



**THE EFFECT OF USING FLASH-BASED ANIMATION ON THE EIGHTH YEAR  
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT  
AT MTs. NEGERI JEMBER II**

**THESIS**

**By:**

**Teguh Dwi Anggarjita**

**NIM. 060210491001**

**THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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**2014**

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This thesis is honorably dedicated to:

1. My beloved parents, Sunarso Asmad, S.Pd. and Sanati, S.Pd.
2. My dearest sister, Fista Novie Damayanti.
3. My nephew M. Hilmi Abdillah and My brother-in-law Nasrul Ilham
4. My dearest friend, Siti Rofi'ah

## **CONSULTANTS' APPROVAL**

**THE EFFECT OF USING FLASH-BASED ANIMATION ON THE EIGHTH  
YEAR STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT  
AT MTs. NEGERI JEMBER II**

### **THESIS**

Composed to Fulfill One of the Requirements to Obtain S1 Degree  
at English Education Program of the Language and Arts Education Department  
Faculty of Teacher Training and Education Jember University

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Jember, January 2014

The Writer

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## SUMMARY

**The Effect of Using Flash-Based Animation on the Eighth Year Students' Listening Comprehension Achievement at MTs. Negeri Jember II;** Teguh Dwi Anggarjita, 060210491001; 2014: 43 Pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Listening is one of the language skills that should be mastered by the students in junior high school, including the students at MTs. Negeri Jember II. The English teacher said that for some students, listening comprehension is difficult. It will be easier to understand if they have illustration to see while listening to some listening text. Using Flash-based animation as one of media in listening class can help the students to comprehend the listening materials and attract more of their attention. This research was an experimental research. The purpose of this research was to know whether or not the use of Flash-based animation has a significant effect on the eighth year students' listening comprehension achievement at MTs. Negeri Jember II. The location of this research was MTs. Negeri Jember II that was chosen purposively. The population of this research was the eighth year students MTs. Negeri Jember II in the 2013/2014 academic year that were divided into six classes. To determine the participants of the research, the score of the eighth year students' first midterm semester English test in 2013/2014 was analyzed by using ANOVA. Based on the result of using ANOVA computation, the population of the research was heterogeneous, Thus, two classes was determined as respondents of the research based the closest mean scores. The total number of the participants was 70 students that consisted of 35 students of VIII D as the experimental group taught by using Flash-based animation, while the control group consisted of 35 students of VIII E taught by using pictures in series. The data of this research were collected from Listening comprehension test, interview, and documentation. The Listening

comprehension test was administered to make comparison between the two groups after the treatment and the result was analyzed by using SPSS software. The research results proved that there was a significant effect of using Flash-based animation on the eighth year students' Listening comprehension achievement at MTs. Negeri Jember II in the 2013/2014 academic year. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ( $58.43 > 50.71$ ). The result of the t-test analysis was lower than the significance level ( $0.006 < 0.05$ ). Therefore, it was suggested to the English teacher to use Flash-based animation as alternative media in teaching listening.