

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present the basic reasons of conducting this research. So, this chapter is divided into background of the research, Research problem, Objective of the research, significance of the research, scope and limitation of the research.

A. Background or the Research

There are four language skills in English, they are listening, speaking, reading and writing. Listening is one of the language skills having an important role in teaching and learning process. It is important in the language classroom because it can provide contribution for learners. If learners cannot understand the process of listening at the right level, the simple learner cannot begin well. In listening, learners are hoped can interact to achieve understanding with accessing the second language speakers. To build their ability in listening can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language.

Rost (1994: 141-142) states that there are several reasons that make listening so important in language learning: 1. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply can not begin. 2. Spoken language provides a means

of interaction for the learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learner's failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. 3. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers. 4. Listening exercises provide teachers with a means for drawing learner's attention to new forms (vocabulary, grammar, interaction patterns) in the language

In reality, Listening skill in the foreign language learning is divided to two situation: Direct and indirect situation. Direct such as conversation directly, speech, song and etc and indirect such as listening on conversation on the cassette. And Nowadays, the purpose of this project was to implement video animation in basic English level because it was an opportunity to start practicing listening.

Based on the explanation above, it can be concluded that listening is one of English language skills considered important in our life. We will get some information through listening. The student should read many kinds of printed media if they want to get information and that is why students are taught listening skill in English. English teacher should create a better media in teaching listening ability. But, the problems found in school, including in SMA Negeri 1 Pakel that most students are not exposed to a real English context of video animation in teaching listening. The idea through this project was to design video animation, where the students became aware of English language features and cultural aspect. In order to help students

succeed in their learning, thus, video animation could become an excellent source of learning a foreign language.

Those problems are related to the fact that in the language learning, Teacher still focused on the old learning model. Conventional teachers means here are teachers who do not use creative and attractive techniques in teaching. The teacher only give the students to do listen the coversation in cassette and answer the teacher questions correctly. In addition, it can make listening uninteresting material and get the minimum attention from students.

Dealing with the problem of listening above, the teachers take some responsibilities in solving the problems as it is their role. In teaching learning process that is stated by Harmer (2001:58) said that: “the roles of a teacher are as controller, organizer, assessor, facillitator, prompter, participant, resource, tutor, and observe. Based on the statement above the teachers should solve the problem of their students”. The researcher believes the English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use the media to teach or explain difficult material to understand, or to make learn activity cheerful and not monotonous.

Because of listening is difficult skill, there are many things which have to be done by the teacher, one of them is finding the suitable media in teaching learning process. In listening skill, there have been many media used by English teacher to

help the students understand about listening easily. The researcher beliefs that video is needed to make learning process success.

Video presents the viewer with information conveyed via aural and visual channels Schwartz (1998: 17).

In line with quotation above , Taffani (2009: 88) states:

Watching films is very important as it increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. We have tried to make the activity of film-watching an active rather than a passive one.

The more visual a video animation is the easier to understand. We made a very good selection of video animation to expose learners to suitable materials that facilitate their learning. Based on the definition of video above , it is clear that video animation is a video that present information via aural and visual which has advantages for learners to gain the information from reading material. Video animation can help the students' sensibility in hearing sense and participation. It is because video animation are very interesting and the students at all ages like it. There are stories to follow and observe. It will make the teaching learning process getting more interested and the students can get information from narrative text easily.

Hamachek (1995:199) states: defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek 1995:199).

So, perception played an important role, as data was collected from student tutors in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skills.

The purpose of this study then, was to analyze students perception of videos in listening as a teaching-learning strategy, student's perception about the implementation of videos in class to support for their learning process. In short, the writer assumes that video animation is a good media in stimulating the students' listening ability. Therefore, the writer wants to know **"STUDENTS' PERCEPTION THE USE OF VIDEO ANIMATION IN THE TEACHING LISTENING AT THE FIRST GRADE IN SMA NEGERI 1 PAKEL"**

B. Statement of Research Problem

Based on the background above, the writer can formulate the problems as follow:

1. How is the students' perception on the use of video animation in the teaching of listening at SMA Negeri 1 Pakel?
2. What are the advantages of using video animation in the teaching of listening at SMA Negeri 1 Pakel?

C. Objective of the Research

Based on the problem above, the purpose of the study in this research is as follow:

1. To identify the students' perception in the implementation of video animation in teaching listening to the first graders' in SMA Negeri 1 Pakel.
2. To know the advantages of using video animation in the teaching of listening to the first graders' in SMA Negeri 1 Pakel

D. Significance of the Research

This research gives some useful information about teaching reading and the use of video animation media. This research also presents the significant using video animation in the teaching of listening ability to the first grade students in SMA Negeri 1 Pakel academic year 2014 – 2015.

Hopefully, the result of this research is useful for the writer, the students, the teacher, another researcher and all the readers. The significance of the research are:

1. The teachers

The result of this research is expected to help teachers improve their teaching learning process in listening subject by using video animation as optimally as possible. The result of study will be used as a consideration to raise teachers awareness in developing and applying the suitable media would make easier for teaching learning process.

2. For students

The students can use the result of this study to know the benefit of using video animation in their learning process. So, they would be interested in learning process at their class.

3. Future researcher

This research is expected to be reference for another researcher that wants to research the same topic and the same object

E. Scope and Limitation of the Research

This research just focused on video animation as a media that is used to stimulate the students' listening ability in the classroom. The writer will choose students of the first year students of SMA Negeri 1 Pakel in academic year 2014/2015.

F. Definition of Key Terms

For better understanding of the title, the writer needs to explain some key terms of study as follows:

1. Perception

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them.

2. Listening

Listening as the process by which spoken language is converted to meaning in the mind. (Petty and Jensen 1980:181)

3. Video Animation

Video or movie presents the viewer with information conveyed via aural and visual channels Schwartz (1998: 17).

4. Teaching

Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities (Edmund Amidon: 1977).

CHAPTER II

REVIEW OF RELATED LITERATURE

There are four skills(listening, writing, speaking and reading) that are essential in the learning process of acquiring a foreign language. Therefore, several theoreticians that support the use of strategies to facilitate the practice of the four skills will be mentioned. However, this project was focused mainly on student perception on the listening skill, through the implementation of instructional video animation in thematic way.

A. Listening

1. Definition of Listening

Basically, listening is more than merely hearing words. Lundsteen as quoted by Petty and Jensen (1980:181) defines listening as the process by which spoken language is converted to meaning in the mind. Listening is a language skill which needs the most frequently practice in using in everyday life.

According to Rost:

Listening is a process holding a continuum of active passive process, where is the process is under the control of the listener, and passive process. Listening means the process where is the listener catch what the speaker has said: to get the speaker's idea: to decode the speaker message: to unpack the speaker's content: to receive the transfer of images, impression, thought, beliefs, attitudes, and emotional from the speaker.

According to John Field, there are standard format for listening lesson developed. They are divided into three parts. First, pre-listening; teaching at the beginning of the listening lesson. It contains implication of new vocabulary or keywords in the passage. Second, listening; it is divided into two parts: those are extensive listening and intensive listening. Extensive listening is part of the listening process which is followed by general question establishing context. Intensive listening is part of listening process focused on the student's attention on language form. Third, post listening; it focused on analysis of the language in the text. The purpose of this part is the ability of language learners to infer the meaning of new words from the context.

Listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristics established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment.

From the definition above, the researcher conclude that listening is an action that should be listened to attentively. Listener gets some information from the speaker, and then can result imagination and understanding. When a person decides to communicate with another person, he or she does so to fulfill the need. Every people wants

something feels discomfort. In deciding to communicate, the person selects the method which he or she believes, attitudes, and emotions to another person. The researcher states that English teachers have to make listening class communication with giving more chance for students. The teacher can link the lesson with students' daily problems and give materials related to how to solve the problems. It is also good if the student can learn moral values from the lesson that will be used in their daily life. And the teacher should give the student more opportunity to practice their listening skill by providing more activity that puts them into real practice of communication.

2. Types of Listening

In creating a successful listening, it is very important to expose a variety of listening activities to the students. Brown (1994: 242-244) describes listening activities as follows.

Reactive: It requires little meaningful processing. The role of listener as merely a "tape recorder" must be very limited. The only role that reactive listening can play in an interactive classroom is individual drills that focus on pronunciation.

Intensive: It focuses on components (phonemes, words, intonation, discourse markers, etc.) in its requirement that students single out certain elements of spoken language. It includes the bottom-up skills that are important at all levels of proficiency.

Responsive: A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

Selective: Its purpose is not to look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Extensive: Its purpose is to develop a top-down, global understanding of spoken language.

Interactive: This listening activity can include all five of the above types as learners actively participate in discussions, role-plays, and other pair and group work. It must be integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

While Galvin in Rost (1994: 121) identifies four categories of listening, with typical corresponding purposes as follows.

1. Transactional listening: listening to learn new information.

According to Buck (2001: 73), transactional listening is message oriented. It focuses on content and conveys factual or propositional information. It is used for giving instruction, explaining, describing, giving directions, ordering, checking on correctness of details, and verifying understanding.

2. Interactional listening: listening to recognize personal component of message. Interactional listening is person oriented more than message oriented.

According to Buck (2001: 13), the primary purpose of transactional listening is social relationship. The important features of interactional language are those of identifying with other person's concerns, being nice to the other person, maintaining social, relationship, etc. It includes greeting, comment about the weather, what is happening in the world and etc.

3. Critical listening: listening for evaluating, reasoning and evidence.

In critical listening, listeners learn about expected types of responds and do not become passive listeners.

4. Recreational listening: listening to appreciate random or integrated aspects or events.

Based on the explanation, it can be inferred that listeners' understanding of a passage depends very much on their purpose of listening. Rost(1990:11) states that the purpose of listening helps the listeners to select appropriate strategies for seeking specific clarification, for noting down certain details, for scanning for the intent of the speaker and etc. In other words, the students need to select an appropriate role, and purpose to guide them as they listen.

Taching listening in this research focuses on oth transactional and interactional listening having a purpose of learning new information and recognize personal message. In other words listener need to activate both bottom up processing skills and processing skills of reading ability.

B. Listening process

a. Top-down and bottom-up processing

With regard to language processing, it is now generally recognized that learners need to adopt both top-down and bottom-up processing strategies. **Bottom-up** processing strategies emphasize the individual components of spoken messages: the phonemes and individual lexical and grammatical elements which need to be understood in order to understand the messages. **Top-down** processing strategies emphasize the macro-features of text such as the speaker's purpose and the topic of the message (Nunan, 1998). Chaudron & Richards (1986 cited in Habibi, Jahandar & Khodabandehlou, 2013) explained that top down processing includes prediction and inference based on facts, propositions and expectations. That is to say it is rather possible to comprehend the meaning of a word prior to decoding its sounds, as individuals have many kinds of knowledge, including world knowledge. This view is taken from real life situations in which one knows what basically occurs and consequently has expectations of what one will hear. Therefore, top-down processing, occurs from an internal source from background knowledge and world expectations. It means the readers can understand about by understanding it from context. It was asserted by Richards (1990) that an understanding of the role of bottom-up and top-down processes in listening is the heart of listening comprehension. Even though the cognitive process of listening cannot be observed, comprehending the listening process can be useful in rethinking the methods of teaching listening.

a. Interactive Processing

Bottom-up and top-down processing is the view that listening comprehension concerns interactive processing. In other words, listening comprehension is a mix of bottom-up and top-down processing. O'Malley, et al. (1989) found that effective second language listeners employed both top-down and bottom-up strategies to understand meaning whereas incompetent listeners interpret the meanings of individual words. The idea is that listening comprehension is the outcome of an interaction of a numbers of pieces of knowledge. This means that listeners have to use many types of knowledge. The knowledge of specific aspects of language such as word meanings or grammatical structures, and the influence of the listener's expectation and background knowledge, the particular situation and the topic itself all contribute to the listeners ability to comprehend spoken messages. In other words, listeners use whatever information they possess to interpret what a speaker is saying. To summarize, in listening comprehension, bottom-up and top-down processing are used together to interpret intended meaning. In order to comprehend the message conveyed, listeners must comprehend the phonetic input, vocabulary, and syntax (bottom-up processing), and employ the context of situations, general knowledge, and past experiences (top-down processing). That is to say, listeners do not passively listen to speakers in order to understand the meaning of the messages, but actively interpret the speakers' expected meaning and acquire meaningful information by assimilating the sounds, words, and phrases.

In conclusion, there are three listening process that can be used by the student to understanding from the speaker. The student can use one of them that is suitable with their listening purpose.

C. Teaching Listening

Before talking more about teaching listening, it is better to know the meaning of teaching first. Brown (2007: 8) defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. So, in teaching, the teacher should help the students to be able in mastering something, including reading.

Teaching and learning process of English in Senior High School is based on the school curriculum. It means that the target of education is to make students be able to communicate oral or written to solve their problems in their daily life.

Teaching listening has a purpose. First, English has function to reach informational level because they are prepared to continue their education to higher level. Second, English has function to create the aware of students about the important of English to improve the nation competition power in the world.

Teaching listening is one part of education activities. The teacher has obligation to teach students how to get meaning from something that has been listened. Students comprehend the material in the text focusing on listening, the teacher should give

them the knowledge and the ability to be able to listen the material with easy and enjoyment so the goal of teaching process can be well done.

D. Video Animation

1. Definition of Video Animation

There are many definitions about video. Sadiman(1986;76) explains that video is an audio visual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material. Furthermore McLuhan and Fiore in Lever (2003:332) explain that video is a highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligences theoretical camps.

The use of video animation is an exceptional learning tool since learners are provided with a lot of advantages when they are used in combination with an active learning strategy. Using videos in the classroom allows the learners to access more information when listening. That is, the learners can listen and see what is happening at the same time.

There are three basic types of video which can be used in class.

First, Off-air programmes; this type uses a recorder to record the television program to engage students' sensibilities and to consider their comprehensibility. Generally, some off-air video is difficult for students to understand; especially where particularly marked accents are used or a high preponderance of slang or

regional vernacular. The best programmes that can be used in learning process are the programmes that including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity. Second, the learners use real-world video. It can help students free in their choice based on how engaging and comprehensible the extract, and whether it has multi-use potential. Finally, using language learning videos. Nowadays, many publishers produce freestanding language learning videos- or videos to accompany and complete course book. It can be alternative way to accompany workbooks. The main advantage of this video is the teacher and learners can produce their learning video based on their particular level in mind. However, it also has the danger. They fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated.

Teacher can use video as media in teaching learning process to help the students easily understand the material. The use of video animation in teaching learning process also can help the students easy to remember the material given by the teacher. Using video as media can help the students easily understand and memorize the materials that given by the teacher. Watching video is very important as it increases their visual and critical awareness.

From the statement above we know that animation is a video which has fun and relaxing characteristics. It makes video can be used as media in teaching learning process. Video consists of sound, pictures, or sentences that are related

with the material that is taught. Video can be used as media in teaching learning process to help the teacher convey the materials easily to the students. So, video can help the learners understand about the reading materials easily in teaching learning process. And video has to a good moral value in order to persuade and motivate student in doing positive something.

2. Advantages of Video Animation

Harmer (2001: 108) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

Besides, Champoux (2007: 11) state that the advantages of video animation are :

Videos also are an economical substitute for field trips and other realworld visits. While most video animation are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than

field trips and do not have the expense of travel. Students can hone their analytical skills by analyzing video scenes using the theories and concepts they are studying. Students also can see and experience worlds beyond their own, especially if the scenes sharply differ from their local environment.

Video offer both cognitive and affective experiences. According to Champoux (2007: 12) video also have some advantages, the description as follow:

As noted earlier, some students might resist viewing foreign video animation with English subtitles. These videos take more effort to follow because of the need to read the subtitles and watch the scenes. Foreign video animation also can have culturally based subtleties that non natives might not easily understand. Experimenting with scenes from several foreign video animation will let you gauge your students' reactions.

Students can vary in their reaction to characters in a video animation. The scenes discussed in this article have worked well with diverse groups of students in five countries. Your knowledge of your students, and their likely reactions, should guide your choice of scenes.

Using video scenes in class takes time away from other classroom activities. By using selected scenes of twenty minutes or less, you can focus on specific theories or concepts. will need to decide whether a scene makes its point efficiently and with enough effect to warrant the use of class time.

E. Perception

1. Definition of Perception

Jacobs et al (2004:231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek 1995:199)

According to Muchinsky, Kriek and Schreuder (2006:217), people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tend to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views.

In this study, perception played an important role, as data was collected from student tutors in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skills.

2. Factors that affect perception

The way individuals view the world around them greatly influences what they focus on and what they ignore (Hamachek 1995:200). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen2003:6). Viljoen (2003:6) refers to McKenna's (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills differently due to factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to

react to familiar rather than unfamiliar stimuli. All the student tutor (respondents) were unique, with their own perceptions and expectations, and this influenced the way they perceived their evaluation of the teaching sessions they presented

CHAPTER III

RESEARCH METHOD

In this chapter discuss all things about the research design, subject of the study, data and data sources, technique of data collection, technique of data verification and data analysis. The explanation of the each item would be discussed as follows::

A. Research design

The research design in this study was mixed method. We defined mixed-method design as those that include at least one quantitative method and one qualitative method. This study is focus to describe students perception on video animation in the teaching of listening especially in first grader's at X.4 of SMAN 1 Pakel.

B. Data and Data Source

In this point the writer discusses about data and data source:

1. Data

The data are students answer on questionnaire responses and interview with students when the researcher explain the use of video animation as a media of teaching listening by the first grade students.

2. Data Source

The data source are use video animation in teaching listening in the first grade especially X.4 of SMAN 1 Pakel have been obtained from how is students' perception and the advantages of using video animation to teaching of listening.

C. Technique of Data Collection

The data was collected during research at SMAN 1 Pakel have been doing. Researcher collecting the data by meeting the subject directly. Interview was happening when the researcher was making conversation with the students. Questionnaire was distributed by the researcher in the class.

1. Interview

According to Bogdan and Biklen (1998:93), an interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. Generally, there were three kinds of interview. They were; unguided interview, guided interview and mixed interview.

In this study, researcher used mixed interview. Researcher had prepared some points to ask to the subject in the interview guide. The subject of interview was students of first grade. The interview was happening when researcher and the subject was talking about some things.

It began with small talk. Then, it continued with talking about the main topics of interview.

Bogdan and Biklen (1998:95) mentioned how good interview it is, “Good interviews are those in which the subject are at ease and talk freely about their points of view. Good interviews produce rich data filled with words that reveal the respondents’ perspective. Transcripts are filled with detail and example. Good interviews communicate personal interest and attention to subject by being attentive, according their heads and using appropriate facial expression to communicate.”

From here it can be concluded that, in an interview should not be in a right condition.

2. Questionnaire

A questionnaire is a research instrument consisting of a series of question and other prompts for the purpose of gathering information from respondents.

They are tools used by student to reflect about their learning proces. In our study, we used them after each session to collect the students perception about the video activities applied in class to obtain information that could be relevant for our research.

D. Technique of Data Verification

In this study used triangulation to verify the data. Moleong (2008: 330) stated that triangulation is data verification technique using something that couldbe in the form of theory, source, etc. which is used only as checking needed or comparing the

data. So, the researcher used the data that are from interviews with students and questionnaire to reflect about their listening.

E. Data Analysis

In this study, the researcher used technique of data analysis based on Ary et al (2001: 465) which is involving three steps organizing the data, summarizing the data and interpreting the data.

1. Organizing

The first step in analyzing qualitative data involves organizing the data. Bogdan and Biklen in Ary et al. (2001: 465) suggest that the researcher can actually begin some data analysis in the field, while collecting the data. Here, the researcher used interview to collect the data. Organizing is done firstly by categorizing the data from the interview transcript. Then data having the same categorized placed together rewritten in the form of paragraph. The categorization is based on the interview guide.

2. Summarizing

The next step is to summarize; here the researcher begin to see what is in the data. Examining the same categories and then connected among categories further integrates the data (Ary et al, 2001: 469). Here, the researcher did summarizing the categories in the earlier step.

3. Interpreting

The last step is interpreting the data. Interpreting involves reflecting about the words and acts of the study's participants, and abstracting important understandings from them (Ary et al, 2001: 470). Ary et al(2001: 470) stated in interpreting qualitative data, "You confirm what you already know is supported by the data, you question what you think you know and eliminate misconception, and you illuminate new insights and important things that you didn't know but should". Here, interpreting is done by describing the interview result and the questionnaire identifying the similarities to create new categories to answer the research questions.

CHAPTER IV

RESEARCH FINDING

The fourth chapter of this thesis shows the findings of the research. The researcher would like to explain the concern of this thesis.

A. Data Presentation

The results of questionnaire analyze are summarized below;

a. Aspect of sound

1. From item number one, 80.7% agreed that they can hear the sound from native speaker so well
2. From item number two, around 70.1% agreed that they can listen to the native speaker sound clear when pronouncing the sentence.
3. From item number three, most of students 64.5% can understand when native speaker said in short sentences
4. From item number four, most of half students or 58.1% can understand when native speaker said in long sentence.
5. From item number five, all of students' 100% said they are no taboo words when native speaker said.
6. From item number six, all of students agree that the words submitted suitable with the role

7. From item number seven, all of students agreed that the sound who listened there are some element of advice.
8. From item number eight, most of students' 74.2% said yes if there are pronunciation in every words are good-looking,
9. From item number nine, around 12.9% said the sound of native speaker very run rapidly.
10. From item number ten, 16.1% agreed that the sound of native speaker very slowly

b. Aspect of picture

1. From item number one, 100% of students agreed that the image shown in video animation is good looking.
2. From the item number two, 100% of students agreed that the picture of video animation looks very interesting.
3. From item number three, 77.4% of students can understand the picture of video animation to know the plot
4. From item number four, 90.3% of the students said that the scene of video animation is not make boring.
5. From item number five, around 83.9% stated they agreed that if the picture in video animation look so real.
6. From item number six, 100% of students said the picture in video animation has a good value.

7. From item number seven, 87% of the students disagree if the picture of video animation are containing the element of bullying.
8. From item number eight, all of students said yes if the picture of video animation gives a good message.
9. From item number nine, all of students agree if between picture and conversation in video animation is suitable.
10. From item number ten, 96.8% of students are being enthusiastic to see the colour of picture in video animation.

c. Aspect of benefit

1. From item number one, 93.5% video animation can increase the ability to understand the overall story.
2. From item number two, 63% of the students agreed video animation can give overview of the use a language in coversation
3. From item number three, 71% of students agree with video animation give a new knowledge about the way to pronounce the word properly
4. From item number four, 80.7% of the students agreed that video animation can give view of how to interact in a conversation
5. From item number five, all of students or 100% agree with video animation give advice on how to live better.
6. From item number six, all of students or 100% liked learning English especially listening by using video animation.

7. From item number seven, 90% of the students agree that using video animation they can enrich their knowledge of vocabulary, grammar and pronunciation
8. From item number eight, 85% of the students agreed that if they were listening video animation and practice continuously, they could improve their English language skills easily.

B. Data Finding

1. The Student's Perception on the Use of Video Animation in Teaching Listening

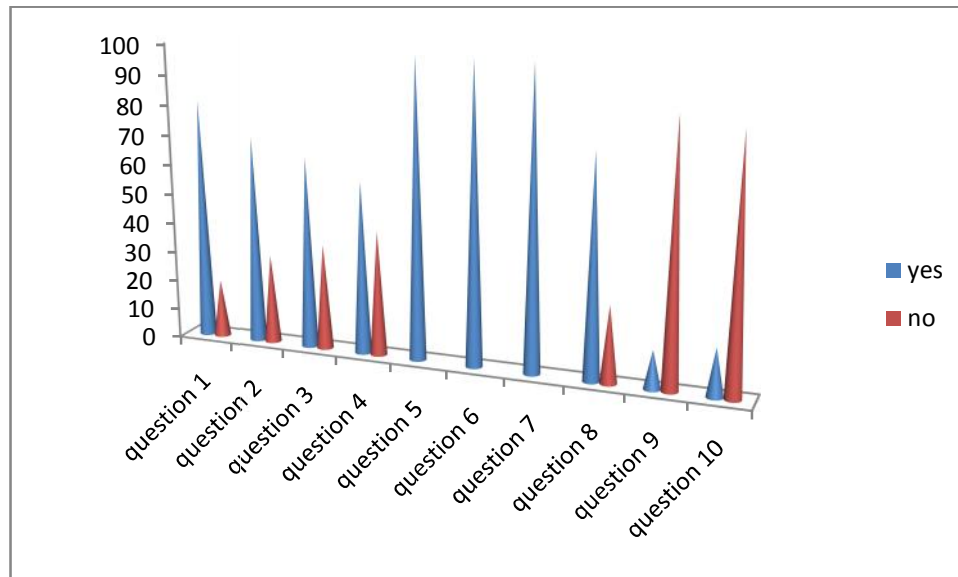
Researcher used questionnaire to identify the student's perception about use video animation in teaching listening. The subject is students' from first grade at SMAN 1 Pakel. They are; 31 students in class X.4. After the questionnaire distributed to the students', the researcher collected the students' answer. Then, the data from questionnaire were analyzed to know the accurate results. After the data were sorted in accordance with the overall results were available, verified, and then given explanation and conclusions. From the interview and give a questionnaire, the researcher tried to answer the research question 'How is the students' perception on the use video animation to the teaching of listening at SMAN 1 Pakel? The students perception here focus on three aspects first, Aspect of sound, second, Aspect of picture and the last aspect of benefit.

a. Aspect of sound

Based on the result on data presentation above, the researcher concluded that the perception of the first graders' at SMAN 1 Pakel on the use video animation in the teaching of listening, First, from the aspect of sound were; 1.) 80.7% of the students agree that they can hear the sound from native speaker so well, 2.) 70.1% of students agreed that they are can listen the pronunciation of a word clearly from the native speaker, 3) 64.5 % of students agree that they are can understand when native speaker said in the short sentence, 4) 58.1% of students agree that they can understand when native speaker said in the long sentence, 5) 100% of students disagree if there are some taboo words when native speaker said, 6) 100% of students agree that the words submitted appropriate with the role, 7) 100% of students agree that the sound who listened there are element of advice, 8) 74.2% of students agree that pronunciation in every word is good looking to listening. 9) 12.9% of students disagree if the sound of native speaker very fast, 10) 16.1% of students agreed that the sound of native speaker very slowly. The use of video animation also makes the students easier and interesting to listening but sometimes listening like audio or video sound system make the students difficult understand the spoken of native speaker.

The summary of student's perception on the aspect of sound presented in figure

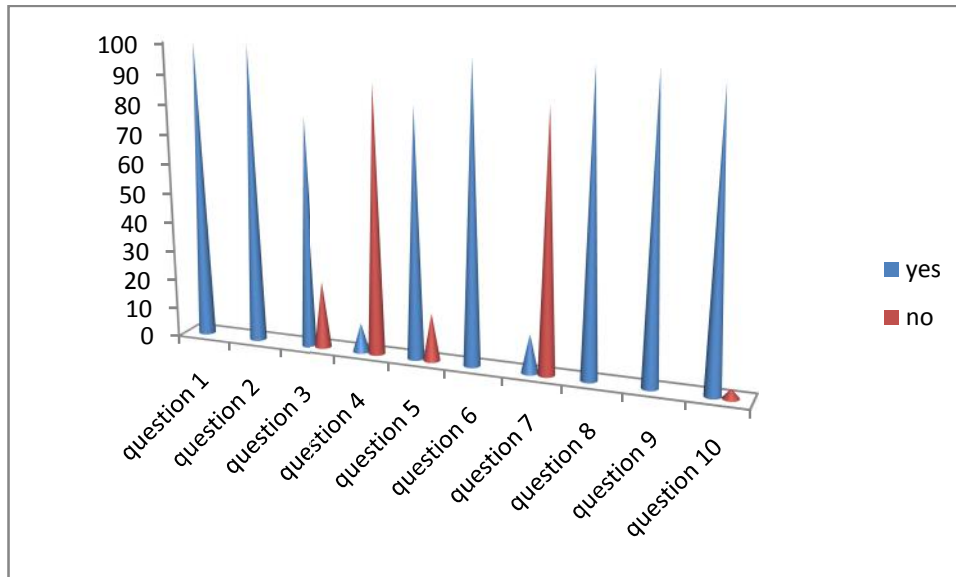
4.1



b. Aspect of picture

Based on the result above in the second aspect, the aspect of picture were; 1) 100% of students agree that the image show of video animation is good looking, 2) 110% of students agree that the picture of video animation looking interest, 3) 77.4% of students agree that they are can understand the plot of video animation, 4) 90.3% of students agree that the scene of video animation are not boring to listening and watching, 5) 83.9% of students agree that the picture in video animation look so real, 6) 100% of students agree that the picture of video animation has a good value., 7) 87% of students disagree the picture of video animation there are elements of bullying, 8) 100% of students agree that the picture of video animation givinggood message to watching. 9) 100% of students agree that between picture and conversation in video animation is suitable to listening. 10) 96.8% of students agree that being enthusiastic to see the color of picture in video animation.

The summary of students' perception on the aspect of picture presented in figure 4.2

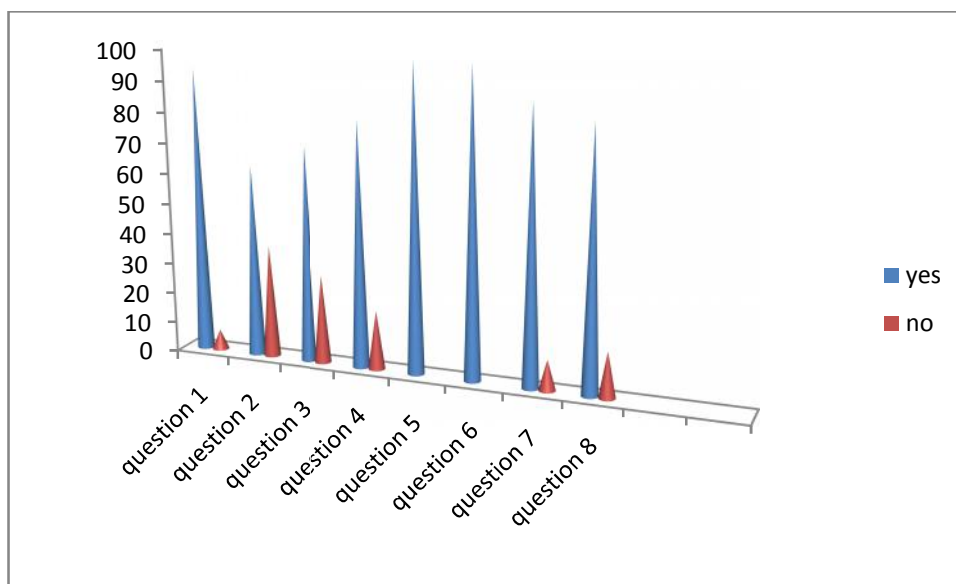


c. Aspect of benefit

Based on the result above, the last is aspect of benefit, 1) 93.5% of students agree that video animation can increase the ability of the overall story. 2) 63% of students agree that video animation can give overview of the use a language conversation. 3) 71% of students agree that video animation give a knowledge about the way to pronounce the word properly, 4) 80.7% of students agree that video animation can give view of how to interact in a conversation, 5) 100% of students agree that video animation give advice on how to live better. 6) From item number six, all of students or 100% liked learning English especially listening by using video animation. 7) From item number seven, 90% of students agree that used video animation they got enrichment of knowledge, vocabulary, grammar and

pronunciation. 8) From item number eight, 85% of students agree that if they were listening video animation and practice continuously, they can improve their English language skills.

The summary of students' perception on the aspect of benefit presented in figure 4.3



So, from the data finding of three aspects above, the teacher need to select carefully about the videos shown to the students such as proficient native speaker with a suitable speed, sound, pronunciation, language and the picture according to the students level. Because it was make the students easily to understand the plot, message of moral value of video animation.

Then, the researcher analyzed and reflected about the interviews from the three students'. The findings were based on the student's perceptions about using video animation to the teaching of listening in class;

1. Students' perception A

The data, collected from interviews, informed us that the vocabulary presentation supported and facilitated the students' comprehension of the video. The students' perceptions of the using video animation to the teaching of listening presenting the vocabulary. Students 1 agreed that the vocabulary presentation contextualized the upcoming information from the video. Presenting the vocabulary at the beginning of the lesson also facilitated students' aural comprehension and helped them recognize the message of the video as an evidence of their understanding confirmed later in the comprehension tests. Furthermore, in the interviews, students confirmed their awareness about the usefulness of getting familiarized with the new vocabulary. And in the fact that when the presentation of vocabulary was given at the beginning of the lesson, this served to contextualize the video activities and helped to make the students feel more prepared for the activities. As the teachers of the lessons, we found that the presentation of vocabulary facilitated students' understanding of the content of the video.

2. Students' perception B

The data obtained from the interviews revealed that when learners were continually exposed to videos, they started to familiarize with the English language sounds, which could facilitate the listening comprehension process. Students

2 agreed that had good result in the implementation of video animation activities in their listening. And the students expressed that images by themselves relayed the general idea of the video, being images a complement for the listening part. Furthermore, the body language of the characters and images facilitated the message comprehension process, being meaningful complements the listening comprehension

3. Students' perception C

The data obtained from the interview, While watching a video, students were not only listening for understanding, but they were also practicing pronunciation, and recognizing words. Student 3 claimed that it is easier to understand the message of the video animation when the pronunciation of words was previously taught and she mentioned that she recognized the words in the video animation that she had already learn. Based on this, we considered that it is crucial to present the vocabulary before showing the video animation in order to help students understand the message contained in it. In this way, students recognized the lexicon while watching the video animation. She said that videos entertained and motivated her to get involved in listening comprehension and pronunciation practices. Therefore, carefully selected videos could be a source for teachers to implement in English classrooms to motivate students' learning process.

2. The Advantages of Using Video Animation in the Teaching of Listening

Based on the interview with the three students from class X.4, also from the observation in the excellent classes, the researcher tried to answer the research question, ‘What are the advantages of using video animation in the teaching of listening?’

Many advantages described that the student from using video animation in the teaching of listening. Because most of students like listening video animation, that video can make students interesting to learn English. The students agree that video animation get enrichment of knowledge, vocabulary, grammar and pronunciation and video animation give advice on how to live better. The use of this video animation in the class can be very enjoyable for the students. However, the classroom atmosphere hopefully will be more conducive, so the delivery of message value through the video animation can be effective.

The researchers analyze and reflected about the interviews from the three students. The findings were based on the advantages using video animation to the teaching of listening in class;

1. Students A

Video animation is a brilliant and innovative new way to encourage the students to communicate stories, ideas and concept in a creative way to listening. It can be particularly useful as a tool to encourage the creativity of students who find spelling, pronunciation and grammar. The video animation very colorful and give helpful spring board to possible plot ideas.

2. Students II

Video animation can make student II more understand and know how to pronounce English to speak English. And overall, he can understanding easily the story in video animation. By watching the video, he can know the plot of the story well because we can see the visualization of the story. Moreover in the other aspect, video animation can help the students and his friends to conversation. And absolutely, I enjoyed it. It can help student II to understand the story. Besides that, it can help him to comprehend the others like grammar, pronunciation, vocabularies and I can memorize the story easily.

3. Students III

Video animation can make students III can practice to say English in learning in the school. Then, she can understanding easily the story in video animation and can know the plot of the story well because the visualization

of the story. And usually when the teacher learning English especially listening, the media very difficult to convey the message. But, using video animation can more effective to convey the visual. So, that make it easy and understand the message. Video animation also can help student III to understand the story. Moreover, it can help her to comprehend the others like grammar, pronunciation, vocabularies and she can memorize the story.

CHAPTER V

DISCUSSION

The fifth chapter of this thesis contains the discussion in this research. Here, the researcher presents her ideas in discussing the researcher findings.

A. The Student's Perception on the Use of Video Animation in Teaching Listening

As gotten from the findings, the researcher become know there are three aspect to identify students perception on the use of video animation in teaching of listening at SMAN 1 Pakel. They are aspect of sound, aspect of picture and the last aspect of benefit.

There are many definition about video. Sadiman (1986;76) explains that video is audio visual medium that can be used to distribute message from sender to receiver so that it can facilities learners to study about certain material. Meanwhile McLuhan and Fiore in Lever (2003:332) explain that video is a highly regarded instructional method with its roots in the constructivist learning styles, and multiple intelligence theoritical camps. In this section, most of students agreed that video animation as a media who make the student easily to learning English especially in listening. The researcher give a very good selection of video animation to the students. So, after all of student in X.4 listening and watching the video animation, they are can get the information such as message, value, pronunciation and etc from the video animation present.

The use video animation as a learning tool since learners are provided with a lot of advantages when they are used in combination with an active learning strategy. Especially in teaching listening. Brown (2007: 8) defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Using video animation in the classroom allows the learners to access more information when listening. That is. The learners can listen and see what is happening at the same time.

B. The Advantages of Using Video Animation in the Teaching of Listening

Based on the findings, students perception on the use video animation to teaching of listening. As cited from Harmer (2001: 108) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way, Especially in the teaching of listening. The students perception from three aspect based on the findings, They are agree if the used of video animation also make the students easier and interesting to listening but sometimes listening like audio or video sound system make the students difficult understand the spoken of native speaker because the dialog is fast or slowly. Then, when the students look at the picture in video animation almost students agree if the picture shown is good looking and make

them interest, and the last use of video animation can give view how to interact in a conversation and give advice how to live better. In teaching learning process that is stated by Harmer (2001:58) said that: “the roles of a teacher are as controller, organizer, assessor, facilitator, prompter, participant, resource, tutor, and observe. Based on the statement above the teachers should know the problem of their students”. So, English teacher should know the media used to facilitate students learning, for example video animation.

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, researcher would like to present the conclusion of the result of the research organized based on the research problem.

A. Conclusion

Beside on the data, the researcher concluded that students' perception on the video animation to teaching listening at the first graders' in SMAN 1 Pakel, can be applied to know students perception with another media to teaching listening.

After conducting research, the researcher concluded that the use video animation to teaching listening has some perception by students'. Based on the questionnaire and interview with three students, there are three aspects. Firstly, the aspect of sound, and then aspect of picture and the last aspect of benefit. From the three aspect the result is most of students have liked to learning English by using video animation , because that is have a contact with natural conversation, it was good way to improve pronunciation. Then the picture of video animation is good looking from the color, it was very interesting and suitable to all ages. And the last video animation has some benefit to students after watching and listening the video, because they can increasing the ability of overall story and give them advice to live better.

Then, the researcher concluded the advantages of using video animation in teaching of listening. Based on the interview with questionnaire and interview with the three students is most of students agree that video animation get enrich of knowledge, vocabulary, grammar and pronunciation. And the use of video animation in the class can be very enjoyable for the students. However, the classroom atmosphere hopefully will be more conducive, so the delivery of message value through the video animation can be effective.

B. Suggestion

In teaching English, the teacher has to create enjoyable and interesting situation. The enjoyment in the teaching learning process is important thing that hopefully will have good effects on the education. Because the enjoyment is the basic modal that has to be noticed in order to get the attention in learning. When they can enjoy the situation, they will be easy to receive and master the instruction and material from the teacher

The writer considers some suggestions in order to improve motivation in Listening skill, especially for the teacher, the students, and the reader. The writer's suggestions are as follow:

1. For the teacher
 - a. Teachers are suggested to be creative in all of basic skills in English especially listening. One way is by giving interesting a medium, such

as video. So, students will be interest to learn listening seriously and intensively.

- b. Teacher should prepare the equipment well. It means that before using video animation as a media in teaching listening. It will be better if teachers make sure that the qualities of equipment which are used good enough.
- c. Teacher should can plan and manage the time well. They should be careful in selecting video considering its time duration and the length of time for listening activity. So, the students will not be bored if the video which is selected appropriate.

2. For the students'

- a. Students should be more confidence in spoken foreign language being learned, they need to avoid scared feeling if they cannot passed the lesson and keep enthusiasm while they are trying to listen English, because they should at least have an interest and high enthusiasm to know the spoken foreign language.
- b. Students could study and learn harder to improve their ability in listening. They can start by improving vocabulary and grammar.

Finally, the researcher realizes this paper is far from being perfect, so the constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of another researcher.

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