	64%
Total		28	100%

In table 4.13. With the statement 3 students agree that the use of language in the video is easy to understand. This is stated in table 4.13 that the category strongly agrees the number of students is 18 students (64%), the category agrees the number of students is 7 students (25%), the category is in doubt the number of students is 1 students (4%), the category disagrees the number of students is 2 students (7 %), and the category strongly disagree is 0 students (0%).

Table 4.14 The Questionnaire Percentage of Statement 4

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	1	4%
3.	Doubtful	7	25%
4.	Agree	13	46%
5.	Strongly Agree	7	25%
Total		28	100%

In table 4.14 with the statement 4 of learning material in this video it is easy to learn students agree on this. can be seen from the percentage results in the table above with the number of categories that strongly agree is 7 students (25%), the number of categories that agree is 13 students (46%), the number of categories in doubt is 7 students (25%), the number of categories that do not agree is 1 students (4%). and the number of categories strongly disagree is 0 students (0%).

Table 4.15 The Questionnaire Percentage of Statement 5

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	2	7%
3.	Doubtful	1	4%
4.	Agree	7	25%
5.	Strongly Agree	18	64%
Total		28	100%

In table 4.15 with the statements 5 stories in the video are easy to understand when used in learning English. Students agree that this can be seen in the table above with the number of categories that strongly disagree is 0 students (0%), the number of categories that do not agree is 2 students (7%), the number of categories in doubt is 1 students (4%), the number of categories that agree is 7 students (25%), and the number of categories that strongly agree is 18 students (64%).

Table 4.16 The Questionnaire Percentage of Statement 6

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	6	21%
4.	Agree	12	43%
5.	Strongly Agree	10	36%
Total		28	100%

In table 4.16 in the statement the duration of the video is not too long and this makes students not feel bored while watching the video. It can be seen in the table above that the number of categories that strongly disagree is 0 students (0%), the number of categories that do not agree is 0 students (0%), the number of categories in doubt is 6 students (21%), the number of categories that agree is 12 students (43%), and the number of categories that strongly agree is 10 students (36%).

Table 4.17 The Questionnaire Percentage of Statement 7

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	2	7%
4.	Agree	20	71%
5.	Strongly Agree	6	22%
Total		28	100%

In table 4.16 in statement 7 each storyline of this learning media is very interesting. It can be seen in the table above that the number of categories that strongly disagree is 0 students (0%), the number of categories that do not agree is 0 students (0%), the number of categories in doubt is 6 students (21%), the number of categories that agree is 12 students (43%), and the number of categories that strongly agree is 10 students (36%).

Table 4.18 The Questionnaire Percentage of Statement 8

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	6	22%
4.	Agree	12	43%
5.	Strongly Agree	10	35%
Total		28	100%

In table 4.18, with statement 8 that the object images in the animated video can be seen clearly. It can be seen in the table above that the category strongly disagrees is 0 students (0%), the category disagrees is 0 students (0%), the category is undecided is 6 students (22%), the category agrees is 12 students (43%) , and the category strongly agree is 10 students (35%). This means that students agree on this statement.

Table 4.19 The Questionnaire Percentage of Statement 9

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	1	4%
3.	Doubtful	8	29%
4.	Agree	13	46%
5.	Strongly Agree	6	21%
Total		28	100%

In table 4.19 with statement 9 that the sound in the video can be heard clearly and can be understood. As can be seen in the table above, 0 students (0%) strongly disagreed, 1 student (4%) disagreed, 8 students (29%) in doubtful categories, 13 students (46%) agreed), and the category of strongly agree amounted to 6 students (21%). This means that students are more likely to choose the agree category.

Table 4.20 The Questionnaire Percentage of Statement 10

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	5	18%
3.	Doubtful	6	21%
4.	Agree	9	32%
5.	Strongly Agree	8	29%
Total		28	100%

In table 4.20 with statement 10 that in each storyline in the animated video there are many interesting words so that they can be used as examples in everyday language. can be seen in the table above with 0 students (0%) strongly disagree category, 5 students (18%) disagree category, 6 students (21%) in doubt category, 9 students (32%) agree category), and the category of strongly agree amounted to 8 students (29%). This means that it can be seen from the results of the categories obtained that students agree with this statement.

Table 4.21 The Questionnaire Percentage of Statement 11

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	6	21%
3.	Doubtful	7	25%
4.	Agree	13	46%
5.	Strongly Agree	2	8%
Total		28	100%

In table 4.21 with statement 11 that learning by using video animation makes students concentrate on listening or listening during the learning process. It can be seen in the table above that the category strongly disagrees is 0 students (0%), the category disagrees is 6 students (25%), the category agrees is 13 students (46%), and the category strongly agrees is 2 students (8%)). This means that with a statement of 11 students are more likely to choose the agree category.

Table 4.22 The Questionnaire Percentage of Statement 12

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	3	11%
4.	Agree	13	46%
5.	Strongly Agree	12	43%
Total		28	100%

In table 4.22 with statement 12 that the material in the video contains values that can be used as lessons for students. It can be seen from the results of the percentage above that the category strongly disagreed was 0 students (0%), the category disagreed was 0 students (0%), the category in doubt was 3 students (11%), the category agreed was 13 students (46. %), and the category strongly

agree amounted to 12 students (43%). From the percentage results above, it means that students agree with statement 12.

Table 4.23 The Questionnaire Percentage of Statement 13

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	-	-
3.	Doubtful	4	14%
4.	Agree	15	54%
5.	Strongly Agree	9	32%
Total		28	100%

In table 4.23 with statement 13 that this learning media is interesting to study. Can be seen in the table above the percentage results with the category of strongly disagreeing amounted to 0 students (0%), the category of disagreeing amounted to 0 students (0%), the category of doubting numbered 4 students (14%), the category of agreeing amounted to 15 students (54%), and the category strongly agrees with 9 students (32%). This means that from the percentage results students agree with statement 13.

Table 4.24 The Questionnaire Percentage of Statement 14

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	4	14%
3.	Doubtful	2	7%
4.	Agree	12	43%
5.	Strongly Agree	10	36%
Total		28	100%

In table 4.24 with statement 14 that the characters used in this video are interesting. It can be seen in the table above that the category strongly disagrees is 0 students (0%), the category disagrees is 4 students (14%), the category is in doubt

is 2 students (7%), the category agrees is 12 students (43%) , and the category of strongly agree amounted to 10 students (36%). This means that from the percentage results above, students agree with statement 14.

Table 4.25 The Questionnaire Percentage of Statement 15

No.	Category	Frequency	Percentage
1.	Strongly Disagree	-	-
2.	Disagree	1	3%
3.	Doubtful	7	30%
4.	Agree	13	46%
5.	Strongly Agree	6	21%
Total		28	100%

In table 4.25 with statement 15 that there are very few pictures in the animated video in textbooks, it is interesting to watch. It can be seen from the results of the percentage above that the category strongly disagreed was 0 students (0%), the category disagreed was 1 student (3%), the category in doubt was 7 students (30%), the category agreed was 13 students (46. %), and the category strongly agrees with 6 students (21%). This means that from the calculation of the percentage statement 15 that students agree.

The following findings from the overall questionnaire results for each student's response can be seen in the table below :

Table 4.26 the result of students' perception

Questions	Strongly Agree	Agree	Doubtful	Disagree	Strongly Disagree
1	11	15	1	1	-
2	8	19	1	-	-
3	18	7	1	2	-
4	7	17	7	1	-
5	18	7	1	2	-
6	10	12	6	-	-
7	6	20	2	-	-
8	10	12	6	-	-
9	6	13	8	1	-

10	8	9	6	5	-
11	2	13	7	6	-
12	12	13	3	-	-
13	9	15	4	-	-
14	10	12	2	4	-
15	6	13	7	1	-
Total	142	197	62	23	-
Average =	34%	47%	14%	5%	0%

In the results of the questionnaire given to the students, it can be seen in the student responses to several statements which showed that there is no students chose the category responded strongly disagree, (5%) category responded disagree, (14%) category responded doubtful, (47%) category responded agree, and (34%) category responded strongly agree.

Based on the results of the overall percentage of the statement questionnaire, the student's response to learning English, especially listening using video animation, was positive.

B. Discussion

This research aims to improve the listening skills of class IX.J students at SMPN 3 Palopo and to determine student reactions to the use of video animation media during the process of learning English with listening skill. before carrying out the listening learning process for four meetings with the use of animation video, the researcher begins by conducted a pre-test and ends with the researcher giving a post-test to determine the results of the student's abilities, and how much they have maintained from the previous training. With the pre-test and post-test, the researcher can compare the initial and final results that have been obtained by students.

During the research process, the researcher found several problems in the class, including:

1. The lack of student's knowledge of vocabulary makes it difficult for students to understand the information in the video.
2. Lack of motivation and students' understanding of listening learning activities.
3. The network connection is inadequate, making it quite difficult to take action during the learning process.
4. Limited time makes the learning process activities not optimally realized according to the lesson plans.

In this research, animation video is used as a learning media. This research used the pre-experimental method and was accompanied by two instruments, namely tests and questionnaires. The tests used are the pre-test and post-test, while the questionnaire is data collected for students' responses to media and English learning especially listening, for the last meeting the researcher gave a questionnaire with 15 questions. This can help find out how well the treatment is used. There are two variables in this study, namely the independent variable (animation video) and the dependent variable (Improving Students Listening Skill).

Researcher used animation video that contains narrative text material. Before played the video the researcher explained about the video that would be given to solve problems during treatment and to better help students understand the information in the video. The researcher downloaded the animation video on YouTube and gave one video meeting with various different titles, one of which was the story of the crying stone, golden cucumber and so on. The researcher was

played the video using a laptop, so that the image can be seen clearly the researcher displays the video by used LCD, and for audio it is listened to used a Robot type Bluetooth speaker (RB560) so that students can heard the sound more clearly.

Based on the calculation of the SPSS application version 20, it was found that the mean scores pre-test and post-test obtained by students is (38.21<82.50), it means the average pre-test is smaller than post-test. While the standard significant level 0.000 is samller than 0.05 (0.000<0.05). The result of the statistic calculation provided that the researcher H1 was accepted and H0 was rejected. It can be concluded that the use of animated videos can improve students' listening skills seen in the results that have been obtained, during the treatment the students were very enthusiastic in learning by using video animation because of the funny storyline, the characters in the storyline and the short duration, variety of sounds, and other stimuli that attract students' attention. Besides Mayer and Moreno on Educational Psychology Review entitled Animation as an Aid to Multimedia Learning suggests that animation can improve consistent according to cognitive theory in multimedia learning. Opinion This strengthens the assumption that the learning process with using media especially animation media, which can provide ease of understanding of students, so as to increase achievement student learning outcomes.⁴¹

Using animation video there was a significant effect on students' listening skills, as the research progressed to the final stage of the research students were

⁴¹ Kadek Sukiyasa dan Sukoco, Pengaruh Media Animasi terhadap hasil Belajar dan Motivasi belajar siswa materi Sistem Kelistrikan Otomotif, Jurnal Pendidikan Vokasi, Vol. 3 No. 1 februari 2013, hal. 129

interested and students listening skills were increasing⁴². In this case using video or audio-visual which contains actions, emotions, images, and gestures can help students understand the information and messages of oral narrative texts⁴³. So stimulus listening can help students and can capture the meaning of spoken text better.

Through animation video as a source of helping junior high school in listening learning. By using video animation students can create learning experiences independently or individually. To fully understand the lesson students can play repeatedly the videos that have been explained during the research. The videos used contain interesting animation motion pictures and storylines that are liked by junior high school children so than students are more easy to receive information and easy to understand the contents of the storyline on the video. One of the crying stone and so on. The researcher was also limited by a bad internet connection when played video on the program. To overcome this problem, researcher could downloaded animation video in the YouTube application after downloaded the video that will be accessed could be watched for free without used an internet package during the listeningteaching and learning process. One of the important aspects of teaching media in the form of audio-visual and accompanied by interesting authentic videos, students of all ages can more easily understand and more easily capture the information contained and can develop their listening skills. It can be concluded

⁴² Astari Maylani, "The Effect Of Using Animation Video In English Teaching On Students' Listening Skill at Mtsn 2 Kota Jambi," 2019, 01–136, <http://repository.uinjambi.ac.id/id/eprint/1790>.

⁴³ Annisa Mustikanthi, "The Effectiveness of ANimation Video Entitled 'The Boy Who Cried Wolf' to Improve Students' Listening Skill of Narrative," *Journal of English Language Teaching* 3, no. 1 (2014): 57–61.

that the use of video animation is a solution and plays an important role in improving students' listening skills.



CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it is concluded that the use of video animation can improve students' listening skills. It is proven by the pre-test result is 38.21 (bad), while the average value obtained from the post-test is 82.50 (very good). It means the score on the pre-test is lower than the post-test score. While the standard significant level of 0.000 is smaller than 0.05 ($0.000 < 0.05$). Also, the null hypothesis (H_0) is rejected while the alternative research hypothesis (H_1) is accepted. The results of the study prove that there are significant changes that occur after students learn to use animated videos during the research process. The results of the questionnaire response to the use of video animation in learning English especially listening were positive. It can be concluded that the use of video animation is a solution and plays an important role in improving students' listening skills.

It can be concluded that the media used is video animation which can improve students' listening skills at SMPN 3 Palopo. With the use of video animation in learning English students agree on this.

B. Suggestion

Based on the results of this study, the researchers share the following recommendations :

1. For Teachers

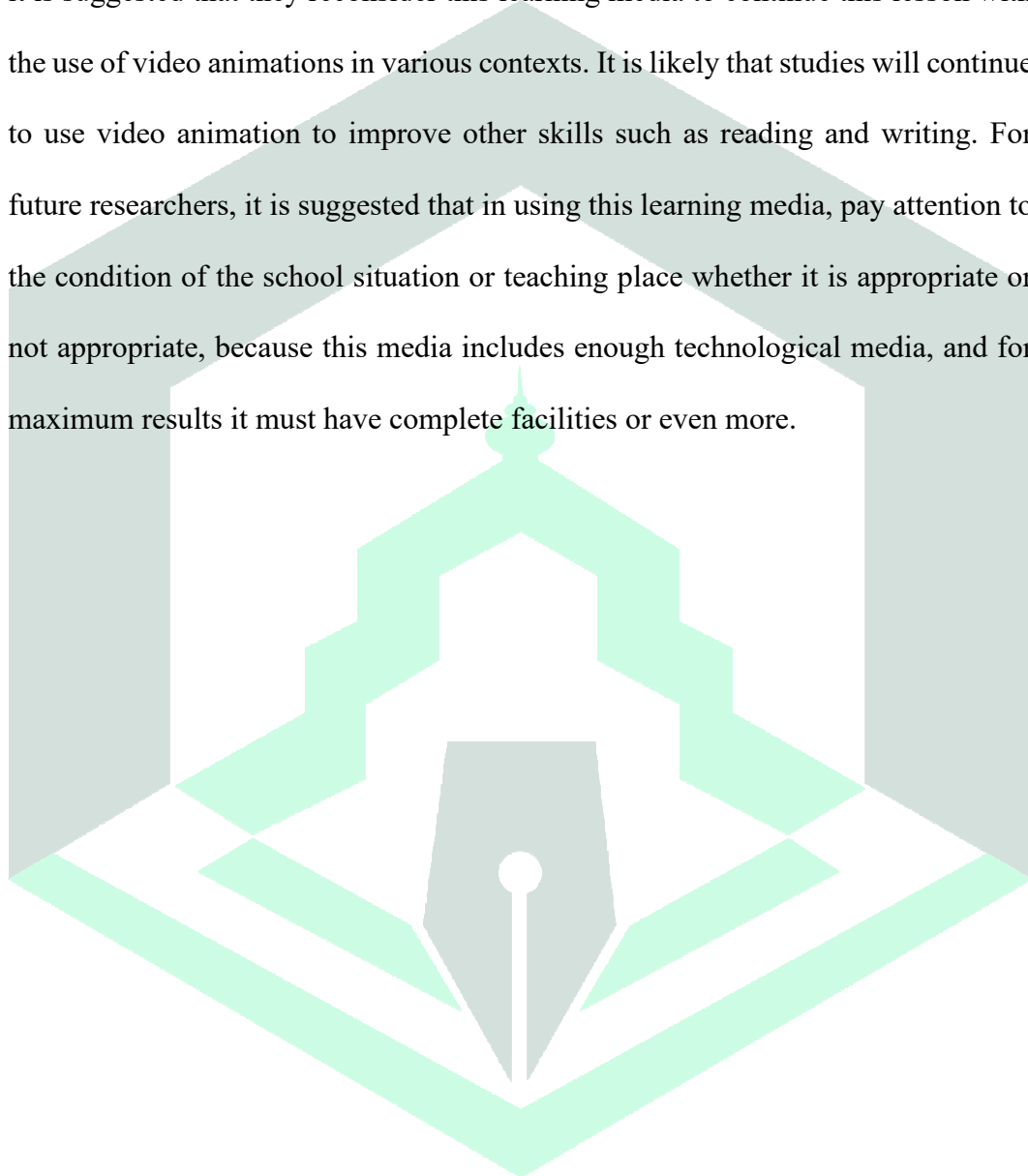
In the teaching and learning process, multimedia settings are needed to implement an interesting teaching system in class. Students are expected to have a prior understanding of the subject matter of the video because the animated video is divided into several levels, namely the easy-to-understand level and the difficult-to-understand level for students. Therefore the teacher must be smart in choosing the video that will be applied in class and adjusting students' abilities. Teaching and learning activities using video animation, must be appropriate and take into account the needs of students and learning objectives. Teachers can incorporate listening teaching strategies and can choose the most appropriate to the conditions or circumstances of students.

2. For the students

In this day and age, it is very important to create great progress for students in learning independently. By using Animation video as a very accurate learning media in the future. Therefore video animation has advantages that help students improve their listening skills, including having various kinds of animated titles, storylines that contain lessons about narrative, motion animation and interesting characters, and having sounds with funny characters such as animal sounds and so on. With these advantages, students are interested and can increase the enthusiasm for learning. However, video animation is an online-based media that has drawbacks such as network problems and the speaker's voice is sometimes unclear. As a result students will continue to use video animation as additional learning material in the classroom.

3. For the next researchers

For future researchers to find other ways to improve students' listening skills, it is suggested that they reconsider this learning media to continue this lesson with the use of video animations in various contexts. It is likely that studies will continue to use video animation to improve other skills such as reading and writing. For future researchers, it is suggested that in using this learning media, pay attention to the condition of the school situation or teaching place whether it is appropriate or not appropriate, because this media includes enough technological media, and for maximum results it must have complete facilities or even more.



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APPENDIX I

SURAT IZIN MENELITI &

SURAT KETERANGAN

TELAH MENELITI



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1301/IP/DPMPPTSP/X/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2016 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pen dele gasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Dibankan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : SILMI ATMA AYU
 Jenis Kelamin : Perempuan
 Alamat : Jl. Cakalang Mas Blok. F No. 3 Kota Palopo
 Pekerjaan : Pelajar/Mahasiswa
 NIM : 18 0202 0059

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS LISTENING SKILL. BY USING ANIMATION VIDEO AT THE NINTH GRADE OF SMPN 3 PALORO

Lokasi Penelitian : SMP NEGERI 3 PALOPO
 Lamanya Penelitian : 28 Oktober 2022 s.d. 28 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examp lar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 31 Oktober 2022
 a.n Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat: Penata Tk.I
 NIP : 19830414 200701 1 005

- Tembusan :**
1. Kepala Badan Kesbang Prov. Sulsel,
 2. Walikota Palopo
 3. Dandim 1403/SW
 4. Kapolres Palopo
 5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
 6. Kepala Badan Kesbang Kota Palopo
 7. Instansi terkait sesuai dilaksanakan penelitian.



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 3 PALOPO

SURAT KETERANGAN TELAH MENELITI
Nomor : 421.2/349/SMP.03/XII/2022

1. Yang bertanda tangan di bawah ini :

- a. Nama : Drs. H. BASRI M., M.Pd.
b. Jabatan : Kepala SMP Negeri 3 Palopo

dengan ini menerangkan bahwa :

- a. Nama : SILMI ATMA AYU
b. Jenis Kelamin : Perempuan
c. NIM : 18 0202 0059
d. Alamat : Jl. Cakalang Mas Blok. F No.3 Kota Palopo

2. Telah selesai melakukan penelitian di SMP Negeri 3 Palopo dari tanggal 28 Oktober 2022 s/d 28 November 2022 guna penyusunan skripsi yang berjudul “ **IMPROVING STUDENTS LISTENING SKILL BY USING ANIMATION VIDEO AT THE NINTH GRADE OF SMPN 3 PALOPO** “
3. Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.



Palopo, 12 Desember 2022
Kepala Sekolah

Drs. H. BASRI M., M.Pd.
Pangkat : Pembina Utama Muda
NIP. 196712311995121017



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dewi Furwana, S.Pd I., M.Pd
Instansi : IAIN (Institute Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal Listening untuk *pre-test* dan *post-test* yang akan digunakan dalam penelitian skripsi dengan judul **"Improving Students Listening Skill By Using Animation Video At The Ninth Grade Of SMPN 3 Palopo"** oleh peneliti:

Nama : Silmi Atma Ayu
NIM : 18 0202 0059
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

1. Silakan revisi instrument penelitian sesuai saran dari Validator.
2. Ada beberapa kalimat yg perlu diperbaiki redaksinya.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 01 November 2021

Validator



Dewi Furwana, S.Pd.I., M.Pd.



APPENDIX 3

PRE TEST DAN POST TEST

Name: Kasih Kirana Fauzia RAUF
Class: IXJ

Pre-Test

Listen carefully and choose the right answer.

1. What is the title of the story?
a. Rabbit and lion
b. Rabbit and Snail
c. Hare and tortoise
d. Tortoise and lion
2. Where is the location of the fairy tale?
a. On the beach
b. At the zoo
c. In the river
d. In the forest
3. Who accepted the challenge from the tortoise?
a. Monkey
b. Rabbit
c. Tiger
d. Elephant
4. What challenge did the tortoise give to the hare?
a. Race
b. cliff jump
c. Climbing trees
d. Swimming
5. Why did rabbits feel arrogant?
a. Because no other animal is kinder than a rabbit
b. Because rabbits have a lot of food
c. Because no one can beat his speed in running
d. Because rabbits are very good at running
6. Who won the match?
a. Turtle
b. Rabbit
c. Lion
d. Ant
7. What made the rabbit lose the game?
a. Because the bunny crossed the wrong path
b. Rabbit sleeping under the tree
c. Rabbit fell in the abyss
d. The rabbit is full while participating in the game
8. What is the character of the rabbit in the story?

B: a
S: b

c. Lion
d. Ant $\frac{9}{10} \times 100 = 90$

- a. Well
- b. Friendly
9. What is the character of the turtle in the story?
- a. Wicked
- b. like angry
- c. Willing to sacrifice
- d. Proud
- c. Study diligently
- d. Kind and not Arrogant
10. What was the moral value from this story?
- a. Don't underestimate other people and don't be arrogant
- b. Have to share food with others
- c. Must help each other
- d. Must respect each other

Name : M. H. ...
Class : V J

Pre-Test

Listen carefully and choose the right answer.

- ✓ 1. What is the title of the story?
 - a. Rabbit and lion
 - b. Rabbit and Snail
 - ✗ Hare and tortoise
 - d. Tortoise and lion
- ✓ 2. Where is the location of the fairy tale?
 - a. On the beach
 - b. At the zoo
 - c. In the river
 - ✗ In the forest
- ✓ 3. Who accepted the challenge from the tortoise?
 - a. Monkey
 - ✗ Rabbit
 - c. Tiger
 - d. Elephant
- ✓ 4. What challenge did the tortoise give to the hare?
 - ✗ Race
 - ✗ cliff jump
 - c. Climbing trees
 - d. Swimming
- ✗ 5. Why did rabbits feel arrogant?
 - a. Because no other animal is kinder than a rabbit
 - ✗ Because rabbits have a lot of food
 - c. Because no one can beat his speed in running
 - d. Because rabbits are very good at running
- ✗ 6. Who won the match?
 - a. Turtle
 - b. Rabbit
 - ✗ Lion
 - d. Ant
- ✓ 7. What made the rabbit lose the game?
 - a. Because the bunny crossed the wrong path
 - ✗ Rabbit sleeping under the tree
 - c. Rabbit fell in the abyss
 - d. The rabbit is full while participating in the game
- ✓ 8. What is the character of the rabbit in the story?

$$\frac{8}{10} \times 100 = 80$$

a. Well

b. Friendly

c. Willing to sacrifice

Proud

✓ 9. What is the character of the turtle in the story?

Wicked

c. Study diligently

b. like angry

Kind and not Arrogant

✓ 10. What was the moral value from this story?

Don't underestimate other people and don't be arrogant

Have to share food with others

c. Must help each other

d. Must respect each other

Name : M. ARIF/AIN

Class : IX - 5

Pre-Test

Listen carefully and choose the right answer.

1. What is the title of the story?
 a. Rabbit and lion
 b. Rabbit and Snail
 c. Hare and tortoise
 d. Tortoise and lion
2. Where is the location of the fairy tale?
 a. On the beach
 b. At the zoo
 c. In the river
 d. In the forest
3. Who accepted the challenge from the tortoise?
 a. Monkey
 b. Rabbit
 c. Tiger
 d. Elephant
4. What challenge did the tortoise give to the hare?
 a. Race
 b. cliff jump
 c. Climbing trees
 d. Swimming
5. Why did rabbits feel arrogant?
 a. Because no other animal is kinder than a rabbit
 b. Because rabbits have a lot of food
 c. Because no one can beat his speed in running
 d. Because rabbits are very good at running
6. Who won the match?
 a. Turtle
 b. Rabbit
 c. Lion
 d. Ant
7. What made the rabbit lose the game?
 a. Because the bunny crossed the wrong path
 b. Rabbit sleeping under the tree
 c. Rabbit fell in the abyss
 d. The rabbit is full while participating in the game
8. What is the character of the rabbit in the story?

B = 1

$$\frac{1}{10} \times 100 = 10$$

a. Well

b. Friendly

9. What is the character of the turtle in the story?

a. Wicked

b. like angry

10. What was the moral value from this story?

a. Don't underestimate other people and don't be arrogant

b. Have to share food with others

c. Must help each other

d. Must respect each other

c. Willing to sacrifice

d. Proud

c. Study diligently

d. Kind and not Arrogant

Name : M. Fauzi

Class : 1 x j

Pre-Test

Listen carefully and choose the right answer.

1. What is the title of the story?
 - a. Rabbit and lion
 - b. Rabbit and Snail
 - c. Hare and tortoise
 - d. Tortoise and lion
2. Where is the location of the fairy tale?
 - a. On the beach
 - b. At the zoo
 - c. In the river
 - d. In the forest
3. Who accepted the challenge from the tortoise?
 - a. Monkey
 - b. Rabbit
 - c. Tiger
 - d. Elephant
4. What challenge did the tortoise give to the hare?
 - a. Race
 - b. cliff jump
 - c. Climbing trees
 - d. Swimming
5. Why did rabbits feel arrogant?
 - a. Because no other animal is kinder than a rabbit
 - b. Because rabbits have a lot of food
 - c. Because no one can beat his speed in running
 - d. Because rabbits are very good at running
6. Who won the match?
 - a. Turtle
 - b. Rabbit
 - c. Lion
 - d. Ant
7. What made the rabbit lose the game?
 - a. Because the bunny crossed the wrong path
 - b. Rabbit sleeping under the tree
 - c. Rabbit fell in the abyss
 - d. The rabbit is full while participating in the game
8. What is the character of the rabbit in the story?

$$\frac{6}{10} \times 100 = 60$$

rl

- a. Well
- b. Friendly

- c. Willing to sacrifice
- d. Proud

9. What is the character of the turtle in the story?

- a. Wicked
- b. like angry

- c. Study diligently
- d. Kind and not Arrogant

10. What was the moral value from this story?

- a. Don't underestimate other people and don't be arrogant
- b. Have to share food with others
- c. Must help each other
- d. Must respect each other

6
A

Name: FIKI SAHRAINI B
Class: IX 2

Pre-Test

Listen carefully and choose the right answer.

1. What is the title of the story?
a. Rabbit and lion
b. Rabbit and Snail
c. Hare and tortoise
d. Tortoise and lion
2. Where is the location of the fairy tale?
a. On the beach
b. At the zoo
c. In the river
d. In the forest
3. Who accepted the challenge from the tortoise?
a. Monkey
b. Rabbit
c. Tiger
d. Elephant
4. What challenge did the tortoise give to the hare?
a. Race
b. cliff jump
c. Climbing trees
d. Swimming
5. Why did rabbits feel arrogant?
a. Because no other animal is kinder than a rabbit
b. Because rabbits have a lot of food
c. Because no one can beat his speed in running
d. Because rabbits are very good at running
6. Who won the match?
a. Turtle
b. Rabbit
c. Lion
d. Ant
7. What made the rabbit lose the game?
a. Because the bunny crossed the wrong path
b. Rabbit sleeping under the tree
c. Rabbit fell in the abyss
d. The rabbit is full while participating in the game
8. What is the character of the rabbit in the story?

B. 9
 $\frac{9}{10} \times 100 = 90$

a. Well

b. Friendly

c. Willing to sacrifice

d. Proud

9. What is the character of the turtle in the story?

a. Wicked

b. like angry

c. Study diligently

d. Kind and not Arrogant

10. What was the, moral value from this story?

a. Don't underestimate other people and don't be arrogant

b. Have to share food with others

c. Must help each other

d. Must respect each other

Name : (??) (??) (??) (??) (??) (??)
Class : X J

Post-Test

Listen carefully and choose the right answer.

- ✓ 1. Where did the story comes from?
a. East Jawa
b. South Sulawesi
c. West Kalimantan
d. Bali
- ✓ 2. Where did the story take a place?
a. In the city
b. On a hill
c. By the river
d. In the village
- ✓ 3. What is the girl's habit?
a. Helping his mother in the fields
b. Working
c. Study
d. Dress up in front of the mirror
- ✓ 4. How is the character of the girl in the story?
a. Humble
b. Lazy person
c. Hard woker
d. Caring
- X 5. When she was going to the market , Who approached the girl?
a. A little child
b. A girl
c. An old grandpa
d. A young man
- ✓ 6. What did the girl do to hurt her mother's feelings?
a. Throwing away his mother's clothes
b. Disowned his mother
c. Asking for money forcibly
d. Not helping mom in the fields
- ✓ 7. What did the mother do when she was disappointed to the girl?
a. Pray to God
b. Hug her
c. scold him
d. Hit him
- ✓ 8. What happened to the girl after make her mother dissapointed??
a. Be a good boy
b. Be a disobedient child
c. Become a crying stone
d. Be a smart kid
- ✓ 9. Who is the protagonist in the story?
a. Mother
b. Girls
c. Youth
d. Father
- ✓ 10. How is the end of the story?
a. Sad
b. Happy
c. heartwarming
d. Annoying

$$\frac{9}{10} \times 100 = 90$$

Name : M. ARFIAN

Class : X.3

Post-Test

Listen carefully and choose the right answer.

- ✓ 1. Where did the story comes from?
 - a. East Jawa
 - b. South Sulawesi
 - ✗ West Kalimantan
 - d. Bali
- ✓ 2. Where did the story take a place?
 - a. In the city
 - ✗ On a hill
 - c. By the river
 - d. In the village
- ✓ 3. What is the girl's habit?
 - a. Helping his mother in the fields
 - b. Working
 - c. Study
 - ✗ Dress up in front of the mirror
- ✓ 4. How is the character of the girl in the story?
 - a. Humble
 - ✗ Lazy person
 - c. Hard woker
 - d. Caring
- ✗ 5. When she was going to the market , Who approached the girl?
 - a. A little child
 - ✗ A girl
 - c. An old grandpa
 - d. A young man
- ✓ 6. What did the girl do to hurt her mother's feelings?
 - a. Throwing away his mother's clothes
 - ✗ Disowned his mother
 - c. Asking for money forcibly
 - d. Not helping mom in the fields
- ✗ 7. What did the mother do when she was disappointed to the girl?
 - a. Pray to God
 - b. Hug her
 - ✗ scold him
 - d. Hit him
- ✓ 8. What happened to the girl after make her mother dissapointed??
 - a. Be a good boy
 - b Be a disobedient child
 - ✗ Become a crying stone
 - d. Be a smart kid
- ✗ 9. Who is the protagonist in the story?
 - a. Mother
 - b. Girls
 - ✗ Youth
 - d. Father
- ✓ 10. How is the end of the story?
 - ✗ Sad
 - b. Happy
 - c. heartwarming
 - d. Annoying

$$\frac{7}{10} \times 100 = \underline{70}$$

Name : M. Fouzi

Class : 1 x J

Post-Test

Listen carefully and choose the right answer.

- ✓ 1. Where did the story comes from?
 - a. East Jawa
 - b. South Sulawesi
 - c. West Kalimantan
 - d. Bali
- ✓ 2. Where did the story take a place?
 - a. In the city
 - b. ~~X~~ On a hill
 - c. By the river
 - d. In the village
- ✓ 3. What is the girl's habit?
 - a. Helping his mother in the fields
 - b. Working
 - c. Study
 - d. ~~X~~ Dress up in front of the mirror
- ✓ 4. How is the character of the girl in the story?
 - a. Humble
 - b. ~~X~~ Lazy person
 - c. Hard woker
 - d. Caring
- ✓ 5. When she was going to the market , Who approached the girl?
 - a. A little child
 - b. A girl
 - c. An old grandpa
 - d. ~~X~~ A young man
- ✓ 6. What did the girl do to hurt her mother's feelings?
 - a. Throwing away his mother's clothes
 - b. ~~X~~ Disowned his mother
 - c. Asking for money forcibly
 - d. Not helping mom in the fields
- ✓ 7. What did the mother do when she was disappointed to the girl?
 - a. ~~X~~ Pray to God
 - b. Hug her
 - c. scold him
 - d. Hit him
- ✓ 8. What happened to the girl after make her mother dissappointed??
 - a. Be a good boy
 - b. Be a disobedient child
 - c. ~~X~~ Become a crying stone
 - d. Be a smart kid
- ✓ 9. Who is the protagonist in the story?
 - a. ~~X~~ Mother
 - b. Girls
 - c. Youth
 - d. Father
- ✓ 10. How is the end of the story?
 - a. ~~X~~ Sad
 - b. Happy
 - c. heartwarming
 - d. Annoying

$$\frac{10}{10} \times 100 = \frac{100}{2}$$

Name: FIKI SAMRANI - B
Class: 1x2j

Post-Test

Listen carefully and choose the right answer.

- ✓ 1. Where did the story comes from?
a. East Jawa
b. South Sulawesi
c. West Kalimantan
d. Bali
- ✓ 2. Where did the story take a place?
a. In the city
b. On a hill
c. By the river
d. In the village
- ✓ 3. What is the girl's habit?
a. Helping his mother in the fields
b. Working
c. Study
d. Dress up in front of the mirror
- ✓ 4. How is the character of the girl in the story?
a. Humble
b. Lazy person
c. Hard woker
d. Caring
- ✓ 5. When she was going to the market, Who approached the girl?
a. A little child
b. A girl
c. An old grandpa
d. A young man
- X 6. What did the girl do to hurt her mother's feelings?
a. Throwing away his mother's clothes
b. Disowned his mother
c. Asking for money forcibly
d. Not helping mom in the fields
- ✓ 7. What did the mother do when she was disappointed to the girl?
a. Pray to God
b. Hug her
c. scold him
d. Hit him
- ✓ 8. What happened to the girl after make her mother dissapointed??
a. Be a good boy
b. Be a disobedient child
c. Become a crying stone
d. Be a smart kid
- ✓ 9. Who is the protagonist in the story?
a. Mother
b. Girls
c. Youth
d. Father
- ✓ 10. How is the end of the story?
a. Sad
b. Happy
c. heartwarming
d. Annoying

$$\frac{9}{10} \times 100 = \frac{900}{10} = 90$$

APPENDIX 4

RPP

(RENCANA PELAKSANAAN PEMBELAJARAN)



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 3 Palopo

Kelas/Semester : IX/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 30 Menit

Pertemuan : 1

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text dan pembelajaran menggunakan media berbasis online, peserta didik di harapkan dapat meningkatkan keterampilan mendengarkan, mengidentifikasi ide pokok, memahami kota kata dan membuat kesimpulan

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa.
- Guru mengecek kehadiran dan menanyakan kabar peserta didik
- Guru memberikan attention grab atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan di ajarkan

Kegiatan Inti (40 menit)

- Guru memberikan materi narrative text dan menjelaskannya
- Guru menjelaskan tentang animasi video
- Guru memperkenalkan ciri-ciri video yang akan di putar, setelah peserta didik mendengarkan penjelasan dari guru peserta didik di arahkan untuk menebak video apa yang akan di putarkan.
- Guru melampirkan beberapa kosakata asing yang terkandung dalam video dan sulit di ketahui oleh peserta didik.
- Guru membagi 6 kelompok yang terdiri dari 4-5 peserta didik perkelompok
- Guru memutar video animasi (Legend) yang berjudul (golden cucumber) dengan menggunakan LCD dan Speaker.

- Setelah menonton video animasi, guru mengadakan sesi tanya jawab untuk mengecek apakah peserta didik mengerti atau tidak pada video yang telah diberikan.
- Selanjutnya peserta didik di berikan tugas berbentuk essay.
- Guru mengoreksi jawaban essay dan mendiskusikannya bersama peserta didik

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah di ajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan di akhiri membaca doa bersama peserta didik

C. Sumber Belajar

Internet, Youtube (<https://youtu.be/srLPjmoNTOE>)

D. Media Pembelajaran

- Laptop
- LCD
- Speaker
- Print out lembaran tugas essay

E. Assessment

- Aspek penilain questioner
- Aspek penilaian di setiap soal

$$\text{Score} = \frac{\text{Value of students correct answer Total number of value}}{\text{total question number}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 3 Palopo

Kelas/Semester : IX/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 30 Menit

Pertemuan : 2

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text dan pembelajaran menggunakan media berbasis online, peserta didik di harapkan dapat meningkatkan keterampilan mendengarkan, mengidentifikasi ide pokok, memahami kota kata dan membuat kesimpulan

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa Bersama
- Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grab dan games
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan di ajarkan

Kegiatan Inti (40 Menit)

- Guru memberikan materi jenis-jenis narrative text dan menjelaskannya
- Guru memperkenalkan ciri-ciri video yang akan di putar
- Setelah mendengar penjelasan dari guru, peserta didik di arahkan untuk menebak video apa yang akan di putar
- Guru melampirkan beberapa kosakata asing yang terkandung dalam video dan sulit di ketahui oleh peserta didik.
- Selanjutnya, guru memutar video animasi (Legend) yang berjudul (Malin Kundang) dengan menggunakan LCD dan speaker.
- Setelah di tonton oleh peserta didik, guru mengadakan sesi tanya jawab untuk mengecek apakah siswa mengerti pada video yang telah di putar

- Guru memberikan latihan tugas bebrbentuk print out (Complete the sentence)
- Guru dan peserta didik mndiskusikan hasil jawaban dari latihan tugas tersebut bersama sama.

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah di ajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan di akhiri membaca doa bersama peserta didik

C. Sumber Belajar

Internet, Youtube (<https://youtu.be/Oi7XXj9Jwbw>)

D. Media Pembelajaran

- Laptop
- LCD
- Speaker
- Print out lembaran tugas essay

E. Assessment

- Aspek penilaian questioner
- Aspek penilaian di setiap soal

$$\text{Score} = \frac{\text{Value of students correct answer Total number of value}}{\text{total question number}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 3 Palopo

Kelas/Semester : IX/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 30 Menit

Pertemuan : 3

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text dan pembelajaran menggunakan media berbasis online, peserta didik diharapkan dapat meningkatkan keterampilan mendengarkan, mengidentifikasi ide pokok, memahami kata kata dan membuat kesimpulan

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa Bersama
- Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grab dan games
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan di ajarkan

Kegiatan Inti (40 Menit)

- Guru memberikan ciri-ciri video yang akan di putarkan untuk peserta didik
- Selanjutnya peserta didik di arahkan untuk menebak video apa yang akan di putar
- Guru memberikan beberapa kosakata asing yang terkandung dalam video dan sulit di ketahui oleh peserta didik.
- Guru membagi 6 kelompok yang terdiri dari 4-5 peserta didik perkelompok
- Selanjutnya, guru memutar video animasi yang berjudul (The Ant and The Grasshoper) dengan menggunakan LCD dan speaker.
- Setelah di tonton oleh peserta didik, guru mengadakan sesi tanya jawab untuk mengecek apakah siswa mengerti pada video yang telah di putar

- Guru memberikan latihan print out (fill the blank) dan membagikannya setiap perkelompok
- Guru dan peserta didik mendiskusikan hasil jawaban dari latihan tugas tersebut bersama sama.

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah di ajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan di akhiri membaca doa bersama peserta didik

C. Sumber Belajar

Internet, Youtube

(<https://youtube.com/watch?v=n2qoAw2Pz5I&feature=share>)

D. Media Pembelajaran

- Laptop
- LCD
- Speaker
- Print out lembaran tugas essay

E. Assessment

- Aspek penilaian questioner
- Aspek penilaian di setiap soal

$$\text{Score} = \frac{\text{Value of students correct answer Total number of value}}{\text{total question number}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 3 Palopo

Kelas/Semester : IX/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 30 Menit

Pertemuan : 4

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text dan pembelajaran menggunakan media berbasis online, peserta didik di harapkan dapat meningkatkan keterampilan mendengarkan, mengidentifikasi ide pokok, memahami kota kata dan membuat kesimpulan

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa.
- Guru mengecek kehadiran dan menanyakan kabar peserta didik
- Guru memberikan attention grab atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan di ajarkan

Kegiatan Inti (40 menit)

- Guru memberikan materi narrative text dan menjelaskannya
- Guru menjelaskan tentang animasi video
- Guru memperkenalkan ciri-ciri video yang akan di putar, setelah peserta didik mendengarkan penjelasan dari guru peserta didik di arahkan untuk menebak video apa yang akan di putarkan.

- Guru melampirkan beberapa kosakata asing yang terkandung dalam video dan sulit di ketahui oleh peserta didik.
- Guru memutar video animasi yang berjudul (The Ant & The Dove) dengan menggunakan LCD dan Speaker
- Setelah menonton video animasi, guru mengadakan sesi tanya jawab untuk mengecek apakah peserta didik mengerti atau tidak pada video yang telah diberikan.
- Selanjutnya peserta didik di berikan tugas berbentuk print out (Essay).
- Guru mereview jawaban essay dan mendiskusikannya bersama peserta didik

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah di ajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan di akhiri membaca doa bersama peserta didik

C. Sumber Belajar

Internet, Youtube

(https://youtube.com/watch?v=e3t9o5ro_mQ&feature=share)

D. Media Pembelajaran

- Laptop
- LCD
- Speaker
- Print out lembaran tugas essay

E. Assessment

- Aspek penilaian questioner
- Aspek penilaian di setiap soal

$$\text{Score} = \frac{\text{Value of students correct answer} \times \text{Total number of value}}{\text{total question number}} \times 100$$

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : Ahmad Rifai
 Kelas : IXj
 Sekolah : SMPN 3 PALOPO
 Hari, Tanggal : Kamis, 0 - 11 - 2022

Petunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
 Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

> STS : Sangat tidak setuju 1
 > TS : Tidak setuju 2
 > RR : Ragu-Ragu 3
 > S : Setuju 4
 > SS : Sangat setuju 5

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.	✓				
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening		✓			
3.	Penggunaan bahasa pada video mudah dipahami	✓				
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris	✓				
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.		✓			
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas	✓				
9.	Suara pada video terdengar jelas dan dapat di mengerti		✓			
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.			✓		
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran		✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa	✓				
13.	Media pembelajaran ini menarik untuk di pelajari			✓		
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : *MUHRIFA AL BASTI*
Kelas : *(X:1)*
Sekolah : *SMP 3 POLOPO*
Hari, Tanggal : *Kamis 8*

Perunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagre	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.	✓				
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓				
3.	Penggunaan bahasa pada video mudah dipahami	✓				
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari	✓				
5.	Menurut saya, video dalam animasi video ini, sudah menarik dan bisa saja digunakan dalam pembelajaran Bahasa Inggris		✓			
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas	✓				
9.	Suara pada video terdengar jelas dan dapat di mengerti	✓				
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.			✓		
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran			✓		
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa	✓				
13.	Media pembelajaran ini menarik untuk di pelajari	✓				
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : YUDIT DERIANTO
 kelas : IX T
 Sekolah : SMP NEGERI 3 PALOPO
 Hari / Tanggal : KAMIS / 8 - 12 - 2022

Perhatian!

1. Lembar penelitian ini untuk diisi oleh siswa.
2. Penelitian ini digunakan untuk menilai respon siswa terhadap animasi video.
3. Jawaban terdiri dari beberapa komponen yang telah disediakan dalam tabel. Jawaban diberikan dengan cara memberikan tanda centang (x) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.		✓			
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening		✓			
3.	Penggunaan bahasa pada video mudah dipahami				✓	
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari				✓	
5.	Menurut saya, cerita dalam animasi tersebut, mudah untuk dipahami dan digunakan dalam pembelajaran Bahasa Inggris			✓		
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.		✓			
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Tampilan visual dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti				✓	
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.		✓			
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran				✓	
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa		✓			
13.	Media pembelajaran ini menarik untuk di pelajari		✓			
14.	Karakter yang di gunakan dalam animasi video ini menarik		✓			
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton		✓			

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : Fadya nahla dwiarti
 Kelas : IX J
 Sekolah : SMPN 03 palopo
 Hari, Tanggal : Kamis , 08/12/2022

Pewawancara:

1. Lembar penilaian ini untuk diisi oleh siswa.
 Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam lembar
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom yang sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.		✓			
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓				
3.	Penggunaan bahasa pada video mudah dipahami		✗	✓		
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris			✓		
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.		✓			
7.	Setiap alur cerita media pembelajaran ini sangat menarik.			✓		
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti		✓			
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.			✓		
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran				✓	
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa		✓			
13.	Media pembelajaran ini menarik untuk di pelajari			✓		
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton				✓	

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : Kasih Kirana Fauzia Raul
Kelas : IXJ
Sekolah : Smp 3 Palopo
Hari, Tanggal : Kamis 8-12-2022

Petunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disebutkan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.			✓		
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening		✓			
3.	Penggunaan bahasa pada video mudah dipahami		✓			
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris		✓			
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.		✓			
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti			✓		
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.		✓			
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran		✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa		✓			
13.	Media pembelajaran ini menarik untuk di pelajari		✓			
14.	Karakter yang di gunakan dalam animasi video ini menarik		✓			
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : Muhammad fauzi
 Kelas : Muhammad fauzi IXj
 Sekolah : SMP.N. 03 palopo
 Hari, Tanggal : Kamis - 08 - 12 - 22

Perangko

1. Lembar penilaian ini untuk diisi oleh siswa.
 Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) berdasarkan sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagre	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS :Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.	✓				
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓				
3.	Penggunaan bahasa pada video mudah dipahami	✓				
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris.		✓			
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas	✓				
9.	Suara pada video terdengar jelas dan dapat di mengerti	✓				
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.		✓			
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran		✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa	✓				
13.	Media pembelajaran ini menarik untuk di pelajari	✓				
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama
Kelas : FIKI SAHRANI
Sekolah : IX 3
Hari, Tanggal : KAMIS/8,12,2022

Petunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.		✓			
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening			✓		
3.	Penggunaan bahasa pada video mudah dipahami	✓				
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, sudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris			✓		
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti			✓		
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.		✓			
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran		✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa	✓				
13.	Media pembelajaran ini menarik untuk di pelajari			✓		
14.	Karakter yang di gunakan dalam animasi video ini menarik		✓			
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama
Kelas : **ĀZIZAH NAUF AQILAH**
Sekolah : **SMPN 3 Palopo**
Hari, Tanggal : **Kamis/8-12-2022**

Pernyataan:

- 1) Lembar penilaian ini diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video.
- 2) Penilaian terdiri atas 5 pilihan jawaban yaitu Sangat tidak setuju, Tidak setuju, Ragu-Ragu, Setuju, dan Sangat setuju.
- 3) Lembar penilaian ini diisi oleh siswa dengan cara mengisi jawaban yang sesuai dengan kriteria yang tertera di bawah ini.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DR	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		5 SS	4 S	3 RR	2 TS	1 STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.		✓			
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓				
3.	Penggunaan bahasa pada video mudah dipahami					
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris		✓			
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.	✓				
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti		✓			
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.	✓				
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran	✓				
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa		✓			
13.	Media pembelajaran ini menarik untuk di pelajari		✓			
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton	✓				

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama : A.HAFIZ
Kelas : IXJ
Sekolah : SMPN 3 Palopo
Hari, Tanggal : Kamis 8

Petunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video.
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut:

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.	✓				
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓				
3.	Penggunaan bahasa pada video mudah dipahami	✓				
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris		✓			
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.		✓			
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas	✓				
9.	Suara pada video terdengar jelas dan dapat di mengerti	✓				
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.		✓			
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran	✗	✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa	✓				
13.	Media pembelajaran ini menarik untuk di pelajari	✓				
14.	Karakter yang di gunakan dalam animasi video ini menarik	✓				
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton			✓		

**ANGKET RESPON SISWA TERHADAP MEDIA
"ANIMATION VIDEO"**

Identitas Siswa

Nama
Kelas : deswinatriani
Sekolah : lx j
Hari, Tanggal : 8 - 12 - 2022

Petunjuk:

1. Lembar penilaian ini untuk diisi oleh siswa.
Penilaian ini digunakan untuk menilai respon siswa terhadap animasi video
2. Penilaian terdiri dari beberapa komponen yang telah disediakan dalam tabel.
3. Penilaian dilakukan dengan cara memberikan tanda centang (✓) pada kolom sesuai dengan ketentuan sebagai berikut.

Criteria	Code	Score
Strongly Disagree	SD	1
Disagree	DA	2
Doubtful	DF	3
Agree	A	4
Strongly agree	SA	5

Ket :

- STS : Sangat tidak setuju
- TS : Tidak setuju
- RR : Ragu-Ragu
- S : Setuju
- SS : Sangat setuju

4. Atas kesediaan anda untuk mengisi angket ini, diucapkan terimakasih.

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Gambar ilustrasi dalam video, mudah untuk dipahami dan sesuai dengan cerita.		✓			
2.	Media pembelajaran ini menarik untuk di gunakan dalam pembelajaran listening	✓	✓			
3.	Penggunaan bahasa pada video mudah dipahami		✓			
4.	Materi pembelajaran dalam video ini mudah untuk di pelajari		✓			
5.	Menurut saya, cerita dalam animasi video ini, mudah untuk dipahami saat digunakan dalam pembelajaran Bahasa Inggris					
6.	Durasi video tidak terlalu panjang dan hal tersebut membuat saya merasa tidak bosan pada saat menonton video tersebut.	✓				
7.	Setiap alur cerita media pembelajaran ini sangat menarik.	✓				
8.	Gambar objek dalam video animasi dapat dilihat dengan jelas		✓			
9.	Suara pada video terdengar jelas dan dapat di mengerti		✓			
10.	Pada setiap alur cerita dalam animasi video terdapat banyak kata yang menarik sehingga dapat di jadikan contoh dalam berbahasa sehari hari.	✓				
11.	Pembelajaran menggunakan animasi video membuat saya konsentrasi dalam menyimak atau mendengarkan selama proses pembelajaran		✓			
12.	Materi dalam video mengandung nilai-nilai yang dapat di jadikan pelajaran bagi siswa		✓			
13.	Media pembelajaran ini menarik untuk di pelajari		✓			
14.	Karakter yang di gunakan dalam animasi video ini menarik		✓			
15.	Dengan adanya gambar-gambar dalam video animasi Yang sangat minim terdapat dalam buku pelajaran, menarik untuk di tonton		✓			



PRE TEST



Kelinci dan kura-kura | Kartun Anak - Dongeng Bahasa Inggris

30 rb x ditonton · 2 thn lalu



Coba YouTube Kids
Aplikasi khusus anak-anak

BUKA APLIKASI



461



Tidak suka



Bagikan



Download



Simpan



Mainan Mars
1,22 rb subscriber

SUBSCRIBE

POST TEST



Rise of Empires: Fire an...
Iklan · 4,2 ★ GRATIS

DOWNLOAD



Narrative Text - The Legend of The Crying Stone



2,5 rb x ditonton · 3 bln lalu



71



Tidak suka



Bagikan



Buat



Down



Marda Sari DB
298 subscriber

SUBSCRIBE

TREATMENT 1



Timun Mas (English) - Do You Know Indonesia feat. Barakalla

43 rb x ditonton 4 thn lalu #folklore #Indonesia #J ...selengkapnya



Do You Know Indonesia 4,12 rb

Subscribe

👍 568



🔗 Bagikan

🔄 Remix

⬇️ Download



TREATMENT 2



**Belajar Bahasa Inggris Lewat Cerita Legenda
MALIN KUNDANG**

7,1 rb x ditonton 1 thn lalu #englishconversation #p...selengkapnya



Siska Tiorensia 797

Subscribe

👍 128

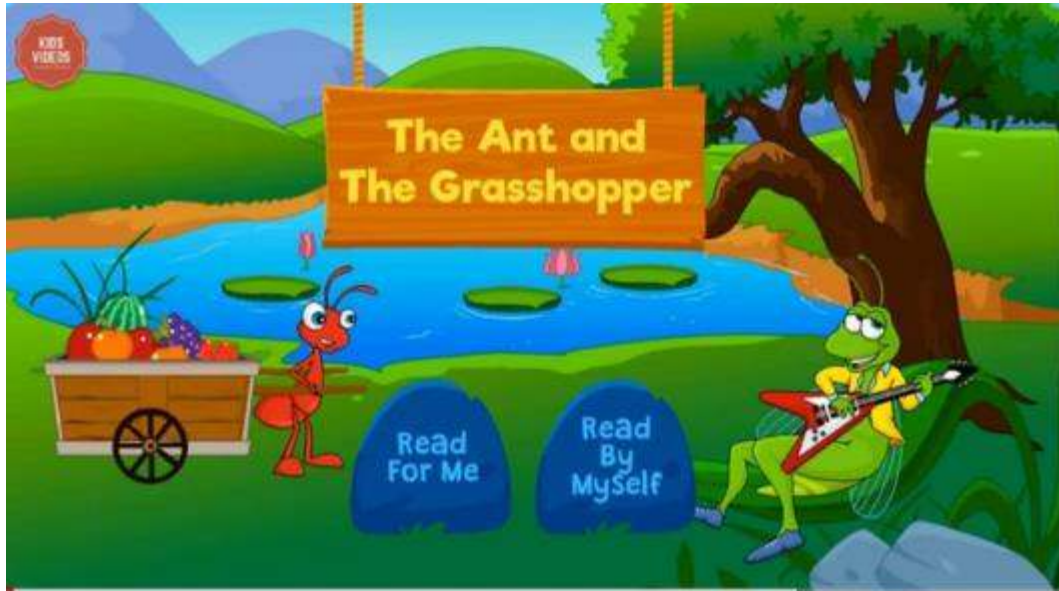


🔗 Bagikan

🔄 Remix

⬇️ Download

TREATMENT 3



Dongeng anak | Semut dan Belalang | Kartun anak | Dongeng Bahasa Inggris

2,8 rb x ditonton 1 thn lalu ...selengkapnya



Coba YouTube Kids

Aplikasi khusus anak-anak

Buka aplikasi



Mainan Mars 1,22 rb

Subscribe



52



Bagikan



Download



Simpan

TREATMEN 4



Dongeng | Burung Merpati dan Semut Dalam Bahasa Inggris | Video Belajar

162 rb x ditonton 2 thn lalu ...selengkapnya



Coba YouTube Kids

Aplikasi khusus anak-anak

Buka aplikasi



Mainan Mars 1,22 rb

Subscribe



2,3 rb



Bagikan



Download



Simp



PRE TEST

(Memberikan materi)



(Memutarkan Animasi Video)



TREATMENT 1

(Memeriksa kegiatan setiap kelompok)



(Pada saat pemutaran Animasi Video)



TREATMENT 2

(Memutarkan Animasi Video)



(Pembagian print out tugas untuk siswa)



TREATMENT 3

(Proses pemutaran Animasi Video)



TREATMENT 4

(Mengecek Pemahaman siswa terhadap video yang di putar)



POST TEST

(Mengecek siswa yang mengerjakan lembar soal Post-test)

