

AN UNDERGRADUATE THESIS

**THE EFFECT OF USING VIDEO ANIMATION ON THE
STUDENTS LISTENING SKILL AT THE ELEVENTH GRADE
OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK CENTRAL
LAMPUNG**

By:

DIAH SUKMA CAHYA LARASATI
Student Number: 2101051010



TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H/2026 M

**THE EFFECT OF USING VIDEO ANIMATION ON THE
STUDENT'S LISTENING SKILL AT THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK
CENTRAL LAMPUNG**

Presented as a Partial fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

DIAH SUKMA CAHYA LARASATI

STUDENT NUMBER: 2101051010

Sponsor: Ning Setiowati, M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING**

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H / 2026



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.motrouniv.ac.id; e-mail: tarbiyah.uln@motrouniv.ac.id

APPROVAL PAGE

Title : THE EFFECT OF USING VIDEO ANIMATION ON THE
STUDENTS' LISTENING SKILL AT THE ELEVENTH
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BANYAK CENTRAL LAMPUNG

Name : Diah Sukma Cahya Larasati

Student Number : 2101051010

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of Jurai Siwo State
Islamic University.



Head of English Education Departement

Dr. Much Deinatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 23 June, 2026
Supervisor

Ning Setiowati, M.Pd.
NIP. 198708142025212004



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Jalan K. Hajar Dawanlata Kampus 16 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47200, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah_uin@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Diah Sukma Cahya Larasati**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Diah Sukma Cahya Larasati
Student Number : 2101051010
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EFFECT OF USING VIDEO ANIMATION ON THE
STUDENTS' LISTENING SKILL AT THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 1 SEPUTHI
BANYAK CENTRAL LAMPUNG

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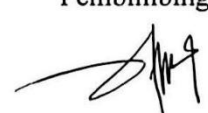
Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniaur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 23 June 2026
Pembimbing


Ning Setiowati, M.Pd.
NIP. 198708142025212004



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UNIVERSITAS ISLAM NEGERI JEMBARA SURABAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan KH. Hajar Dewantara Kampus 16 A Iringmulya Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47290. Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.un@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosyah
of Diah Sukma Cahya Larasati**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Diah Sukma Cahya Larasati
Student Number : 2101051010
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE EFFECT OF USING VIDEO ANIMATION ON THE
STUDENTS' LISTENING SKILL AT THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 1 SEPULIH
BANYAK CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order
to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement



Dr. Much-Deinipatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, June 23, 2026
Sponsor

Ning Setiowati, M.Pd.
NIP. 198708142025212004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan K. H. Negeri Jember 1, Jember 60132, Jawa Timur
Telp. (0331) 811111, Fax (0331) 811112, Email: info@uin-jember.ac.id

RATIFICATION PAGE

No. B-2988/Un. 36.1/0/PP.CO-3/07/2026

An Undergraduate Thesis entitled: THE EFFECT OF USING VIDEO ANIMATION ON THE STUDENT'S LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 SEPULUH BANYAK CENTRAL LAMPUNG, written by: Diah Sukma Cahya Larasati, student number: 2101051010, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 26th, 2026 at 08.00-10.00 WIB.

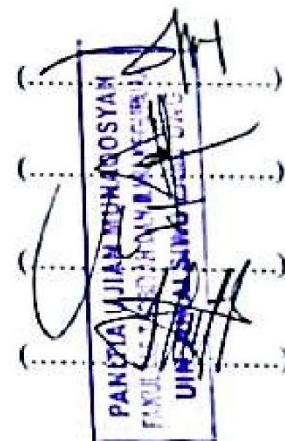
BOARD OF EXAMINERS:

Examiner I : Ning Setio Wati, M.Pd.

Examiner II : Dr. Much. Deiniatur, M.Pd.BI.

Examiner III : Dr. Yuniarti, M.Pd.

Examiner IV : Leny Setiyana, M.Pd.



The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

THE EFFECT OF USING VIDEO ANIMATION ON THE STUDENT'S LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK CENTRAL LAMPUNG

By:

DIAH SUKMA CAHYA LARASATI

The purpose of this study was to determine whether there is a positive and significant effect of using video animation on the listening skills of the eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak, Central Lampung. This study employed a quantitative research method with a quasi-experimental design using a pretest–posttest control group design. The research involved two groups: an experimental group and a control group. The experimental group was taught using video animation as the treatment, while the control group was taught using conventional audio-based instruction without video animation.

The population of this study consisted of 35 eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak. The sample included 17 students in the experimental class and 18 students in the control class, selected using a total sampling technique. A pre-test was administered before the treatment to determine the students' initial listening skills, while a post-test was administered after the treatment to measure the improvement in students' listening skills. The collected data were analyzed using SPSS, including the normality test, homogeneity test, and independent samples t-test.

Based on the findings, the researcher concluded that the use of video animation had a positive and significant effect on students' listening skills. The mean score of the experimental group's post-test was 77.64, while the control group's post-test mean score was 68.33, indicating that the students taught using video animation achieved higher listening scores than those taught through conventional instruction. Furthermore, the result of the independent samples t-test showed that the significance value (Sig. 2-tailed) was lower than the significance level of 0.05, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that there is a positive and significant effect of using video animation on the listening skills of the eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak, Central Lampung.

Keywords: *Video Animation, Listening Skills, English Language Learning.*

ABSTRAK

PENGARUH PENGGUNAAN VIDEO ANIMASI TERHADAP KETERAMPILAN MENYIMAK SISWA KELAS SEBELAS SMA MUHAMMADIYAH 1 SEPUTIH BANYAK LAMPUNG TENGAH.

By:

DIAH SUKMA CAHYA LARASATI

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang positif dan signifikan dari penggunaan video animasi terhadap kemampuan menyimak (listening skill) siswa kelas XI SMA Muhammadiyah 1 Seputih Banyak, Lampung Tengah. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain quasi-eksperimen melalui **pretest-posttest control group design**. Penelitian ini melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diberikan perlakuan berupa penggunaan video animasi dalam proses pembelajaran, sedangkan kelompok kontrol diajar menggunakan metode konvensional tanpa menggunakan video animasi.

Populasi penelitian ini adalah seluruh siswa kelas XI SMA Muhammadiyah 1 Seputih Banyak yang berjumlah 35 siswa. Sampel penelitian terdiri atas 17 siswa pada kelas eksperimen dan 18 siswa pada kelas kontrol yang dipilih menggunakan teknik total sampling. Pre-test diberikan sebelum perlakuan untuk mengetahui kemampuan awal menyimak siswa, sedangkan post-test diberikan setelah perlakuan untuk mengetahui peningkatan kemampuan menyimak siswa. Data penelitian dianalisis menggunakan program SPSS melalui uji normalitas, uji homogenitas, dan uji independent samples t-test.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan video animasi memberikan pengaruh yang positif dan signifikan terhadap kemampuan menyimak siswa. Hal ini ditunjukkan oleh rata-rata nilai post-test kelas eksperimen sebesar 77,64, sedangkan rata-rata nilai post-test kelas kontrol sebesar 68,33. Hasil tersebut menunjukkan bahwa kemampuan menyimak siswa yang diajar menggunakan video animasi lebih tinggi dibandingkan dengan siswa yang diajar menggunakan metode konvensional. Selain itu, hasil uji **independent samples t-test** menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) lebih kecil dari taraf signifikansi 0,05, sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan dari penggunaan video animasi terhadap kemampuan menyimak siswa kelas XI SMA Muhammadiyah 1 Seputih Banyak, Lampung Tengah.

Kata Kunci: *Video Animasi, Keterampilan Menyimak, Pembelajaran Bahasa Inggris.*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name : Diah Sukma Cahya Larasati
Student Number : 2101051010
Department : English Education Study Program
Faculty : Tarbiyah and Teachers Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, July 01st 2026
The Researcher,



Diah Sukma Cahya Larasati
NPM. 2101051010

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama : Diah Sukma Cahya Larasati

NPM : 2101051010

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 01 Juli 2026
Yang Menyatakan,



Diah Sukma Cahya Larasati
NPM. 2101051010

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

“Then which of the favors of your Lord will you deny?”

(Q.S Ar-Rahman 55: 13)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"For indeed, with hardship comes ease."

(Q.S Al- Insyirah 94: 5)

DEDICATION PAGE

This Undergraduated Thesis is Dedicated to:

1. My beloved parents, Mr. Sunardinata and Mrs. Sri Lestari, for their endless love, prayers, sacrifices, support, and encouragement throughout my life and academic journey. Thank you for always believing in me, guiding me, and inspiring me to pursue my dreams. This achievement would not have been possible without your unwavering support and dedication.
2. My beloved sister, Diah Elok Pitaloka, for her love, motivation, understanding, and continuous support. Thank you for always encouraging me and standing by my side during every challenge and achievement.
3. My dear friends, Isna, Eva, and Icha, for their friendship, support, kindness, and unforgettable memories. Thank you for always being there, sharing both joyful and difficult moments, and providing motivation throughout the completion of this thesis.

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Alhamdulillah Robbil 'Alamin, first of all, the researcher would like to offer all praise to Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this Undergraduate Thesis entitled “THE EFFECT OF USING VIDEO ANIMATION ON THE STUDENTS LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK CENTRAL LAMPUNG”. In the second place, researcher honors the prayers and greeting of the role model” muslim in the world the prophet Muhammad SAW.

In completing this thesis, the researcher realizes that many people had given their helps and useful suggestion for the finishing of this thesis. Therefore, the researcher would like to express her appreciation and sincere thank to:

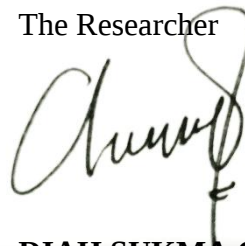
1. Prof. Dr. Hj. Ida Umami, M.Pd. Kons, as the Rector of IAIN METRO Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd. B.I., as the Head of the English Education Department.
4. Ning Setiowati, M.Pd., as the advisor who guided researchers and provided motivation in the process of completing the results of this Undergraduate Thesis.

5. My beloved family for their prayers, love, and encouragement that have been my greatest source of strength.
6. All lectures in the English Education Department for their assessment and suggestions in the process of completing this Undergraduate Thesis.

The researcher realizes that this Undergraduate Thesis still has a plenty of weaknesses. The researcher apologizes for all mistakes in writing. All constructive comments and suggestions are very welcomed to improve the quality of this Undergraduate Thesis. Hopefully, this Undergraduate Thesis can be meaningful benefit for the other researchers, our campus and all readers generally.

Metro, May 2026

The Researcher



DIAH SUKMA CAHYA L

ID. 2101051010

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening skills are considered one of the most essential aspects of language learning because they form the foundation for effective communication and understanding¹. Numerous researchers and educators in the field of English as a Foreign Language (EFL) have consistently highlighted the importance of listening in the learning and teaching process because it enables learners to absorb pronunciation, vocabulary, and sentence structure in a natural context. A primary objective for language learners is to comprehend what others are saying, reflecting their ability to engage in real-life conversations. True language acquisition occurs when learners can understand spoken messages in the target language.

In addition, active listening is believed to strengthen interpersonal relationships by showing respect and empathy towards others². However, many schools still encounter problems with students' low listening skills, as evidenced by difficulties understanding conversational content, capturing important information, and interpreting the meaning of audio materials. This condition is generally caused by a lack of variety in learning media, limited exposure to authentic spoken language, and low student interest and

¹ Ignasia Yuyun and Fitri Yanti Simamora, "Use of Youtube To Support Efl Students' Listening Skills," *ELLTER Journal* 2, no. 2 (2021): 1–12, <https://doi.org/10.22236/ellter.v2i2.7512>.

² Mardhatillah Arief, Eny Syatriana, and Sitti Maryam Hamid, „An Analysis on Emphatic Listening Style in Efl Classroom“, *English Language Teaching Methodology*, 3.3 (2023), pp. 317–18, doi:10.56983/eltm.v3i3.553.

concentration during listening activities, which tend to be monotonous. Therefore, the use of animated videos was chosen as a solution because they are able to combine audio and visual elements in an engaging way, helping students understand the context of conversations, increasing their attention and motivation to learn, and making it easier for them to grasp the meaning and information conveyed through listening materials.

Teaching listening, which is an essential part of language acquisition, is the process by which people learn to understand and interpret the speech they hear. According to Pratiwi et al sound quality, clarity of pronunciation, and a supportive environment, such as the absence of noise, are external factors that influence listening ability³. Internal factors, meanwhile, include a person's motivation, level of concentration, and previous experience in listening to a language. Understanding these two components allows instruction to be tailored to improve the efficiency of listening learning and help students acquire better communication skills.

The use of audiovisual media in English learning is an effective alternative to improve listening skills because this media combines sound and visual elements that allow students to receive information through more than one sense simultaneously. In this study, the form of audiovisual media used is video animation, namely media that presents material through moving images, animated characters, and audio that support each other to build a clearer communication context. According to H. Sujono, audiovisual media

³ Kartika Pratiwi and Erna Andriyanti, "External Factors Causing Students' Difficulties in Listening," *Journal of English Language Teaching and Linguistics* 4, no. 2 (2019): 227, <https://doi.org/10.21462/jeltl.v4i2.282>.

can increase learning motivation and facilitate the understanding of complex material because the information is presented in a more interesting and concrete manner⁴. In the context of listening, video animation are thought to be able to improve students' listening skills through several mechanisms, namely helping students understand the meaning of speech with visual support, providing contextual clues to vocabulary and conversation content, reducing difficulties in interpreting spoken messages, and increasing student focus and engagement during the learning process.

According to Cakir Ismail audio-visual media has been shown to significantly improve students' listening skills. Research shows that the use of such media not only improves listening skill but also increases students' motivation and engagement in the learning process⁵. For example, students exposed to audio-visual media, such as video animation and movie clips, showed higher achievement in listening skill compared to students taught with traditional audio methods. The use of audio-visual aids allows students to better imagine real-life situations, which helps in understanding and recalling information.

Video animation are a type of video that is made using animation techniques, moving images, or illustrations. Audio-visual media that can be seen and heard are included in video animation. According to Bukhari video

⁴ H. Sujono AR, "Mengembangkan Penggunaan Media Pembelajaran Audio Visual Dalam Meningkatkan Motivasi Belajar Siswa," *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial* 20, no. 1 (2022): 25–42, <https://doi.org/10.37216/tadib.v20i1.538>.

⁵ İsmail Çakir, Kırıkkale Üniversitesi, and Eğitim Fakültesi, "The Use of Video As an Audio-Visual Material in Foreign Language Teaching Classroom," *The Turkish Online Journal of Educational Technology – TOJET* October 5, no. 4 (2006): 1303–6521.

animation can also increase students' interest in learning because of their attractive appearance. Therefore, video animation are one of the potential media to help students in the teaching and learning process.

On March 25, 2025, Pra-survey was conducted at the eleventh grade of SMA Muhammadiyah 1 Seputih Banyak. Based on the results of interviews with English teacher at eleventh grade, they indicated that the level of students listening skill are still below average, because the students have problems in this learning process, so it can be seen the table below:

Table 1.1
The Data of Pre-Survey Result among the Eleventh Graders of SMA Muhammadiyah 1 Seputih Banyak Central Lampung

No.	Grade	Explanation	Frequencies	Percentage
1.	<75	Incomplete	20	57,14%
2.	>75	Complete	15	42,86%
		Total	35	100%

The table above shows that only 15 students out of 35 students scored well (complete) in the listening test. The Minimum Completeness Criteria (MCC) set by the school is > 75. It can be seen that 20 students are classified as incomplete because the score is < 75 and only 15 students can do the listening test well. It can be explained that out of 35 students only 15 students passed and 20 students have low listening skill.

Based on the phenomena above, The researcher assumes that to motivate students in learning English, especially low listening skills, the researcher is interested in using the video animation to help improve students' listening skills.

Based on the description above, the researcher want to know there is effect of using video animation in the English learning process. That is the reason why the researcher chose the thesis title “The Effect of Using Video Animation on the Students Listening Skill at the eleventh grade of SMA Muhammadiyah 1 Seputih Banyak Central Lampung”

B. Problem Identification

Based on the background above, the researcher identified the following issues:

1. Students have low listening skills making it difficult to understand material the material presented.
2. Students have not been able to improve vocabulary mastery.
3. Students are still reluctant to study using audio.

C. Problem Limitation

Based on the identification of problems, researcher limits the research problem by focusing on the low listening skills of students. In this case, the researcher overcomes the problem by conducting research using video animation on students listening skill at eleventh grade of SMA Muhammadiyah 1 Seputih Banyak Central Lampung.

D. Problem Formulation

The researcher has outlined the formulation of problems related to the problem boundaries above. The problem formulation of this research: “Is

there any positive and significant effect of using video animation on students' listening skill at the eleventh grade of SMA Muhammadiyah 1 Seputih Banyak Central Lampung?

E. Objective And Benefits Study

1. Objective of the study

The objective of this research is the researcher to find out whether there is a positive and significant effect of using video animation on students listening skill.

2. Benefits of the study

By conducting this research, researcher hopes that this research can be useful for teachers, students, and other researchers. The benefits of this research are as follows:

- a. For the Students: This research is expected to help students improve their listening skills through the use of video animation that present material in an engaging manner. With the support of audio and visual elements, students can more easily understand spoken information, enrich their vocabulary, improve their listening concentration, and foster interest and motivation in learning English..
- b. For the Teachers: this research is expected to serve as a reference for English teachers in selecting and implementing effective learning media to improve students' listening skills. Furthermore, the use of animated videos can be an engaging and innovative alternative media,

helping teachers create a more interactive learning environment, increasing student motivation, and facilitating the delivery of listening materials.

- c. For researchers: this research can be used as reference regarding the effectiveness of using video animation in listening skill. It is hoped this research provide valuable perspectives for next researchers and inspire further exploration based on its finding.

F. Prior Research

In this study, it is necessary to consider previous research. The first previous research was conducted by students of Riau Islamic University, this research was prepared by Aulia Nofriza who conducted research with the title improving students' listening skills by using video animation in class 2 MTSN 03 pekanbaru. The purpose of this study was to improve students' listening skills in class VIII/3 MTSN 03 pekanbaru in the 2021/2022 academic year by using learning media in the form of video animation. This study used classroom action research (CAR) and was conducted in 2 cycles. The main participants in this study were 36 students of class VIII/3 MTSN 03 pekanbaru.⁶

The results of this study showed that the use of video animation can improve the effective English learning process. There was an increase in the average score of 49.86% and in cycle 2 there was an increase of 78.88%. The similarity between previous research and this study is the effectiveness of

⁶ Auliya Nofriza, *"Improving the Students Listening Ability By Using Animation,"* 2021.

video animation as an independent variable. The difference between previous research and this study is the research sample. This is because this study examines the listening skills of 11th grade students of SMA Muhammadiyah 1 Seputih Banyak. While the previous study examined students of class VIII/3 MTSN 03 pekanbaru. In addition, this research uses quantitative methods that are experimental in nature.

The second preliminary research was conducted by Novita Forena Simanungkalit, who conducted a research with the title The effect of using animated videos on the listening comprehension of class IX UPTD SMP NEGERI 5 PEMATANG SIANTAR students. The purpose of this study was to determine the effect of the use of video animation on the ability of class IX UPTD SMP Negeri 5 Pematang Siantar students in the academic year 2022/2023. this research method uses a quantitative research approach. Using quasi-experimental type of research with a two-group static research design.⁷ The results showed that the use of animated videos as learning media significantly affected Grade XI students' listening comprehension in UPTD SMP negeri 5 Pematang Siantar.

The similarity of previous researchers is that video animation as an independent variable affecting other variables. While the first difference with the first previous study is the dependent variable. the researchers use listening ability as a dependent variable. The second difference is the location of the research. The previous researchers conducted the research with 9th graders in

⁷ Novita Forena Simanungkalit, Bloner Sinurat, and Mungkap Mangapul Siahaan, "The Effect of Using Animated Video on the Listening Comprehension of Grade Ix Students At Uptd Smp Negeri 5 Pematang Siantar," Jurnal Ilmiah Research Student 1, no. 2 (2023): 174–80.

UPTD SMP Negeri 5ematang Siantar. While the researchers will apply the media to the listening ability of eleventh grade students in SMA Muhammadiyah 1 Seputih Banyak.

The third previous research was conducted by students from Yogyakarta State University. This research was prepared by Boris Ramdika, who conducted a research entitled Improving students' listening skills using animation videos for eighth grade students in SMP N 6 Magelang in the academic year of 2013/2014. The purpose of this study was to improve students' listening skills in class VIII F in SMP N 6 Magelang in the academic year of 2013/2014 through the use of animation videos. This study was categorized as a classroom action research (CAR) and was conducted in two cycles, each composed of two sessions. The main participants in this study were 32 students from Class VIII F of SMP N 6 Magelang.

Significant improvements were observed in several aspects, such as students' ability to comprehend English words and vocabulary expansion. The results showed that video animation in the English teaching and learning process were effective in improving students' listening comprehension ability and teachers' performance. The mean score increased from 7.2 in the pre-test to 8.2 in the post-test. The difference between this research and previous research is the research sample. The previous study examined students of class VIII F in SMP N 6 Magelang.⁸ The research method used in the previous three

⁸ Boris Ramdika, *Improving Students' Listening Skills Using Animation Videos For The Eight Grade Students Of SMP N 6 Magelang In The Academic Year of 2013/2014*. (Yogyakarta, Yogyakarta State University, 2014).p.12.

studies was classroom-based action research (CAR). In addition, this study uses a quantitative research design that is experimental in nature.

Based on the similarities and differences between all previous studies and this thesis, many previous studies used the Classroom Action Research (CAR) method, so the researcher will conduct quantitative research through the influence of animated videos on listening learning. In addition, this research is still rare in high schools, so the author is interested in examining the effectiveness of animated videos on the listening skills of eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak..

CHAPTER II

THEORETICAL REVIEW

A. Concept Listening Skills

The theoretical basis of this study comes from the analysis of ideas, theories, and other prior research animated videos and listening skills. Each of these components will be thoroughly examined in the next section.

1. The Definition of Listening Skills

Listening is the active process of receiving, understanding, and responding to messages conveyed by others through verbal communication⁹. This process involves the sense of hearing, understanding the meaning, interpreting the context, and giving an appropriate response. Good listening requires focus and attention, as well as the skills to avoid distractions that can interfere with communication. To build strong relationships, solve problems, and achieve understanding in interpersonal communication, it is essential to have good listening skills. In addition, active listeners select and interpret information through auditory and visual cues.

Therefore, listeners will connect existing or previously obtained information with what they hear when listening¹⁰. Listening skills are defined as the ability to accurately receive and interpret messages during communication, which includes not only hearing words, but also understanding context, tone, and non-verbal cues. Active listening is

⁹ Farrell Thomas, 'Teaching Listening', TESOL (International Association), (2013), pp.

¹⁰ Brown, H. Douglas. *Principles of language learning and teaching*. 7th ed. New York: Pearson, 2018.

essential for successful communication and learning, as it enables one to process information, respond appropriately and participate meaningfully in a conversation.

2. Types of Listening

According to Brown, there are four types of listening as follows:

- a) Intensive Listening: Understanding a wider range of language components (phonemes, words, intonation, discourse markers, etc.).
- b) Responsive Listening: Listening to relatively short pieces of speech (greetings, questions, commands, comprehension tests, etc.) and making equally short responses.
- c) Selective Listening: Listening not necessarily to find general or universal meaning, but to be able to comprehend specific information in longer pieces of spoken language (e.g., teacher instructions in the classroom, television or radio news or stories). For example, assessment tasks in selective listening might ask students to listen for names, numbers, grammatical categories, directions (in a map exercise), or specific facts and events.
- d) Extensive Listening: Develops a comprehensive understanding of spoken language from the top down. Language. Integrated performance includes listening to long speeches, listening to conversations and understanding the overall message or purpose. Obtaining summaries, main ideas and conclusions through listening is also part of integrated listening.

3. Micro and Macroskills of Listening

According to Brown provides a simplified list of micro- and macroskills based on Richards' aural skills taxonomy (for conventional listening)¹¹.

Microskills

- a) Discriminate among the distinctive sounds of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
- d) Recognize reduced forms of words.
- e) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f) Process speech at different rates of delivery.
- g) Process speech containing pauses, errors, corrections, and other performance variables.
- h) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement/pluralization), patterns, rules, and elliptical forms.
- i) Detect sentence constituents and distinguish between major and minor constituents.

¹¹ Brown Douglas, *Language Assesment Principles and Classroom Practice*, Longman (San Fransisco State University, 2004).

- j) Recognize that a particular meaning may be expressed in different grammatical forms.
- k) Recognize cohesive devices in spoken discourse.

Macroskills

- a. Recognize the communicative functions of utterances, according to situations, participants, goals.
- b. Infer situations, participants, goals using real-world knowledge.
- c. From events, ideas, etc., described, predict outcomes, infer links and connections between new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings.
- e. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- f. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Macroskills are those that refer to the level of discourse organization, whereas the microskills are those that remain at the sentence level.

4. Process Listening

In the book "Listening: Attitudes, Principles, and Skills" by Brownell, some listening processes are as follows:¹²

a. Reception (hearing)

Hearing is the initial phase in which the listener receives information or messages through the sense of hearing. This process involves physical abilities to hear the sound sent by the speaker. In addition, understanding what is heard and requires the individual to constantly attend to, interpret and remember what he hears. At this stage, technical aspects of hearing, such as loudness, clarity and frequency of sound, are crucial. Factors such as environmental distractions, physical impairments or hearing disabilities can affect the effectiveness of message reception.

b. Understanding (learning)

Understanding is the phase in which the listener attempts to grasp the meaning of the message he or she has received. This process involves interpreting the words, tone of voice and context to grasp what the speaker really meant. In this phase, the listener uses his or her prior knowledge, experience and linguistic skills to decipher the message. The listener is able to recognize and understand the emotions and nuances conveyed through the speaker's intonation and nonverbal expressions.

¹² Brownell Judi, *Listening (Attitudes, Principles, and Skills Angewandte Chemie International Edition*, 6(11), 951-95., Sixth Edit (Routledge,2018), 1.

c. Remembering (Recalling)

Remembering is the stage where the listener stores the information that has been understood. This process is important because the remembered information will be used to continue the conversation and provide relevant responses. The skill of recalling information involves the brain retaining important details of the message heard, such as facts, ideas, or instructions. Some techniques that can be used to improve recall skills are repeating information, taking notes, or linking new information to existing knowledge. Remembering is an important part because it means that one, besides receiving and interpreting the message, also adds it to the mind's storage bank, which means that the information will be remembered in our minds. Good recall helps listeners to give appropriate feedback by accessing information already heard and showing that they really pay attention and appreciate what the speaker is saying.

d. Interpreting

Interpreting is the stage in the listening process where the listener analyzes and makes meaning of the messages received based on context, tone of voice, and nonverbal cues. This process involves interpreting words, phrases, and other information provided by the speaker taking into account background, culture, emotions, and certain situations. The listener attempts to understand what the speaker meant, including implied meanings and emotions that may not be expressed directly. Interpreting requires skill in

understanding the nuances of language and non-verbal communication as well as the skill to place the message in its proper context.

e. Evaluating (Judging)

Evaluating is the stage where the listener assesses or evaluates the message that has been heard. This process involves critical thinking to determine the validity, relevance, and importance of the information received. Listeners need to consider various aspects, such as the reliability of the source, the consistency of the message, and the evidence supporting the argument. Evaluation also includes emotional and logical analysis of the message, whether the message makes sense and whether there are hidden motivations behind the message. Therefore, the skill to evaluate messages effectively enables the listener to make better decisions and provide more informed and thoughtful responses.

f. Responding (Answering)

Responding is the final stage in the listening process, where the listener provides a response or feedback to the speaker. This response can be verbal (such as answering, asking, or making comments) or non-verbal (such as head nods, facial expressions, or eye contact). Therefore, giving the right response shows that the message has been received and understood. A good response also helps strengthen the relationship between speaker and listener, ensures that communication is two-way, and encourages further engagement in the conversation. An effective response

involves listening attentively, clarifying information where necessary, and responding in a way that is relevant and supportive of the speaker.

5. The Assessing Listening

Assessment involves a systematic method for gathering information and drawing inferences about students' abilities, and it can be conducted through tests, interviews, observations, questionnaires, etc. Brown has identified potential activities based on what individuals typically do when they engage in listening.¹³

- a. Focused Listening: Engaging in listening with a focus on perceiving the components such as phonemes, words, intonation, and discourse markers.
- b. Interactive Listening: Listening to relatively short segments of language, encompassing greetings, questions, commands, comprehension checks, and the like.
- c. Discriminative Listening: Processing longer stretches of discourse, like short monologues spanning several minutes, to selectively scan for specific information, such as names, numbers, or directions.
- d. Comprehensive Listening: Listening with the goal of developing a top-down, global understanding of spoken language. This involves listening to conversations and extracting a comprehensive message or purpose. Activities within comprehensive listening include listening for the gist, identifying the main idea, and making inferences.

¹³ Brown H. Douglass, *Principles and Classroom Practice*. p. 120

B. Video in Language Teaching

1. Definition of Video Animation

There are several definitions concerning video animation. Animations are a form of dynamic representation that displays processes that change over time. According to Heinich, Molenda, & Russell animation is a technique in which the filmmaker gives motion to otherwise inanimate objects. A video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom.¹⁴

video animation have characteristics that support the development of listening skills due to the synchronized integration of audio and visuals, providing a clear visual context, and aiding the understanding of new concepts. Through the alignment of sound, moving images, character expressions, and storyline, students can connect the information they understand with the visual representations they see, making the meaning of the message easier to grasp. Furthermore, the visual context in animated videos serves as a clue that helps students grasp unfamiliar concepts and comprehend the content of the conversation more accurately. Therefore, the synchronized audio-visual characteristics, the support of visual

¹⁴ Heinich, R., Molenda, M., & Russell, J.D., *Instructional Media and Technologies Learning*. (Prentice Hall: 2002), p. 193.

context, and the understanding of comprehension make animated videos a potential medium for improving students' listening skills¹⁵.

Teachers need to explore more media that can be used in the teaching and learning process. In line with that, Johnson, as cited in Ramadhika, states that there are some components that students can observe while watching a video such as settings, action, emotions, gestures, etc. Besides, for language production and practice, the video also provides the students with an important stimulus.¹⁶

In conclusion, an animation video is described as a cartoon, film, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

2. The Types of Audio-visual As Media

According to Anderson cited by Akmala, learning methods can be classified into three categories.¹⁷ namely:

a. Visual Media

This medium is a visual medium that can be observed, including formats such as photos, moving images, animations or flashcards.

b. Audio media

¹⁵ Ratu, Y. H., Susilawati, E., & Salam, U. (2024). *Improving Student's Listening Comprehension Skill Using Animation Video*. *Journal of Education and Teaching*. DOI: 10.51454/jet.v5i2.377.

¹⁶ Boris Ramadhika, *Improving Student's Listening Skill Using Animation Video for The EightGrade Student's of SMPN 6 Magelang*, Yogyakarta State University, 2014. p. 24

¹⁷ Tatum Ariesya Akmala, "The Use of Animated Film to Improve Students Ability in Writing Narrative Text (A Classroom Action Research at the 10th grade of MAN Pemalang in the academic Year of 2010/2011)".Thesis. p.23.

This is media that can be heard, which means that audio media includes sounds that can be heard by individuals.

c. Audio-visual Media

This is a media that combines sound and images. One of example is animated video, which is included in the media category audiovisual media in teaching. The combination of audio and visual elements in this type of media are often considered more effective and engaging, thus enhancing the overall learning experience.

3. The Advantages and Disadvantages of Using Video Animation

The use of video as a medium in language classes has been carried out by several researchers and along with the research conducted, there are several benefits that have been found. Like the research conducted by Dea Aprilia Haryanto,¹⁸ the advantage of using animated videos in language classes is that it makes students easier and more interesting in learning and the second is that the use of video animation can give students a view of how to interact in conversation and provide advice on how to live better. Another advantage is that video animation can enrich knowledge, vocabulary, grammar, and pronunciation. In addition, the use of video animation in class can be very enjoyable for students. However, the classroom atmosphere is expected to be more conducive, so that the delivery of message values through video animation can be effective.¹⁹

¹⁸ DeaApriliaHaryanto, *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*, (IAIN Tulungagung, 2014) pp. 9—10.

¹⁹ *Ibid.*, p. 11.

Furthermore, research conducted by Boris Ramadhika states that the main advantage is that videos can focus on information that cannot be easily presented in traditional classes due to constraints such as size, location, cost, etc.²⁰ Both are in line with Jeremy Harmer's statement that one of the main advantages of video is that learners can not only listen to the language but can also see it, to support understanding, videos contain visual clues such as movement and expression that allow students to go beyond what they hear, and also to interpret the video.

On the other hand, there are several disadvantages to be recognized when using video in the language teaching process. Video deals with the long-term effects of using video in the classroom. It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance, and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue, in this case, is that the teacher should be well-trained in using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

²⁰ Boris Ramadhika, *Improving Student's Listening Skill Using Animation Video for The EightGrade Student's of SMPN 6 Magelang*, Yogyakarta State University, 2014. p. 24

4. Teaching Listening by Using Video Animation

Teaching listening skills using video animation can be considered an effective strategy to help students improve their listening comprehension, particularly in understanding spoken information, identifying main ideas, and interpreting specific details from English audio materials. Video animation serves as an engaging instructional medium by integrating visual and auditory elements, enabling students to comprehend the context of conversations, recognize vocabulary, and interpret messages more accurately.

In addition, video animation provides authentic language input through moving images, character expressions, and synchronized audio, which helps students connect spoken language with meaningful visual representations. Through the use of this medium, students are encouraged to pay closer attention to listening activities, increase their motivation and concentration, and develop their ability to process spoken information more effectively. Furthermore, the implementation of video animation supports students in strengthening various listening sub-skills, such as identifying key information, understanding vocabulary in context, recognizing the main idea, and responding appropriately to listening tasks. This learning medium also creates a more interactive classroom environment by promoting active participation, discussion, and teacher feedback throughout the learning process. Consequently, the use of video animation contributes to the development of students' overall listening

competence by improving their comprehension, confidence, engagement, and achievement in English language learning.

According to Cakir Ismail, there are practical techniques that teachers can employ when using video animation in the classroom. Some of these techniques include:²¹

a. Active viewing

During active viewing activities, teachers present movies and invite students to watch them from beginning to end. This approach is an effective method for teachers to gauge students' level of understanding of the videos shown.

b. Freeze framing and prediction

In this activity, the teacher pauses the film and focuses on frames that represent body language, facial expressions, emotions, and reactions to give responses to the characters. This strategy pause allows students to understand the nuances of English expression, especially understanding what emotions and expressions should accompany oral communication.

c. Silent viewing

In a silent viewing activity, the teacher plays the film with the sound turned down, asking students to guess the content of the characters' consumption. This activity is an activity that enables

²¹ Çakir, Üniversitesi, and Fakültesi, "The Use of Video As an Audio-Visual Material in Foreign Language Teaching Classroom."

students to memorize and recall dialogue in films, their compositions and performances.

d. Sound on and vision off activity

In the sound on and vision off activity, students solely rely on hearing the dialogue without the visual component. This exercise is designed to enhance students' listening skills by challenging them to comprehend the content based solely on auditory cues, thus fostering improvement in their listening abilities.

e. Repetition and role play

In the repetition and role play activity, a scene from the video is replayed with strategic pauses. Once students have grasped the content, they are then tasked with reenacting the scene to the best of their recollection. This activity serves as a practical way for students to reinforce their understanding and actively engage with the material through role-playing.

f. Reproduction activity

In the reproduction activity, students are presented with a section of the movie and are tasked with retelling the events. This exercise is designed to enhance students' speaking skills by encouraging them to articulate and narrate what is happening in the given segment of the movie.

g. Dubbing activity

In the dubbing activity, students are prompted to orally fill in the missing dialogues while the video is being played with the sound turned off. This exercise encourages students to actively engage with the content, enhancing their language skills by requiring them to provide spoken responses based on visual cues.

h. Follow-up activity

In the follow-up activity, the teacher engages in a discussion with the students to delve into the content of the movie, aiming for a deeper understanding. This post-viewing discussion allows students to reflect on the material, share their thoughts, and gain additional insights through dialogue with the teacher.

Hence, through the application of these techniques, teachers can effectively use animation videos in the classroom to enhance students' listening skills when teaching English.

C. Theoretical Framework

The researcher used a quantitative method. In this method there are variables as an attribute or assessment . Variables based on their relationship can be divided into two, independent variable (X) and dependent variable (Y). The independent variable (X) is the one that determines the cause, or indicates the

state or strength that affects another thing. In addition The variable that is the effect or result of another variable is the dependent variable (Y).²²

In this research, the independent variable (X) is the use of video animation and the dependent variable (Y) is students' listening skill, which can be explained through the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer. This theory states that students learn more effectively when information is presented through both visual and auditory channels simultaneously because learners process information through separate cognitive systems for verbal and visual input. In this study, video animation provides auditory input through spoken language and visual support through images, movements, facial expressions, and contextual scenes, allowing students to construct meaning more easily and efficiently²³. The combination of these two channels helps reduce cognitive load, increase attention, and improve comprehension of spoken language. Therefore, based on this causal relationship, the use of video animation is expected to have a significant positive effect on students' listening skills because it enhances students' ability to understand, process, and retain listening information more effectively compared to learning without multimedia support.

In this research, the theoretical framework states that the effective use of video animation can improve students' listening skills. Conversely, if video animation are not properly implemented, students' listening performance tends to be less optimal. This is based on the assumption that the combination of visual

²² Peter B. Kraska, John J. Brent, and W. Lawrence Neuman, *Criminal Justice and Criminology Research Methods*, 3rd Edition (New York: Routledge/Taylor & Francis Group, 2021), 73.

²³ Richard E. Mayer (2009). *Multimedia Learning* (2nd ed.). Available at: Cambridge University Press – Multimedia Learning

and audio elements in video animation helps students understand the context of conversations, enrich their vocabulary, and identify the main ideas in listening materials more easily, thereby making the comprehension process more effective and meaningful.

D. Hypothesis

1. Hypothesis Formulation

The hypothesis of this research:

- a. Alternative hypothesis (H_a) : There is a positive and significant Effectiveness of using video animation in Listening Skill at Eleventh Grade of SMA Muhammadiyah 1 Seputih Banyak Central Lampung.
- b. Null hypothesis (H_0) : There is no positive and significant Effectiveness of using video animation in Listening Skill at Eleventh Greade of SMA Muhammadiyah 1 Seputih Banyak Central Lampung.

2. Statistical hypotheses

Statistical hypotheses are assumptions about the parameters of a population. Relevant to this research the statistical hypothesis is:

If the p-value (Sig. 2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.

If the p-value (Sig. 2- tailed > 0.05 , then H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is quantitative research. According to Muijs,²⁴ quantitative research aims to explain phenomena by collecting numerical data that is analysed using mathematical methods, especially statistics. The researcher concluded that this study is quantitative in nature as it involves the use of numerical data obtained from students. Therefore, this approach allows the researcher to get a more objective and measurable picture of the phenomenon under study.

This research is a quantitative research with a quasi-experimental approach. The design used is the Pretest–Posttest Control Group Design. A quasi-experimental design involves two or more groups that are selected without random assignment; therefore, the participants are not randomly assigned to each group. In this study, two classes were involved as research samples, consisting of an experimental group and a control group. The experimental group received the treatment, which was the focus of the study, while the control group did not receive the treatment and was used as a comparison group to evaluate the effectiveness of the intervention.

²⁴ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, 2nd Ed (London: SAGE Publications, 2011).

The research design can be illustrated as follows:

Pretest–Posttest Control Group Design

Experimental Group: $O_1 \rightarrow X \rightarrow O_2$

Control Group: $O_1 \rightarrow - \rightarrow O_2$

B. The Definition of Variable

1. Independent Variable

The independent variable is referred to as the cause, which is considered to be the variable that influences the second dependent variable. The independent variable is represented as variable X in mathematical notation.²⁵ Variable X in this study uses video animation, with variable X indicator the students listen video animation. In evaluating the effectiveness of using video animation, the researcher used an observation sheet.

2. Dependent Variable

The dependent variable is presented as the Y variable. In this research the dependent variable is students listening skill. In many instances there is a time order associated with the independent variable and dependent variable relationship. The researcher was measure students listening skill using multiple choice question, each item consist four options : A, B, C, and D.

There are several criteria of the dependent variable as follows :

²⁵ Matthew David and Carole D. Sutton, *Social Research: The Basics* (London ; Thousand Oaks: Sage Publications, 2004), 142.

- a. Students are able to comprehend vocabulary in the video animation.
- b. Students are able to identify the main idea or topic of the video they are watching.
- c. Students are able to answer questions about who, what, where, when, etc.

C. Population, Sample and Sampling Technique

1. Population

According to Yonges Kumarsingh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed²⁶. Population is all members of a group consisting of people, objects, or activities that are determined in a study. In this study, the population used included all eleventh grade students at SMA Muhammadiyah 1 Seputih Banyak. They are divided into two different classes, class A and B. The total number of students included in this population is 35 students.

2. Sample

The sample in this study had consisted of two classes, namely the experimental class and the control class, each of which had been class A and B. The experimental class had been class A, which had numbered 17 students, while the control class had been class B, which had numbered 18 students. The total number of students who had become the sample of this study had been 35 students.

²⁶ Yongesh Kumar Singh, Fundamental Of research Methodology and Statistics. (New Delhi: New Age International. 2006) p. 63

3. Sampling Technique

Sampling is the process of taking samples from a population. Sampling technique is a way to determine the size of the sample that was be used as a data source.²⁷ In determining the research sample, researchers use total sampling techniques.

In the research, the researcher uses a total sampling technique as a sampling technique which on previous knowledge of a population and the specific purpose of the research. The researcher chooses eleventh grade to be investigated, of their low listening skills.

D. Data Collection Technique

The researcher collects data using the following techniques:

1. Test

According to Brown, a test is simply a method to measure a person's knowledge or performance in a particular domain.²⁸ This study is divided into two stages, namely:

- a. A pre-test is administered to students prior to treatment. This exam is designed to determine the students baseline listening skill prior to treatment. According to Creswell, A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.
- b. A posttest is a measure of some attribute or characteristic that you assess for participants in an experiment after treatment.²⁹

²⁷ Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014) , 277.

²⁸ Brown H. Dauglas, *Language Assesment: principles and classroom practice*. P.3

The treatment procedure in this research was conducted in two sessions, each lasting about 10 minutes. In the first session, the experimental group received treatment through video animation materials, where students watched and listened to the videos to understand the content, context, and key information, while the control group was taught using conventional audio materials without visual support. In the second session, similar procedures were repeated using comparable materials to maintain consistency. After all sessions were completed, both groups were given assessments to evaluate and compare their learning outcomes, in order to determine the effect of video animation on students' listening skills.

E. Research Instrument

For further information about the instruction of the test, the researcher showed the blue print of both tests as follows:

Table 3.1
Instrument Blueprint

No	LISTENING INDICATOR	QUESTION FORMAT	NUMBER OF ITEMS	SCOR
1	Identifying keywords in the conversation	Fiil in the blank	5	5
2	Understanding general information	Fiil in the blank	5	5

²⁹ Jhon W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative*.p.297.

	from the audio			
3	Understanding specific information	Fiil in the blank	5	5
4	Determining the meaning of words/phrases based on context	Fiil in the blank	5	5
5	Understanding the main idea of a conversation or audio text	Fiil in the blank	5	5

F. Data Analysis Technique

The researcher conducted inferential statistical analysis on the pre-test and post-test results to determine whether there was a positive and significant effect of using video animation on the listening skills of the eleventh-grade students of SMA Muhammadiyah 1. In this study, the researcher used SPSS to analyze the data collected from both the control group and the experimental group in order to examine the effect of the treatment. The researcher employed an independent samples t-test to compare the post-test scores between the experimental group and the control group. This t-test was used to determine whether there was a significant difference between the means of two independent groups based on their post-test results.

a. Normality Test

Shapiro-Wilk tests compare sample scores with a normally distributed data set with similar means and standard deviations. Normality calculates the probability that the sample was taken from a normal population. The hypothesis for the normality test is as follows:

Alternatif Hypothesis (H_a) : if sig is a positive >0.05 , then H_a is rejected

Null Hypothesis (Ho) : if the value of sig < 0.05 , then Ho is accepted

b. Homogeneity Test

was conducted to determine whether the data variances of the two groups were similar or not.

c. Hypothesis Test

To answer the question “Is there a positive and significant effect of using video animation on listening skills in eleventh grade at SMA Muhammadiyah 1 Seputih Banyak?”, the researcher analyzed the data using an independent t-test.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Profil SMA Muhammadiyah 1 Seputih Banyak

a. A History of SMA Muhammadiyah 1 Seputih Banyak

SMA Muhammadiyah 1 Seputih Banyak is a private educational institution located at Jl. KH. Ahmad Dahlan, RT 011 / RW 004, Tanjung Harapan Village, Central Lampung. The school occupies a strategically located 1.500 m² site that provides a conducive learning environment for all students. In terms of quality, the school has officially received a “C” accreditation based on the 2022 decision of the National Accreditation Board for Schools/Madrasahs. This school is the top choice for the community in Seputih Banyak Subdistrict for pursuing a high school education.

As a school under the auspices of the Muhammadiyah Regional Leadership in Seputih banyak, this school upholds the integration of Islamic values into its curriculum. The learning process harmoniously and thoroughly combines general knowledge with Islamic education and Muhammadiyah values. Supporting facilities include 6 permanent classrooms and access to laboratories for student practical work. Through this educational system, the school strives to build a strong spiritual foundation for every student.

This school is fully committed to nurturing a young generation of students who possess noble character, intellectual prowess, and independence. Students are encouraged to be active in the Ikatan Pelajar Muhammadiyah (IPM) to hone their leadership skills. In addition to academics, various extracurricular activities are also provided as a platform for developing students' interests and talents in non-academic fields. Through comprehensive guidance, SMA Muhammadiyah 1 Seputih Banyak is ready to produce graduates capable of competing in the future.

b. Vision and Mission of SMA Muhammadiyah 1 Seputih Banyak

1) Vision

To become a leading Muhammadiyah Islamic boarding school that excels in Islamic studies, is broad-minded, visionary, and courteous.

2) Mission

- a) Providing an integrated pesantren education by combining the pesantren curriculum with the national curriculum.
- b) Providing education based on the Qur'an and Sunnah in accordance with Muhammadiyah principles.
- c) Instilling values of faith and Islam to prepare and Produce Muhammadiyah leaders who are intelligent in faith, knowledge, and character.

- d) Developing Arabic and English language education as tools for communication to deepen understanding of religion, science, and technology.
- e) Shaping character and developing students' interests and talents through various organizational and extracurricular activities.
- f) Providing education that is creative, communicative, humanistic, and enjoyable.

B. Description of Result data Research

1. Result of Pre-Test in Control Class

A pre-test was conducted on Saturday, May 16, 2026, involving the playing of audio clip followed by a fiil in the blank for the Control class to assess the students' listening skills. The results of the pre-test for the Control class can be identified as follows:

Table 4.1

The Pre-Test of Control Class of the Student's Listening Skill

No	Initial Name	Grade	Criteria
1.	AF	67	Incomplete
2.	AAD	70	Incomplete
3.	AHA	80	Complete
4.	AFE	70	Incomplete
5.	DR	65	Incomplete
6.	DAS	55	Incomplete
7.	LBH	75	Complete
8.	MHM	50	Incomplete
9.	MFA	55	Incomplete
10.	MI	75	Complete

11.	PRR	65	Incomplete
12.	RNS	75	Complete
13.	RSF	67	Incomplete
14.	SDA	60	Incomplete
15.	TRS	55	Incomplete
16.	AZF	70	Incomplete
17.	DA	80	Complete
18.	EPDF	75	Complete
Total		1209	
Average of Students Grade		67,16	

The table above presents the results of a preliminary test assessing the listening comprehension skills of eleventh grade students. This test was administered to a control group of 18 students, identified by their initials, along with their grades and criteria categorizing student performance as “complete” and “incomplete.” The results show that out of 18 students, only 6 were classified as “complete” and 12 as “incomplete,” with an overall average score of 67,16. This indicates that some students did not achieve the desired level of listening proficiency based on the pre test.

Table 4.2

Frequency Distribution of Pre-Test Scores for the Control Class

No	Interval	Frequency	Persentage
1.	50-54	1	5,56%
2.	54-58	3	16,67%
3.	59-63	1	5,56%
4.	64-68	4	22,22%
5.	69-73	3	16,67%
6.	74-78	4	22,22%
7.	79-80	2	11,11%
		18	100%

The data table above details the frequency distribution of pre-test scores across seven intervals: 50–54, 54–58, 59–63, 64–68, 74–78, and 79–80. The majority of students scored below the 69–73 range. This indicates that the students' listening skills are still very low.

2. Result of Post-test in Control Class

The post-test was conducted on May 18, 2026. The research process involved playing different audio clips than those used in the pre-test, and no treatment was given to the control group. The results of the post-test for the Control class can be identified as follows:

Table 4.3

The Post-Test of Control Class of the Student's Listening Skill

No	Initial Name	Grade	Criteria
1.	AF	60	Incomplete
2.	AAD	55	Incomplete
3.	AHA	75	Complete
4.	AFE	90	Complete
5.	DR	75	Complete
6.	DAS	65	Incomplete
7.	LBH	75	Complete
8.	MFA	55	Incomplete
9.	MFA	65	Incomplete
10.	MI	80	Complete
11.	PRR	75	Complete
12.	RNS	50	Incomplete
13.	RSF	80	Complete
14.	SDA	55	Incomplete
15.	TRS	75	Complete
16.	AZF	70	Incomplete
17.	DA	75	Complete
18.	EPDF	55	Incomplete

Total	1230	
Average of Students Grade	68,33	

The table above presents the post-test results assessing the listening skills of eleventh-grade students in the control group. Of the 18 students, 9 received a “complete” rating and 9 received an “incomplete” rating. This indicates that the listening skills of the eleventh-grade students in the control group showed only minimal improvement.

Table 4.4

Frequency Distribution of Post-Test Scores for the Control Class

No	Interval	Frequency	Persentage
1.	50-56	5	27,78%
2.	57-63	1	5,56%
3.	64-70	3	16,67%
4.	71-77	6	33,33%
5.	78-84	2	11,11%
6.	85-91	1	5,56%
		18	100%

The table above details the frequency distribution of post-test scores in the control class. The results consist of 6 intervals: 50–56, 57–63, 64–70, 71–77, 78–84, and 85–91. The majority of students scored below the 71–77 range. This indicates that the post-test results for listening comprehension in the control class were not significantly different from the pre-test results.

3. Result of Pre-Test in Experimental Class

A pre test was conducted in the experimental class on May 16, 2026. The research process involved playing the same audio clip as in the previous control class. The results of the pre-test for the Experiment class can be identified as follows:

Table 4.5

The Pre-Test of Experimental Class of the Student's Listening Skill

No	Initial Name	Grade	Criteria
1.	GAPH	75	Complete
2.	LAI	85	Incomplete
3.	HY	75	Complete
4.	HMA	80	Complete
5.	LFS	65	Incomplete
6.	MFI	70	Incomplete
7.	MFA	55	Incomplete
8.	MSR	80	Complete
9.	MWR	60	Incomplete
10.	NAS	65	Incomplete
11.	NASS	60	Incomplete
12.	RD	50	Complete
13.	SM	55	Incomplete
14.	TIF	75	Complete
15.	UIR	65	Incomplete
16.	KDA	65	Incomplete
17.	KM	75	Complete
Total		1155	
Average of Students Grade		67,94	

The table above presents the results of a preliminary test assessing the listening comprehension skills of students in the control class and the experimental class. The test was administered to the

experimental class, which consisted of 17 students. The results show that out of 17 students, only 7 were rated “complete” and 10 were rated “incomplete,” with an average score of 67.94. This indicates that many students have not yet reached the desired level of listening proficiency.

Table 4.6
Frequency Distribution of Pre-Test Scores for the Experimental Class

No	Interval	Frequency	Persentage
1.	50-55	3	17,65%
2.	56-61	2	11,76%
3.	62-67	4	23,53%
4.	68-73	1	5,88%
5.	74-79	4	23,53%
6.	80-85	3	17,65%
		17	100%

The table above shows the frequency distribution of pre-test scores in the experimental class. The results consist of 6 intervals: 50–55, 56–61, 62–67, 68–73, 74–79, and 80–85. The results indicate that many students still fall within the 68–73 range or below. This indicates that the pre-test results in the experimental class regarding students’ listening comprehension are still significantly below the expected level for their listening skills.

4. Result of Post-test in Experimental Class

The post-test was administered on May 18, 2026. Unlike the control class, in the experimental class the post-test was administered after the experimental class's eleventh-grade students were exposed to the treatment a video animation . The research process involved showing the video animation exclusively to the experimental class. The post-test results for the experimental class are as follows:

Table 4.7

The Post-Test of Experiment Class of the Student's Listening Skill

No	Initial Name	Grade	Criteria
1.	GAPH	95	Complete
2.	HMA	80	Complete
3.	HY	85	Complete
4.	LAI	85	Complete
5.	LFS	75	Complete
6.	MFI	70	Incomplete
7.	MHM	75	Complete
8.	MSR	70	Incomplete
9.	MWR	60	Incomplete
10.	NAS	90	Complete
11.	NASS	75	Complete
12.	RD	80	Complete
13.	SM	70	Incomplete
14.	TIF	80	Complete
15.	UIR	75	Complete
16.	KDA	80	Complete
17.	KM	75	Complete
Total		1320	
Average of Students Grade		77,64	

The table above presents the results of the final test assessing the listening comprehension skills of students in the experimental class following the implementation of the treatment an animated video in the eleventh-grade classroom. The test was administered to the experimental class, which consisted of 17 students. The results show that out of 17 students, only 3 were rated “incomplete” and 14 were rated “complete,” with an average score of 77.64. This indicates that there was an improvement in the students’ listening comprehension scores following the implementation of the treatment in the experimental class.

Table 4.8
Frequency Distribution of Post-Test Scores for the Experimental Class

No	Interval	Frequency	Persentage
1.	60-65	1	5,88%
2.	66-71	3	17,65%
3.	72-77	5	29,41%
4.	78-83	4	23,53%
5.	84-89	2	11,76%
6.	90-95	2	11,76%
		17	100%

The table above shows the frequency distribution of post-test scores in the experimental class. The results consist of six intervals: 60–65, 66–71, 72–77, 78–83, 84–89, and 90–95. These results indicate a significant improvement in scores following the implementation of

the treatment; the majority of students scored in the 72–77 range and above. This suggests that post-test scores in the experimental class regarding students' listening comprehension improved significantly after the treatment was administered.

C. Hypothesis Testing

1. Result of Normality Test and Homogeneity Test

This study, which utilized video animation media, was analyzed using an independent samples t-test. Data analysis was conducted to determine whether the use of video animation media had a positive and significant effect on the listening skills of eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak. The data were obtained from the results of pre-tests and post-tests administered to the experimental and control classes. Through this analysis, the researcher was able to compare the students' listening skills after they were exposed to the video animation media.

Before the data analysis process was carried out, the researcher first conducted prerequisite tests in the form of normality and homogeneity tests on the students' scores. The normality test was conducted using the Shapiro-Wilk test because the research sample size was less than 50 respondents, so this method was considered more appropriate to use. In addition, a homogeneity test was conducted to

determine whether the data variances of the two groups were similar or not. The results of the normality test are presented in the table below:

Table 4.9
The Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	Post-test Control	.223	18	.018	.921	18	.133
	Post-test Experiment	.154	17	.200*	.960	17	.631

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be seen that in the Shapiro-Wilk table for the control group, the sig value is 0.133, whereas for the experimental group, the sig value is 0.631. In the normality test, data is considered normally distributed if the sig value is >0.05 . Therefore, it can be concluded that the research data is normally distributed because the sig value is >0.05 .

After conducting the normality test, the researcher proceeded to the homogeneity test, and the results are shown in the table below:

Table 4.10
The Homogeneity Test Result

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.466	1	33	.072
	Based on Median	2.150	1	33	.152

Based on Median and with adjusted df	2.150	1	32.121	.152
Based on trimmed mean	3.534	1	33	.069

Based on the homogeneity test results above, it is found that the significance value is 0.072, which means that the significance value is >0.05 . If the significance value is >0.05 , the data is considered homogeneous. Therefore, it can be concluded that the data in this study is homogeneity.

The researcher found that the data is normally distributed and homogeneity. therefore, data analysis proceeded using a parametric test, specifically the independent samples t-test.

Table 4.11

Independent Sample T-Test Result

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
S	Equal	3.466	.072	-2.773	33	.009	-9.314	3.359	-16.148 -2.479
c	variances								
o	assumed								
r	Equal			-2.797	31.249	.009	-9.314	3.330	-16.104 -2.523
e	variances								
	not								
	assumed								

In an independent samples t-test, if Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected. However, if Sig. (2-tailed) < 0.05 , then H_a is accepted and H_0 is rejected. The table above shows that Sig. (2-tailed) is 0.009, which means Sig. (2-tailed) < 0.05 at the significance level. This indicates that there is a difference in learning outcomes between the control class and the experimental class, the results show that H_0 is rejected and H_a is accepted. In conclusion, there is a positive and significant effect of the use of video animation media on the listening skills of 11th-grade students at SMA Muhammadiyah 1 Seputih Banyak.

D. Discussion

The study involved the administration of a pre-test, treatment, and post-test to two classes: a control class and an experimental class. These tests were conducted to measure the students' listening skills. The researcher administered the same pre-test to students in both the control and experimental classes on May 16, 2026. After administering the pre-test to both classes, the researcher introduced a difference between them by not providing any treatment to the control class and providing treatment to the experimental class. Subsequently, the treatment in the experimental class was conducted on May 18, 2026. After the treatment was carried out in the experimental class on the same day, the researcher administered the post-test to both classes; however, in the control class, students were only given audio, whereas in the experimental class, students were provided with media in the form of video animation.

The researcher administered a pre-test to students in both the control and experimental classes. The pre-test results showed that the average score for students in the control class was 67.16, and the average score for students in the experimental class was 67.94. Subsequently, the researcher provided the treatment in the form of video animation media to the experimental class. After the treatment was administered to the experimental class, the researcher administered a post-test to both classes. The average score in the control class was 68.33, while the post-test results for the experimental class showed an improvement with an average score of 77.64.

The study supports Mayer's Cognitive Theory of Multimedia Learning and Brown's theory of listening comprehension, indicating that combining visual and auditory information enhances learning. The experimental group showed significant improvement in listening comprehension through video animation, which provided contextual support via images and gestures, facilitating understanding of spoken messages. This aligns with prior research by Aulia Nofriza (2021), Novita Forena Simanungkalit et al. (2023), and Boris Ramadhika (2014), reinforcing the effectiveness of video animation as an instructional tool for improving listening skills among senior high school students

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

Based on the research findings, it can be concluded that the use of video animation had a positive and significant effect on the listening skills of the eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak. This finding was supported by the result of the independent samples t-test, which showed that the Sig. (2-tailed) value was 0.009, lower than 0.05 ($0.009 < 0.05$), indicating that H_0 was rejected and H_a was accepted. In addition, the mean score of the experimental class increased from 67.94 in the pre-test to 77.64 in the post-test, whereas the control class showed only a slight increase from 67.16 to 68.33. Therefore, video animation can be considered an effective instructional medium for improving students' listening skills.

Thus, it can be concluded that the use of animated video media has a positive and significant effect on the listening skills of eleventh-grade students at SMA Muhammadiyah 1 Seputih Banyak. The use of animated video media is effective, interactive, and suitable for supporting English language learning activities at the high school level.

B. Suggestion

Based on the research finding, the researcher proposes several suggestion:

1. For the Teacher

Teachers are expected to implement more innovative teaching materials so that students become more active and develop a strong interest in learning. One such teaching material that can be used is animated videos. Animated videos help convey lesson content through engaging moving images and audio, making it easier for students to understand the material in English classes. The use of this medium can also increase students' attention, motivation, and participation throughout the learning process. Furthermore, the learning atmosphere becomes more enjoyable and less monotonous. Thus, animated videos are highly suitable as a learning medium to support the improvement of students' learning abilities at the high school level.

2. For the Students

Students are expected to improve their listening skills through the use of animated videos. With animated videos, students can listen to English pronunciation, intonation, and vocabulary in a clearer and more engaging way. The moving images and audio presented help students better understand the material and grasp the information provided. Additionally, the use of animated videos can boost students' attention, interest, and motivation during the learning process. By regularly practicing listening exercises using animated videos, students can hone their listening skills and become more confident in understanding English.

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APPENDICES

Experimenta

PRE - TEST

Name : Hafiz Maulana Asyafiq

Read the following direction!

1. Write your name
2. Listen to the audio carefully
3. Fill in the blank space with the word you hear
4. You have 5 minutes to answer your task

Fill in the blank space with word you hear!

- RUSSEL : Hang to 1) Camp.
- RUSSEL : Kevin
- RUSSEL : Oh no no no no no. Kevin stay 2) Wait down
- RUSSEL : She's hurt real 3) but, Can't we 4) help her get 5) home?
- FREDICKSON : All right, but we got to 6) hurry
- MUNTZ : You lost them?
- ALPHA : It 7) was ~~is~~ doug
- GAMMA : Yeah, he's with, He helped them 8) escape
- MUNTZ : Oh, wait, wait a minute, doug?
- FREDICKSON : See anything?
- GAMMA : No, my pack is not 9) following us boy, they are 10) dumb
- FREDICKSON : This is crazy, I finally meet my 11) child hero and he's trying to kill us what a joke
- GAMMA : Hey I know a joke a squirrel walks up to a tree and says, "I 12) forgot to store acorns for Winter and now 13) I am dead." It is funny because the squirrel gets dead.
- FREDICKSON : 14) Cheer russel!
- RUSSEL : You okey kevin?
- RUSSEL : You know what, Mr fredickson? The wilderness isn't quite 15) what I expect
- FREDICKSON : Yeah, How so?
- RUSSEL : It's kind of wild, 16) mean it's not how they made it sound in 17) My book
- FREDICKSON : Get used to that kid.
- RUSSEL : My dad made it sound so easy he's really good 18) at Camping and how to make fire from 19) rocks and stuff
- RUSSEL : Look there it is!

Experimental

PRE - TEST

Name : Muhammad Farhan Amrullah

Read the following direction!

1. Write your name
2. Listen to the audio carefully
3. Fill in the blank space with the word you hear
4. You have 5 minutes to answer your task

Fill in the blank space with word you hear!

- RUSSEL : Hang to 1) Camp X
- RUSSEL : Kevin
- RUSSEL : Oh no no no no. Kevin stay 2) down X
- RUSSEL : She's hurt real 3) bad X Can't we 4) help her get 5) home ? X
- FREDICKSON : All right, but we got to 6) hurry X
- MUNTZ : You lost them?
- ALPHA : It 7) was X Doug
- GAMMA : Yeah, he's with, He helped them 8) escape X
- MUNTZ : Oh, wait, wait a minute, Doug?
- FREDICKSON : See anything?
- GAMMA : No, my pack is not 9) follow X us boy, they are 10) drum X
- FREDICKSON : This is crazy, I finally meet my 11) C X hero and he's trying to kill us what a joke
- GAMMA : Hey I know a joke a squirrel walks up to a tree and says, "I 12) X to store acorns for Winter and now 13) I am dead X." It is funny because the squirrel gets dead."
- FREDICKSON : 14) Careful X Russel!
- RUSSEL : You okay Kevin?
- RUSSEL : You know what, Mr Fredickson? The wilderness isn't quite 15) want excited X
- FREDICKSON : Yeah, How so?
- RUSSEL : It's kind of wild, 16) man X it's not how they made it sound in 17) my bug X
- FREDICKSON : Get used to that kid.
- RUSSEL : My dad made it sound so easy he's really good 18) bat X and how to make fire from 19) poke and stuff X
- RUSSEL : Look there it is!

S.S

control class

~~PRE-TEST~~
PRE-TEST

Name : M. Hafid. M

Read the following direction!

1. Write your name
2. Listen to the audio carefully
3. Fill in the blank space with the word you hear
4. You have 5 minutes to answer your task

Fill in the blank space with word you hear!

RUSSEL : Hang to 1) with camp X

RUSSEL : Kevin

RUSSEL : Oh no no no no no. Kevin stay 2) stay down XRUSSEL : She's hurt real 3) bad X, Can't we 4) home help X her get 5) went X, harder XFREDICKSON : All right, but we got to 6) hary X

MUNTZ : You lost them?

ALPHA : It 7) wes X dougGAMMA : Yeah, he's with, He helped them 8) escape X

MUNTZ : Oh, wait, wait a minute, doug?

FREDICKSON : See anything?

GAMMA : No, my pack is not 9) following X us boy, they are 10) dambFREDICKSON : This is crazy. I finally meet my 11) childhood hero and he's trying to kill us what a jokeGAMMA : Hey I know a joke a squirrel walks up to a tree and says, "I 12) forget X to store acorns for Winter and now 13) I am dead X." It's funny because the squirrel gets dead.FREDICKSON : 14) careful X russel

RUSSEL : You okay Kevin?

RUSSEL : You know what, Mr fredickson? The wilderness isn't quite 15) want X, exited X

FREDICKSON : Yeah, How so?

RUSSEL : It's kind of wild, 16) mean X it's not how they made it sound in 17) my long book X

FREDICKSON : Get used to that kid.

RUSSEL : My dad made it sound so easy he's really good 18) at camping X and how to make fire from19) rocks and stuff X

RUSSEL : Look there it is!

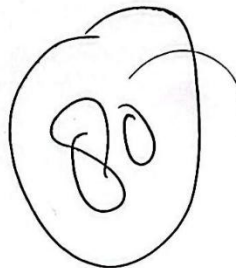
control class

PRE - TEST

Name : Dini Alfaikha.

Read the following direction!

1. Write your name
2. Listen to the audio carefully
3. Fill in the blank space with the word you hear
4. You have 5 minutes to answer your task



Fill in the blank space with word you hear!

RUSSEL : Hang to 1) Daddy camp

RUSSEL : Kevin

RUSSEL : Oh no no no no no. Kevin stay 2) downRUSSEL : She's hurt real 3) bad, Can't we 4) help her get 5) home?FREDICKSON : All right, but we got to 6) hurry

MUNTZ : You lost them?

ALPHA : It 7) was dougGAMMA : Yeah, he's with, He helped them 8) escape

MUNTZ : Oh, wait, wait a minute, doug?

FREDICKSON : See anything?

GAMMA : No, my pack is not 9) following us boy, they are 10) dumbFREDICKSON : This is crazy, I finally meet my 11) childhood hero and he's trying to kill us what a jokeGAMMA : Hey I know a joke a squirrel walks up to a tree and says, "I 12) forgot to store acorns for Winter and now 13) I am dead." It is funny because the squirrel gets dead.'FREDICKSON : 14) carefull Russel!

RUSSEL : You okey kevin?

RUSSEL : You know what, Mr fredickson? The wilderness isn't quite 15) what I expected

FREDICKSON : Yeah, How so?

RUSSEL : It's kind of wild, 16) I mean it's not how they made it sound in 17) my book

FREDICKSON : Get used to that kid.

RUSSEL : My dad made it sound so easy he's really good 18) at camping and how to make fire from 19) rocks and stuff

RUSSEL : Look there it is!

DOCUMENTATION OF RESEARCH









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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Diah Sukma Cahya Larasati
NPM : 2101051010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 8/2025 11		Acc Judul	
	Kamis 27/2025 2		Revisi Chapter I - Back ground of study - Problem formulation - Prior research	
	Kamis 15/2025 5		Revisi Chapter I & II - add teaching listening factor ex and in.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setiowati, M.Pd.

NIP. 198708142025212004



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IAIN METRO**

Nama : Diah Sukma Cahya Larasati
NPM : 2101051010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 18/2025 5		Revise Chapter 1 - Focus on media and concept.	
	Senin 2/2025 6		Acc Chapter 1 & 2 - Continue chapter 3	
	Rabu 11/2025 12		Acc Seminar Proposal.	
	Selasa 11/2025 11		Acc APD	



Dr. Much Deinitur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setiowati, M.Pd.
NIP. 19870814025202004



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IAIN METRO**

Nama : Diah Sukma Cahya Larasati
NPM : 2101051010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 10 / 2026 16		Revise chapter I - Background of study - table percentage - table score	
	Kamis 11 / 2026 16		Revise chapter II & III - Research Design - Assessing Listening	
	Senin 15 / 2026 16		Revise chapter IV - Discussion	



Dr. Much Deinaturo, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setiowati, M.Pd.
NIP.



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NPM : 2101051010

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 17/2026 /6		Revise acknowledgement	
	Kamis 18/2026 /6		Revise chapter V - conclusion - suggestion	
	Jum'at 19/2026 /6		Revise Bibliography	
	Selasa 23/06-26		ACC manuscript	

Mengetahui
Ketua Program Studi TBI

Dr. Much Diniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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NIP.



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Nomor : 0873/In.28/J/TL.01/03/2025
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMA
MUHAMMADIYAH 1 SEPUTIH
BANYAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMA MUHAMMADIYAH 1 SEPUTIH BANYAK berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : DIAH SUKMA CAHYA LARASATI
NPM : 2101051010
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECT OF USING VIDEO ANIMATION ON
STUDENTS LISTENING SKILLS AT THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH
BANYAK

untuk melakukan prasurvey di SMA MUHAMMADIYAH 1 SEPUTIH BANYAK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMA MUHAMMADIYAH 1 SEPUTIH BANYAK untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Maret 2025
Ketua Jurusan,



Dr. Much Delniatur M.Pd.B.I.
NIP 19880308 201503 1 006



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMA MUHAMMADIYAH 1 SEPUTIH BANYAK

NSS: 202120210011 TERAKREDITASI NPSN : 10801949

Alamat: Jl. KH. A Dahlan No.2 Tanjung Harapan Seputih Banyak Lampung Tengah Kode Pos: 34156
Email: smamuh1sb@gmail.com



SURAT KETERANGAN

Nomor: 112/KEP/II.4/A/2025

Kepada Yth:
Kepala Jurusan Tadris Bahasa Inggris
IAIN Metro
Di Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini:

Nama : ADI SETIAWAN, S.Pd
Jabatan : Kepala SMA Muhammadiyah 1 Sep. Banyak

Menerangkan bahwa,

Nama : DIAH SUKMA CAHYA LARASATI
NIM : 2101051010
Jurusan : Tadris Bahasa Inggris

Telah kami setuju untuk melaksanakan Prassurvey pada Sekolah kami sebagai syarat penyusunan Tugas Akhir/Skripsi dengan judul "THE EFFECT OF USING VIDEO ANIMATION ON STUDENT LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH SEPUTIH BANYAK".

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.



Seputih Banyak, 21 Maret 2025

Kepala SMA Muh Sep. Banyak,

ADI SETIAWAN, S.Pd
NBM: 402944



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Nomor : B-1707/In.28/D.1/TL.00/05/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
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SEPUTIH BANYAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1706/In.28/D.1/TL.01/05/2026, tanggal 06 Mei 2026 atas nama saudara:

Nama : **DIAH SUKMA CAHYA LARASATI**
NPM : 2101051010
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MUHAMMADIYAH 1 SEPUTIH BANYAK bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 SEPUTIH BANYAK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING VIDEO ANIMATION ON THE STUDENTS LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Mei 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMA MUHAMMADIYAH 1 SEPUTIH BANYAK

TERAKREDITASI NPSN: 10801949 NSS: 202120210011
 Alamat: Jln. Kh.A.Dahlan No. 2 Tanjung Harapan Kec. Seputih Banyak Kab. Lampung Tengah
 Tlp. (0725)7623374 email.smamuhiesbe@gmail.com



No : 421.4/186/SMA.M/IV/2026
 Lampiran : -
 Perihal : Balasan Permohonan Izin Penelitian

Kepada Ykh,
 Wakil Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 UIN Jurai Siwo Lampung
 Di
 - Tempat

Assalamuallaikum Warahmatullahi Wabarakatuh

Segala Puji bagi Allah *SubhanahuWata'ala*, Shalawat dan salam semoga tercurahkan kepada uswatun hasanah, Nabi Allah Muhammad *Shallallahu 'AlaihiWasallam*,

Menanggapi surat Universitas Islam Negeri Fakultas Tarbiyah dan Ilmu Keguruan No. B-1707/In.28/D.1/TL.00/05/2026 tanggal 6 Mei 2026 perihal Izin Penelitian, maka dengan ini kami sampaikan bahwa prinsipnya kami memberikan izin dan siap memberikan fasilitas kepada saudara:

Nama : Diah Sukma Cahya Larasati

NPM : 21250066

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Effect Of Using Video Animation On The Student Listening
 Skill At The Eleventh Grade Of SMA Muhammadiyah 1 Seputih
 Banyak Central Lampung

Untuk melaksanakan Penelitian di SMA Muhammadiyah 1 Seputih Banyak.
 Demikian surat balasan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Wassalamuallaikum Warahmatullahi Wabarakatuh.

Banyak, 13 Mei 2026
 Kepala Sekolah

 NPM. P355087



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Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : DIAH SUKMA CAHYA LARASATI
NPM : 2101051010
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2101051010.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

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Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP.19920428 201903 1 0091



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Negeri Jura Siwo Lampung menerangkan bahwa:

Nama : Diah Sukma Cahya Larasati

NPM : 2101051010

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Metro, 23 Juni 2026
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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SURAT TUGAS

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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DIAH SUKMA CAHYA LARASATI**
NPM : 2101051010
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING VIDEO ANIMATION ON THE STUDENTS LISTENING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 SEPUTIH BANYAK CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/Instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

IRDAUS Spd

Dikeluarkan di : Metro
Pada Tanggal : 06 Mei 2026

Wakil Dekan Akademik dan
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MODUL AJAR

1. Identitas Sekolah

Nama Sekolah : SMA Muhammadiyah 1 Seputih Banyak
Mata Pelajaran : Bahasa Inggris
Nama Penyusun : Diah Sukma Cahya Larasati
Fase/Kelas : F / XI
Materi : Listening Using Video Animation
Alokasi waktu : 2 x 30

2. KOMPONEN INTI

FASE F	
Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.	
ELEMEN	CAPAIAN PEMBELAJARAN
MENYIMAK	Kemampuan memahami informasi lisan melalui proses mendengarkan secara aktif, mengidentifikasi bunyi bahasa, menangkap pesan tersurat maupun tersirat, serta menginterpretasi makna berdasarkan konteks audio maupun visual. Dalam kegiatan pembelajaran berbasis video animasi, keterampilan menyimak mencakup kemampuan siswa mengikuti dialog, mengenali intonasi, menangkap gagasan utama, serta merespon informasi secara tepat dan kontekstual sehingga mampu memberi tanggapan yang relevan.
MENDENGAR	Kemampuan menangkap bunyi bahasa, dialog, dan efek suara secara akurat sebagai

	tahap awal proses pemahaman. Keterampilan ini menuntut siswa untuk fokus pada kata kunci, struktur kalimat, dan perubahan nada bicara dalam audio atau video. Mendengar dalam konteks pembelajaran animasi juga mencakup kemampuan menghubungkan suara dengan aksi visual sehingga pemahaman menjadi lebih utuh dan mendalam.
MENTRANSKRIPSI	Kemampuan memahami, menggunakan, dan Kemampuan mengubah informasi lisan dari audio atau video menjadi bentuk tulisan secara akurat. Keterampilan ini mencakup kemampuan mengenali kosakata, menuliskan dialog sesuai urutan, mengidentifikasi informasi penting, serta menyusun kembali paparan lisan ke dalam bentuk teks. Transkripsi melatih ketelitian siswa dalam mendengarkan detail, membedakan suara, dan menuliskan kembali pesan yang diterima dengan tepat.
MENYIMPULKAN	Kemampuan menarik makna utama dari paparan lisan atau video berdasarkan gagasan pokok, detail pendukung, serta konteks situasional. Dalam kegiatan pembelajaran berbasis animasi, siswa diharapkan mampu menyusun ringkasan yang mencerminkan inti cerita, konflik, pesan moral, dan informasi penting lainnya. Keterampilan ini menuntut kemampuan berpikir kritis dalam menghubungkan dialog, visual, serta alur cerita menjadi kesimpulan yang logis dan mudah dipahami..
TUJUAN PEMBELAJARAN	- Siswa mampu memahami dan menangkap informasi dari video animasi. - Siswa mampu melengkapi kalimat yang rumpang, supaya menjadi kalimat yang padu. - Siswa dapat mendengarkan dan memahami isi dari teks yang terdapat dalam sebuah audia-visual. - Siswa dapat mengurutkan kalimat berdasarkan audio-visual listening - Siswa mampu menunjukkan sikap mendengar yang baik.

PROFIL PELAJAR PANCASILA	a) Profil Pelajar Pancasila, khususnya dimensi Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, terutama akhlak kepada manusia.
MEDIA, ALAT dan BAHAN	1. Proyektor, LCD, laptop, speaker 2. Audio-Visual
PENDEKATAN PEMBELAJARAN	Discovery Learning (Audio- Visual Learning)
METODE PEMBELAJARAN	Observasi Audio–Visual (Audio–Visual Viewing)

3. Kegiatan Pembelajaran

NO	TAHAP	KEGIATAN	ALOKASI WAKTU	KET
SEMESTER GENAP				
PENDAHULUAN				
1	Pendahuluan	a) Guru dan siswa berdoa. b) Guru dan siswa saling memberi salam dan menjawab salam serta menyampaikan kabarnya masing-masing. c) Guru mengecek kehadiran siswa. d) Guru memberikan motivasi dan semangat melalui ice breaking singkat berupa “Guess the Sound”, yaitu siswa menebak suara-suara pendek dari audio (misal: suara hewan, suara pintu, alat makan). e) Guru bertanya kepada siswa tentang pengalaman mereka dalam menyimak audio/video berbahasa Inggris, kemudian berdiskusi tentang mengapa listening penting dalam kehidupan sehari-hari dan dalam pembelajaran bahasa.	5 Menit	
2	Kegiatan inti	a) Meminta siswa untuk menyaksikan video b) Siswa mengamati dan mencatat hal hal yang penting yang terdapat dalam video c) Siswa secara individu, mengumpulkan informasi dengan cara menulis ungkapan ungkapan dan susunan structure yang terdapat dalam video tersebut d) Siswa menyebutkan list vocabulary dan	30 Menit	

		aspek aspek dalam video		
3	Penutup	a) Guru dan siswa bersama-sama menyimpulkan pembelajaran tentang menyimak, mentranskripsi, dan menyimpulkan video animasi. b) Guru melakukan refleksi: siswa menyebutkan hal yang mudah, sulit, dan strategi apa yang mereka pakai. c) Guru menyampaikan materi selanjutnya yang masih berhubungan dengan listening. d) Guru memberikan motivasi agar siswa terus membiasakan diri mendengar konten bahasa Inggris (musik, film, animasi). e) Guru menutup pembelajaran dengan salam.	5 Menit	
4 Assessments				
Jenis Penilaian		Individu dan Kelompok		
Jenis Asismen		Sumatif		
5. Refleksi Guru dan Murid				
Refleksi Guru		a) Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? b) Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? c) Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?		
Refleksi Siswa		a) Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? b) Bagaimana perasaanmu selama mengikuti pembelajaran ini? c) Cara belajar yang bagaimana yang paling membantumu dalam meningkatkan keterampilan membaca? d) Langkah apakah yang dapat kalian lakukan untuk mengatasi kesulitan yang kamu temukan?		
Daftar pustaka		https://youtu.be/Syqy1MQyLL0?feature=shared https://youtu.be/fE1-Ir2Y1Vs?feature=shared		

Mengetahui,

Researcher

Diah Sukma Cahya Larasati
NPM.2101051010

LKPD (Lembar Kerja Peserta Didik)

PRE – TEST

Name :

Read the following direction!

1. Write your name
2. Listen to the audio carefully
3. Fill in the blank space with the word you hear
4. You have 5 minutes to answer your task

Fill in the blank space with word you hear!

RUSSEL : Hang to 1) _____

RUSSEL : Kevin

RUSSEL : Oh no no no no no. Kevin stay 2) _____

RUSSEL : She's hurt real 3) _____, Can't we 4) _____ her get 5) _____?

FREDICKSON : All right, but we got to 6) _____

MUNTZ : You lost them?

ALPHA : It 7) _____ doug

GAMMA : Yeah, he's with, He helped them 8) _____

MUNTZ : Oh, wait , wait a minute, doug?

FREDICKSON : See anything?

GAMMA : No, my pack is not 9) _____ us boy, they are 10) _____

FREDICKSON : This is crazy, I finally meet my 11) _____ hero and he's trying to kill us what a joke

GAMMA : Hey I know a joke a squirrel walks up to a tree and says, "I 12) _____ to store acorns for

Winter and now 13) _____." It is funny because the squirrel gets dead.'

FREDICKSON : 14) _____ russel!

RUSSEL : You okey kevin?

RUSSEL : You know what, Mr fredickson? The wilderness isn't quite 15) _____.

FREDICKSON : Yeah, How so?

RUSSEL : It's kind of wild, 16)_____ it's not how they made it sound in
17)_____

FREDICKSON : Get used to that kid.

RUSSEL : My dad made it sound so easy he's really good 18)_____ and how to
make fire from

19)_____.

RUSSEL : Look there it is!

FREDICKSON : Hold on, Russel stand still.

DOUG : Look at 20)_____ go straight up, You overgrown chicken.

RUSSEL : That's it go! Kevin go find 21)_____.

RUSSEL : Run! Kevin, Run!, Oh no!

FREDICKSON : Russel give me yor knife.

MUNTZ : Get away 22)_____!.

POST-TEST

Fill in the bank with the correct word from the audio!

1. We need some apples. Do we have ?
2. Yes, we have of apples.
3. How do we have to use?
4. Now, is there flour?
5. How do we have?
6. We'll have to buy flour. We don't have .
7. We only need cinnamon
8. We have of salt
9. And quite of sugar
10. We don't have sugar!

CURRICULUM VITAE



Diah Sukma Cahya Larasati was born on May 10, 2003, in Metro. She is the second child of Mr. Sunardinata and Mrs. Sri Lestari and resides in Seputih Banyak, Central Lampung. She attended elementary school at SDN 1 Tanjung Harapan, graduating in 2015. After that, she continued her education at SMP Muhammadiyah 1 Seputih Banyak, Central Lampung, graduating in 2018. After completing junior high school, she went on to attend SMA Muhammadiyah 1 Seputih Banyak, Central Lampung, graduating in 2021. In 2021, she began her studies in the English Education undergraduate program at UIN Jusila.