IMPROVING STUDENTS' LISTENING SKILL BY USING ANIMATION VIDEOS AT EIGHT GRADE OF SMP NEGERI 23 MAKASSAR

SKRIPSI

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"Improving Students' Listening Skill By Using Animation Videos at Eight Grade of SMP Negeri 23 Makassar"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 28 Februari 2018

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ABSTRACT

Euvronius Magis. 2018. *Improving Students' Listening Skill By Using Animation Videos at Eight Grade of SMP Negeri 23 Makassar.* (Supervised by Haliah Batau and Muliati).

The aim of this research was to improve students' listening skills of eight grade students at SMP Negeri 23 Makassar by using animation videos. The result of this research is expected be useful for students' to improve listening skills, and can help teachers to be more creative in teaching.

This research used classroom action research (CAR). Subject of this research are students class VIII-B at SMP Negeri 23 Makassar in 2017/2018 of the academic year that consist of 30 students. The data were taken from listening of animation videos test. This research conducted by two cycles and each cycle consist of four aspects, they are planning, action, observation, and reflection. This research were using animation video and LCD Projector.

The results of the data analysis show that students' ability in listening improved by using animation video. It can be seen from the students' mean score in cycle I is 70,1 and increased to 87,8 in cycle II. These facts show that students' ability in listening improved by using animation video of class VIII-B at SMP Negeri 23 Makassar.

Keywords: Listening, animation video, ability.

ABSTRAK

Euvronius Magis. 2017. *Improving Students' Listening Skill By Using Animation Videos at Eight Grade of SMP Negeri 23 Makassar.* (dibimbing oleh: Haliah Batau and Muliati).

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menyimak siswa dengan menggunakan video animasi pada kelas VIII SMPN 23 Makassar. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan menyimak, dan dapat membantu guru untuk lebih kreatif mengajar.

Metode penelitian yang diterapkan adalah penelitian tindakan kelas (PTK). Subjek penelitian ini adalah siswa kelas VIII-B SMPN 23 Makassar pada tahun akademik 2017/2018 yang terdiri dari 30 siswa. Data diperoleh dari hasil tes video animasi. Penelitian ini dilaksanakan melalui 2 siklus yang terdiri dari 4 tahap yaitu perencanaan, tindakan, pengamatan, dan refleksi. Penelitian ini menggunakan video animasi dan disertai dengan LCD Projector.

Hasil analisis data menunjukkan bahwa kemampuan menyimak siswa meningkat dengan menggunakan video animasi. Hal ini dapat dilihat pada nilai rata-rata siswa pada siklus I sebesar 70,1 meningkat menjadi 87,8 pada siklus II. Perolehan nilai rata-rata siswa tersebut menunjukkan bahwa kemampuan menyimak siswa meningkat dengan menggunakan video animasi di kelas VIII-B SMP Negeri 23 Makassar.

Kata Kunci : Menyimak, animasi video, kemampuan.

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Makassar, Februari 2018

The Writer

Euvronius Magis

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CHAPTER I

INTRODUCTION

This chapter consists of Background, Problem statement, The objective of the research, Scope of the research, and Significance of the research.

A. Background

English is one of the International languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten (TK) and Elementary School (SD) is widely taught as a local content, while in the Junior High School (SMP) and Senior High School (SMA) or Vocational School (SMK) taught in more national and international content. There are four main skills in English: reading, listening, speaking, and writing. Listening is considered as receptive skill, in which people need the ability to receive spoken language.

According to the researcher's observation, the listening skill of the second grade students at SMP NEGERI 23 MAKASSAR was still low. They had enough difficulties in understanding the audio. It could be seen from their result of the listening te ased on the observation in the classroom and the interview with the teacher and the students, the researcher found that the teacher rarely gave the students listening

exercise. This was because of the lack of the media (audio, speaker, etc). When the researcher had PPL, surprisingly the researcher found that the students had their first listening exercise when the researcher gave them listening exercise. Most of the students admitted that they had difficulties in the listening section. They rarely heard audio in English form in the class. This was because the teacher almost never gave them the listening exercise.

Based on these problems, efforts needed to be done to help the students got more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning listening skill. Based on the problem identified at SMP NEGERI 23 MAKASSAR, the researcher intended to improve the students' listening skill through animation video. Therefore, this study was important for SMP NEGERI 23 MAKASSAR in order to improve the students' listening skill in the teaching-learning process.

B . Research Question

Based on background above, the writer formulate research question: how are the students' listening skills by using animation videos of grade VIII students at SMP NEGERI 23 MAKASSAR?

C. Objective of the Research

The objective of this research is to improve the listening skills by using animation videos in teaching listening for the second grade students

of SMP NEGERI 23 MAKASSAR.

D. Scope of the Research

This research focuses on to improve students' listening skill using animation videos of grade VIII students at SMP NEGERI 23 MAKASSAR?

E. Significance of the Research

The significance of the study are divided into:

1. Theoretical Significance

   The result of the study will lead to give more information about improving students' listening skill by using animation video.

2. Practical Significance

   a. For the second grade students of SMP NEGERI 23 MAKASSAR, it would be an effort for them to improve their listening skill by using animation video.

   b. For the teacher, could be used to improve the success of teaching-learning process.

   c. For the readers, it is hopefully that this research can give more information about how to improve the students' listening skill using animation video.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of Literature Review, Related Studies, Conceptual Framework, and Hypotesis.

A. Literature Review

1. The Nature of Listening

a. Definition of Listening

There are many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003, p.24). Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. (Sheila Steinberg, An Introduction to Communication Studies. Juta and Company Ltd., 2007)

Thomlinson (1998) (cited by Dr. Ismail Cakir) defines listening includes “active listening”, which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker. Furthermore Saha (2008) expresses that even though

listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way.

Ronald and Roskelly (1999) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues”.

Rubin (1995:7) says that listening is conceived of as an activeprocess in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information from visual and auditory clues and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming

information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

Obviously listening influences other skills. Tomatis shows that the quality of an individual's listening ability will affect the quality of both their spoken and written language development. He also views that if the sounds of the target language are presented to the learners before presenting them in written form, the ease with which they integrate those sound will be reflected in their understanding and production of the language.

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

b. Types of Listening

According to John (1996) listening divided into 5 types:

1. Informative listening is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.
2. Relationship listening is either to help an individual or to improve the relationship between people.
3. Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater,

television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.

4. Critical listening is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
5. Discriminative listening is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four.

   By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

John A. Kline also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

c. Micro and Macro skills of Listening

According to Abeywickrama & Brown (2010), list of micro-skills and macro-skills (for conventional listening). The micro-skills of listening:

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-termmemory.
3. Recognize English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intonational contours, and

their role in signaling information.

4. Process Recognize reduced forms of words
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
6. Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
7. Detect sentence constituents and distinguish between major and minor constituents.
8. Recognize that a particular meaning may be expressed in different grammatical forms.

The macro skills of listening:

1. Recognize cohesive devices in spoken discourse.
2. Recognize the communicative functions of utterances, according to situations, participants, and goals.
3. Infer situations, participants, goals using real-world knowledge. (pragmatic competence)
4. From events, ideas, etc., described, predict outcomes, infer links and connections between new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Use facial, body language, and other nonverbal cues to decipher meanings.

7. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension of lack thereof.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

d. The Difficulties in Listening

According to Richards, common listening problems are:

1. Speaker speaks too fast.
2. Listeners listen word for word.
3. Listeners lack of cultural or background knowledge.
4. Speakers use too many unfamiliar words.
5. Listening takes too much effort and concentration.
6. Recordings are not always clear and are difficult to follow.
7. Speakers' accents are unfamiliar.
8. Tasks are too difficult.
9. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge.
2. Knowledge of the co-text.
3. Background knowledge.
4. Learners' motivation and interest in the topic.
5. Cognitive load of the text (topic, text length, text type).

6. Lexical density (ratio of the new words to know words).

7. Tasks.

Richards concludes that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problems. For example if students lack of background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students' motivation and interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

It is suggest that using animation videos to improve listening skills is one of the way to achieve student ability in learning process because using animation videos is not boring.

2.Teaching Listening

a. Principles of Language Teaching

Brown (2001:55-70) suggests twelve teaching principles that categorized into three types (cognitive, socio-affective, linguistic) that must be taken into account by the teachers during the language teaching. The principles are:

1. Cognitive Principles

a. Automaticity

Students absorb the language automatically. They move toward fluency and think about language less as they progress. Barry Mclaughlin in Brown (2001:55) called this as automatic processing

with peripheral attention to language forms. This is in order to manage the incredible complexity and quantity of language.

b. Meaningful learning

Meaningful learning happens when new information is linked with the existing structures and memory systems. It creates stronger retention than rote learning in which new information does not connect with one's existing cognitive.

c. Anticipation of Reward

During the teaching and learning process, a reward can be in the form of praise. The better the performance, the better the reward. Skinner in Brown (2001: 57-58) states that the anticipation of reward is the most powerful factor in directing one's behavior. Everything people do is inspired and driven by a goal.

d. Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding. Therefore, no externally administered reward is necessary.

e. Strategic Investment

The methods that the learners employ to internalize to perform in the language are as important as the teacher's method. The application will help students become aware of their own learning preferences and teach them how to be good language learners.

f. Autonomy

Successful learners take control of their own language learning with the teacher as a facilitator or a guide. This will make the students from teacher-dependent to self-dependent.

2. Socio-affective Principles

a. Language ego

Language ego can be a fragility, defensiveness, and rising of inhibition. Sometime students may feel awkward in the learning environment. Teachers should give much attention to students having those feelings. Teachers also have to support the students and give them challenging but not overwhelming tasks, and move from teacher-controlled to student-controlled activities gradually.

b. Risk-taking

Risk-taking contributes to long-term retention and intrinsic motivation of learners. Teachers can encourage students to try out language, to venture response, and not to wait for someone else to volunteer language

c. Language-culture Connection

Teacher should also teach the cross-cultural differences such as values, ways of thinking, feeling, acting, etc. The language-culture connection will affect the process of acculturation in students.

3. Linguistic principles

a. Interlanguage

Successful interlanguage development is partially a result of utilizing feedback from others. Teachers can point out the interlanguage errors and show the students that these errors mean that their brain is in language learning mode. The feedback helps students move toward target-language accuracy.

b. Communicative Competence

Communicative competence is the goal of a language classroom. According to Bachman (1990), Canale and Swain (1980) in Brown (2001:68) communicative competence means organizational competence, strategic competence, pragmatic competence, psychomotor competence.

b. Teaching Listening in SMP

Based on Curriculum in junior high school of English subject by Natioanl Education Department 2006, the goals of teaching English at SMP are to make the learners have ability:

a) to improve communicative competence in written and oral form to reach the functional literacy level,

b) to have awareness that English is important to improve nation competitive ability in global community, and

c) to develop understanding feedback of the learners between language and culture.

According to the Standard of Competence of listening for eight grade students in semester 2. *Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.* English is as a means of communication. Communication is the act of transferring information from one to another, while to communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. Listening serves the goal of extracting meaning from messages. It means that the students acquire language by listening to and understanding information they hear. In other words, language acquisition is achieved mainly through receiving understandable input.

c. Approaches to the Teaching of Listening

Several experts have argued which best approach to language learning in the recent years. Richards (2006: 24-25) says that communicative language teaching (CLT) is a new approach used widely since the 1990s. CLT sets as its goal the teaching of communicative competence. Some core assumptions of CLT are:

1. Native language is allowed as long as learners engage in interaction and meaningful communication.

2. Learners negotiate meaning through the task, expand their language resource, and notice how language is used.
3. Learning language is a gradual process involving creative use of language and trial and error.
4. The goal of learning is using the new language fluently and accurately.
5. Successful language learning uses communication strategies.
6. The role of the teacher is a facilitator and learners learn through collaboration and sharing.

Additionally, Richard also mentions that in order to understand the nature of listening process, students need to consider some of the characteristics of spoken discourse and the special problems it poses for listeners. Spoken discourse has very different discourse and these differences can add a number of dimensions to the students' understanding and how they process speech. Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing. Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the data that has been received. Bottom-up strategies include:

1. Listening for specific details
2. Recognizing cognates
3. Recognizing word-order patterns

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Background knowledge may take several forms. It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge in the form of schemata or scripts – plans about the overall structure of events and the relationship between them. Top-down strategies include:

1. Listening for the main idea
2. Predicting
3. Drawing inferences
4. Summarizing

Motivation is yet another affective variable to consider, but that is so central and with research foundations that are so persuasive that it deserves a separate category here (Brown, 2007: 168). In addition Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high.

d. Teacher's role during the Listening Lesson

Richards (2006:22) states that effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom

climate conducive to language learning and provides opportunities for students to us and practice the language and to reflect on language use and language learning. According to Pulverness, Spratt, and Williams (2005: 135), the teacher language used in the classroom must be appropriate for the classroom function and for the level and age of the learners.

Meanwhile, according to Harmer (2008), the roles of a teacher are:

1. Controller

   Exemplify teacher-fronted classroom.

2. Organizer

   Organizing students to do various activities.

3. Assessor

   What students expect from their teachers: indication of whether or not they are getting their English right,

4. Prompter

   If students lose the thread of what is going on or they are lost for words, the teacher may nudge them forward in a discreet and supportive way.

5. Participant

   Traditional picture: Teacher standing back from the activity letting learners get on with it.

6. Resource

   The teacher should be helpful and available, but resist the urge to

spoon-feed the students so they become iver-reliant on us.

7. Tutor

   Working with individuals or small groups, combining the roles of prompter and resource.

8. Observer

   Observe what the students do – especially in oral communicative activities – to be able to give them useful feedback.

e. Assessing Listening

The assessment of listening ability is one of the least understood, least developed and yet one of the most important areas of language testing and assessment. It is important because of the potential wash-back effect onto classroom practices. Oral language development proceeds in basically two languages: the language of school and the language of home. Although listening and speaking interact, listening comprehension is the first step in a student acquiring language. Students generally have greater listening comprehension than ability to produce the appropriate word (Gottlieb, 2006). Listening to a second language entails the same auditory processing as listening to the first language, and learners make the same type of errors whether learning their first or second language but for different reasons.

There are four major reasons why the students make listening errors:

1. Not acclimated to the linguistic system of English;
2. Unfamiliar with the socio-cultural context of the message;

3. Differing background knowledge;
4. Influence of their first language in terms of vocabulary, phonetic system, and cultural nuances. (Buck, 2001).

The purpose of the assessment must be determined. If the purpose of the assessment is only to gauge the student's progress in listening, then there are two choices for assessment. One of the choices is discrete-point testing in which the elements of language are isolated and may be appropriate for diagnosing specific linguistic aspects of listening (Gottlieb, 2006).

Another choice for gauging the student's progress in listening is performance-based assessment which is based on the communicative approach (Cohen, 1994). There are several types of performance activities that may be used for assessment during instruction. Activities that most students enjoy are sorting pictures or matching pictures, words, and phrases based on oral descriptors, reenacting or role playing scenes from a narrative text read aloud, and constructing and filling in models, maps, and timelines from oral directions. Other performance activities for assessment of listening comprehension, all of which are based on oral directions, are designing and evaluating information on charts, graphs, and tables; or responding to oral commands as well as sequencing illustrations from recording, film or video developed by the student or teacher. Even though there is a tendency to think of assessing listening comprehension as too time-consuming or to misunderstand its impact on

language acquisition, there are many strategies that can be used effectively for assessment.

3. Video in Language Teaching

a. Definition of Animation Video

One of the most appreciated materials applied to language learning and teaching is video. A recent large-scale survey by Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45).

Video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual aids to enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. Mark McKinnon defines video as a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging the students to be actively involved.

Johnson (1999:67) additionally states that video as a listening tool can enhance the listening experience for students. A teacher can add a

whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that students can observe in a video. It also provides the students an important visual stimulus for language production and practice.

Meanwhile there are many definitions of animation. Webster says "a: a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical parts), b: Animated Cartoon, a motion picture made from a series of drawings simulating motion by means of slight progressive changes." This is a fairly common understanding of the term animation, but it reflects a limited exposure to what the art-form has to offer. Webster's definition is useful because one can learn something about who is doing the defining. In this case, the folks at George & Chisty Merriam should be encouraged to attend an animation festival.

Academia uses definitions, like "created performance," that are carefully worded to establish validity and secure resources for an animation program or class. These definitions function within a environment where animation is often an element that helps flesh out a school's curriculum. Although academia has some need to maintain a stable definition of animation, this definition is usually adjusted to include anything on the technological horizon that can be included without stepping on the toes of other curricular programs. The inclusion of advances in new technology within the purview of animation impresses

departmental administrations.

In conclusion, video animation is describe cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

b. The Advantages and Disadvantages of Using Animation Video

A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particulary in holding the attention of students (Houston 2000:78, Sherman, 2004:22). William & Lutes in a similar way claim that through visual materials, students have the opportunity to be observeres and participants; in this way, William & Lutes conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond og what they listen, and also interpret the video in a deeper way. Because students can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

In the other hand there are several disadvantages to be recognized when using video in language teaching process. Video deals with the long-term effects of using video in the classroom. It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

c. The Role of Animation Video

According to Miller (2003) non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than “simple teacher correction”. Moreover, Esseberger (2000:97) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning.

Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into

the classroom a wide range of communicative situations, that makes it more interesting and enjoyable is that it helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute program can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span. (Ismail: 2006)

Furthermore, animation video applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as Van Duzer (1998:65) & Martinez (2002:90) reveal. To complement, Ramal (2006) says that using animation video in an ESL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

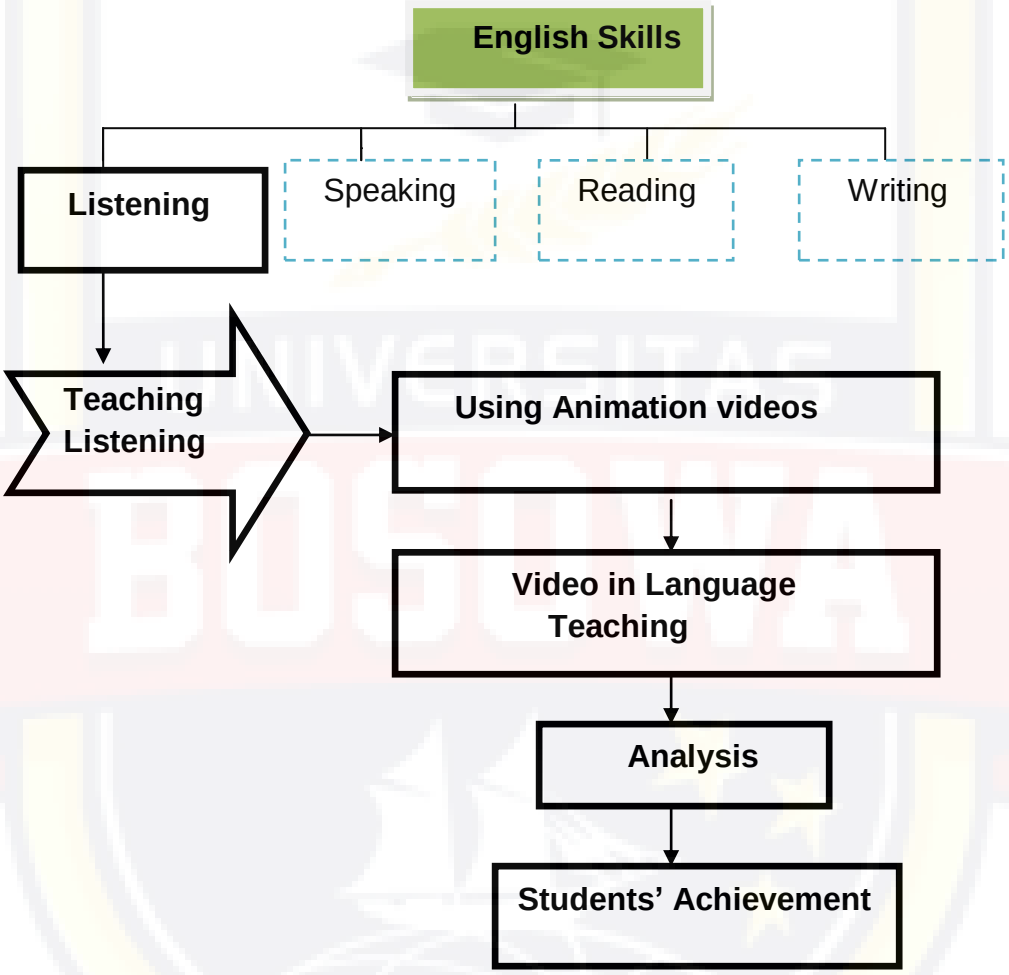
B. Related Studies

Dealing with efforts to improve listening skills, there are many researchers attempted using videos to improve students' listening skills. The kinds of video implemented might be varied in each research. However, they still have the same principles and concepts in providing listening practice opportunities.

Lady (2009) conducted a study that using video materials as a way teaching strategies for listening comprehension. The research is focused on analyzing the impact that videos have on listening skills for a group of 5 students of first semester in a TEFL program of a public university in Colombia. The data collection was accomplished by means of students' reflection questionnaires to the video sessions, field notes of the investigators, interviews and comprehension tests. The analysis was based on a constant comparison of data that were triangulated after being coded and categorized. The findings suggest improvement in the students' listening skills, as well as, in the acquisition of vocabulary and in the practice of pronunciation.

C. Conceptual Framework

The conceptual framework underlying this research could be present in the following diagram:



Picture 1. Framework

The conceptual framework explains that in teaching and learning process of listening, the researcher uses Animation Videos to help students improve their listening. The researcher focuses on improving students' recognition of animation videos, learn useful English language expressions, learn proper pronunciation, action, emotions, and gesture etc, that our students observe in animation video, provide an important visual stimulus for language production and practice. That is why in this research, using animation video to improve the eight grade students' listening skill at SMP NEGERI 23 MAKASSAR.

D. Hypothesis

Based on the conceptual framework at page 29, the hypothesis of the research reveal as follows:

"Using Animation Video can be use to improve the listening skill of class VIII at SMP NEGERI 23 MAKASSAR".

CHAPTER III

RESEARCH METHOD

This chapter consist of Research Design, Subject of the Research, setting of the Research, Instrument of the Research, Procedure of Data collection, and Technique of Data Analysis.

A. Research Design

In this research, the writer used classroom action research (CAR) approach which entails of test and instruments. The writer who wanted to improve students' listening skill by using Animation Video. The design of classroom action research is used in this study is cyclical process, which consist of four stages: planning, action, observation, and reflection.

B. Subject of the Research

The subjects of the research are all students class VIII-2 SMP Negeri 23 Makassar that consist of 30 students'.

C. Setting of the Research

a. Location

This classroom action research was conducted at SMP Negeri 23 Makassar. The location is at Jl. Paccinang Raya II No. 35 Tello Baru Makassar.

b. Time

This research conducted on October until December 2017 which started from 08:00 to 10:00.

D. Instrument of the Research

The instruments of this research was observation sheet, and test.

1. Observation checklist

The writer employed observation checklist to find out students' data about their presence and activities in teaching learning process.

2. Test

The test aimed to get information about students' improvement after teaching learning process by using animation videos.

E. Procedure of Data Collection

In this research, the action research conducted through two cycles, in which each cycle consist of four steps as follows:

1. Cycle I

a. Planning

In this step, the writer prepared what he has to do in action step. In this case the writer prepared the animation videos, lesson plan, attendance list, and observation checklist.

b. Action

After the planning, the writer explained how to listen to the animation video. The writer gave some questions to the students' about their listening.

c. Observation

The writer observed the students' activity from the beginning until

the end of teaching in learning process to check their presence and activeness.

d. Reflection

The writer analyzed the lack listening of the students from the animaton video, develop plan of activities for the second cycle and look for the problem solving for the weakness.

2. Cycle II

Similar to the first cycle, the second cycle consist of planning, action, observation, and reflection which would be describe in details as follows:

a. Planning

The writer created the lesson plan based on the result of reflection on the first cycle and prepared the animation videos.

b. Action

Based on the result in first cycle, the writer used animation video to improve students' listening.

c. Observation

The writer conducted teaching listening using animation video. The writer observed the students' comprehension, interesting and students competence.

d. Reflection

The writer reflected the implementation of the second cycle and make second conclusions on the using animation video to improve

students' listening.

F. Technique of Data Analysis

The data collected through the test and analyzed by using the following steps:

1. Students' score

$$\boldsymbol{Scoring} = \frac{\boldsymbol{Total\ correct\ Answer}}{\boldsymbol{Total\ number\ of\ items}} \boldsymbol{x100}$$

2. Rate percentage of the students' score

$$\% = \frac{F}{N} X100\%$$

Notation :

%= Percentage

F= Frequency

N= Total Number

3. Mean score

Calculating the mean score of students' by using formula:

$$\overline{X} = \frac{\sum \mathrm{X}}{\mathrm{X}}$$

Where:

$\overline{X}$: Mean Score

$\sum$X: The sum of all score

N : Total number of subject

4. Classifying the students' score:

Scores	Category
91 – 100	Very good
76 – 90	Good
61 – 75	Good
50 – 60	Fairly good
Less than 50	Very poor

Depdiknas, 2004: 143)

CHAPTER IV

FINDING AND DISCUSSION

This chapter particulary presents the findings of the research and discussion. The findings of the research consist of the description of the result data which collected through listening.

A. Finding

1. Cycle I

In this cycle, the writer gave multiple test by using animation videos to the students to measure their listening ability. The result of the test was not satisfied yet, because the average score of the students' test only 70,1. Wheres, the standard score (KKM) was 75. So, the writer decided to used animation videos again and the writer gave some steps to listen to the animation videos to solve the problem through the second cycle.

The first cycle was conducted on Monday, October 16th, 2017. The steps were following:

a. Planning

1) The writer made lesson plan as guidance to teach students in the first cycle.
2) The writer made observing list to observe the students during teaching learning process.

3) The writer prepared the instruments test to check students understanding.

b. Action

In this steps, the wrirer started by greeting to the students. All of the students were interested. Then, the writer introduced his name to the students. Some of the students gave some questions to the writer after introducing his self, and the writer checked attendance list. The writer called students' name one by one. After that, the writer gave the test. The students answered the questions based on their understanding about the listening. When the students did their task, the writer observed their activities during the learning process. The students interested to follow the learning process. However, they were still confused when they were asked by the writer to luck of the listening about the material. It was done to know the students motivation and interested.

c. Observation

In observation step, the writer observed the events that happened during teaching learning process. The writer observed the activity by using observation list. It was used to find out to what extent the action result reached the objective. The steps were as follow:

1) The writer observed the attention of students in the classroom during teaching learning process. All of students gave their attention to the teacher because it was first time.

2) The writer observed students' activeness and enthusiasm in the classroom. There were some of students who passive and some of them active in the classroom.
3) The writer monitored the students' activity. Most of them were enjoying the activity in listening.
4) The writer observed the students' ability in listening. He looked students in listening was focus and concentrate.

d. Reflection

Based on the activity in the first cycle, the result was significant enough. This involved teaching learning process, students' activeness and attention, students' ability in listening. The reflection result were as follows:

1) Class conclussive enough, since some students were concentrated to join the activity. They like to use animation videos in listening.
2) In this cycle the writer asked for students about using animation videos in listening and most of them were enjoying themselves to get engaged in the activity, but there were students did not active in this activity.
3) Teacher had provided enough time; this can be show that most students must be focus and concentrate in listening.

2. Cycle II

The second cycle conducted on Monday, October 23rd, 2017. The writer gave animation videos to the students. The writer gave some steps in listening. The steps were:

a. Planning

1) The writer made lesson plan as guiding to teach in the second cycle.
2) The writer made observation list to observe the students during teaching learning process.
3) The writer prepared the instruments test to check students understanding.
4) The writer made students' name list in order to make easy when he observe the students.
5) The writer prepared the material that needed to teach about listening for example storytelling videos.

b. Action

Firstly, teacher greeted students as usually. Then, checked students' attendance list. The writer continued the activity by asking them about topic material in the previous meeting. Some students still remember it. Then, the writer gave the test. The students answered the questions based on their understanding about the listening. When the students did their task, the writer observed their activities during the learning process. The students interested to follow the learning process. This cycle conducted by the writer using multiple choice.

c. Observation

In observation steps, the writer observed the events that happened during teaching learning process. The writer observed the activity by using observation list. The steps were as follow:

1) The writer observed the attention of the students in the classroom during teaching learning process and all of the students gave their attention to the teacher.
2) The writer observed students' activeness and enthusiasm in the classroom. There were no students who passive in the classroom.
3) The writer monitored the students' activity. Most of students looked enjoy and happy doing their working in listening.

d. Reflection

In this cycle, the students' improvement in listening ability was more significant. It could be seen from the average improvement score of the test. For the result reflections were as follow:

1) Class was more conducive, since students were fully concentrated to join the activity. And they like to listen by using animation videos.
2) The writer concluded that students understood in listening ability more, after being given animation videos material. It was seen by their enthusiastic in learning process, they were serious in paying attention when the writer explained the material, some students who asked question and responded question were increased, they liked to use animation videos very much. The writer decided to stop in this cycle, because the writer concluded that there was improvement since the first cycle until the second cycle.

B. Discussion

After the writer implementing animation videos in teaching listening, the writer got the data from each cycle. It was analyzed to get the improvement in every cycle. And then, the writer got the result of the classroom action research. The results were follows:

1. The First cycle test

In this cycle, the writer gave test to the students with the animation videos material. After conducting test, the writer gave score. Then, after finding the result of the students' test score, the writer to analyze the students' score by using formula:

$$\boldsymbol{Scoring = \frac{Total\ correct\ Answer}{Total\ number\ of\ items} x100}$$

The test result could be seen in the table below:

Table 4.1 Classification of the frequency and rate percentage of cycle I

Classification	**Score**	**Frequency**	**Percentage (%)**
Very good	91-100	2	6,7
Good	76-90	6	20
Fair	61-75	14	46,6
Poor	50-60	8	26,7
Very Poor	Less than 50	-	-
Total		30	100

Source: SMP Negeri 23 Makassar 2017

The table 4.1 above indicated that the students' listening achievement by using animation videos in cycle I were 2 students (6,7%) got very good classification, 6 students (20%) got good classification, and 14 students (46,6%) got fair classification, and 8 students (26,7%) got poor classification and none of students got very poor classification.

The mean score of the cycle I as follows:

$$\overline{X} = \frac{\sum X}{X}$$

$$= \frac{2105}{30}$$

$$= 70{,}1$$

The result of implementation in cycle I show that the students listening was fair. The standard of success criterion of the students' listening is 75 (KKM of SMPN 23 Makassar) reveals that mean score of the students' is only 70,1. It means that they study has not been successful yet.

Table 4.2 Classification of the frequency and rate percentage of cycle II

Classification	**Score**	**Frequency**	**Percentage (%)**
Very good	91-100	13	43,3
Good	76-90	14	46,7
Fair	61-75	3	10
Poor	50-60	-	-
Very poor	Less than 50	-	
Total		30	100

Source: SMP Negeri 23 Makassar 2017

The table 4.2 above indicated that the students' listening achievement by using animation videos in cycle II were 13 students (43,3%) got very good, 14 students (46,7%) got good, 3 students (10%) got fair and none of students got poor and very poor classification.

The mean score of the cycle II as follows:

$$\overline{X} = \frac{\sum X}{X}$$

$$= \frac{2635}{30}$$

$$= 87{,}8$$

Table 4.3 The average improvement of the students' in cycle I and cycle II.

NO	Cycle	Average
1.	Cycle I	$\overline{X} = \frac{2105}{30} = 70{,}1$
2.	Cycle II	$\overline{X} = \frac{2635}{30} = 87{,}8$

Source: SMP Negeri 23 Makassar 2017

Based on the table 4.3 above, the significances of score between cycle I and cycle II are different. The result of cycle I was 70,1 and cycle II was 87,8. It means that there were significant difference between cycle I and cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions based on the findings and discussion from data analysis**.**

A. Conclusion

Based on the findings and discussion in the previous chapter, the writer puts forward some conclusion in the second grade at SMP Negeri 23 Makassar, between:

1. The students improved their English listening in learning animation videos. The result and findings showed that students also have been successful in learning animation videos and got the good result and test.
2. The students of SMP Negeri 23 Makassar especially of class VIII-2 have a big motivation in learning listening by using animation videos and reality to improve students' listening. The significances of score between cycle I and cycle II were different. The result of cycle I was 70,1 and cycle II was 87,8. It means that there were a significant difference between cycle I and cycle II.

B. Suggestion

Based on the findings and discussions, the writer gave some suggestions as follows:

1. The teachers needed some animation videos in teaching by explaining the steps to listen to the animation videos, so that students can be easier to understand.
2. Animation videos as an alternative method of learning process is a good way to be applied to improve students' listening ability in the classroom.
3. The teacher suggest give an opportunities for students to focus and concentrate in listening.
4. Teacher suggests create the comfortable atmosphere in teaching and learning process so that among of students not getting difficult.

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Appendix 1. Instrument of the Research in cycle I

TITLE : Improving students' listening skill using animation videos at eight grade of SMP Negeri 23 Makassar

KETERANGAN:

1. Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan video animasi terhadap kemampuan menyimak siswa SMPN 23 Makassar.
2. Data penelitian ini sebagai bahan penyusunan skripsi pada strata satu (SI) jurusan pendidikan bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa.
3. Peneliti mengharapkan agar para siswa menyimak dan menonton video animasi dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Name : _____

Class : _____

NIS : _____

INSTRUCTION

1. Listening the animation videos and then answer the following question below!
2. Time : 45 menit

A. Listen to the Animation videos and then answer the following question!

Video script:

Mount Tangkuban Perahu

Dayang Sumbi was a girl from West Java. She was beautiful, smart, and clever. Her intelligence made a prince from Kayangan kingdom felt in love with her and married her. Soon a baby boy named Sangkuriang was born. The king of Kayangan kingdom found out that the prince had married a simple girl and not a princess. As the punishment the king turned the prince into a dog.

Years past and Sangkuriang grew up into a good boy. Every day he would hunt for food with Tumang, the family dog. One day he went into the woods and couldn't find any food. Night was falling and he didn't want to disappoint his mother. He looked around and not knowing that the dog was really his father. He killed him and brought home the meat. Dayang Sumbi was glad to see him back but she said that Tumang didn't come with him. When Sumbi asked where Tumang was Sangkuriang told her

the truth. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the weaving tools she was holding. In the mid of anger she asked Sangkuraing to leave his home because of her deep sadness the God granted her eternally.

After years and exile Sangkuriang decided to return to his home. Both mother and son didn't recognize each other. As time passed Sangkuriang felt in love with Dayang Sumbi. He planned to marry her. But when Dayang Sumbi saw the scar on Sangkuriang's head she realized that the person she was about to marry is her own son. In order to prevent the married from taking place Dayang Sumbi asked Sangkuriang to do the impossible. She asked him to build a dam in the river of Citarum and build a large boat to cross the river. Both had to be done before the sun would rise again. Sangkuriang gathered all his power and he was able to build the dam and boat for Dayang Sumbi. When she said that the task were almost completed she called the villagers to spread red love east of the city to make Sangkuriang think that the sun was rising and that he had failed at the task. Sangkuriang was fooled and believed her lie and he was anger. He kicked the dam and causing great flood and then he kicked the large boat and it landed upside down to create mount Tangkuban Perahu.

B. Answer the following questions!

1. Where was Dayang Sumbi from?
   a. East Java
   b. West Java
   c. Sumatera
   d. Sulawesi
2. She was beautiful, smart,and……
   a. Stupid
   b. Clever
   c. Crazy
   d. Selfish
3. Her intelligence made a prince from Kayangan kingdom felt in love with her and……..
   a. Kiss her
   b. Embrace her
   c. Married her
   d. Beat her
4. Soon a baby boy named ……. was born.
   a. Malin Kundang
   b. Sangkuriang
   c. Sangkulerong
   d. Dayang Sumbi
   a. Dayang Sumbi
5. The King of.....found out that the prince had married a simple girl and not a princess.
   a. Gowa Kingdom
   b. Majapahit Kingdom
   c. Demak Kingdom
   d. Kayangan Kingdom
6. As the punishment the king turned the prince into.....
   a. A pig
   b. A cat
   c. A dog
   d. A mouse
7. Years past and Sangkuriang grew up into a.....
   a. Bad boy
   b. Crazy boy
   c. Good boy
   d. Lazy boy

8. Every day he would hunt for food with.....
   a. Tukul
   b. Tarzan
   c. Tumang
   d. Tommy
9. One day he went into.....and couldn't find any food.
   a. The forest
   b. The woods
   c. The garden
   d. The yard
10. Night was falling and he didn't want to disappoint.....
   a. Her father
   b. Her mother
   c. Her brother
   d. Her sister
11. He killed him and brought home the.....
   a. Food
   b. Meat
   c. Meal
   d. Water
12. Dayang Sumbi was glad t see him back but she said that Tumang.....with him.
   a. Don't come
   b. Didn't come
   c. Doesn't come
   d. Come
13. When Sumbi asked where Tumang was Sangkuriang told her the.....
   a. Lie
   b. Die
   c. Truth
   d. Speak
14. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the.....she was holding
   a. Hard tools
   b. Soft tools
   c. Chair
   d. Weaving tools

15. In the mid of anger she asked Sangkuriang to leave his home because her.....the God granted her eternally.
    a. Deep happiness
    b. Deep sadness
    c. Deep weakness
    d. Deep craziest
16. After years and exile Sangkuriang decided to return to.....
    a. Her home
    b. Their home
    c. His home
    d. Father's home
17. As time passed Sangkuriang felt in love with.....
    a. Cinderella
    b. Juliet
    c. Dayang Sumbi
    d. Jessica Mila
18. When Dayang Sumbi saw the scar on Sangkuring's head she realized that the person she was about to marry is her.....
    a. Own father
    b. Own sister
    c. Own son
    d. Own brother
19. She asked him to build a dam in.....of Citarum and build a large boat to cross the river.
    a. The sea
    b. The island
    c. The river
    d. The water
20. He kicked the dam and causing great flood and then he kicked the large boat and it landed upside down to create.....
    a. Mount Everest
    b. Mount Bromo
    c. Mount Tangkuban Perahu
    d. Mount Bawakaraeng

Appendix 2. Instrument of the Research in cycle II

TITLE : Improving students' listening skill using animation videos at eight grade of SMP Negeri 23 Makassar

KETERANGAN:

1. Peneliti ini bertujuan untuk mengetahui hasil dari penggunaan video animasi terhadap kemampuan mendengar siswa SMPN 23 Makassar.
2. Data penelitian ini sebagai bahan penyusunan skripsi pada strata satu (SI) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas Bosowa.
3. Peneliti mengharapkan agar para siswa menyimak dan menonton video animasi dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Name : _____

Class : _____

NIS : _____

INSTRUCTION

1. Listening the animation videos and then answer the following question below!
2. Time : 45 menit

A. Listen to the Animation videos and then answer the following question!

Video script:

Mount Tangkuban Perahu

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Years past and Sangkuriang grew up into a good boy. Every day he would hunt for food with Tumang, the family dog. One day he went into the woods and couldn't find any food. Night was falling and he didn't want to disappoint his mother. He looked around and not knowing that the dog was really his father. He killed him and brought home the meat. Dayang Sumbi was glad to see him back but she said that Tumang didn't come with him. When Sumbi asked where Tumang was Sangkuriang told her

the truth. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the weaving tools she was holding. In the mid of anger she asked Sangkuraing to leave his home because of her deep sadness the God granted her eternally.

After years and exile Sangkuriang decided to return to his home. Both mother and son didn't recognize each other. As time passed Sangkuriang felt in love with Dayang Sumbi. He planned to marry her. But when Dayang Sumbi saw the scar on Sangkuriang's head she realized that the person she was about to marry is her own son. In order to prevent the married from taking place Dayang Sumbi asked Sangkuriang to do the impossible. She asked him to build a dam in the river of Citarum and build a large boat to cross the river. Both had to be done before the sun would rise again. Sangkuriang gathered all his power and he was able to build the dam and boat for Dayang Sumbi. When she said that the task were almost completed she called the villagers to spread red love east of the city to make Sangkuriang think that the sun was rising and that he had failed at the task. Sangkuriang was fooled and believed her lie and he was anger. He kicked the dam and causing great flood and then he kicked the large boat and it landed upside down to create mount Tangkuban Perahu.

B. Answer the following questions!

1. Where was Dayang Sumbi from?
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   b. West Java
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   d. Sulawesi
2. She was beautiful, smart,and……
   a. Stupid
   b. Clever
   c. Crazy
   d. Selfish
3. Her intelligence made a prince from Kayangan kingdom felt in love with her and……..
   a. Kiss her
   b. Embrace her

c. Married her
d. Beat her

4. Soon a baby boy named ……. was born.
   a. Malin Kundang
   b. Sangkuriang
   c. Sangkulerong
   d. Dayang Sumbi
5. The King of.....found out that the prince had married a simple girl and not a princess.
   a. Gowa Kingdom
   b. Majapahit Kingdom
   c. Demak Kingdom
   d. Kayangan Kingdom
6. As the punishment the king turned the prince into.....
   a. A pig
   b. A cat
   c. A dog
   d. A mouse
7. Years past and Sangkuriang grew up into a.....
   a. Bad boy
   b. Crazy boy
   c. Good boy
   d. Lazy boy
8. Every day he would hunt for food with.....
   a. Tukul
   b. Tarzan
   c. Tumang
   d. Tommy
9. One day he went into.....and couldn't find any food.
   a. The forest
   b. The woods
   c. The garden
   d. The yard
10. Night was falling and he didn't want to disappoint.....
    a. Her father
    b. Her mother
    c. Her brother
    d. Her sister
11. He killed him and brought home the.....
    a. Food

b. Meat
c. Meal
d. Water

12. Dayang Sumbi was glad t see him back but she said that Tumang.....with him.
    a. Don't come
    b. Didn't come
    c. Doesn't come
    d. Come
13. When Sumbi asked where Tumang was Sangkuriang told her the.....
    a. Lie
    b. Die
    c. Truth
    d. Speak
14. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the.....she was holding
    a. Hard tools
    b. Soft tools
    c. Chair
    d. Weaving tools
15. In the mid of anger she asked Sangkuriang to leave his home because her.....the God granted her eternally.
    a. Deep happiness
    b. Deep sadness
    c. Deep weakness
    d. Deep craziest
16. After years and exile Sangkuriang decided to return to.....
    a. Her home
    b. Their home
    c. His home
    d. Father's home
17. As time passed Sangkuriang felt in love with.....
    a. Cinderella
    b. Juliet
    c. Dayang Sumbi
    d. Jessica Mila
18. When Dayang Sumbi saw the scar on Sangkuring's head she realized that the person she was about to marry is her.....

a. Own father
b. Own sister
c. Own son
d. Own brother

19. She asked him to build a dam in.....of Citarum and build a large boat to cross the river.
    a. The sea
    b. The island
    c. The river
    d. The water
20. He kicked the dam and causing great flood and then he kicked the large boat and it landed upside down to create.....
    a. Mount Everest
    b. Mount Bromo
    c. Mount Tangkuban Perahu
    d. Mount Bawakaraeng

Appendix 3. Student's Task in Cycle I

TITLE : Improving students' listening skill using animation videos at eight grade of SMP Negeri 23 Makassar

KETERANGAN:

1. Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan video animasi terhadap kemampuan mendengar siswa SMPN 23 Makassar.
2. Data penelitian ini sebagai bahan penyusunan skripsi pada strata satu (SI) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas Bosowa.
3. Peneliti mengharapkan agar para siswa menyimak dan menonton video animasi dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Name : _____

Class : _____

NIS : _____

INSTRUCTION

1. Listening the animation videos and then answer the following question below!
2. Time : 45 menit

Appendix 4. Student;s Task in Cycle II

TITLE : Improving students' listening skill using animation videos at eight grade of SMP Negeri 23 Makassar

KETERANGAN:

1. Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan video animasi terhadap kemampuan mendengar siswa SMPN 23 Makassar.
2. Data penelitian ini sebagai bahan penyusunan skripsi pada strata satu (SI) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas Bosowa.
3. Peneliti mengharapkan agar para siswa menyimak dan menonton video animasi dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Name : _____

Class : _____

NIS : _____

INSTRUCTION

1. Listening the animation videos and then answer the following question below!
2. Time : 45 menit

Appendix 5. Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

SMP : SMP NEGERI 23 MAKASSAR

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : VIII (Delapan)

STANDAR KOMPETENSI : Listening

1.1 Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.

INDIKATOR : a) Identifyng the expression of the animation videos

b) Identyfing the difficult words on the videos.

TEMA : Storytelling

SKILL : Listening

WAKTU : 2 X 40 menit

I. TUJUAN PEMBELAJARAN

At the end of the lesson, students are able to:
a) Identifying the expressions of the animation videos
b) Identifying the difficult words on the videos.

II. MATERI PEMBELAJARAN

a. An animation videos about storytelling
b. Petunjuk siswa untuk listening
   1) Pasangkan telinga baik-baik
   2) Konsentrasi
   3) Menyimak video animasi secara seksama
   4) Perhatikan baik-baik gambar di video animasi tersebut dan ungkapannya

III. METODE PEMBELAJARAN : Using Animation Videos

IV. Langkah-Langkah Kegiatan:

A. KEGIATAN PENDAHULUAN
1. Salam dan tegur sapa
2. Mengabsen siswa.
3. Menuliskan tujuan pembelajaran

B. KEGIATAN INTI

Eksplorasi

1. Mengucapkan salam
2. Berdoa
3. Mengecek absensi siswa
4. Menyiapkan (Laptop, Speakers, LCD and projector)
5. Menyiapkan dan memutarkan video animasi yang sudah disediakan
6. Mengulangkan video animasi tersebut.

Elaborasi

1. Siswa menonton video animasi
2. Siswa diberikan penjelasan oleh gurunya yang berkaitan dengan ungkapan-ungkapan tersebut.
3. Guru memberikan arti dan makna yang benar pada kalimat tersebut dan menjelaskan bahwa ini adalah dikte yang sebenar-benarnya.
4. Siswa mendengar dan menonton video animasi kembali yang diberikan oleh guru.
5. Siswa mengidentifikasikan ungkapan-ungkapan di video animasi tersebut.
6. Guru menyuruh setiap siswa untuk mengisi atau memberi silang di dalam soal tersebut dengan opsi-opsi tertentu

V. PENILAIAN

Teknik: tes tertulis

Instrument

Pedoman Penilaian:

Nilai maksimal = 100

$$\text{Nilai perolehan} = \frac{Skor\ Perolehan}{Skor\ Maksimal} x100$$

Mengetahui:	Makassar, 16 October 2017
Kepala Sekolah	Guru Mata pelajaran
HJ. Sarlina T, S.Pd, M.Pd	Suriama Yaman, S.Pd
_____	NIP: 197209022007012011

Appendix 6. students' score in cycle I

Students' score in cycle I

NO	Students' Name	Score
1.	MLS	70
2.	S	60
3.	NAM	60
4.	SHF	55
5.	KMMG	70
6.	AC	80
7.	FD	70
8.	TR	55
9.	AP	50
10.	LMB	70
11.	PS	75
12.	TF	80
13.	KAT	95
14.	WA	70
15.	RA	65
16.	F	60
17.	SR	65
18.	MRA	60
19.	R	55
20.	S	50

To be continued

continuation

21.	FK	75
22.	APS	65
23.	NMP	75
24.	MRS	95
25.	APH	85
26.	MWA	80
27.	FR	80
28	RA	85
29.	MAP	75
30.	IM	75

Source: SMP Negeri 23 Makassar 2017

Appendix 7. Students' score in cycle II

Students' score in cycle II

NO	Students' Name	Score
1.	MLS	95
2.	S	95
3.	NAM	85
4.	SHF	90
5.	KMMG	95
6.	AC	95
7.	FD	90
8.	TR	75
9.	AP	80
10.	LMB	85
11.	PS	90
12.	TF	95
13.	KAT	100
14.	WA	90
15.	RA	95
16.	F	95
17.	SR	85
18.	MRA	90
19.	R	75
20.	S	90

to be continued

continuation

21.	FK	75
22.	APS	65
23.	NMP	80
24.	MRS	100
25.	APH	85
26.	MWA	85
27.	FR	90
28	RA	95
29.	MAP	80
30.	IM	90

Source: SMP Negeri 23 Makassar 2017

Appendix 8. Students' Score in Cycle I and Cycle II

Student's Score in Cycle I and Cycle II

NO.	Students' Initial	Score	
		Cycle I	Cycle II
1.	MLS	70	95
2.	S	60	95
3.	NAM	60	85
4.	SHF	55	90
5.	KMMG	70	95
6.	AC	80	95
7.	FD	70	100
8.	TR	55	95
9	AP	50	80
10.	LMB	70	100
11.	PS	75	90
12.	TF	80	95
13.	KAT	95	100
14.	WA	70	90
15	RA	65	95
16.	F	60	95
17.	SR	65	85
18.	MRA	60	90

to be continued

continuation

19.	R	55	75
20.	S	50	90
21.	FK	75	75
22.	APS	65	65
23.	NMP	75	80
24.	MRS	95	100
25.	APH	85	85
26.	MWA	80	85
27.	FR	80	90
28.	RA	85	95
29.	MAP	75	80
30.	IM	75	90

Source: SMP Negeri 23 Makassar 2017

Appendix 9. Percentage Cycle I and Cycle II

Percentage in Cycle I and Cycle II

Classification	Score	Frequency		Percentage (%)	
		Cycle I	Cycle II	Cycle I	Cycle II
Very good	91-100	2	13	6,7	43,3
Good	76-90	6	14	20	46,7
Fair	61-75	14	3	46,6	10
Poor	50-60	8	-	26,7	-
Very poor	Less than 50	-	-	-	-
Total					

Source: SMP Negeri 23 Makassar 2017

The mean score of the cycle I and cycle II as follows:

1. Score of the cycle I

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2105}{30}$$

= 70, 1

2. Score of the cycle II

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2635}{30}$$

= 87,8

Appendix 10. Attendance List

Students' attendance list in cycle I and cycle II

NO	Students' Name	Signature	
		Cycle I	Cycle II
1	M.L. Sukri	✓	✓
2	Saruni	✓	✓
3	N.A Maharani	✓	✓
4	S.H Febriyanty	✓	✓
5	KM. Muh. Gusti Prasetyo	✓	✓
6	Ade Cristy P.	✓	✓
7	Firda Damayanti	✓	✓
8	Tiara Rahmasari	✓	✓
9	Ayrin Pakasi	✓	✓
10	L.M Barung	✓	✓
11	Pasusanti Sekar	✓	✓
12	Tisa Fransiska	✓	✓
13	K.A. Tulissa	✓	✓
14	Widya Anugra	✓	✓
15	Resky Ardiansyah	✓	✓
16	Febriyani	✓	✓
17	Syahrul Romadhon	✓	✓
18	M.R. Afrisal	✓	✓
19	Resky	✓	✓
20	Suhartina	✓	✓
21	Feronika Kamu	✓	✓
22	A.P. Sari	✓	✓
23	N.M. Putri	✓	✓
24	MUH. R. Pranama S	✓	✓
25	A.P. Hasmi	✓	✓
26	MUH. W. Asfyan	✓	✓
27	Fadillah Rahmat	✓	✓
28	Reny Angriani	✓	✓
29	MUH. A. Pratama	✓	✓
30	Indah Maharani	✓	✓

Appendix 11. Pictures

Picture 1. The Writer gave the answer sheet to the students**.**

Picture 2. The Writer was writing steps to listen the animation video.

Picture 3. The students were watching the animation video.

Picture 4. The students were doing the task.

BIOGRAPHY

Euvronius Magis, was born in Manggarai Flores East Nusa Tenggara on August 03rd 1993. He is the third child in his family. His father name is Makarius Dari and his mother name is Melania Te'e. He has three brothers and two sisters.

He started his study in elementary school in 2001 and graduated in 2006 at SDI Pongwakar, Flores Manggarai. In the same year he continued his study at SMP Negeri 2 Satarmese Todo, Flores Manggarai and finished in 2009. After graduated from junior high school , he continued his study to senior high school at SMK Sadar Wisata Ruteng, Flores Manggarai and graduated in 2012.

In 2013 he decided to continue his study at Bosowa University of Makassar as the student of English Education Department Faculty of Teacher Training and finished in 2018.