

AN UNDERGRADUATE THESIS

**THE EFFECT OF VIDEO ANIMATION ON THE STUDENTS'
LISTENING SKILL OF THE FOURTH SEMESTER
AT THE ENGLISH DEPARTMENT
OF IAIN METRO**

BY:

**DISTA AMELIA
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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

**THE EFFECT OF VIDEO ANIMATION ON THE STUDENTS'
LISTENING SKILL OF THE FOURTH SEMESTER
AT THE ENGLISH DEPARTMENT
OF IAIN METRO**

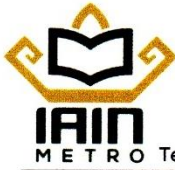
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in English Education Department

Written By:
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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Telah kami setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris



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RATIFICATION PAGE

No: *B-0111/11-23.1/D/PP.00-5/01/2024*

An Undergraduate thesis entitled: THE EFFECT OF VIDEO ANIMATION ON THE STUDENTS LISTENING SKILL OF THE FOURTH SEMESTER AT THE ENGLISH DEPARTMENT OF IAIN METRO. Written by: Dista Amelia, Student Number 1701070082, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 29st 2023 at 13.30 – 15.30 a.m.

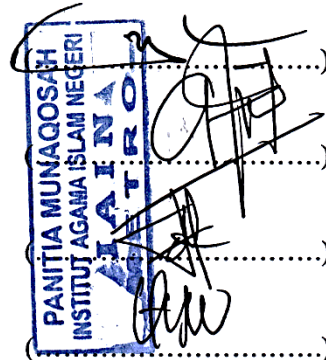
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**THE EFFECT OF VIDEO ANIMATION ON THE STUDENTS'
LISTENING SKILL OF THE FOURTH SEMESTER
AT THE ENGLISH DEPARTMENT
OF IAIN METRO**

ABSTRACT

**By:
DISTA AMELIA**

The purpose of this study is to determine whether the effect of video animation on the student listening skill of the fourth semester at English Department of IAIN METRO. This study employed quantitative methods. This research uses quasi-experimental quantitative research, using two groups experimental and control group.

Group A an experimental group and group B as the control group. The experimental group was students who were taught using treatment while the control group was students who were taught without using treatment. The number of samples in this study was 11 students in the experimental group and 11 students in the control group. The total of the population of this research were 22 students. The pre-test was given at the beginning and then the post-test was given. To analyze the data, the writers used SPSS.

Based on the findings of the study, the author can deduce that video animation had a favorable and noteworthy impact, as evidenced by the post-test mean score in the experimental class reaching 77.27. In contrast, the mean score in the control class stood at 70.00. This signifies that the post-test scores of students in the experimental class surpassed those of the students in the control class. This observation is distinctly supported by the significance value (2-tailed) derived from the independent sample t-test assuming equal variance, where the obtained Sig. (2-tailed) is 0.000. Moreover, this value is below $\alpha = 0.05$, indicating that H_a is accepted. Consequently, the research question is affirmatively addressed by the calculated data, establishing the effect of video animation on students' listening skills of the fourth semester at English Department of IAIN METRO.

Keywords; Listening Skill, Quasi-Experimental Quantitative Research, Video Animation.

PENGARUH ANIMASI VIDEO TERHADAP KETERAMPILAN MENDENGARKAN SISWA SEMESTER EMPAT DI JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

**Oleh:
DISTA AMELIA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengaruh video animasi terhadap keterampilan mendengarkan siswa semester empat di jurusan bahasa inggris IAIN METRO. Penelitian ini menggunakan metode kuantitatif. Penelitian ini menggunakan jenis penelitian kuantitatif eksperimen semu, dengan menggunakan dua kelompok eksperimen dan kelompok kontrol.

Kelompok A sebagai kelompok eksperimen dan kelompok B sebagai kelompok kontrol. Kelompok eksperimen adalah siswa yang menggunakan perlakuan sedangkan kelompok kontrol adalah siswa yang diajar tanpa menggunakan perlakuan. Jumlah sampel dalam penelitian ini 11 siswa pada kelompok eksperimen dan 11 siswa pada kelompok kontrol. Populasi penelitian ini berjumlah 22 siswa. Data diperoleh dengan menggunakan pre-test dan post-test. Untuk menganalisis data, penulis menggunakan SPSS.

Berdasarkan hasil penelitian, penulis dapat menyimpulkan bahwa video animasi mempunyai pengaruh yang positif dan signifikan hal ini terlihat dari nilai rata-rata post-test pada kelas eksperimen adalah 77.27. sedangkan nilai rata-rata kelas kontrol adalah 70.00. Hal ini menunjukkan bahwa nilai post-test siswa pada kelas eksperimen lebih besar dibandingkan dengan nilai post-test siswa pada kelas kontrol. Hasilnya mudah dilihat dari Sig. (2-tailed) dari equal variance yang diasumsikan pada tabel uji t sampel independen dimana Sig. (2-ekor) adalah 0,000. Selain itu, kalah dengan $\alpha = 0,05$ dan hal ini menunjukkan bahwa H_0 diterima. Artinya jawaban permasalahan penelitian dijawab dengan data yang telah dihitung yang menetapkan pengaruh video animasi terhadap kemampuan mendengarkan mahasiswa semester empat di jurusan bahasa inggris IAIN METRO.

Kata Kunci: Keterampilan Mendengarkan, Penelitian Kuantitatif Eksperimen Semu, Video Animasi.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original, except certain part of this quotes from the bibliography mentioned.

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

Metro, 29 Desember 2023



DISTA AMELIA
NPM.1701070082

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

“So, surely with hardship comes ease.”

(Qs. Al-Insyirah: 5)

DEDICATION PAGE

Praise to Allah, who has given me endless blessings, even though I often make mistakes. I hope for your forgiveness, Amen.

To my extraordinary parents, Mr. Farid and Mrs. Sri Suyatmi, who have given me the gift of dreams and the ability to make them come true.

Especially my sponsor, Ms. Yeni Suprihatin M.Pd, thank you for all your knowledge, patience, and time for guiding me.

For my brothers, Feri Ferdian and Maulana Ibrahim, and my beloved sister, Anisa Tanjung, may Allah always give blessings to your live. I love you even though I often nagging you about small things.

To Dyah Rullita, Novita Nengtyas, and Ayu Sila Hasroni I hope our friendship doesn't end.

Beloved friends from class B TBI (JOB1) academic year 2017.

My almamater IAIN METRO, and I have gained many valuable experiences so far.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb

In the name of Allah, the merciful and beneficent.

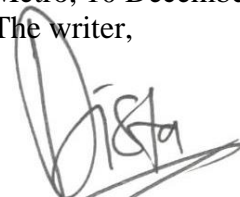
All praise is to Allah, the Lord of the Worlds, for providing the researcher with the strength, knowledge, ability, guidance, and blessing to complete this undergraduate thesis titled "The Effect Of Video Animation On The Students' Listening Skill Of The Fourth Semester At English Department Of Iain Metro." Sholawat and salam always give to our prophet Muhammad SAW, who has led us from darkness to lightness.

The researcher wishes to express her profound appreciation and gratitude to her parents, Farid Azamani and Sri Suyatmi, who have always encouraged her to complete this research. And special thanks to my big family, who never fail to show their affection and inspire the researcher to complete this study.

The researcher acknowledges that she needs assistance from those in her immediate vicinity to do this research. Thus, the researcher would like to thank Dr. Much Deiniatur, M.Pd.B.I. Head of the English Education Department, and her sponsor, Yeni Suprihatin, M.Pd. for their counsel, suggestions, direction, comments, and assistance in finishing this research. She also wants to express her gratitude to all of the English Education Department lecturers. At last, the researcher acknowledges that there are still some flaws and shortcomings in this. To improve this research, the researcher would therefore appreciate any helpful criticism and suggestions.

Wassalamualaikum Wr.Wb.

Metro, 10 December 2023
The writer,



DISTA AMELIA
St. Number: 1701070082

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CHAPTER I

INTRODUCTION

A. Background Of Study

Language is particularly vital in this era of globalization since other people require it to comprehend one another, communicate, and share information. People must learn four skills in English: reading, writing, speaking, and listening. Listening is one of the abilities that inform the foundation of one's communicative ability when teaching English as a foreign language. To be effective in the oral communication process, a person must be able to identify and cognitively decode aural input in addition to generating a foreign language.

English is one of the disciplines taught in schools since the government of this country recognizes its importance. Because it is common knowledge that English is studied at all levels of formal education, from junior high school to university. Therefore, students must learn four language skills, namely speaking, listening, reading, and writing. The most difficult of the fourth semester is listening. Due to the high level of subject, vocabulary, language, and grammatical skills required. Listening skills, which are as important in communication as speaking, also occur in an efficient communication process. In fact, listening is a must for daily tasks, especially during the learning process.

Furthermore, it aims to instill in students the importance of English in order for them to improve their language and compete in the global

community. Learning English also aims to improve students' knowledge of language and culture. Students can learn English through songs, podcasts, animation video, books, or digitally in this globalization era.

Listening during the learning process might aid in comprehending a dialogue between two people. Listening can not only assist people in understanding the information or message that the other person is trying to get across, but it can also help people become better speakers. Everyone will be irritated if their words are not understood properly, which is why listening is crucial to the learning process. It would be straightforward for students with high listening abilities to gather information, knowledge, and ideas from the sources they studied.

Nevertheless, given how infrequently they get the chance, pupils are also having trouble honing their listening abilities. If pupils are performing a listening exercise at school and the material is not interesting. The writer seeks to develop a system for teaching listening that will encourage students to participate more actively in the learning process. One of them is the use of animation video to improve listening skills. An animation video is a film in which the images appear to be moving in real time. Audio-visual media that can be seen and heard is classified as animation video. As a result, animated videos are one of the medium with the most potential for assisting students in the teaching and learning process.

Therefore, based on the pre survey, the researcher got the data of reading comprehension at SMP N 1 Marga Sekampung. The data can be seen as follow:

Table 1.1
The Data Students'of Score Listening

No	Name	Score	Explanation
1	MDS	35	Incomplete
2.	DM	60	Incomplete
3	PMS	55	Incomplete
4	YAS	70	Incomplete
5	SIS	70	Incomplete
6	AN	60	Incomplete
7	DT	40	Incomplete
8	HZ	40	Incomplete
9	TRP	60	Incomplete
10	ADF	50	Incomplete
11	RD	50	Incomplete
12	DD	75	Complete
13	DUH	80	Complete
14	LM	90	Complete
15	VIAA	60	Incomplete
16	ENS	70	Incomplete
17	INP	70	Incomplete
18	DW	80	Complete
19	NS	90	Complete
20	DSC	95	Complete
21	IPA	90	Complete
22	FA	45	Incomplete

Source: The Data of Pre-Survey on Mei 31th 2023

Table 1.2
The Percentage of the Students' Listening Test

No	Grade	Explanation	Frequencies	Percentage
1	< 75	Incomplete	15	68
2	≥ 75	Complete	7	32
		Total	22	100 %

Source: Taken on pra survey of study listening skill of the fourth semester at the English department of IAIN Metro.

The table above represents that only 7 students from 22 students get good score (completed) in listening test. The minimum mastery criterion (KKM) is ≥ 75 . It can be seen that 15 students belong to be incomplete for the score < 75 and only 7 students can do well in listening test. It can be explained that from 22 students only 7 students passed and 15 students have low reading comprehension.

The writer tried to combine the lesson in the classroom with animation video to make students more interested in learning English process. That is the reason why the researcher has chosen the title of thesis “The Effect of Video Animation on the Students’ Listening Skill of the Fourth Semester at the English Department of IAIN METRO.”

B. Problem Identification

Based on the background above, there is some identification of the problems as follows:

1. The students still have difficulties in distinguishing similar sound
2. The students are not able to improve their vocabulary mastery
3. The causes that the students are not enjoyable in learning English material

C. Problem Limitation

Based on the identification of the problems above, then these problems research needs to be limited due to limited time, energy, and fund. Therefore, this study focuses on the effect of video animation on students' listening skills.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the problem in this research “Is the video animation effect on the students’ listening skill of the fourth semester at the English Department of IAIN Metro?”

E. Objectives And Benefits the Study

The benefit of the research as follows:

1. For The Teacher: the study is expected to help the teacher applies animation video in the process of teaching and listening.
2. For the Students: It is expected to give a solution to listening skills, so the students’ have more spirit in studying English. And the result of this research help was the students to express their opinion, and students easily to mastering the listening.

F. Prior Research

In this study, it is necessary to consider previous research. The first previous research was conducted by Rudiyanto who conducted research entitled the Use of Animation video to Improve Writing Narrative Text Ability for at the eighth graders of MTs Ma’arif Nu 05 Sekampung East Lampung.¹ The objective of this research was to investigate the improvement of the students' writing narrative text ability using animation video media at the eighth graders of MTs Ma’arif Nu 05 Sekampung East Lampung. The

¹ Rudiyanto, “*The Use Of Animation Video To Improve The Students Writing Narrative Text Ability At The Eighth Graders Of Mts Maarif Nu 05 Sekampung East Lampung*”(sekampung,State Institute for Islamic studies of Metro, 2018). P.3.

research method used in this research is Classroom Action Research (CAR) which was used to solve the students' problems in expressing ideas for write narrative text. The results showed that the implementation of animation video media was successful because the success criteria were met. The observation results show that by using animated videos, most students are active in the learning process. The similarity between the first previous research and this research is the video animation as an independent variable to influence other variables. Another similarity is applying video animation in learning. While the first difference in previous research is the research location. Previous research was conducted at MTs Nu 05 Sekampung. Besides that, the researcher will apply the media of the fourth semester at the English department of Iain Metro. Furthermore the research applied experimental design to conductive quantitative research.

The second preliminary journal research was conducted by Ika Devi who conducted a study entitled Animation Video to Improve Students Vocabulary Mastery of Sixth Grade Students at MIN Nglungge, Polanharjo. This study aims to identify whether and to what extent animated videos can improve students' vocabulary mastery. The research method is Classroom Action Research. The research was conducted by students of sixth grade of MIN Nglungge, Polanharjo as the research sample. From the findings of the research results, the authors suggest that video animation is an effective presentation technique to increase students' enthusiasm and achievement in

learning vocabulary.² Based on the results of the study it can be concluded that the video animation is very good at increasing students' vocabulary mastery. The similarity between the first previous research and this research is using video animation as an independent variable to influence other variables. Another similarity is applying animation video in learning. While the first difference in the first previous research is the dependent variable, the researcher uses listening skills as the dependent variable. The second difference is the research location. Previous research was conducted on students of sixth grade of MIN Nglungge. Besides that, the researcher will apply the media at students listening skill of the fourth semester at the department of IAIN Metro.

The third prior research was conducted by the students of the Yogyakarta States University. This research is arranged by Boris Ramdika who conducted research entitled Improving Students Listening Skill Using Animation Videos For The Eighth Graders Students Of SMP N 6 Magelang In The Academic Year Of 2013/2014.

The objective of this study was to enhance the listening skills of Grade VIII F students at SMP N 6 Magelang during the academic year 2013/2014 through the incorporation of animation videos. This research falls under the category of classroom action research (CAR) and was carried out in two cycles, each consisting of two sessions. The primary participants in this investigation were 32 students from Class VIII F at SMP N 6 Magelang.

² Ika Devi, *Animation Video To Improve Students' Vocabulary Mastery*, Sebelas Maret University Surakarta, Jurnal Pendidikan Bahasa Inggris, Vol. 1, Nomor 1, (September 2012).p.1.

Significant improvements were noted in various aspects, including the students' proficiency in understanding English words and their expansion of vocabulary. The results of the research showed that animation videos in the English teaching and learning process was effective to improve the students listening skills and the teachers performance. There was an increase in the means score from 7.2 in the pre-test to 8.2 in the post-test. The similarity between the previous research and this research is the effectiveness of video animation as the independent variable. The difference between this research and the prior research is research sample. This is because this research examined of students listening skill of the fourth semester at the English department of IAIN Metro. The prior research has examined students of VIII F at SMP N 6 Magelang. The research method of the third prior research is classroom action research (CAR). Furthermore the research applied experimental design to conductive quantitative research.³

Constructed with the similarities and differences between all of previous research and this thesis research that the author will do this time, the writer would to conduct quantitative research through the effect of video animation in teaching listening. In this era of globalization, the use of video animation has been widely applied by previous writer with various student learning skill of the fourth semester at the English Department of IAIN Metro which is still very rare to conduct research using video animation that is why

³ Boris Ramdika, *Improving Students' Listening Skills Using Animation Videos For The Eighth Grade Students Of Smp N 6 Magelang In The Academic Year Of 2013/2014*. (Yogyakarta, Yogyakarta State University, 2014).p.12.

the writers are interested in the effectiveness of animation video on the students listening skill at English Department of IAIN Metro.

CHAPTER II

THEORETICAL REVIEW

A. Concept Listening Skill

The theoretical foundation of this study is rooted in an examination of concepts, theories, and prior research pertaining to listening skills and animation videos. The subsequent sections will delve into a detailed exploration of these components.

1. The Definition Listening Skill

There are many different interpretations of what it means to listen. First listening is an active, purposeful process of making sense of what we hear.⁴ Listening involves the generation of a spoken or written response by the student, serving as an indicator of accurate (or inaccurate) auditory processing.⁵ Students receive the meaning of a language in this scenario rather than developing it themselves.

Within the realm of language studies and the discipline of conversation analysis, listening stands out as a subject of investigation. Active participation is required to receive and respond to both verbal and, at times, silent cues. The significance of listening as a fundamental input for students learning English cannot be emphasized enough. It constitutes a complex process, demanding comprehension of linguistic code (language form) and cognitive processing abilities (the skill process within the mind).

⁴David Nunan, *Practical English Language Teaching*, McGraw-Hill, New York, 2003. P.24

⁵Brown H. Douglas, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004).p.118.

2. Types Listening

According to John A. Kline (1996) listening divided into 5 types:⁶

- a. Comprehensive Listening: This occurs when the listener's main objective is to grasp the message. Success is achieved when the interpretation of messages aligns closely with the sender's intended meaning.
- b. Interpersonal Listening: This form of listening aims to assist an individual or enhance relationships between people.
- c. Enjoyment Listening: Encompassing the pleasure derived from listening to music, speakers with an appealing style, or personal choices in theater, television, radio, or film. The nature of enjoyment is shaped by the listener's response rather than the message source, varying from person to person.
- d. Analytical Listening: This skill involves listening critically, a subject deserving more attention than can be afforded here.
- e. Selective Listening: This skill involves discerning among different sounds and may be deemed the most crucial type, serving as the foundation for the other four. By remaining attuned to changes in the speaker's pace, volume, intensity, pitch, and emphasis, the comprehensive listener can discern even subtle nuances in meaning.

John A. Kline further emphasizes that adept listening, regardless of whether it is informative, relational, appreciative, critical, or

⁶ John A kline, *Listening Effectively*, Air University Press,1996. p.29- 43.

discriminative, demands specific skills. In certain instances, the skills needed for various listening types may overlap, while in other cases, they can be distinctly different.

3. Micro And Macro Skills Of Listening

According to Brown provides a simplified list of micro- and macro-skills based on Richards' aural skills taxonomy (for conventional listening).⁷

- a. Differentiate between the distinct sounds present in English.
- b. Retain segments of language of varying lengths in short-term memory.
- c. Identify English stress patterns, noting words in stressed and unstressed positions, understanding rhythmic structure, intonational contours, and their role in conveying information.
- d. Identify the shortened forms of words.
- e. Differentiate word boundaries, identify a core set of words, and interpret word order patterns and their significance.
- f. Analyze speech containing pauses, errors, corrections, and other performance variables.
- g. Process speech at varying rates of delivery.
- h. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

⁷ Brown H. Douglas, *Language Assessment: Principles and Classroom Practice*.P.308.

- i. Detect sentence constituents and differentiate between major and minor constituents.
- j. Acknowledge that a specific meaning can be expressed in various grammatical forms.

The macro skills of listening:

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to situations, participants, and goals.
- c. Infer situations, participants, goals using real-world knowledge.
(pragmatic competence)
- d. From events, ideas, etc., described, predict outcomes, infer links and connections between new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Use facial, body language, and other nonverbal cues to decipher meanings.
- g. 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 of lack thereof.

The macro skills are those that relate to the discourse level of organization, whereas the micro skills are those that remain at the sentence level.

4. The Difficulties of Listening

Our daily experience teaches us that listening can be both challenging and simple at times. The main causes of the listening process being challenging to understand are listed below.⁸

a. Redundancy

By providing more time and additional information, redundancy aids children in processing meaning. They can teach themselves to profit by observing the signs. This initially perplexes the students, but they can learn to take use of it with enough instruction.

b. Clustering

The teacher break down speech into smaller sets of words because of memory limits in spoken language and our proclivity for "chunking" or clustering. Students must be able to do the following in order to understand what they are hearing. The teacher will assist you in selecting a manageable cluster of words.

c. Performance Variable

In the midst of distracting performance variables, students must learn to listen for meaning.

d. Colloquial Expression

Learners who have been exposed to normal written English or "textbook" language may find colloquial language idioms, Slang, reduced form, and shared language startling and difficult to deal with.

⁸Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition (San Francisco State University: Longman, 2001). p.252.

At some point in a discourse, cultural knowledge is manifested. Both monologues and dialogues contain colloquialisms.

e. Rate of Delivery

At the first, students believe that native speakers speak too quickly, however the quantity and length of pauses employed by speakers is more important for comprehension than the speed with which they speak. Students will eventually be required to comprehend text provided at varied speeds and with little pauses.

f. Intonation, Rhythm, and Stress

Awareness of more complex language such as sarcasm, affection, insults, invitations, praise, and so on requires understanding intonation patterns.

g. Interactions

Students must recognize that good listeners are also good responders in conversation. They understand how to negotiate meaning (offer feedback, ask for clarification, stay on subject) so that the comprehension process can continue rather than being halted due to insufficient contact.

Finally, there are a variety of factors that can make listening difficult. As a result, students must be well-versed in these topics in order to fully comprehend what they are hearing.

5. Teaching Listening

Brown suggests twelve teaching principles that are classified into three types (cognitive, socio-affective, and linguistic) and must be considered by teachers during language instruction.⁹ The fundamentals are as follows:

a. Cognitive Principles

1) Automaticity

Students internalize language naturally. As they advance, they gravitate towards fluency, requiring less conscious thought about language. Barry McLaughlin, as cited in Brown, refers to this phenomenon as automatic processing with peripheral attention to language forms. This approach is employed to cope with the immense complexity and volume of language.

2) Meaningful Learning

Significant learning occurs when new information is connected to existing cognitive structures and memory systems. This method fosters more robust retention compared to rote learning, where new information remains disconnected from one's pre-existing cognitive framework.

3) Anticipation of Reward

In the teaching and learning process, acknowledgment and praise serve as a form of reward. The level of performance directly

⁹Brown H. Douglas, *Teaching by Principles*.p.68.

influences the quality of the reward. Skinner, as cited in Brown, asserts that the anticipation of reward stands as the most influential factor in guiding one's behavior. Human actions are consistently motivated and steered by the pursuit of goals.

4) Intrinsic Motivation

The most potent rewards are those that originate from intrinsic motivation within the learner. As the behavior is driven by internal needs, wants, or desires, the behavior becomes inherently self-rewarding. Consequently, there is no requirement for externally administered rewards.

5) Strategic Investment

The techniques utilized by learners to internalize and perform in the language are just as crucial as the methods employed by the teacher. The implementation of these approaches will assist students in recognizing their own learning preferences and guide them in becoming proficient language learners.

6) Autonomy

Accomplished learners assume control of their language learning journey, viewing the teacher as a facilitator or guide. This shift encourages students to transition from being dependent on the teacher to becoming self-reliant in their learning.

b. Socio-affective Principles

1) Language ego

Language ego can manifest as fragility, defensiveness, and the emergence of inhibitions. At times, students may experience discomfort in the learning environment. It is essential for teachers to pay close attention to students grappling with these emotions. Teachers should provide support, offer challenging yet manageable tasks, and facilitate a gradual shift from teacher-controlled to student-controlled activities.

2) Risk-taking

Engaging in risk-taking plays a pivotal role in fostering long-term retention and intrinsic motivation among learners. Teachers can motivate students to experiment with language, to take the initiative in responding, and not to hesitate to volunteer their thoughts without waiting for someone else to initiate language use.

3) Language-culture Connection

Teachers should also educate students about cross-cultural differences, including values, ways of thinking, feeling, and acting. The connection between language and culture will impact the acculturation process in students.

c. Linguistic Principles

1) Interlanguage

Effective interlanguage development is, in part, a consequence of incorporating feedback from others. Teachers can identify interlanguage errors and demonstrate to students that these errors indicate their brain is actively engaged in the language learning process. Providing feedback assists students in progressing towards greater accuracy in the target language.

2) Communicative Competence

Effective interlanguage development is, in part, a consequence of incorporating feedback from others. Teachers can identify interlanguage errors and demonstrate to students that these errors indicate their brain is actively engaged in the language learning process. Providing feedback assists students in progressing towards greater accuracy in the target language.

6. 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.¹⁰

¹⁰ Brown H. Douglas, *Principles and Classroom Practice*.p.120.

- 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.

B. Video In Language Teaching

1. Definition Of Animation Video

Many students express a dislike for learning English, often perceiving it as a challenging and dull subject. In such instances, the teacher assumes a crucial role in motivating students to engage with the subject. A proficient teacher should be adept at fostering an environment and conditions that make learning enjoyable for students.

In the meanwhile, there are many different definitions of animation. A recent large-scale survey by Canning-Wilson reveals that

the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study.¹¹

Webster defines animation as "a: a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical parts), b: Animated Cartoon, a motion picture made from a series of drawings simulating motion by means of slight progressive changes." While this definition provides a common understanding, it reflects a somewhat limited exposure to the diverse nature of the art form. The definition from Webster's is insightful not just for its content but also for the perspective it represents. The individuals at G&C Merriam might benefit from attending an animation festival to broaden their perspective.

In academia, definitions such as "created performance" are strategically crafted to establish validity and secure resources for animation programs or classes. These definitions operate in an environment where animation often supplements a school's curriculum. While academia seeks to maintain a stable definition of animation, it is also adaptable to include emerging technologies without conflicting with other curricular programs. The incorporation of technological

¹¹Ismail Cakir, *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom*. TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9.

advancements into the realm of animation impresses departmental administrations.¹²

2. The Advantages And Disadvantages Of Using Animation Video

According to the Oddone, the advantages of using video in the language classroom are: 1). they provide instances of authentic language and can be fully exploited with the teacher's control. (2). Videos give access to things, places, people's behavior and events. (3). Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things".¹³

There are some disadvantages of using animation video in teaching and learning process especially in teaching listening skill. Animation movie is 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 on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.¹⁴

¹²Jayne Piling, *A Reader in Animation Studies*, John Libbey & Company Pty Ltd, Sydney Australia, 1997. P.1-3.

¹³Cristina Oddone, *Using Videos from Youtube and Websites in the Classroom*. *Studies About Languages, English Educational Journal*, 2011. p.105.

¹⁴Ismail Cakir, *The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classroom*. p.2.

3. The Procedure Of Using Animation Video In Teaching Listening Skill

As per Cakir Ismail, there are practical techniques that teachers can employ when using animation videos in the classroom. Some of these techniques include:¹⁵

a. Active viewing

During the active viewing activity, the teacher presents the movie and allows the students to watch it from start to finish. This approach serves as an effective method for the teacher to gauge the extent of the students' comprehension of the video being shown.

b. Freeze framing and prediction

In this activity, the teacher pauses the movie, focusing on frames depicting characters' body language, facial expressions, emotions, reactions, and responses. This strategic pause enables students to grasp the nuances of expressing themselves in English, particularly understanding what emotions and expressions should accompany verbal communication.

c. Silent viewing

In the silent viewing activity, the teacher plays the movie with the sound turned off, prompting students to guess the content of the characters' conversation. This exercise aims to encourage students to

¹⁵ Ismail Cakir, *The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classroom*.p.3.

recall and remember the dialogues in the movie, enhancing their engagement and understanding.

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.

4. The Definition Of Video

Stempleski and Omalin, as cited in Rasouli and Shoari, contend that video is the amalgamation of moving pictures and sound, providing a comprehensive presentation of language. The technology involved in electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion is

referred to as video.¹⁶ Students can learn about the rhythm and patterns of language by watching video.

5. The Concept Of Video

Cakir Ismail defined that makes it more interesting and enjoyable is that it helps to promote comprehension.¹⁷ According to Nuhung Ruis Video is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting.¹⁸ By providing educational materials in video form, an engaging and interactive learning experience can be created.

6. The Types of Audio-visual As Media

According to Anderson cited in Akmala, teaching media can be classified into three categories.¹⁹ They are:

a. Visual Media

These are visual media that can be observed, encompassing formats such as pictures, moving pictures, animations, or flashcards.

b. Audio Media

These are audible media, implying that audio media includes sound that can be listened to by individuals.

¹⁶ Richard E. Breg and David G. Stork, *The Physics of Sound*. (United State: Pearson Education, Inc. 2005).p.385.

¹⁷ Ismail Cakir, *The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classroom*.p.68.

¹⁸ Nuhung Ruis, *Instructional Media*, (Jakarta: Ministry of National Education, 2009,) .p.5.

¹⁹ 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 Pematang in the academic Year of 2010/2011)*".Thesis. p.23.

c. Audio-Visual Media

These are media that incorporate both sound and visuals. An example of this is an animation video, which falls under the category of audio-visual media in teaching. The combination of audio and visual elements in this type of media is often considered more effective and engaging, enhancing the overall learning experience.

C. Hypothesis

1. Hypothesis Formulation

The hypothesis of this research:

- a. Alternative hypothesis (H_a) : The effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.
- b. Null hypothesis (H_0) : The effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro

2. Statistical hypotheses

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

If $F > F_c$, H_0 is accepted and H_a is rejected.

If $F < F_c$, H_0 is rejected and H_a is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

An experimental design is the traditional approach to conducting quantitative research.²⁰ Quasi-experiments include assignment, but not random assignment of participants to groups,²¹ because to determine the effect of video animation on the students' listening skill of the fourth semester at the English department of IAIN Metro.

In this research, the sample consisted of two groups there is:

1. The Independent Variable (x)

A variable that can influence the behavior of another variable is referred to as "independent variable." Video animation is study of the independent variables. During the listening class, students are present with video animation to help students better understand. Video animation also makes it easier for students to practice and hone listening skills. The student fourth semester at the English Department of IAIN Metro will examine this research. The writer aims to examine the effect of video animation on listening skills. The independent variable influences the dependent variable.

²⁰John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Pearson Education, Upper Saddle River, New Jersey. 2008.p.294.

²¹John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Pearson Education.p.309.

2. The Dependent Variable (y)

The dependent variable (y) in this study is the students' listening skill. After using video animation, students' listening skill achievement increased.

Using pretest and posttest can help students improve their English learning. The effect of video animation on the students' listening skill of the fourth semester at the English department of IAIN Metro. The writer compared the use of video animation in learning using post-test and pre-test, implying that the effect of video animation on the students listening skills of the fourth semester at the English department of IAIN Metro. The following is an explanation of the pre-experimental research design:

Table 3.1
The Effect of Video animation on the Students Listening Skill

Y1	X	Y1
Pretest	Treatment	Post test
	No Treatment	Post test

This research was conducted to find out what effect of video animation applications have on learning English outcomes, especially in the students listening skill of the fourth semester at the English Department of IAIN Metro.

B. Subject and Object of Study

The subject of the research was the students of fourth semester at the English Department of IAIN Metro, and the object of this research was effect of video animation on the students' listening skill.

C. Population And Sample of Study

The research population comprised students from fourth semester at the English Department of IAIN Metro, encompassing five classes identified as A, B, C, and D classes. The total population for this study was 83 students.

Sample is a define plan to get a sample from particular population²². Sampling is a process to select a number of individual that used to research. The individual that select is representing the large group from where they were selected. The samples of this research are two groups, one as the experimental class and the other one as control class.

D. Data Collecting Technique

One of the most crucial aspects of any research project is data collection. The researcher employed three techniques in this study to get data. They can be explaining as follows:

1. Interview

One common way to get information from people is through interviews. In many spheres of life, communicating with others is a useful way to gather information. To discover more about the challenges students face when studying English, the researcher conducted interviews with English teacher.

²² C.R Kothari, Research Methodology: method and techniques, 2 ed. (New Age International Publisher , 2004).p.55.

2. Documentation

Cohen, et.al states that documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance field note, diary or journal, record, biography, autobiography, directories, archive, photograph, book, article and others.²³

3. Test

According to Brown, A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain.²⁴ This study was divided into two stages are as follows:

- a. A pre-test is administered to pupils prior to treatment. This exam is designed to determine the kids' baseline listening skills 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 on some attribute or characteristic that is assessed for participants in an experiment after a treatment.²⁵

Students are receiving treatment. The writer gave the treatment of seeing video animation before the post-test. Following the treatment, a post-test is performed. This test is designed to assess the student's listening ability after treatment.

²³Louis Cohen, et.al, *Research Methods In Education*, (New York:Routledge,2007).p.201

²⁴Brown H. Dauglas, *Language Assesment: principles and classroom practice*. P.3.

²⁵Jhon W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative*.p.297.

E. Research Instrument

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

Table 3.2
Instrument Blueprint

Variable	Indicators	Score	Subjects	Test Form
Video animation (x)	1. The researcher provides learning media for the application of video animation. 2. The students practice listening by using video animation.		The students experimental class	Test
Students Listening (y)	1. The students are able to fill in the blanks using video animation. 2. The students are able to listen to conversation using video animation.	1-5 (poor, average, good, very good, excellent)	The students experimental class and control class	Test

F. Data Analysis Technique

The writer must then analyze the data. This is a quantitative study. Quantitative research is the same as numerical data. Statistics are used in data analysis since the data is quantitative. The writer will apply a basic statistical technique to compare the results of the pre-test and post-test. The writer employed the independent samples t-test to compare the scores of the control and experimental groups. The independent samples t-test was done to see if there was a difference in the mean of the two unpaired samples. In this study,

the writer performed parametric statistical significance tests. The formula is as follows:

$t = \frac{\text{Difference between the values of report}}{\text{Normal mistake to the discrepancy between the means}}$

Or $t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$

$$\text{Or } t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

\bar{X}_1 = Is the mean for sample 1

\bar{X}_2 = Is the mean for sample 2

$S_{\bar{X}_1 - \bar{X}_2}$ = Is the standard error the difference between the mean

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The Background of IAIN Metro

IAIN Metro has a vision and a mission as a state. This university's mission was to become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic and Indonesian principles. Furthermore, the vision's implementation includes some missions, such as: implementing Islamic values in education, community service, research, developing productivity, innovative academic in resource management through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, cultivated institutional management system based on information technology.

IAIN Metro currently comprises four faculties: Tarbiyah and Teacher Training, Syari'ah, Economic Business, and Islamic Announcement and Communication.

The first faculty, Tarbiyah and Teacher Training, encompasses various departments such as Islamic Education (PAI), Arabic Education (PBA), English Education (TBI), Islamic Elementary School Education (PGMI), Islamic Childhood Education (PIAUD),

Mathematics Education (TPM), Biology Education (TPB), and Social Science Education (IPS).

The second faculty, Syari'ah, includes programs like Islamic Law (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI).

The third faculty, Economic Business, incorporates programs such as D3 Syari'ah Banking (D3 PBS), Bachelor's Degree in Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU).

The fourth faculty, Islamic Announcement and Communication, offers programs like Islamic Communication and Broadcasting (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. The Profile of English Education Department

Along with the transition from STAIN Jurai Siwo Metro to IAIN Metro, the English Education Department (TBI) stratum 1 (S1), which was established since 2007, was renamed English Education Department in 2017. The English Education Department's application is based on its vision, which is as follows: the formation of professional students in English Education who can blend Islamic values and academic characteristics.

2. Description of Research Data

a. The Result of Pre-Test Score (Experimental Class)

To measure the students' listening the writer used pre-test before giving a treatment. The pre-test used in this research fill in the blank test. The test was followed by 11 students. The highest score was 95 and the lowest score was 40.

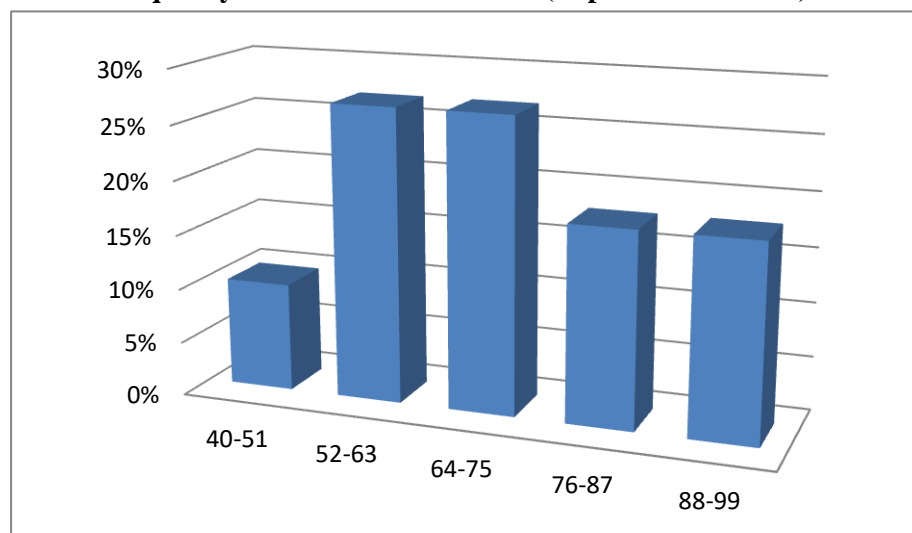
The total of interval class of this result pre-test was 11. It can be seen on the table of frequency distribution below:

Table 4.1
The table frequency distribution of pre-test

No.	Interval class	Frequency	Percentage (%)
1.	40-51	1	10%
2.	52-63	3	27%
3.	64-75	3	27%
4.	76-87	2	18%
5.	88-99	2	18%
Total		11	100%

When the data is displayed graphically, it looks like this:

Figure 4.1
Frequency distribution of Pre-Test (Experimental Class)



Based on the frequency distribution table and corresponding graph, it can be deduced that the research sample, comprising 11 students, exhibits varied performance levels. One student, constituting 10% of the sample, falls within the score range of 40-51. Three students, representing 27%, achieved scores ranging from 52 to 63. Another three students, also at 27%, secured scores within the bracket of 64-75. Two students, accounting for 18%, attained scores between 76 and 87. Similarly, an additional 18% of the sample, consisting of two students, excelled with scores falling within the range of 89-100. This breakdown provides a comprehensive overview of the distribution of scores among the research participants.

b. The Result of Post-Test Score (Experimental Class)

After giving a pre-test the writer conducted the treatment to help the students in understanding of the listening skill. After the students received the treatment and demonstrated understanding, the researcher administered a post-test to assess their listening skills. Eleven students participated in the test, with scores ranging from a highest of 100 to a lowest of 50. The total number of intervals in the frequency distribution of these post-test results was 12, as detailed in the frequency distribution table below:

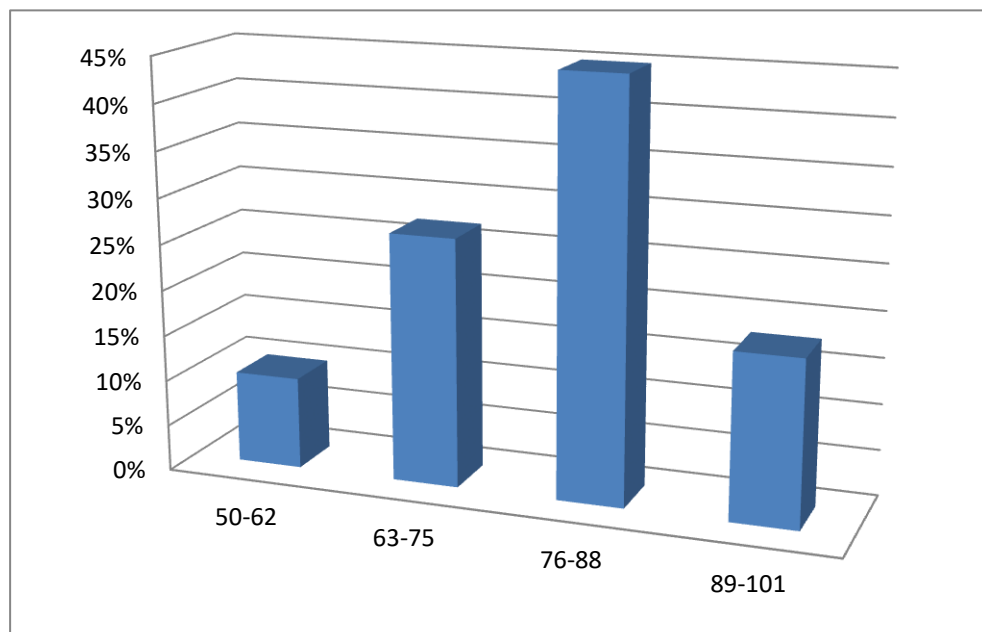
Table 4.2
Frequency Distribution of Post-test score (Experimental Class)

No.	Interval Class	Frequency	Percentage (%)
1.	50-62	1	10%
2.	63-75	3	27%
3.	76-88	5	45%
4.	89-101	2	18%
Total		11	100%

When the data is displayed graphically, it looks like this:

The data put on graphic was:

Figure 4.2
Frequency Distribution of Post-Test (Experimental Class)



Analyzing the frequency distribution table and accompanying graph, it can be deduced that the sample of 11 students can be categorized as follows: Initially, one student (10%) obtained a score between 50 and 62. Subsequently, three students (27%) achieved scores within the range of 63 to 75. Furthermore, five students (45%) secured scores between 76 and 88. Additionally, two students (18%)

excelled with scores falling in the bracket of 89 to 101. This breakdown provides a comprehensive overview of the distribution of scores among the researcher's sample after the treatment.

c. The Result of Pre-test Score (Control Class)

The pre-test was administered in the first meeting. The test was followed by 11 students. The highest score was 90 and the lowest score was 35.

The total of interval class of this result pre-test is 11. It can be seen on the table of frequency distribution below:

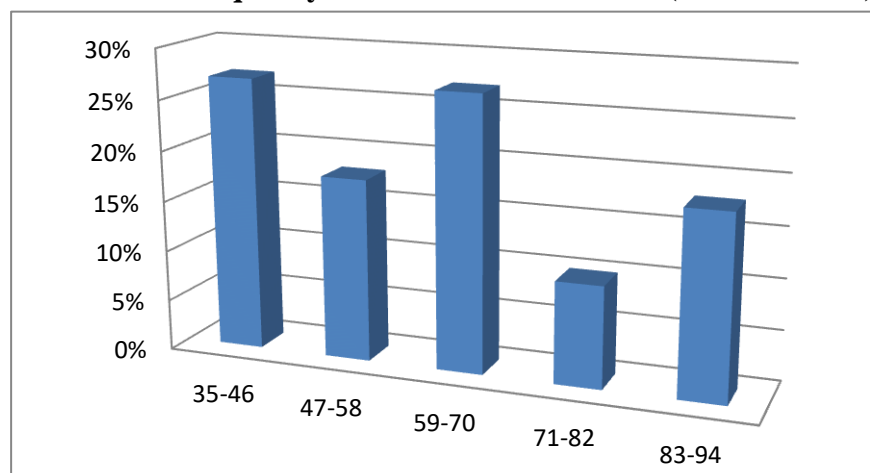
Table 4.3
Frequency Distribution of Pre-test score (Control Class)

No.	Interval class	Frequency	Percentage (%)
1.	35-46	3	27%
2.	47-58	2	18%
3.	59-70	3	27%
4.	71-82	1	10%
5.	83-94	2	18%
Total		11	100%

When the data is displayed graphically, it looks like this:

The data put on graphic was:

Figure 4.3
Frequency Distribution of Pre-Test (Control Class)



Analyzing the frequency distribution table and accompanying graph, the researcher's sample of 11 students can be classified into distinct score ranges. Initially, three students (27%) achieved scores falling within the range of 35 to 46. Subsequently, two students (18%) obtained scores between 47 and 58. Furthermore, one student (27%) secured a score in the range of 59 to 70. Another student (10%) received a score between 71 and 82. Lastly, two students (18%) excelled with scores in the bracket of 83 to 94. This comprehensive breakdown provides insights into the distribution of scores among the researcher's sample following the treatment.

d. The Result of Post-test score (Control Class)

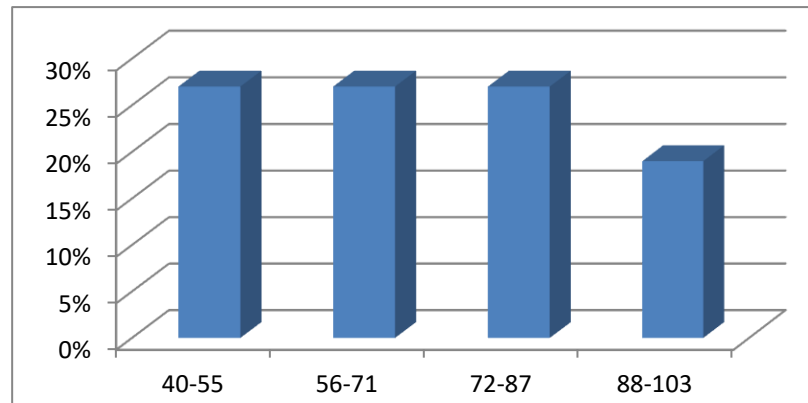
The test was followed by 11 students. The highest score was 100 and the lowest score was 40. The total of interval class of this result pre-test is 15. It can be seen on the table of frequency distribution below:

Table 4.4
Frequency Distribution of Post-test score (Control Class)

No.	Interval class	Frequency	Percentage (%)
1.	40-55	3	27%
2.	56-71	3	27%
3.	72-87	3	27%
4.	88-103	2	19%
Total		11	100

The data put on graphic was:

Figure 4.4
Frequency Distribution as the Result (Control Class)



Analyzing the frequency distribution table and accompanying graph, it can be concluded that the sample of 11 students, as chosen by the writer, can be divided into distinct score ranges. Initially, three students (27%) achieved scores falling within the range of 40 to 55. Subsequently, another three students (27%) obtained scores between 56 and 71. Furthermore, three students (27%) secured scores in the range of 72 to 87. The remaining two students (19%) excelled with scores in the bracket of 88 to 103. This detailed breakdown provides a comprehensive overview of the distribution of scores among the writer's sample following the treatment.

3. Hypothesis Testing

Following the application of the documentation the writer examined the data using chi-square and t-test analysis to determine whether there was a positive and significant effect of animation video on the students' listening skills of the fourth semester at the English department of IAIN Metro, as follows:

(Ha) Ha is accepted, the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

(Ho) Ho is rejected, the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

a. The Result of Normality Test

The normality test is employed to assess whether the data follows a normal distribution. In this research, the statistical test conducted uses SPSS version 25. The normality test is crucial for determining whether the post-test scores of the students exhibit a normal distribution. The hypothesis for this test can be formulated as follows:

Ha: Data is normally distributed if the sig value is > 0.05

Ho: Data is not normally distributed if the sig value < 0.05

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
The Results Study Of The Students	Experimental Class	.178	22	.069	.947	22	.277
	Control Class	.163	22	.132	.939	22	.191

Based On this table, it can be seen that sig. in the table Kolmogorov-Smirnova in the experimental class it is 0.069 then control class is 0.132 and standard value $> \alpha = 0.05$. It means that sign. In both classes is greater than the sig value. So, based on data it can be concluded that the data is normal

b. Result of Homogeneity Test

The homogeneity test is used to test whether there are two or more data sample from the population has the same variation (homogeneity). In this study, the homogeneity test was used to find out whether post-test variance of the experimental class and control class post-test data is homogeneous or not. Researchers tested it homogeneity test after obtaining student scores in the control class and experimental class using SPSS. The data criteria are as follows:

Ha: The data variance is homogeneous if $\text{sig } \alpha \geq 0.05$

Ho: The data variance is not homogeneous if $\text{sig } \alpha \leq 0.05$

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
The Results Study of the Students	Based on Mean	3.345	1	42	.075

The outcomes of the homogeneity test indicate that the data is homogeneous for both the control and experimental classes. Result of homogeneity test of 0.075. Both values exceed the minimum limit. The value is 0.05 which means the data obtained is homogeneous.

c. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity tests have met the t test requirements. Therefore, researchers use t-tests with independent t-tests to test hypotheses.

Hypothesis as follows:

(Ha) Ha is accepted if the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

(Ho) Ho is rejected, if the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

The criteria for accepting or rejecting the hypothetical t-test hypothesis are as follows:

(Ha) Ha is accepted, if the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

(Ho) Ho is rejected, if the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

The criteria of acceptance or rejection of the hypothesis for the Hypothetical t-test was following:

Ha is accepted if Sig. value $< \alpha$ 0,05

Ho is accepted if Sig. value $> \alpha$ 0,05

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result of the Students	Post Test Experimental	11	70.00	17.02939	5.13455
	Post Test Control	11	62.27	20.04540	6.04392

From the provided table, it is evident that the total number of students in both the control and experimental classes is 22. The mean for the experimental class is recorded as 70.00, whereas for the control class, it is 62.27. Descriptively, it can be statistically concluded that there is a variance in the mean student outcomes between the control and experimental classes. To ascertain the significance of this difference, further analysis involves interpreting the independent sample t-test table provided below:

Independent Samples Test

		Lavene's Test For Equality of Variances		t-test for equality of means						
		F	Sig.	T	Df	Sig.(2-tailed)	Mean difference	Std. Error Difference	95% confidence interval of the difference	
									Lower	Upper
The Result of the Students	Equal Variances assumed	.746	.398	.974	20	.342	7.72727	7.93048	-8.81543	24.26997
	Equal variances not assumed			.974	19.491	.342	7.72727	7.93048	-8.84317	24.29772

Based on the table above, it's known that sig. The score of Lavene's Test for Equality of Variances is $0.957 > 0.05$, it can be interpreted that the data variance between the control class and the experimental class is homogeneous. So that the interpretation of the independent sample t-test table above is guided by the equal variances assumed. Based on the independent sample t-test in equal variances assumed the table that the value of significant generated Sig. (2-tailed) = 0,000 and standard value is $< \alpha = 0,05$. So, the Sig. (2-tailed) is 0,000 was smaller than $\alpha = 0,05$. The conclusion from

the data analysis H_0 is rejected and H_a is accepted. It means that there was a significant difference in students' learning results at the experimental class that used a treatment between the control classes that not gave the treatment.

Based on the statistical data description above, there is a significant difference in the mean value. The writer concluded that the effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

B. Discussion

1. The Result of Pre-test and Post-test

This research is conducted to find an effective teaching technique, especially in teaching listening. The data analysis reveals a notable difference in the mean scores obtained by students in the pre-test. Specifically, the students in the experimental class achieved a mean score of 70, whereas their counterparts in the control class attained a mean score of 61.36. This indicates that, in the pre-test, the mean score of the experimental class was higher compared to the control class. The following is a pre-test picture.

Figure 4.5
Pre-test image



Furthermore, data analysis explained that the average scores students obtained on the post-test between the control class and the experimental class were very different. Students in the experimental class got 77.27, while students in the control class got 70. This shows that the average of the experimental class in the post-test is higher than the control class. Following is the post-test picture;

Figure 4.6
Post-test image



2. The Result of Hypothetical Test

A hypothetical test was employed to assess the impact of video animaton on students' listening skills. The criteria for accepting or rejecting the hypothesis in the hypothetical t-test were defined as follows: Ha (alternative hypothesis) is accepted if the Sig. (significance) value is less than α (alpha) 0.05, and Ho (null hypothesis) is accepted if the Sig. value is greater than α 0.05. If Ha is accepted, it implies that there is a significant the effect of video animation on the students' listening skills

of the fourth semester at the English department of IAIN Metro. Conversely, if H_0 is accepted, it indicates that there is no significant effect of video animation on the students' listening skills of the fourth semester at the English department of IAIN Metro.

This writer was tested by using independent sample t-test formula. The score of t-test by using independent sample t-test on the Sig. (2-tailed) is 0,000 was smaller than $\alpha = 0.05$ so, $H_a < 0.05$. It means that H_a is accepted and H_0 is rejected. Based on the result of the calculation the writer can conclude that there is the effect of animation video on the students' listening skills at English department at IAIN Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this study is to determine whether using video animation has a favorable and substantial influence on students' listening skill of the fourth semester at the English department of IAIN METRO. This study employed quantitative methods. The sample for this study consisted of 22 fourth-grade students from fourth semester at the English department of IAIN METRO. This study's research tool was fill in the blank.

Based on the research findings, it can be concluded that video animation had a positive and significant effect. This is evident from the mean score in the post-test for the experimental class, which was 77.27, compared to the control class's mean score of 70.00. The post-test values for students in the experimental class were higher than those in the control class. This conclusion is further supported by the Sig. (2-tailed) value in the equal variance assumed in the independent sample t-test table, which is 0.000. This value is less than the significance level (α) of 0.05, indicating that the alternative hypothesis (H_a) is accepted.

Using animation video also makes students' easier and enjoyable when learning listening skill. It can be used learning listening skill and it can help the students' remembering the words. It means that the answer of research problem was answered by the calculated data that there was the effect of video animation on the students' listening skills of the fourth semester at the

English department of IAIN Metro, where there is a positive and significant effect on students' listening skill using video animation and students' listening skill without using it. Students experimental class got higher score than control class they taught by using video animation.

B. Sugestion

Based on the result of the research, the writer gives some suggestion to the side that related as the considered as follow:

1. For The Teacher

The study is expected to help the teacher applies animation video in the process of teaching and listening.

2. For the Students

It is expected to give a solution to listening skills, so the students' have more spirit in studying English. And the result of this research help was the students to express their opinion, and students easily to mastering the listening.

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APPENDICES

RENCANA PEMBELAJARAN SEMESTER (RPS)

PROGRAM STUDI : **PENDIDIKAN BAHASA INGGRIS (PBI)**
MATA KULIAH : **LISTENING FOR TOEFL 2**
KODE MATA KULIAH : **4 (EMPAT)**
SKS : **2 SKS**
DOSEN PENGAMPU :
CAPAIAN PEMBELAJARAN

Hard Skill : Mampu menggunakan *academic language skill* dan *taking strategies* pada tingkatan *high intermediate* dan *advanced*, mampu memahami dan menyimak *long conversation* dan *talks/lectures*, mampu memahami hubungan informasi yang disimak dalam bahasa inggris dan menghubungkan latar belakang pengetahuan yang mereka memiliki, mampu memahami dan menyimak *long conversation* serta memahami hubungan diantara ide percakapan pada *talks/lecture*.

Soft Skill : Kemampuan menyimak, kemampuan mengambil keputusan, kemampuan memecahkan, kedisiplinan, kreatif dan inovatif.

Minggu ke	Kemampuan akhir yang akan dicapai	Bahan kajian	Metode pembelajaran	waktu	Pengalaman belajar	Kriteria penilaian	Daftar referensi
1	Mahasiswa mampu menyimak dan menyimpulkan trik <i>long conversation</i>	<i>Course overview</i> A. <i>Learning contract</i> B. <i>Long conversation</i> C. <i>Talks/lecture</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Memahami dan menetapkan kontrak kuliah 2. Menyimak dan mengkaji <i>long conversation</i> dan <i>talks/lecture</i> dan menyimpulkan trik tersebut	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif- psikomotorik) praktik & hasil tugas.	Referensi no.1-9

2	Mahasiswa mampu menyimak dan menyimpulkan trik <i>anticipate topics</i> pada <i>long conversation</i>	Listening part B (Long Conversation) Skill 1 : <i>Anticipate the topics</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>anticipate the topics</i> pada <i>long conversation</i> 2. Mendiskusikan trik <i>anticipate the topics</i> pada <i>long conversation</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
3	Mahasiswa mampu menyimak dan menyimpulkan trik <i>long conversation</i>	Skill 2: <i>Anticipate the questions</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>anticipate the questions</i> pada <i>long conversation</i> 2. Mendiskusikan trik <i>anticipate the topics</i> pada <i>long conversation</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
4	Mahasiswa mampu menyimak dan menyimpulkan trik <i>determine the topics</i> pada <i>long conversation</i>	Skill 3: <i>Anticipate the questions</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik pada menyimak <i>determine the topic</i> pada <i>long conversation</i> 2. Menyimpulkan trik <i>determine the topics</i> pada <i>long conversation</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
5	Mahasiswa mampu menyimak dan menyimpulkan trik <i>draw</i>	Skill 4: <i>Draw conclusions (1) about who, what, when, where</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik pada menyimak <i>draw conclusions (1) about who, what,</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9

	<i>conclusions (1) about who, what, where</i> pada <i>long conversation</i>				<i>when, where</i> pada <i>long conversation</i> 2. Menyimpulkan trik <i>draw conclusions (1) about who, what, when, where</i> pada <i>long conversation</i>	atan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	
6	Mahasiswa mampu menyimak dan menyimpulkan trik <i>draw conclusions</i>	<i>Skill 4: Draw conclusions (2) about who, what, when, where</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik pada menyimak <i>draw conclusions (2) about who, what, when, where</i> pada <i>long conversation</i> 2. Menyimpulkan trik <i>draw conclusions (2) about who, what, when, where</i> pada <i>long conversation</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
7 Mid Test							
8	Mahasiswa mampu menyimak dan menyimpulkan trik <i>listen for answer</i> in order pada <i>long conversation</i>	<i>Skill 5: Listen for answers in order</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik pada menyimak <i>answer in order</i> pada <i>long conversation</i> 2. Menyimpulkan trik <i>listen for answer</i> in order pada <i>long conversation</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
9	Mahasiswa mampu menyimak	Listening part C (Talks Dan Lectures)	Menyimak, Diskusi, Praktik, Pemberian	2x50 menit	1. Mengkaji trik pada menyimak	Proses (afektif &	Referensi no.1-9

	dan menyimpulkan trik <i>anticipate the topic</i> pada <i>talks and lectures</i>	Skill 6: <i>Anticipate the topic</i>	Tugas		<i>anticipate the topics</i> pada <i>talks dan lectures</i> 2. Menyimpulkan trik <i>anticipate the topics</i> pada <i>talks dan lectures</i>	respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	
10	Mahasiswa mampu menyimak dan menyimpulkan trik <i>anticipate the questions</i> pada <i>talks and lectures</i>	Skill 7: <i>Anticipate the questions</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik pada menyimak <i>anticipate the questions</i> pada <i>talks dan lectures</i> 2. Menyimpulkan trik <i>anticipate the questions</i> pada <i>talks dan lectures</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
11	Mahasiswa mampu menyimak dan menyimpulkan trik <i>draw conclusions (1) about who, what, when, where</i> pada <i>talks and lectures</i>	Skill 9: <i>Draw conclusions (1) about who, what, when, where</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>draw conclusions (1) about who, what, when, where</i> pada <i>talks and lectures</i> 2. Menyimpulkan trik <i>draw conclusions (1) about who, what, when, where</i> pada <i>talks and lectures</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9
12	Mahasiswa mampu menyimak dan menyimpulkan trik <i>draw conclusions (2) about who, what, when, where</i>	Skill 10: <i>Draw conclusions (2) about who, what, when, where</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>draw conclusions (2) about who, what,</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif-psikomotorik) praktik & hasil tugas.	Referensi no.1-9

	<i>conclusions (2) about who, what, when, where</i> pada <i>talks and lectures</i>				<i>when, where</i> pada <i>talks and lectures</i> 2. Menyimpulkan trik <i>draw conclusions (2) about who, what, when, where</i> pada <i>talks and lectures</i>	atan & hasil (kognitif- psikomotorik) praktik & hasil tugas.	
13	Mahasiswa mampu menyimak dan menyimpulkan trik <i>answer in order (1) pada talks and lectures</i>	Skill 11: <i>Listening for answer in order (1)</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>answer in order (1) pada talks and lectures</i> 2. Menyimpulkan trik <i>answer in order (1) pada talks and lectures</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif- psikomotorik) praktik & hasil tugas.	Referensi no.1-9
14	Mahasiswa mampu menyimak dan menyimpulkan trik <i>answer in order (2) pada talks and lectures</i>	Skill 11: <i>Listening for answer in order (2)</i>	Menyimak, Diskusi, Praktik, Pemberian Tugas	2x50 menit	1. Mengkaji trik dan menyimak <i>answer in order (1) pada talks and lectures</i> 2. Menyimpulkan trik <i>answer in order (1) pada talks and lectures</i>	Proses (afektif & respon) pada lembar pengamatan & hasil (kognitif- psikomotorik) praktik & hasil tugas.	Referensi no.1-9

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Metro, November 2023
Dosen

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NIP.

RENCANA PELAKSANAAN PEMBELAJARAN I

Program Studi : Pendidikan Bahasa Inggris

Mata kuliah : Bahasa Inggris

Semester : IV (empat)

A. Standar Kompetensi

Mampu merespon Merespon makna yang terdapat dalam teks lisan sederhana, akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Memahami makna dalam teks fungsional dan monolog pendek sederhana secara akurat untuk berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

1. Mahasiswa dapat menangkap informasi spesifik yang ada pada teks.
2. Mahasiswa dapat mengisi teks rumpang dalam teks.
3. Mahasiswa dapat mengidentifikasi aspek-aspek yg ada pada teks.

D. Tujuan Pembelajaran

1. Mahasiswa mampu melengkapi teks yang rumpang, sehingga menjadi percakapan yang padu.
2. Mahasiswa dapat mendengarkan dan memahami isi dari teks yang terdapat dalam sebuah audio-visual.
3. Mahasiswa dapat mengurutkan kalimat berdasarkan Audio-visual Listening.

E. Materi Pembelajaran

Fill in the blank space with the word you hear!

LISA : Sosuke come right back 1) _____ ok!

SOSUKE : OK!

SOSUKE : A2) _____

SOSUKE : 3) _____

SOSUKE : That was 4) _____

SOSUKE : It looks kind of died

SOSUKE : It 5) _____ me, it's alive

LISA : Sosuke we're be late!

SOSUKE : Mom, I caught a 6) _____ !

LISA : This wind fells 7) _____

LISA : Sosuke, I'm starting car now!

FUJIMOTO : Well, did you find my 8) _____ ?

FUJIMOTO : What? She was captured by 9) _____ a boy

FUJIMOTO : This is very bad

SOSUKE : Is it are you 10) _____ ?

SOSUKE : You're alive

LISA : Sosuke I have a job you know

SOSUKE : Look mom, I 11) _____ a 12) _____

LISA : A 13) _____ ?

SOSUKE : It right down by the 14) _____

LISA : I don't know who you are but we don't use 15) _____ around here!

FUJIMOTO : This is not 16), _____ this is pure sea water its keep me humidified

LISA : Whatever, as long as is it not 17) _____

LISA : 18) _____

FUJIMOTO : Please wait

FUJIMOTO : O OHHH... this is 19) _____ , this is very 20) _____

F. Metode pembelajaran

I. Langkah-langkah kegiatan

No.	Kegiatan	Deskripsi	Waktu
1	Pendahuluan	<ul style="list-style-type: none"> - Mengecek kehadiran siswa - Menanyakan materi yang sebelumnya sudah dipelajari. - Memberikan gambaran mengenai materi yang akan dipelajari - menyampaikan tujuan pembelajaran 	5 menit
2	Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Meminta mahasiswa untuk menyaksikan video. - Mahasiswa memperhatikan dan mencatat hal-hal 	30 menit

		<p>yang penting yang terdapat dalam video.</p> <p>Menanya</p> <ul style="list-style-type: none"> - Dengan bimbingan, mahasiswa menanyakan kalimat-kalimat yang belum diketahui. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> - Mahasiswa, secara individu, mengumpulkan informasi dengan cara menulis ungkapan-ungkapan dan susunan structure yang terdapat dalam video tersebut. <p>Menalar/ mengasosiasi</p> <ul style="list-style-type: none"> - Mahasiswa menyebutkan list vocabulary dan aspek-aspek dalam video. 	
3	Penutup	<ul style="list-style-type: none"> - Menyimpulkan materi pembelajaran yang telah disampaikan. - Memberi tugas mahasiswa untuk belajar mandiri. - Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya. 	5 menit

G. Media, Alat, dan Sumber Pembelajaran

1. Media : Proyektor, LCD, laptop/ computer, speaker
2. Sumber Pembelajaran : Internet

RENCANA PELAKSANAAN PEMBELAJARAN II

Program Studi : Pendidikan Bahasa Inggris

Mata kuliah : Bahasa Inggris

Semester : IV (empat)

Pertemuan ke : 3

A. Standar Kompetensi

Mampu merespon Merespon makna yang terdapat dalam teks lisan sederhana, akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Memahami makna dalam teks fungsional dan monolog pendek sederhana secara akurat untuk berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

1. Mahasiswa dapat menangkap informasi spesifik yang ada pada teks.
2. Mahasiswa dapat mengisi teks rumpang dalam teks.
3. Mahasiswa dapat mengidentifikasi aspek-aspek yg ada pada teks.

D. Tujuan Pembelajaran

1. Mahasiswa mampu melengkapi teks yang rumpang, sehingga menjadi percakapan yang padu.
2. Mahasiswa dapat mendengarkan dan memahami isi dari teks yang terdapat dalam sebuah audio-visual.
3. Mahasiswa dapat mengurutkan kalimat berdasarkan Audio-visual Listening.

E. Materi Pembelajaran

Fill in the blank space with the word you hear!

DOT: Hey, Flick! Flick, wait up

Flick: Oh, Hello, Princess.

DOT: you can call me dot, here you forgot this

Flick: thanks, you can 1) _____, I can... make another one

DOT: I like your 2) _____

Flik: really? Well, you're the first. I'm beginning to think nothing I do works

DOT: it works

Flik: great, one success. I'm never gonna make a difference

DOT: me, neither. I'm a 3) _____ , and I can't even fly yet. I'm too little

Flik: oh, being little's not such a bad thing

Dot: yes, it is

Flik: no, it's not

Dot: is too!

Flik: is not

Dot: is, too

Flik: Is not, is not, is not

Dot: is too, is too, is too

Flik: is not—oh a seed. I need a seed. Uh...

Flik: uh, here, here

Flik: pretend—pretend that that's a seed.

Dot: it's a rock

Flik: oh I know it's a rock. I know, uh but let's just pretend for a minute that is a seed, all right? Well just use our imaginations. Now-now do you see our tree? Everything that made that 4) _____ already contained inside this tiny little seed. All it needs is some time, a little bit of

5) _____ and 6) _____ , and voila!

Dot: this rock will be a tree?

Flik: seed to tree. You've got to 7) _____ with me, here, all right, okay.

Now you might not feel like you can do much now, but that's just because, well, you're 8) _____ tree yet. You just have to give yourself some time.

You'll still a 9) _____

Dot: but it's a rock

Flik: I know it's a rock! Don't you think I know a rock when I see a rock?

I've 10) _____ a lot of time around rocks!

Dot: you weird, but I like you

Flik: they're here

F. Metode Pembelajaran

I. Langkah-langkah Kegiatan

No.	Kegiatan	Deskripsi	Waktu
1	Pendahuluan	<ul style="list-style-type: none">- Mengecek kehadiran siswa.- Menanyakan materi yang sebelumnya sudah dipelajari.- Memberikan gambaran mengenai materi yang akan dipelajari.- Menyampaikan tujuan pembelajaran.	5 menit
2	Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none">- Meminta mahasiswa untuk menyaksikan video.- Mahasiswa memperhatikan dan mencatat hal-hal yang penting yang terdapat dalam video. <p>Menanya</p> <ul style="list-style-type: none">- Dengan bimbingan, mahasiswa menanyakan kalimat-kalimat yang belum diketahui. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none">- Mahasiswa, secara individu, mengumpulkan informasi dengan cara menulis ungkapan-ungkapan dan susunan structure yang terdapat dalam video tersebut. <p>Menalar/ mengasosiasi</p> <ul style="list-style-type: none">- Mahasiswa menyebutkan list vocabulary dan aspek-aspek dalam video.	30 menit
3	Penutup	<ul style="list-style-type: none">- Menyimpulkan materi pembelajaran yang telah disampaikan.- Memberi tugas mahasiswa untuk belajar mandiri.- Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.	5 menit

G. Media, Alat, dan Sumber Pembelajaran

1. Media : Proyektor, LCD, laptop/ computer, Speaker
2. Sumber Pembelajaran : Internet

RENCANA PELAKSANAAN PEMBELAJARAN II

Program Studi : Pendidikan Bahasa Inggris

Mata kuliah : Bahasa Inggris

Semester : IV (empat)

Pertemuan ke : 3

A. Standar Kompetensi

Mampu merespon Merespon makna yang terdapat dalam teks lisan sederhana, akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Memahami makna dalam teks fungsional dan monolog pendek sederhana secara akurat untuk berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

4. Mahasiswa dapat menangkap informasi spesifik yang ada pada teks.
5. Mahasiswa dapat mengisi teks rumpang dalam teks.
6. Mahasiswa dapat mengidentifikasi aspek-aspek yg ada pada teks.

D. Tujuan Pembelajaran

4. Mahasiswa mampu melengkapi teks yang rumpang, sehingga menjadi percakapan yang padu.
5. Mahasiswa dapat mendengarkan dan memahami isi dari teks yang terdapat dalam sebuah audio-visual.
6. Mahasiswa dapat mengurutkan kalimat berdasarkan Audio-visual Listening.

E. Materi Pembelajaran

Fill in the blank space with the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) _____ because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) _____ me. Just wait till they get a look at you.

ALPHA: Master! The small 3) _____ has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) _____ friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) _____ all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) _____ all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) _____ that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8)_____ with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9)_____ !

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird, my 10)._____

CARL: What do we do now, Dug?

CARL: Who wants the ball?

F. Metode Pembelajaran

II. Langkah-langkah Kegiatan

No.	Kegiatan	Deskripsi	Waktu
1	Pendahuluan	<ul style="list-style-type: none">- Mengecek kehadiran siswa.- Menanyakan materi yang sebelumnya sudah dipelajari.- Memberikan gambaran mengenai materi yang akan dipelajari.- Menyampaikan tujuan pembelajaran.	5 menit
2	Kegiatan inti	Mengamati <ul style="list-style-type: none">- Meminta mahasiswa untuk menyaksikan video.	30 menit

		<ul style="list-style-type: none"> - Mahasiswa memperhatikan dan mencatat hal-hal yang penting yang terdapat dalam video. <p>Menanya</p> <ul style="list-style-type: none"> - Dengan bimbingan, mahasiswa menanyakan kalimat-kalimat yang belum diketahui. <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> - Mahasiswa, secara individu, mengumpulkan informasi dengan cara menulis ungkapan-ungkapan dan susunan structure yang terdapat dalam video tersebut. <p>Menalar/ mengasosiasi</p> <ul style="list-style-type: none"> - Mahasiswa menyebutkan list vocabulary dan aspek-aspek dalam video. 	
3	Penutup	<ul style="list-style-type: none"> - Menyimpulkan materi pembelajaran yang telah disampaikan. - Memberi tugas mahasiswa untuk belajar mandiri. - Menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya. 	5 menit

G. Media, Alat, dan Sumber Pembelajaran

3. Media : Proyektor, LCD, laptop/ computer, Speaker
4. Sumber Pembelajaran : Internet

PRE-TEST

Name :

Group :

Read the following direction!

1. Write your name and group.
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 the word you hear!

LISA : Sosuke come right back 1) _____ ok!

SOSUKE : OK!

SOSUKE : A2) _____

SOSUKE : 3) _____

SOSUKE : That was 4) _____

SOSUKE : It looks kind of died

SOSUKE : It 5)_____ me, it's alive

LISA : Sosuke we're be late!

SOSUKE : Mom, I caught a 6) _____ !

LISA : This wind fells 7) _____

LISA : Sosuke, I'm starting car now!

FUJIMOTO : Well, did you find my 8) _____ ?

FUJIMOTO : What? She was captured by 9) _____ a boy

FUJIMOTO : This is very bad

SOSUKE : Is it are you 10) _____?

SOSUKE : You're alive

LISA : Sosuke I have a job you know

SOSUKE : Look mom, I 11) _____ a 12) _____

LISA : A 13) _____ ?

SOSUKE : It right down by the 14) _____

LISA : I don't know who you are but we don't use

15) _____ around here!

FUJIMOTO : This is not 16), _____ this is pure sea water its keep me humidified

LISA : Whatever, as long as is it not 17) _____

LISA : 18) _____

FUJIMOTO : Please wait

FUJIMOTO :O OHHH... this is19) _____ , this is very 20) _____

GOOD LUCK!

PRE-TEST

Name : Mahmud Dwi Saputra
 Group :

Read the following direction!

1. Write your name and group.
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 the word you hear!

LISA : Sosuke come right back 1) ~~up~~ up ok! X

SOSUKE : OK!

SOSUKE : A2) coldfish X

SOSUKE : 3) ~~But~~ can't get it X

SOSUKE : That was 4) scare X

SOSUKE : It looks kind of died

SOSUKE : It 5) like me, it's alive X

LISA : Sosuke we're be late!

SOSUKE : Mom, I caught a 6) fish ! X

LISA : This wind feels 7) crazy X

LISA : Sosuke, I'm starting car now! X

FUJIMOTO : Well, did you find my 8) daughter ? X

FUJIMOTO : What? She was captured by 9) human a boy X

FUJIMOTO : This is very bad

SOSUKE : Is it are you 10) died ? X

SOSUKE : You're alive

LISA : Sosuke I have a job you know

SOSUKE : Look mom, I 11) got X a 12) coldfish X

LISA : A 13) coldfish ? X

SOSUKE : It right down by the 14) rock X

LISA : I don't know who you are but we don't use 15) with clever ~~with clever~~ around here! X

3,5

FUJIMOTO : This is not 16), with ~~clear~~ ^{celar} this is pure sea water its keep me humidified
LISA : Whatever, as long as is it not 17) with celar
LISA : 18) ereute/hot
FUJIMOTO : Please wait
FUJIMOTO : O OHHH... this is 19) bad , this is very 20) bad

GOOD LUCK!

PRE-TEST

Name : Iena putri azizah
Group :

Read the following direction!

1. Write your name and group.
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 the word you hear!

LISA : Sosuke come right back 1) More ok!
SOSUKE : OK!
SOSUKE : A2) gold fish
SOSUKE : 3) can't get it out
SOSUKE : That was 4) weird
SOSUKE : It looks kind of died
SOSUKE : It 5) lived me, it's alive
LISA : Sosuke we're be late!
SOSUKE : Mom, I caught a 6) gad fish!
LISA : This wind fells 7) crazy
LISA : Sosuke, I'm starting car now!
FUJIMOTO : Well, did you find my 8) daughter?
FUJIMOTO : What? She was captured by 9) human a boy
FUJIMOTO : This is very bad
SOSUKE : Is it are you 10) died ?
SOSUKE : You're alive
LISA : Sosuke I have a job you know
SOSUKE : Look mom, I 11) get a 12) gold fish
LISA : A 13) gad fish?
SOSUKE : It right down by the 14) rocks
LISA : I don't know who you are but we don't use 15) weed killer around here!



FUJIMOTO : This is not 16), weed killer this is pure sea water its keep me humidified
LISA : Whatever, as long as is it not 17) weed killer
LISA : 18) excuse us
FUJIMOTO : Please wait
FUJIMOTO :O OHHH... this is 19) bad , this is very 20) bad

GOOD LUCK!

PRE-TEST

Name : FANDE LA
 Group :

Read the following direction!

1. Write your name and group.
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 the word you hear!

LISA : Sosuke come right back 1) off ok! ✓
 SOSUKE : OK!
 SOSUKE : A2) a gold fish ✓
 SOSUKE : 3) can't carry up ✓
 SOSUKE : That was 4) wear ✓
 SOSUKE : It looks kind of died
 SOSUKE : It 5) leave me, it's alive ✓
 LISA : Sosuke we're be late!
 SOSUKE : Mom, I caught a 6) _____ ! ✓
 LISA : This wind fells 7) carry ✓
 LISA : Sosuke, I'm starting car now!
 FUJIMOTO : Well, did you find my 8) daughters ✓
 FUJIMOTO : What? She was captured by 9) human a boy ✓
 FUJIMOTO : This is very bad
 SOSUKE : Is it are you 10) dead ? ✓
 SOSUKE : You're alive
 LISA : Sosuke I have a job you know
 SOSUKE : Look mom, 11) got a 12) gold fish ✓
 LISA : A 13) gold fish ✓
 SOSUKE : It right down by the 14) rock ✓
 LISA : I don't know who you are but we don't use 15) killer around here! ✓

FUJIMOTO : This is not 16), killer this is pure sea water its keep me humidified

LISA : Whatever, as long as is it not 17) be killer

LISA : 18) exosome

FUJIMOTO : Please wait

FUJIMOTO :O OHHH... this is 19) bad , this is very 20) bad

GOOD LUCK!

PRE-TEST

Name : Diah Sukma Cahya Larasati
 Group :

Read the following direction!

1. Write your name and group.
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 the word you hear!

LISA : Sosuke come right back 1) Home ok! }
 SOSUKE : OK!
 SOSUKE : A2) A gold fish }
 SOSUKE : 3) can't get it out }
 SOSUKE : That was 4) weird }
 SOSUKE : It looks kind of died
 SOSUKE : It 5) licked me, it's alive }
 LISA : Sosuke we're be late!
 SOSUKE : Mom, I caught a 6) goldfish! }
 LISA : This wind feels 7) crazy }
 LISA : Sosuke, I'm starting car now!
 FUJIMOTO : Well, did you find my 8) daughter ? }
 FUJIMOTO : What? She was captured by 9) human a boy }
 FUJIMOTO : This is very bad
 SOSUKE : Is it are you 10) died ? }
 SOSUKE : You're alive
 LISA : Sosuke I have a job you know }
 SOSUKE : Look mom, 11) get a 12) goldfish }
 LISA : A 13) goldfish? }
 SOSUKE : It right down by the 14) soaks }
 LISA : I don't know who you are but we don't use 15) Weed killer around here!

9,5

FUJIMOTO : This is not 16) weed killer this is pure sea water its keep me humidified
LISA : Whatever, as long as is it not 17) weed killer
LISA : 18) Excuse us
FUJIMOTO : Please wait
FUJIMOTO :O OHHH... this is 19) bad , this is very 20) bad

GOOD LUCK!

POST-TEST

Name:

Group:

Read the following direction!

- 1. Write your name and group**
- 2. Listen to the audio the 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 the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) _____ because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) _____ me. Just wait till they get a look at you.

ALPHA: Master! The small 3) _____ has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) _____ friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) _____ all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) _____ all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) _____ that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8) _____ with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9 _____ !

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird,
my 10). _____

CARL: What do we do now, Dug?

CARL: Who wants the ball?

GOOD LUCK!

6

Control Class

Name: Mahmud Dwi Saputra

Group:

Read the following direction!

5. Write your name and group
6. Listen to the audio the carefully
7. Fill in the blank space with the word you hear
8. You have 5 minutes to answer your task

Fill in the blank space with the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) porch because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) believe me. Just wait till they get a look at you.

ALPHA: Master! The small 3) mail has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) old friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) Score all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) unlock all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) guard that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8) talking with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9) point!

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird, my 10) minions!

CARL: What do we do now, Dug?

CARL: Who wants the ball?

Name: NAFA SAFITRI

Group:

Read the following direction!

5. Write your name and group
6. Listen to the audio the carefully
7. Fill in the blank space with the word you hear
8. You have 5 minutes to answer your task

Fill in the blank space with the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) porch because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) believe me. Just wait till they get a look at you.

ALPHA: Master! The small 3) Mailman has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) elderly friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) Scream all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) Unleash all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) Guard that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8) Talking with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9) Point !

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird, my 10) Minions

CARL: What do we do now, Dug?

CARL: Who wants the ball?

(5)
Experimental Class

Name: Fonckela

Group:

Read the following direction!

5. Write your name and group
6. Listen to the audio the carefully
7. Fill in the blank space with the word you hear
8. You have 5 minutes to answer your task

Fill in the blank space with the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) Porsh because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) Believe me. Just wait till they get a look at you.

ALPHA: Master! The small 3) Mailman has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) Ederliy friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) Scremm all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) Unleash all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) Guard that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8) Talking with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9) Point!

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird, my 10) Minion ^

CARL: What do we do now, Dug?

CARL: Who wants the ball?

Name: Diah Sukma Cahya Larasati

Group:

Read the following direction!

5. Write your name and group
6. Listen to the audio the carefully
7. Fill in the blank space with the word you hear
8. You have 5 minutes to answer your task

Fill in the blank space with the word you hear!

CARL: Russell?

RUSSELL: I'm gonna help Kevin even if you won't!

CARL: No, Russell! No!

CARL: Russell?

CARL: Dug!

DUG: I was hiding under your 1) porch because I love you. Can I stay?

CARL: Can you stay? Well, you're my dog aren't you? And I'm your master!

DUG: You are my master?!

CARL: Good boy, Dug. You're a good boy!

RUSSELL: Yes! Don't worry Kevin! I'll save -

MUNTZ: And they wouldn't 2) believe me. Just wait till they get a look at you.

ALPHA: Master! The small 3) mailman has returned.

MUNTZ: What?

RUSSELL: Let me go!

MUNTZ: Where's your 4) elderly friend?

RUSSELL: He's not my friend anymore.

MUNTZ: Well, if you're here, Fredricksen can't be far behind.

RUSSELL: Where are you keeping Kevin!?

RUSSELL: Let me go!

BETA: 5) Scream all you want, small mailman.

GAMMA: None of your mailman friends can hear you.

RUSSELL: I'll 6) unleash all my Wilderness Explorer training!

MUNTZ: Alpha! Fredricksen's coming back. 7) guard that bird. If you see the old man, you know what to do.

RUSSELL: Hey, where are you going? I'm not finished with you!

MUNTZ: Nice 8) talking with you.

MUNTZ: Where are you, Fredricksen?

CARL: Russell!

RUSSELL: Mr. Fredricksen!

CARL: Dug! Bring her over!

RUSSELL: You came back for Kevin! Let's go get her.

CARL: I'm getting Kevin. You stay here!

RUSSELL: But I want to help!

CARL: I don't want your help. I want you safe!

CARL: How do we get past these dogs?

DUG: Uh... 9) point !

CARL: Kevin!

CARL: Don't worry Kevin, we're on our way!

ALPHA: Allow no one to be entering through these doors. Guard well that bird, my 10) minions

CARL: What do we do now, Dug?

CARL: Who wants the ball?

The Keys Answer

Pre-Test		Post-Test	
1.	Home	1.	Porch
2.	Gold Fish	2.	Believe
3.	Can't get it out	3.	Mailman
4.	Weird	4.	Elderly
5.	Licked	5.	Scream
6.	Gold Fish	6.	Unleash
7.	Crazy	7.	Guard
8.	Human	8.	Talking
9.	Daughter	9.	Point
10.	Died	10.	Minions
11.	Caught		
12.	Gold Fish		
13.	Gold Fish		
14.	Rocks		
15.	Weed killer		
16.	Weed killer		
17.	Weed killer		
18.	Excuse us		
19.	Bad		
20.	Bad		

The observational list

No.	Procedures of Using Animation Video	Alternative Answer	
		Yes	No
1.	The teacher greets the students and verifies their attendance.		
2.	The teacher provides students with opportunities to debate the topic that will be covered.		
3.	The instructor shows an example video to test the audio system.		
4.	The teacher shows the video and let the students watch it from the beginning to the end.		
5.	The teacher gives the students some difficult words and asks them to guess what those difficult words mean.		
6.	The teacher instructs students to concentrate on key details such as factual facts.		
7.	The teacher instructs the students to concentrate on essential details such as the characters' body language, facial expressions, emotions, reactions, and responses.		
8.	The teacher makes a discussion with the students to the content of the video to sake of understanding.		
9.	The teacher assigns tasks to the students and instructs them to respond carefully.		
10.	The teacher evaluates the students work and concludes the teaching and learning process.		
	Total		
	Percentage		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0442/In.28/J/TL.01/02/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMPN 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DISTA AMELIA**
NPM : 1701070082
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECTIVENESS OF USING ANIMATION VIDEO TO
TEACH LISTENING SKILL AT SMPN 4 METRO IN YEAR
2020/2021**

untuk melakukan prasurvey di SMPN 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 14 Februari 2022
Ketua Jurusan,

Andianto M.Pd
NIP. 198711022015031004



**DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 4 METRO**

Jl. Paria 15 A Iring Mulyo Metro Timur - Kota Metro
Telp./Fax. 0725 – 41405 E-Mail : smpn4@smpn4metro.sch.id
Website : <http://www.smpn4metro.sch.id>



Nomor : 422/ 154 /UPTD.SMPN4/2022
Lamp. : -
Perihal : **Surat Balasan** -

Metro, 10 juni 2022

Kepada Yth.
Rektor Institut Agama Islam Negeri Metro
di _
Tempat

Berdasarkan surat Rektor Institut Agama Islam Negeri Metro perihal permohonan Izin Prasurey, maka kami berkenan memberikan izin untuk melaksanakan prasurey kepada :

Nama : Dista Amelia
NPM : 1701070082
Jurusan : Tadris Bahasa Inggris
Semester : 10 (Sepuluh))

Demikian surat ini kami buat dengan sebenarnya, diucapkan terima kasih.



Metro, 10 Juni 2022
Kepala UPTD,

SUNANTO, S.Pd., M.Pd.
NIP. 19650902 198903 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4827/In.28/D.1/TL.00/10/2023
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4828/In.28/D.1/TL.01/10/2023,
tanggal 13 Oktober 2023 atas nama saudara:

Nama : DISTA AMELIA
NPM : 1701070082
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING ANIMATION VIDEO TO IMPROVE THE LISTENING SKILL OF STUDENT IN FOUR GRADES AT THE ENGLISH DEPARTMENT OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2499/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yeni Suprihatin (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DISTA AMELIA**
NPM : 1701070082
Semester : 12 (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECTIVENESS OF USING ANIMATION VIDEO TO IMPROVE THE LISTENING SKILL OF STUDENTS IN FOUR GRADES AT THE ENGLISH DEPARTMENT OF IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2023

Ketua Jurusan,



Andianto M.Pd



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dista Amelia
 NPM : 1701070082

Jurusan : TBI
 Semester : XI/2022

No	Hari/Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	Selasa 13/2022 9		Revise the problem Description	
	Selasa 13/2022 9		Revise the prior Research	
	Selasa 13/2022 09		chapter II Decide the title & kind of assignment	
	Selasa 13/2022 09		Goos to chapter III	

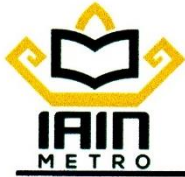
Mengetahui,
 Ketua Jurusan TBI



Andianto, M.Pd
 NIDN. 19871102 201503 1 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
 NIDN. 2001038901



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dista Amelia
NPM : 1701070082

Jurusan : TBI
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Revise the search overview and research objective!	
			Revise chapter III	
			Write down the novelty of your research in prior research	
			Acc for Seminar	

Mengetahui,
Ketua Jurusan TBI



Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Yeni Suprihatin, M.Pd
NIDN. 20011038901



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dista Amelia
NPM : 1701070082

Fakultas/Jurusan : TBI
Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	Tanda Tangan Dosen Pembimbing
	12 Juni 2023	Check the indicators of learning.	
	04 October 2023	Check the syllabus	
		Acc for APD	
		Continue chapter IV	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan



Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dista Amelia
NPM : 1701070082

Fakultas/Jurusan : TBI
Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	Tanda Tangan Dosen Pembimbing
	14 November 2023	Distinguish the homogeneity and normality use!	
	14 November 2023	Complete the discussion!	
	14 November 2023	Revise chapter IV & V	
	14 November 2023	Add the appendices!	
	14 November 2023	Write the abstract!	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006



Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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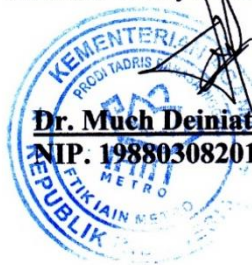
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dista Amelia
NPM : 1701070082

Fakultas/Jurusan : TBI
Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	Tanda Tangan Dosen Pembimbing
	27 November 2023	Revise the appendixes check the gramatical error	
	27 November 2023	Revise in writing keywords Master the undergady use thesis well	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan



Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dista Amelia
NPM : 1701070082

Fakultas/Jurusan : TBI
Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	Tanda Tangan Dosen Pembimbing
	11 Desember 2023	Parse Abstract	
	11 Desember 2023	Parse Chapter IV	
	14 Desember 2023	Cheek the Data analysis	
	14 Desember 2023	Acc for munawarjah	

Diketahui,
Ketua Jurusan TBI
Fakultas Tarbiyah dan Ilmu Keguruan



Dr. Much Deiniatur, M.Pd.BI
NIP: 198803082015031006

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4828/In.28/D.1/TL.01/10/2023

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

Nama : **DISTA AMELIA**
NPM : 1701070082
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING ANIMATION VIDEO TO IMPROVE THE LISTENING SKILL OF STUDENT IN FOUR GRADES AT THE ENGLISH DEPARTMENT OF IAIN METRO".

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.

Dikeluarkan di : Metro
Pada Tanggal : 13 Oktober 2023

Mengetahui,
Pejabat Setempat

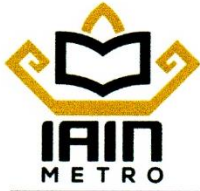


Dr. Much Aminatur, M.Pd. B1
NIP. 198603082015031006

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dista Amelia
NPM : 1701070082
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF ANIMATION VIDEO ON THE STUDENTS LISTENING SKILL AT ENGLISH DEPARTMENT OF IAIN METRO

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 18 Desember 2023

Ketua Jurusan TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1475/ln.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :


Nama : Dista Amelia
NPM : 1701070082
Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070082

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Desember 2023
Kepala Perpustakaan


Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

DOCUMENTATIONS







CURRICULUM VITAE



The writer's name is Dista Amelia. She was born at Metro, June 20, 1998. She is the first child of happy couple, Mr. Farid Azamani and Mrs. Sri Suyatmi. She has beautiful and powerful sister, Anisa Tanjung and two brothers named Feri Ferdian and Maulana Ibrahim.

She was enrolled her study in elementary school at SDN 002/XI Pasar Sungai Penuh 2005 and graduated in 2011. Then, she continued at SMPN 1 Seputih Banyak in 2011 and graduated in 2014. After graduating from SMPN 1 Seputih Banyak, she continued her study in SMAN 1 Seputih Banyak from 2014-2017. Then, IAIN Metro Lampung has become her next direction to go on her study and she was registered as a student of English Education Department in the Academic Years of 2017/2018 until 2023/2024.