IMROVING THE STUDENTS LISTENING ABILITY BY USING ANIMATION VIDEO TO SECOND GRADE IN MTSN O3 PEKANBARU
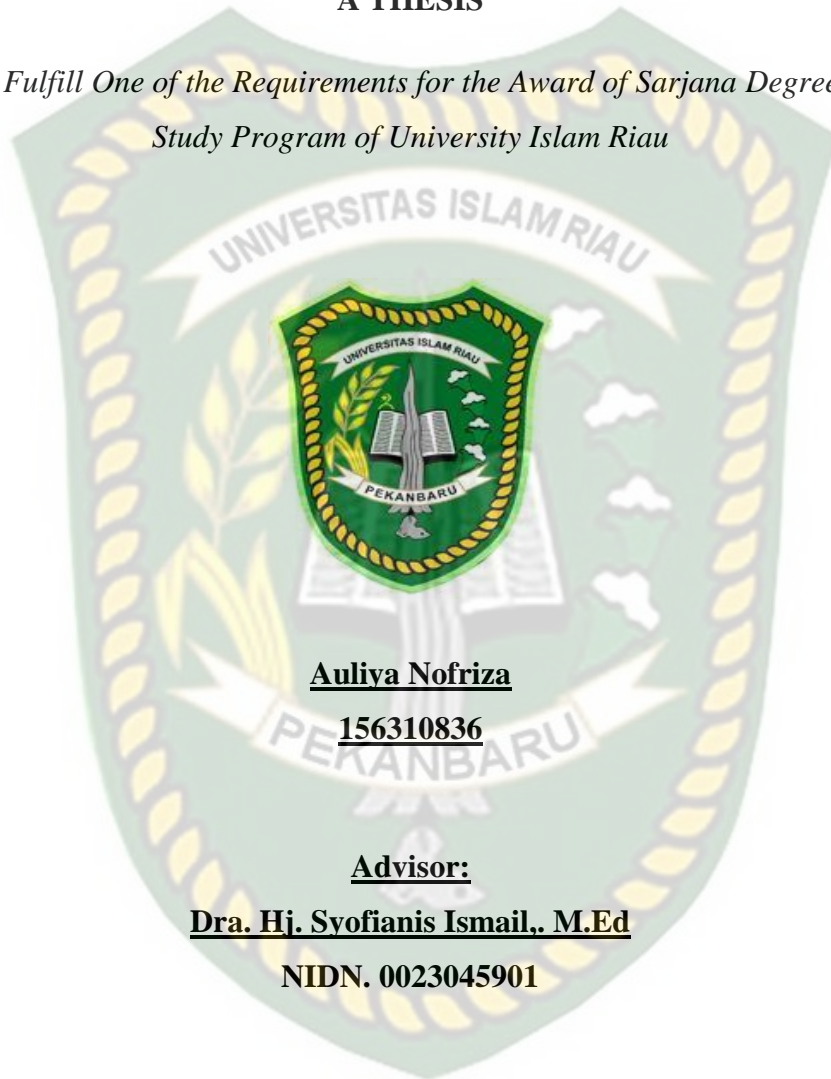
A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree inEnglish Study Program of University Islam Riau

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.

Pekanbaru, 23rd August 2021

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AULIYA NOFRIZA (156310836). *IMROVING THE STUDENTS LISTENING ABILITY BY USING ANIMATION VIDEO TO SECOND GRADE IN MTSN O3 PEKANBARU*

ABSTRACT

The purpose of this study aims to improve the listening skills of class VIII/ 3 students at MTSN 03 Pekanbaru in the academic year 2021/2022 by using animated videos as learning media.

The research conducted was included in classroom action research. However, to carry out this research, the researchers did it through a zoom application. This was done because doing research in the classroom was not yet possible, the reason was because of the impact of the corona virus or COVID-19 which was currently spreading. However, this does not have an impact on the research being carried out because the researcher can still use zoom to carry out obtaining data. The research conducted took 36 students from class VIII / 3 MTSN 03 Pekanbaru as the subject. This data is taken using qualitative data and quantitative data. Qualitative data were collected using observation sheets, interview scripts, and field notes. Meanwhile, for quantitative data, it used tests such as pre-test, cycle 1, and cycle 2. Research conducted by researchers focused on animated videos as a learning medium by providing better explanations so as to improve students' listening skills. In addition, in utilizing or optimizing the facilities provided, students can increase the vocabulary they receive.

The results showed that the use of animated videos can trigger an increase in teaching and learning English effectively and students become more motivated in learning. From the average value obtained from the pre-test is 49.86% and in cycle 2 has increased by 78.88%. So from this it can be seen that the use of animation can be a medium that can be utilized properly in the implementation of the teaching and learning process.

Keywords: Listening Ability, Animation Videos
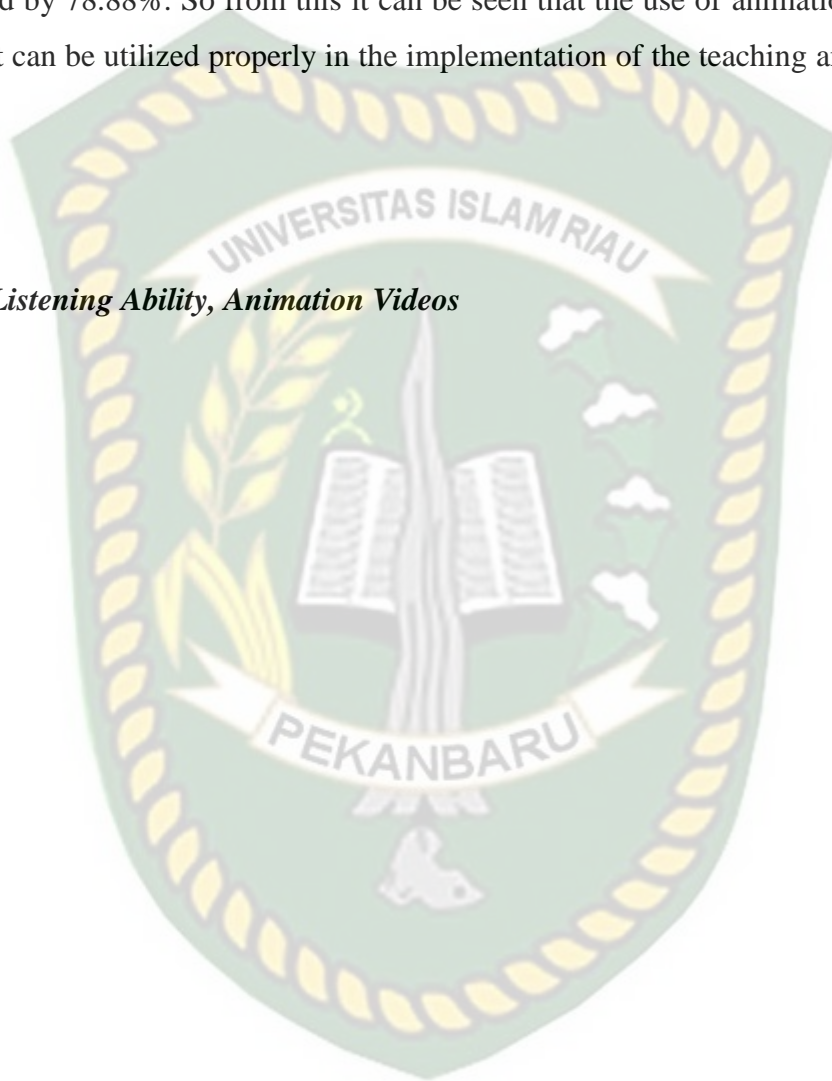
CHAPTER I

INTRODUCTION

1.1. Background of the Problem

English is one of the languages used to communicate. In addition, English is an international language that is used in various parts of the world. The increasing use of English makes this language widely used in various needs of everyone. In fact, there are some countries that make English as a second language used for communication in everyday life. The countries are: Malaysia, India, Pakistan and Singapore. Thus, English has become part of the languages that are obligatory for these countries as part of the second language after their first language.

In Indonesia, English is a foreign language that is not a priority in communication, because in Indonesia has 34 provinces from which there are various kinds of languages used in daily communication. Therefore, English in Indonesia is not required to be used in communicating with everyone. However, English is one of the subjects that must be taught and studied in schools starting at the elementary school level up to secondary school level and above. In fact, English lessons have entered the Indonesian education unit which is the standard of graduation for every school, as stated in the Indonesian curriculum. Besides that, there are several important reasons for every individual to master English in the world today are:

First, gives a chance to get a good job. Of course, one of the important reasons in learning English is to obtain greater employment opportunities, because in the

1

world of work today the mastery of a foreign language will be an added value for any prospective employee or employee who applies for a job in one agency or business entity.

Second, Economic language. At present we know that the leaders in the development of technical innovation and also economic development in the world currently held by the United States of the two countries, certainly become the main element to stabilize the world economy. Therefore, if we want to compete in an international scale economy, we need to establish good communication with one of these countries.

Third, Understanding Technology. Almost all technology in the world in its use uses English, this is assured by one of the technological tools that we use, namely Smartphone, and although each technology has been equipped with language settings basically in further management usually every technology uses English, things this is caused by the origin of the tool and English as a global language.

Fourth, seen to follow the Age. Not only as a communication tool or an intermediary language, now the development of English and the value of English in the eyes of the world have also increased rapidly. In our daily lives, especially in millennial English language is an added value for every individual who masters the language because English is considered a very cool and cool language.

In addition, the Indonesian government also implements a learning curriculum as a way to help every citizen improve English language skills. The curriculum is

set by the government starting from basic education to university. In the application of the curriculum each instructor is given full authority in this case the teacher to be able to apply learning methods that can be understood and understood by every student.

In learning English, the teacher must have the right idea how to make students able to understand the lesson well so that the learning objectives of English can be achieved. In addition, teachers are required to choose techniques, methods, or strategies that are appropriate and appropriate in order to be used in teaching and facilitating the process of learning English to students.

In English learning there are four components, namely: 1) listening, 2) reading, 3) speaking, and 4) writing. Of the four abilities, the researcher's goal is listening. Which listening skills is one of the factors that are also taught to students which are adjusted to the material that is already in the syllabus and lesson plan (lesson plan). Listening skill is an activity carried out based on one's understanding of the delivery delivered directly or through media such as: television, YouTube, songs, videos, and others. Listening skills are an important component that must be understood first, because many people think that listening skills are a waste of time. In fact listening skills are the main component that is done in order to understand the spoken word and know the information process.

One technique that can be used by teachers in teaching English is to use video animation to improve students' listening skills. Globally, listening skill is a very common thing to do before speaking, by listening someone will process it into

their brain so that it can be understood and know information. Thus, a person will not be able to answer or find out some information before listening, which of these activities are then passed on to others. For example, when a teacher teaches in class, it is not possible to directly ask students to do something before explaining the material to be taught. Besides that, surely everyone will always listen to whatever is around them intentionally or unintentionally.

Based on observations made, researchers found several problems faced by students in the teaching and learning process. In addition, the most prominent problem of students is the lack of motivation to learn, especially English. Another thing that researchers found was how to teach teachers who only use blackboards and handbooks. This makes students not enthusiastic in participating in learning English and tends to get bored quickly, so students cannot understand the learning process well, and moreover students do not understand what is conveyed in this regard regarding listening activities. In this case, the process of learning English must have an effective way to improve the ability of students to understand the lesson. Therefore, the researchers collaborated with teachers at MTSN 03 PEKANBARU to improve student motivation in learning English especially listening skills.

There are several types of media that can be used to help students' learning and teaching processes improve listening skills. One of them is using video animation. Video animation is a learning process that uses images and sounds which are then created as modern as using a laptop / computer to create video animations related to learning material to facilitate teachers in the teaching

process in the classroom and help and improve students' listening abilities. Some kinds of video animations can be used by teachers in teaching and learning, such as: powtoon, wideo, animaker, power point. How to make this animation can be done easily in entering the subject matter to be taught. In addition, the use of video animation in the learning process is an interesting thing that will make students feel relaxed and not bored in the learning process in terms of listening and facilitate students in learning English.

In this problem, the researcher is interested in bringing up the research faced by students in listening skills with the research title *"IMROVING THE STUDENTS LISTENING ABILITY BY USING ANIMATION VIDEO TO SECOND GRADE IN MTSN O3 PEKANBARU".*

1.2. Identification of the Problem

Based on research observations and interviews at Pekanbaru 03 MTSN, there are some problems found in students in the teaching and learning process;

First, students do not understand what is explained by the teacher. In this case, most of them did not really listen to what the teacher explained about the learning material. Therefore, they are difficult to understand and tend to get bored following it and only say they have understood when in fact, if asked again they do not know what to answer.

Secondly, students find it difficult to distinguish the same words as the teacher said. In listening skills, a person is required to truly understand and manage the information conveyed. Therefore, the teacher must consider techniques that can

improve students' listening abilities and one technique that can be used is to use media. Which, one of which is using video animation to meet the needs to teach and make it easier for students to understand English lessons.

Third, the lack of vocabulary mastered by students. This problem is one of the challenges for a teacher in order to improve the vocabulary of students. In this case, the use of video animation can trigger the work of their brain to filter out what they have listened to and the teacher then looks back if they can convey what was heard.

Fourth, students lack focus. Like what was mentioned, many students when following the lessons among the students were not focused when the teacher explained English learning material. This is a factor in the difficulty of students who are not interested in following the lesson because the methods or teaching techniques that are carried out do not attract their attention which causes them not to understand what the material is being delivered.

Fifth, student lack to understanding of sentences. In problems that are related to understanding a sentence, it is often an obstacle for students to understand the meaning of what is found in a sentence. Students are often confused in interpreting or understanding the sentences explained by the teacher or contained in a text book. Therefore, the use of video animation can be used to facilitate the learning process for students to understand an explanation or a few sentences.

Sixth, students lack of grammar. In this case, laying grammar is often a serious problem for students in making sentences, which they are confused when the

teacher gives the task to make a sentence in accordance with the material being taught. Sometimes, the explanation given by the teacher makes students tend to be bored and not interested in participating in the learning process, which in turn has an impact on students who become lazy and uninterested in the lessons being taught. The problem factors regarding grammar make students more likely to want to quickly end the learning process. Therefore, the teacher must create a good and interesting method to attract students' interest in learning by using one of the methods, animation video as a learning tool.

1.3. Limitation of the Problem

Based on the explanation above, there are four problems found in students. In this study, researchers help students to concentrate on the material being taught in order to understand and improve listening skills, especially in giving the right understanding or information. Which researchers apply learning to use video animation in the teaching and learning process?

1.4. Formulation of the Problem

Based on the explanation on the background of the problem, it can be formulated:

1.4.1. To what extent the students listening skills improvement by using animation video?

1.5. Objective of the Research

The research objects include:

1.5.1. To find the improvement of students listening skills by using animation video at MTSN 03 Pekanbaru.

1.6. Significance of the Research

With this research, researchers hope to be able to help people, such as:

1.6.1. Teacher

Teachers can use the strategies by animation video for teaching learning process and the teacher can be teach the strategies not only, for listening, but teacher can be also use for the others skills as: speaking, reading, and writing.

1.6.2. Students

To improve their listening skills of students given by the teacher in the teaching and learning process and make it easier for them to follow class learning

1.6.3. Readers

Provide information on interesting methods to improve students' English skills by applying learning using video animation in listening skills.

1.7. Definition of Key Terms

For more details, the purpose of the study is so that readers can understand what the researcher has explained in the background of the problem, namely:

1.7.1. English language ability is one technique and also an important point contained in English to familiarize each individual so that it is easy to understand what is explained or heard.

1.7.2. Listening skills are the main component that is done in order to understand the spoken word and know the information process.

1.7.3. Animation is one of the teaching strategies carried out using video to make English learning more interesting and focus students' attention in the teaching and learning process.
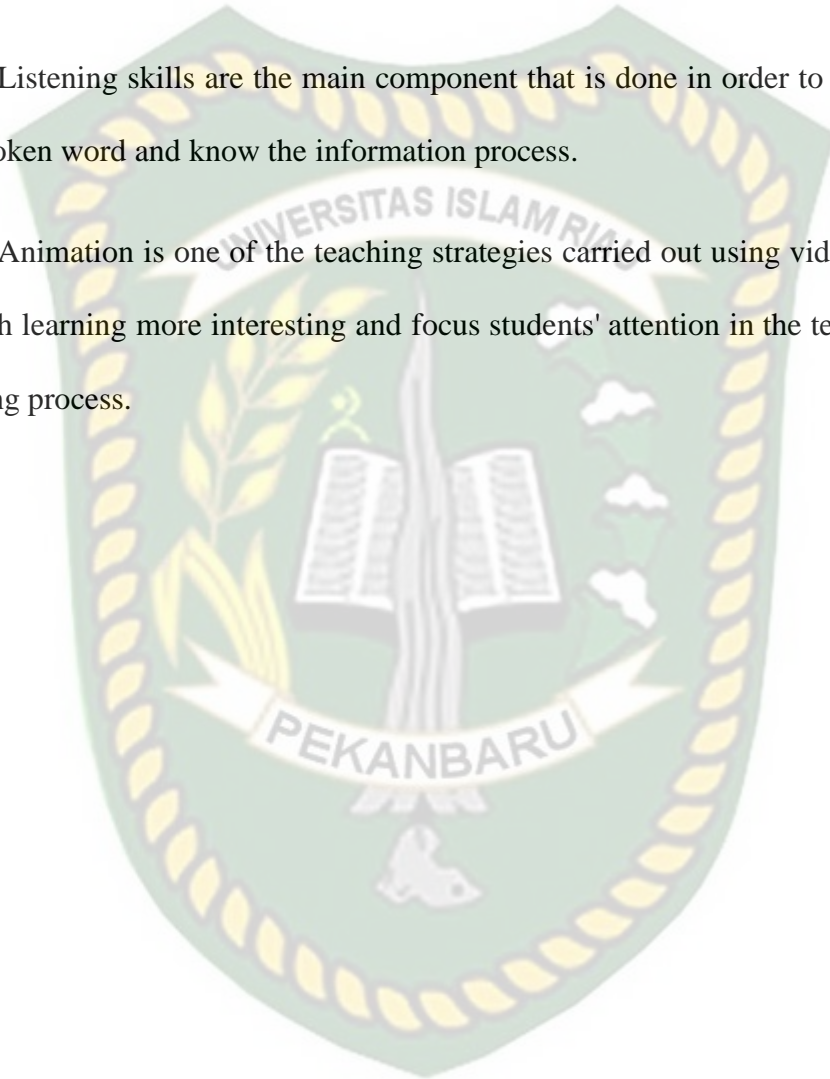
CHAPTER II

THEORITICAL FRAMEWORK

2.1. The Nature of Listening

2.1.1. Definition of Listening

The ability to listen is one of the important aspects in learning and mastering English. In English, of course the first thing to do is listening carefully to what is said or explained. In addition, the ability to listen is also an activity undertaken to analyze a conversation and find out information that is conveyed or explained. This skill can be done by practicing listening skills so that it can improve listening skills in receiving and responding to messages conveyed.

"Research shows that on average 45% is spent listening compared to 30% speaking, 16% reading and 9% writing" (*Adler, R., Rosenfeld, L. and Proctor, R. 2001*). That is, by any standard, more listening time compared to the others. Therefore also, it takes extra time to be able to accept and respond to it.

Picture 2.1.1 Daily Communications

(Based on Adler, R., Rosenfeld, L. and Proctor, R. (2001))
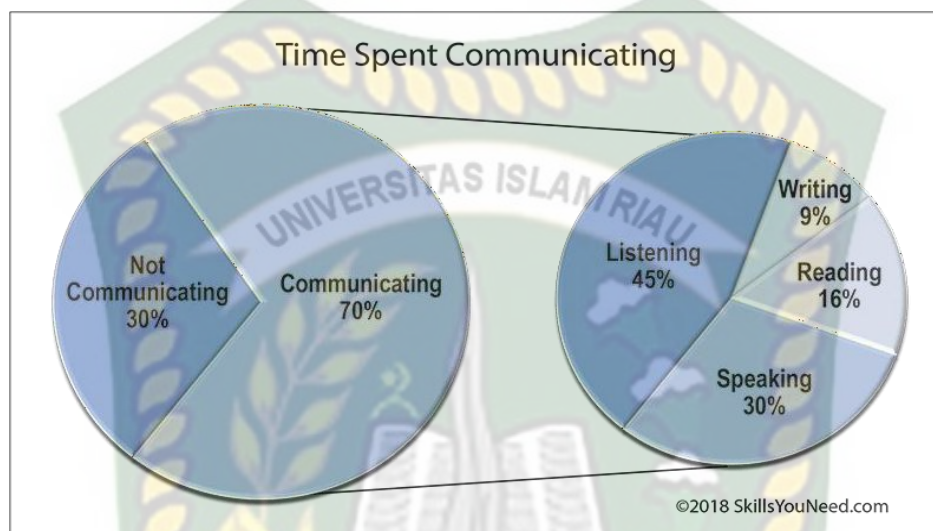
Helgesen(2003) states that are the more listening activities carried out, it will be easier for us to understand the intentions conveyed and obtain information about something from someone, whether in the form of announcements, news, and others. In this case, listening is an important thing to do in order to understand a conversation said by someone, or understand the meaning contained in a song well and know the purpose of what is heard.

Rost (2002) defined is listening means we accept whatever is conveyed and understands the purpose of a conversation so that we can respond to what has been conveyed in the sense that we fully understand what the purpose of the conversation is. She also added that listening is a process that is carried out to understand the conversation which includes the conversation which is then processed to find points from what was heard.

Saha (2008) expresses that in active listening someone will certainly listen carefully to what is expressed in order to understand the meaning in the expression, so that there is a response back. While passive listening is listening only when an expression does not need to be understood properly, because the phrase that is heard is a normal thing to be heard.

Helgesen states that the listening is can be helps learners to be "flexible listeners", to know how to listen in order to get the general ideas or the specific information needed to understand videos. In the listening process carried out by a teacher can help students in understanding and knowing the main ideas of a video that are explained so that they will respond spontaneously about what they have heard in other words feedback will occur.

In the process of listening it takes a long time to understand what is expressed, but this listening activity is not something that should be avoided, on the contrary, by listening to this, people will be more accustomed to and understand the main purpose of listening. Although listening activities are activities that are considered passive by some people, but with this skill, they become very active in analyzing the information being listened to. Richard & Rubin (cited by Van Duzer, 1997) argue that "although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues".

2.1.2. Types of Listening

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

1. *Informative listening* is the situation where the listener's primary concern is to understand the message.

2. *Relationship listening* is either to help an individual or to improve the relationship between people.

3. *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film.

4. *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.

5. *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four.

2.1.3. Listening Problems

The first step the learning problems that student in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996): identifies the learner's problems and the solution as follows:

a. Trouble with the sounds Most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

b. Have understood very word some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the

students practice in selective ignoring of heard information/something; they do naturally in their mother tongue. The teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one two limited items of information.

c.   Cannot understand fast, naturally native speaker the students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d.   Need to hear thing. More than once In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include "redundant" passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification of repetition during the listening.

e.   Find it difficult to keep up the students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

f.   Get tired Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate: The solution of this problem is similar with the third problem.

2.2. Teaching of Listening

2.2.1.   Definition of Teaching

Teaching is a task that must be done by a teacher in fostering, guiding, and nurturing his students so that they can follow the teaching and learning process carried out at school. By teaching students to prove that the role of educators is important to make students become people who have extensive knowledge. Brown (2000) states that the importance of a language to be applied at least once a week is needed so that students are accustomed to listening to the language and are not rigid in following the teaching and learning process conducted by the teacher, because they are used to it. Maria (1998) express for instance, the school establishes one day a week to use English language, so the students will be familiar with the listening process.

2.2.2.   Principles of Language Teaching

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

1.   Cognitive Principles

    a.   Automaticity

        Students absorb the language automatically. They move toward fluency and think about language less as they progress.

b. Meaningful learning

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

c. Anticipation of Reward

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

d. Intrinsic Motivation

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

e. Strategic Investment

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

f. Autonomy

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

2. Socio-affective Principles

   a. Language ego

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

   b. Risk-taking

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

   c. Language culture Connection

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

3. Linguistic Principles

   a. Interlanguage

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

   b. Communicative Competence

   Communicative competence is the goal of a language classroom.

2.2.3. Approaches to Listening Bottom-Up and Top-Down

   o Top-down

Wilson (2003) states that learners use top-down processing to make up for their insufficient knowledge when they listen to a text where they have no prior knowledge about the topic. For example, by showing some relevant pictures or giving some keywords before the listening activity, teachers can stimulate top-down process. Thus, learners can use their prior knowledge to compensate the unknown vocabulary. Other examples of top-down listening activities, giving a series of pictures or a sequence of events, or predicting the relationship between the people in the listening text.

   o Bottom-up

Field (1999) asserts that this process takes no more than 25 seconds. As an example of bottom-up strategy, adoctorless, which helps learners to notice the

divisions between words, can be given. The teacher reads a few sentences and asks students to write down how many words there should be in the written form. The task may sound simple, but weak forms can be problematic for some learners: therefore, the teacher should speak in natural way. Some example sentences are "She doesn't like it", "I'd better leave soon", "Let's go to cinema" etc.

2.2.4. Teaching Listening in SMP

Education is a very important thing. In other words, educators or teachers have an important role in developing / increasing students' knowledge in learning something. Teaching English to junior high school level is something that aims to provide knowledge about things that need to be taught, especially on listening skills. This gives a good impact on students so they can get used to participating in the learning. Based on the Junior High School English Curriculum by the Ministry of National Education 2006, the aim of teaching English in junior high schools is to make students have the ability:

a. To improve communicative competence in written and oral form to reach the level of functional literacy.

b. To have awareness that English is important to increase the nation's competitiveness in the global community.

c. To develop understanding feedback from students between language and culture.

2.2.5. Teachers role during the Listening Lesson

Richards (2006) states that effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

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

1. Controller

   Exemplify teacher-fronted classroom.

2. Organizer

   Organizing students to do various activities.

3. Assessor

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

4. Prompter

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

5. Participant

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

6. Resource

The teacher should be helpful and available, but resist the urge to spoon-feed the students so they become ever-reliant on us.

7. Tutor

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

8. Observer

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

2.2.6. Assessment of Listening

One assessment in listening ability understands the components contained in listening itself. Listening is a major factor in interacting because, before conducting a conversation the main thing done is listening which then expresses an opinion about what was heard.

Often students make mistakes in listening. This is because the main factor that becomes the problem of students in inhibiting the process of listening to language. The main factor is the environment, which is one of the factors that most influences the process. According to (Buck, 2001) there are four main reasons why students make listening mistakes:

1. Not familiar with English linguistic systems;

2. Not familiar with the socio-cultural context of the message;

3. Differences in background knowledge;

4. The influence of their first language in terms of vocabulary, phonetic systems, and cultural nuances.

Therefore, the purpose of the assessment must be determined to know this to review students' listening abilities. Another option for measuring student progress in listening is performance-based assessment that is based on a communicative approach, Cohen (1994). As for several types of performance activities that can be used for assessment during teaching. Activities that most students like are sorting pictures or matching images, words and phrases based on oral descriptors, replaying or playing the role of scenes from narrative texts that are read aloud, and building and filling models, maps, and schedules from oral directions. Although listening appraisal is often seen as a waste of time, in fact this listening appraisal has an effect on language acquisition and there are a variety of other ways that can be done in conducting effective assessments.

2.3. Video in Language Teaching

2.3.1. Definition of Animation Video

Canning-Wilson (2000) reveals that students like learning languages through the use of video, which is often used to mean quite different things in language teaching. video can be motivate the students so that they can actively participate in the learning process and make students feel more involved in the learning process.

Johnson (1999) additionally states that the use of video in the teaching and learning process will help students to improve their hearing effectiveness in understanding the lesson.

Therefore, the use of this video is very helpful and important is also applied so that students can improve their abilities in various subject matter, especially in learning languages. Thus also, the teacher can obtain the desired results through a review conducted during the teaching and learning process takes place.

2.3.2. Kinds of Using Animation Video

1. Powtoon

Powtoon is an online service for creating exposures that have very interesting animation features including handwritten animations, cartoon animations, and lively transition effects and very easy time line management.

Almost all features can be accessed on one screen making "Powtoon" easy to use in the process of making an exposure. Exposure which has built-in cartoon characters, animation models and other cartoon objects make this service very suitable for creating instructional media especially for students who like the relaxed and non-formal atmosphere in classroom learning.

Benefits of Powtoon Learning Media:

a. Clarify the presentation of the message so as not to be too verbalistic (in the form of mere written or oral words).

b. Overcoming the limitations of space, time and senses, such as: objects that are too large, can be replaced with reality, pictures, film frames, films, or models; objects that are small-assisted with micro projectors, film frames, films, or images.

c. Motion that is too slow or too fast can be helped by time-lapse or high-speed photography; events or events that occurred in the past can be displayed again through film footage, video, film frames, photographs and verbally; objects that are too complex (for example machines) can be presented with models, diagrams, etc., and concepts that are too broad (volcanoes, earthquakes, climate, etc.) can be visualized in the form of films, film frames, pictures and more.

2. Animaker

Animaker is an application to make animated videos with various types, ranging from info graphic, typography, 2D, and 2.5D. This animaker can be used for various groups and makes it easy in various ways as well as powtoon, which makes it easier for a teacher to make lessons more fun to teach, the difference is that animaker can be used without being online first in other words the application must be downloaded and can be used offline .

3. Wideo

Fourth, there is wideo, drag and drop feature will make it very easy to make videos. Additionally, it can add logos, text, change colors, and add

background music and transition effects to the video. Wideo also has no time limit for videos made.

4. Biteable

Furthermore there is Biteable, this application is said to be very easy to use, because its use is very simple. By entering text, color, photos and sound into the video. In addition, this application also provides many animated scenes such as live action. Photos with many styles into the template that is already available.

5. Go Animate

The last one is Go Animate; this application is the best premium animation maker application. Just like everything else, this application has a drag and drop feature that makes it easy for you to add text, characters, change the background on your video. But in this application there are other very good features, namely the character creator tool. This feature helps in making animation of homemade characters. Besides it can create logos and add audio files, images and videos from the computer itself into the video.

2.3.3. Advantages and Disadvantages of Using Animation Video

According to Harmer (2001) that in attracting students' attention so they can listen to a learning video well, the teacher must make a learning video that is really interesting so that students like to follow the learning and focus their attention and hearing to understand it. In a video not only displays sound or words just to look more attractive and therefore, the teacher must insert good pictures so

that the video becomes better that allows students to give an expression of the video displayed.

2.3.4. The Role of Animation Video

Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning.

Van Duzer (1998) & Martinez (2002) states that animation video is the use of video animation in the learning process will be able to make students improve their listening skills in a more tangible context so that they can apply new things and more easily in doing the learning process that follows.

2.4. Related Studies

In an effort to improve listening skills, there are many ways to do it. However, the method that suits these abilities must be in accordance with the capacity of the school and students. Thus, many researchers have made various variations in order to improve listening skills in accordance with existing concepts and principles. Lady Jhoana Arteaga Potosi (2009) conducted research using video material as a way of teaching strategies to listening for understanding. This research is focused on analyzing the impact of video on listening skills for a group of 5 first semester students in the TEFL program from a state university in Colombia. Data collection was carried out using student reflection questionnaires for video sessions, field notes from researchers, interviews and understanding tests.

Thus, comparative analysis of data can be identified with which are then categorized into several categories and the choice of vocabulary in listening ability can be adjusted according to their level.

2.5. Conceptual Framework

In this study, researchers found that students still have many problems on learning process in the classroom. One of the most prominent problems is students tend to be bored and do not understand what is conveyed in this regard about the ability to listen. In order to develop the ability to listen to students, teachers need a strategy or techniques in teaching activities so that the learning process becomes more fun and easier for students to understand when attending class lessons.

The use of appropriate and effective learning media can have a good impact on the teaching process. Thus, teaching that is usually done using blackboards and handbooks do not really have an impact on improving student learning in class. This is due to problems contained in the teaching process. However the teacher must be able to create an interesting medium so that learning produces the desired goals so that an increase in learning English to students, especially on the ability to listen.

Using this video animation is one way to facilitate the learning process and interesting things to improve students' listening abilities to English learners. This research requires principles and good cooperation between English teachers and researchers so that research can get the desired results and succeed in learning.

There are five ways of doing research. First, analyze the general problems found in students when learning English. Secondly, identify problems regarding students' listening ability to a learning material and search in detail which is the main problem. Third, take action in the learning process. Fourth, apply learning using video animation to improve listening skills. Finally, make conclusions based on the activities that have been carried out and the improvements obtained after teaching using video animation.

Table 2.5.1. Conceptual Framework

ImprovingThe Students Listening Ability By Using Animation Video To Second Grade In MTSN O3 PEKANBARU

Teacher	Students	Material	Theory	Ability	Assessment

Planning

Provide an important visual and audio stimulus

Participant

Definition of Listening

8th Grade Studentsin MTSN 03 Pekanbaru

Types

Problems

Teaching Listening

Teaching English Language

Animation Video

Result
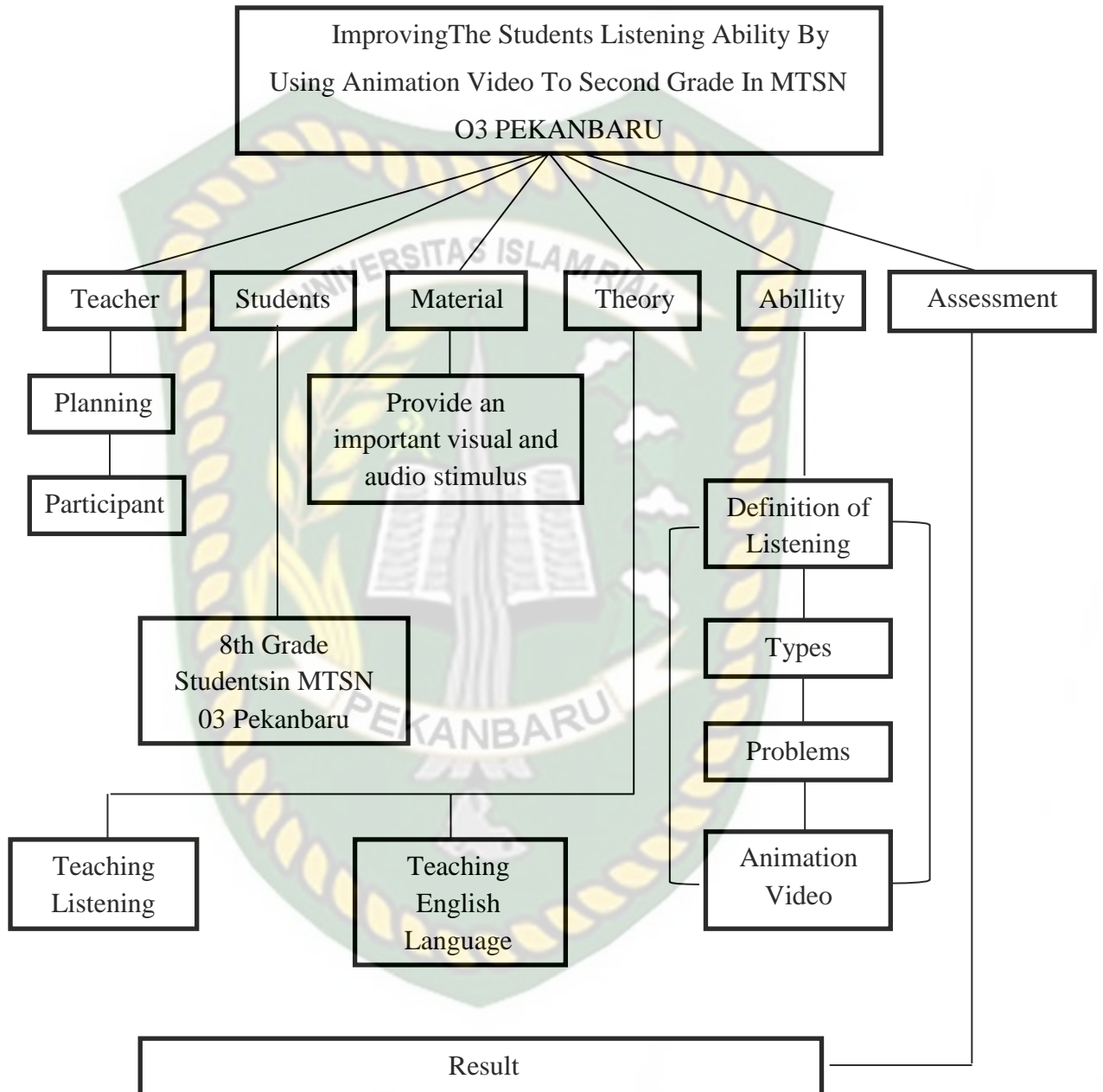
CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Research Design

This research is based on a chart that is in accordance with the actions that will be taken to find and implement several steps that can improve listening ability of students in class VII-1 at MTSN 03 PEKANBARU. According by Kemmis and Mc Taggart in Burns (1999) action research occurs through dynamic and complementary processes, which consists of four essential steps: planning, action, observation, and reflection.

Picture 3.1.1 The Cycle of Action Research

(Cyclical AR model based on Kemmis and McTaggart in Burn (1999))
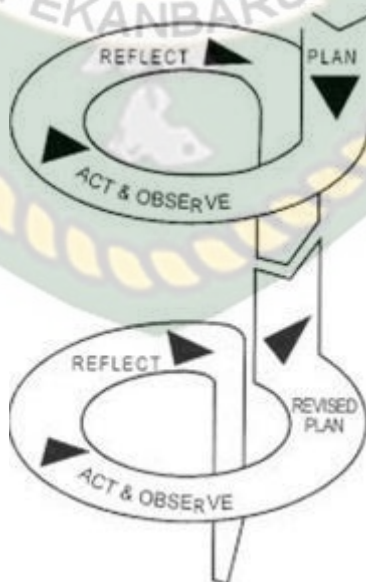
Research steps are taken to solve problems faced by students by the teacher and the school principal. In this case, the researcher helps to focus on improving

students' listening abilities. Various kinds of research conducted are when dealing with students. The steps taken in the classroom are qualitative and quantitative data which aims to improve students' listening abilities and quality in the teaching and learning process by the teachers.

3.2. The Location and Time of Research

The location of the study was conducted at MTSN 03 Pekanbaru, which position is in Jl. Unggas No. 453. The time of the research will be carried out in Desember 2020.

3.3. The Participants of the Research

The participation of this study to students of class VIII-1 at MTSN 03 Pekanbaru 2019/2020 academic year. A total of 32 students will participate and among them are female students.

3.4. Research Instrument

Burns (1999: 17) states that: "documents in action research are relevant to the research questions which can include students written works, students records and profiles, course overview, lesson plans, and classroom materials. The documents which the researchers used were course grids, lesson plans, and classroom materials. Based on the statement, the researcher took several steps to obtain valid data and in accordance with the competency standards being taught. In this step the researcher uses the rubric of student listening results, pre-test and post-test, and interviews. In addition, researchers also use cell phones to take pictures and

record videos while doing the learning process in the classroom. In this case, the use of a rubric is done to assess students' listening abilities and review the extent of the improvement obtained by these students in participating in learning. The following rubric grading table:

Table 3.4.1 Listening Rubric Assessment by iRubric

Listening			
	Poor 1 pts.	Fair 2 pts.	Good 3 pts.
Listening Process	Poor Student is having a hard time receiving, attending, and assigning meaning to words spoken.	Fair Student is receiving information, but is having a hard time attending to it and assigning meaning.	Good Student comprehends what is being said because they are receiving, attending, and assigning meaning to what they hear.
Listening Types	Poor Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.	Fair Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferent listening.	Good Student is fully engaged in listening in everything that's being taught and said.

	Poor	Fair	Good
Remembering Info	Student is struggling to remember what was said or taught because of their lack of listening strategies.	Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.	Student listens critically, therefore is able to evaluate and comprehend all information.

This rubric assessment is used to determine whether students follow the process of listening to listen well or not. Researchers use this rubric to make it easier for researchers to review the extent of students' understanding and concentration in learning. This rubric focuses on three aspects including: the process of listening, types of listening, and remembering info. In addition, researchers also use this rubric to review students and compare listening skills and understanding before and after treatment. In the first stage the researchers gave pre-tests to students before giving treatment. After the researcher gets the results of the pre-test, the second thing the researcher does is apply the learning using video animation to improve students' listening skills. Finally, the researcher gives a post-test to see whether there is an increase in students after applying the learning using the video animation.

In addition, researchers conducted interviews with students to find out the main problems of students in learning English and the main factors that can affect the process.

Table 3.4.2Aspects of Assessment Listening Skills

Aspects	Scores					Remarks
Material	1	2	3	4	5	5 = Strongly easy to learn
Explanation	1	2	3	4	5	4 = Easy to learn
Examples	1	2	3	4	5	3 = Adequately to learn
Drills	1	2	3	4	5	2 = Hard to learn
						1 = Strongly hard to learn

(FadlyAzhar, 2015)

In addition, in research, there are data collected based on observations. Researchers asked teachers at MTSN 03 PEKANBARU to collaborate in the teaching and learning process. The purpose of this study was to find out how teachers teach students and use video animation in the learning process in the classroom.

Observations were made to find out the teaching and learning process, especially in direct listening activities by the teacher, and state the problems of listening activities in class. The teacher can provide an animated video that concerns the material to focus students' attention in learning and students will provide feedback on it.

Table 3.4.3 Teacher' Observations Sheet

No	Observation Point	Yes	No
1	Teacher divides students into group		
2	Teacher explain to the students about their material and what they are going to do		
3	Teacher show the animation videos about (what the material)		
4	Teacher introduces and explain about (material)		
5	Teacher asks to the students about the (material)		
6	Teacher asks the students of understanding to (material)		

Table 3.4.4 Students' Observation Sheet

No	Observation Point	Yes	No
1	Students are divided students into group by the teacher		
2	Students explain about their material and what they are going to do by the teacher		
3	Students are watch material by using animation videos about (what the material)		
4	Students are introduces and explain about (material) by the teacher		

| 5 | Students are ask the about the (material) | | |
| 6 | Students are understand of the (material) | | |

The other thing in supporting this research is the field notes that function as checking the data obtained. Field notes are one of the important things in collaborating. Some aspects of teaching and learning process as something to find out the condition of the class, mastery in the classroom, teacher and student interaction, all research activities, as well as comments and suggestions in conducting cooperation.

Table 3.4.5 Fields Note

Date:	Class:
Meeting:	**Cycle:**
Note	

3.5. Procedure of Research

The research used the procedure of action research proposed by Kemmis and Mc Taggart. The procedure was as follows:

1. Recognnaissance

   This stage is the first step in conducting research to obtain data. The main thing that researchers do is find out information about students' listening skills regarding English first. Then, the researcher tries to identify the existing problem. Problems come from students, teachers, and other elements involved in the teaching-learning process. All data collected is presented in the form of identified field problems.

2. Planning

   After the problem is identified, the researcher looks at the problem and tries to find a method or strategy to solve the problem. In planning actions, researchers collaborate with the teacher to take notes about students' reactions and behavior during the activity.

3. Acting and Observing the Action

   After the action plan is designed, the researcher also implements the plan and the researcher uses animated video to solve problems related to students' listening skills. The action will be carried out in at least two cycles. Data collection uses observation and interviews. Observation data in the form of field notes, while interview data in the form of interview transcripts.

The following is a draft plan of activities undertaken by researchers in carrying out research to obtain data;

4. Reflection

    In this step, the researcher has a reflection after all the cycles are carried out. Discuss the results of the action with the teacher. It was used to determine whether the action taken was successful or not. If the action taken is successful, the researcher continues to apply it. But if the action is not successful, the researcher tries to find an appropriate action to improve students' listening comprehension.

3.6. Technique of Collecting Data

At this stage, researchers take data using two steps, namely quantitative data and qualitative data. The researcher took quantitative data based on the value of listening skills training. Which data was obtained and analyzed to see improvements in students. While qualitative data is taken based on observations, interviews, and tests, which are based on PPL's experience to find out the problems in the field. After that, research results obtained from interviews are collected for review and analysis as material to support existing research data in the field. The value of students' listening skills is used as qualitative data to find out the improvements found during the learning process. After that, the researcher analyzes the level of success in using animated videos in learning and draws conclusions from the analysis.

3.7. Technique of Analyzing Data

According to Miles and Huberman (1994) qualitative data can be done through some steps. The steps are data collection, data reduction, data display, and conclusions (drawing and verifying). The first step was collecting data such as by interviewing or giving questionnaire. The second step was data reduction, which means transformed the data by summarizing or paraphrasing the interviews or vignettes. The third step was data display. In this step, data which had been reduced are then organized and displayed. The last step was making conclusion. The conclusion was based on the results of the students' listening tasks.

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology (Wikipedia Encyclopedia, 2005).

In addition, according to Cohen (1980), quantitative research is defined as social research that employs empirical methods and empirical statements... He states that an empirical statement is defined as a descriptive statement about what "is" the case in the "real world" rather than what "ought" to be the case. Typically, empirical statements are expressed in numerical terms; another factor in quantitative research is that empirical evaluations are applied. Empirical evaluations are defined as a form that seeks to determine the degree to which a

specific program or policy empirically fulfills or does not fulfill a particular standard or norm.

3.8. Validity and Reliability

According to Anderson and Burns (1999) there are five validity criteria that should be fulfilled to get the valid data in action research. The democratic validity was fulfilled by having discussions with the collaborators. The discussions were always conducted during the research. The collaborators were given abundant chances to give ideas, comments, and suggestions towards the research. Through some discussions, the progress of the research could be found. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

From the explanation above, the intention is that all activities undertaken must have collaboration between the researcher and the collaborator, so that the research carried out can meet the objectives to be achieved and discuss with the collaborator regarding the next stage to be carried out.

Burns (1999) states that triangulation is a way of arguing that "if different methods of investigation produce the same result, then the data is likely to be valid". Furthermore, Burns (1999) purposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. The explanation is:

1. The time taken in research must be clear and precise, so that the implementation can run well and know exactly what things are going to be

done. In addition, the time must be listed properly and when it will start, how long it will take to complete the research.

2. Space is a place to conduct research also must be clear, for example doing research using two spaces, then includes it and how many objects are examined in the room.

3. The investigator is an object that conducts research on the object to be investigated, for example students. The investigator must carefully examine the existing problems,

4. Theoretical triangulation is other data about things used in research. Such as: interview sheets, observation sheets, and note fields to test the feasibility of a study or support this research.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the process for obtaining and finding research data consists of two cycles. The first stage is the researcher giving a pre-test. The second is the first cycle to measure the level of students' understanding of listening skills in classroom learning. The third is the second cycle, which is to measure and at the same time compare the extent to which the improvement or influence is given to students by using animated videos in the learning process in improving these listening skills.

4.1. Finding

This study used two cycles and the procedures used in obtaining the data, namely planning, implementing, observing, and reflecting. Before this procedure is carried out, the researcher opens the lesson which begins with the preliminary. This preliminary activity is carried out aimed at providing a test to measure the level of understanding. Before carrying out this preliminary activity, first ask for permission from the principal or curriculum at MTSN 03 Pekanbaru school and the English teacher teaching in the class to carry out the activity or get the data. After the researcher gave permission, precisely on Friday, January 22, 2021, the next activity carried out was that the researcher conducted a test on class VIII / 3 students to see the students' understanding and level of interest in listening skills in learning English. After the first test was given, the researcher got results showing that of the 36 students in the class only 1 people successfully passed the given test. For more details, researchers have made the table in 4.1 below.

Table 4.1.1. Percentage of the Students' Listening Score in Pre-test

No	Score	Category	Amount	Percentage %
1	0-49	Very poor	18	50,00%
2	50-69	Poor	15	41,66%
3	70-79	Fair	2	5,55%
4	80-89	Good	1	2,77%
5	90-100	Very good	0	0%
			36	100%

Chart 4.1.1. Students' Listening Score in Pre-test
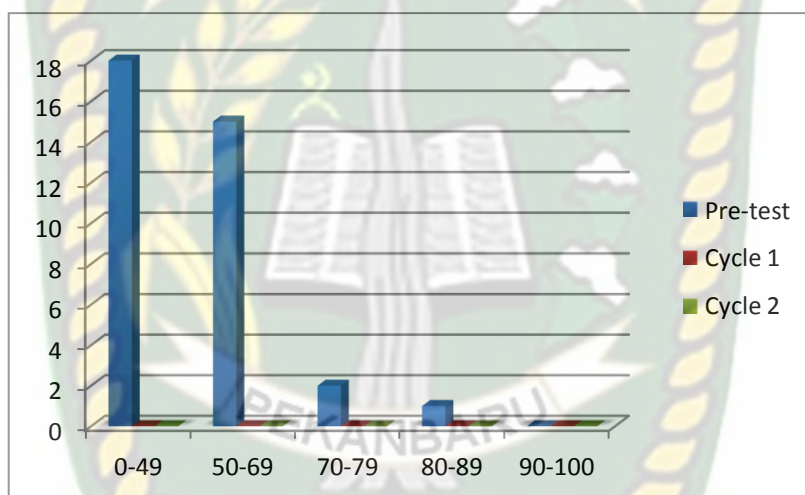
Based on the data above, the researcher found that class VIII / 3 students

still have difficulty understanding English learning, especially in listening skills. It

is shown that of the 36 students who get a score of 0-49, namely 18 people or

50.0%, and students with a score of 50-69 are 15 students or about 41.66%, and

the scores from 70-79 are 2 or 5 people. , 55% while only 1 person got a score of

80-89 or about 2.77%. As for the 90-100 score, no one managed to get it on the

pre-test that the researcher gave to students. In addition, the scores in the pre-test

stated that students still felt unfamiliar with the learning process, especially

regarding listening skills.

Therefore, most of the students still have difficulty with the listening test that has been given by the researcher. After the first test was given to students, the researcher then continued using two cycles. In this cycle, there are 4 things that need to be included, namely: planning, implementing, observing, and reflecting. The research procedure was carried out as follows:

4.1.1. Cycle 1

The implementation of cycle 1 was carried out on Wednesday, February 3 to Friday, February 5, 2021. In cycle 1, there were two meetings after the pre-test which was held on Wednesday 4 February , 2021. Researchers have conducted tests in cycle 1, which aims to determine further students' understanding of listening skills.

a. Planning

On Wednesday, February 3, 2021, researchers and English teachers held discussions as well as interviews about what were the difficulties of students with students and how often the English teacher taught about listening skills in the classroom. After discussions and interviews, the researchers prepared several instruments that would be used in the learning process, namely: tests, observation sheets, field notes, questionnaires, transcript interviews, which were prepared before carrying out the learning process in the classroom.

After the researcher prepares all the needs in the planning, the researcher continues to make the lesson plan as a guide in carrying out the learning process so that the teaching and learning process runs well. The lesson plans made are adjusted to the established syllabus. In this lesson plan, there are several points

included in its preparation, these points are identity, competency standards, basic competencies, indicators, learning objectives, materials, methods, media and references, learning activities, assessment instruments and learning materials prepared by researchers to be taught.

Researchers prepare animated videos as material to be taught in the learning process in class and provide worksheets to students which involve some of the questions that the researcher has prepared. In addition to the animated videos used, the researcher also used several other media in addition to including blackboards and manuals to explain the material to make it easier for students to interact with researchers when the learning process occurred.

Then the researcher prepared an observation sheet to find out the activities carried out by students during the learning process. This instrument aims to collect additional data in research during the learning process and to measure the extent to which students are enthusiastic about the learning process regarding this listening ability.

b. Implementing

Researchers have implemented the implementation of learning English in the classroom using animated videos. This implementation is carried out by holding two meetings. The first meeting was held on Wednesday, February 3, 2021 and the second meeting was on Friday, February 5, 2021.

1. 1st Meeting (February 3, 2021 at 08.00-09.30 A.M)

At this first meeting, researchers entered the classroom to teach as teachers. Before opening the lesson, the researcher first gives greetings

and introduces himself and checks the attendance of students in class. Furthermore, the researcher started the lesson by asking students to pray first, even though there were only female students in the class but these students could pay attention well.

After that, the researcher started the lesson by showing an animated video to teach students listening skills. There are several steps taken by the researcher in using animated video as a learning medium, namely: 1) before entering the learning material, the researcher gives a puzzle that aims to stimulate the student's mindset. 2) the researcher gives a test that resembles a puzzle in order to train students' thinking in solving the test. 3) the researcher asks questions related to what is shown in the animated video. 4) then the researcher explains the topic to be studied. 5) after the researcher explains the topic of the lesson, then the researcher gives the video back and asks students to understand what is conveyed in the video. 6) when students try to understand what is conveyed in the video and do not understand it, the researcher explains it orally again to make it easier for students to follow the learning process. 7) every time an animated video is displayed, the researcher adds a conversation in the video from which the students will be asked to repeat what is said. 8) after the students understand, the researcher gives examples of questions to be done according to the explanation in the video and from the researcher's own explanation.

Some of the students in the class still feel unfamiliar with learning using animated videos, but on the other hand they enthusiastically follow the process because this is a new learning method for them. After the researcher showed the animated video, the researcher also gave an example by acting in accordance with what was shown in the video.

After the researcher finished acting out the contents of the video, the researcher gave the students the opportunity to ask questions they did not understand about the learning material. The students in the class enthusiastically immediately asked questions and from them it could be seen that the animated video provided a new nuance to increase learning motivation in improving listening skills.

2. 2nd Meeting (February 5, 2021 at07.30-08.30 A.M)

At the second meeting, the researcher greeted the students and then checked the attendance of the students. After checking student attendance, the researcher paid close attention to the students and they already felt excited to take part in the learning process at this second meeting. The students competed to ask about what they would learn and whether there was an interesting video for them to see.

In this second meeting, the researcher gave a test for cycle 1. The researcher also gave directions to students on how to do the given test. Next, the researchers began to give a sheet of paper for them to fill in their answers about what they would hear. The researcher gave a test through an animated video about the "Opinion" material. The researcher gave about

40 minutes to answer the questions on the sheet that the researcher had given according to the instructions in the animated video. From this test, researchers took students' scores and made notes to see how far the students had improved their listening ability using animated videos in the learning process.

c. Observing

Basically students feel happy following the learning process in class, but there are still some of them who cannot understand what is being said. After that, among the students there were about 5 people who were less active when participating in the learning process. The five students had difficulty understanding the material well. After the researcher paid attention to the five students, the researcher asked the reason why they did not take part in learning like their other friends, they answered by saying that language lessons often make them feel lazy to study the material and it is very difficult to understand. Then they also conveyed that English lessons made them bored quickly and felt that learning English would only be in vain..

1. Data Qualitatif

Researchers found data based on questionnaires and interviews.

2. Data Quantitatif

Researchers gave scores to students based on the tests given to determine how much the average score was obtained from the results of improving English listening skills by using animated videos in the learning process carried out. The following are the scores obtained are:

$$\text{Perentage } \% = \frac{\text{Total Score}}{\text{Total Sample of Students}} \times 100\%$$

The formula above is made to find out whether the learning process can be done well or not in improving language learning. Then this is also to compare the extent to which the learning process has been carried out. Therefore, to make it easier during the learning process, the researcher determines which cycle needs to be improved.

Then from that, the researcher knows information about learning activities in improving listening skills through observation. The results of the analysis from the observations obtained are to provide an explanation and interpret the data. The explanation is done first in order to make it easier for students to understand what will be learned through what is conveyed by the researcher who also indirectly aims to motivate students in the teaching and learning process in the classroom.

d. Reflecting

Based on observations made in cycle 1, there are several things that need improvement that must be done by researchers. The thing that needs to be improved is how to make material that is far away using animated videos to be even more interesting so that students can focus on the process of improving listening skills. To find out whether the learning is in accordance with the data

researched by the researcher or not. Therefore, researchers as teachers reflect to focus on analyzing the learning process and student learning outcomes in class.

From the data found, then the researcher tried to have a discussion with the English teacher to discuss the problems most often found in students in the classroom and English researchers and teachers tried to find out how to fix these problems and provide solutions by changing the way of teaching in terms of This is to improve students' listening skills, namely by using animated videos, which in the animation video have been made as interesting as possible regarding the material so that they focus more attention and make students more enthusiastic in following the learning process.

In the improvement of cycle 2, the researcher divided the students into groups so that they could discuss and share their opinions with their friends. In the next stage, the student concerned must be able to answer the questions given in the animated video that is displayed after having a discussion with the group. Thus, researchers expect changes in students in improving their listening skills.

The following are the scores carried out in cycle 1. For more details, please note the table below 4.2.

Table 4.1.2. Listening Score by Video Animation Cycle I

No	Name	Scores	KKM	Success Yes/No
1	Adilaruz Zahra	75	78,0	No
2	Affila Lutfina	70	78,0	No
3	Alliyah Najwa M. R	80	78,0	Yes
4	Aliya Elkamil	80	78,0	Yes
5	Anita Shafira Zahrani	65	78,0	No
6	Anjelina Cintia	70	78,0	No
7	Asyifa Andini Putri	65	78,0	No
8	Dini Novita Lubis	75	78,0	No
9	Elsa Nabilah	65	78,0	No
10	Gita Fazira	70	78,0	No
11	Hanifah Hasanah	70	78,0	No
12	Indyra Inessa	85	78,0	Yes
13	Kayla Azzahra	60	78,0	No
14	Keisha Agnia Azzahra	55	78,0	No
15	Keysa Arifah	70	78,0	No
16	Marlinda Kartika S.	70	78,0	No
17	Muthia Dinda Husain	60	78,0	No
18	Nadyla Harifah Putri	65	78,0	No
19	Naswa Sarlifa Sofran	50	78,0	No
20	Nasya Safarah	70	78,0	No
21	Nasyifa Jihan Mulyadi	55	78,0	No
22	Nasywa Zulfita	60	78,0	No
23	Nayla Azkiya Zahara	80	78,0	Yes
24	Nurhaslinda	50	78,0	No
25	Nur Riani Firninda	50	78,0	No
26	Puan Putri Mutia	80	78,0	Yes
27	Raihanny Fayyaza Shaira	75	78,0	No
28	Rania Rabbani Syah	75	78,0	No
29	Rifka Bahagia Nst.	60	78,0	No
30	Salsabila Mutia Sari	60	78,0	No
31	Siti Aisyah	55	78,0	No
32	Siti Naila Putri Ayu	60	78,0	No
33	Sri Wahyuni	45	78,0	No
34	Syalwa Dwi Hilana Nst.	70	78,0	No
35	Wardah Cahya Zulaikha	45	78,0	No
36	Zahra Syawaliah Fitrah	60	78,0	No

Table 4.1.3. Percentage of the Students' Listening Score in Cycle I

No	Score	Category	Amount	Percentage %
,1	0-49	Very poor	2	5,55%
2	50-69	Poor	17	47,22%
3	70-79	Fair	12	33,33%
4	80-89	Good	5	13,88%
5	90-100	Very good	0	0%
			36	100%

Chart 4.1.2. Students' Listening Score in Pre-test, and Cycle I
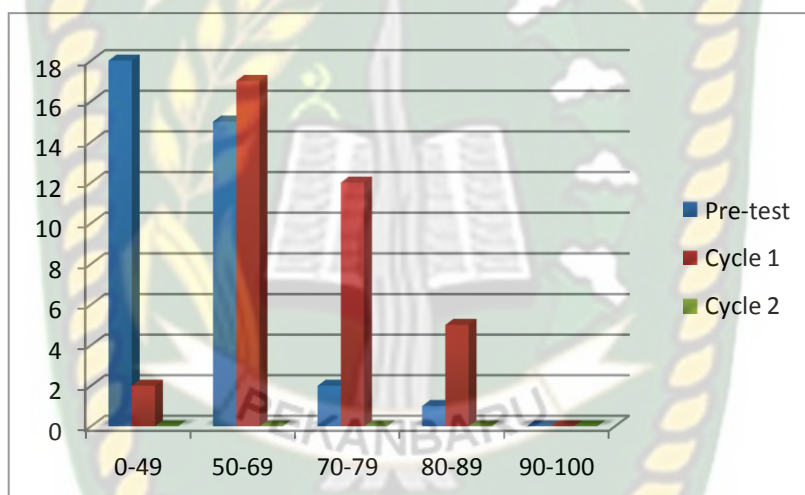
Based on the implementation in cycle 1, the researcher got the results which stated that there were some students who had experienced an increase in the value of listening skills after implementing the learning method using animated videos in the learning process, although this was still far from what the researcher expected. From this value, the researcher found that the acquisition obtained by students ranging from 0-49 was about 2 students or 5.55%, 50-69 scores were 17 students or 41.22%, 70-79 scores were around 12 students or 33.33%, 80-89 there are 5 students or about 13.88%, while for the 90-100 scores not one student has reached it yet. However, the overall scores received by students had increased

more than before, although the scores of some students still did not meet the success or completeness values set out in the KKM, namely 78,00.

4.1.2. Cycle 2

a. Planning

In cycle 2 planning is carried out the same as before as in cycle 1. For more details, there is a description below:

Based on the implementation carried out in cycle 2 on February 5 and 7, 2021. This cycle 2 changes or adds a number of things from cycle 1 so that the learning process becomes even more effective and can reduce the deficiencies that exist in cycle 1 where the researcher finds results that state that the scores obtained by students are still below the standard of completeness that should be obtained. From this value states that 86.1% are still unfamiliar with the process of learning English, especially in listening skills. Therefore, researchers need changes or additions to increase the deficiencies found during the learning process in cycle 2.

As in the first meeting, the researcher greeted and prayed before starting the lesson and checked the attendance list of students. Before entering the material being studied, the researcher asked students about the material taught previously. After that, the researcher started by providing an explanation of the material to be discussed and the researcher also did not forget to make a learning implementation plan / lesson plan as a guide for teaching.

Then the researcher began to have discussions with the English teacher to find solutions to problems that existed in some students. The results of the discussion were then the researchers added or changed the learning model by dividing students into several groups so that they were able to work together and share their thoughts to answer questions or questions given by the researcher.

b. Implementing

Cycle 2 research was conducted on Wednesday 16th and Thursday 17 February 2021. In this second cycle, researchers had the opportunity to carry out the learning process as a direct teacher without the help of an English teacher and the teacher only monitored the learning activities that were taking place. Which opportunity the researcher took advantage of by holding two meetings as was done in cycle 1. At the first meeting in cycle 2, the researcher conveyed the material to be taught and the second meeting was to provide a test or question questions that would be assessed as the test using animated videos. as the medium.

1. 1st meeting (February16, 2021 at 08.00-09.30 A.M)

The researcher begins the lesson by greeting, praying, and checking the attendance list of students first. After that, the researcher began asking questions to students about the previous material and discussing the material to be studied next.

Before entering with the next material to be discussed, the first thing the researcher did was to provide a puzzle to be answered by the

student in which this activity was carried out with the aim of making students feel comfortable and relaxed before actually entering new discussions and getting them used to training their mindset. good and hold discussions between researchers and students with mutual question and answer so that they are not afraid and confused during the learning process.

Before the researcher displays an animated video about a new discussion, the researcher first displays the last score obtained by students in cycle 1 and asks what is their difficulty with the questions in cycle 1 by showing these results, the researcher hopes they can make the value obtained as a benchmark to be even better at the next test. After that, the researcher began to present an animated video in which the video that was displayed had to do with the material to be studied. Then the researcher asked students to see and listen to and understand what was conveyed in the video and after that the researcher asked the students again.

On the other hand, researchers also changed or added to the teaching model method by dividing students into several groups so that they could share their thoughts. After dividing the group, the researcher asked them to have a discussion about the material that had been discussed by giving them a sheet for them to answer with the group and after giving the sheet the researcher asked the students to pay attention to what was conveyed in the animated video shown by the researcher.

When there are students who find it difficult or don't understand the questions, they start asking the researchers and there the researchers begin to explain the meaning of the video again so that students understand it better. That way it can make students more interested and excited to answer questions and compete to get grades.

2. 2nd Meeting (February 17, 2021 at 07.30-08.30 A.M)

At the second meeting of cycle 2, the researcher entered as usual and then the researcher briefly discussed the previous material. After that, the researcher began asking students to prepare writing instruments and distributing to them the question sheets that they had to answer based on the animated video that was displayed by the researcher and giving students time to answer them. After the time given by the researcher to the students ended, the researcher then asked the students to collect the answer sheets again. After all of them were collected, with the students still having enough time, the researcher then began to discuss the answers in the video with the students.

c. Observing

In the implementation of cycle 2, the researcher noticed that students were much better than before and they also became more energetic and began to get used to following the learning process using animated videos. During the learning process students become more active and often ask the teacher if they do not understand what the material is being taught. After that, the researchers also

explain again and they understand what they have to do. They became even more enthusiastic when researchers began to provide questions or questions that were displayed through animated videos, not only that researchers also gave them encouragement or motivation to answer them. On the other hand, they started competing in answering them, even though there were still some students who were still confused and still afraid to ask questions, but researchers tried to explain again the material being taught until they could fully understand what they had to do.

    d.   Reflecting

In this activity, it focuses on improving students' listening skills so that in the future they can get used to learning English with the same method, namely using animated videos. This increase can be seen from how active students participate in answering questions or questions given and their activeness in asking questions.

Based on the test results and observations given, it can be seen that the use of this animated video is the student's interest in participating in the learning process. This is shown by how active students are in participating in learning so that students easily understand what is being taught and the use of animated videos is also one way to become a benchmark for how to provide new satisfaction and student learning motivation to increase, in this case increasing listening skills.

During the learning process, there were several students who expressed their opinions about learning using animated videos. They say that using animated videos can help them feel more relaxed and focus on their English learning. Not only that, to make the learning atmosphere more comfortable, researchers also occasionally give them games that are still related to the subject matter. This activity is carried out by researchers so that students do not get bored quickly in the ongoing learning process. Therefore, by providing a game in the middle of learning has made researchers to overcome difficulties for students and researchers. To find out this value, the following is the list of values in cycle 2.

Table 4.1.4. Listening Score by Video Animation Cycle 2

No	Name	Scores	KKM	Success Yes/No
1	Adilaruz Zahra	85	78,0	Yes
2	Affila Lutfina	90	78,0	Yes
3	Alliyah Najwa M. R	80	78,0	Yes
4	Aliya Elkamil	90	78,0	Yes
5	Anita Shafira Zahrani	75	78,0	No
6	Anjelina Cintia	80	78,0	No
7	Asyifa Andini Putri	80	78,0	No
8	Dini Novita Lubis	80	78,0	No
9	Elsa Nabilah	75	78,0	No
10	Gita Fazira	85	78,0	Yes
11	Hanifah Hasanah	75	78,0	No
12	Indyra Inessa	90	78,0	Yes
13	Kayla Azzahra	85	78,0	Yes
14	Keisha Agnia Azzahra	80	78,0	Yes
15	Keysa Arifah	75	78,0	No
16	Marlinda Kartika S.	80	78,0	Yes
17	Muthia Dinda Husain	70	78,0	No
18	Nadyla Harifah Putri	70	78,0	No
19	Naswa Sarlifa Sofran	65	78,0	No
20	Nasya Safarah	70	78,0	No
21	Nasyifa Jihan Mulyadi	60	78,0	No
22	Nasywa Zulfita	80	78,0	Yes

23	Nayla Azkiya Zahara	90	78,0	Yes
24	Nurhaslinda	90	78,0	Yes
25	Nur Riani Firninda	70	78,0	No
26	Puan Putri Mutia	90	78,0	Yes
27	Raihanny Fayyaza Shaira	80	78,0	Yes
28	Rania Rabbani Syah	75	78,0	No
29	Rifka Bahagia Nst.	75	78,0	No
30	Salsabila Mutia Sari	70	78,0	No
31	Siti Aisyah	60	78,0	No
32	Siti Naila Putri Ayu	70	78,0	No
33	Sri Wahyuni	90	78,0	Yes
34	Syalwa Dwi Hilana Nst.	90	78,0	Yes
35	Wardah Cahya Zulaikha	85	78,0	Yes
36	Zahra Syawaliah Fitrah	85	78,0	Yes

Table 4.1.5. The Comparison of Students' Listenig Skills inPre Test, Cycle 1,

and Cycle 2

No	Scores	Category	Amount of Students		
			Pre-test	Cycle 1	Cycle 2
1	0-49	Very poor	18	2	0
2	50-69	Poor	15	17	3
3	70-79	Fair	2	12	12
4	80-89	Good	1	5	13
5	90-100	Very good	0	0	8
	Total of Students		36	36	36

Table 4.1.6. Listening Score by Video Animation of Pre-test, Cycle 1, and

Cycle 2

No	Name	Pre-test	Cycle 1	Cycle 2	KKM
1	Adilaruz Zahra	65	75	85	78,0
2	Affila Lutfina	60	70	90	78,0
3	Alliyah Najwa M. R	70	80	80	78,0
4	Aliya Elkamil	65	80	90	78,0
5	Anita Shafira Zahrani	55	65	75	78,0
6	Anjelina Cintia	65	70	80	78,0
7	Asyifa Andini Putri	40	65	80	78,0
8	Dini Novita Lubis	45	75	80	78,0
9	Elsa Nabilah	50	65	75	78,0
10	Gita Fazira	40	70	85	78,0
11	Hanifah Hasanah	40	70	75	78,0
12	Indyra Inessa	50	85	90	78,0
13	Kayla Azzahra	35	60	85	78,0
14	Keisha Agnia Azzahra	35	55	80	78,0
15	Keysa Arifah	55	70	75	78,0
16	Marlinda Kartika S.	35	70	80	78,0
17	Muthia Dinda Husain	45	60	70	78,0
18	Nadyla Harifah Putri	35	65	70	78,0
19	Naswa Sarlifa Sofran	45	50	65	78,0
20	Nasya Safarah	65	70	70	78,0
21	Nasyifa Jihan Mulyadi	50	55	60	78,0
22	Nasywa Zulfita	55	60	80	78,0
23	Nayla Azkiya Zahara	70	80	90	78,0
24	Nurhaslinda	45	50	90	78,0
25	Nur Riani Firninda	45	50	70	78,0
26	Puan Putri Mutia	80	80	90	78,0
27	Raihanny Fayyaza Shaira	60	75	80	78,0
28	Rania Rabbani Syah	50	75	75	78,0
29	Rifka Bahagia Nst.	45	60	75	78,0
30	Salsabila Mutia Sari	45	60	70	78,0
31	Siti Aisyah	50	55	60	78,0
32	Siti Naila Putri Ayu	30	60	70	78,0
33	Sri Wahyuni	30	45	90	78,0
34	Syalwa Dwi Hilana Nst.	65	70	90	78,0
35	Wardah Cahya Zulaikha	40	45	85	78,0
36	Zahra Syawaliah Fitrah	40	60	85	78,0
	Total	1795	2350	2840	78,0
	Average %	49,86%	65.27%	78,88%	78,0

Chart 4.1.3. Students' Listening Score in Pre-test, Cycle 1, and Cycle 2
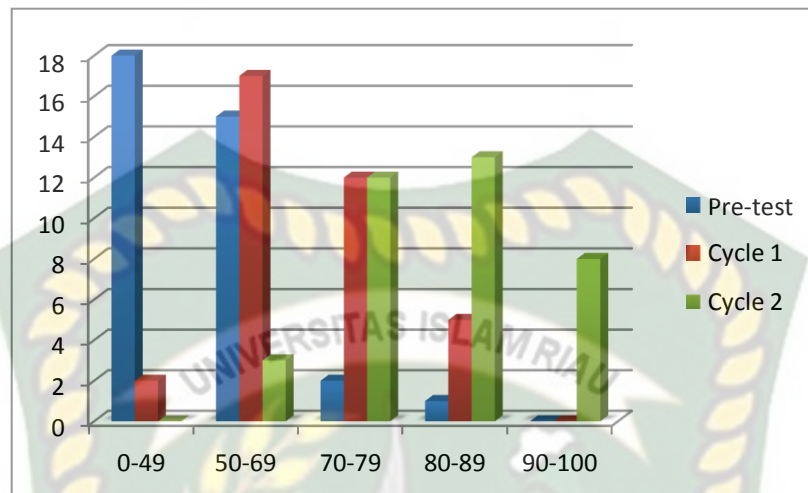
In addition, researchers also took research data by giving questionnaires to students to find out their opinions about the English learning process using these animated videos and also giving questionnaires to English teachers to find out the opinions of teachers about its application to improve students' listening skills.

4.2. Discussion

Based on the results obtained from cycle 1 and cycle 2, the data states that the use of animated videos can provide a better teaching and learning atmosphere and can improve students' listening skills. The use of animated videos can also trigger student enthusiasm and get motivation on how to solve problems found in students. This can be seen from how enthusiastic the students were when following the learning process which was initiated by the researcher in giving a puzzle through an animated video using English and immediately the atmosphere became more active and attracted students' attention to answer the given riddles.

According to Van Duzer (1998) & Martinez (2002) states that: needs to be considered is how the teacher can see the situation experienced by students so that students can understand and follow the learning process well. Therefore, teachers are required to be able to take advantage of learning media and find methods that can actually improve listening skills.

After going through observations as a prelude to research which shows that the main problems found by researchers are: 1) the teacher only teaches English students using guidelines such as printed books, blackboards, and markers which the teacher rarely provides learning material in this case is about listening skills and not utilizing the media provided by the school. 2) students experience difficulties that make them not subject to the lesson and they often ask their peers who understand better for fear of asking back to the teacher. This shows that the level of students' understanding and interest in learning English is so low.

Therefore, when researchers conduct research and apply the use of animated videos, students begin to be interested and give full attention to the material presented by researchers through animated videos as their learning media. The results of the application using the animated video show the interest and enthusiasm of students to take part in learning and improve their listening skills to English in stages shown in cycle 1 and cycle 2.

Therefore, the use of animated videos as a learning medium can improve the quality of teaching and learning for students and teachers. This can be seen also from the observation sheets, field notes, interview scripts, and also the pre-test given.

Therefore, in cycle 2 the researcher saw the results obtained and felt quite satisfied with it because the use of animated videos proved that students' listening skills could be improved even better than the usual learning model.

This is shown in the average value obtained from the overall research data based on cycle 2, namely 78.88%, as this value has met the predetermined completeness value category, namely 78.0%. From this category, it is divided into several sections, namely 12 students or 32.33% with sufficient category, 13 students or 36.11% in the good category, and 8 students or around 22.22% with the very good category. As it can be concluded that the overall data shows that the use of animated videos as a learning medium can help improve students' listening skills effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the discussion that has been delivered in chapter IV, it states that the listening ability of class VIII / 3 MTSN 03 Pekanbaru students has increased after the implementation of the learning process using animated videos. What was done in cycle 1 and cycle 2 showed that the improvement was better than at the beginning the researcher gave the pre-test, moreover, a significant increase occurred in cycle 2. In addition, during the learning process the researcher also asked students to bring a dictionary so they could search meaning as well as increase vocabulary so that it makes it easier for them to follow the learning and answer the questions given by the researcher. The additions given by the researcher into discussing the material being studied are providing puzzles in the form of videos and forming groups so that they can exchange opinions. The addition of puzzles to the learning process aims to help students relax and focus their thoughts so that students also don't feel comfortable nuances.

5.2. Suggestion

a. To the Students

In improving the listening skills of students in grade VIII / 3, students should be able to listen to various vocabularies so that they can more easily understand what they are learning, because listening is the first thing to do before

doing other skills. In addition, students are also expected to be motivated in learning.

b. To the Teachers

Teachers are expected to be able to use the technology that has been provided as well as teacher knowledge to maximize the teaching that will be carried out. The teacher must be able to provide a lot of exercises, especially in listening skills so that learning becomes interesting and does not easily bore students. In addition, teachers must be able to provide motivation that can increase students' desire to learn so that learning occurs that provides feedback to these students and pay attention to problems that exist in students so that the teacher also has to find solutions to overcome problems that will be found in the future.

c. To the Researchers

Researchers hope that other researchers can conduct research related to the use of animated videos to find out what are the principles in improving students' listening skills in learning material

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