THE EFFECT OF USING ANIMATION FILMS TOWARD STUDENTS' LISTENING COMPREHENSION AT THE EIGHT GRADE OF SMPN 5 PANGKALAN IN ACADEMIC YEAR 2017/2018

A THESIS

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Listening is one of the four skills which is learned by the students in English subject. Listening is the process to got information from what the students hear. According to Nunan, listening is an active, purposeful process of making sense of what the people hear.[1] It means that the students need to understand what the speaker says and interpreted the meaning of it. The students have to identified what they hear and then create the meaning in their mind. The students who have good ability in listening will be easy to understand the information they hear. They can interpret and identify the information from the speaker.

Listening comprehension in learning process is more than just hearing what is said by others. It is students' ability to get the message or idea of what they hear.[2] It mean that students just not hearing but students need hearing and watching to get the message or idea. So the teacher need more media to make students interested and understand about the materials in learning listening comprehension. One media that can be used in listening comprehension is animation films, because Animation films is one of media like audiovisual where students not just hear about the material but also can watch the expression. Suryabrata says, audiovisual can make easy students' comprehend in learning process, and from what their watching students have memorize the words than make the students more interesting in learning process.[3] So animation

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[1] David Nunan, *Practical English Language Teaching*, (Mc Graw Hill, 2003). P.24

[2] Penny Ur. *Teaching Listening Comprehension*, (Cambridge University Press, 1984), p.47. from: Listening comprehension.pdf/html

[3] Suryabrata 2009, *Penggunaan Media untuk Pembelajaran*, p.41.from://pdf.http//.www.Media untuk pembelajaran.org.html

films is one of good media in teaching listening. It can improve students' listening comprehension.

Based on the researcher's observation and interview on 17th November, 2015, at the eight grade of SMPN 5 Pangkalan, the reseracher found some problem of students' listening comprehension. Especially, when the researcher came to the listening class. First, when the teacher used audio in listening comprehension the students did not understand about the material they hearing. In addition, when the teacher asked them about the material by using audio, the students were difficult to answer it and they were lack of vocabulary. Second, the researcher interviewed some students they said listening comprehension by using audio were very difficult, they did not understand about speaker says. In fact, students were not interested and they were happier to make noise and played with their friends in learning listening. Third, the English teacher used conventional media in learning listening comprehension such as; the teacher using audio and LKS (*Lembar Kerja Siswa*) and the students' listening comprehension test scores didn't achieve the passing grade KKM (*Kriteria Ketuntasan Maksimum*).

Based on the problem above, the researcher conducted a research with the tittle "**The Effect of Using Animation Films Toward Students'Listening Comprehension at the Eight grade of SMPN 5 Pangkalan**"

B. Identification of the Problem

Based on the background of the problem above, there are some problems that occured in teaching listening comprehension at SMPN 5 Pangkalan that can be identified as follow:

1. When the teacher used audio, the students did not understand about the material after their hearing

2. The students were difficult to answer the question about their hearing and luck of vocabulary
3. Teacher used audio in teaching listening comprehension

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited this problem on the using animation films 3 dimension toward students'listening comprehension at the eight grade of SMPN 5 Pangkalan, because the researcher assumed that this media make students become easy and understand in listening comprehension.

D. Formulation of the Problem

The problems of the research were formulated as follow:

1. Is there any significant effect of using animation films toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan?
2. Is there any significant difference between using animation films and conventional media toward students'listening comprehension at the eight grade of SMPN 5 Pangkalan?
3. Does using animation films give better result toward students'listening comprehension than conventional media at the eight grade of SMPN 5 Pangkalan?

E. Purpose of the Research

Based on the formulation of the problem above, the purposes of this research are:

1. To know whether there is significant effect of usinganimation films toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan
2. To know whether there is significant difference between using animation films and conventioanal media toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan

3. To know whether animation films gives better result than conventional media toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan

F. Significance of the Research

The result of this research contribute to the researcher, teacher, and students:

1. For the researcher, it is expected as the way to apply and develop the knowledge. It is expected as requirement to obtain the strata 1 Degree on English education department in IAIN Bukittinggi
2. For the English teacher, it can be used as reference to make students fan in learning listening comprehension and it is expected as a way that can be used to improve students' listening comprehension
3. For the students, to make students easy, understand, and improve their listening comprehension

G. Definition of Key Term

1. Listening comprehension is a complex activity, Jun stated, "Listening comprehension a complex activity because the students not just hear what the speaker says, but also interpret the meaning and remember what speaker says".
2. Animation films are audiovisual use 3 dimention by teacher in teaching listening to improve students' motivation. Animation films 3 dimension is a development from 2 dimension which is a depth and aspect of the object, these types of films makes the caracter more real.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theory

1. Listening Comprehension

a. The Nature of Listening Comprehension

Listening comprehension is one of the important process in language learning. It is more than just hearing what is said by others. It is students' ability to get the message or idea of what they hear. Moreover, listening comprehension is an activity that students do in communicating with the speaker. Listening comprehension is not passive.[4] In addition, students do not only hear what the speaker says, it means that students must interpret the meaning, understand, and also remember what the speaker says. According to Nicholas, listening comprehension process in which the listener plays a very active part in contracting over all that is eventuallu exchange between listener and speaker.[5] It means that listening compreehnsion make a possitive contribution by bringing students active power concentration.

Listening comprehension is complicated process and it is difficult. In the result, students became bored and not inetested in listening, the effect is students not understand in listening comprehension.[6] Based on the definition above, the researcher conclude the definition of listening comprehension is the important process of teaching that must recognized by activity and understand the message and idea and how to concentrate when students hearing.

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[4] Jerry G. Gebhard, *Teaching English as a Foreighn or Second Language*, (United State of America: The University of Michigan Press, 1996), p.143

[5] N Lukong Nicholas, *Teaching Listening Comprehension*, (English Teaching Forum Vol. XXXVI/19-22, 1988)P. 19

[6] Carol Griffiths, *Lessons From Good Language Learners*, (Cambridge: Cambridge University Press, 2008)p.28

b. Principles of Teaching Listening Comprehension

Based on the type of listening comprehension which are bottom-up and top-down, there are two prosses in listening comprehension:

a. Bottom-up

In bottom-up, learners focus on the linguistcs such as vocabulary, grammartical, and phonological competence. According to Brown, with bottom-up learners start with the componenet part; words, intonation, grammartical structure, and other components of spoken language.[7] In this case, learners learn some linguistics in order to construct the meaning.

b. Top-down

In top-down, students are using of background knowledge (schemata) to evoke their knowledge then, learners can understand the meaning of a message based on their knowledge in listening comprehension. According to Brown, top-down processing is evoked from ‘ a bank of prior knowledge and global expectations and other background information (schemata) that listener brings to text.[8] Its means in top-down, learners can open them background knowledge to help interpret the meaning of the context.

c. Type of Listening Comprehension

Types of listening comprehension will determine the techniques and strategies that are applied in listening process. The types of listening comprehension can be seen from[9].

1) . Intensive listening

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[7] Brown. *Teaching by Principle*, P. 260

[8] Brown. *Teaching by Principle*, p.260

[9] H. Douglas Brown, *Teaching by Principle*, (New York: Addison Wesley Longman Inc., 2001) p. 255-258

It will focus on students' attention on language form. In this section, intensive listening is aimed to raise the learner awereness of how differences in sound, structure, and lexical choice that can affect meaning. There are three kinds of intensive listening, namely; using tape, material, live listening, and the role of the teacher. First, using tape material. Tape materials, students can heara variety of different voices from their teacher. Threfore, it is give opportunity to hear a variety of different voice and recognize some characters, particularly, where the students are talking. Second, live listening. It is a popular way of ensuring geniune communication in live listening where the teacher talk with the students. Live listening can take the following forms: reading aloud, the teacher reads material for the students, storytelling, teacher can give some storie and ask them to predict what coming in the text. Interviews, these activities can motivate the students to be active to answer the question in learning.

2) Extensive listening

Extensive listening help students to acquire vocabulary and grammar. It is the teacher ask the students to choose the best materials, what, when, and how the students learnt. It will make them pleasure, its usally practiced out of classroom, in the students task like homework. In order to encourge extensive listening, teacher can ask students about perform a number to ask, they can record their responses to what they have heard.

Based on the theory above, there are two types in listening comprehension which are important for English teacher. Because listening is an where students choose the material freely to make them pleasure. While,

intensive listening is an activity for help the students to be easier to comprehend what the speaker says.

d. How to Test Listening Comprehension

1. Test of Sound Discrimination

One of the early steps in much modern language instruction is to teach the learner to discriminate between phonologically similar but phonemically separate sounds in the target language.[10]

Example: *Sleep* *Slip*
Team *Tim*

1. Word sets in isolation

In the simplest from of objective sound discrimination test, the examiner pronounces pairs of words and asks the examinees to indicate whether two words in each pair are the same or are different**.**

Example: *Ship* *Sheep*
Law *Law*

This item can be used effectively at even the earliest stages of language learning. However, a weakness shared by all two-choice item types; examinees have a 50 percent probability of answering the problems correctly just by pure chance.

2. Words in Context

The next step to insert the minimal pair problems into complete sentences is used sentences which might be misunderstood because of the examinees failure to perceive one phonemic contrast.

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[10] David P. Harris, *Testing as a second language Achievement in Listening comprehension*. P. 32

2.Tests of Listening Comprehension

Tests listening comprehension are designed to measure the accuracy with the subjects are able to decode samples of speech in the target language. For tests in listening comprehension has some item types[11].

a. Directions requiring action responses.

For testing of young children the tests can be contructed by using a series of oral directions or instructions with simple action responses.

Exampel:1.*Please bring me the green book*

2.Please open the window just a little bit

b. Question and statements (multiple-choice)

For examiness who are able to read easy English sentence, an effective and relatively uncomplicated comprehension test can be conctructed using verbal stimulate. The stumulate consist of short question and statement which the candidate hears but the listener cannot see.

Example: ***The examinee hears:***
When did Tom come here
The examinee reads:
a. By train
b. Yes, he did
c. To study history

c.Dialogue (multiple-choice)

Another types of audiotory tests item using oral stimulate and printed alternatives consist of a brief dialogue followede by a comprehension queastion asked in a third people. The question is answered by selection of the correct answer from among several printed in the test.

[11] David P. Harris, *Testing as a second language Achievement in Listening comprehension*. P. 36

Example: **The examinee hears**:

(Man) Hello, mary. This is Mr. Smith at the office.
Is bill feeling any better today?

(Woman) oh, yes, Mr. Smith. He's feeling much
Better now. But the doctor says he'll have to stay
Bed until Monday.

(Third people) where is the bill now?

***The examinee reads**:*

a. At the office
b. On his way to work
c. Home in bed

d.Lectures (multiple-choice)

Audiotory comprehension tests have devised to tests ability to follow classroom lectures delivered in the applicants' second language. The value of a measurement is obvions, the students who enroll in english is the medium of intruction will begin with a seriuos hendicap if they cannot comprehend. The recorded lecture, the examinees are directed to trun again to their test books and answer of multiple-choice question about the content of the lecture.

Based on item types tests of audiotory comprehension above, the researcher made the conclude for used item types dialogues (multiple-choice) for the test in the classroom for the eight grade of SMPN 5 Pangkalan.

d. The Scoring of Listening comprehension Assessment

The researcher used question in multiple choise form to know students' listening comprehension. In order to find the score, the researcher used formula stated by Zaenal Arifin, as follow:[12]

$$S=\frac{\Sigma B}{N}x100\%$$

Explanation:

S = Score

B = Total of correct answers

N = Total of question

2. The Nature of Animation films

a. Definition of Animation films

Animation Film is an audiovisual media that provides greater chance for students to get the knowledge of how native speakers of English use the language in the real communication. Therefore, seeing animation film will develop listening comprehension itself will be improved through some comprehend by the teacher.

Allan stated that animation film is combining both audio and visuality makes film a comprehensive tool for language teaching. The visuality also support the students: it helps learners by supporting by the verbal message and provides a focus of attention while they listen.[13] Robert Lado notes that the video movie or the motion pictures is in theory at least the most powerful of visual aids; it combines pictures with movement, color, and sound.[14] Animation film is a motion picture and sound that is acted out by animator such as Frozen,

[12] Zaenal Arifin. Evaluasi pembelajaran.p.231
[13]Allan , Using Movies in EFL *Language Teaching*
[14] Robert Lado,Using Movies in EFL *Language Teaching*

Cinderella, and Epic . It means that film is audiovisual media that uses eye and ear in learning.

From several definitions above, the writer has found several terms about animation film. Animation film is also called moving pictures, movie, cinema, or in formally called motion pictures. The term of film that is used here is animation film, film in which the character use or speak English in the dialogue, full text and acted by animator.

b. The Strengths and The Weaknesses of Animation Film

Beside all of the discussions above of using animation film, there are some experts discussed about the strengths as well as the weaknesses of using animation film.

1) The Strengths

Focusing on students' attention on the given lesson is one of the advantages in using animation film in speaking skill. There is direct influence from the sound, picture motions, and also colors that indirectly give attractive elements to the students. Motion picture can "grab" the learner and hold his attention, presenting him with changing scene.

Joseph E. Champoux mentions some the advantages of using animation film as a teaching resource:

a) Animation Films are a comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion.

b) Animation Films are also an economical substitute for field trips and other real world visits.

c) Students can hone their analytical skills by analyzing film scenes using the theories and concepts they are studying.

d) Animation Films offer both cognitive and affective experiences.[15]

Overall, the advantages of animation film are that the film can amuse student and offer a visual portrayal of abstract theories and concepts taught in class. Through the use of film students can see and feel how feelings are poured into utterances or sentences which are followed by the changing of mimic.

2) The Weaknesses

The using of animation films also has some limitations. Audiovisual technology can easily master its viewers. The great attractive points that are occupied by the film sometimes can cause teacher and student alike to lose sight of instructional objectives. They will pay attention more on the characters or color and technique in the film instead of the content of the film or even the material. The subtitle on the film also may distract learners' attention.

Champoux stated that some students might resist viewing foreign films with English subtitles. These films take more effort to follow because of the need to read the subtitles and watch the scenes.[16] It means that in teaching speaking skill by using animation film should give the subtitles of animation film.

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[15] Joseph E. Champoux, *Film as a Teaching Resource,* New Mexico, 1999, p.11-12

[16]Joseph E. Champoux, *Film as a Teaching Resource,* New Mexico, 1999, p.12

c.The Kinds of Animation films

Animation films have a few different types that can help in listening comprehension and increase students' motivation in learning.According to Azhar he describe some kinds that can be use in listening precess there are:[17]

1. **Animation stop motion**

Animation stop motion is the combines with photography technique, this technique carried out by every movement of object. Then, the process into moving of animation films. Animation films stop motion the first performed by stuart Blackton using clay as an actor.

2. **Animation films 2dimention**

Films 2dimention is called as cartoon fimls, animation films 2dimention can be manually created. The way of this manually can help students, especially in cartoon fimls. Cartoon films is the viewed as the funny picture. It is the animation fimls for extract the students' attention.

3. **Animation films 3dimention**

Animation films 3dimention is a development from 2dimention which is a depth and aspect of the object, its means that these type of animation films 3dimention makes the character more real.

From the kinds of animation films above, the researcher will used animation 3dimention to help students students' motivation in listening process and make students interested, because animation 3dimention is more real object and caracter.

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[17] Azhar. *Animasi films as a media in Learning Process*.(2011).from http://org/media pembelajaran.teaching/journal/ warm up.html

3. The Approaches in Using Animation Films

Selecting approach depend on the teaching objectives and the target of teaching. According to Jane King in her article, using English film in EFL classroom, there are two approaches namely short sequence approach and whole film approach.[18]

1) Short Sequence Approach

Presenting the entire feature of film has the problem of length for less advance learners. Short sequence approach is present scene by scene or a single scene from different parts of film.

Short sequence approach can be used for theme-based discussion. A theme-based discussion makes students to explore relevant issue that can develop critical thinking.

2) Whole film approach

If in the short sequence approach present scene-by-scene, the whole film approach presents all of the entire movie features and studied as a whole. Showing a whole of movie enhances students' motivation.

In this research, because of the limitation of the time in classroom, the researcher used only short sequence approach. For example, showing "Epic 2013" film to teach students about Expression of Admitting and Denying fact in Listening comprehension.

4. The procedures of teaching Listening by Using Animation Films

[18] Jane King, "Using DVD Feature Film in The EFL Classroom", taken from http://eltnewsletter.com/art882002.htm 17 September 2015

Although some experts suggest some criteria of good film to watch for educational purpose; however, using film for both classroom is not simple as viewing the film only. There must be some preparations that should be done by teacher to create supporting viewing activities in order to have a successful learning.

One of the alternative ways that could be taken by teacher in teaching listening comprehension using films is integrative activities. The activity consists of three parts as suggested by Crissa and Friends:[19]

1) Pre-viewing

Prepare and introduce students for the actual viewing of the film. In this step teacher introduces and discusses the glossary of key words, difficult expression, etc.

There are some activities that teacher can use to warming up the students in pre-viewing film, they are:

a) Setting goals, teacher can setting goals or purposes about what will the students do, what will be they achieve, etc.
b) Asking Question, teacher can give some question related to the topic of film to warming up the students such as do you know about the film of Tangled? Etc.
c) Making prediction, teacher should be able to make his/her students predict the film about such as by giving some vocabulary, and asking question as researcher talk above.

2) Viewing

[19]Crissa Stephens, dkk, Film Circles: Scaffolding Speaking for EFL Students, United States and Chili: English Teaching Forum, No.2, 2012, p.17-18

Watching the film to facilitate students comprehend the material/topic. Watching the film for language learning purposes should be an active process by the learners. There are some activities that should consider here are:

a) Directed watching, students can be asked to watch to the general information or specific details considered crucial for comprehension. Similarly, students can be asked to consider questions while viewing film.
b) Information gathering, this is almost the same as the precious activity. Learners can be asked to gather the important information while viewing film. Information gathering are crucial to answer the questions content of the film.

3) Post-viewing

Stimulate oral use of the target language by utilizing information from the films. The activities here are teacher evaluate the students' understanding about the film such by the retelling the story of film, giving some question, and giving the oral test and also they work on their group.

The researcher will include three steps above in teaching listening comprehension through animation film because researcher will use ESA model. ESA is a kind of teaching models technique that is Engage, Study, and Activate. Engage is warming up the students as pre-viewing, study as viewing, and activate as post-viewing.

B.Review of related studies

To support this research, the researcher found some relevant studies by some researcher as reviewed;.First, the research by Tatum Ariesya, the students from faculty of tarbiyah walisongo state institute for islamis studies semarang (2011). Her thesis about The use animated film to improve students'listening skill at the 10th Grade of MTSN Pemalang in the academic year of 2010/2011. The problem of her research is the teacher use conventional media and lack vocabulary in listening skill. The result of her reserach that animation film can improve students' listening skill and the students can be a new atmosphere for students and students understand about the difficult word.

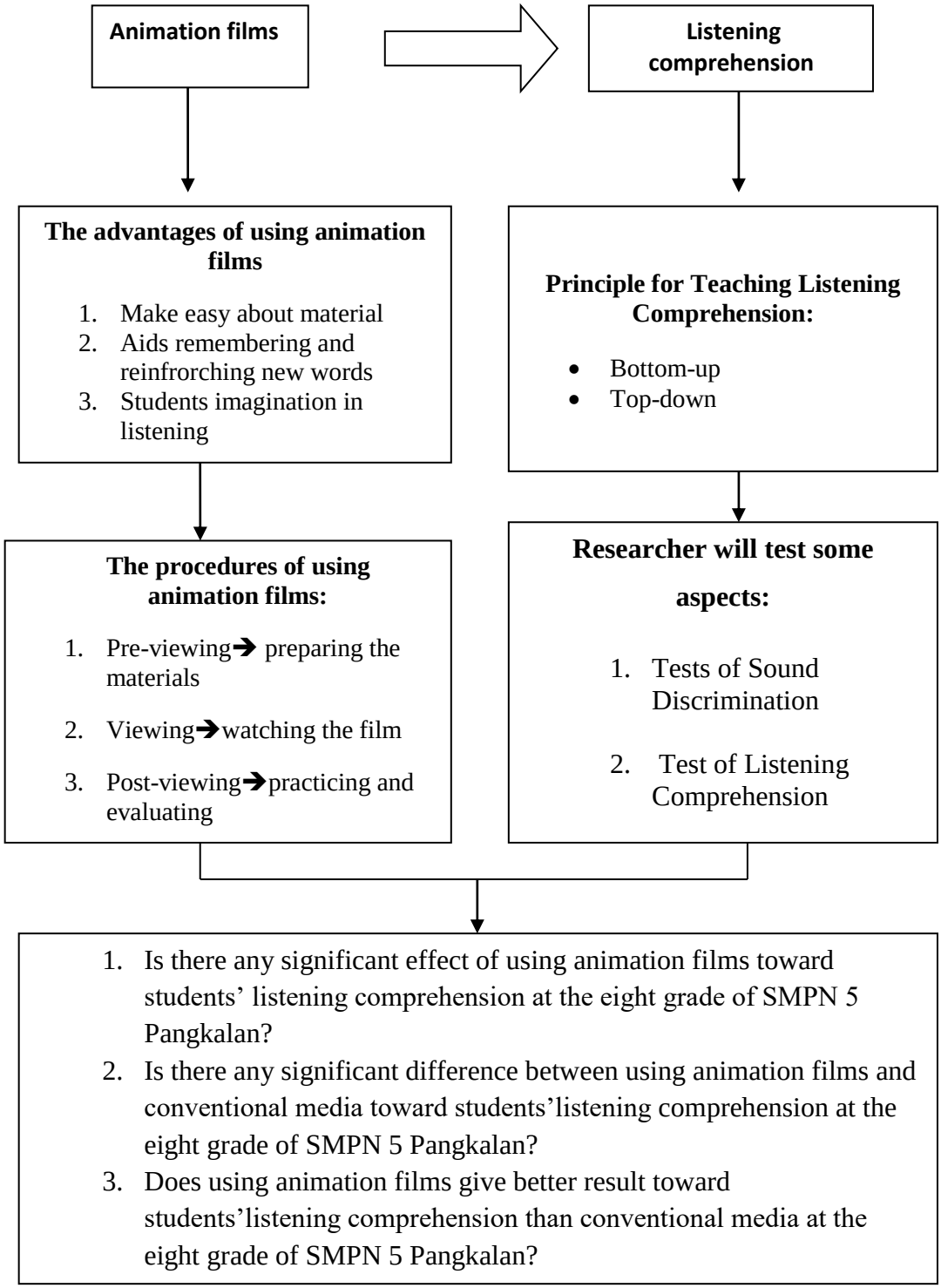
Second, the research by Durotul awiyah, a student from Tarbiyah Faculty of State Institute for Islamic Studies Manggelang (2012). Her thesis is about the use of animation films to improve students' Listening Comprehension at 11 class of SMPN 1 in the academic year of 2011 /2012. The problem of her research is the teacher can't make the class atmosphere interesting and the students lack of vocabulary. The result of her research that teaching language by using animation film can improve students' Listening comprehension.

Third, the research by Boris Rahmandika, a student from English Language Education Departemant Yogyakarta (2014). Improving students' Listening comprehension using Animation films for the eight grade students of SMPN 6 Pemalang. The problem of his research is the students can't actively participate in discussion during learning listening comprehension, and students not familiar with English word. The result of his researc that teaching language by using animation film can improve students' Listening comprehension.

From the explanation of related to the previous researches, so that, the researcher is interested to formulate his thesis under the title “The Effect of Using Animation Films Toward Students’ Listening Comprehension At the Eigh Grade of SMPN 5 Pangkalan In Academic Year 2017/2018” since this thesis is quite different with the others as mentioned above. The result of this thesis is expected to give new perception toward the effects and advantages of using animation film to improve students’ listening comprehension.

c. Conceptual Framework

The conceptual framework of this research can be described as follow:



CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting this research, the researcher used quantitative research. The quantitative research is a kind of research that collects the data in form of number. According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found by the researcher.[20] It means that quantitative research used the numbers in analyzing the data.

There are many types of quantitative research. Dealing with the problem of the study stated previously, the researcher used quasi experiment. According to Suryabrata, the purpose of quasi experimental research is to get the information which is considered as the guessing for the information that can be gotten by doing the true experiment in the improbably condition to control the whole relevant variable.[21] In addition, Gay states that experimental method is the only method of research that can truly test hypothesis concerning cause and effect relationship.[22] In this case, there were two groups involved in this research. One group was experimental group which was treated by using animation films and the control group which was treated without using audio. Related to experimental and control, Gay states, "the experimental group usually gets new treatment or treatment under investigation, while the control group gets different

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[20] Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Rineka Cipta, 2003), p. 105

[21] Sumadi Suryabrata*, Metodologi Penelitian*,(Jakarta: PT. Raja Grafindo Persada, 2004), p.92

[22] L. R Gay, *Educational Research: Competencies For Analysis and Application*, (Republic of Singapore: Merrill Publishing Company, 1990), p.261

treatment or treated like usual".[23] Moreover, he adds that the control group is needed to know whether the new treatment or treatment under investigation is more effective than using the usual one. These two groups were given the same length of the time and the same listening materials in teaching. In other states, Arikunto states that the purpose of experimental research is to know whether any causes or not from the treatment that is given to the subject.[24] It means that experimental research was the research which tried to observe the cause effect relationship. This research used the pre-test and post-test to know whether there is significant differences of the students'listening comprehension. Furthermore, the two classes were given the pre-test, different treatments, and post-test.

Table 3.1: The design of the research

Class	Pre-test	Treatment	Post-test
perimental class	T1E	X	T2E
ntrol class	T1C	-	T2C

Where:

TIE = The pre-test for the experimental class

T2E = The post-test for experimental class

X = The treatment that was given to the experimental group by using list group label strategy

T1C = The pre-test for the control class

T2C = The post-test for the control class

[23] L. R. Gay, *Educational Research: Competencies For Analysis and Application*, …p.261

[24] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2013) , p.207

B. Population and sample

Population and sample are two important elements in doing a research. They were necessary steps to get data for this research. The population and sample of this research are:

1. Population

The population is whole object of the research field. Gay states that population is the group of interest to the researcher.[25] The population of this research was all students at the eight grade in SMPN 5 Pangkalan.

Table 3.2: The total of the eight grade students of SMPN 5 Pangkalan

NO	Class	Students totality
1	VIII A	21
2	VIII B	20
Total		**41**

Source: English teacher of SMPN 5 Pangkalan

From this table, the population from this research was 41 students that were the totality of the students in the eight grade in SMPN 5 Pangkalan 2017-2018 academic years.

2. Sample

The sample of this research is a part of population. According to Sugiyono, sample is a part of number and characteristic that has by the population.[26] Based on the research problem and the research design which were used, the researcher needed an experiment class and a control class. There are some sampling techniques to determine the sample, and the researcher used total sampling

[25] L. R. Gay, *Educational Research: Competencies For Analysis and Application*, …p. 102

[26] Sugiono, *Metodologi Penelitian Pendidikan*, (Bandung : Alfabeta, 2009).p.118

technique. Based on Arikunto, "the researcher use total sampling if the amount of population less than hundred, so it is better to take all of the population as the sample of the research in order to make accurate generalization.[27]

Based on the total sampling, the researcher chose the sample was students of eight grade of SMPN 5 Pangkalan. Thus, one of two classes was chosen to be a control class and one class to be experimental class, the researcher followed the steps below:

a. Collect the mark of students' listening comprehension test in the seventh grade of SMPN 5 Pangkalan 2015-2016 academic year

b. Test the normality of the data.

The purpose of testing the normality of the data was to know whether the data spreads out normally or not. Normality of the data is tested by using Lilliefors test. It was done in these steps below:

1) Arrange the data from the lowest to the highest
2) Find the mean score ($\bar{x}$) and the standard deviation (SD) and the variant (S^2)

$$\bar{x} = \frac{\sum fxi}{n}$$

Where:

$\bar{x}$ = Mean

$\sum x$ = The sum of all the scores

n = Total number of subject

$$SD = \sqrt{\frac{\Sigma f(xi-\bar{x})^2}{}}$$

[27] Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.107

n–1

Where:

SD = Standard Deviation

Σfx = Sum of the multiple between frequencies

n = Number of class

1 = Constant number

$$S^{2=} \frac{\Sigma f(xi-\bar{x})^2}{n-1}$$

Where:

S^2 = Variant

Σfx = Sum of the multiple between frequencies

n = Number of class

1 = Constant number

3) Find the score of Zi by using this formula : $Zi = \frac{Xi-\bar{x}}{S}$

Where:

Zi = Score

Xi = Limit of under class or higher class

$\bar{x}$ = Mean

4) Find the score of P (Zi) by consult the score of Zi with Z table

5) Find Sn (Xi) - P(Zi))

6) Find the absolute score of Sn (Xi) – P (Zi)

7) Determine the higher score of obsulute mark Sn (Xi) - P (Zi). It is named with Lo (Liliefors)

8) Test the Lo score with Liliefors table with the certain degree of freedom (α) : 0.05.

9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (α) 5%.

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population is homogeneous or not. This test is done by using F test. The homogeneity test by using F test was done by follow the steps below:

1) Find the mean score ($\bar{X}$)

$$(\bar{x}) = \frac{\sum fxi}{n}$$

2) Find the Standard Deviation (SD)

$$SD = \frac{\sqrt{\Sigma f(xi-\bar{x})^2}}{n-1}$$

3) Find the Variant (S^2)

$$S^2 = \frac{\Sigma f(xi-\bar{x})^2}{n-1}$$

4) Find the F –obtained = $\frac{\text{the higher variant}}{\text{the lower variant}}$

$$Fhit = \frac{S1^2}{S2^2}$$

5) Consult with table F which level significance (α) 0.05

$$F_{tab} \text{ right} = F\alpha\ (V_1, V_2)$$

$$F_{tab} \text{ left} = \frac{1}{F\alpha\ (V_2, V_1)}$$

Note: F = homogeneity data

$S1^2$ = highest variant

$S2^2$ = lowest variant

df = degree of freedom

V_1 = high total sample minus 1

V_2 = low total sample minus 1

6) Take the conclusion, if the F_{hit} located between F_{table} left and F_{table} right, it can be concluded that both of the classes are homogeny.[28]

C. Instrumentation

Instrument is a tool used to collect data. The instrument that was used in this research is test about students' listening comprehension and the form of test was multiple choices. There are two tests are used, pre-test and post-test. The test is set based on the goal of teaching and learning that will be achieved. Pre-test was used to know students' listening comprehension at the beginning and posttest was used to know the development of the students' listening comprehension in the end after being given the treatment.

In order to made that test become the valid and reliable test, the researcher done the validity and reliability of the test.

1. Validity

Validity in testing is used to discover whether a test measures accurately what is intended to measure. Arikunto says that a test can be said as

[28] L.R. Gay, *Educational Research, Competencies for analysis and Application*,…p.350

a valid test if the measure what is intended to measure and the instrument is called as valid instrument when it can give a true description about the data based on the reality or fact.[29] In this research, the validity was about the content validity and empirical validity. The validity test was done by using product moment by pearson as follows:[30]

$$R_{xy} = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2-(\Sigma X)^2][N\Sigma Y^2-(\Sigma Y)^2]}}$$

Where:

r_{xy} = Correlation coefficient between x variable and y variable, these two variables are correlated

N = Total of students

$\sum XY$ = Total of multiple score item and total score

$\sum X$ = Total item

$\sum Y$ = Total score

So, if rxy>r table, the test was valid and rxy<r table, the test was invalid.

2. Reliability

Test is reliable the test gives the current result as the same as the previous test that concerned with the test consistently measures whenever it used. A reliable measure in one that provides consistent and stable indication

[29] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikani*, (Jakarta: Bumi Aksara, 1997) p. 57

[30] Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan dan Praktek* :Edisi Revisi IV, (Jakarta:Rineka Cipta,1998) p.161

of the characteristic being investigated.[31] The researcher used the formula K-R 20 as follow:[32]

$$R^{11} = \frac{n}{n-1}\left[\frac{s^2-\Sigma pq}{s^2}\right]$$

Where :

R^{11} = Reliability coefficient

n = The sum of students

p = Proposition who give right answer

q = Proposition of students who give wrong answer

Σ_{pq} = Sum of $_{pq}$

S^2 = Variant

General description of coeficient correlation as follows :

0.80 - 1.00 : very high

0.60 - 0.80 : high

0.40- 0.60 : moderate

0.20- 0.40 : low

0.00 - 0.20 : very low

D. Technique of the Data Collection

The researcher gave pre-test and post-test to both experimental and control groups. The pre-test was given in order to know the students' listening comprehension at the beginning and the post-test was given in order to know the significant effect after giving the treatment to the experiment group.

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[31] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*:revisi,……p.87

[32] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1996) p.100

The result of the test was used as the data of this research. The researcher examined and analyzed the students' answer sheet on one by one. The maximum score is 100 and minimum score is 0. So, each student was scored by dividing score of correct answers with total items then times to one hundred. Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of animation films can give significant effect or not in improving the students' listening comprehension.

E. Technique of the data analysis

The data analysis was aimed to test hypothesis of the research. This researcher used the t-test in analyzing the data. Suharsimi Arikunto states if in a research there are experimental and control class, the researcher uses t-test to analyze the data.[33]

There were some formulas that were used to analyze the data in this research. Gays says that formulas are used to find out whether there was or there was no significant effect, significant different and whether animation films is better than conventional media using formula as follows:[34]

The formulas are following:

1. Average score of each group: $\bar{x} = \frac{\sum fxi}{n}$

2. Sum of square: $SS = \Sigma xi^2 - \frac{(\Sigma xi)^2}{n}$

3. t – test formulate to hypothesis 1:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2} \quad \frac{(1 \quad + \quad 1)}{n1 \quad n2}}}$$

[33] Suharsimi Arikunto, *Manajemen Penelitian*,(Jakarta: Rineka Cipta, 2007), p. 392
[34] Gay….395

Where:

t = the value of t-calculate

X1 = Mean Score of the posttest from Experiment Class

X2 = Mean Score of the pretest from Experiment Class

SS = The sum of square

SS1= The Sum of square of posttest from Experiment Class

SS2= The Sum of square of pretest from Experiment Class

n = Number of sample

n1 = Number of Sample in the Experiment Class

n2 = Number of Sample in the experiment Class

4. t – test formulate to hypothesis 2:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = the value of t-calculate

X1 = Mean Score of the posttest from Experiment Class

X2 = Mean Score of the posttest from Control Class

SS = The sum of square

SS1= The Sum of square of posttest from Experiment Class

SS2= The Sum of square of posttest from Control Class

n = Number of sample

n1 = Number of Sample in the Experiment Class

n2 = Number of Sample in the Control Class

To find out whether the value of t obtained indicate a significant effect between mean pre-test and post-test score of experimental class. Significant difference between post-test both of class, it was compared to the value of **t** in the table at the degree of freedom α = 0, 05. The condition is the descriptive hypothesis (Ha) was accepted **if** $\mathbf{t_{hit} > t_{table}}$**.** It means that the descriptive hypotheses was (Ha) accepted.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter describes the analysis of the data collected to answer the research questions:

1. Is there any significant effect of using animation films toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan?
2. Is there any significant difference between using animation films and conventional media toward students'listening comprehension?
3. Is animation films give better result than conventional media toward students'listening comprehension?

The finding consists of three parts, they are: description of the data, analysis of the data and testing the hypothesis.

1. Description of the Data

The data of the research was based on the students' score on the pre-test and post- test given for both of groups: the experiment group and control group. Both groups were given the same pre-test and post-test. However, there were 25 students for control class and 20 students for experimental class.

The pre-test and post-test were in the form of multiple choices where students chose one of four options; A, B, C, or D. The topic given was “Admitting fact and Denying fact”. The scores in the pre-test and post-test for both groups were different.

The data in both of the experimental and control classes are explained below:

a. Data from the Pre- test of Experimental and Control Class

Pre-test had been given by researcher at the first meeting before conducting the treatment for experiment class by using animation films and treatment for control class by using audio. The data obtained show that the lowest score of pre-test gained by the experimental group is 25 and the highest score is 70. It is found that there are one students who got 25, 35, 40, 70, three of them got 45, six of them got 50, two students got 55, four students got 60, and two students got 65. The overall score of experiment class is ($\sum x_1$=1085) and double overall score is ($\sum x_{1^2}$=58345) with the mean score is ($\bar{X}$ = 51.66).

The analysis of raw pre-test scores attained by the control group is as follows:

Table 4.1: Pre-test Scores of the Experimental class

(VIII B)

No	Name	Score
1	Adrian Pratama	45
2	Annisa Safitri	50
3	Apri Wahyudi	65
4	Arif Budiman	50
5	Damal Huri	25
6	Dilla Mardiana	55
7	Fiosi Nilam Sari	60
8	Fitriani Adela	60
9	Hesti Eriani	50
10	Jumaini	55
11	Meisa Rahman	35
12	Melati Restria	50
13	Muhamat Reza Fahlevi	70
14	M utiara Afrillya	65
15	Nita Oftafiani	60
16	Oktria Wulandari	40
17	Rani Zakiah	45
18	Ranti Zulfa Putri	45
19	Razak Fitra	50
20	Ronaldo Putra	60
21	Sisdya Rahmadhani	50

The data obtained show that the lowest score of pre-test gained by the control group is 35 and the highest score is 60. It is shown that there are four students who got score 35, four of them got 40, two of them got 45,55,60, and six of them got 50. The overall score of experiment class is ($\sum x_1$=920) and double overall score is ($\sum x_{1^2}$=43600) with the mean score is ($\bar{X}$ = 46).

Table 4.2: Pre-test Score of the Control

Class (VIII A)

No	Name	Score
1	Ade Fauziah Putri	35
2	Ahmad Ilham	35

3	Cindy Amelia	40
4	Deby Gustia	40
5	Defran Ahmad	40
6	Defryan Wahyu Kelana	50
7	Fitri Ramadhani	55
8	Fitri Yunahir	60
9	Fuji Harsih	45
10	Nadia Alfira	50
11	Nadia Puspa Sari	55
12	Ogi Rahman	40
13	Okta Vera	50
14	Putri Angraini	35
15	Rafiq Hamdan Ghali	50
16	Riska Putri	35
17	Rizka Anggita	50
18	Syafira Vironika K	45
19	Ttita Maidarilfa	60
20	Wendi Magribi	50

The comparison of pre-test result of both the experimental and control classes is also shown in the table below:

Table 4.3: The cumulative Test Result of Pre-test in the Experimental and control classes

Statistic	**Experimental Class**	**Control Class**
N	21	20
Mean	51.66	46
Standard Deviation	10.69	8.20
Variant	2287	1280
Minimum	25	35
Maximum	70	60

The data above shows that there are 41 students who are involved in the pre-test: 21 students in the experimental class and 20 students in the control class. The mean score of the experimental class is 51.66. The standard deviation of the experimental class is 10.69 and control class is 8.20. The variant of the experimental class is 2287 and control class is 1280. The lowest score of the experimental class is 25 and control class is 35. The highest score of the experimental class is 70 and control class is 60.

b. Data from the Post-test of Experimental and Control Class

The Post test was conducted at the end of the treatment in the experiment and control class.

The data gained from the post-test score of the experimental class are follows:

Table 4.4: The Post-Test Score of the Experimental Class

No	Name	x_1	x_{1^2}
1	AP	70	4900
2	AS	85	7225
3	AW	70	4900
4	AB	65	4225
5	DH	60	3600
6	DM	80	6400
7	FNS	70	4900
8	FA	50	2500
9	HE	60	3600
10	JM	80	6400
11	MRH	70	4900
12	MRT	70	4900
13	MRF	85	7225
14	MA	60	3600
15	NO	70	4900
16	OW	75	5625
17	RZ	40	2500
18	RZP	70	4900
19	RF	75	5625
20	RP	60	3600
21	SR	70	4900
		$\sum x_1$=1520	$\sum x_{1^2}$=101325

The data gained from the post-test score of the control class are follow:

Table 4.5: The Post-test Score of the Control Class

No	Name	x_2	x_{2^2}
1	AFP	70	4900
2	AI	65	4225
3	CA	60	3600
4	DG	60	3600
5	DA	35	3025
6	DWK	70	4900
7	FR	50	2500
8	FY	35	3025
9	FH	55	3025
10	NA	65	4225
11	NPS	65	4225
12	OR	40	2500
13	OV	60	3600
14	PA	70	4900
15	RHG	65	4225
16	RP	50	2500
17	RA	65	4225
18	SVK	60	3600
19	TM	70	5625
20	WM	65	5625
		$\sum x_2$=1240	$\sum x_2$=78050

From the data above, the lowest score of posttest obtained by the control class is 35 and the highest score is 70. After classified, it can be seen that there are three students got 50, four of them got 60, six of them got 65, and one of them got 55.

The comparison of post-test in both the experimental and control classes is shown in the table below:

Table 4.6: The cumulative Test Result of Post-test in the Experimental and Control Classes

Statistic	Experimental class	Control Class
N	21	20
Mean Score	72.38	62
Standard Deviation	6.91	7.84
Variant	958	1.170
Minimum	40	35
Maximum	80	70

The data presented above shows that there are also 41 students who are involved in the post-test: 21 students in experimental class and 20 students in control class. The mean score of the experimental class is 72.38 and control class is 62. The standard deviation of experimental class is 6.91 and control class is 7.84. The variant of the experimental class is 958 and control class is 1.170. The lowest score of the experimental class is 40 and control class is 35. The highest score of the experimental class is 80 and control class is 70.

The comparison of test result of pre-test and post-test from the experimental and the control class is shown their fallowing table:

Table 4.7: The Comparison of Pre-Test and Post-Test of the Experimental and Control Classes

Test Result / The Class	Pre-test	Post-test
Experimental Class	μ = 51.66 SD= 1069 S^2 = 2287	μ = 72.38 SD= 8.20 S^2 = 1280
Control Class	μ = 46 SD= 920 S^2 = 958	μ = 62 SD= 7.84 S^2 = 1170

It can be seen in the table above that the mean score of pre-test in the experimental class is 51.66 and the mean score of the post-test in the experimental class is 72.38. It means, the post-test result of the experimental class is higher than pre-test result of the experimental class. The table above also shows that the mean score of post-test in the experimental class is higher than the mean score of post-test in the control class; they are 62 and 46

2. Analysis of the Data

The analysis of the data in this research involved several statistical processes, such as:

a. Testing of Normality of the Data

The normality test of the data was needed to find out whether the data was distributed normally or not. The normality test of the data was conducted by using Liliefors test with the level of significance 0.05. The researcher chose both of VIIIA and VIIIB classes as the sample. Then, the researcher collected the mark of students' listening comprehension test to test the normality of the data. The following table is the result of normality test of both classes:

Table 4.8: Normality Test of Pretest Score of Experiment Class

(VIII A)

Xi	F	f(Xi)	$X_i - \bar{X}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi) \rvert$
25	1	25	-26.66	-2.49	0.0064	0.04	0.0336
35	1	35	-16.66	-1.55	0.0606	0.09	0.0294
40	1	40	-11.66	-1.09	0.1379	0.14	0.0021
45	3	135	-6.66	-0.62	0.2676	0.28	0.0124
50	6	300	-1.66	-0.15	0.4404	0.57	**0.1296**
55	2	110	3.34	0.31	0.6217	0.66	0.0383
60	4	240	8.34	0.78	0.7823	0.85	0.0677
65	2	130	13.34	1.24	0.8925	0.95	0.0575
70	1	70	18.34	1.71	0.9564	1	0.0436
	∑ = 21	∑ = 1,085					

∑ x= 1,085

Mean Score=

$$\bar{X} = \frac{\sum X_i}{n} = \frac{1085}{21} = 51.66$$

Standard Deviation=

$$s = \frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{(21\times 58{,}345) - 1085^2}{21(21-1)} = 114.333$$

$$s = \sqrt{114333} = 10{,}69$$

Variant=

$s^2 = (10{,}69)^2 = 114{,}27$

From the column of F(Zi) – S(Zi), the score of Lo = **0.1296,** L – table for n = 21 with the level of significant 0.05 = 0.190,So, Lo < Ltable, 0.1296< 0.190. It can be concluded that the samples are distributed normally.

Table 4.9: Normality mark of Listening comprehension PreTest of Control class (VIII B)

					P	**Sn(xi) - P(Zi)**	**|Sn(xi) - P(Zi)|**
					0	0.0792	0.0792
					0	0.1133	0.1133

					0	0.1757	**0.1757 =Lo**
					0	-0.0487	0.0487
					0	-0.054	0.054
					0	0.033	0.033

$\sum$ x= 920

Mean Score=

$$\overline{X} = \frac{\sum X_i}{n} = \frac{920}{20} = 46$$

Standard Deviation=

$$s = \frac{n\sum {X_i}^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{(20 \times 43600) - 920^2}{20(20-1)} = 67.3$$

$$s = \sqrt{67.37} = 8.20$$

Variant:

$s^2 = (8.20)^2 = 67.24$

From the column of F(Zi) – S(Zi), the score of Lo = **0.1673**.L – table for n = 20 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, **0.1673< 0.190**. It can be concluded that the samples are distributed normally

a. Normality Test of Post-test Score of Experiment Class

Table

The Calculation of Mean Score, Standard Deviation, and Variant of

Post-test Score in Experiment Class

Xi	F	f(Xi)	$X_i - \bar{X}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi) \rvert$
40	2	120	-13.57	-1.96	0.0250	0.095	0.07
50	8	560	-3.57	-0.51	0.3050	0.476	0.171
60	5	375	1.45	0.20	0.5793	0.714	**0.1347**
70	5	400	6.43	0.93	08238	0.952	0.1282
85	1	90	16.43	2.37	0.9911	1	0.0089
	∑ = 21	∑ = 1545					

∑ x= 1545

Mean Score=

$$\bar{X} = \frac{\sum X_i}{n} = \frac{1545}{21} = 73.57$$

Standard Deviation=

$$s = \frac{n\sum X_i{}^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{(21\times 114625) - 1545^2}{21(21-1)} = 47.85$$

$$s = \sqrt{47.85} = 6.91$$

Variant=

$s^2 = (6.91)^2 = 47.74$

From the column of F (Zi) – S(Zi), the score of Lo = **0.1347**. L – Table for n = 21 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, **0.1347< 0.190**. It can be concluded that the samples are distributed normally.

b. Normality Test of Post-test Score Control Class

Table 4.12:

The Calculation of Mean Score, Standard Deviation, and Variant of

Post-test Score in Control Class

Xi	F	f(Xi)	X_i- $\bar{x}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi)\rvert$
35	3	150	-12	-1.53	0.0630	0.15	0.087
40	3	165	-7	-0.89	0.1867	0.3	**0,1133**
50	4	240	-2	-0.25	0.4013	0.5	0.0987
60	5	325	3	0.38	0.6480	0.75	0.102
70	3	210	8	1.02	0.8461	0.9	0.0539
	∑ = 20	∑ =1240					

∑ x= 1240

Mean Score=

$$\overline{X} = \frac{\sum X_i}{n} = \frac{1240}{20} = 62$$

Standard Deviation=

$$s = \frac{n\sum X_i{}^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{(20\times 78050) - 1240^2}{20(20-1)} = 61.57$$

$$s = \sqrt{61.57} = 7.84$$

Variant=

$s^2 = (7.84)^2 = 61.46$

From the column of F(Zi) – S(Zi), the score of Lo = **0,1133** L – table for n = 20 with the level of significance **0.05 = 0.190** So, Lo < Ltable, **0,1133 < 0.190**. It can be concluded that the samples are distributed normally.

c. Homogeneity Test of the Pretest Score from the Control and the Experiment Class

Table 4.13:

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	51.66	21	10.69	114.276
Control Class	46	20	8.20	400

Fhit = The higher variant

The lower variant

F = 114.276 =285,69

400

F = 285,69

Ftab =V1 =jumlah data pertama-1

= 21-1

=20

V2 =jumlah data ke dua -1

=20-1

=19

For F-table with level of significant 0.05=2.16. So, F-hit< Ftable 1.287 < 2.16. It can be concluded that the data is homogenous.

Table 4.13:

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	51,66	21	10.69	114.27
Control Class	46	20	8.20	67.24

Fhit = The higher variant

The lower variant

F = 114.27 =1.699

67.24

F = 1.699

Ftab =V1 =jumlah data pertama-1

= 21-1

=20

V2 =jumlah data ke dua -1

=20-1

=19

For F-table with level of significant 0.05=2.16. So, F-hit< Ftable 1.699 < 2.16. It can be concluded that the data is homogenous.

d. **Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class**

Table 4.14:

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	73.57	21	6.91	47.74
Control Class	62	20	7.84	61.46

Fhit = The higher variant

The lower variant

F = 61.46 =1.287

47.74

F = 1.287

Ftab =V1 =jumlah data pertama-1

= 21-1

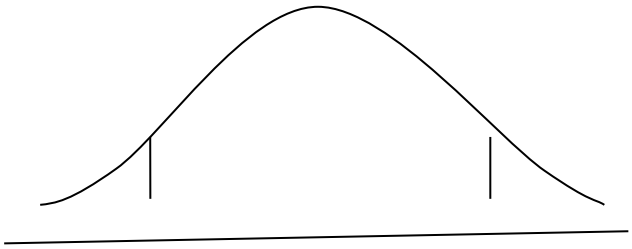
=20

V2 =jumlah data ke dua -1

=20-1

=19

For F-table with level of significant 0.05=2.16. So, F-hit< Ftable 1.287 < 2.16. It can be concluded that the data is homogenous



F left-table= 1.68 F hit=1.28 F right table =2.16

The data can be said homogeny if F obtained located between F left-table and F right-table. From the curve above, it is found that the F obtained located between F left- table and F right-table = F left-table< F table < F right-table, where 1.68<1.28<2.16. It can be concluded that the data is homogeny.

3. Testing the Hypothesis

The calculation of hypothesis t-test was conducted by using t-test formula. If the value of the t obtained is higher than the value of the t table, the hypothesis is accepted. However, if the value of the t obtained is the same or less than the value of t table, the hypothesis is rejected.

a. The first hypothesis

Ha : There is a significant effect of using animation films toward students' listening comprehension.

Ho : There is no significant effect of using animation films toward students' listening comprehension.

The first hypothesis states that there is a significant effect of using animation films toward students' listening comprehension or there is no significant effect of using animation films toward students'listening comprehension. The hypothesis testing is shown in the formula below:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{73.57 - 62}{\sqrt{\left(\frac{1520 + 1085}{21 + 21 - 2}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{11.57}{\sqrt{\left(\frac{2605}{40}\right)(0.004 + 0.04)}}$$

$$t = \frac{1157}{\sqrt{(65.12(0.8)}}$$

$$t = \frac{11.57}{52.09}$$

t= 2.21

So, the t obtained = 2.21

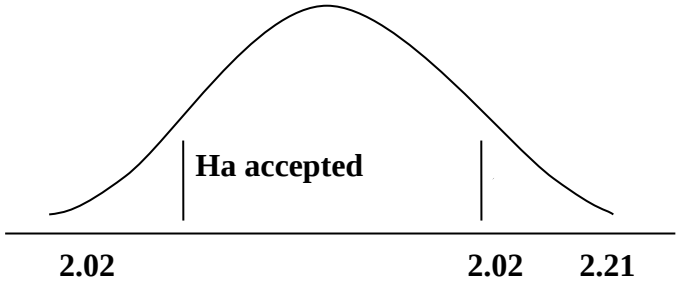
For t table for df =(na+nb-2) = (21+20-2)= 39 with the level of significance 0.05 is = 0.05/2 = 0.025=2.02

So, t obtained >t table, 2.21>2.02.

From the calculation of pre-test and post-test scores of the experimental class above, it was found that t obtained was 2.21 and the t table for degrees of

freedom (df) = (na+nb-2)=(21+20-2)= 39 with the level significance a 0.05= was 2.02. Through comparing the t obtained (2.21) and t table (2.02), it was found that the t obtained was higher than the t table. It is seen in the curve below:

Figure 1: The Curve of the t-test Result of Post-test and Pre-test in the Experimental Class:



From the calculation it is seen that the hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because the t obtained is higher than the t table. So, it can be concluded that there is a significant effect of using animation films toward students' listening comprehension.

From the calculation of the post-test and pre-test of the experimental class, it is found that the mean score of the experimental class in the post-test is 73.57 and pre-test is 62. It means, the mean score of experimental class in the post-test is higher than the mean score of the experimental class in the pre-test. After testing hypothesis by using t-test, it is found that t obtained with the level of significance 0.05 is 2.21. Through comparing the t obtained (2.21) and t table (2.02), it is seen that t obtained is higher than t table. So, it can be concluded that there is a significant effect of using animation films toward students' listening comprehension.

b. The second hypothesis

Ha : There is significant difference of using animation films and conventional media toward students' listening comprehension.

Ho : There is no significant difference of using animation films and conventional media toward students' listening comprehension.

The second hypothesis states there is or there is no significant difference of using animation films and conventional media toward students' listening comprehension. The hypothesis test is shown in the formula below:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{73.59 - 62}{\sqrt{\left(\frac{1520 - 1240}{21 + 20 - 2}\right)\left(\frac{1}{21} + \frac{1}{20}\right)}}$$

$$t = \frac{11.57}{\sqrt{\left(\frac{280}{39}\right)(0.04 + 0.05)}}$$

$$t = \frac{11.57}{\sqrt{(7.17)(0.09)}}$$

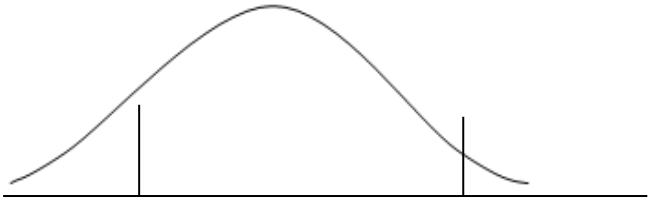
$$t = \frac{11.57}{6.26}$$

t=4.62

From the calculation of post-test scores of the both classes above, it was found that t obtained was 4.62 and the t table for degrees of freedom (df)=(na+nb-2=(21+20-2)=39 with the level significance 0.05 was 1.68.

Through comparing the t obtained (4.62) and t table (1.68), it was found that the t obtained was higher than the t table. It is shown in the curve below:

Figure 2: The Curve of the t-test Result of Post-test in the Experimental and Control Classes



1.68 1.68 4.62

From the curve it can be seen that the hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected because the t obtained is higher than t table, so it can be said that there is significant difference of using animation films than conventional media toward students' listening comprehension.

From the calculation of the post-test and pre-test of both classes, it was found that mean score of post-test in the experimental class was 73.57 and control class was 62. It means, the means score of post-test in the experimental class is higher than the mean score of post-test in the control class. After testing hypothesis by using t-test, it was found that t table was 1.68 with the level of significance was 0.05. Trough comparing the t obtained (4.62) and t table (1.68), it is found that t was bigger than t table. It can be concluded that there is significant difference using animation films than conventional media toward students' listening comprehension.

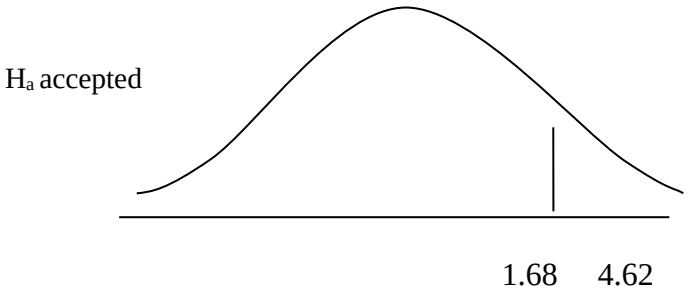
c. The third hypothesis

Ha: animation films gives better result than conventional media toward students'listening comprehension.

Ho: animation films does not give better result than conventional media toward students' listening comprehension.

The third hypothesis is animation films give better result or not toward students'listening comprehension. The data gotten to prove this hypothesis is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test. From the second hypothesis above, it was found that t obtained was 4.62 while the t table for df = (na+nb-2) =(21+20-2)=39 with the level of significance 0.05 was 1.6849 of t table for df . Trough comparing the t obtained (4.62) and t table (1.68), it was found that the t obtained was higher that the t table. Besides, the t obtained located after t table. The result of the t-test is shown in the following curve:

Figure 3: The curve of the t-test result of the third hypothesis



The curve describes that the t obtained is higher than the t table. It means that the hypothesis (ha) is accepted. It can be concluded that using animation films gave better result than conventional media toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan.

B. Discussions

Listening comprehension is one of important process in learning English, students usually found some problems in their learning process. They would be difficult in listening comprehension and lack of vocabulary because they found difficulties to understand in listening comprehension. There are many media that might be used toward students'listening comprehension. One of them is animation films. According to Junaid, animation films is designed to encourage students to improve their memorizing, comprehend, knowledge, and, aid them in remembering and reinforcing new words them.[35] So, the researcher used animation films toward students' listening comprehension in learning English at the eight grade of SMPN 5 Pangkalan.

Based on the result of the data analysis, it can be seen that Ho was rejected for first, second and third hypothesis. It means Ha was accepted for hyphotesis I, II and III. There next some are explanations about the testing hypothesis above.

The first of testing hypothesis can be concluded that students' listening comprehension was improved by using animation films. It can be seen from the mean score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class was 51.66 and the mean score of post-test was 73.57. This condition means that teaching listening comprehension through animation films could improve their listening comprehension.

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[35] Junaid, (*English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar*), Vol. 2 No. 1 November 2012

The second hypothesis used the scores of post-test in experimental and control class. The data analysis showed that the score of experimental class was higher than the score of the score of control class. It means there was any significant difference of the students' achievement in listening comprehension between using animation films and conventional media. In the second hypothesis, the researcher used two tail tests because the researcher did not know which one was better than the other. In order to know which the better one was, the researcher tasted the third hypothesis.

The last hypothesis showed which the better one. This hypothesis used one tail. It was different from second hypothesis. The result of t-test showed that using animation films in teaching listening was better than using conventional media. It can be seen from the post test mean score of experimental class which was 73.57 and the mean score of control class which was 62

There were any increasing scores of both of the classes from pre test. It means animation films were able to improve students' listening comprehension. In conclusion, using animation film gave the effect toward students' listening comprehension at the eight grade of SMPN 5 Pangkalan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussions in the previous chapter, the researcher concludes this research that focus on students' listening comprehension through using animation films.

1. The students' post-test scores in the experimental class were higher than the pre-test scores. It was found that t-obtained value higher than the value of the t-table. It means that there is a significant effect of using animation films toward students'listening comprehension at the eight grade of SMPN 5 Pangkalan. In short, the first hypothesis of this researcher could be accepted that there is significant effect of using animation films toward students' listening comprehension.
2. The students' post-test scores of the students who were using animation films were higher than the students who were not using animation films . It was found that the result of t-test which was higher that the t- table. It can be concluded that there is significant differences of using animation films and conventional media toward students' listening comprehension
3. The finding of the t-test of post-test scores of the both classes, experimental and control class: it is showed that the $t_{obtained}$ was higher than $t_{table.}$ So, it can be assumed that animation films gives better result than conventional media toward students' listening comprehension

From the findings of these hypotheses, it can be concluded that animation films is a good media toward students' listening comprehension and the teacher can apply it in the classroom when teaching in listening.

B. Suggestions

Based on the result of the research, the researcher would like to suggest that:

1. Based on the result of the research, the English teacher is recommended to use animation film media as an alternative teaching media especially teaching listening comprehension. The teachers are hoped to facilitate the students on practicing the media or provide students with varying materials to be learned in listening process.
2. The teachers are hoped more guiding students in using animation film media to help students more active and understand in listening comprehension.
3. Students also need to improve their listening by using animation film in order to improve their vocabulary and comprehension.
4. Further researchers are suggested to conduct a study on the effect of using animation film in teaching other skills to explore the use of this media in other skills.

Appendix 1

Pre-test Score of the Experimental Class

No	Name	Xi	Xi^2
1	AP	45	2025
2	AS	50	2500
3	AW	65	4225
4	AB	50	2500
5	DH	25	625
6	DM	55	3025
7	FNS	60	3600
8	FA	60	3600
9	HE	50	2500
10	JM	55	3025
11	MR	35	1225
12	MLR	50	2500
13	MRF	70	4900
14	MUA	65	4225
15	NO	60	3600
16	OW	40	1600
17	RZ	45	2025
18	RZP	45	2025
19	RF	50	2500
20	RP	60	3600
21	SR	50	2500
		$\Sigma xi=1085$	$\Sigma x^2= 58345$
Total Score			1085
Highest Score			70
Lowest Score			25
Mean Score			51.66

Appendix 2

Pre–test Score of the Control Class

No	Name	Xi	Xi^2

1	AFP	35	1225
2	AI	35	1225
3	CA	40	1600
4	DG	40	1600
5	DA	40	1600
6	DWK	50	2500
7	FR	55	3025
8	FY	60	3600
9	FH	45	2025
10	NA	50	2500
11	NPS	55	3025
12	OR	40	1600
13	OV	50	2500
14	PA	35	1225
15	RHG	50	2500
16	RP	35	1225
17	RA	50	2500
18	SVK	45	2025
19	TM	60	3600
20	WM	50	2500
		Σxi=920	Σx^2= 43 60 0
Total Score			920
Highest Score			60
Lowest Score			35
Mean Score			46

Appendix 3

Pre-test Score in Experimental Class

NO	Xi	F	Fxi	xi-$\bar{x}$	Zi	F(zi)	

1	25	1	25	-26.66	-2.49	0.0064	0
2	35	1	35	-16.66	-1.55	0.0606	0
3	40	1	40	-11.66	-1.09	0.1379	0
4	45	3	135	-6.66	-0.62	0.2676	
5	50	6	300	-1.66	-0.15	0.4404	
6	55	2	110	3.34	0.31	0.6217	

7	60	4	240	8.34	0.78	0.7823	
8	65	2	130	13.34	1.24	0.8925	
9	70	1	70	18.34	1.71	0.9564	
		n=21	Σ F xi = 1085			ΣF(xi-$\bar{x}$)^2= 5695	

Appendix 4

Pre-test Score in Control Class

			F	S	Z	P(zi)	Sn (xi) -P (zi)	ISn(xi)-P(zi)I
			3	0.	-	0.0708	0.0792	0.0792
			6	0.	-	0.1867	0.1133	0.1133
			9	0.	-	0.2743	0.1757	**0.1757=Lo**
			1	0.	0	0.5987	-0.0487	0.0487
			1	0.	0	0.7054	-0.054	0.054
			1	0.	0	0.7967	0.033	0.033

						$\Sigma F(xi-\bar{x})^2=26326$		

Appendix 5

Post-test Score of the Experimental Class

No	Name	x_1	x_{1^2}
1	AP	70	4900
2	AS	85	7225
3	AW	70	4900
4	AB	65	4225
5	DH	60	3600
6	DM	80	6400
7	FNS	70	4900
8	FA	50	2500
9	HE	60	3600
10	JM	80	6400
11	MRH	70	4900
12	MRT	70	4900
13	MRF	85	7225
14	MA	60	3600
15	NO	70	4900
16	OW	75	5625
17	RZ	40	2500
18	RZP	70	4900
19	RF	75	5625
20	RP	60	3600
21	SR	70	4900
		$\sum x_1$=1520	$\sum x_{1^2}$=101325

Appendix 6

Post–test Score of the Control Class

No	Name	x_2	x_{2^2}
1	AFP	70	4900
2	AI	65	4225
3	CA	60	3600
4	DG	60	3600
5	DA	35	3025
6	DWK	70	4900
7	FR	50	2500
8	FY	35	3025
9	FH	55	3025
10	NA	65	4225
11	NPS	65	4225
12	OR	40	2500
13	OV	60	3600
14	PA	70	4900
15	RHG	65	4225
16	RP	50	2500
17	RA	65	4225
18	SVK	60	3600
19	TM	70	5625
20	WM	65	5625
		$\sum x_2$=1240	$\sum x_2$=78050

Appendix 7

The Calculation of Post-test Score in Experiment Class

Xi	F	f(Xi)	X_i- $\bar{x}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi) \rvert$
35	3	150	-12	-1.53	0.0630	0.15	0.087
40	3	165	-7	-0.89	0.1867	0.3	**0,1133**
50	4	240	-2	-0.25	0.4013	0.5	0.0987
60	5	325	3	0.38	0.6480	0.75	0.102
70	3	210	8	1.02	0.8461	0.9	0.0539
	$\sum$ = 20	$\sum$ =1240					

Appendix 8

The Calculation of Post-test Score in Experiment Class

Xi	F	f(Xi)	$X_i - \bar{X}$	Zi	F(zi)	S(zi)	$\lvert F(zi) - S(zi) \rvert$
40	2	120	-13.57	-1.96	0.0250	0.095	0.07
50	8	560	-3.57	-0.51	0.3050	0.476	0.171
60	5	375	1.45	0.20	0.5793	0.714	**0.1347**
70	5	400	6.43	0.93	08238	0.952	0.1282
85	1	90	16.43	2.37	0.9911	1	0.0089
	∑ = 21	∑ = 1545					

Appendix 9

Mark Listening comprehension Test Scoring Sheet of VIII

No	Name	Xi	Xi^2
1	AFP	25	625
2	AI	20	400
3	CA	25	625
4	DG	40	1600
5	DA	40	1600
6	DWK	50	2500
7	FR	60	3025
8	FY	45	2025
9	FH	45	2025
10	NA	55	3025
11	NPS	55	3025
12	OR	40	1600
13	OV	50	2500
14	PA	35	1225
15	RHG	50	2500
16	RP	35	1225
17	RA	50	2500
18	SV K	45	2025
19	TM	45	2025
20	WM	50	2500
		$\Sigma xi=915$	$\Sigma xi^{2=}30285$

Appendix 10

Mark Listening comprehension Test Scoring Sheet of VIII B

NO	NAME	Xi	Xi^2
1	AP	25	625
2	AS	40	1600
3	AW	60	3600
4	AB	20	400
5	DH	30	900
6	DM	45	2025
7	FNS	50	2500
8	FA	30	900
9	HE	55	3025
10	JM	40	1600
11	MRH	60	3600
12	MRT	30	900
13	MRF	65	4225
14	MA	50	2500
15	NO	65	4225
16	OW	35	1225
17	RZ	55	3025
18	RZP	40	1600
19	RF	50	2500
20	RP	35	1225
21	SR	50	2500
		$\Sigma xi=$ 550	$\Sigma x^2=$ 27020

Appendix 11

AINSTRUMENT OF TRY OUT TEST

Choose the right answer by using expression admitting fact and denying fact, by croosing (x) a, b, c, or d

1. What does Roonin's expression mean?
    a. admitting
    b. denying
    c.agreement
    d. opinion

2. What does Marry's expression mean?
    a. She is giving admitting expression for Mary reason
    b. She is giving denying expression for Mary reason
    c. She is giving opinion expression for Mary reason
    d. She is giving information for Mary reason

3. Queen Tara says?
    a. I can't be around for it anymore
    b. I want you stay here
    c. No, I don't understand
    d. I can't be perfact

4. What does Marry's expression mean?
    a. She is can't read the map
    b. She is can't write the map
    c. She is can't eat
    d. She is can't look the map

5. What does Roonin's expression mean?
    a. He is denies her opinion
    b. He is confirm her opinion
    c. He is support her opinion
    d. He is correct her opinion

6. What does Marry's expression mean?
    a. Giving something
    b. Giving admitting fact expression
    c. Giving suggestion
    d. Giving denying fact expression

7. What does Galu's expression mean?
    a. Galu giving admitting expression that him I do know
    b. Galu giving denying expression
    c. Galu giving something for Mary
    d. Galu giving opinion for Mary

8. What does Nude's expression mean?

a. He is can’t hear
b. He is can’t see
c. He is can’t hear
d. He is can’t read

9. What dose it mean Mub and Grub expression?
a. They are giving admitting expression based on their feeling
b. They are giving information
c. They are giving statement
d. They are giving offering help

10. What does father expression mean?
a. Father giving agree opinion
b. Father giving denying expression
c. Father giving satisfaction
d. Father giving information

11. What does Galu’s expression mean?
a. He is giving something
b. He is giving opinion
c. He is giving denying fact
d. He is giving disagreement

12. What does it mean Roonin says for Nude?
a.He is giving admitting fact for Nude statement
b.He is giving denying fact for Nude statement
c.He is giving opinion for Nude statement
d.He is giving information for Nude statement

13. What does Cris’s expression mean?
a. Denying fact
b. Admitting fact
c. Information
d. Opinion

14. Which is the best answer from Roonin’s expression!
a. No, I don’t feel that
b. Yes, I feel this is a bad idea
c. Yes, I feel this condition
d. No, I don’t feel that

15. What does Queen Tara’s expression mean?
a. She is giving admitting fact
b. She is giving opoinion

c. She is giving statement
d. She is giving denying fact

16. Which is the example denying expression based on dialogue above!
    a. I can't jump that high
    b. Nude is jump
    c. She is run
    d. She is beautiful

17. Galu's expression his?
    a. agreement
    b. admitting
    c. opinion
    d. satisfaction

18. What is Mary says?
    a. I am not doing
    b. I do that
    c. Yes, I am
    d. No, I don't

19. What does Nude's expression mean?
    a. giving admitting fact
    b. asking something
    c. giving denying fact
    d. asking opinion

20. What does Marry's expression mean?
    a. Her giving statement
    b. Her giving denying expression
    c. Her giving admitting expression
    d. Her giving opinion

21. What does Queen Tara's expression mean?
    a. Expression to anything
    b. Expression to denying
    c. Expression to admitting
    d. Expression to information

22. What does Rogan's expression mean?
    a. Agreeing
    b. Admitting
    c. Opinion
    d. Denying

23. Which is the best answer from Galu's expression mean!
    a. I didn't says that
    b. Really
    c. Yes, it was me
    d. I am sorry

24. The expression mean?
    a. Admitting fact
    b. Opinion
    c. Information
    d. Documentation

25. What does Merry's expression?
    a. Giving a help
    b. Denying fact
    c. Invitation
    d. Giving fact

26. The expression mean?
    a. She is giving admitting fact
    b. She is giving denying fact
    c. She is giving agreeing expression
    d. She is offering something

27. Which is the best answer from Roonin's expresses!
    a. No, I don't feel that
    b. Yes, I feel this is a bad idea
    c. Yes, I feel this condition
    d. No, I don't feel that

28. What does it mean Nude expression based on the dialogue?
    a. He is giving denyingfact for Mary
    b. He is giving admitting fact for Mary
    c. He is don't understand about Roonin
    d. Heis good a man

29. The expression mean?
    a. Admitting fact
    b. Giving statement
    c. Asking opinion
    d. Denying fact

30. What does Queen Tara's expression?

a. She is giving Admitting expression
b. She is asking opinion expression
c. She is giving denying fact expression
d. She is asking agreement opinion expression

TRANSCRIP OF LISTENING TRY OUT TEST

Dialogue 1-30

Expression 1

. Roonin : i don't tell about mouse!

Dialogue 2

. Marry : No, don't do that.

How you get that me, you dont understand , i have to get home this has nothing to do with me.

Q. Tara : you are here, for a reason. Maybe you dont see the connections yet. But just because you don't see them doesn't mean they're not there.

Expression 3

. Q. Tara : I can't be arround anymore.

Expression 4

. Marry : I can’t read this

Dialogue 5

Merry : So you can help me?

Galu : I didn’t say that

Expression 6

. Marry : I Am not from this world

Dialogue 7

. Marry : do you not what do not the poor or not?

Galu : Not a clue, but i know where to look it up.

Dialogue 8

~~Roonan~~: and you aint’t

Nude : sorry, cant hear you

Dialogue 9

Mob : Come on. I know you got a little belly,

Hey. Your majestry.

Q. tara : its all night

Rilex. Its just me.

Mub, grub, its a very nice looking night have a hard time picking pne. Do you have a favorite?

Dialogue 10

Marry : “Ozzy,

Father : “fetch the cammera!”
Marry : “Why do you have security camera, anniway?”
Do people around here steal old newspapers?
Father : “Oh no, no,.They are not security cameras.”

Dialogue 11

Marry : “That’s a big bug?”

Roonin : “No, it’s about everage ectually!”

Dialogue 12

Roonin: “Where have you been?”

Nude : “You told me to ged back, I’am back”
Roonin : “You want credit for that:
You are late!
Nude : “You know what?”
Roonin : “ No”

Dialogue 13

Cris : Mom, I gad it”

Mom : ummm, yes”

Dialogue 14

Queen Tara : “It’s about the feeling, I ged it from the pods”

Don’t you have feeling Roonin?”
Roonin : “Yes, I feel this a bad idea”

Dialogue 15

Father : “Marry Katherine?”

Marry : “Yes”

Father : “Are you here?”
Marry : “Yes”

Dialogue 16

Nude : Jump!

Marry : Ican’t Jump!

Dialogue 17

Mogan : Yes, Sir!

It’s way outside of our borders.

Dialogue 18

Nude : Get Of

Marry : Put it

Nude : Not, you quite.

Marry : I Am not doing this.

Dialogue 19

Marry: Hy, Iam M.k (Marry Katherrine).

Dialogue 20

Grub : Hello,

Tara ; it’s all right

Expression 21

Mather: “ No, I didn’t”

Dialogue 22

Nude : “Do you wanna best:”

Roonin: “ So, I do, I can”

Dialogue 23

Roonin: Do you steel live?

Nude : “I steel don’t need your help”

Dialogue 24

Nude : “With your group?”

Roonin: “How do not gat this?”

Dialogue 25

Roonin : “ Queen Tara we need discusses today”

Queen tara: “I can’t “

Dialogue 26

Queen Tara: Do you have feeling roonin?

Roonin: “ Yes, I feel a bad idea”

Dialogue 27

Marry : look I that just think one idea.

Nude: “No, you are live here?”

Expression 28

Roonin: “yes, just stay for your help”

Expression29

Galu: “ I dind’t say that”

Dialogue 30

Queen Tara : “It’s about the feeling, I ged it from the pods”

Don’t you have feeling Roonin?”

Roonin : “Yes, I feel this a bad idea”

Appendix 12

INSTRUMENT OF TEST

Choose the right answer by using expression admitting fact and denying fact, by croosing (x) a, b, c, or d

1. What does Marry's expression mean?
    e. She is giving admitting fact
    f. She is giving opoinion
    g. She is giving statement
    h. She is giving denying fact

2. Which is the best answer from Roonin's expresses!
    e. No, I don't feel that
    f. Yes, I feel this is a bad idea
    g. Yes, I feel this condition
    h. No, I don't feel that

3.What does Cris's expression mean?
    a. Denying fact
    b. Admitting fact
    c. Information
    d. Opinion

4.What does it mean Roonin says for Nude?
    a.He is giving admitting fact for Nude statement
    b.He is giving denying fact for Nude statement
    c.He is giving opinion for Nude statement
    d.He is giving information for Nude statement

5. What does Roonin's expression mean?
    a. He is giving something
    b. He is giving opinion
    c. He is giving denying fact
    d. He is giving disagreement

6. What does father's expression mean?
    a. Father giving agree opinion
    b. Father giving denying expression
    c. Father giving satisfaction
    d. Father giving information

7. What dose it mean Mub and Grub expression?

a. They are giving admitting expression based on their feeling
b. They are giving information
c. They are giving statement
d. They are giving offering help

8. What does Nude's expression mean?
a. He is can't hear
b. He is can't see
c. He is can't hear
d. He is can't read

9. What does Galu's expression mean?
a. Galu giving admitting expression that him I do know
b. Galu giving denying expression
c. Galu giving something for Mary
d. Galu giving opinion for Mary

10. What does Marry's expression mean?
a. Giving something
b. Giving admitting fact expression
c. Giving suggestion
d. Giving denying fact expression

11. What does Galu's expression mean?
a. He is denies her opinion
b. He is confirm her opinion
c. He is support her opinion
d. He is correct her opinion

12. What does it mean Mary expression?
a. She is can't read the map
b. She is can't write the map
c. She is can't eat
d. She is can't look the map
13. What does it mean Queen Tara says?
a. I can't be around for it anymore
b. I want you stay here
c. No, I don't understand

d. I can't be perfact

14. What does Marry's expression mean?
    a. She is giving admitting expression for Mary reason
    b. She is giving denying expression for Mary reason
    c. She is giving opinion expression for Mary reason
    d. She is giving information for Mary reason

15. What does Roonin's expression mean?
    a. admitting
    b. denying
    c.agreement
    d. opinion

16. What does Queen Tara's expression mean?
    a. Her giving statement
    b. Her giving denying expression
    c. Her giving admitting expression
    d. Her giving opinion

17. What does Nude expression mean?
    a. giving admitting fact
    b. asking something
    c. giving denying fact
    d. asking opinion

18. What is Mary says?
    a. I am not doing
    b. I do that
    c. Yes, I am
    d. No, I don't

19. Mogan's expression his?
    a. agreement
    b. admitting
    c. opinion
    d. satisfaction

20. Which is the example denying expression based on dialogue above!

a. I can’t jump that high
b. Nude is jump
c. She is run
d. She is beautiful

TRANSCRIP OF LISTENING TEST

Dialogue 1:

1. Father : “Marry Katherine?”
   Marry : “Yes”
   Father : “Are you here?”
   Marry : “Yes”

Dialogue 2:

2. Queen Tara : “It’s about the feeling, I ged it from the pods”
   Don’t you have feeling Roonin?”
   Roonin : “Yes, I feel this a bad idea”

Dialogue 3

3. Cris : Mom, I gad it”
   Mom : ummm, yes”

Dialogue 4

4. Roonin: “Where have you been?”
   Nude : “You told me to ged back, I’am back”
   Roonin : “You want credit for that:
   You are late!
   Nude : “You know what?”
   Roonin : “ No”

Dialogue 5

5. Marry : “That’s a big bug?”
   Roonin : “No, it’s about everage ectually!”

Dialogue 6

6. Marry : “Ozzy,
   Father : “fetch the cammera!”
   Marry : “Why do you have security camera, anniway?”
   Do people around here steal old newspapers?
   Father : “Oh no, no,.They are not security cameras.”

Dialogue 7

7. Mob : Come on. I know you got a little belly,

Hey. Your majestry.

Q. tara : its all night

Rilex. Its just me.

Mub, grub, its a very nice looking night have a hard time picking pne. Do you have a favorite?

Dialogue 8

~~8. Roonan:~~ and you aint't

Nude : sorry, cant hear you

Dialogue 9

9. Marry : do you not what do not the poor or not?

Galu : Not a clue, but i know where to look it up.

Expression10

10. Marry : I Am not from this world

Dialogue 11

11. Merry : So you can help me?

Galu : I didn't say that

Expression12!

12. Marry : I can't read this

Expression 13

13. Q. Tara : I can’t be arround anymore.

Dialogue 14

14. Marry : No, don’t do that.

How you get that me, you dont understand , i have to get home this has nothing to do with me.

Q. Tara : you are here, for a reason. Maybe you dont see the connections yet. But just because you don’t see them doesn’t mean they’re not there.

Expression 15

15. Roonin : i don’t tell about mouse!

Dialogue 16

16. Grub : Hello,

Tara ; it’s all right

Dialogue 17

17. Marry: Hy, Iam M.k (Marry Katherrine).

Dialogue 18

18. Nude : Get Of

Marry : Put it

Nude : Not, you quite.

Marry : I Am not doing this.

Dialogue 19

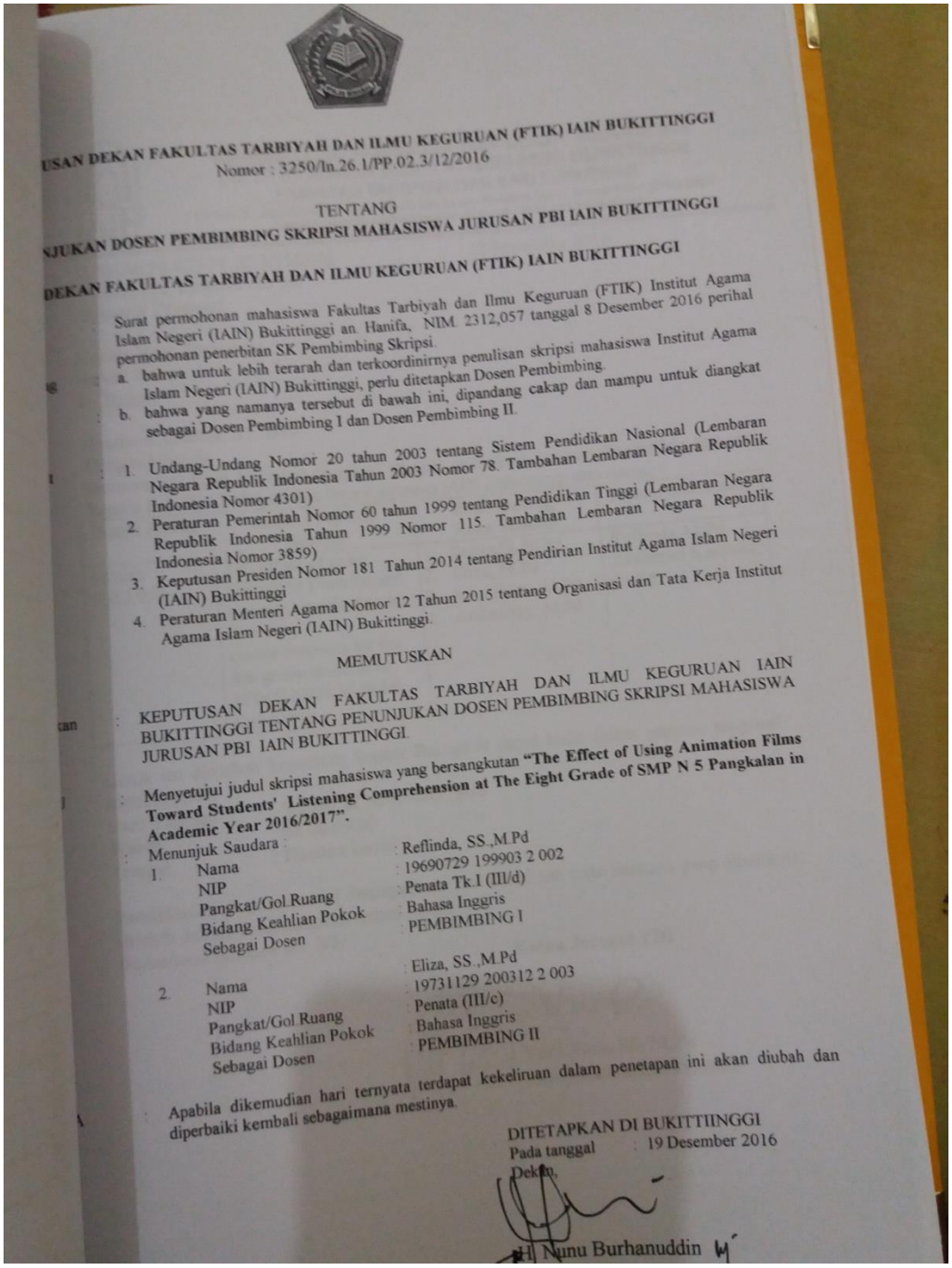
19. Mogan : Yes, Sir!

It’s way outside of our borders.

Dialogue 20

20 Nude : Jump!

Marry : Ican’t Jump!



USAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : 3250/In.26.1/PP.02.3/12/2016

TENTANG

NJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

: Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Hanifa, NIM. 2312,057 tanggal 8 Desember 2016 perihal permohonan penerbitan SK Pembimbing Skripsi.

a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

: KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

: Menyetujui judul skripsi mahasiswa yang bersangkutan **"The Effect of Using Animation Films Toward Students' Listening Comprehension at The Eight Grade of SMP N 5 Pangkalan in Academic Year 2016/2017".**

: Menunjuk Saudara :

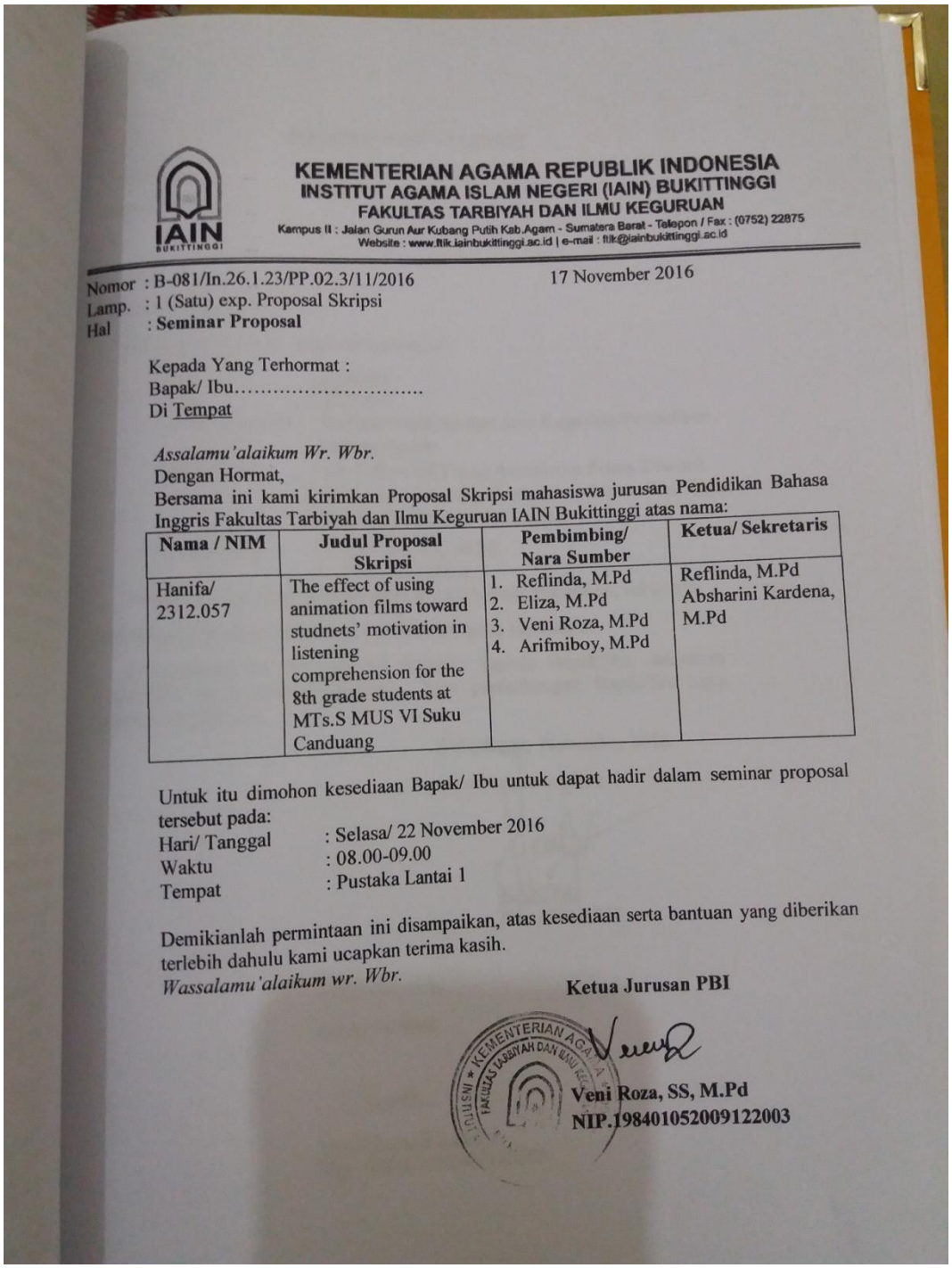
1. Nama : Reflinda, SS.,M.Pd
   NIP : 19690729 199903 2 002
   Pangkat/Gol.Ruang : Penata Tk.I (III/d)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Eliza, SS .,M.Pd
   NIP : 19731129 200312 2 003
   Pangkat/Gol Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

: Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 19 Desember 2016
Dekan,

H. Nunu Burhanuddin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

Nomor : B-081/In.26.1.23/PP.02.3/11/2016 17 November 2016
Lamp. : 1 (Satu) exp. Proposal Skripsi
Hal : **Seminar Proposal**

Kepada Yang Terhormat :
Bapak/ Ibu.....
Di Tempat

Assalamu'alaikum Wr. Wbr.
Dengan Hormat,
Bersama ini kami kirimkan Proposal Skripsi mahasiswa jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi atas nama:

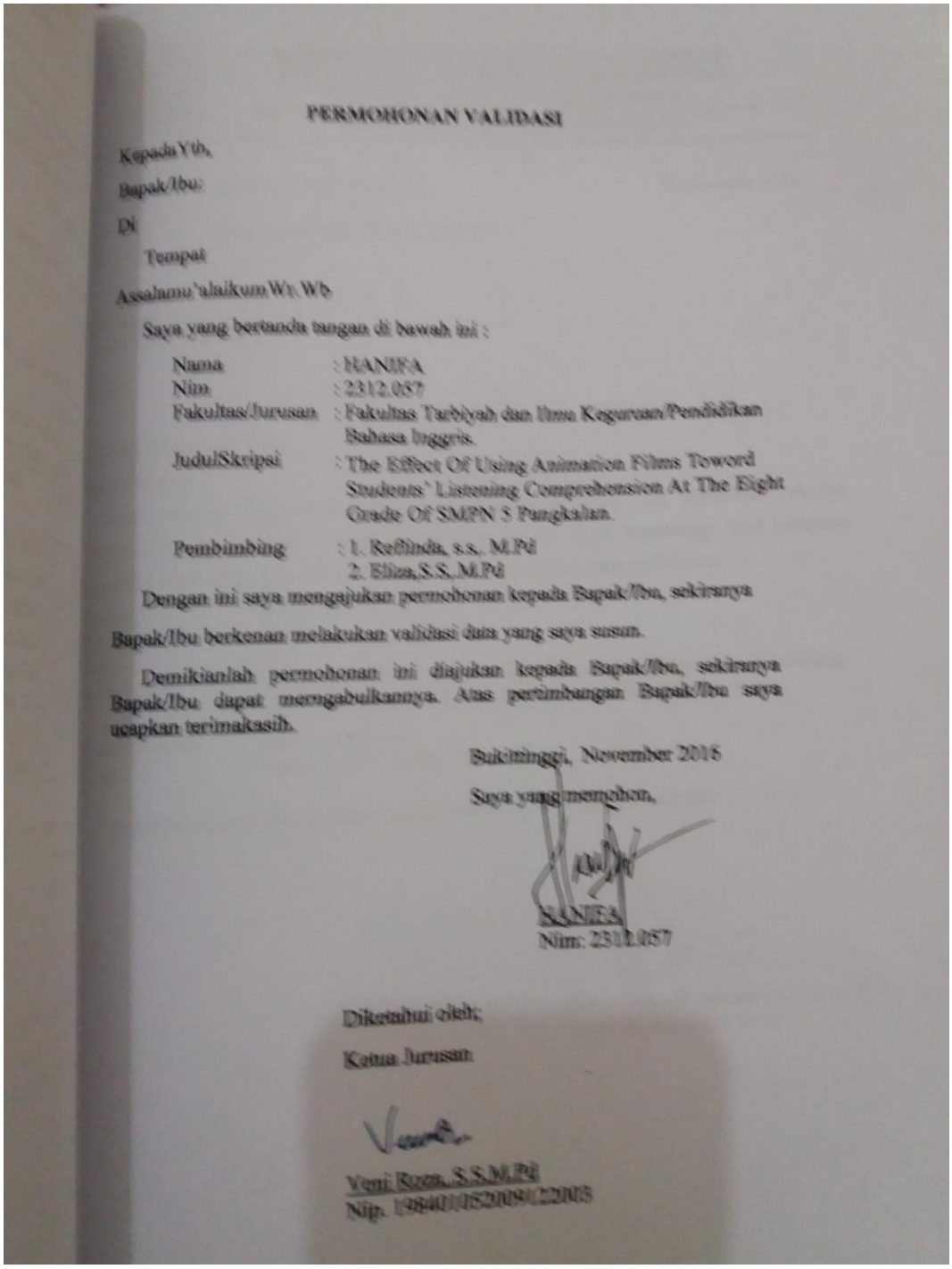
Nama / NIM	Judul Proposal Skripsi	Pembimbing/ Nara Sumber	Ketua/ Sekretaris
Hanifa/ 2312.057	The effect of using animation films toward studnets' motivation in listening comprehension for the 8th grade students at MTs.S MUS VI Suku Canduang	1. Reflinda, M.Pd 2. Eliza, M.Pd 3. Veni Roza, M.Pd 4. Arifmiboy, M.Pd	Reflinda, M.Pd Absharini Kardena, M.Pd

Untuk itu dimohon kesediaan Bapak/ Ibu untuk dapat hadir dalam seminar proposal tersebut pada:
Hari/ Tanggal : Selasa/ 22 November 2016
Waktu : 08.00-09.00
Tempat : Pustaka Lantai 1

Demikianlah permintaan ini disampaikan, atas kesediaan serta bantuan yang diberikan terlebih dahulu kami ucapkan terima kasih.
Wassalamu'alaikum wr. Wbr.

Ketua Jurusan PBI

Veni Roza, SS, M.Pd
NIP.198401052009122003



PERMOHONAN VALIDASI

Kepada Yth,

Bapak/Ibu:

Di

Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan di bawah ini :

Nama	: HANIFA
Nim	: 2312.057
Fakultas/Jurusan	: Fakultas Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris.
JudulSkripsi	: The Effect Of Using Animation Films Toword Students' Listening Comprehension At The Eight Grade Of SMPN 5 Pangkalan.
Pembimbing	: 1. Reflinda, s.s., M.Pd 2. Eliza,S.S.,M.Pd

Dengan ini saya mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi data yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekirunya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu saya ucapkan terimakasih.

Bukittinggi, November 2016

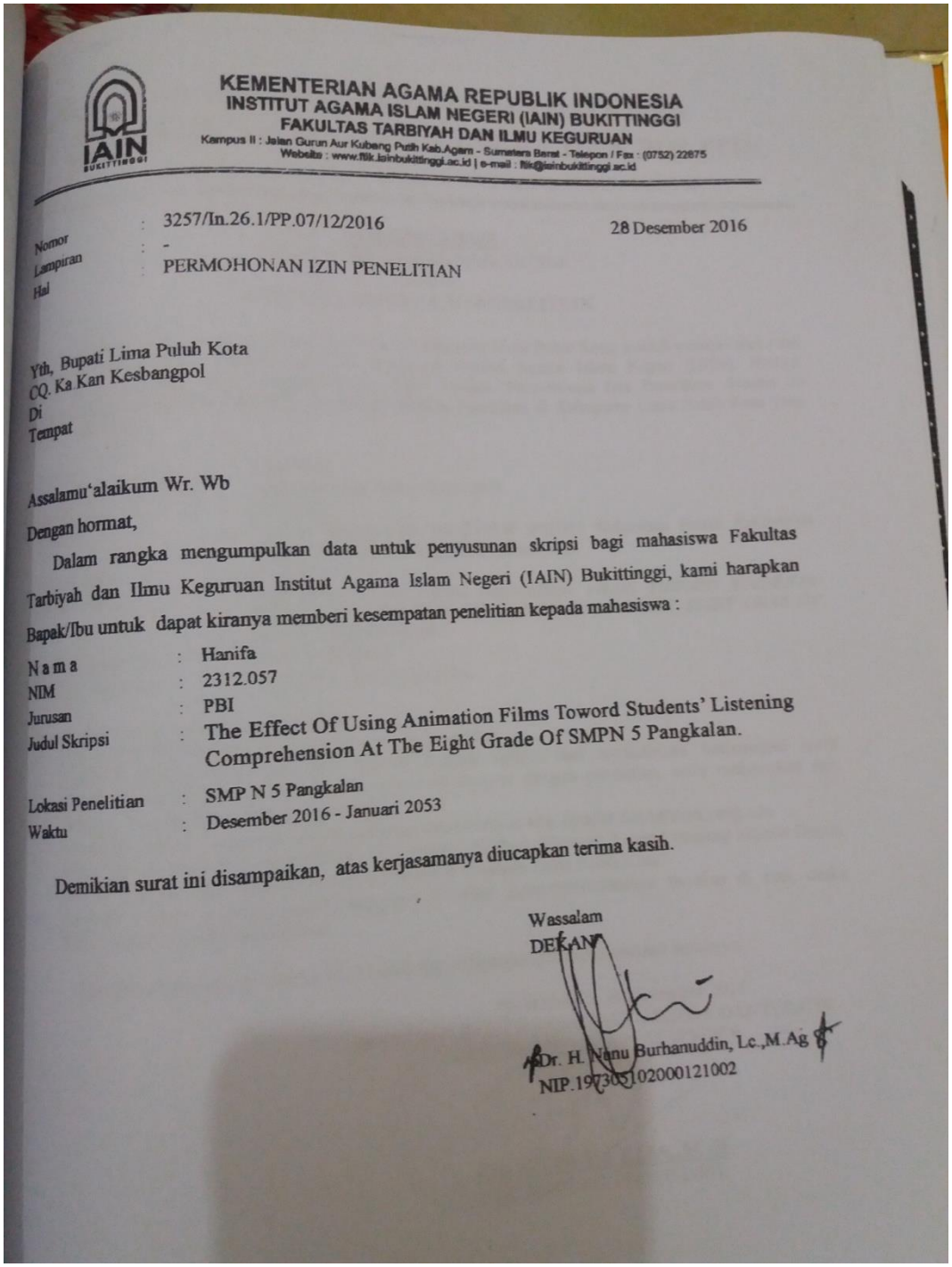
Saya yang memohon,

HANIFA
Nim: 2312.057

Diketahui oleh;

Ketua Jurusan

Veni Reza, S.S.M.Pd
Nip. 19840105200912 2003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

Nomor : 3257/In.26.1/PP.07/12/2016 — 28 Desember 2016
Lampiran : -
Hal : PERMOHONAN IZIN PENELITIAN

Yth, Bupati Lima Puluh Kota
CQ. Ka Kan Kesbangpol
Di
Tempat

Assalamu'alaikum Wr. Wb

Dengan hormat,

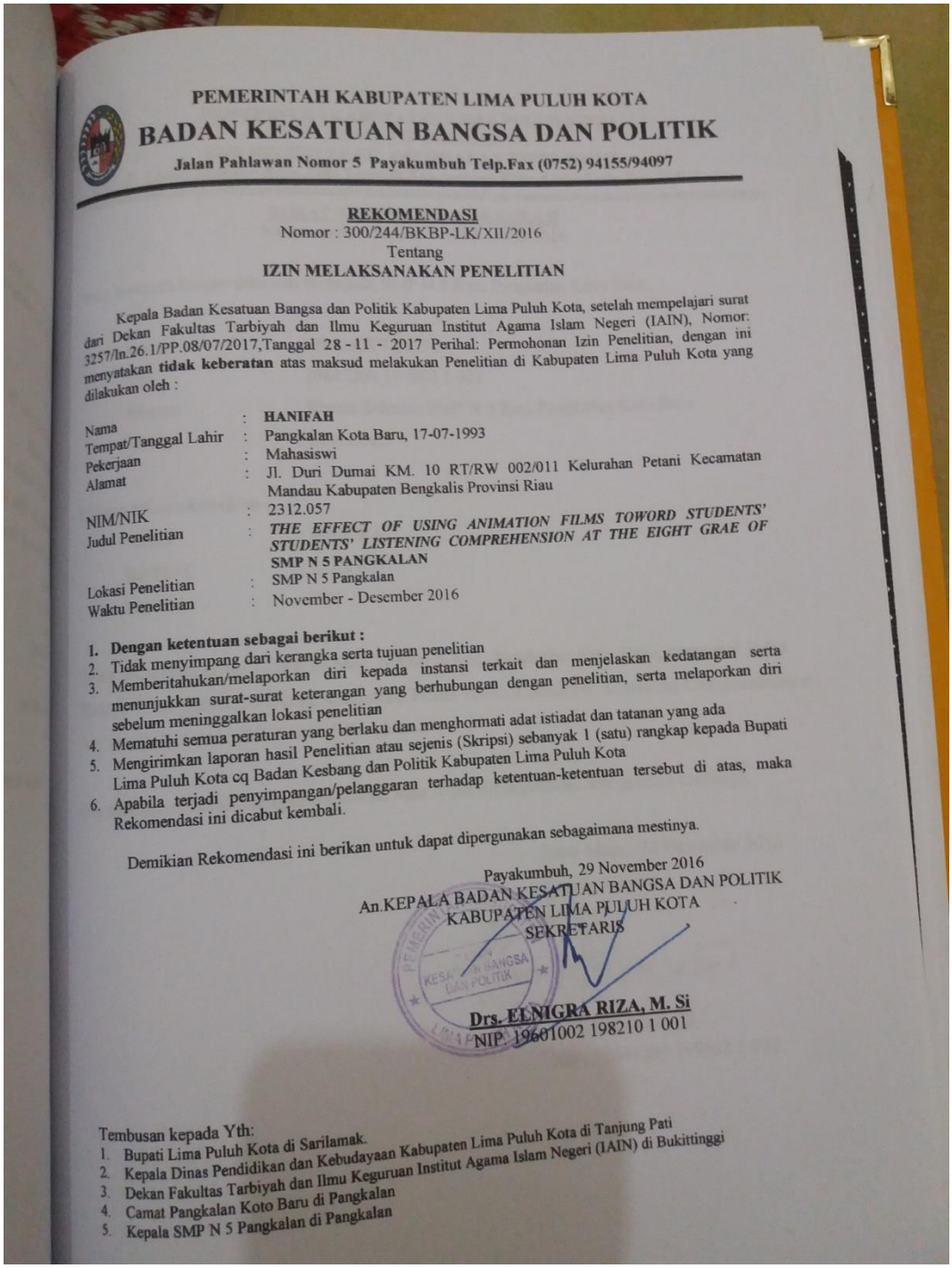
Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu untuk dapat kiranya memberi kesempatan penelitian kepada mahasiswa :

Nama	:	Hanifa
NIM	:	2312.057
Jurusan	:	PBI
Judul Skripsi	:	The Effect Of Using Animation Films Toword Students' Listening Comprehension At The Eight Grade Of SMPN 5 Pangkalan.
Lokasi Penelitian	:	SMP N 5 Pangkalan
Waktu	:	Desember 2016 - Januari 2053

Demikian surat ini disampaikan, atas kerjasamanya diucapkan terima kasih.

Wassalam
DEKAN

Dr. H. Nanu Burhanuddin, Lc.,M.Ag
NIP.197305102000121002



PEMERINTAH KABUPATEN LIMA PULUH KOTA

BADAN KESATUAN BANGSA DAN POLITIK

Jalan Pahlawan Nomor 5 Payakumbuh Telp.Fax (0752) 94155/94097

REKOMENDASI

Nomor : 300/244/BKBP-LK/XII/2016

Tentang

IZIN MELAKSANAKAN PENELITIAN

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Lima Puluh Kota, setelah mempelajari surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN), Nomor: 3257/In.26.1/PP.08/07/2017,Tanggal 28 - 11 - 2017 Perihal: Permohonan Izin Penelitian, dengan ini menyatakan **tidak keberatan** atas maksud melakukan Penelitian di Kabupaten Lima Puluh Kota yang dilakukan oleh :

Nama	:	**HANIFAH**
Tempat/Tanggal Lahir	:	Pangkalan Kota Baru, 17-07-1993
Pekerjaan	:	Mahasiswi
Alamat	:	Jl. Duri Dumai KM. 10 RT/RW 002/011 Kelurahan Petani Kecamatan Mandau Kabupaten Bengkalis Provinsi Riau
NIM/NIK	:	2312.057
Judul Penelitian	:	***THE EFFECT OF USING ANIMATION FILMS TOWORD STUDENTS' STUDENTS' LISTENING COMPREHENSION AT THE EIGHT GRAE OF*** **SMP N 5 PANGKALAN**
Lokasi Penelitian	:	SMP N 5 Pangkalan
Waktu Penelitian	:	November - Desember 2016

1. **Dengan ketentuan sebagai berikut :**
2. Tidak menyimpang dari kerangka serta tujuan penelitian
3. Memberitahukan/melaporkan diri kepada instansi terkait dan menjelaskan kedatangan serta menunjukkan surat-surat keterangan yang berhubungan dengan penelitian, serta melaporkan diri sebelum meninggalkan lokasi penelitian
4. Mematuhi semua peraturan yang berlaku dan menghormati adat istiadat dan tatanan yang ada
5. Mengirimkan laporan hasil Penelitian atau sejenis (Skripsi) sebanyak 1 (satu) rangkap kepada Bupati Lima Puluh Kota cq Badan Kesbang dan Politik Kabupaten Lima Puluh Kota
6. Apabila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Rekomendasi ini dicabut kembali.

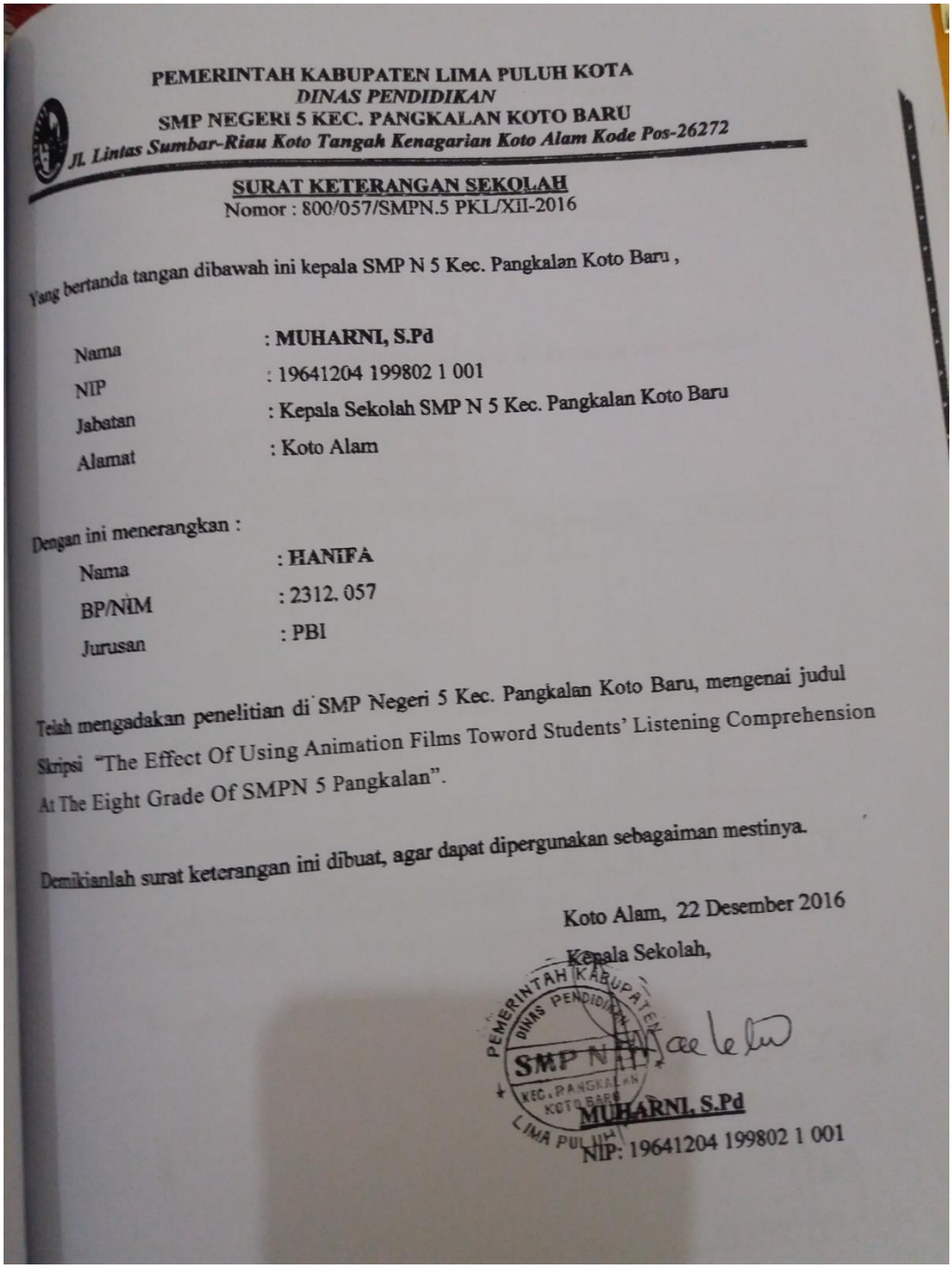
Demikian Rekomendasi ini berikan untuk dapat dipergunakan sebagaimana mestinya.

Payakumbuh, 29 November 2016

An.KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN LIMA PULUH KOTA
SEKRETARIS

Drs. ELNIGRA RIZA, M. Si
NIP. 19601002 198210 1 001

Tembusan kepada Yth:
1. Bupati Lima Puluh Kota di Sarilamak.
2. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lima Puluh Kota di Tanjung Pati
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) di Bukittinggi
4. Camat Pangkalan Koto Baru di Pangkalan
5. Kepala SMP N 5 Pangkalan di Pangkalan



PEMERINTAH KABUPATEN LIMA PULUH KOTA
DINAS PENDIDIKAN
SMP NEGERI 5 KEC. PANGKALAN KOTO BARU
Jl. Lintas Sumbar-Riau Koto Tangah Kenagarian Koto Alam Kode Pos-26272

SURAT KETERANGAN SEKOLAH
Nomor : 800/057/SMPN.5 PKL/XII-2016

Yang bertanda tangan dibawah ini kepala SMP N 5 Kec. Pangkalan Koto Baru ,

Nama	: **MUHARNI, S.Pd**
NIP	: 19641204 199802 1 001
Jabatan	: Kepala Sekolah SMP N 5 Kec. Pangkalan Koto Baru
Alamat	: Koto Alam

Dengan ini menerangkan :

Nama	: **HANIFA**
BP/NIM	: 2312. 057
Jurusan	: PBI

Telah mengadakan penelitian di SMP Negeri 5 Kec. Pangkalan Koto Baru, mengenai judul Skripsi "The Effect Of Using Animation Films Toword Students' Listening Comprehension At The Eight Grade Of SMPN 5 Pangkalan".

Demikianlah surat keterangan ini dibuat, agar dapat dipergunakan sebagaiman mestinya.

Koto Alam, 22 Desember 2016
Kepala Sekolah,

PEMERINTAH KABUPATEN LIMA PULUH KOTA DINAS PENDIDIKAN SMP N 5 KEC. PANGKALAN KOTO BARU

MUHARNI, S.Pd
NIP: 19641204 199802 1 001