



**Improving Students' Listening Skills by Using Short Animation
Video of Eight Grade Students in SMP N 34 Semarang**

Final Project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
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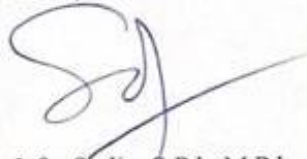
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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DEDICATION

This Final Project is dedicated to:

1. Myself. Thanks for all the hard work and patience through this struggling process to finish my last responsibility in college.
2. My parents. Taufiq, S.E. and Solikatun, S.Pd. who always give me all the support, advice, warmth, love, and never-ending prayers.
3. My little brother Hanif Hilmawan.
4. My beloved friends who are always there in joyful and sorrowful moments. Thank you for being good listeners when I need a place to talk and thank you for the love. May Allah always protect you.

MOTTO

We may not have the control over the things that will happen; we may not be the ones to choose what will come and what will go. But still believe that our place of happiness exists and we will be there (Jerico Silvers)

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First of all, the writer want to thank Allah SWT for all the grace and guidance so that she can complete this final project entitled “Improving Students’ Listening Skills by Using Short Animation Video of Eight Grade Students in SMP N 34 Semarang” as the requirement for the degree of Sarjana Pendidikan at the University of PGRI Semarang.

Furthermore, the writer would like to express her gratitude and appreciation to those who have contributed to assist her in completing this final project. Thank you for all the advice, help, guidance, support, and love. Without their encouragement, this final project might not have been completed.

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ABSTRACT

Fajriani, Fika. 2022. *Improving Students' Listening Skills by Using Short Animation Video of Eight Grade Students in SMP N 34 Semarang*. Final Project, English Education Program Study, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor I: Dr. Jafar Sodiq, S.Pd., M.Pd., Advisor II: Dra. Tarcisia Sri Suwarti, M.Pd.

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Listening is one of the skills that have an essential role in learning English. Listening must be considered in learning a language because the more we hear the language, the faster we acquire it. However, listening is not as easy as it seems especially for EFL students. Alternative media plays an important role to assist students more interested and enthusiastic about learning a language. This study aimed to investigate 1) the students' listening skills taught without using animation video 2) the students' listening skills taught with using animation video 3) to find out the significant difference between students' listening skills taught without using animation video and those taught with using animation video. This is an experimental research and used a quasi-experimental research design which included of two classes, namely control class, and experimental ones. The sample of this study was 8th grades students at SMPN 34 Semarang with a total amount of 68 students. Each class consisted of 34 students. The writer used audiovisuals in the form of short animation videos. 20 questions were provided to collect the data. The data obtained were analyzed statistically using SPSS 24. The results indicated that 1) the students' listening skills taught without using animation video were classified as good with a score of 70.9 2) the students' listening skills taught with using animation video were classified as excellent with a score of 82.9 3) there was significant difference between students' listening skills taught without using animation video and those taught with using animation video. N-Gain test also showed a mean score of 64 with an effective enough category. This recognized that animation video was effective in improving students' listening skills. Seeing these results, animation video can be considered to be used as an innovative way of language teaching, especially listening.

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CHAPTER I

INTRODUCTION

This chapter includes background of the study, statement of the problem, objectives of the study, significances of the study, and definition of key terms.

A. Background of the Study

English is an international language and is used in many countries. Especially in the current era, English is one of the important aspects needed and to be mastered in the world of work, tourism, and education. English has an important role in the educational world, this is evidenced by the fact that many countries have made English a language that must be mastered. Therefore, English is one of the important subjects in school. Language is a tool in communication and to build good communication, listeners and speakers must understand each other because the main purpose of communicating is to send and exchange ideas.

English is considered a foreign language in Indonesia. As a foreign language, English also has an important role in Indonesia and it is shown by the current advancement. Where in the current era of global competition, Indonesia has collaborated with many foreign companies both in the field of work and education. Even at this moment, many companies require their employee can speak English. In addition, English is also important in the world of tourism where we know that Indonesia is one of the tourist

destinations that is often visited by foreigners. Of course, as a global language, English will be important and increasingly needed in the future. In junior high school education, there are four macro skills taught, namely Reading, Listening, Speaking, and Writing. Listening is one receptive skill because listening does not produce something. In listening people obtain the main idea and get the purpose according to what they hear. This means that students can get the meaning of a language without producing it in their language.

Listening is one of the skills that have an essential role in learning English. Listening is a fundamental language skill, but this often is an unimportant thing and is ignored by teachers. Listening is fundamental because when the learning process occurs, students have to pass the listening process first to gain information delivered by the teacher before they can respond. Therefore, listening must be considered in learning a language because the more we hear the language, the faster we acquire it. Furthermore, the listening process includes receiving, paying attention, remembering the spoken words, and understanding the meanings. Then at the end of the listening process are giving feedback and responses, this stage is crucial because without feedback the communication process will become passive and the whole idea can't be delivered well. Besides that, listening is also the key to being able to capture and understand information, ideas, and knowledge spoken by the speaker. Based on the writers' experience during the internship program, the students mostly have obstacles in learning English. The obstacles

faced can come from students' internal factors, such as students' listening habits, students' ability to receive and process information, students motivation, and also lacking vocabulary mastery so they feel difficulty, especially in pronunciation and vocabulary. However, some of them have quite good English abilities. The writer also sees the difference in their learning interests when they are taught in the usual way and when using media. They seem more enthusiastic about the use of media on the sidelines of learning.

According to the explanation before, it can be seen that listening is not as easy as it seems especially for EFL students. Further, in English listening skills are one of the most challenging skills to be taught. Therefore, teachers need to be more creative with the media or materials used in the teaching and learning process. Interactive media can be used as one alternative way to make students more interested and enthusiastic in listening teaching and learning to improve student's English listening skills. There are many types of interactive multimedia that might be used to teach listening. By using interactive multimedia, students can more passionate to learn, the use of multimedia can make them listen to audio, watch videos, and view text, animation, and graphics synchronously. Media is an important component in the learning and teaching process. From the media used, we can find out how enthusiastic the students are, the extent of their understanding, whether the media used is effective or not, and so on. Movie, YouTube, video animation, and video

recording is some example of audiovisual media that might be used in teaching and learning listening. In this case, audiovisuals in the form of animation video can be used as alternative media to teaching listening. With the use of animation video, the student can link between the words and the visuals they see so that they can analyze the language they hear. In harmony with that, rather than just audio, students are better at learning by listening when they use audio-visual media as a learning tool. Moreover, features in the animation video that present attractive visuals, sounds, music, animation, English accent, and others can encourage them to learn vocabulary, and pronunciation, and even increase their speaking skills. When they see and hear at the same time, they will indirectly remember some words and the way how to pronounce them.

Based on the explanation above, the writer wants to conduct a study on teaching English specifically in the scope of English listening improvement. The writer tries to apply audiovisual in form of animation video as interactive media used in teaching listening.

B. Statements of the Problem

Based on the background of the study, the problem in this study is stated in the following question:

1. To what extent are students' listening skills taught without using animation video?
2. To what extent are students' listening skills taught with using animation

video?

3. Is there any significant difference between students' listening skills taught without using animation video and those taught with using animation video?

C. Objectives of the Study

In line with the research problem stated above, the objectives of the study arrange as follows:

1. To investigate the students' listening skills taught without using animation video.
2. To investigate the students' listening skills taught with using animation video.
3. To find out the significant difference between students' listening skills taught without using animation video and those taught with using animation video.

D. Significances of the Study

The significance of the study is divided theoretically and practically, as follows:

1. Theoretically

Theoretically, the results of this study can give valuable information and help students in learning English especially to improve listening comprehension used animation video.

2. Practically

The results of this study are expected to be useful for some people below:

1. The Lecturers

The results of this study can be a reference in teaching and improving students' listening skills in an English education environment.

2. The Students

After teaching takes place, students can be motivated to improve their listening skills in English and they are enthusiastic to explore more vocabulary.

3. The Teachers

The results of this study can be an inspiration that animation video can be used as a media for the teaching and learning process to create fun learning strategies and make students more passionate to learn English listening by using animation video as audio visual interactive media.

4. The Other Researchers

The writer hopes that the results of this study can give information about the use of animation video in the English listening teaching and learning process and can be a reference for further researchers who are interested in conducting research in teaching English.

E. Definition of Key Terms

1. English Listening Skills

Gilakjani & Sabouri (2016) states that listening is the process of receiving, understanding, and responding from the listener to what the speaker says. Further, Gilakjani & Sabouri (2016) also stated that listening is defined

as an interpretation process in which listeners integrate what they hear and what they already know. In other words, teaching language basically is teaching how to communicate and in communication, there is a process so that listeners can understand what the speaker is saying.

2. Audio Visual

In this recent global industrial world or known as digital era technology are more improved and plays important role in life. The rapid development of this technology has been widely applied and plays a role in various fields, one of which is the field of education. There are four roles of technology in education including: as part of the curriculum, as a instructional delivery system, as a means of assisting instructions and as a tool to increase the whole learning process (Raja & Nagasubramani, 2018).

Along with this rapid advancement in science and technology makes us easily access whatever we are looking for such as websites or media. One of these media is audio visual that might be used for language learning. Audiovisuals are now commonly used by English teachers in teaching EFL. This kind of media can facilitate language learning in a diverse way which makes more enjoyable learning strategies in teaching and learning listening. In addition, Ampa (2015) explain that effective materials to be used in learning, especially in listening comprehension, tend to be interesting content. In this case it refers to the use of media that combines text and video, which means Audio-Visual based material. With the visual support it might help the

students not only improve their listening skills but also can increase their speaking skills, and pronunciation, even gain new vocabulary.

3. Animation Video

There are numerous definitions regarding animation films. Animations are a shape of dynamic illustration that show approaches that alternate through the years (Ainsworth, 2008) in (Amalia, 2017) in keeping with Heinich, Molenda, & Russell (1982) in Amalia (2017) animation is a way in which the film maker gives motion to otherwise inanimate objects. Video is turning into a more and more famous tool in coaching English. Movies, motion pictures, and cartoons may be used in listening sports within the EFL school room.

4. SMP N 34 Semarang

SMP N 34 is one of the junior high school in Semarang that is located in Jalan Tlogomulyo Pedurungan, Semarang. This is the location where the writer conducted the study.

F. Outline of the Study

This study consist of five chapters:

1. Chapter I presents introduction consist of background of the study, statements of the problem, objectives of the study, significances of the study, definition of key terms, and outline of the study.
2. Chapter II presents review of related literature consist of relevant theories and previous studies.
3. Chapter III presents methodology of the research consist of design of the

research, population and sample, instrument of the study, method of data collection, and method of data analysis.

4. Chapter IV presents findings and discussions. This chapter draws and discussess the answers or findings to the research problem.
5. Chapter V presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of relevant theory and several previous studies that have been conducted by previous researcher.

A. Relevant Theories

1. English Listening Skills

a. Definition of listening skills

Language is needed as a tool for daily conversation. In these conversation activities, listening is the first communication skill we have. We need to understand the speakers' intentions and purpose before we can respond to it. Gilakjani & Sabouri (2016) stated that listening is one of the important skills that must be mastered to learn English.

There are many definitions of listenings stated by many experts. As stated by Banat (2015) listening is an activity of observing and interpreting the meaning of what we hear. Adnan (2013) added that listening is the ability to recognize and understand what people are saying. This covers understanding a speaker's accent, grammar, and vocabulary, and the main part is to take the meaning. Based on Pamungkas & Adi (2020) listening is an explanation process by matching what they hear with what they already know. In addition, listening is part that the listener needed to participate in the communication process.

b. Process of Listening

Listening is just not only a hearing activity but there is a sequence from listening to understanding the meaning itself. From this sequence, of course, there is a process that listeners must go through to be able to comprehend the meaning of the spoken text. According to Tyagi (2013), this listening process takes place in five stages as follows:

1. Receiving (hearing) – This process is the initial activity in listening where the listener begins to listen to a series of sounds, words, and sentences. Moreover, listeners are led to be the focus of this process.
2. Understanding (learning) – In this step, the listener learns to understand the symbolic meaning of what has been heard.
3. Remembering (recalling) – After hearing and understanding, remembering is an important process because it means that the listeners not only hear and interpret the meaning but also keep it in the mind. Although what is remembered is not always the same as what was originally heard.
4. Evaluating (judging) – In this stage, the listeners evaluate also select the meaning and accept or reject the whole communication.
5. Responding (answering) – This is the final stage of the listening process where the listeners must give responses or feedback both verbally and nonverbally. This is an indicator that the listening process takes place effectively.

c. Types of Listening

According to Brown & Abeywickrama (2018), there are four general types of listening performance. Each type has its assessment tasks and procedures.

1. Intensive

Intensive listening is the type of listening to the perception of components such as phonemes, words, intonation, discourse markers, etc.

2. Responsive

Responsive listening is a type of listening to relatively short language such as greetings, questions, orders, comprehension checks, etc. to create a short response.

3. Selective

Selective listening is a type of listening by processing the language context in a conversation such as a short monologue to "scan" certain information. The purpose of this type of listening is to can understand the indicated information in context with a longer stretch of spoken language.

4. Extensive

Extensive listening is a type of listening to develop a top-down global understanding of spoken language. Extensive performances range from listening to long lectures to listening to the conversation and getting

the message or purpose. Extensive listening is essential to make the main idea or conclusion.

2. Teaching Media for English Listening

a. Definition of Teaching Media

Generally, teaching media can be interpreted as tools used by teachers to teach, deliver, and transmit the material in the teaching and learning process.

According to Mursal (2019) media is a general form of medium, the word comes from the Latin word *medius* which means "middle". Based on Budi (2020) teaching media has its benefits for learning and in it, there is an instructional purpose for learning. In line, Meliala et al. (2021) stated, as a media mediator transmits information between the sender and the receiver. So when the media carries messages or instructional information and there are learning purposes in it, it can be referred to as teaching media.

In recent eras, there are various media appeared in the education world in line with technological advances. Although conventional media are still used, the use of interactive media is considered more effective in the teaching and learning process. Especially in language learning, interactive media can be good opportunities for improving language skills, such as listening and speaking. According to Chun et al. (2016), wide technologies include more traditional media and instructional

resources such as printed media (textbooks, workbooks, literature). This includes texts, illustrations, graphics, photographs, audio media (such as recorders and language laboratory audio), video media (for example films and film clips), classroom technologies (whiteboard, blackboard, projectors), and writing media (e.g paper and pen and typewriters). The newest media generally refer to computer-based. The media can be connected to the internet integrally. The media can combine text, graphics, audio, and video at once.

From the description above, it can be concluded that teaching media is an element in the teaching and learning process and it can be beneficial to use.

b. Audio-Visual Media

Audio-visual is a combination both of audio (sound) and visual (picture or animation). Audio-visual can be valuable learning tools for listening comprehension. According to Brian et al. (2018), audiovisual media might be used as one of the strategies to improve English. Further, Brian et al. (2018), express that students were helpful with the use of audio-visual during language lessons because audiovisuals could make lessons easy to understand. This is because the use of audio-visual does not only provide audio but also provides visualization so that students can more easily grasp the meaning.

c. Various kinds of Audio-Visual

Farias Cuellar & Gil Samaniego (2021) clarifies the kinds of audiovisual as follows:

1. Films: the film is an interactive media to motivate students in the teaching and learning process. Watching is something fun and enjoyable for students. Most students will understand the material easily by audio-visual. Therefore, teachers must be able to use this media as a better learning tool. Moreover, these films are ideal for developing speaking and listening skills because the language in them is spoken by native speakers. The students need to listen to the pronunciation of words, accents, and common expressions used in spoken language appropriately.
2. Television: television can be said as the most media used in society. Further, this type of audiovisual provides entertainment. Television can be a useful technology in education because this media presents visual richness with motion picture and sound production. Besides that, it can support projecting information from other device sources.
3. Internet: at the moment, the internet is undoubtedly the most widely used audio-visual media source by students for learning. This tool offers a wide variety of content, images, presentations, and audio track. With its current advancement, this tool helps teachers and students have better communication. However, the internet also can offer the good thing and

bad ones. Therefore, the role of parents and teachers is needed to direct students in using the internet in a positive way.

4. Projector: the projector is one of the important sources of audio-visual technology in the teaching and learning process of second language learners. A projector can help and facilitate teachers in saving time when explaining the material. In addition, students can be more motivated and tend to participate when they can see the pictures, videos, or activities that are projected in front of the class.

5. Video: video is not a new resource in the teaching process and even has been in use for a long time. But, in the past time, people almost have no access to this technology. Unlike today where technology is advancing and developing so that everyone can access any video from their device. Video is also used as to language learning resource and students are judged to have a better learning experience through this audiovisual. Ali Batel (2014) shows that video was an effective way to students' language comprehension.

6. Mobile Devices: mobile devices are part of technology owned by many people to interact and communicate. These devices can be a great support to the learning process. In addition, mobile devices can be useful for students in developing their English language skills. Yuliani (2019) in her study claims that students showed a positive attitude toward mobile

phones of the possibility of practicing English such as reading, speaking, listening, and vocabulary by using this device.

d. Animation Video

Animation video is the fast show of a sequence of snap shots of second or 3-D art work or version positions on the way to create an illusion of movement (Taylor 1996) in Mubarok et al. (2017) on this studies, the researcher used animation video created by way of the use of omputer since it had better result in comparison with the conventional animation and the forestall movement animation. Rose and Dave (2013) state that computers have opened unimaginable opportunities for the animators. In this case, by means of making use of a sophisticated modeling software and powerful computer processors, the simplest restrict is the animator's creativeness.

e. Advantages of Animation Video in Listening Class

The principle benefit of using animation films is that animations can help novices come to apprehend complex ideas more effortlessly (Ainsworth, 2008) in (Amalia, 2017). Moreover, Oddone (2011) states that the advantages of the usage of motion pictures in the language study room are:

- 1). They offer times of proper language and may be absolutely exploited with the teacher's manage.
- 2). Movies supply get admission to to matters, locations, human beings's

behavior and occasions.

3). Real cloth usually proves to be specifically motivating as humans locate it interesting to understand “real things”.

f. The Disadvantages of Animation Video in Listening Class

At the opposite to the benefits mentioned above, Arsyad (2011) in Amalia (2017) additionally stated a few disadvantages aspects of animation video.

1. Specifically, the usage of movie and video need lots money and time.
2. When the movie is being shown, the pics are shifting continuously that make a few college students can not get the statistics from the movie.
3. Movie and video every now and then do not meet the need of the gaining knowledge of aim, except the movie and video are designed and produced especially for positive need.

From the explanation above, it may be concluded that the usage of animation video inside the language study room has a few advantages and disadvantages too. At last, it can be seen some disadvantages of animation video mention above. However, the success key to the teaching and learning process is how the teacher can apply media used in the right way. The teacher also must be selective with the video used, considering the genre according to the student's age, duration, etc. When the media is used properly, it will give a contribution and benefit to the learning process. On the other hand, when the use of media is not appropriate it may not be any feedback obtained.

B. Previous Studies

There are some previous studies related to encouraging students to learn English especially for improving listening skills to support this study.

The first study conducted by Liang (2013) was entitled “The Effects of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory”. This study has an question What effects do have on English listening comprehension? To expound the question, this paper do empirical research based on schema theory. In this study, the author analyze the effects of audio visual materials towards ESL learners’ listening comprehension from the perspective of cognitive schema. In order to examine the theory, a total of seventy 2nd year university level students majoring in English were assessed in the study. The author separate the participant into control and experimental group. Each grup had 35 students. In the experimental group, the students learn using video, so they can watch and listen at the same time. While in the control group, the students were only allowed to listen to the material, which meant the control group couldn’t get any visual support as the experimental group. The author uses the topic from “putclub.com” web as the material. Five interrogator-responder exercise was designed to check students’ listening comprehension of different information according to each topic. The results indicates that if the sound and visual are closely correlated. With the use of audiovisual, people’s cognitive schema can be stimulated, which will provide vivid clues about the material and improve students’ listening comprehension.

The second study was entitled “Effect of Using Video Materials in the Teaching of Listening Skills for University Students” by Woottipong (2014). The objectives of the study were 1.) to develop students’ listening skills in university level with the use of video material and 2.) to evaluate students’ attitude towards video material in teaching listening. The participant of the study was 41 students majoring in English in the second semester of the academic year 2012 at Thaksin University, Thailand. The author selected the sample by simple random sampling. To collecting the data, test and questionnaire was used as instrument. The author conducting this study during the second semester and involved over 20 teaching periods. In the pre-listening stage, the author builds their knowledge by asking students’ background knowledge and related vocabulary to help them in comprehending the material after. Next, in while listening, the students were presented the material twice. First, they allowed to take notes or write down the key words. Then, the material was presented for the second time accompanied with exercise that students have to completed. In the last stage, the questionnaire was distributed and the students is given the opportunity to express their ideas and opinion about the material. To answer the objectives above, the results shows that 1.) the students’ listening skills were increased significantly after being taught using video and 2.) the students shows positive attitude towards video in teaching and learning listening.

The third was a study by Becker and Sturm (2017) entitled “Effects of Audiovisual Media on L2 Listening Comprehension: A Preliminary Study in French”. The author conducted the study to determine whether incorporating

audiovisual online material into L2 learners in France would have impact on their listening comprehension. The participants of this study were 31 postsecondary students in the second semester at university in the Midwestern United States. This research followed pre-test, treatment, post-test design and took four-weeks learning phase. On the first meeting, the participants were instructed to complete the listening pre-test. Then, during the following meeting, the experimental group received audiovisual material in their listening activities, while the control group taught in more traditional way, such as responding to question and discussion. On the final meeting, both groups completed the listening post-test. The result from pre-test shows both groups have equal level in listening ability. After conducting treatment and finished the listening post-test, the results indicate that the experimental group achieving greatly higher score compared to control group and their listening comprehension were increased. This study portrayed that the use of audiovisual material in listening activities have a positive impact on students' listening comprehension acquisition.

The fourth study was entitled "The Use of Audio Visual as Media in Enhancing Students' Listening Skill" by Rosdiana (2018). This research is quantitative study that has two main objectives. First, this study aims to know audio-visual media as learning development in improving students' listening skills majoring in STKIP Language BBG Banda Aceh. Second, this study wants to know the increasing students' listening skills after getting learning by using audio visual. The study took 32 second semester students majoring in English at STKIP BBG Banda Aceh. The author carry out the study in total

10 meetings. Two meetings were used for listening pre-test and post-test. The remaining 8 meetings were used for experiment activity. After the data was collected, the author analyzed the data used t-test to compare listening post-test of control and experimental group. The results showed that students' listening ability was increased significantly after learning by using audio visual and the students had positive attitudes against audio visual as listening learning media.

The fifth study was written by Siregar (2018) entitled "The Effect of Communication Approach Assisted Audio Visual to Improve the Students' Listening Achievement". The author conducted the study at MA Darul Quran Islamic Boarding School. This is an experimental study which used descriptive quantitative method. There were 38 participants as samples from tenth grade. The sample were divided into control and experimental group and each of group consist of 19 students. To collect data the author provided a test consisting of 20 multiple choice. The test was given in the beginning and the end of meeting. The test that distributed for both class are same. In final post-test score, showed that the students taught using communication approach assisted audio visual got higher score than those taught using audio media only. The results also indicate there was significant effect of communication approach assisted audio visual in students' listening achievement.

The sixth study was carried out by Dheghu et al. (2021) entitled "Improving Students' Listening Skill Using Audio Visual Aids". The purpose

of the study is to find out empirical evidence on students' listening skill with the use of audio visual aids. The author conducted the study at State Polytechnic of Kupang. In total 40 students of Accounting Department at second semester were taken as samples. A Classroom Action Research (CAR) design was used by the author in the study. The data were collected by listening pre-test and post-test in form of multiple choice, consisting 20 questions. The author carried out two cycles as the procedure. From cycle I and cycle II showed the enhancement of students' listening ability. This proven from the results in cycle I is 6.3 and in cycle II it increased to 7.9. It can be conclude that audio visual media can improve students' listening achievement.

The last study was entitled "THE USE OF ANIMATION VIDEO IN IMPROVING STUDENTS' LISTENING COMPREHENSION" The purpose of the study is to discover whether or not using animation movies progressed college students' listening comprehension to the elegance XI of SMAN 1 Sungai Ambawang in academic year 2011/ 2012. The method of this research is a classroom motion studies which consisted of three cycles the ones are: first cycle, second cycle and third cycle. The result of this studies has shown students' development listening in each cycle. First cycle changed into 53.6 factors which had been categorised into poor to average qualification, the second cycle turned into 65 which have been categorised into average to good qualification and the last cycle was 74.62 points which have been classified

into average to good qualification. The study consist of 26 students who belonged to the grade IX students. From the result, it is able to be conclude that teaching listening using animation video can enhance the students' listening comprehension.

Based on previous and current study, there are differences in subjects and video materials in content. The previous study above shown that almost of the study carried out on college students and one of them have been done on senior high school student, while this study will be focused on students in junior high school. Furthermore, unlike the previous studies, the content of video used in this study is short animation video.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents research method used in this study and it includes research design, the subject of the study, instrument of the study, method of data collection, and method of data analysis.

A. Design of The Research

Creswell (2018) explained that research design is a type of investigation in qualitative, quantitative, and mixed methods approach that provided specific direction to procedures in a research study. In line with that, based on Creswell (2014) there were three research approaches to conducting research, namely qualitative, quantitative, and mixed methods. Qualitative research was an approach to exploring and understanding the meaning of individuals or groups through the phenomenon of social problems. This approach included the questions that arise and procedures, the data collected is usually in a participant setting, then the researcher interpreted the meaning by analyzing data that is built inductively, namely from specific things to general. Quantitative research was an approach to testing objective theories by investigating the relationship among variables. The variables tested were in the form of numerical data so that they can be analyzed using statistical procedures. Meanwhile, mix-methods were a combination of qualitative and

quantitative research. In this study, the writer used a quantitative research design. Further, this is experimental research.

As described by Creswell (2012) experimental research was the traditional approach to conducting quantitative research. Experimental research was used to make an intervention and a comparison of the results of an activity or material for participants. In this case, the writer used a quasi-experimental research design. A quasi-experimental design was an experimental study that involved the use of intervention, with two groups selected without random assignment (Creswell, 2012).

This study involved two classes. The first class was the experimental class that was treated using animation video, and the second class was the control class that was untreated using animation video. In the beginning, the writer was given the same pre-test for both classes. And at the end of the experiment, both classes were given the same post-test.

Table 3. 1 Illustration Design of Pre-test and Post-test by Creswell

	Pre-test	Treatment	Post-test
Experimental Class	O ₁	X	O ₂
Control Class	O ₃	(-)	O ₄

Notes:

O₁: Pre-test of experimental class

O₂: Post-test of experimental class

X : Treatment of experimental class

O₃: Pre-test of control class

O₄: Post-test of control class

(-) : No treatment

B. Population and Sample

1. Population

As described by Creswell (2012) the population is a group of individuals who will be the subject of research and have the same characteristics. The population of this study was second-year students in SMPN 34 Semarang. There are eight classes for second-year students at SMPN 34 Semarang, namely 8A, 8B, 8C, 8D, 8E, 8F, 8G, and 8H.

2. Sample

According to Sugiyono (2019), the sample is part of the number and characteristics belonging to that population. In this study the writer used two classes as the sample; VIII A was the control class and VIII B was the experimental class. In classes, VIII A and VIII B, both of the groups consisted of 34 students as shown in the table below.

Table 3. 2 Sample of the Research

No.	Class	Amount
1.	VIII A	34
2.	VIII B	34

Total Amount	68
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C. Instrument of The Study

According to Creswell (2014), researchers collected the data on instruments or tests. The data collected in this study used quantitative data. In addition, Creswell (2014) explained in the quantitative approach the data obtained on the instrument aimed to assess attitudes, and the information was analyzed using statistical procedures and hypothesis testing.

In this case, the writer used a listening test for collecting the data. Gultom (2016) explained that test is conducted to measure students' ability, knowledge, and performance in teaching and learning. The test was conducted at the beginning and the end of the study. A listening test was used by the writer to measure the percentage of significant difference between both groups who taught without using animation video and those taught with using animation video. The listening test used was in the form of multiple-choice and true- false questions.

D. Method of Data Collection

There are several steps done by the writer as the procedure to obtain the data in this study, as follows:

1. The writer came to the school and asks permission from the headmaster and teacher with the purpose wants to conduct research in the school.

2. The writer asked the English teacher in order to choose two classes that would be the experimental and control class.
3. The writer conducted a pre-test at the beginning of the experimental class and control class. This aimed to determine students' capabilities in listening comprehension.
4. After the pre-test results of both classes are obtained, the writer conducted teaching and learning activities. In the teaching and learning process, the experimental class was treated using animation video. While the control class was untreated using animation video.
5. The writer provided a post-test at the end of the study for the experimental class and control class. This aimed to find out if there is any enhancement between the two groups.
6. After the post-test results were obtained, the writer gave the score and analyzed the data to measure the students' listening skills and determine the results of the study.

E. Method of Data Analysis

After collecting the data, the writer performed some steps to analyzed the whole data to determine students' listening skills. The following is the data analysis carried out:

1. Scoring Rubric and Description

The writer calculated and graded student tests using the scoring rubric below.

Table 3.3 Scoring Rubric

No.	Score
1 – 20	1
Max Score	100

Description of score weights:

1. If answered correctly score 1
2. If answered incorrectly/not answered score 0
3. The total score is 20

$$\text{Value} = \frac{\text{Total Score}}{\text{Max Score}} \times 5$$

$$= \text{Max Score}$$

After calculating and grading test scores, the writer used the score description below to categorize the mean value. The writer used the score description adopted by Pramesti et al. (2021), there were five categories of analytic scales based on the scores gained. Each category has its range score and level.

Table 3.4 Description of Score

Score	Integrity	Level	Category
81 – 100%	5	A	Excellent
61 – 80%	4	B	Good
41 – 60%	3	C	Enough
21 – 40%	2	D	Bad
< 21%	1	E	Very Bad

2. Analyzing the data gained by using SPSS version 24 to find out is there any significant difference between the experimental group who taught using

animation video and the control group who taught without using animation video. The following were the steps performed by the writer for SPSS analysis:

a. Normality Test

The normality test aimed to test whether the data comes from the population which has a normal distribution. For continuous data, the normality test is an important step for determining a measure of central tendency and a statistical method for analyzing the data. When the data follow a normal distribution, parametric tests or nonparametric methods are used to compare groups.

The case to be tested was whether the data value in the control and experimental class comes from a normally distributed population with the following hypothesis:

The data are normally distributed, if Sig. Value $> 0,05$.

The data are not normally distributed, if Sig. Value $< 0,05$.

b. Homogeneity Test

The homogeneity test is an analytical technique to determine whether or not the data is homogeneous from the two variances of each sample group. Homogeneity tests were applied to compare the variability between groups (usually the mean between groups).

Hypothesis:

The variance of two or more data population groups is the same

(homogeneous), if Sig. Based on Mean $> 0,05$.

The variance of two or more data population groups is not the same (not homogeneous), if Sig. Based on Mean $< 0,05$.

c. Paired Sample T-Test

Paired Sample T-Test is the statistical test to test the difference between two measurements, two conditions, two-time points, and between a matched pair. Paired sample t-test was used to compare the difference between the two means of two paired samples with the assumption that the data were normally distributed.

This test used the case to what extent students' listening skills taught with using animation video and those taught without using animation video. Therefore, the pre-test and post-test from the control class were used, and then the pre-test and post-test from the experimental class.

Hypothesis:

If Sig. Value $> 0,05$, there is a significant difference between learning outcomes in the pre-test and post-test scores.

If Sig. Value $< 0,05$, there is no significant difference between learning outcomes in the pre-test and post-test scores.

d. Independent Sample T-Test

This technique aimed to compare two means of two unrelated groups. Before testing the mean of the two groups, it is assumed that the variance of the population of the two groups is identical. This assumption must be tested first. This technique uses quantitative data with the assumption that the data is

normally distributed. The case to be tested was whether is there any significant difference between students' listening skills who are taught using animation video and those taught without using animation video.

Hypothesis:

There is a significant difference, if Sig. Value < 0.05.

There is no significant difference, if Sig. Value > 0.05.

e. N-Gain

The N-Gain test was used to determine the effectiveness of the method used in one group pre-test post-test design research and used experimental and control classes. A gain score is a difference or increase between the pre-test and post-test. When there was a significant difference between the two classes, the n-gain test can be carried out with the following formula:

$$\text{N-Gain score} : \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximum score} - \text{Pretest score}}$$

After determining the average value of the two variables, the effectiveness of the method used can be determined using the following effectiveness categories:

Table 3. 5 Index N-Gain Category

Percentage	Category
< 40	Not effective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Effective

Adapted from Hake, R.R (1999)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study provided three research problems as written before. In this chapter, the writer presents the research findings and discussion of the research problem.

A. Research Findings

This study aimed to examine the use of short animation video to improve students' listening skills in the eighth grade of SMP N 34 Semarang. To collect the data, the writer used pre-test and post-test.

The study was conducted using a quasi-experimental design. A quasi-experimental design was used to obtain the information as an approximation for the writer through an experiment. In this study, the subject was divided into two groups, namely the control class and the experimental class.

At first, the writer gave a pre-test to the control and experimental class. The pre-test was the same for both classes. In the following meeting, the writer conducted the teaching and learning process. The writer presented and explained the material using PowerPoint for both classes first, then the writer implemented the treatment in the experimental class learn with using animation video while the control class learn without using animation video. In the last meeting, the post-test was provided by the writer for the students.

Therefore, the following data was presented in this chapter to answer previous statement problems in this study.

Statistical Hypothesis Testing:

Normality Test

Before performing statistical parametric analysis the normality test was conducted to determine whether the data were normally distributed or not. Normal data were the absolute requirement to perform statistical parametric analysis. The results of the data normality test was presented below.

Hypothesis:

H₀ is accepted, if Sig. Value > 0.05.

H₀ is rejected, if Sig. Value < 0.05.

Table 4. 1 Descriptive Statistics of Normality Test

One-Sample Kolmogorov-Smirnov Test					
		Pre Test (Control)	Post Test (Control)	Pre Test (Experiment)	Post Test *Experiment)
N		34	34	34	34
Normal Parameters(a,b)	Mean	54.7059	70.8824	54.5588	82.9412
	Std. Deviation	7.68126	5.56920	9.32313	7.59961
Most Extreme Differences	Absolute	.221	.182	.133	.151
	Positive	.157	.178	.099	.151
	Negative	-.221	-.182	-.133	-.143
Kolmogorov-Smirnov Z		1.290	1.061	.777	.878
Asymp. Sig. (2-tailed)		.072	.210	.581	.423

a Test distribution is Normal.
b Calculated from data.

Based on the normality test table presented above, it showed that Sig. Value for all data was less than 0.05, it can be concluded that the data is

normally distributed. If the data is normal, then the paired sample t-test and independent sample t-test can be used.

Homogeneity Test

Homogeneity test was conducted to determine whether the diversity of data from the two groups is homogeneous or not. The homogeneity test was not an absolute requirement to use the independent sample t-test.

Hypothesis:

H₀ is accepted, if Sig. Value > 0.05.

H₀ is rejected, if Sig. Value < 0.05.

Table 4. 2 Descriptive Statistics of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Total Value	Based on Mean	3.147	1	66	.081
	Based on Median	3.481	1	66	.067
	Based on Median and with adjusted df	3.481	1	62.783	.067
	Based on trimmed mean	3.232	1	66	.077

From the table presented above, Sig. Value Based on Mean showed the number of 0.081 which means it is greater than 0.05. Based on that information, it can be concluded that the data values from the two classes were homogeneous.

After performing the normality and homogeneity test, the writer deciphered the data by presenting it into the following points:

1. Students' Listening Skills Taught Without Using Animation Video

The Control class was the group that taught without using animation video. Before carrying out the teaching and learning process, the student's listening skills were tested using a pre-test. The test is similar to that used in the experimental class. After implementing the teaching and learning process, the post-test was given to the students. The score of the pre-test and post-test of the control class is reflected in the table below.

Table 4. 3 Pre-Test and Post-Test of Control Class

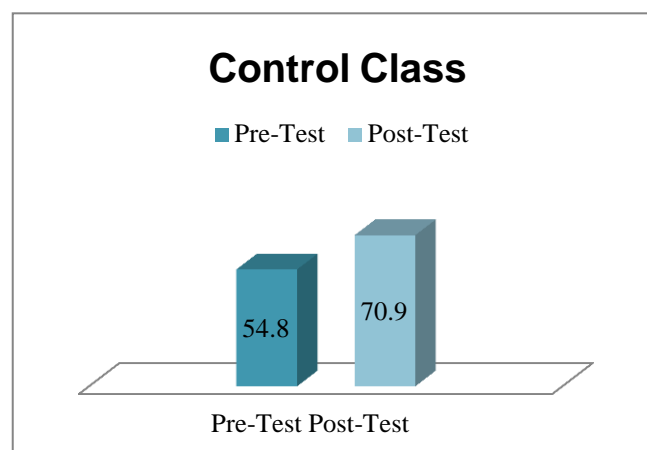
Code	Pre-Test Score	Category	Post-Test Score	Category
C-1	60	C	70	B
C-2	55	C	75	B
C-3	30	D	65	B
C-4	45	C	70	B
C-5	60	C	75	B
C-6	55	C	65	B
C-7	60	C	70	B
C-8	50	C	65	B
C-9	60	C	70	B
C-10	65	B	80	B
C-11	55	C	65	B
C-12	50	C	60	C
C-13	60	C	75	B
C-14	55	C	65	B
C-15	60	C	75	B
C-16	55	C	65	B
C-17	70	B	85	A
C-18	60	C	75	B
C-19	50	C	65	B
C-20	55	C	70	B
C-21	60	C	75	B
C-22	45	C	65	B
C-23	40	D	70	B
C-24	55	C	75	B
C-25	50	C	65	B

C-26	55	C	70	B
C-27	45	C	65	B
C-28	60	C	75	B
C-29	55	C	75	B
C-30	50	C	70	B
C-31	55	C	75	B
C-32	60	C	75	B
C-33	55	C	70	B
C-34	65	B	80	B
Mean Score	54.8	C	70.9	B

From the table shown above, it can be seen that the average value of the pre-test was C which based on the scoring category was classified as enough then for the average value of the post-test was B which was classified as good.

To see the differences between pre-test and post-test average values in the control class. The writer has presented it in the form of the following histogram graph.

Chart 4. 1 Average Pre-Test and Post-Test of Control Class



From the graphic chart above, it can be seen the difference in average scores before and after implementing the learning listening process. For the

pre-test average value showed 54.8 and for the post-test was 70.9 where the post-test results were better than the pre-test.

Then, to see the differences clearly the paired sample t-test was shown below to determine whether there is a difference in the mean of the two paired samples. To perform paired sample t-test, the data must be normally distributed but not should be homogeneous. The test was used to depict the answer to the first statement problem “to what extent are students’ listening skills taught without using animation video?”

Hypothesis:

If Sig. Value > 0.05, there is a significant difference between learning outcomes in the pre-test and post-test scores.

If Sig. Value < 0.05, there is no significant difference between learning outcomes in the pre-test and post-test scores.

Table 4. 4 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test (Control)	54.7059	34	7.68126	1.31733
Post Test (Control)	70.8824	34	5.56920	.95511

To see how much the average comparison of the control class can be seen in the mean column of the table above.

Table 4. 5 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test (Control) & Post Test (Control)	34	.679	.000

The paired samples correlations table above was presented to know whether there is a correlation between two variables, namely pre-test and post-test variables. It can be seen that the Sig.Value less than 0.05 which means there were correlations between the two variables.

Table 4. 6 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Pre Test (Control) - Post Test (Control)	16.176	5.64866	.96874	18.14	14.20	16.699	33	.000

Based on the output pair 1 (control class) the Sig.Value was 0.000 which is smaller than 0.05, we can conclude that there were average differences in students' learning outcomes for the pre-test and post-test in the control class.

2. Students' Listening Skills Taught With Using Animation Video

The use of animation video has been examined whether it is useful for students listening skills. For that purpose, the writer tries to implement animation video in order to improve students' listening skills. Animation video was applied in the experimental class as their English listening media. Before implementing treatment, students' listening skills were tested using a pre-test. Then, in the teaching and learning process, they got the treatment for using animation video as their learning media. If the control class is only allowed to listen to the material, the experimental class could get visual support so that they can listen and watch at once. After being given treatment using animation

video, the students were tested for the second time using a post-test. The score of the pre-test and post-test of the experimental class is reflected in the table below.

Table 4. 7 Pre-Test and Post-Test of Experimental Class

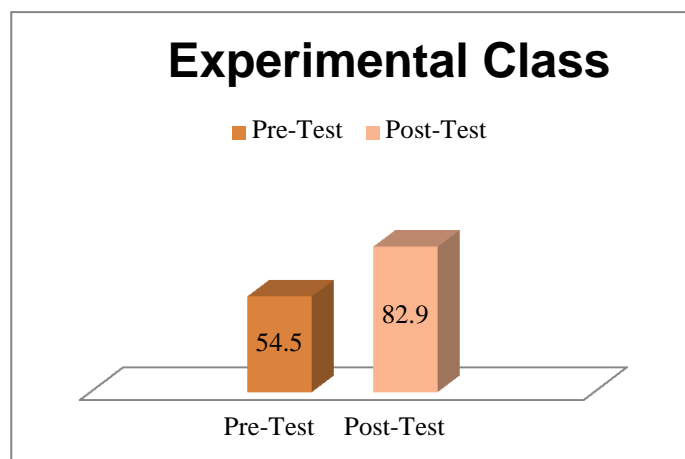
Code	Pre-Test Score	Category	Post-Test Score	Category
E-1	55	C	80	B
E-2	65	B	90	A
E-3	60	C	85	A
E-4	70	B	100	A
E-5	65	B	90	A
E-6	50	C	85	A
E-7	55	C	80	B
E-8	65	B	95	A
E-9	50	C	75	B
E-10	65	B	90	A
E-11	45	C	70	B
E-12	50	C	85	A
E-13	55	C	85	A
E-14	50	C	80	B
E-15	45	C	75	B
E-16	40	D	70	B
E-17	55	C	85	A
E-18	50	C	80	B
E-19	45	C	80	B
E-20	55	C	90	A
E-21	40	D	70	B
E-22	55	C	80	B
E-23	70	B	90	A
E-24	55	C	80	B
E-25	65	B	95	A
E-26	60	C	90	A
E-27	45	C	80	B
E-28	40	D	75	B
E-29	50	C	80	B
E-30	35	D	70	B
E-31	60	C	85	A
E-32	65	B	90	A
E-33	60	C	80	B
E-34	65	B	85	A

Mean Score	54.5	C	82.9	A
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From the table shown above, it can be seen that the average value of the pre-test was got C which based on the scoring category was categorized as enough, then the average value of the post-test was A which was categorized as excellent.

The following histogram graph was presented to see the differences between students' pre-test and post-test averages.

Chart 4. 2 Average Pre-Test and Post-Test of Experimental Class



Through the histogram graph shown above, it can be seen the difference in average value before and after using animation video in the learning listening process. The experimental class had gained 82.9 for the post-test average and 54.5 for the pre-test which the post-test test results were greater than the pre-test and showed more significant improvement.

The paired sample t-test also has been done to portray the answer from the second statement problem “to what extent are students’ listening skills taught with using animation video?”

Hypothesis:

If Sig. Value > 0.05, there is a significant difference between learning outcomes in the pre-test and post-test scores.

If Sig. Value < 0.05, there is no significant difference between learning outcomes in the pre-test and post-test scores.

Table 4. 8 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test (Experiment)	54.5588	34	9.32313	1.59890
Post Test *Experiment)	82.9412	34	7.59961	1.30332

To see how much the average comparison can be seen in the mean table above. In using this test, it was seen that pre-test and post-test have increased from 54.5 to 82.9.

Table 4. 9 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test (Experiment) & Post Test *Experiment)	34	.874	.000

The paired samples correlations above were presented to know whether there are any correlations between two variables, namely pre-test, and post-test. The Sig.Value from the table showed 0.000 which is smaller than 0.05. It means there were correlations between the two variables in this group.

Table 4. 10 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
Pair 2	Pre Test (Experiment) - Post Test *Experiment)	-28.382	4.55	.78194	-29.97 -26.798	36.297	33	.000

Based on the output pair 2 (experimental class) the Sig. Value was 0.000 and it's smaller than 0,05. According to the hypothesis, there were average differences in students' learning outcomes for the pre-test and post-test in the experimental class.

3. The Significant Difference Between Students Taught Without Using Animation Video and Those Taught With Using Animation Video

To show the significant difference between the control class and experimental ones. The data description below was presented to see the improvement of the two groups.

Table 4. 11 Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Pre-Experimental	34	35	70	54.56	9.323	
Post-Experimental	34	70	100	82.94	7.600	
Pre-Control	34	30	70	54.71	7.681	
Post-Control	34	60	85	70.88	5.569	
Valid N (listwise)	34					

According to the data provided above, the pre-test score which was given for both classes at the beginning of the meeting can be outlined as follows. For

the control class, the data obtained for the lowest or minimum score is 30 and the higher or maximum score is 70 with an average value of 54.71. Next, in the experimental class, the data obtained for the lowest is 35 and the higher score is 70 with an average value of 54.56. Based on this information, it was found that the pre-test of the control class was slightly higher than the experimental class.

Then, for the post-test which was distributed at the end of the meeting, it was found that the lowest score of the control class is 60 and the higher score is 85 with an average of 70.9. With a similar post-test, the experimental class got 70 for the lowest score and 100 for the higher score with an average value of 82.9. With these post-test results, it can be said that the experimental class had a better performance than the control class.

Further, an independent sample t-test was used to find the average value of two unpaired variables, it was control and experimental class. This test was performed to find out whether "is there any significant difference between students' listening skills taught without using animation video and those taught with using animation video?". Therefore, the data taken was from the post-test of the control and experimental class.

Table 4. 12 Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experiment	34	82.9412	7.59961	1.30332
	Control	34	70.8824	5.56920	.95511

Table ini untuk mengetahui seberapa banyak perbedaan rata rata kedua sample tersebut.

Table 4. 13 Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post Test	Equal variances assumed	7.463	66	.000	12.05882	1.61582	8.832	15.284
	Equal variances not assumed	7.463	60.510	.000	12.05882	1.61582	8.827	15.290

Based on the data presented above the Sig. Value was 0.000 which means less than 0.05. So, based on the hypothesis, it can conclude that there was a difference between the method used for the control and experimental class.

Moreover, to emphasize the second and third findings that animation video was effective and has significant results the writer conducted the N-Gain test. This test aimed to find out the effectiveness of a method. To determine the results, the writer used the N-Gain category below which was written in the previous chapter.

Index N-Gain Category

Percentage	Category
< 40	Not effective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Effective

Adapted from Hake, R.R (1999)

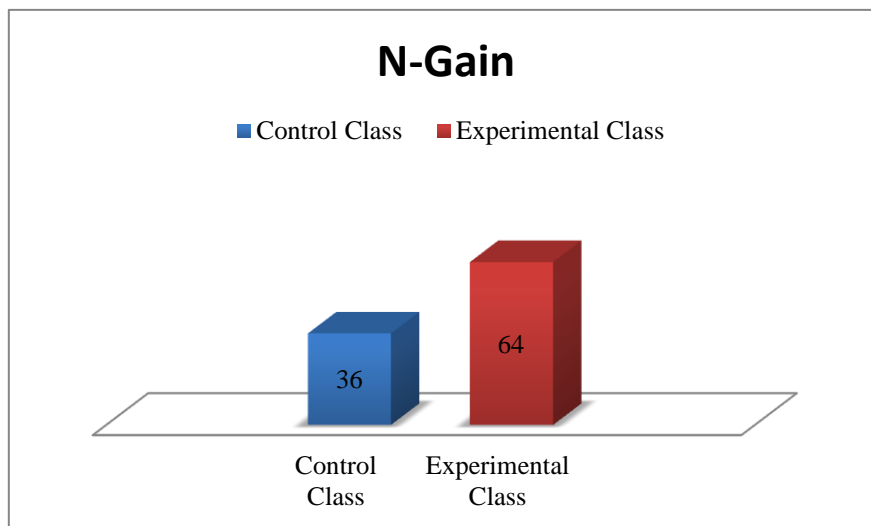
Table 4. 14 N-Gain Calculation Results

N-Gain

		Class		Statistic	Std. Error
NGain_Percentage	Experiment	Mean		63.9335	2.02509
		95% Confidence Interval for Mean	Lower Bound	59.8134	
			Upper Bound	68.0535	
		5% Trimmed Mean		63.1792	
		Median		62.5000	
		Variance		139.434	
		Std. Deviation		11.80821	
		Minimum		45.45	
		Maximum		100.00	
		Range		54.55	
		Interquartile Range		15.87	
		Skewness		1.012	.403
		Kurtosis		1.416	.788
		Control	Mean		35.5313
	95% Confidence Interval for Mean		Lower Bound	32.4408	
			Upper Bound	38.6217	
	5% Trimmed Mean		35.5395		
	Median		37.5000		
	Variance		78.450		
	Std. Deviation		8.85720		
Minimum			20.00		
Maximum			50.00		
Range			30.00		
Interquartile Range			14.50		
Skewness			-.157	.403	
Kurtosis			-.953	.788	

The results of the N-Gain calculation showed that the average value of the control class was 36 which according to the Index N-Gain Category above the results was not effective. In addition, the average value obtained in the experimental class was 64 which is higher and was categorized as effective enough.

Chart 4. 1 Significant Difference from the Average of Control and Experimental



The difference in the average value of N-Gain from the two classes has also been presented in the form of the histogram graph above. Based on the descriptive test results which were presented in the chart above, it proved that the media used in the experimental class was categorized as effective enough with the N-Gain percentage of 64. Meanwhile, with an N-Gain percentage of 36, the media used for the control class is in the less effective category. Then, we can draw a conclusion that animation video is the more effective way to improve students' listening skills.

B. Discussion

This study was conducted focusing on utilizing animation video to improve students' listening skills. The writer wants to know whether animation video can evolved listening skills which were implemented in eight grades students at SMPN 34 Semarang. Furthermore, the study was carried out using two groups as a comparison, the first group as the control class and the second as the experiment class. Therefore, the writer wants to find out the significant difference between the two groups. The findings presented before can be shortened that animation video is effective in improving students' listening skills. In addition, the findings of this study will be clarified in the following points.

First, students' listening skills who were taught without using animation video indicated have slightly improved but not significantly. This can be seen from the control class pre-test and post-test results from 54.8 to 70.9 which based on the scoring category there was one level increase from enough to good category. Furthermore, based on the paired samples test, it also showed an average difference from the pre-test to the post-test as seen from Sig. The value is 0.000 which is less than 0.05.

Noted the results, in this study the writer provided a test as many of 20 items consisting of 15 multiple-choice and 5 true-false questions. The test was based on the topic discussed in eighth grade, it was asking and giving opinions. From these questions, it is known that students in the control class have

weaknesses in the form of the WH questions and a small portion of them were found in true-false questions. They answered more correctly on more specific questions such as “At the end of the dialogue, we know that his dad ...” then were given answers between giving direction, giving permission, declining permission, and asking permission. In the form of these questions, students might just need to read the question and listen to the audio sequence until they get a suitable answer. Whereas, for the WH questions form students necessary to grasp the question context first, especially on true false questions they have to memorize sequence events based on what they hear plus the lack of visual cues as their stimulation. This means that the use of audio-only is deficient to stimulate students’ understanding to achieve the material.

Furthermore, another finding in the control class also noted the other deficit which was the lack of enthusiasm of students in learning. Students get bored since the teaching and learning processes conducted in their class were not attractive as the experimental class. However, generally, junior high school students will be more enthusiastic about new things that have attractive visualizations whereas the learning process in the control class is not so. This is a challenge as well as an encouragement for the writer when conducting research in the classroom to remain able to control the flow of learning and encourage students' enthusiasm in the learning process.

Further, many studies revealed that listening comprehension plays an important role in the learning process. Listening is a complex process in which the listener must understand and construct meaning from the speaker. Since

listening is a complex process, surely for EFL learners needed a method as a new way to help students improving English listening skills. They need to be encouraged to increase their listening activity and practice English. Based on the finding of this study, the use of animation video has improved students' listening skills. These findings were illustrated through paired samples test used in the experimental class that showed an average value increase from pre-test to post-test it can be seen from Sig.Value $0.000 < 0.05$. In addition, the results of the experimental class were also better by going up two levels of achievement and getting the final category as excellent.

In this study, the experimental class showed many positive learning outcomes. This showed by students' listening outcomes that being given treatment indicated excellent based on scoring category evidenced by the final score of 82.9. After looking at the answer sheet, the experimental group in proportion answered the questions more correctly than the control group. This caused the media used in the experimental class to be more comprehensive. Visual is a beneficial manifestation for students. With the visual aid, students can see the action and body language demonstrated by narrators. These visualizations can stimulate students to receive and understand content inside the video related to the topic discussed. The series of actions shown by the narrator may indirectly provoke students to guess and predict each other's responses between the narrators. Nevertheless, the background of the video was also close to students' daily life such as the background in the classroom

between students and teachers, the setting at home between parents and children, between peers, and so on. The connection between the classroom (learning process) and the real world encouraged students to be able to understand between learning and practicing.

Still exploring the visuals, this additional aid can be delivered information more clearly. In addition to visuals in form of animation pictures as a whole, the video also provided captions or subtitles raised at the bottom of video screens that transcribe and translate the dialogue or narrative. It can help the students to reduce their difficulty in mastering vocabulary. For example, in the video, the narrator shows body language or points to an object. It is possible that students didn't know the designation or terms of something in English which students eventually became aware of. This also allowed students to explore content more broadly. As proved in a study conducted by Alabsi (2020) on college EFL students at Taibah University they showed superior achievement from watching videos with added subtitles. This also ensures the study indicated by Rokni & Ataee (2014), Azizi & Aziz (2020), and Yeldham (2018) that subtitles take more advantages for students' understanding and vocabulary as well. In addition, it helps students to sharpen their pronunciation due to they can see the text and hear how to pronounce it.

Animation video used was also related to the topic downloaded from youtube media. YouTube was chosen because it was easy to access anywhere as long as we have an internet connection and are very flexible in its use. The writer used short animation videos because generally for junior high school students animation videos were more fascinating and the length of the video

can affect students' focus. Therefore, the writer prefers to use videos with a duration of fewer than 5 minutes. Moreover, the selection of video was also considered must be appropriate for students' age where the video content doesn't contain violence and adult content that is not appropriate for their age. The grammatical and speed of speech in the video also should be adjusted to the student's English skills level. Authentic video material must be selected carefully to ensure the appropriate level of difficulty and the content is attractive to students. These points must be considered for the students can capture the message delivered and to avoid the possibility of students misunderstanding as EFL learners comprehend the video.

On the other hand, in contrast to the control class, this study noted that students with animation video treatment were more attentive and interested in participating learning process. This is because the use of animation video makes the classroom atmosphere more relaxed so that the students can be conducive to learning.

Third, to acknowledge is there any significant difference between the control and experimental class. In addition to conducting descriptive tests and T-Tests, N-Gain tests were also carried out with index n-gain descriptions. Through the descriptive test, it can be seen by the pre-test value that the two classes were at the same initial level. After being given treatment and carrying out the post-test, the experimental class acquired great results than the control class evidenced by the final score from the experimental is 82.9 while the control is 70.8. Next, according to the T-Test calculation found that Sig.Value $0.000 < 0.05$. Therefore, the hypothesis was accepted.

Moreover, to support these findings, the writer conducted an N-Gain test to determine how far the effectiveness of using animation video in this study. The N-Gain calculation showed the average value obtained in the experimental class was 64 and the control class was 36. Based on the index N-Gain category, the method used in the experimental class included in the category of effective enough while the method used in the control class was rated to be not effective. This indicated that there was a different method used in both classes and can conclude that using animation video significantly improves the listening ability of eight grade students of SMPN 34 Semarang.

This finding ensures with the study conducted by Dhood and Asl (2016) that students treated with audiovisuals, in this case was animation video showed different effects better compared to students untreated using audio visual. Hence, the experimental class was capable to shows their ability in gaining information contained in the listening text in the video. During the learning process, the writer gave the questions after the video was played and they were able to explain them. They also showed their ability in post-test achievement. Students in the experimental class were better at listening achievement due to they gained the privilege to use animation video as their listening learning media.

The ease of access and variety of audiovisual in the form of animation video materials can greatly assist students in learning. For example, captions or subtitles can enrich new vocabulary items. Students were given a discussion to identify unknown vocabulary in a dialogue and then describe its meaning

according to the context of the dialogue.

In conclusion, animation video is a media that is comprehensive, could make the learning process more attractive, and make the class atmosphere more relaxed, and effective. Furthermore, animation video introduce an easy way of delivering new material and students can be arranged more conducive when media is used. So it can create efficient learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this study.

A. Conclusion

From the discussion of the research findings in this study, some conclusions were generated as follows:

1. The students' listening skills taught without using animation video were classified good. This is evidenced by comparing the pre-test score of 54.8 and the post-test score of 70.9. Furthermore, teaching implementation without using animation video based on the N-Gain calculation and referring to the index N-Gain category was not effective to improve students' listening skills. So, it obtained unacceptable results.
2. The students' listening skills taught with using animation video were classified as excellent. This showed by comparing the pre-test score of 54.5 and the post-test score of 82.9. Further, based on N-Gain calculation and referring to the index N-Gain category animation video was effective enough and it proved effective to improve students' listening skills. So, it obtained acceptable results
3. There was a significant difference between students' listening skills taught without using animation video and those taught with using animation video. There was an improvement in students in the experimental class compared to the control class. The N-Gain results also delivered that

method used in the control class was not effective and animation video which was used in the experimental class effectively improved students' listening skills.

B. Suggestions

According to the conclusion above, animation video are recommended for teachers as an alternative teaching tool to support language learning, especially in the field of English listening skills. In addition, animation video provided many features that can help students to be enthusiastic about learning English. Nowadays, many free online sources we can access to look for animation video material. For the further researcher, this study hopefully can be beneficial information and reference in conducting studies about the use of animation video media.

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APPENDICES

Appendix 1: Surat Keterangan Selesai Melaksanakan Penelitian



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 34 SEMARANG**



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SURAT KETERANGAN
No. 340/420.1/34.IX/2022

Yang bertanda tangan di bawah ini :

Nama : Drs. Nanang Sungkowo
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Pangkat/Golongan : Pembina Tk I / IV b
Jabatan : Kepala SMP Negeri 34 Semarang

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Fika Fajriani
NPM : 18420108
Perguruan Tinggi : Universitas PGRI Semarang
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris
Judul Laporan Penelitian : Improving Students' Listening Skills by Using Audio Visual

yang bersangkutan benar-benar telah melaksanakan Penelitian pada tanggal 11 Juli s.d 31 Agustus 2022 di SMP Negeri 34 Semarang dengan baik.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Semarang, 12 September 2022
Kepala Sekolah

Drs. Nanang Sungkowo
NIP: 19661006 199412 1 001

Appendix 2: Kartu Bimbingan



KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Fika Fajriani
 NPM : 18420108
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris
 DOSEN PEMBIMBING I : Dr. Jafar Sodik, M.Pd.
 DOSEN PEMBIMBING II : Dra. T. Sri Suwanti, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	Senin, 18 April 2022	Pengajuan Proposal	<i>[Signature]</i>
2	5 Mei 2022	Bimb. Proposal	<i>[Signature]</i>
3	20 Mei 2022	Revisi Proposal	<i>[Signature]</i>
4	15 Juni 2022	ACC Proposal	<i>[Signature]</i>
5	1 Juli 2022	Bimb Bab 1-3	<i>[Signature]</i>
6	17 Juli 2022	ACC Bab 1-3	<i>[Signature]</i>
7	1 Oktober 2022	Bimb Bab 4-5	<i>[Signature]</i>
8	25 Oktober 2022	Revisi Bab 4-5	<i>[Signature]</i>
9	13 November 2022	ACC Bab 1-5	<i>[Signature]</i>
10	14 November 2022	ACC Ujian	<i>[Signature]</i>



**KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG**

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NPM : 18420108
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DOSEN PEMBIMBING I : Dr. Jafar Sodiq, M.Pd.
DOSEN PEMBIMBING II : Dra. T. Sri Suwarti, M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	19 Mei 2022	Bimbingan Proposal	
2	30 Mei 2022	Revisi Proposal	
3	6 Juni 2022	Acc Proposal	
4	24 Juni 2022	Bimbingan Instrumen	
5	18 Juli 2022	Revisi Instrumen	
6	28 Juli 2022	Acc Instrumen	
7	21 September 2022	Bimbingan bab 4-5	
8	19 Oktober 2022	ACC Revisi bab 4-5	
9	11 November 2022	ACC abstrak Bab 1-5	
10	14 November 2022	ACC Sidang	

Appendix 3: Instrument of Pre-Test

LISTENING PRE-TEST

(Control Class and Experimental Class)

Name :

Class :

PART A (Multiple Choice)

Instructions: Listen to the dialogue, then answer the questions based on each dialogue.

SCENE 1 (Questions 1 – 4)

1. What does Anne need to do?
 - a. She needs to clean up
 - b. She needs to make her room messy
 - c. She doesn't need to do anything
 - d. She doesn't need to study
2. What makes Anne so busy? She is ...
 - a. Reading a book
 - b. Watching cartoon
 - c. Finishing her homework
 - d. Writing a short story
3. What does it mean to "go ahead"? It means to ...
 - a. "do it" (the thing)
 - b. "go away."
 - c. "don't do it" (the thing)
 - d. "I don't think so."
4. According to the dialog, we know that Anne ...
 - a. Offering something
 - b. Asking permission
 - c. Giving permission
 - d. Declining permission

SCENE 2 (Questions 5 – 10)

5. Why is he not allowed to play music loudly in the evening? Because of the owner ...
 - a. Has a baby
 - b. Didn't like noise
 - c. Wants to relax in the evening
 - d. Didn't like music
6. He asks permission to watch the tv because ...
 - a. He is bored
 - b. It's good for his English listening practice
 - c. He wants to know the newest news
 - d. He wants to watch a cartoon movie
7. Why is he not allowed to cook Korean food? The owner doesn't like ...
 - a. A Korean
 - b. The smell of Korean food
 - c. Asian food
 - d. Spicy food
8. At the end of the dialog, the man says, "by all means." to Hoon. "By all means" is an expression of ...
 - a. Asking permission
 - b. Giving permission
 - c. Declining permission
 - d. Giving opinion
9. What is his goal? He wants to be a ...
 - a. Teacher
 - b. Doctor
 - c. Tour guide
 - d. Lawyer
10. From the dialog, we know that Hoon is a ...
 - a. The owner of the house
 - b. Tour guide
 - c. Teacher
 - d. Student

SCENE 3 (Questions 11 – 13)

11. The son asked his dad's permission because he wants ...
 - a. To go to his friend's birthday party
 - b. To go to the cinema
 - c. To go cycling in the morning
 - d. To go to the amusement park in the evening

12. What is his dad's message at the end of the dialog?
 - a. Don't come home late
 - b. Comeback soon
 - c. Must wear a helmet
 - d. Don't go to other places
13. According to the dialog, we know that his dad ...
 - a. Declining permission
 - b. Giving permission
 - c. Giving direction
 - d. Asking permission

SCENE 4 (Questions 14 – 15)

14. The employee asked his boss's permission because she wanted to ...
 - a. Go to the doctor
 - b. Go to the meeting
 - c. Go for lunch
 - d. Go home
15. According to the dialog, we know that the boss ...
 - a. Giving permission
 - b. Offering something
 - c. Declining permission
 - d. Asking permission

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue. Are they true or false?

SCENE 1 (Questions 1 – 3)

1. The birthday party will start at 4 pm. (T / F)
2. He goes with his two friends. (T / F)
3. He goes to his friend's event by car. (T / F)

SCENE 2 (Questions 4 – 5)

4. The owner's house has five children. (T / F)
5. Hoon comes to that house to experience life in an English home. (T / F)

Appendix 4: Instrument of Post-Test

LISTENING POST-TEST

(Control Class and Experimental Class)

Name :

Class :

PART A (Multiple Choice)

Instructions: Listen to the dialogue, then answer the questions based on each dialogue.

SCENE 1 (Questions 1 – 3)

1. The son asked his dad's permission because he wants ...
 - a. To go to the cinema
 - b. To go to his friend's birthday party
 - c. To go to the amusement park in the evening
 - d. To go cycling in the morning
2. At the end of the dialogue, we know that his dad ...
 - a. Giving direction
 - b. Giving permission
 - c. Declining permission
 - d. Asking permission
3. What is his dad's message at the end of the dialog?
 - a. Don't come home late
 - b. Don't go to other places
 - c. Comeback soon
 - d. Must wear a helmet

SCENE 2 (Questions 4 – 9)

4. He asks permission to watch the tv because ...
 - a. It's good for his English listening practice
 - b. He wants to watch a cartoon movie
 - c. He wants to know the newest news
 - d. He is bored

5. Why is he not allowed to play music loudly in the evening? Because of the owner ...
 - a. Didn't like music
 - b. Didn't like noise
 - c. Has a baby
 - d. Wants to relax in the evening
6. He is not allowed to cook Korean food because the owner doesn't like ...
 - a. Asian food
 - b. Spicy food
 - c. A Korean
 - d. The smell of Korean food
7. What is his goal? He wants to be a ...
 - a. Tour guide
 - b. Doctor
 - c. Teacher
 - d. Chef
8. From the dialog, we know that Hoon is a ...
 - a. Tour guide
 - b. Teacher
 - c. The owner of the house
 - d. Student
9. At the end of the dialog, the man says, "by all means." to Hoon. "By all means" is an expression of ...
 - a. Asking permission
 - b. Giving permission
 - c. Declining permission
 - d. Asking opinion

SCENE 3 (Questions 10 – 11)

10. At the beginning of the dialogue, the woman declines the man's permission. What did she say?
 - a. Sorry, you can't
 - b. Sorry, you may not
 - c. Not this time
 - d. No, please don't
11. At the end of the dialogue, we know that the woman ...
 - a. Asking permission
 - b. Giving permission
 - c. Giving direction
 - d. Asking direction

SCENE 4 (Questions 12 – 15)

12. What makes Anne so busy? She is ...
- Finishing her homework
 - Making her bed
 - Reading a book
 - Watching cartoon
13. What does Anne need to do?
- She doesn't need to do anything
 - She doesn't need to study
 - She needs to clean up
 - She needs to make her room messy
14. According to the dialog, we know that Anne ...
- Asking permission
 - Giving permission
 - Declining permission
 - Offering something
15. What does it mean to "go ahead"? It means to ...
- "do it" (the thing)
 - "don't do it" (the thing)
 - "go away."
 - "I don't think so."

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue. Are they true or false?

SCENE 1 (Questions 1 – 2)

1. Anne's friend asks permission in a formal way. (T / F)
2. Anne's friend helps her to finish her homework. (T / F)

SCENE 2 (Questions 3 – 5)

3. The birthday party will start at 4 pm. (T / F)
4. He goes to his friend's event by bike. (T / F)
5. He goes with his brother. (T / F)

Appendix 5: Students' Work Results (Control Class and Experimental Class)

LISTENING PRE-TEST
(Control Class and Experimental Class)

Name : INPUL Adhikarya (38)

Class : 8B

PART A (Multiple Choice)
Instructions: Listen to the dialogue, then answer the questions based on each dialogue.

SCENE 1 (Questions 1 – 4)

- What does Anne need to do?
 a. She needs to clean up
 b. She needs to make her room messy
 c. She doesn't need to do anything
 d. She doesn't need to study
- What makes Anne so busy? She is ...
 a. Reading a book
 b. Watching cartoon
 c. Finishing her homework
 d. Writing a short story
- What does it mean to "go ahead"? It means to ...
 a. "do it" (the thing)
 b. "go away."
 c. "don't do it" (the thing)
 d. "I don't think so."
- According to the dialog, we know that Anne ...
 a. Offering something
 b. Asking permission
 c. Giving permission
 d. Declining permission

SCENE 2 (Questions 5 – 10)

- Why is he not allowed to play music loudly in the evening? Because of the owner ...
 a. Has a baby
 b. Didn't like noise
 c. Wants to relax in the evening
 d. Didn't like music

S = 12
B = 8
N = 8 VS
= 40

- He asks permission to watch the tv because ...
 a. He is bored
 b. It's good for his English listening practice
 c. He wants to know the newest news
 d. He wants to watch a cartoon movie
- Why is he not allowed to cook Korean food? The owner doesn't like ...
 a. A Korean
 b. The smell of Korean food
 c. Asian food
 d. Spicy food
- At the end of the dialog, the man says, "by all means" to Hoon. "By all means" is an expression of ...
 a. Asking permission
 b. Giving permission
 c. Declining permission
 d. Giving opinion
- What is his goal? He wants to be a ...
 a. Teacher
 b. Doctor
 c. Tour guide
 d. Lawyer
- From the dialog, we know that Hoon is a ...
 a. The owner of the house
 b. Tour guide
 c. Teacher
 d. Student

SCENE 3 (Questions 11 – 13)

- The son asked his dad's permission because he wants ...
 a. To go to his friend's birthday party
 b. To go to the cinema
 c. To go cycling in the morning
 d. To go to the amusement park in the evening
- What is his dad's message at the end of the dialog?
 a. Don't come home late
 b. Comeback soon
 c. Must wear a helmet
 d. Don't go to other places
- According to the dialog, we know that his dad ...
 a. Declining permission
 b. Giving permission
 c. Giving direction
 d. Asking permission

SCENE 4 (Questions 14 – 15)

- The employee asked his boss's permission because she wanted to ...
 a. Go to the doctor
 b. Go to the meeting
 c. Go for lunch
 d. Go home
- According to the dialog, we know that the boss ...
 a. Giving permission
 b. Offering something
 c. Declining permission
 d. Asking permission

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue.
Are they true or false?

SCENE 1 (Questions 1 – 3)

- The birthday party will start at 4 pm. (T / F)
- He goes with his two friends. (T / F)
- He goes to his friend's event by car. (T / F)

SCENE 2 (Questions 4 – 5)

- The owner's house has five children. (T / F)
- Hoon comes to that house to experience life in an English home. (T / F)

LISTENING POST-TEST
(Central Class and Experimental Class)

Name : Bojiy A. P. A. T. T.

Class : 8B

PART A (Multiple Choice)

Instructions: Listen to the dialogue, then answer the questions based on each dialogue.

SCENE 1 (Questions 1 – 3)

1. The son asked his dad's permission because he wants ...
 - a. To go to the cinema
 - b. To go to his friend's birthday party
 - c. To go to the amusement park in the evening
 - d. To go cycling in the morning
2. At the end of the dialogue, we know that his dad ...
 - a. Giving direction
 - b. Giving permission
 - c. Declining permission
 - d. Asking permission
3. What is his dad's message at the end of the dialog?
 - a. Don't come home late
 - b. Don't go to other places
 - c. Comeback soon
 - d. Must wear a helmet

C = 0
B = 20
N = 20 x 5
= 100
=

SCENE 2 (Questions 4 – 9)

4. He asks permission to watch the tv because ...
 - a. It's good for his English listening practice
 - b. He wants to watch a cartoon movie
 - c. He wants to know the newest news
 - d. He is bored
5. Why is he not allowed to play music loudly in the evening? Because of the owner ...
 - a. Didn't like music
 - b. Didn't like noise
 - c. Has a baby
 - d. Wants to relax in the evening

6. He is not allowed to cook Korean food because the owner doesn't like ...
 - a. Asian food
 - b. Spicy food
 - c. A Korean
 - d. The smell of Korean food
7. What is his goal? He wants to be a ...
 - a. Tour guide
 - b. Doctor
 - c. Teacher
 - d. Chef

8. From the dialog, we know that Hoon is a ...
 - a. Tour guide
 - b. Teacher
 - c. The owner of the house
 - d. Student

9. At the end of the dialog, the man says, "by all means." to Hoon. "By all means" is an expression of ...
 - a. Asking permission
 - b. Giving permission
 - c. Declining permission
 - d. Asking opinion

SCENE 3 (Questions 10 – 11)

10. At the beginning of the dialogue, the woman declines the man's permission. What did she say?
 - a. Sorry, you can't
 - b. Sorry, you may not
 - c. Not this time
 - d. No, please don't

11. At the end of the dialogue, we know that the woman ...
 - a. Asking permission
 - b. Giving permission
 - c. Giving direction
 - d. Asking direction

SCENE 4 (Questions 12 – 15)

12. What makes Anne so busy? She is ...
 - a. Finishing her homework
 - b. Making her bed
 - c. Reading a book
 - d. Watching cartoon

13. What does Anne need to do?
 - a. She doesn't need to do anything
 - b. She doesn't need to study
 - c. She needs to clean up
 - d. She needs to make her room messy

14. According to the dialog, we know that Anne ...
 - a. Asking permission
 - b. Giving permission
 - c. Declining permission
 - d. Offering something

15. What does it mean to "go ahead"? It means to ...
 - a. "do it" (the thing)
 - b. "don't do it" (the thing)
 - c. "go away."
 - d. "I don't think so."

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue. Are they true or false?

SCENE 1 (Questions 1 – 2)

1. Anne's friend asks permission in a formal way. (T / F)
2. Anne's friend helps her to finish her homework. (T / F)

SCENE 2 (Questions 3 – 5)

3. The birthday party will start at 4 pm. (T / F)
4. He goes to his friend's event by bike. (T / F)
5. He goes with his brother. (T / F)

LISTENING PRE-TEST
(Control Class and Experimental Class)

Name : Jelkes Kiet Purim Miaspana (16)

Class : BA

PART A (Multiple Choice)

Instructions: Listen to the dialogues, then answer the questions based on each dialogue.

SCENE 1 (Questions 1-4)

- What does Anne need to do?
 - a. She needs to clean up
 - b. She needs to make her room messy
 - c. She doesn't need to do anything
 - d. She doesn't need to study
- What makes Anne so busy? She is ...
 - a. Reading a book
 - b. Watching cartoon
 - c. Finishing her homework
 - d. Writing a short story
- What does it mean to "go ahead"? It means to ...
 - a. "do it" (the thing)
 - b. "go away."
 - c. "don't do it" (the thing)
 - d. "I don't think so."
- According to the dialog, we know that Anne ...
 - a. Offering something
 - b. Asking permission
 - c. Giving permission
 - d. Declining permission

SCENE 2 (Questions 5-10)

- Why is he not allowed to play music loudly in the evening? Because of the owner ...
 - a. Has a baby
 - b. Didn't like noise
 - c. Wants to relax in the evening
 - d. Didn't like music

SCENE 4 (Questions 14-15)

- The employee asked his boss's permission because she wanted to ...
 - a. Go to the doctor
 - b. Go to the meeting
 - c. Go for lunch
 - d. Go home
- According to the dialog, we know that the boss ...
 - a. Giving permission
 - b. Offering something
 - c. Declining permission
 - d. Asking permission

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue. Are they true or false?

SCENE 1 (Questions 1-3)

- The birthday party will start at 4 pm. (T) / (F)
- He goes with his two friends. (T) / (F)
- He goes to his friend's event by car. (T) / (F)

SCENE 2 (Questions 4-5)

- The owner's house has five children. (T) / (F)
- Hoon comes to that house to experience life in an English home. (T) / (F)

- He asks permission to watch the tv because ...
 - a. He is bored
 - b. It's good for his English listening practice
 - c. He wants to know the newest news
 - d. He wants to watch a cartoon movie
- Why is he not allowed to cook Korean food? The owner doesn't like ...
 - a. A Korean
 - b. The smell of Korean food
 - c. Asian food
 - d. Spicy food
- At the end of the dialog, the man says, "by all means." to Hoon. "By all means" is an expression of ...
 - a. Asking permission
 - b. Giving permission
 - c. Declining permission
 - d. Giving opinion
- What is his goal? He wants to be a ...
 - a. Teacher
 - b. Doctor
 - c. Tour guide
 - d. Lawyer
- From the dialog, we know that Hoon is a ...
 - a. The owner of the house
 - b. Tour guide
 - c. Teacher
 - d. Student

SCENE 3 (Questions 11-13)

- The son asked his dad's permission because he wants ...
 - a. To go to his friend's birthday party
 - b. To go to the cinema
 - c. To go cycling in the morning
 - d. To go to the amusement park in the evening
- What is his dad's message at the end of the dialog?
 - a. Don't come home late
 - b. Comeback soon
 - c. Must wear a helmet
 - d. Don't go to other places
- According to the dialog, we know that his dad ...
 - a. Declining permission
 - b. Giving permission
 - c. Giving direction
 - d. Asking permission

LISTENING POST-TEST
(Control Class and Experimental Class)

Name : Endang Nurcahyo/1010A

Class : BA

PART A (Multiple Choice)

Instructions: Listen to the dialogue, then answer the questions based on each dialogue.

SCENE 1 (Questions 1 – 3)

- The son asked his dad's permission because he wants ...
 - To go to the cinema
 - To go to his friend's birthday party
 - To go to the amusement park in the evening
 - To go cycling in the morning
- At the end of the dialogue, we know that his dad ...
 - Giving direction
 - Giving permission
 - Declining permission
 - Asking permission
- What is his dad's message at the end of the dialog?
 - Don't come home late
 - Don't go to other places
 - Comeback soon
 - Must wear a helmet

SCENE 2 (Questions 4 – 9)

- He asks permission to watch the tv because ...
 - It's good for his English listening practice
 - He wants to watch a cartoon movie
 - He wants to know the newest news
 - He is bored
- Why is he not allowed to play music loudly in the evening? Because of the owner ...
 - Didn't like music
 - Didn't like noise
 - Has a baby
 - Wants to relax in the evening

S = 7
B = 13
M = 13 x 5
= 65

- He is not allowed to cook Korean food because the owner doesn't like ...
 - Asian food
 - Spicy food
 - A Korean
 - The smell of Korean food

- What is his goal? He wants to be a ...
 - Tour guide
 - Doctor
 - Teacher
 - Chef

- From the dialog, we know that Hoon is a ...
 - Tour guide
 - Teacher
 - The owner of the house
 - Student

- At the end of the dialog, the man says, "by all means." to Hoon. "By all means" is an expression of ...
 - Asking permission
 - Giving permission
 - Declining permission
 - Asking opinion

SCENE 3 (Questions 10 – 11)

- At the beginning of the dialogue, the woman declines the man's permission. What did she say?
 - Sorry, you can't
 - Sorry, you may not
 - Not this time
 - No, please don't

- At the end of the dialogue, we know that the woman ...
 - Asking permission
 - Giving permission
 - Giving direction
 - Asking direction

SCENE 4 (Questions 12 – 15)

- What makes Anne so busy? She is ...
 - Finishing her homework
 - Making her bed
 - Reading a book
 - Watching cartoon

- What does Anne need to do?
 - She doesn't need to do anything
 - She doesn't need to study
 - She needs to clean up
 - She needs to make her room messy
- According to the dialog, we know that Anne ...
 - Asking permission
 - Giving permission
 - Declining permission
 - Offering something
- What does it mean to "go ahead"? It means to ...
 - "do it" (the thing)
 - "don't do it" (the thing)
 - "go away."
 - "I don't think so."

PART B (True / False)

Instructions: Listen to the dialogue and circle the right answer based on each dialogue. Are they true or false?

SCENE 1 (Questions 1 – 2)

- Anne's friend asks permission in a formal way.
- Anne's friend helps her to finish her homework.

(T) / (F)
(T) / (F)

SCENE 2 (Questions 3 – 5)

- The birthday party will start at 4 pm.
- He goes to his friend's event by bike.
- He goes with his brother.

(T) / (F)
(T) / (F)
(T) / (F)

Appendix 6: Documentation







Appendix 7: Berita Acara Sidang Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd
Jabatan : Sekretaris
3. Nama : Dr. Jafar Sodiq, S.Pd., M.Pd.
Jabatan : Anggota (Penguji I)
4. Nama : Dra T Sri Suwarti, M.Pd
Jabatan : Anggota (Penguji II)
5. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Fika Fajriani	Fakultas	: FPBS
N.P.M	: 18420108	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
IMPROVING STUDENTS' LISTENING SKILLS BY USING AUDIO VISUAL

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dr. Jafar Sodik, S.Pd., M.Pd.

Penguji II,

Dra T Sri Suwarti, M.Pd

Penguji III,

Dr. Rahmawati Sukmaningrum, S.Pd.,M.Pd



Dr. Asropah, M.Pd.
NPP/NIP 936601104