CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describe about the finding that include description data, hypothesis testing, data analysis and discussion.

A. The Description of Data

Here the researcher presents the data gotten from the subject of the study. The subjects of the research were 21 students of the first grade students of SMP Al-Kamal Kunir. The purpose of the research was to know the effectiveness of Animation Video toward students' listening skill for the first graders at SMP Al-Kamal Kunir.

The data were gotten from students' score in listening test before and after being taught by using animation video. Then, the researcher presented and analysed the data which taken from pre-test and post-test. The pre-test was administered before conducted treatment (animation video) and post-test was administered after conducted treatment (animation video) as teaching media in teaching listening.

Before presenting the students' score in pre-test and post-test, in this part is initiated by presenting the process of treatment applying animation video.

Treatment was given after the researcher conducted pre-test. The researcher conducted treatment three times. The first treatment was conducted in the classroom on May 23th 2016. The treatment which used here was using animation video. Here the researcher told to the students the way they were going to learn that day.

At first the researcher explained what expressing like and dislike is. Then the researcher divided class into four groups. Each group consisted of five students. The researcher played animation video, and then asked to the students to identify expressing that used in the conversation based on the animation video that they had watched.

Beside identify expressing that used in the conversation the researcher asked to the students identified the difficulties vocabbulary in that conversation then the researcher asked to prensent what the had discussed in front of the class.. The researcher went around the class coming to each group checking and gave help as the students needed. While checking the students, the researcher only gave help to the students if it really necessary. The researcher did not correct the students' error.

The researcher tried not only using animation video, but also using sound too. The researcher wanted to know the difference both of the media that used in the listening class

Because the time was limited, the activity at first day treatment was not finish yet. Thus it continued to the following day on May 24th 2016. The activity was continued the first day treatment with the topic telling about their like and dislike. In the last activity one of the students in each group who can finish the game fast asked to tell like and dislike in front of the class.

The next day treatment was on May 30th 2016. The activity was still same with the first day treatment. Here the researcher explained about descriptive and give the example telling about famous person. Then the researcher asked the

students watched animation video and identified the paragraph, then the researcher and students discuss together another example.

The last day treatment was on May 31th 2016. In the last day treatment the researcher told a about person to the students by using animation video. Then the researcher checked the students understanding by giving same question related to the story describe about person.

When the game finished the researcher asked one of students to describe about person that they had watched in animation video. Then the researcher gave feedback on grammar and pronunciation that she heard during listening process and the students may gave question if they did not understand or confused related to the whole material given.

Here the description of students' score in pre-test (before being taught by using Animation video) and post-test (after being taught by using animation video):

The purpose of this research is to find out whether or not there is a significant difference in listening achievement students taught by using animation video. This research was conducted at SMP N Al-Kamal kunir 23rdMay to 6th June 2016, in the academic year 2015/2016. The writer took one classes as the sample. The class was class 7-D. the researcher obtained two kinds of data; pre-test and post-test

1. **The Pre-test score**

   In this research, the researcher account for students' score of listening tests based on the scoring criteria, the students' mean of pre-test and post-test, and the percentage of students' score. To observe the students' listening

comprehension, the researcher gives scoring criteria adapted from (Sulthon, 2000: 13) as explain bellow:

Table 4.1 Scoring Criteria

No.	Interval	Criteria
1.	91 up to 100	Excellent
2.	81 up to 90	Very Good
3.	71 up to 80	Good
4.	61 up to 70	Enough
5.	51 up to 60	Poor
6.	≥ 50	Very poor

According to the table 4.1 above, the students' listening comprehension before taught by using animation video belong to the criteria of poor, enough, good, and very good. It was proved by the result of pre-test that the minimum score was 54. There were 18 students got the score under the criteria of good. It means that the listening comprehension of students in VII-D were less. To know the students' score of pre-test and the descriptive statistics of students' pre-test, see the table 4.2 (in appendix).

The pre-test was followed by 21 students. The researcher allocates 30 minutes for conducting pre-test. The pre-test was in the form of listening instruction that the students should listen the voice carefully. It was done before treatment process using animation video. This test was intended to

know the basic competence of the students before the students got the treatment. The pre-test was administered at 23rd of May 2016.

Based on the calculation, the results are as follows:

Table 4.3 Descriptive Statistic of Pre-test Score

Statistics

		Pretest	Posttest
N	Valid	21	21
	Missing	0	0
Mean		66.38	79.05
Median		64.00	76.00
Mode		64	76[a]
Std. Deviation		7.283	5.783

From the calculation result of students score before taught using animation video, the highest score achieved by students is 84 and the lowest one is 54. The range is 30, from the student's number (N) = 21. From the calculation result of statistics, the mean score (*X)* achieved by students is 66.38, the mode score is 64, the median score is 64, and the standard deviation is 7.28.

2. **post-test score**

The post-test was followed by 21 students. The researcher allocates 30 minutes for conducting post-test. The post-test was in the form of listening

instruction that the students should listen carefully. It was done after giving treatment process using animation video. This test was intended to know the basic competence of the students after the students got the treatment. The post-test was administered at 5th of June 2016.Based on the calculation, the results are as follows:

Table 4.5 Descriptive Statistic of Post-test Score

Statistics

		Pretest	Posttest
N	Valid	21	21
	Missing	0	0
Mean		66.38	79.05
Median		64.00	76.00
Mode		64	76[a]
Std. Deviation		7.283	5.783

From the calculation result of students score before taught using animation video, the highest score achieved by students is 90 and the lowest one is 68. The range is 22, from the student's number (N) = 21. From the calculation result of statistics, the mean score (*X)* achieved by students is 79.05, the mode score is 76, the median score is 76, and the standard deviation is 5.78.

3. Identifying T – test

To know whether the significant level is bigger or smaller than T-table the researcher analyzed the data by using SPSS statistics 16.0 and result shows in the following table.

Table 4.6 Paired samples statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	66.38	21	7.283	1.589
	Post_test	79.05	21	5.783	1.262

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_test & Post_test	21	.683	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)

				Lower	Upper			
Pair 1	Pretest - Posttest	-12.667	5.379	1.174	-15.115	-10.218	-10.791	20	.000

By computing of T-test on the table 4.6 above, it can be seen that the t $_{count}$ is 10.791 with df 20. The mean of students' speaking score before getting treatment is 66.38. After getting treatment, the mean of score is 79.05. The negative which appear in t $_{count}$ means the mean before treatment is lower than after treatment.

Then the researcher gave interpretation to t_0. At first, the researcher considered the df $= N - 1$ is 20. The researcher consulted to the score in t-table with the significance level of 0.05. The score of t $_{table}$ is 1.72. By comparing "t"
The researcher got the calculation t $_{count}$ = 10.791 and the value of t table was 1.72. It means that t $_{count}$ is higher than t $_{table}$ = 10.791 > 1.72.

Because the t $_{count}$ is higher than t $_{table}$ the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. It means there is different listening skill score of the first grade students of SMP Al-Kamal Kunir between before taught by using animation and after taught by using animation video.

B. Hypothesis Testing

The hypotheses of this research are as follows:

1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is any significant different score of students' listening ability in class X before doing listening using animation video and

after that. The significance different score is shown from the significant/probability value on the output of SPSS 16.00 program. It is significant if sig/p value is lower than 0.05 (sig/p < 0.05). It can be said that animation video is effective to use in teaching listening and suggested to be used.

2. If T-Test score is smaller than T-table, the Null Hypothesis (Ho) is rejected. It means that there is no significant different score of students' listening ability in class X before doing listening using animation video and after that. There is no significant different when the significance/probability value is bigger than 0.05 (sig/p > 0.05). It can be said that animation video is not effective enough to teach listening ability, and do not suggested to be used.

C. Discussion

The researcher got the data in the form of pre-test and post-test score On the basis of the data research finding, the mean score of post-test was higher than the mean of pre-test. It was 79.5>66.38. Besides, after calculated by using SPSS Statistics 16.0, the result shown the significant of 2 tails was 0.000, it indicated that the significant level in the table < the standard of significance level (0.00 < 0.05). Because of it, the use of animation video was effective and increased the students' listening skill.

Listening is considered as the importance material in foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input, second language acquisition research has given a major concern to listening. As Rost (1994, pp 141-142) point out, listening is vital in the language classroom because it provides input for learner. Without understanding

input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

In order to facilitate the listeners to comprehend listening skill, teacher may use teaching media such as video. Visual information in video is important in teaching and learning process especially in teaching second-language listening. Rubin in Buck (2001: 46-47)says that visual support can aid language learners, especially less proficient learners, and is particularly helpful with more difficult texts. Moreover, video as a medium that combines both audio and visual supports is a perfect medium for students who are auditory or visual learners. Lever-Duffy (2003: 273) describes the strength of using audio visual support in learning as follows. Adding the appropriate audio and visual components can engage more learners' sense and help to build multiple cognitive connections to the content presented. And because learning styles vary, the addition of audio and images can make learning easier for many students by addressing their auditory or visual strength.

Moreover, Buck (2001: 172) states that with video it is easy to see who is speaking, the setting of places or situations, and gestures. In this case, visual information such as settings, actions, emotions, and gestures can help the learners to understand the whole message of oral narrative text. Besides, visual information in video also provides listeners with focus for their attention as they are listening. Thus, by listening to the auditory stimulus and paying attention to the visual stimulus, students will be able to catch the meaning of spoken text better.

Based on explanation above, the use of animation video was effective and increased the students' listening skill