

**THE EFFECT OF USING VIDEO ANIMATION TOWARD STUDENTS' LISTENING
SKILL AT SMKN 2 BANDAR LAMPUNG**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

**By :
KHOIRUN NISA
1811040151**

Study Prgram : English Education
Advisor : M. Ridho Kholid, S.S, M.Pd
Co-Advisor : Septa Aryanika, M.Pd



**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE
ISLAMIC UNIVERSITY LAMPUNG
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ABSTRACT

Listening is one important language skill that should be mastered by students. Based on preliminary research it was found that students' listening ability at the first semester of the tenth of SMKN 2 Bandar Lampung was still low. The objective of the research is to know whether there is a significant influence of using animation video on students' listening ability at the tenth semester of the first grade of SMKN 2 Bandar Lampung in the academic year 2023/2024.

The population of this research was tenth grade of SMKN 2 Bandar Lampung. The research methodology was experimental research, which was conducted in two classes. They were X GEO as the experimental class and X TKJ as control class. In this research X GEO was taught by using animation video, while X TKJ was taught without video in collecting data, the researcher used the instrument test namely pretest and post-test with multiple choice question, after being tried out, the instrument was used for pre-test and post-test.

After giving the post-test, the researcher then analyzed the data. From the data analysis, it shows that there is a significant influence of using animation video on students' listening ability at the first semester of the tenth grade of SMKN 2 Bandar Lampung in the academic year of 2023/2024. From the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0.007 <$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$. Therefore, there is a significant influence of using animation video on students' listening ability at the eighth semester of the first grade of SMKN 2 Bandar Lampung in the academic year 2023/2024.

Keywords : Effect, Animation Video, Students' Listening Ability



DECLARATION

I hereby declare that this thesis entitled The Effect of Using Animation Videos on Students' Listening Skills at SMKN 2 Bandar Lampung is entirely my own work and based on my own research. I also stated all that materials and sources used as references in preparing this thesis, in the form of books, articles, and others type of document, and is properly mentioned in the footnotes and bibliography.

Bandar Lampung, 03 April 2024

Declared by



KHOIRUN NISA
NPM. 1811040151





**KEMENTERIAN AGAMA RI
UIN RADEN INTAN PROVINSI LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL LETTER

**Title : The Effect Of Using Animation Video Animation
Toward Students' Listening Skill at SMKN 2
Bandar Lampung**
Students' Name : Khoirun Nisa
Students' Number : 1811040151
Department : English Education
Faculty : Tarbiyah and Teacher Training

has been **APPROVED**

to be defended at the Thesis Defense
of the faculty Tarbiyah and Teacher Training, Raden Intan State Islamic
University of Lampung

Advisor

M. Ridho Khoolid, S.S., M.Pd
NIP. 198505122015031004

Co-Advisor

Septa Aryanika, M.Pd
NIP.2014010119870924169

**The Chairperson of
English Education Study Program**

M. Ridho Khoolid, S.S., M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA RI
UIN RADEN INTAN PROVINSI LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION LETTER

The Following thesis entitled: **“THE EFFECT OF USING VIDEO ANIMATION TOWARD STUDENTS’ LISTENING SKILL AT SMKN 2 BANDAR LAMPUNG”**,

written by Khoirun Nisa, NPM: 1811040151, Department: English Education, has been successfully defended as Thesis Defense of the Faculty Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on, April 03, 2024.

Board of Examiner:

Chairperson : Bambang Irfani, Ph.D

(.....)

Secretary : M. Fikri Nugraha K., M.Pd

(.....)

Main Examiner : Agus Hidayat, M.Pd

(.....)

1st Co-Examiner : M. Ridho Kholid, S.S, M.Pd

(.....)

2nd Co-Examiner : Septa Aryanika, M.Pd

(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Sirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Meaning :

“When the Alqur’an is read, listen to attention, and hold your peace that may receive mercy”.
(QS-AL A’raf : 204)



DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. My beloved parents, Mr. Nurkadi and Mrs. Kusmiati , always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
2. Extended family who have given positive support so that I can complete my thesis until I successfully graduate.
3. My partner and family for all the encouragement and kindness so far until I can complete my Bachelor's Degree.



CURRICULUM VITAE



The writer name is Khoirun Nisa, or familiarly known to her friends as Nisa or Kirun, she was born on May 8 2000 in Gunung Timbul, West Tulang Bawang. She is the second daughter of Mr. Nurkadi and Mrs. Kusmiati. And he has one older brother. She started her education at Pertiwi Daya Sakti Kindergarten and graduated in 2006, then continued to SDN 2 Daya Sakti and graduated in 2012, then continued to SMPN 2 Daya Sakti and graduated in 2015. After that she continued her studies at high school at SMAN 2 Tulang Bawang Udik and graduated in 2018. In the same year she graduated and was registered as a student majoring in English, Faculty of Tarbiyah and Teacher Training UIN Raden Intan Lampung via SPAN-PTKIN. During her studies, she gained a lot of experience and abilities in her field, improving her public speaking skills for good communication with other people, she also learned to think critically in dealing with problems that occurred and how to respect other people. And now she already has several businesses because of her hard work all this time.

Writer

Khoirun Nisa

Npm. 1811040151

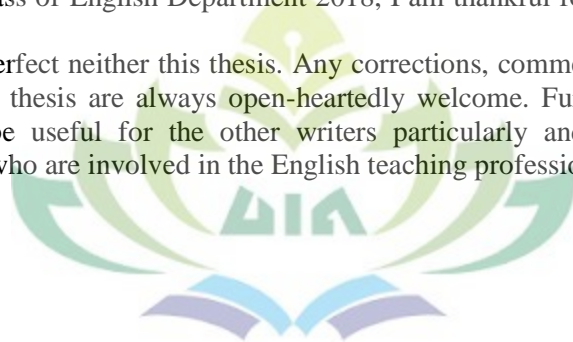


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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.



Bandar Lampung
The Writer



Khoirun NISA
NPM.1811040151

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

A. Title Affirmation	1
B. Background of the Problem.....	2
C. Identification of the Problem	3
D. Formulation of the Problem	4
E. Objectives of the problem	4
F. Significance of the Research	4
G. Relevance Studies.....	4
H. Systematic Discussion	5

CHAPTER II LITERATURE REVIEW

A. Frame of theory	6
1. Listening	6
1. Concept of listening	6
2. Type of listening	8
3. Aspect of listening	9
4. The purpose of listening.....	9
5. Listening principles	10
B. Video	11
1. The Understanding of Video.....	11
2. Definition of Animation Video	11
3. The Advantages and Disadvantages of Using Animation Video	12
4. The Procedure of Teaching Speaking with Animated Video.....	12
5. Types of Animation Video	13
6. Benefits of Using Animation Video	13
7. Concept of Audio Recording	17
8. Procedure of Teaching Listening by Using Audio Recording	18
C. Conceptual Framework	19
D. Hypothesis	20

CHAPTER III RESEARCH METODOLOGY

A. Research Design	21
B. The Time and the Location of the Research	21
C. Population and Sampling Technique.....	22
D. Operational Definition of Variable	22
E. Research Procedure	23
F. Data Collecting Technique	23
G. Instrument of the Research	25
H. Validity and Reliability of Test.....	25
I. Data Analysis	26
J. Hypothesis	27

CHAPTER IV RESULT AND DISCUSSION.....

A. Description of Treatment	28
1. Description of the First Treatment	28
2. Description of the Second Treatment	28
B. Result of the Research	28
1. Result of Pre-Test	30
a. Result of Pre-Test in Experimental Class	30

b. Result of Pre-Test Control Class	30
2. Result of Post-Test	30
a. Result of Post-Test Control Class	31
b. Result of Post-Test in Control Class	32
3. Result of Readability	32
4. Gain Score	34
C. Data Analysis	36
1. Fulfillment of The Assumption	36
a. Result of Normality Test	37
b. Result of Homogeneity Test	37
c. Result of Hypothetical Test	38
D. Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	29
B. Suggestion	29
REFERENCE	
APPENDICES	



LIST OF TABLES

Table 2.1 Population of the Research
Table 2.2 The Categories of Reliability Test
Table 2.3 Example of Instrument of the Research
Table 3.1 The Categories of Reliability Test
Table 3.2 Statistics of the Result of Pre-test in Experimental Class
Table 3.3 Result of Pre-test in Control Class.....
Table 4.1 Student’s of the Result of Experimental Class
Table 4.2 Student’s of the Result of Control Class
Table 4.3 Test Normality
Table 4.4 The Homogeneity Test
Table 4.5 The Result of Value Hypothetical Test.....



LIST OF FIGURE

Figure 4.1 Histogram Pre- Test of Experimental Class
Figure 4.2 Histogram Pre- Test of Control Class.....
Figure 4.3 Histogram Post- Test of Experimental Class
Figure 4.3 Histogram Post- Test of Control Class



LIST OF APPENDICE



CHAPTER I INTRODUCTION

A. Title Affirmation

The title will provide an overview to facilitate the process of making this proposal as well as the need for an explanation of the terms associated with this proposal. It is hoped that there will be no misunderstanding about the meaning of this title. This is one of the processes that emphasize the issues to be discussed. Activities are limited by the government and all activities are carried out directly. This activity was carried out directly at SMKN 2 Bandar Lampung by interviewing teachers and students. Researchers carried out this activity because they knew the effects of using learning videos in class. Therefore, this proposal is titled “The effect of using video animation toward students listening at SMKN 2 Bandar Lampung”. It is very suitable for use in today's era because times are advancing and technology is developing so that teachers are required to make learning strategies such as using videos in teaching.

The next researchers. This research is expected to be a reference for further research. Future research can be linked to strategies for using teaching media and videos for the teaching and learning process. After reading this research, future researchers can find out the benefits and challenges of implementing the use of video based on teacher perceptions. This research focuses on video as a medium used by teachers in teaching English.

Listening is an important skill in learning English as a foreign language. Listening is one of four skills in learning English. These skills are useful in communication. In the world of education itself, listening can help students carry out academic activities such as listening to presentations, listening to speeches or getting information that helps their assignments. Listening used in foreign language teaching refers to a complex process that allows us to understand spoken language. Listening is one important ingredient to success in personal and professional life. Those who master the art of listening will at the very least be regarded positively.¹ Listening is a receptive skill that helps you understand the sounds that fall into your ears. People take the material of the words, the arrangement of the words, the rise and fall of the voice, and from this material people make something meaningful to understand what people are listening to.

B. Background of the Problem

English language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. Patel states that language is a system of communication through which consist of a set of sound and written symbols which are used by the people of a particular country for talking or writer.² Students should acquire the four language skills that are listening, speaking, reading and writing. All of those skills are connected with each other. If one of them ignored, it will influence other skills.

There are many languages in the world, one of which is English. English is an international language used by people around the world to communicate, with English people can understand each other from other countries even though their first language is not

¹ M. F. Patel, Preveen M. Jain, *English Language Teaching Methods, Tools and Techniques*. (Jaipur: Sunrice. 2008), p. 30.

² M. F. Patel, Preveen M. Jain, *English Language Teaching Methods, Tools and Techniques*. (Jaipur: Sunrice. 2008), p. 30.

English. English as a language has four basic elements: reading, writing, speaking and listening. In learning English as a foreign language, students must master four skills: reading, writing, speaking and listening, all related elements, and it is important to master all four skills, especially listening. Listening is one of the important parts in communication besides speaking, listening essential skills for the development of conceptual understanding and ability to communicate.

In this study, the researcher focused her attention on listening, researcher think that learning to listen is important. Listening is important plays a role in the communication of everyday life for humans. In the communication process, there are speakers and listeners who have an important role in providing exchanges about information to each other, that's why listening is a basic thing in learning English as a foreign language.

Listening is often a big problem for students to learn English. Researcher often find that there are still many students who have difficult in listening, and in the real context of implementing listening learning is still far from expectations, textbooks that are often used by teachers in schools are not equipped with audio files and teachers still use conventional tools in teaching listening. Another difficulties that's listening is ignored because there are still people who see listening as a passive skill. According to Rost, points out, "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".

Based on the author's observations when conducting PPL and teaching English at SMKN 2 Bandar Lampung, there were several students who experienced problems in learning to listen in English. Students have difficulty understanding the topics they listen to. Apart from that, they are afraid of making mistakes because of their lack of vocabulary so they feel inferior in listening. Apart from that, they feel bored in learning to listen because English teachers only use audio or recordings as a teaching medium.

According to the teachers, learning to listen only requires several media such as audio or recordings. However, many students do not understand or have difficulty listening to lessons. Finally, to make it easier or increase students' effectiveness in learning, teachers need videos to make it easier for students to understand in class.

To overcome this problem, teachers need to provide several media in the teaching and learning process. Especially in listening, media plays a very important role in teaching and learning English. In the teaching and learning process, teachers must be able to choose and use effective and appropriate media. Animated video is one of the proposed media. The use of animated videos in teaching English is one of the best ways to give students additional ways to process subject information, especially to support listening teaching so that students can improve their listening abilities.

Animation video has an important function that the teacher can use in the teaching-learning process. It is supported by a statement from M. Naci Kayouglu that using animation video is an easy way to integrate computers into a foreign language classroom.³ Since this kind of media provides students with learning via multi-sensory channels, it is thought that the language learning process can be more fruitful and encouraging for students. Based on Collin and Rayen cited by Naci, affirmed that "The advent of the high-powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating".⁴ Unlike the traditional method of

³ M. Naci Kayaoglu, Raside Dag Akbas, et.al. *A Small Scale Experimental Study: Using Animations to Learn Vocabulary*. (Vol. 10, Issue 2. 2011 by The Turkish Online Journal of Educational Technology (TOJET). p.26

⁴ Ibid

teaching, employing animation video in classroom aids students in understanding since they appeal to both visual and audial memory.

Based on those explanations, the researcher concluded that the students are expected to learn to listening by using media especially animation video. Hopefully, through English animation video the ability for the students in listening can give improved. In this research, the researchers conducted research entitles : “The Effect of Using video animation toward students listening skill”.

C. Identification of the Problem and Limitation of the Problem

a. Identification of the Problem

There are several problems identified in learning English in tenth grade of SMKN 2 Bandar Lampung which happened based on the background research above, the problem is:

1. Students' listening ability is low
2. Students feel difficult to get information from audio record on listening activity.
3. Animation video has not applied in this school.

b. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses on the influence of using animation video on students' listening ability at the second semester of the eighth grade of SMKN 2 Bandar Lampung year 2023/2024.

D. Formulation of the Problem

Related to the problem, the researcher formulated the problem as follows: “Is there any effect of using English animation video on students' listening, at the first semester of tenth grade of SMKN 2 Bandar Lampung in academic year of 2023/2024?”

E. Objectives of the problem

Based on the problem statements above, the aims of the research is to find out Whether or not: “The effect of using video animation toward students listening skill at SMKN 2 Bandar Lampung”.

F. Significance of the Research

The researcher hopes that this research can make some positive contributions teach listening skills. The output of this research is highly expected do some significance of teaching and learning English like theoretical significance and practical significance. Theoretically Significance, this research enriches learning, especially teaching listening using animated videos. Research results can be a useful input in teach listening skills.

On the other hand, there are many practical significance of this research It helps teachers improve students' listening comprehension and helps students in improving listening skills. Teachers can adopt the technique to apply in their listening class. The students can expect to have more attention and interest to learn to listening because students have an interesting way of learning and students have the opportunity to put it into practice English skills.

G. Relevance of the Research

Aditya Asmidana, “The Use of Animation Video in Improving Students listening

Comprehension". The purpose of this research is to find out whether the use of animation videos improved students' listening comprehension to the class XI of SMAN 1 Sungai Ambawang in academic year 2011/ 2012. The methodology of this research is a classroom action research which consisted of 3 cycles those are: first cycle, second cycle and third cycle. In collecting the data, the writer as the teacher used the table of students' qualification in listening comprehension test and field notes. The result of this research has shown students' progress in listening activity in each cycle. First cycle was 53.6 points which were categorized into poor to average qualification, the second cycle was 65 points which were categorized into average to good qualification and in the last cycle was 74.62 points which were categorized into average to good qualification. The subjects of this research consisted of 26 students who belonged to the grade IX students. Based on the above mention result; it can be conclude that teaching listening activity through animation videos can improve the students' listening comprehension

Yayu Sri Rahayu, Deviana Shopiah Permatasari, the research paper entitled " The Effectiveness of Using Cartoon Videos In Improving Students Listening Skill". The aim of the research paper is to find out whether or not the use of cartoon videos is effectiveness to improve listening skill and also to know student responses toward the use of cartoon videos at the third grade of SMP Yadika Paseh in academic 2021/2022⁵

The study was conducted by Jaenab, I Ketut Warta, and then Moh. Iswadi Athar students of IKIP Mataram has studied and analyzed the impact of animation video towards students, listening skill: an experimental study at the first year students of SMKN 1 Batulayar. They have studied whether or not there is a significant difference between students' score in learning to listen by using audio and by using animation video. The conclusion is that animation video was effective in teaching listening.⁶

H. Systematic Discussion

The systematic of discussion is a follow :

CHAPTER I INTRODUCTION : On the consist of the problem, background of the problem, identification of the problem, formulation of the problem, objective of the problem, significance of the research, relevance studies, systematic discussion.

CHAPTER II RIVIEW OF LITERATURE : This chapter contains a frame of theory, concept of listening, type of listening, aspect of listening, the purpose of listening, listening principles, the understanding of video, definition of animation video, the advantages and disadvantages of using animation video, the procedure of teaching listening with animated video, types of animation video, benefits of using animation video, conceptual framework.

CHAPTER III RESEARCH METHOD : This chapter a research design, place and time of the research, population and sampling technique, operational definition of variable, research procedure, data collecting technique, instrument of the research, validity and reliability of test, data analysis, hypothesis.

CHAPTER IV RESEARCH FINDING AND DISCUSSION : This chapter which is consists of Data presentation, Result of Data of Analysis, and Discussion.

CHAPTER V CLOSING : This chapter which is consist of Conclusion and Suggestion.

⁵ Rosdalina, et.al. *Improving Students Speaking Skill Through Animation Movie at Sixth Grade SDN 002 Ujungbatu Kabupaten Rokan Hulu Provinsi Riau*, (Pekanbaru: Jurnal Mahasiswa FKIP Universitas Pasir Pengaraian Vol.1 No.1, 2015), p.1

⁶ Jaenab at al, *The Impact of Animation Movie Towards Students Liatening Skill: An Exsperimental Study at the First Students* 2014.

improving students' listening skills because they can provide students' views on how to interact in conversation. In addition, the use of animated videos in class can enrich knowledge, vocabulary, grammar, pronunciation, and fluency. Using animated videos as a treatment not only allows students to hear the language but also allows them to see it, to support understanding, the videos contain visual cues such as gestures and expressions that allow students to go beyond what they listen, and also to interpret the video.

Furthermore, based on the calculation of t-test by using the independent sample test resulted in p-value or sig (2-tailed) = 0.007. From the result, it proved that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value (0.007) was lower than sig $\alpha = 0.05$ (5 %). In other words, there was a significant effect of using English Animation Video on students' listening ability.

As the conclusion, the result of data analysis is proved that using English Animation Video as a treatment gave a strong impact to improve students' listening ability for the tenth grade students of SMKN 2 Bandar Lampung.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

As claim by the research that was carried out in SMKN 2 Bandar Lampung in the academic year of 2023/2024, the researcher might draw conclusions that there was a significant influence of using animation video on students' listening ability. By using animation video, it could give influence towards students' listening ability. It could gain the result of students' multiple choice test and could improve the students' listening ability. So the use of animation video in teaching learning process could make a good improvement. In this research, the researcher can conclude that animation video can give influence to the students' listening ability. It is supported by the students' score that they received higher score in the post-test than in the pretest after the researcher give treatment by using animation video in learning listening ability. In other words, the use of animation video have significant influence toward students' listening ability at the first semester of the tenth grade of SMKN 2 Bandar Lampung in the academic year of 2023/2024. Therefore this research can be used for the reader to conduct the other research by using animation video.

B. Suggestion

Some suggestions that may be useful for students, teachers and other researchers interested in this research are as follows:

1. For the teachers

In conducting out listening activities, the teacher needs to provide several media in the teaching and learning process. One of the proposed media is animated video. This can be an alternative way to promote listening activities to avoid student boredom in lectures.

2. For the students

The students should learn text more in order to enrich their listening ability. One way to practice it easily is to watch and listen to English animation videos as their guide to listening English fluently. The key is to choose an interesting topic that is a real reason for them to listening up and not feel embarrassed or afraid of making a mistake. Students have to practice even outside the classroom to improve their English listening skills.

3. For the other Researchers

The writer realized that this research gives a little knowledge only, so further researcher are required. In this study, the writer only deals with students of the tenth grade of students with certain characteristic, whereas there are other grades of students with some other characteristics which are not analyzed here. Hopefully, this study can stimulate other researchers to conduct other researches related to this field.

4. For the futher next writer

a. The next researcher must be able to prepare well before entering the class, and be able to choose good material in the writing learning process so that the learning objectives can be achieved properly.

b. In this study, animated videos were used to determine the effect of using animated videos on students' listening abilities. The author can then conduct research using this medium on various skills in the learning process.

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