

# **STUDENTS' PERCEPTION ON THE USE OF VIDEO ANIMATION TO THE TEACHING OF LISTENING TO THE FIRST GRADE AT SMA NEGERI 1 PAKEL ACADEMIC YEAR 2014-2015**

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**Abstract:** Background of this study is listening is one of English language skill considered important in our life. But, sometimes teacher still focused on the old learning media, it make the students' look passive in learning process.. So, the researcher thought that there should be a solution to complete the problem. The researcher tried to use video animation to complete the problem and to know students perception by using this media. The formulation of the research problem: 1. How is students' perception on the use video animation in the teaching of listening at SMAN 1 Pakel?. 2. What are the advantages of using video animation in the teaching of listening at SMAN 1 Pakel. The purpose of this study: 1. to identify students perception in the implementation of video animation in teaching of listening to the first graders' in SMAN 1 Pakel. 2. To know the advantages of video animation to the first grade in SMAN 1 Pakel.

Research method: 1) The research design in this study was mixed-method 2) The data are students' answer on questionnaire responses and Data source have been obtained from how is students' perception and the advantages of using video animation to teaching of listening 3) Technique of data collection is interview and questionnaire. 4) Technique of data verification is used triangulation to verivy the data. 5) Data analysis is researcher collected information from three steps organizing summarizing and interpreting the data. The result of this study: Students' perception here focused on three aspect, 1) aspect of sound, 2) aspect of picture, 3) aspect of benefit. The conclusion of the three aspect is most of students have liked to learning English by using video animation, because that is have natural conversation, very good looking from the color and suitable for viewing to all ages

**Keywords: students' perception, video animation, teaching listening**

There are four language skills in English, they are listening, speaking, reading and writing. Listening is one of he language skills having an important role in teaching ad learning process. It is important in the language classroom because 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 criticalawareness.Watching films in the classroom can be realized through recording them. We have tried tomake 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.

## **METHODOLOGY**

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. 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. 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.

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.

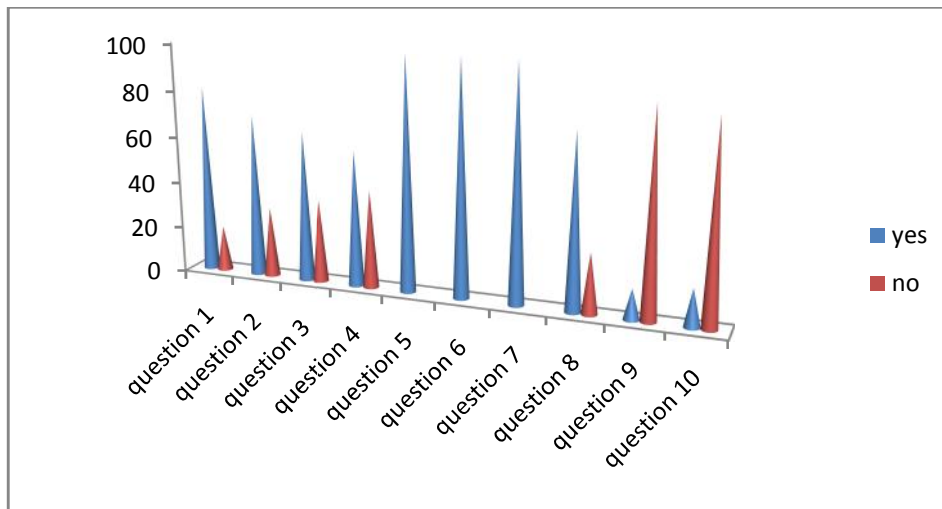
In this study used triangulation to verify the data. Moleong (2008: 330) stated that triangulation is data verification technique using something that could be in the form of theory, source, etc. which is used only as checking needed or comparing the data. So, the researcher used the data that are from interviews with students and questionnaire to reflect about their listening.

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.

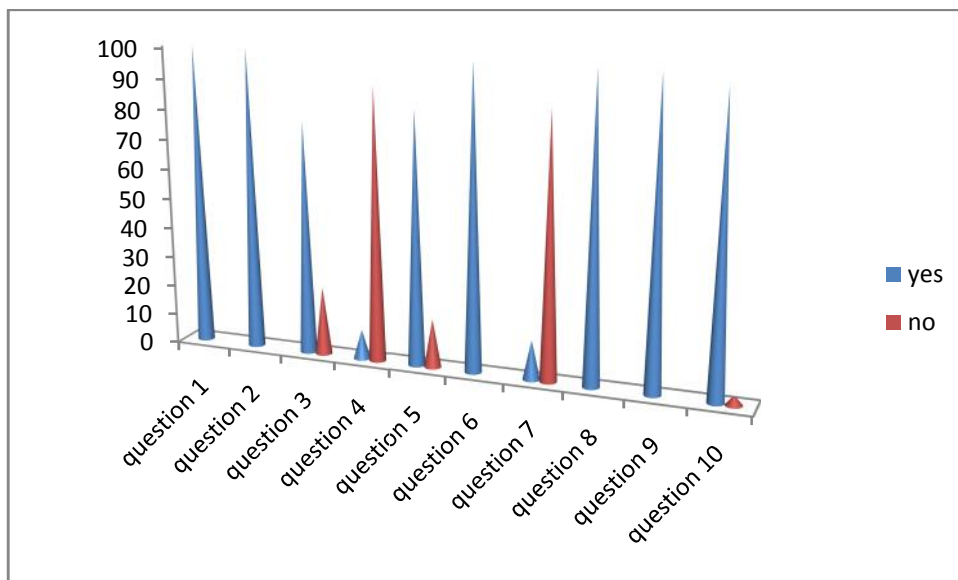
## **FINDING**

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.

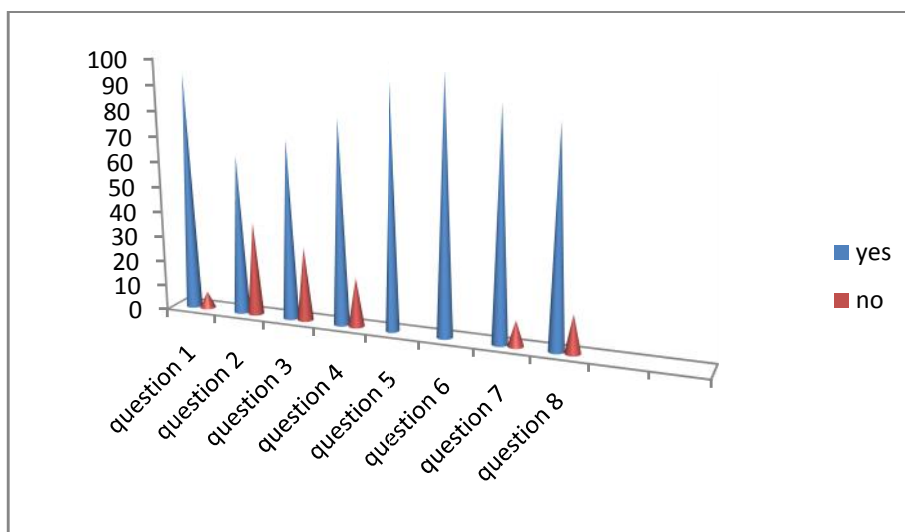
The summary of student's perception on the aspect of sound presented in figure 4.1



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



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



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 facilitate student 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 learned. 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.

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.



## DISCUSSION

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 intellegence 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.

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.

## **CONCLUSION AND SUGGESTION**

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.

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 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;

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