STUDENTS' PERCEPTIONS IN LISTENING BY USING VIDEO ANIMATION AT SMPN 8 MAKASSAR

SKRIPSI

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2018

STUDENTS' PERCEPTIONS IN LISTENING BY USING VIDEO ANIMATION AT SMPN 8 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial of Fulfillment of the Requirements for the Sarjana Degree

By

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SKRIPSI

STUDENTS' PERCEPTIONS IN LISTENING
BY USING VIDEO ANIMATION AT
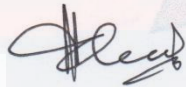SMPN 8 MAKASSAR

Submitted by

RITA
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Had been defended in front of Skripsi Examination Committee
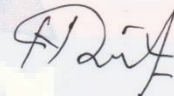September 26th, 2018

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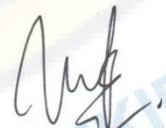
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"Students' Perceptions In Listening By Using Video Animation at SMPN 8 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar,   September 2018

Yang membuat pernyataan

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ABSTRACT

RITA. 2018. *Students' Perceptions in Listening by Using Video Animation at SMPN 8 Makassar*. Skripsi. English Language Education Department, Faculty of Teacher Training and Education, Universitas Bosowa (Supervised by Muliati and Hj. Nurfaizah Sahib).

The objective of this research is to find out the students' perceptions in listening skill by using video animation. The writer analysises the students' perceptions using 20 questionnaires. In doing this study, the researcher employed descriptive qualitative design. The subject of this research was the eight grade students of SMPN 8 Makassar in academic year 2018/2019, while the sample just 30 students. The data was collected from the 20 questionnaires.

The result of the research showed that most of the students have the positive response and from the result of questionnaire, which was response Yes 56.67% and response No 43.33%. In addition, from the questionnaire, the researcher found that some students needed the variety of students' perceptions to avoid boring.

Keywords: Descriptive, Qualitative, Students' Perceptions, Listening, Video Animation.

ABSTRAK

RITA. 2018. *Students' Perceptions in Listening by Using Video Animation at SMPN 8 Makassar*. Skripsi. English Language Education Department, Faculty of Teacher Training and Education, Universitas Bosowa (Dibimbing oleh Muliati dan Hj. Nurfaizah Sahib).

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa pada kemampuan mendengarkan dengan menggunakan video animasi. Penulis menganalisis persepsi siswa berdasarkan harapan/dugaan siswa menggunakan 20 soal angket. Penelitian ini menggunakan deskriptif kualitatif. Populasi dari penelitian ini adalah siswa kelas 8 di SMPN 8 Makassar tahun akademik 2018/2019, sedangkan sample penelitian hanya 30 siswa. Data diperoleh dari 20 soal angket.

Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa memberikan respon yang positif terhadap persepsi siswa yang diperoleh dari hasil angket, hasil ini dapat dinilai rata-rata siswa yang menjawab Iya 56.67% dan menjawab Tidak 43.33%. Selain itu, dari angket peneliti menemukan bahwa beberapa siswa membutuhkan variasi pengajaran untuk menghindari kebosanan.

Kata kunci: Deskriptif, Kualitatif, Persepsi Siswa, Mendengarkan, Video Animasi.

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The researcher realize that from the beginning until in the end of writing this skripsi. The deepest thanks the writer would like to say to both of the supervisor Muliati, S.Pd.,M.Hum.,M.Ed as the first supervisor and Hj. Nurfaizah Sahib, S,Pd.I.,M.Pd as the second supervisor, for spending a lot of their time in guiding the researcher from the beginning until the ending part of the skripsi, giving helpful comments and corrections, criticism and suggestion, the researcher in completing this research.

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The deepest thanks the writer would like to say the Headmaster of SMPN 8 Makassar Ruslan, S.Pd.,M.M and Adriana, S.Pd.I.,M.Pd.I as the English Teacher of SMPN 8 Makassarr and all of the students of SMPN 8 Makassar who have participated in this research.

Moreover, from the bottom of my heart, my great thanks for my beloved parents, H. Beddu S and Hj. Rostia Sore, my brother Burhanuddin, my sisters Irwana, Fatmawati, and Irnawati, and thanks for their love, motivations, supports, and sincere prayers for researcher during the study.

Big thanks for all of friends at Universitas Bosowa especially Mitra, Novi, Eka, Hesfi, Dilah, Rafidah, Arwini, Fajar, Amel, Ati and Genoveva for always giving support, accompanied, care, and motivation. Thanks for Andi Rivaldi Rahmatullah give always support, always prayers, great enthusiasm, and motivation. The writer intended to start the stage of writing this skripsi for the first time and thank you very much also to all of the lecturers who have provided education and science that are very useful for the writer.

The researcher sure this skripsi is still far from perfection. Therefore, criticisms and suggestion for enhancement of this skripsi will surely be appreciated. The researcher really hopes this skripsi is able to give contribution to the readers. Finally the researcher pray may the almighty God, Allah SWT. Always be with us. Amin

Makassar,   September 2018

RITA

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Listening is one of the four language skills that are very important to learn. Listening is the way to identify and understand what people are saying. According to Nunan (2014:23) stated that "listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding". Listening is not easy as the other language skills. It can be clasify as difficult and complicated language skills especially listening in a foreign language. Sometimes the students at university level still have a lot of problems in listening.

In listening students have different perceptions. It is caused by many factors such as speaker speaks too fast and speakers use too many unfamiliar words. Perception is interesting because someone and other behaviors are not the same on the same object. Santrock (2011:132) stated that, perception is the interpretation of what is sensed. Some students may think that using video animation is a good way, useful, and interesting in listening learning, while some of them may think that using

video animation is not a good thing, useless, not interesting, and less attractive.

Video animation is one of media which is very good to the used to impove students listening skill. Many young students like animation video because video animation as media in teahing English helps sensivity to could make the learning process easier. They will be interested and happy to learn English and using video can improve their skill in listening. Harrison and Hummell (2010:21-22) stated that, animated video can enrich the experience and competence of the students in a variety of teaching materials.

In fact, most of students difficult in listening. For the reason, it is important to improve in listening by using video animation it will give an important knowledge to students to know what aspects in listening are difficult for them. And for teachers many teachers using video animation as media in teaching especially listening skill. It makes the researcher curious about the students perceptions in using video animation to improve knowledge about listening success or not. Then, teacher would improve students by using video animation in listening skill. Based on the background above, the writer chooses the title **"Students' Perceptions in Listening by Using Video Animation at SMPN 8 Makassar".**

B. Problem Statement

Based on the background above, the problem of the research is formulated as in the following question: "How is the students' perceptions in listening by using video animation at the second grade of SMPN 8 Makassar in academic year 2018/2019"?

C. Objective of the Research

The objective of this research is to find out the students' perceptions in listening by using video animation at the second grade of SMPN 8 Makassar in academic year 2018/2019.

D. Significance of the Research

The result of this research is expected can be useful for:

1. For the teacher, the result of the study offered information about students' perceptions in listening by using video animation

2. For the students, the results of this research gave benefit for the second grade of SMPN 8 makassar to know the ability of listening difficult for them. On the other hand, the students are expected to be able to improve their listening skill in using video animation.

3. For the other researcher, this research result expected to give information about students' perceptions in listening by using video animation, so it can be use as a reference for another researcher who conducted similar case study.

E. Scope of the Research

This scope of the research would be focus on listening by using video animation. This research found out how is the students' perceptions in listening by using video animation at the second grade of SMPN 8 Makassar in academic year 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discuss about previous of related research findings, some pertinent ideas, the nature of perceptions, listening skill, and conceptual framework.

A. Previous of Related Research Findings

Here are some researches that have conducted research on the use video animation in listening as follow:

Haryanto (2015) with entitle "Student's perception on the use of video animation to the teaching of listening to the first grade at SMA Negeri 1 Pakel academic year 2014-2015" she used interview and questionnaire as a research design. She found that there are some perception of students on the use video animation to teaching listening. The students' perception that she found consists of three aspects; they are aspect of sound, aspect of picture, and aspect of benefit. The conclusion of the three aspect is most of students have liked to learning English by using video animation, because that is have natural conversation, very good looking from the color and suitable for viewing to all ages.

Mardianti (2018) with title "Students' perception of using animation video in teaching listening of narrative text a case study at the tenth grade students of Madrasah Aliyah Negeri 4 Jakarta academic year 2017-2018". The method of this study will qualitative and case study design. The data collecting procedures are observation, questionnaire and interview. The observation and questionnaire will done at tenth grade social. There are three steps; data reduction, data display and conclusion

Rizki (2015). The thesis entitle "Students perceptions on the use film as a media in EFL classroom in SMKN 2 Salatiga". There are many kinds of media that are used as tools in English a Foreign Language (EFL) Classroom, one of media, which is used in EFL classroom, is film. In obtaining data is a questionnaire developed. The participants were asked some questions about their perceptions of the use of films after they were taugh through film for several times in their EFL classroom. The teachers would realize whether yes or not they will used film as media in their own teaching situation.

Based on the description above, the researcher is interested on students' perceptions in listening by using video animation. The researcher would gave questionnaire and observation. The researcher would do a research with entitle "Students' Perceptions in Listening by Using Video Animation at SMPN 8 Makassar".

B. Some Pertinent Ideas

1. Perceptions

a. Definition of Perception

Sulaiman et, al (2017:8), refer to perception as one of the most important elements underpinning effective teaching and learning. Milke May (2008:1) on his book sensation and perception define perception as something what to observe and how to interpret it. Hamacheck (2010:199), defines perception as how individual experience stimuli by the sensory receptors, from the world around them.

From definition above, it can be conclude that perception is an individual response to an object that is receives through the process and observing. Therefore, people get a sense of what is observe.The individual uses his sense to receive an event or conclude the data will be processes through the nerve know until the brain.

b. Aspects of perception

According to Andrew Lotto and Lori Holt (2010:1), perception contains three components that create behavior structure, they are cognitive, affective and conative. Cognitive component is a component that related to the science, opinion, believes and intellectual aspects, affective component is part of emotional aspects of the socio-psychology factor, and conative component is related to habit. The visual aspects

focus on the video itself because video contains moving image that can be observed whether the image that showed is good or not.

1. Perception of audio

The sound is pressure changes in the air or another medium. While perceptually sound is the experience we have when we hear. It can be assumed that perception of sound happens when we hear the sound.

2. Perception of video

The video is a combination of moving picture and sound. While watching a video, there is some process of transferring the information to the visual sensory system.

There are explain in detail such as:

a. The color and contrast in video is the matching color of the moving image with the contrast. Because if the color and contrast do not match well, it makes our eyes feel tired while watching the video.

b. The quality of the video. The good quality of video can be defined as the video has a good image or no blurring moving image and have a clear sound.

c. The usefulness of teaching and learning process. This usefulness is felt by the students which are the object of teaching and learning process, whether the video helps them to understand the lesson or not.

From the explanation above, can be perceived are color and contrast of the video give an important role, because if the color is clear and the contrast is good, it makes a good quality to the video, and it make

students watch the video do not feel tired in their eyes because of the contrast is too low. By the good quality of the video, it will emerge students to feel easy in understanding the lesson.

c. Process of Perception

According to Goldstein (2014:9). There were two process of perception namely bottom-up processing and top-down processing.

1. Bottom-up Processing

Bottom-up processing is a process pf perception when the stimuli are reaching the receptors. These stimuli provide starting point of perception and without the receptors activation there is no perception. It is also called the data based processing.

2. Top-down Processing

Top-down processing which is also called knowledge based processing refers to processing which based on the knowledge. Knowledge such as this is not always involved in perceptions, but as we will see, it often is – sometimes without out even being aware of it.

d. Factors of Perception

According to Kehoe (2013:28). There are three factors of perception namely individul, object, and context.

1. Individual

It is one of the internal factors which contribute to the subjective nature of the process of perception. This factors is related to the perceivers, interests, needs, motives, and expectations. This factors is influencing how people select information which is relevant and meaningful to them.

2. Object

it is to the external factors of perception and it needs the attention from the perceiver. This factors is related to the physical characteristics of the object which is perceived. The external factors including contrast, intensity, size, movement, repetition, and position.

3. Context

The environment around the object which is perceived also influences the process of perception. This is divided into three parts, which are: physical factors, social factors, and also organizational factors. Physical factors is including whether the environment is formal or informal as the result which is created by the regulations or the rules, social factors is including the type of people and the relationship between the people and their experience in the past, and organizational factors is including the size of the organization, the culture, and pupose

Based on explanation above, it can be concluded that there are two major factors in perception which re the individual itself and environment. The environment includes the object which is perceived by the individual.

In this research, those two comparosions of theory will be the bsi theories in ceating the statement in the questionnaire for collecting the data.

2. Listening Skill

a. Definition of Listening

Fansury and Rampeng (2015:1) Listening is one of the most important elements in studying of foreign language. Listening needed for natural precursor to speaking EFL (English Foreign Language). Anderson and Lynch (2008:3) Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem. Rost (2009:279) stated that, listening is mental process of constructing meaning from spoken input. It means that without good listening skill usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says. Listening found that the four most used elements were perception, attention, remembering, and response.

From the definition above, the writer can conclude that, listening is one of the most important elements in studying of foreign language. Listening to us can get a lot of information. So listening needs to teach due to its characteristic that usually the source messaage difficult to understand, comprehend, and need thinking process.

b. Kinds of Listening

Listening as one of productive skills need a process. Jeremy Harmer in Fansury and Rampeng (2015:2). There are two kinds of listening namely extensive and intensive listening.

1. Extensive listening, has also a greater ease than other types as it is concerned to promote overall comprehension of a text and never requires learners to follow every word and understand them. Intensive listening refers to listening to pecise sounds, words, phrases, grammatical units and pragmatic units.

2. Intensive listening or 'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult. Listening intensively is quite important to understand both the lexical and grammatical units that lead to from meaning. So, intensive listening requires attention to spesific of items of language, sound or factual detail such as words, phrase, grammatical units. Prgamatic units, sound change (vowel reduction and consonant assimilation), stress, intonation and pauses, etc.

Based on the theory above, there are two kinds of listening; extensive listening and intensive listening, in listening is very important to know because we can know lexical and grammatical to know the true meaning likes: words, phrases, sound changes (vowel reduction and consonant assimilation), stress, intonation and pause, etc.

c. Process of Listening

Adapted from Nunan in Fansury and Rampeng (2015:6), there are two views of listening process; they are top-down view and bottom-up view.

a. Top-down listening view

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. The listener need to bring in their knowledge of the context, topic, speaker, situation, and the world to match it with the aural input so that they can arrive at the meaning of the text.

b. Bottom-up listening view

This aspect is proces of decoding the sounds which include the knowledge about the language system, such as the knowlege about the grammar, vocabulary, and phonological system. Listener forms word phonemes to complete text.

From the conclusion above, it can be concluded that even listening is a receptive skill but the listening is not a passive action because the listener needs not only meaning and acquire meaningful infromation by assimilating the sounds, words, and phrases.

d. Difficulties of Listening

According to Richards (2008:2), common listening problems are:

1. Speaker speaks too fast

2. Listeners listen to a word for word

3. Listeners lack 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. Speaker's accents are unfamiliar

8. Tasks are too difficult

9. Listeners cannot recognize words they know when they hear them

From the explanation above, some aspects such as students, media, and materials. One problem is causing to another problem. For example, if students lack background knowledge, they would feel that tasks are too difficult. This problem affects 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.

3. Video Animation

a. Definition of Video

Rasouli and Shoari (2015:252), video is the combination of moving picture and sound which can present language comprehensively. Richard and David (2011:385), video is the technology of electronically capturing,

regording, processing, storing, transmiting, and recounstructing a sequence of still image representing scenes in motion. While, Woottipong (2014: 200), video segments can illustrate an event or a procedure so that students feel as though they are actually there. Video can also be said as a combination of dead images that are read sequentially in a time with a certain speed.

From the decription above, the researcher defines video animation as several strorage formats for moving pictures that contain an animation or cartoon of narration story such as fairytale, fable, legend, etc. Briefly, also defined as the video that contain narration story.

b. Definition of Video Animation

Ramadhika (2014:25) stated that, animation video is a video made without using something real. In the other words, it is described as cartoon, image, and puppets photograped and shown in a way that makes them move and appear to be alive. Animation video is one of media which is very imprtant and good to use improve students' listening understanding in teaching English helps sense to students skill of hearing. Many children like video animation because it make happy to learn English by using video animation. while, Haryanto (2014:20) stated that, animation video as the video that presents information via aural and visual which has advantages for learners to gain the infromation by observing and listening

Many definitions of animation based on experts, but all of them have the same points that animation is a series of drawing or photographs that created by the computer. Webster says that animation is a series of drawings, computer graphics or photographs of innanimate objects (such as puppets) which is made into a motion picture. However, Collins dictionary also states that animation is the process of making films in which the drawings or puppets appear to move. Furthermore, Oxford dictionary says that animation is the manipulation of electronic images by a computer in order to create moving images.

Based on the explanation above, animation video is describe as a cartoon, films, images, puppets, etc. That are photographed and shown in a way that makes them move and appear to be alive.

c. Types of Video Animation

According to Murwani in Akmala (2011:27) there are three types of animation are cel, stop, and computer animation.

1. Cell animation is refers to the traditional way of animation in a set of hand drawings. For tracking these images on transparent sheets. This transparents sheets is known as cel and is a medium for drawing frames. Example :Pinocchio, Mickey Mouse, , etc

2. Stop animation

   Stop animation and stop motion is a technique to create an image object that is arranged itself and then moves. Puppetry is one of the

mostused frame-to-frame animation types. Some famous movies that are animated via stop motion effect King Kong, The Dinosaur and the Missing Link, The Curse of the were Rabbit and The Lost Word.

3. Computer animation

Computer animation is the latest technique that includes 2D and 3D animation. These not only enhance the hand-drawn characters but also make them appear realas compared to the above mentioned animations. There are two types of computer animation are 2 dimension animation and 3 dimension animation:

a. 2 dimension (2d) animation is also commonly called cartoon. The cartoon itself comes from the word cartoon, which means funny picture and most funny cartoon films, both on TV and Cinema..Example: Spongebob, Doraemon, Shincan, Tom and Jerry, Scooby doo, and etc

b. 3 dimension (3d) animation is a development of 2 dimension animation. based on the concept of 3 dimension images to produce animation that is more realistics, detail, and real because it almost resembles the original shape. Example: Avatar, Smurf, etc

From explanation above, 2d animation, animation of this type is also commonly reffered to as cartoons, likes Lonney Tunes, Tom and Jerry, and Doraemon. 3d animation is development of 2d animation wirh 3d animation, the characters shown live more and more real close the original human form, likes Nemo, Toy Story, Monster Inc, and Final Fantasy.

d. The Advantages of using Video Animation

The use of animation video in Language learning has the advantages. The advantages are Harmer (2011:282)

1. Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues

2. Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3. The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

4. Motivation. Most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Based on the advantages given by the experts above, the writer concludes that the advantages of the video animation relate to the object of the research;

a. Video animation gives the model of the use of speaking. the learners do not only hearing but seeing. they learn the pronounciation, expressions, intonations, accent,gesture, etc.

b. Video animation the accross cultural awareness which learners can learn the differentiation between their own cultures with the culture of the language they learn. while, they learn the culture behind the language the learn, they will know how the language expression use in the right context.

c. Video animation is interesting. Most of young learners interest to see the move. By seeing English video animation, they can English especially speak and listening happily.

d. The Disadvantages of using Video Animation

Using video animation does not give advantages only, give some disadvantages. We may not consider the good point only instead the bad points. On the other hand, beside advantages, the disadvantages of video should also be taken into account. According to Cakir (2009:90) stated that, animation video is cost, inconvenience, maintenance and some cases, fear of technology. Meanwhile Arsyad (2011:50) stated some disadvantages of using animation video:

1. Particularly, using animation video and film need much time and money.

2. When the video is being shown, the pictures are moving continuously that make some students cannot get the information from the video.

3. Animation video and film sometimes do not meet the need of the learning goal, unless the video and film are designed and produced specifically for certain need.

From the explanation above, it can be concluded that using animation video in language classroom specially in teaching listening skill has some advantages and disadvantages. However, it depends on how the teacher uses it as the media in teaching. So, we can follow the native speaker accent directly. Focus of advantages and disadvantages of video animation, disadvantage have much the advantages and autimatically is giving the positive effects than disadvantages for our English language.

e. The Role of Animation Video

According to Esseberger (2010:20) 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.

Rammal (2012:42) stated that, using animation video in an EFL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

From the explanation above, video animation can improve students ability in learning English. Students can directly see, watch, or listen to

video animation, can add knowledge about students vocabulary and grammar.

C. Conceptual Framework

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│        Listening skill       │
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│       Video animation        │
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│     Students' perceptions    │
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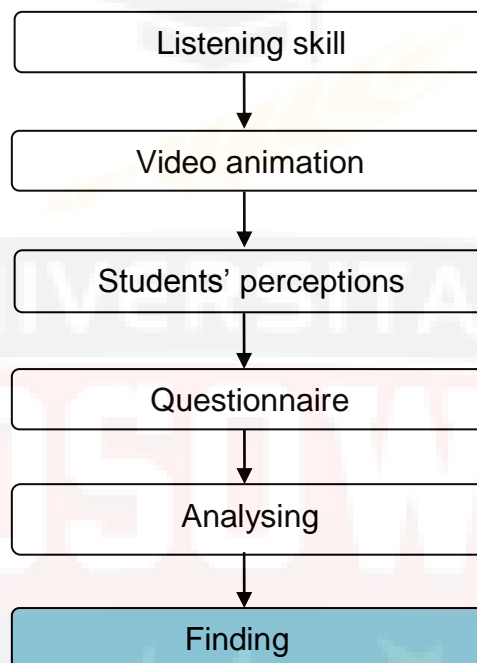
Based on the conceptual framework above this research would focus on students' listening skill. The researcher found out know how is the students' perceptions in listening by using video animation. The researcher would used questionnaire as the instrument to know how is students' perceptions about using video animation in learning listening skill.

CHAPTER III

RESEARCH METHOD

This chapter the researcher discuss about research design, location and time, population and sample, instrument of the research, procedure of collecting data, technique of analysis data.

A. Research Design

In this research, the researcher used descriptive qualitative research method .According to Ari et, al (2010:425) stated that, descriptive qualitative research deals with data that are in the form of words, rather than number and statistics. The researcher used questionnaire as the instrument to know how is the students' perceptions in listening by using video animation. The total items of questionnaire were 20 items.

B. Location and Time of the Research

This research was conducted at SMPN 8 Makassar Jl. Batua Raya No. 1, Kota Makassar. This research conducted on September 2018 in academic year 2018/2019.

C. Population and Sample

1. Population

The population of this research was the second grade of students at SMPN 8 Makassar in academic year of 2018/2019. The second grade students were 11 classes and each class consists of 30-36 students. The total number of population were 396 students.

2. Sample

The researcher used total sampling in this research. Total sampling is a sampling technique where the number of samples is the same as the population. The researcher took four class, there are class 8.4, 8.5, and 8.9. From those classes, the researcher took sample of 10 students in each class as sample of this research and the total sample were 30 students.

D. Instrument of the Research

The researcher used questionnaire as a instruments of the research. This instrument to know how is the students perceptions in listening by using video animation. The questionnaire consisted of 20 questions. In questionnaire, the researcher gave 2 alternative choices namely: "yes" and "no". It the objective to find out the students' perceptions in listening by using video animation at the second grade of SMPN 8 Makassar. The questionnaire was adopted from Chyntia (2018).

There were some parts of the questionnaire that have been change and modified by researcher.

E. Procedure of Collecting Data

There were some procedure did by the researcher collecting the data. Firstly, the researcher prepared the questionnaire as the instrument. After that, the researcher attended into the class and distributed the questionnaires to the students. Before the students answer the questionnaire, the researcher explained the clue about how to do the questionnaire. After the students finished, the researcher collected all the questionnaire to get the data about students' perceptions in listening by using video animation.

F. Technique of Analysis Data

The data obtained through questionnaire instrument for analyzed, in order to find out the frequency of the informants who give the same response. In this questionnaire, the researcher used "yes" and "no" response because it is easy to understand and so lead to consistent answers.

The percentage formula that would be used is as follow:

$$P = \frac{F}{N} \; x \; 100$$

Notation:

P: Percentage,

F: Frequency

N: Total number of students

(Gay, 2006:173)
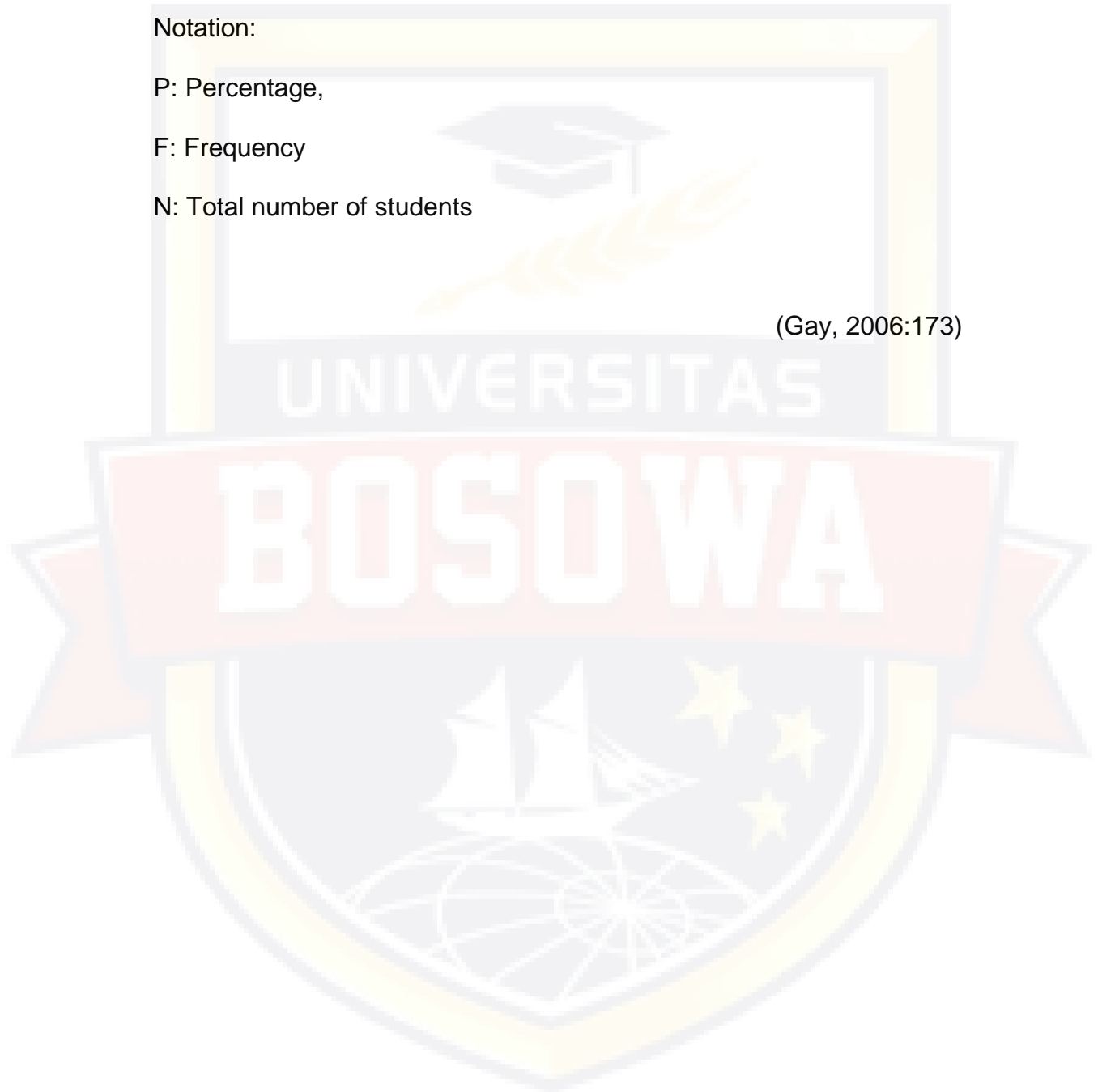
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discuss about finding and discussion the research.

A. Finding

As stated in the previous chapter that the instrument used in this research was questionnaire, and to find out the students' perceptions in listening by using video animation at the second grade of SMPN 8 Makassar.

The researcher found that the information to know students' perceptions in listening by using video animation through the questionnaire. After all the data is done, using formula below to know the percentage of the students perceptions.

$$P = \frac{F}{N} \; x \; 100$$

The frequency and percentage of the students' choice of each item are illustrated in following table:

Table 4.1. Questionnaire number 1

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
The use of animation video is better than other media in listening skill	22	8	73.33%	26.67%
Total	30		100%	

Table 4.1 showed that, there are 22 students gave response "yes" with percentage (73.33%) and 8 students gave response "no" with percentage (26.67%). It means that most of the students response yes because use of animation video is better than other media in listening skill.

Table 4.2. Questionnaire number 2

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I like watching English animation video	23	7	76.67%	23.33%
Total	30		100%	

Table 4.2 showed that, there are 23 students gave response "yes" with percentage (76.67%) and 7 students gave response "no" with percentage (23.33%). It means that most of the students like watching English animation video.

Table 4.3. Questionnaire number 3

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
In my opinion, animation video is needed in learning English	22	8	73.33%	26.67%
Total	30		100%	

Table 4.3 showed that, there are 22 students gave response "yes" with percentage (73.33%) and 8 students gave response "no" with percentage (26.67%). It means that most of students need animation video in learning English.

Table 4.4. Questionnaire number 4

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I easily understand the lesson by using video animation	22	8	73.33%	26.67%
Total	30		100%	

Table 4.4 showed that, there are 22 students gave response "yes" with percentage (73.33%) and 8 students gave response "no" with percentage (26.67%). It means that most of the students easily understand the lesson by using video animation.

Table 4.5. Questionnaire number 5

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I can speak English because oftenly watching English animation video	22	8	73.33%	26.67%
Total	30		100%	

Table 4.5 showed that, there are 22 students gave response "yes" with percentage (73.33%) and 8 students gave response "no" with percentage (2.67%). It means that most of the students can speak English because oftenly watching English animation video.

Table 4.6. Questionnaire number 6

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I can not hear the audio/sound clearly	23	7	76.76%	23.33%
Total	30		100%	

Table 4.6 showed that, there are 23 students gave response "yes" with percentage (76.67%) and 7 students gave response "no" with percentage (23.33%). It means that most of the students can not hear the audio/sound clearly.

Table 4.7. Questionnaire number 7

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
Animation video help me to understand difficult vocabulary	20	10	66.67%	33.33%
Total	30		100%	

Table 4.7 showed that, there are 20 students gave response "yes" with percentage (66.67%) and 10 students response "no" with percentage (33.33%). It means that most of the students help me to understand difficult vocabulary.

Table 4.8 Questionnaire number 8

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
The use animation video is very interesting, because not only hearing the audio but also watching the animation	22	8	73.33%	26.67%
Total	30		100%	

Table 4.8 showed that, there are 22 students gave response "yes" with percentage (73.33%) and 8 students gave response "no" with percentage (26.67%). It means that using video anmation is very

interesting, because the students not only hearing the audio but also watching animation.

Table 4.9 Questionnaire number 9

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
Animation video give a comfortable and enjoyble in learning process.	19	11	63.33%	36.67%
Total	30		100%	

Table 4.9 showed that, there are 19 students gave response "yes" with percentage (63.33%) and 11 students gave response "no" with percentage (36.67%). It means that the students gave positive response to this questionnaire. Therefore, most of the students gave a comfortable and enjoyable in learning process.

Table 4.10. Questionnaire number 10

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
The use of animation video has a big effect on my understanding about the material the delivered	17	13	56.67%	43.33%
Total	30		100%	

Table 4.10 showed that, there are 17 students gave response "yes" with percentage (56.67%) and 13 students gave response "no" with percentage (43.33%). It means that most of the students respons yes, because the use of animation video gave a big effect on my understanding about the material delivered.

Table 4.11. Questionnaire number 11

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I found hard to understand the lesson by using animation video	11	19	36.67%	63.33%
Total	30		100%	

Table 4.11 showed that, there are 11 students gave response "yes" with percentage (36.67%) and 19 students gave response "no" with percentage (63.33%). It means that the students found hard to understand the lesson by using animation video.

Table 4.12. Questionnaire number 12

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I become more study because the animation video makes me like listening skill	20	10	66.67%	33.33%
Total	30		100%	

Table 4.10 showed that, there are 20 students gave response "yes" with percentage (66.67%) and 10 students gave response "no" with percentage (33.33%). It means that, the students become more study because the animation video makes me like listening skill. So, the students response to both with balanced percentage.

Table 4.13. Questionnaire number 13

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
Animation video helps the students to improve their pronounciation skill in English	16	14	53.33%	46.67%
Total	30		100%	

Table 4.13 showed that, there are 16 students gave response "yes" with percentage (53.33%) and 14 students gave response "no" with

percentage (46.67%). Most of the students, helps the students to improve their pronounciation skill in English by using animation video.

Table 4.14. Questionnaire number 14

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
Before I watch English animation video, I can speak and listen because the speaker is a native speaker	21	9	70.00%	30.00%
Total	30		100%	

Table 4.14 showed that, there are 21 students gave response "yes" with percentage (70.00%) and 9 students gave response "no" with percentage (30.00%). It means that they gave postive response to this statement. Therefore, most of the students watch English animation video, because can speak and listen because the speaker is a native speaker.

Table 4.15. Questionnaire number 15

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
I like watching animation video with my friends or family	20	10	66.67%	33.33%
Total	30		100%	

Table 4.15 showed that, there are 20 students gave response "yes" with percentage (66.67%) and 9 students gave response "no" with percentage (33.33%). It means that the students gave postive response to this questionnaire. Therefore, most of the students like watching animation video with my friends or family.

Table 4.16. Questionnaire number 16

Students' Responses	Frequency		Percentage	
	Yes	No	Yes	No
Watching animation video has big influence to increase our speaking and listening skill	23	7	76.67%	23.33%
Total	30		100%	

Table 4.16 showed that, there are 23 students gave response "yes" with percentage (76.67%) and 7 students gave response "no" with percentage (23.33%). It means that the studnets gave positive response to this questionnaire. Therefore, most of the students watching animation video has big influence to increase our speaking and listening skill.

Table 4.17. Questionnaire number 17

Questionnaire	Students' Responses		Frequency	
	Yes	No	Yes	No
Animation video helps students to improve their listening skill	23	7	76.67%	23.33%
Total	30		100%	

Table 4.17 showed that 23 students gave response "yes" with frequency (76.67%) and 7 students gave response "no" with frequency (23.33%). It means that, the students gave positive response to this questionnaire. Therefore, most of the students like watching animation video with my friends or family.

Table 4.18. Questionnaire number 18

Questionnaire	Students' Responses		Frequency	
	Yes	No	Yes	No
Oftenly watch animation video add unknown vocabulary	25	5	83.33%	16.67%
Total	30		100%	

Table 4.18 showed that, 25 students gave response "yes" with frequency (83.33%) and 5 students gave response "no" with frequency

(16.67%). Therefore, most of the students oftenly watch animation video add unknown vocabulary.

Table 4.19. Questionnaire number 19

Questionnaire	Students' Responses		Frequency	
	Yes	No	Yes	No
I watch English animation video 3 times in a week	8	22	26.67%	73.33%
Total	30		100%	

Table 4.19 showed that 8 students gave response "yes" with frequency (26.67%) and 22 students gave response "no" with frequency (26.67%). It means that, the students gave negative response to this questionnaire, because most of the students rarely watch English animation video 3 times in a week.

Table 4.20. Questionnaire number 20

Questionnaire	Students' Responses		Frequency	
	Yes	No	Yes	No
I prefer to watch animation video than going holiday with my friends	4	26	13.33%	86.67%
Total	30		100%	

Table 4.20 showed that 4 students gave response "yes" with frequency (13.33%) and 26 students gave response "no" with frequency (86.67%). It means that, the students gave negative response to this questionnaire. Because most of the students prefer holiday with my friends than watch animation video.

Based on the questionnaire above, it can be concluded that, the students gave responses yes, because apparently students enjoy learning English in listening using animation video and students responses no only some students. So students' perceptions in listening by using video animation can be a good alternative media and gave positive things.

The result of frequency students' perceptions in listening by using video animation showed that positive response. Because animation video is very interesting in learning English and most of students tend to use of animation video is better than other media in listening skill.

In addition, students also showed the teacher always create a good atmosphere and gave some motivations in the class. Also that the teacher know the way of students.

B. Discussion

In relation to the data from the questionnaire showed that most of students prefer animation video is better than other than media in listening skill, because 73.33% response yes and 26.67% no. In questionnaire number two 76.67% response yes and 23.33% response no, because

most of students like to watching English animation video. In questionnaire number three 73.33% response yes and 26.67% response no, because most students animation video needed in learning English. In questionnaire number four 73.33% response yes and 26.67% response no, most of students give positive response because the students understand the lesson by video animation. in questionnaire number five 73.33% response yes, some students can speak English because oftenly watching English animation video and the students response no 26.67%. In questionnaire number six 76.67% response yes, because most of students can not hear the audio/sound clearly and 23.33% response no. In questionnaire number seven 66.67% response yes, because animation video help me to understand difficult vocabulary and 33.33% respondse no. In questionnaire number eight 73.33% response yes and 26.67% response no, most of students give positive response because using animation video is very interesting. In questionnaire number nine 63.33% response yes and 36.67% response, most of students a give comfortable and enjoyablein learning process. In questionnaire number ten 56.67% response yes and 43.33% response no, because animation video has a big effect on my understanding about the material delivered. In questionnaire number eleven 36.67% yes and 63.33% response no, most of students find it hard to understand the lesson by using video animation. In questionnaire number twelfth 66.67% response yes and 33.33% response no, because I become more study because the animation video

makes me listening skill. In questionnaire number thirteen 53.33% response yes and 46.67% response no, because animation video helps the students to improve their pronounciation skill in English. In questionnaire number fourteen 70.00% response yes and 30.00% response no, because most of students like watching animation video has big influence to increase our speaking and listening skill. In questionnaire number fifteen 76.67% response yes and 23.33% response no , most of students response yes because watching animation video has a big influence to increase our speaking and listening skill. In questionnaire number seventeen response yes and 23.33% response no, most of students animation video helps students to improve thei listening skill. In questionnaire number eighteen 83.33% response yes and 16.67% response no, because give positive response because offtenly watch animation video add unknown vocabulary. In questionnaire number nineteen 26.67% response yes and 73.33% response no, most of students response no because the students watch English animation video 3 times a week. In the last number 13.33% response yes and 86.67% response no, most students response no, because the students prefer to watch animation video than going to holiday with my friends.

Based on the questionnaires from one until twenty it was very clear that video animation can be alternative media in listening skill, because the average of the data showed that most of students like to learning class.

The result of this research, students' perceptions before using animation video and after using animation video in learning listening skills. The researcher found out that students gave positive response to students' perceptions in listening by using video animation which was drawn from the percentage of each item, there were 17 students choose Yes with the average (56.67%) and 13 students choose No with the average (43.33%) from with the total sample was 30 students of the second grade at SMPN 8 Makassar.

The Result of this research is almost same as Haryanto (2015). She concluded that most of students have liked to learning English by using video animation, because that is have natural conversation, very good looking from the color and suitable for viewing to all ages.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher conducted that the students perceptions in listening skill by using video animation can make the students more excited in learning English, especially in listening skill. Analysis of the students' response from the questionnaire it was very clear that use animation video in English Language was affective. Because the resason are, they could learning English how to speak fluently from the native speaker. Moreover, native speaker in animation video as media could increase students listening skill. In addition, most of students enjoy watching animation video. The students' used to more exciting in watching animation video. It proved by there are (56,67%) students response Yes and (43,33%) students response No.

B. Suggestion

Based on conclusion above, so the researcher gave the suggestion below:

1. For the teachers, need to explore in using many kinds of media, the teacher also has to know students' feeling and reaction while the media perceptions of the media used, therefore teachers should use any kind of media in teaching and learning process.

2. For the students, can improve their listening skill, the students must often English animation video. To be able to listen to new words.

3. For the other researcher, want to conduct similar studies should explore the knowledge related to the principles of using animation video to improve students' listening skill.
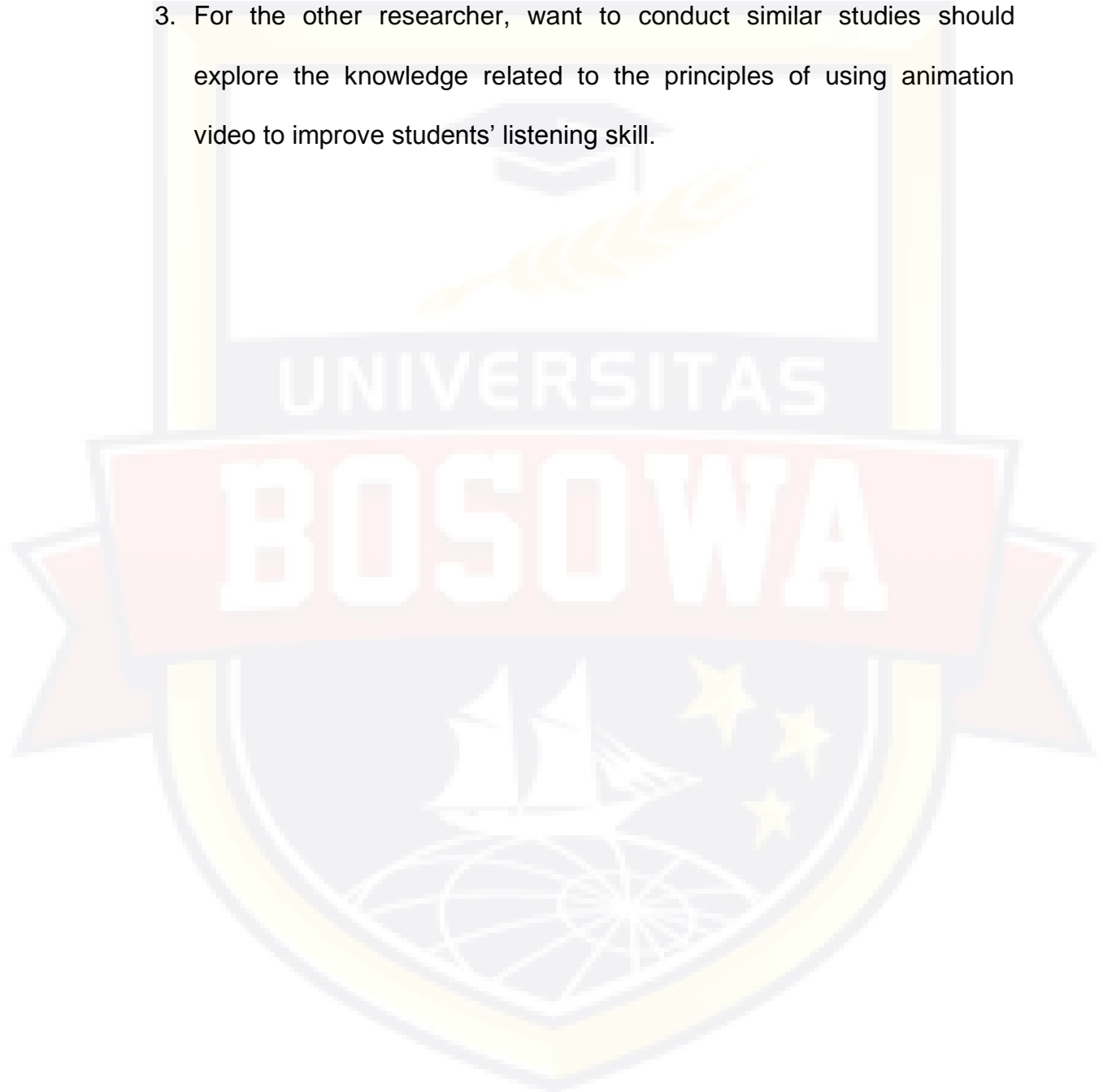
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Appendices

(Appendix 1)
LICENSE

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8
Batua raya No.1 Tlp. 0411-493722 Fax. 497320 Email- *spendelmakassar@yahoo.com*

SURAT KETERANGAN
Nomor : 420 / 0734 / SMP.08 / IX / 2018

Yang bertanda tangan dibawah ini , Kepala SMP Negeri 8 Makassar menerangkan bahwa

N A M A	:	RITA
N I M	:	4514101008
JURUSAN /PROG.STUDI	:	Pendidikan Bahasa Inggris
ALAMAT	:	Jl. Urip Sumoharjo Km.4 Makassar

Benar yang tersebut namanya di atas telah melaksanakan penelitian pada SMP Negeri 8 Makassar dalam rangka Penyusunan Skripsi (S1) di FKIP Universitas Bosowa Makasssar, dengan Judul : *"STUDENTS' PERCEPTIONS IN LISTENING BY USING VIDEO ANIMATION AT SMPN 8 MAKASSAR ".*

Berdasarkan surat Izin Penelitian Dinas Pendidikan Makassar Nomor : 070/0742/DP/VIII/2018, tanggal 05 September 2018.

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 17 September 2018
Kepala SMP Negeri 8 Makassar

Ruslan, S.Pd., MM.
Pangkat : Pembina
NIP : 19680818 199103 1 007

(Appendix 2)
RESEARCH INSTRUMENT

Name   :

Class   :

Nis   :

The main of this research is to know the students' perceptions in listening by using video animation. the students' answer will help the researcher to know that whether wathcing video animation will help students in study english especially in listening skill or not.

How far you are agree with this statements below. This statements ask about your perceptions in listening by using english video animation. Remember, there is not right or false answer, just answer accurate them. Read the statements below carefully and give mark (√) for the right choice stated that you are really like to study english listening skill by using video animation. Use the scale below to answer the questionnaire.

Annotation : Yes and No.

Questionnaire

No	Questionnaire	Students' Respondents	
		Yes	No
1	The use of animation video is better than other media in listening skill (Penggunaan video animasi lebih baik daripada media lain dalam keterampilan mendengarkan)		
2	I like watching English animation video (Saya suka menonton video animasi bahasa Inggris)		
3	In my opinion, animation video is needed in learning English (Menurut saya, video animasi diperlukan dalam pembelajaran bahasa Inggris)		
4	I easily understand the lesson by using animation video (Saya lebih mudah memahami pelajaran dengan menggunakan video animasi)		
5	I can speak English because oftenly watching English animation video (Saya bisa berbahasa Inggris karena sering		

	menonton video animasi Inggris)		
6	I can not hear the audio/sound clearly (Saya tiak bisa mendengarkan audio/suara dengan jelas)		
7	Animation video not help me to understand difficult vocabulary (Video animasi tidak membantu saya memahami kosakata sulit)		
8	Using animation video is very interesting, because I can not listen the audio but also watch animation video (Penggunaan video animasi sangat menarik, karena saya tidak hanya mendengarkan audio tetapi juga (menonton)		
9	Animation video give comfortable and enjoyable in learning process (Video animasi memberikan suasana belajar yang nyaman dan menyenangkan)		
10	The use animation video has a big effect on my understanding about the material delivered (Penggunaan video animasi berpengaruh besar terhadap pemahaman saya tentang		

	materi yang disampaikan)		
11	I find it hard to understand the lesson by using animation video (Saya lebih sulit memahami pelajaran dengan menggunakan video animasi)		
12	I become more study because the animation video makes me listening material (Saya jadi lebih rajin belajar karena video animasi membuat saya menyukai materi mendengarkan)		
13	Animation video helps the students to improve their pronounciation skill in English (Video animasi membantu siswa meningkatkan kemampuan melafalkan kata dalam bahasa Inggris)		
14	Before watch English animation video, I can speak and listen because the speaker is a native speaker (Sebelum menonton video animasi bahasa Inggris, Saya bisa berbicara dan mendengarkan karena pembicaranya adala penutur asli)		
15	I like watching animation video with my		

	friends or my family (Saya suka menonton video animasi bersama teman-teman saya atau keluarga)		
16	Watching animation video has big influence to increase our speaking and listening skill (Menonton video animasi memiliki pengaruh besar dalam meningkatkan kemampuan berbicara dan mendengarkan)		
17	Animation video helps students to improve their listening skill (Video animation membantu siswa meningkatkan kemampuan mendengarkan mereka)		
18	Oftenly watch animation video add unknown Vocabulary (Sering menonton video animasi juga akan menambah kosakata yang belum diketahui)		
19	I watch English animation video 3 times in a week (Saya menonton video animasi bahasa Inggris 3 kali seminggu)		

20	I prefer to watch animation video than going holiday with my friends (Saya lebih memilih menonton video animasi daripada pergi liburan bersama teman-teman)		

Adopted from Chyntia (2018)

(Appendix 3)

TABLE OF DATA OF SAMPLE

No	Nama	Students' Initial	Class
1	Abner Debrilian	AD	8.4
2	Adhitya Ananda Wangsa	AAW	8.4
3	Ahmad Alta Fairus	AAF	8.4
4	Alya Thalita Naurah	ATN	8.4
5	Amanda Grace Marthinus	AGM	8.4
6	Andi Anindita Triskayanti. F	AATF	8.4
7	Andi Diva Lathifah Rustan	ADLR	8.4
8	Andi Jawiah Nurul Ummiyi	AJNU	8.4
9	Fani Andini Putri	FAP	8.4
10	Fika	FK	8.4
11	Afriza Andre Avianto	AAA	8.5
12	Ahmad Rafli Abbas	ARA	8.5
13	Andi Akbar Arya Putra	AAAP	8.5
14	Andi Arsya Zalsabilah Putri	AAZP	8.5
15	Andi Nurwafia	AN	8.5
16	Andi Salsabila Ramadhani Helmi	ASRH	8.5
17	Ariana Nindya Alisya	ANA	8.5
18	Astri Ameilia Aenul	AAA	8.5
19	Desiani Takin	DT	8.5
20	Fauzia Tussaida	FT	8.5
21	Abilla	AB	8.9
22	Adefa Qhayla Alevia Az Zahra	AQAAZ	8.9
23	Adelia Aprianti Amin	AAA	8.9
24	Adelia Setya Ramadhani	ASR	8.9
25	Ahimsyah Syafivyyah Yunus	ASY	8.9
26	Andi Afifah Putri Ananta	AAPA	8.9
27	Andi Nidya Maharani Taqwa	ANMT	8.9
28	Aprilis Tiara Sari	ATS	8.9
29	Asy Syuraya Arba Ilania	ASAI	8.9
30	Atiqah Nurul Afifah Rahmat	ANA	8.9

(Appendix 4)
STUDENTS QUESTIONNAIRE

Instruments

Name : Adelia Setya Ramadhani
Class : 8.9
Nis : 04

The main of this research is to know the students' perceptions in listening by using video animation. the students' answer will help the researcher to know that whether wathcing video animation will help students in study english especially in listening skill or not.

How far you are agree with this statements below. This statements ask about your perceptions in listening by using english video animation. Remember, there is not right or false answer, just answer accurate them. Read the statements below carefully and give mark (√) for the right choice stated that you are really like to study english listening skill by using video animation. Use the scale below to answer the questionnaire.

Annotation : Yes and No.

Questionnaire

No	Questionnaire	Students' Respondents	
		Yes	No
1	The use of animation video is better than other media in listening skill (Penggunaan video animasi lebih baik daripada media lain dalam keterampilan mendengarkan)	✓	
2	I like watching English animation video (Saya suka menonton video animasi bahasa Inggris)	✓	
3	In my opinion, animation video is needed in learning English (Menurut saya, video animasi diperlukan dalam pembelajaran bahasa Inggris)	✓	
4	I easily understand the lesson by using animation video (Saya lebih mudah memahami pelajaran dengan menggunakan video animasi)	✓	
5	I can speak English because oftenly watching English animation video (Saya bisa berbahasa Inggris karena sering menonton video animasi Inggris)	✓	
6	I can not hear the audio/sound clearly (Saya tiak bisa mendengarkan audio/suara dengan jelas)	✓	
7	Animation video not help me to understand difficult vocabulary (Video animasi tidak membantu saya memahami kosakata sulit)		✓
8	Using animation video is very interesting, because I can not listen the audio but also watch animation video (Penggunaan video animasi sangat menarik, karena saya tidak hanya mendengarkan audio tetapi juga	✓	

No			
	(menonton)		
9	Animation video give comfortable and enjoyable in learning process (Video animasi memberikan suasana belajar yang nyaman dan menyenangkan)	✓	
10	The use animation video has a big effect on my understanding about the material delivered (Penggunaan video animasi berpengaruh besar terhadap pemahaman saya tentang materi yang disampaikan)		✓
11	I find it hard to understand the lesson by using animation video (Saya lebih sulit memahami pelajaran dengan menggunakan video animasi)		✓
12	I become more study because the animation video makes me listening material (Saya jadi lebih rajin belajar karena video animasi membuat saya menyukai materi mendengarkan)	✓	
13	Animation video helps the students to improve their pronounciation skill in English (Video animasi membantu siswa meningkatkan kemampuan melafalkan kata dalam bahasa Inggris)	✓	
14	Before watch English animation video, I can speak and listen because the speaker is a native speaker (Sebelum menonton video animasi bahasa Inggris, Saya bisa berbicara dan mendengarkan karena pembicaranya adala penutur asli)	✓	
15	I like watching animation video with my friends or my family (Saya suka menonton video animasi bersama teman-teman saya atau keluarga)	✓	

16	Watching animation video has big influence to increase our speaking and listening skill (Menonton video animasi memiliki pengaruh besar dalam meningkatkan kemampuan berbicara dan mendengarkan)	√	
17	Animation video helps students to improve their listening skill (Video animation membantu siswa meningkatkan kemampuan mendengarkan mereka)	√	
18	Oftenly watch animation video add unknown Vocabulary (Sering menonton video animasi juga akan menambah kosakata yang belum diketahui)	√	
19	I watch English animation video 3 times in a week (Saya menonton video animasi bahasa Inggris 3 kali seminggu)	√	
20	I prefer to watch animation video than going holiday with my friends (Saya lebih memilih menonton video animasi daripada pergi liburan bersama teman-teman)	√	

Adopted from Chyntia (2018)

Instruments

Name   : Fauzia Tassaida

Class   : 8.5 (delapan sembilan) _lima_

Nis   : 10 (sepuluh)

The main of this research is to know the students' perceptions in listening by using video animation. the students' answer will help the researcher to know that whether wathcing video animation will help students in study english especially in listening skill or not.

How far you are agree with this statements below. This statements ask about your perceptions in listening by using english video animation. Remember, there is not right or false answer, just answer accurate them. Read the statements below carefully and give mark (√) for the right choice stated that you are really like to study english listening skill by using video animation. Use the scale below to answer the questionnaire.

Annotation : Yes and No.

Questionnaire

No	Questionnaire	Students' Respondents	
		Yes	No
1	The use of animation video is better than other media in listening skill (Penggunaan video animasi lebih baik daripada media lain dalam keterampilan mendengarkan)	✓	
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6	I can not hear the audio/sound clearly (Saya tiak bisa mendengarkan audio/suara dengan jelas)	✓	
7	Animation video not help me to understand difficult vocabulary (Video animasi tidak membantu saya memahami kosakata sulit)		✓
8	Using animation video is very interesting, because I can not listen the audio but also watch animation video (Penggunaan video animasi sangat menarik, karena saya tidak hanya mendengarkan audio tetapi juga		✓

	(menonton)		
9	Animation video give comfortable and enjoyable in learning process (Video animasi memberikan suasana belajar yang nyaman dan menyenangkan)		✓
10	The use animation video has a big effect on my understanding about the material delivered (Penggunaan video animasi berpengaruh besar terhadap pemahaman saya tentang materi yang disampaikan)	✓	
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16	Watching animation video has big influence to increase our speaking and listening skill (Menonton video animasi memiliki pengaruh besar dalam meningkatkan kemampuan berbicara dan mendengarkan)		√
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19	I watch English animation video 3 times in a week (Saya menonton video animasi bahasa Inggris 3 kali seminggu)	√	
20	I prefer to watch animation video than going holiday with my friends (Saya lebih memilih menonton video animasi daripada pergi liburan bersama teman-teman)		√

(Appendix 5)
DOCUMENTATION

Picture 1 : The researcher was monitoring the students

Picture 2: The researcher was distributing the questionnaire to
the students

Picture 3: The researcher was distributing the questionnaire to
the students

Picture 4: The students was doing the questionnaire

BIOGRAPHY

RITA was born in Batangase on October 30th, 1995. She is the fourth daughter from the merriage of H. Beddu S and Hj. Rostia Sore. She has one brother named Burhanuddin and three sisters named Irwana, Fatmawati, and Irnawati.

She started her Elementary school at SD Negeri 179 Inpres Batangase in 2002 and finished in 2008, Then she continued her study at SMP Negeri 9 Makassar and graduated in 2011. After that, she continued her study at SMK Negeri 1 Lau Maros and grduated in 2014. In the same year, she continued her study at S1 English Education Department, Faculty of Teacher Training and Education of Universitas Bosowa Makassar and finished in 2018.