



**THE EFFECT OF USING FAIRY TALE ANIMATIONS ON THE EIGHTH  
GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT  
AT SMPN 3 BANGSALSARI IN THE 2011/2012 ACADEMIC YEAR**

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Language Education Study Program  
Language and Arts Education Department  
The Faculty of Teacher Training and Education  
Jember University

By:

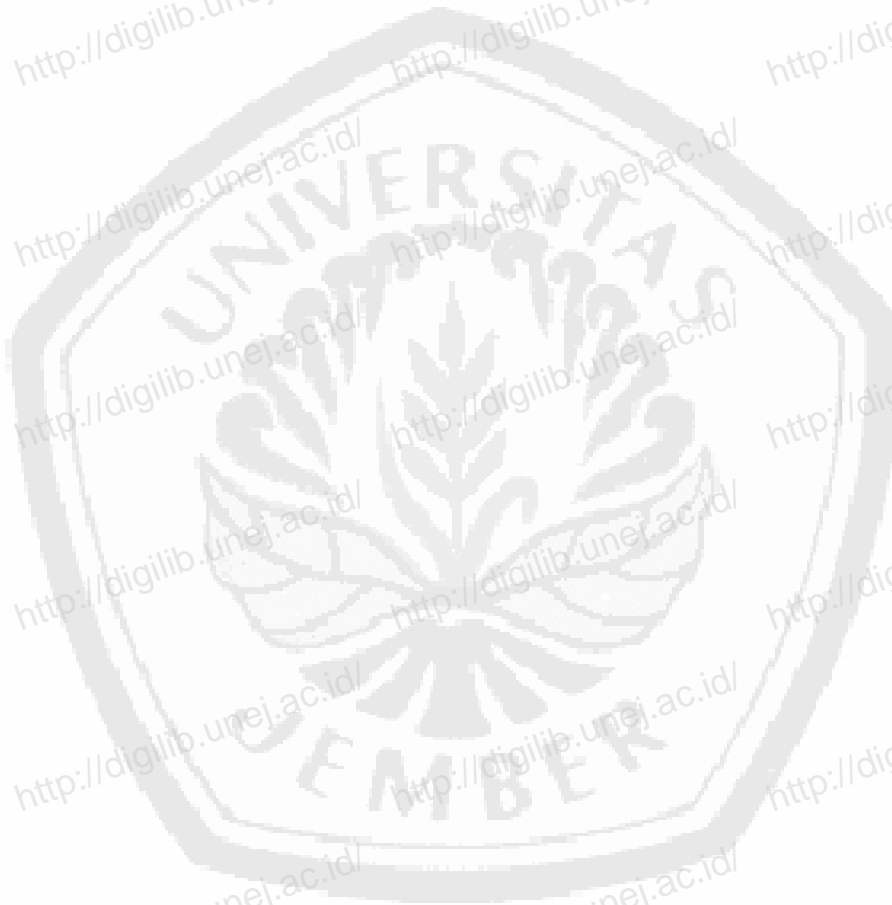
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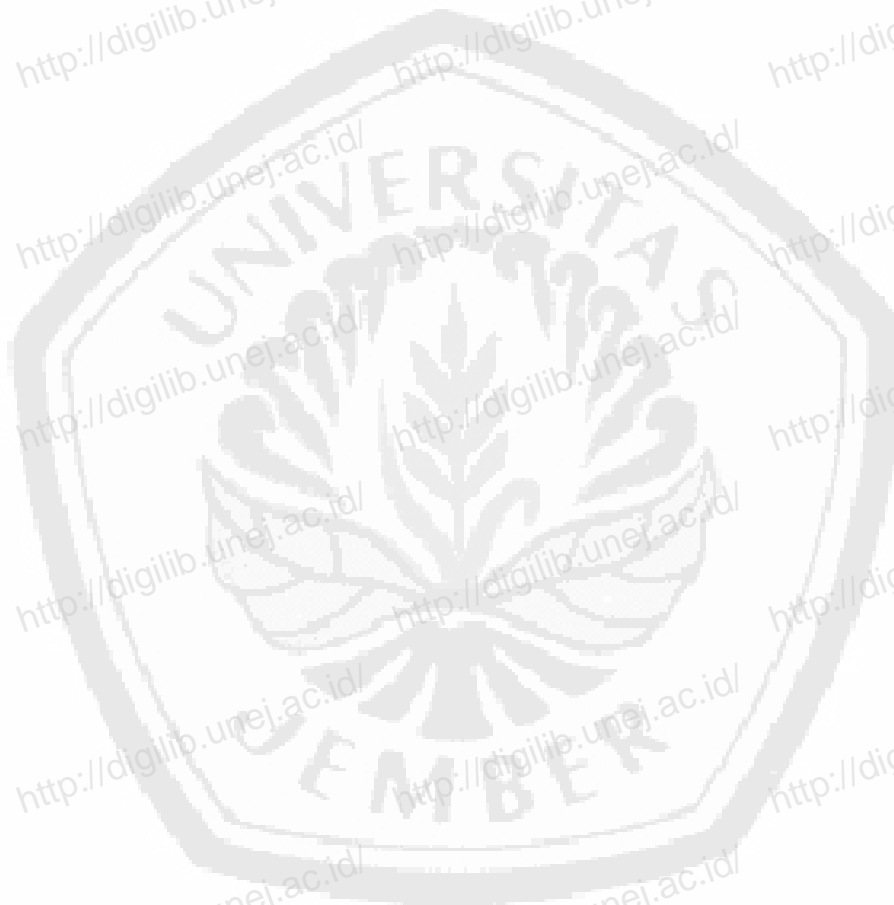
## **DEDICATION**

This thesis is dedicated to my parents Piyono and Yunani, my little sister Gosyen, and my fiance Marsono. Thank you for showing me that God's love is real.



## **MOTTO**

We have two ears and one mouth so that we can listen twice as much as we speak.  
(Epictetus)



**CONSULTANTS' APPROVAL**

**THESIS**

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## APPROVAL OF THE EXAMINATION COMMITTEE

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## SUMMARY

**The Effect of Using Fairy Tale Animations on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 3 Bangsalsari in the 2011/2012 Academic Year;** Gesang Christen Iani, 080210401012; 2012: 80 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Listening is an important part of learning English. Listening is used far more than any other skills in individual life. However, most of junior high school students in Indonesia faces difficulties in listening. They face many difficulties because there are so many differences between English and Indonesian language. As a result, the students feel uncomfortable and confused when they are in listening class.

Fairy tale animations was used to know whether or not there is a significant effect of using fairy tale animations on the eighth grade students' listening comprehension achievement at SMPN 3 Bangsalsari in the 2011/2012 academic year. It was used because it has some benefits such as animation is popular among children, with animation no after-editing is necessary, animation is easy to be controlled, animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils, animation makes "moving in time" easy, an animation production can combine the physical and the virtual worlds, and animation strengthens the creative mind.

The research design was experimental research. The population of this research was the eighth year students of SMPN 3 Bangsalsari in the 2011/2012 academic year that consiststing of four classes. Total number of students from eighth grade is 117 students. All classes of the eighth grade were considered to have the same ability because there was no leading class. Based on these considerations a lottery was used to determine the sample. The result was classes VIII A and VIII B which were chosen. Then the researcher flipped a coin to determine which class was

the experimental class and which class was the control class. The result was class VIII B as the experimental class and class VIII A as the control class.

The data of the research were collected from gain score. The gain score was gained by subtracting the pretest and posttest score. The primary data were collected then analyzed by using independent sample t-test on SPSS program. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group. The result of independent sample t-test analysis was lower than 0.05 (0.000).

The research results proved that there was a significant effect of using animations on the eighth grade students' listening comprehension achievement at SMPN 3 Bangsalsari in the 2011/2012 academic year. Therefore, it is suggested that the English teacher to also use fairy tale animations as an alternative teaching media in teaching listening.

## ACKNOWLEDGEMENT

First of all, I am grateful to the Almighty God for establishing me to complete my thesis entitled “The Effect of Using Fairy tale Animation on the Eighth Grade Students’ Listening Comprehension Achievement at SMPN 3 Bangsalsari in the 2011/2012 Academic Year”.

I would like to express my appreciation and thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Program,
4. My first consultant Drs. Annur Rofiq, M. A. M, Sc. And my second consultant Dra. Wiwiek Eko Bindarti, M.Pd, for guiding and helping me to finish this thesis,
5. My academic consultant, Dra. Made Adi Andayani M, Ed, who has guided me throughout my student’s years,
6. The lecturers of the English Language Education Study Program who have taught and given me a lot of knowledge,
7. The Principal, the English teachers and the eighth grade students of SMPN 3 Bangsalsari for their participation in this research.
8. All of my friends who have helped me in composing this thesis.

Finally, I hope this thesis will be useful not only for myself but also for the readers. Any constructive suggestion and criticism are appreciated.

Jember, October 2012

The Writer

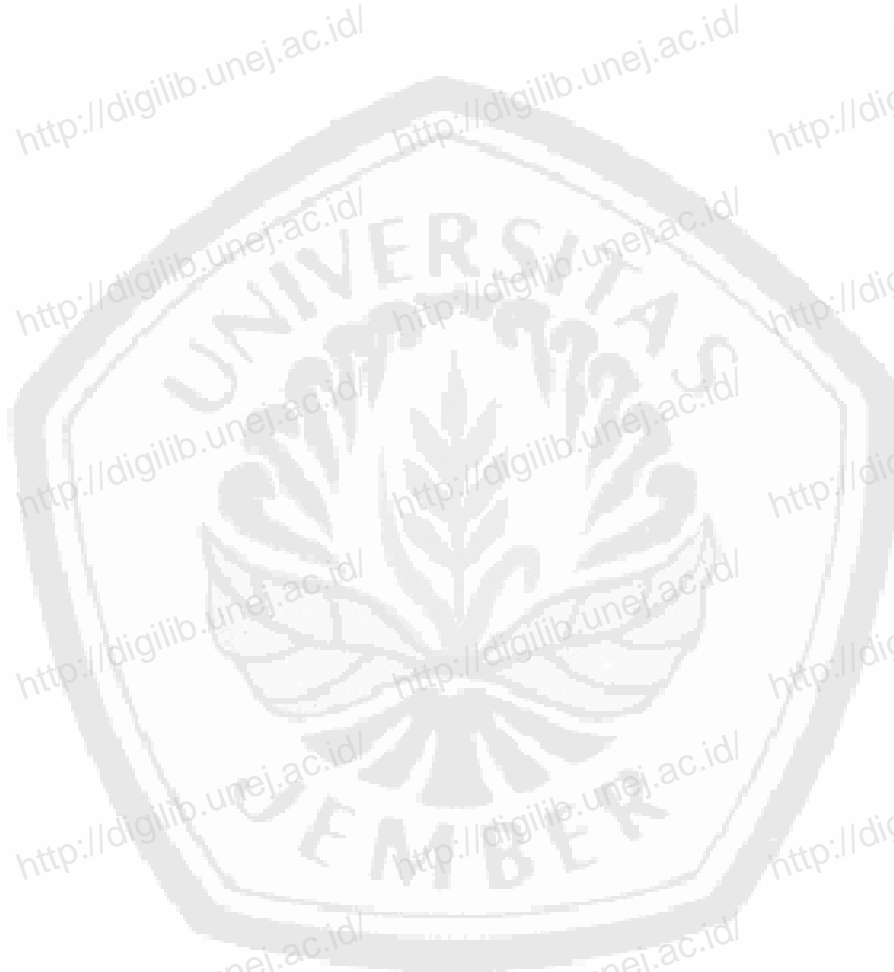


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