

**IMPROVING THE TENTH GRADE STUDENTS LISTENING COMPREHENSION
AND ACTIVE PARTICIPATION BY USING ANIMATION VIDEO AT SMKS
MUHAMMADIYAH 3 AMBULU IN THE 2016/2017 ACADEMIC YEAR**

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Abstract

The problems are (1)“How can the use of animation video improve the tenth grade students’ listening comprehension at SMKS Muhammadiyah 3 Ambulu 2016/2017 academic year” ? (2) “How can the use of animation video improve the tenth grade students’ active participation at SMKS Muhammadiyah 3 Ambulu 2016/2017 academic year” ?. The objective of the research is to find out how the use of Animation Video can improve the tenth grade students’ listening comprehension and active participation at SMKS Muhammadiyah 3 Ambulu 2016/2017 academic year.

Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: (1) The use of Animation Video can improve the tenth grade students’ listening comprehension at SMKS Muhammadiyah 3 Ambulu in the 2016/2017 academic year, (2) The use of Animation Video can improve the tenth grade students’ active participation at SMKS Muhammadiyah 3 Ambulu 2016/2017 academic year.

The design of this research is classroom action research. The research subject is tenth grade consisting of 26 students. The data are collected by using listening test and observation checklist and the data analyzed by using average. The result of research shows animation video improves the students’ listening comprehension in two cycles from the average score of students is 66 in cycle 1 to 71 in cycle 2. Meanwhile, the students’ active participation is also improved from 54% in cycle 1 to 69% in cycle 2.

All of the students were active in teaching learning activities. The students more enthusiastic in learning, because they understand about Animation Video, they could the meaning from the news item text easily.

Key Words: *Animation Video, Listening comprehension, Active Participation*

INTRODUCTION

Based on problems in the class, there are some appropriate medias. Animation Video that is expected to improve students' listening comprehension and active participation. The researcher and the English teacher of the tenth class of SMKS Muhammadiyah 3 Ambulu agreed to conduct Classroom Action Research with that media.

Based on the explanation above entitled "Improving The Tenth Grade Students Listening Comprehension and Active Participation by Using Animation Video at SMKS Muhammadiyah 3 Ambulu in the 2016/2017 Academic Year" is conducted.

RESEARCH METHOD

This research applied is Classroom Action Research (CAR) is intended to solve the problem in the classroom.

The type of this research is qualitative research that is Classroom Action Research (CAR) of which the purpose is to improve The Tenth Grade Students' Listening Comprehension and Active Participation at SMKS Muhammadiyah 3 Ambulu, in the 2016 / 2017 Academic Year.

Arikunto (2010:135) states that Classroom Action Research (CAR) is a research which is conducted by a teacher in the class with an emphasis on completing and increasing the teaching learning process. In addition, Action research is self reflective process that undertaken by participants in social situations to improve the rationality and truth (Carr and Kemmis, 1986:8 in Wijaya, 2012:8).

The design of the research is a classroom action research with cycle model. The classroom action research was conducted collaboratively with the English teacher of the class. Based on the research design, the actions of this research are implemented in four phases, in which explained by Kurt Lewin in Wijaya, 2012:26. They are as follows :

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting.

RESULT

In deciding the result of this research, the researcher was measure the result of observation checklist first and then calculating the result of the writing test in each cycle. The result of cycle 1 will be explained below.

Result of Cycle 1

➤ **Listening Comprehension**

Based on the result of listening test, the average of students' score is 66. It means that the standard average score is 70 of the students in this research had not been achieved yet. So, it could be said that teaching listening trough animation video in cycle 1 did not achieve the target yet. It was caused the students did not understand about material well. They had low skill in listening and vocabulary, and did not comprehend of the speaker correctly. To solve these problems the researcher made revision on the lesson plan that will be used in the cycle 2 i.e; giving clearer explanation about material i.e describing people by using new animation video the students to bring their dictionary and guiding them while teaching learning process.

➤ **Active Participation**

The result of students' activeness is 14 students. It means that the standard of students active participation 15 students in this research had not been achieved yet. So, it could be said that teaching listening trough animation video as media in teaching in cycle 1 did not achieve the target yet. It was caused the students did not understand about material well. They were still confused and tend to be shy to ask or answer the questions. To solve the problems, the researcher revised the lesson plan that will be used in the cycle 2 i.e; get closer to the passive students especially, giving more guidance while teaching and giving them brainstorming.

more.

Result of Cycle 2

➤ Listening Comprehension

In the second cycle, the reflection was done after the result of listening test. From the result of second listening test, the average score was 71. There is improvement from average score 66 to 71. It means that the result of listening comprehension of students has been achieved.

➤ Active Participation

The students activeness was improved from 14 students in cycle 1 to 18 students in cycle 2. It means that the students activeness in this research has been achieved. Moreover, it could be said that the material of teaching listening comprehension by using animation video in cycle 2 was on the target. It means that using animation video can improve students' listening comprehension and students active participation of tenth grade students of SMK Muhammadiyah 3 Ambulu in the 2016/2017 academic year.

Table 4.1 The Result of Improvement Score in Each Cycle

| Cycle | The percentages of students in listening test | The average score |
|-------------------|---|-------------------|
| Preliminary study | 0% | 61 |
| Cycle I | 23% | 66 |
| Cycle II | 42% | 71 |

Table 4.2 The Result of Observation in Each Cycle

| Cycle | The percentages of students' activeness | Amount of Active Students |
|-------------------|---|---------------------------|
| Preliminary study | 15% | 4 |
| Cycle I | 53% | 14 |
| Cycle II | 69% | 18 |

DISCUSSION

In the cycle 1, the students scores after given the action by teaching listening using Animation video as media to teach describing people was unsatisfactory yet. The result of the listening test in the cycle 1 showed that the average of score students listening who got ≥ 75 is 66. It means that only 23% the percentage of students achieved the target score. It means that the average the standard score had not been achieved and it can be said that the result listening test in cycle 1 it was not successful.

The students problems found in cycle 1 were animation video was a new media for the students and the srudents did not understand the material with the video given by the teacher. According Wagner (2002:2) many listening test tasks lack interactiveness in that they fail to require listeners to integrate their background knowledge with their language ability. These listening test tasks might require the involvement of listeners ability to phonologically decode oral input, or knowledge of the sound system, but fail to include communicative aspects of test listening ability such as listening for global message, or interpreting a speakers pragmatic meaning. So, we as the teacher we have to select the video that fulfill the purpose of test. As the teacher must be prefer the video with the dialogue easy to understand. Dunkel in Wagner(1988:6) reached the conclusion with her study, selecting

specific types of video that depend on the purpose for using the test and that are representative of the target language domain should result in second language listening comprehension test. In cycle 2, the researcher give more explanation about the material and the researcher choose one of video is that animation video with clear conversation and easy to understand of words. The average of the listening test in the cycle 2 of score students listening who got ≥ 75 increase 66 to 71. It means that 42% the procentage improve of students achieved the target score. Baltova in Wagner (1994,8) found that students enjoyed a video listening assesment better than one based on audiocassette. So, the solution is we must be able to give the good video appropriate with the the material and clear conversation to teach students.

In teaching learning process , most of students used to be passive participant. Some students still confused and tend to be shy to ask or answer the questions in class. Only 14 students who active from 26 students. To solve the problem the researcher was giving more guidance while teaching and giving them brainstorming more. After the revised in cycle 2 the students participant increase from 14 students 18 students active in class. So, the solution of this case we as the teacher must be able to invite and guide the students more active in the class.

Based on the final result, it was proved that teaching listening by using Animation video could improve the tenth grade students listening comprehension. According Bhavard (2009) says that “technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students’ improvement”. This statement was verified by the result of this research. The use of animation video enabled the tenth grade grade students’ of SMKS Muuhammadiyah 3 Ambulu to participate actively in the three activities durin the teaching learning process that were “Pre-Listening, While-Listening, and Post-Listening”. The students’ looked enthusiathic

in doing those activities. It could be said that the use of animation video motivated the tenth grade students of SMKS Muhammadiyah 3 Ambulu to be more active in the listening teaching learning process.

For the previous research which was done by Lucky Yoga Febrianto and Ririn Puspa Rini from the English department, Languages and Arts Faculty State University of Surabaya. The researcher had used animation video in teaching introducing family members correctly and appropriately based on the guidelines in using animation video as the teaching medium and activity designation based on TEYL. They said so because they felt that animation video helped them to understand the learning materials easier. The previous researcher get the data of the students respons by questionnaire. Questionare was used instead of observation to figure out students point of view on the used animation video in teaching english but in this research only used observation checklist to get the data of the participation of the students in learning english. So, it shows us that the participation of students did not include by observation checklist but also questionnaire.

Based on explanation above it can be summarized that the objectives had been fulfilled. The implementation of the ation teaching listening by using Animation Video is able to improve students listening comprehension and active participant.

CONCLUSION

This research conducted to see whether using Vnimation video to the students influence and improves their ability in listening or not. Based on the discussion of the result in the previous chapter, it can be concluded that the use of animation videoy can improve the tenth grade students' listening comprehension and active participation at SMKS Muhammadiyah 3 Ambulu in the 2016-2017 academic year by using Animation Video to the

students'. The process from This result showed the improvement of average score of listening test which can be proved from the score of the student listening test. The average score was increased from 66% to 71% after written feedback was applied to the students.

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