



IMPROVING CLASS VIIIID STUDENTS' ACTIVE PARTICIPATION AND
THEIR LISTENING ACHIEVEMENT THROUGH ANIMATION CLIPS AT
SMP NEGERI 4 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain S1 Degree at the English
Education Study Program of the Language and Arts Education Department

Faculty of Teacher Training and Education

Jember University

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Jember, January 24th 2014

The Writer

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DEDICATION

This thesis is dedicated to:

1. My beloved Mom and my Dad, Hadi Sutrisno and Praptiningsih thanks for your care and prayer for me every where and every time.
2. My elder sister and my brother, Aullya Mahadipa and Bimaglizar Mahadipa who always support me.
3. My beloved partners who always give me support Dany, Wulan, Amel, Dyah, Fanandri, Areta, Dania, Shilda.

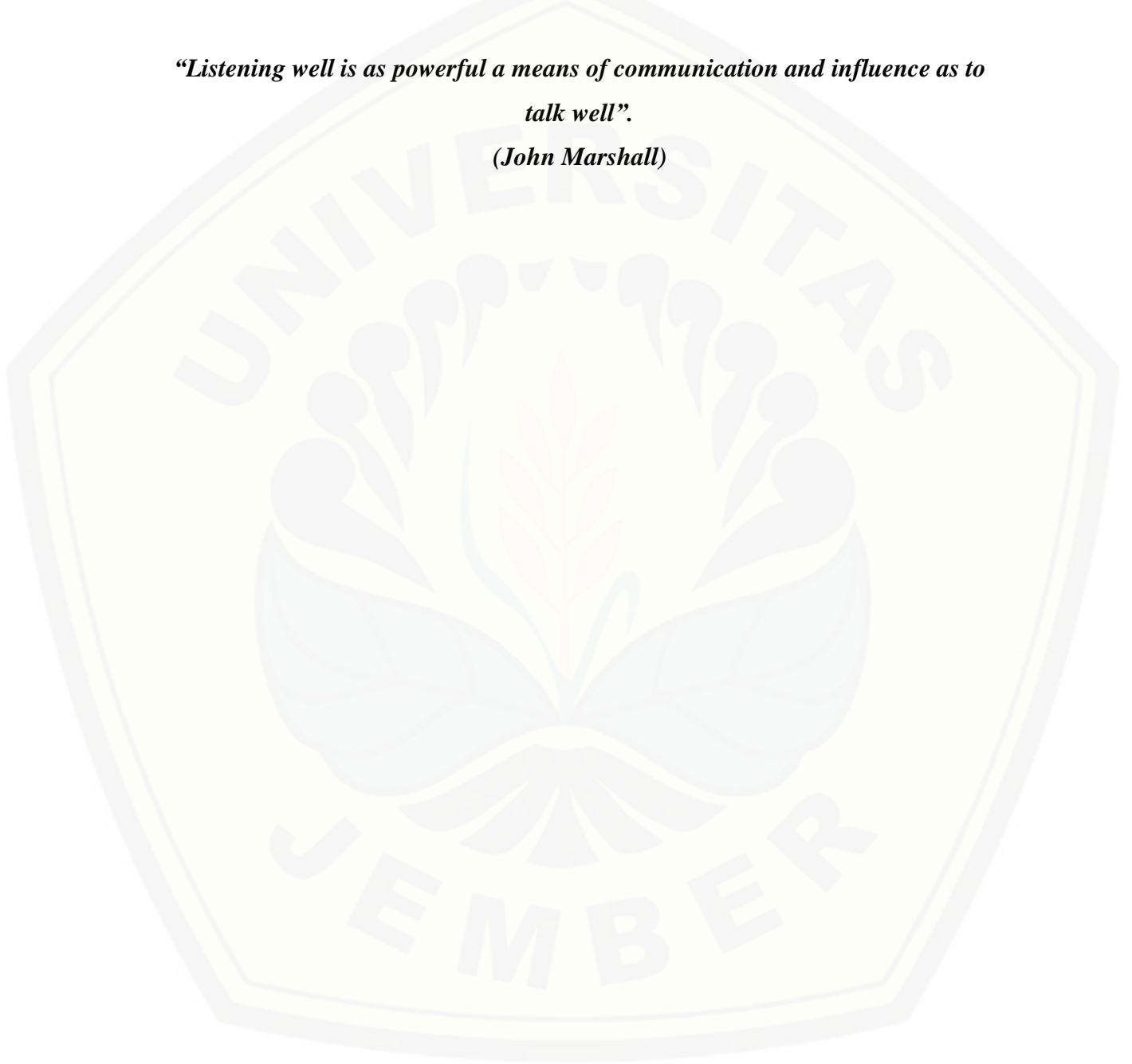
MOTTO

“There is only one rule to become a good talker, learn how to listen”.

(Anonym)

“Listening well is as powerful a means of communication and influence as to talk well”.

(John Marshall)



CONSULTANS' APPROVAL

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In relation to the writing and finishing of this thesis, I would like to express my deepest gratitude and appreciation to the following people:

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Finally, I expect that this thesis will be useful not only for me but also for the readers. Any constructive critics and valuable suggestions will be fully appreciated.

Jember, January 24th 2014

The Writer

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SUMMARY

“Improving Class VIIID Students’ Active Participation and Listening Achievement through Animation Clips at SMP Negeri 4 Jember in the 2013/2014 Academic Year”; Charasita Mahadipa, 090210401009; 2014. English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

English becomes one of the important languages in the world. It is used not only as an international language but also as a means of communication in the world. By using English, people can communicate with one another although they come from different countries. English is learned in many countries including Indonesia. In Indonesia, English is learned as a foreign language. It has been regarded in the curriculum of education as one of the compulsory subjects that is given at junior high school and senior high school students. There are four English skills that must be mastered by learners, namely listening, speaking, reading, and writing. Listening usually becomes a difficult subject for students, especially at junior high school level. Based on the preliminary study in the form of interview with the English teacher of SMP Negeri 4 Jember, it was found that many students in the eighth grade especially in VIII D had difficulty in listening achievement. The students often found difficulties in catching the ideas from the spoken language. It was shown by the students’ listening score that was 10 of 34 (29%) students could reach the standard score requirement of the school (75). The researcher did a classroom action research in order to improve the listening achievement at class VIII D of SMP Negeri 4 Jember by using animation clips.

This research was intended to improve the students’ listening comprehension achievement. There were two cycles in this classroom action research. In the first cycle, the action was teaching listening by using animation clips 1-3. In the second cycle, the action was listening by using animation clips 4-6. The animation clips 3 and 6 are for listening test. The test was given at the end of each cycle. The research subject of this research was class VIII D of SMPN 4 Jember. The Primary data were collected from the results of listening test and the students’ observation. Meanwhile, the secondary data were collected from the result of interview and documentation. There were two kinds of data obtained in

the each action. The first data were obtained through observation for the process of evaluation and the second data were obtained through listening test for product evaluation. The process evaluation was done in each meeting during the teaching learning process of listening by using animation clips. The observation guide in the form of checklist was provided to measure the students' participation in the teaching learning process. The indicators observed were watching video, answering the teachers' question, making prediction, and doing the exercise. The result showed the improvement in Cycle one from 44.12% in the first meeting to 52.94% in the second meeting. Then, in Cycle two there was also showed the improvement from 67.64 % to 76.47%. Meanwhile, the use of animation clips also improved the product evaluation from both cycles. It was shown by the result of the percentage of students' listening test in each cycle. The first cycle was 44.12 % (15 students), then increased in the second cycle to 73.52% (25 students) who got score ≥ 75 . From those result, it can be conclude that teaching listening through animation clips can improve Class VIIID Students' Active Participation and Listening Achievement through Animation Clips at SMP Negeri 4 Jember in the 2013/2014 Academic Year.

Considering the results of the action in both cycles, it is suggested that the English teacher use animation clips in teaching listening process. It is due to the fact that the use of animation clips could improve the students' listening achievement and their active participation. For the students, it is suggested to familiarize themselves with the native speakers' voice. The students can have their own study together with other students by using animation clips. This is used to motivate the students to learn English by using animation clips. For Future researcher, hopefully it can be used as a source of information for the future researchers who want to conduct further reserach that deals with the improvement of other skill by using animation clips as a media.

CHAPTER I. INTRODUCTION

This chapter presents the introduction of this research. It includes the background of the research, problems of the research, objectives of the research, and significance of the research.

I.1 Background of the Research

English becomes one of the important languages in the world. It is used not only as an international language but also as a means of communication in the world. By using English, people can communicate with one another although they come from different countries. Broughton and Brumfit (2003:1) state that of 4,000 to 5,000 languages, English is the most widely used in the world. We use English in many aspects such as, education, technology, economy, and other aspects in human's life.

English is learned in many countries including Indonesia. In Indonesia, English is learned as a foreign language. The government introduces English to the learners since early ages. It has been regarded in the curriculum of education as one of the compulsory subjects that is given at junior high school and senior high school students. There are four English skills that must be mastered by learners, namely listening, speaking, reading, and writing. Besides, there are some components in English such as grammar and vocabulary. Generally, each student has their own difficulties in mastering those four skills and language components.

Listening takes more a important role in language acquisition. Lavery (2001:80) states that people learn a language through listening. It means that we listen before we learn to speak, read, or write. Therefore, listening is very important in foreign language learning. Further, listening is a language skill that is most frequently used in daily life, More than 40 % of our daily communication time is spent on listening, 35% on speaking, 16% on reading, and 9% on writing (Burely-Allen in Har,

2010 :1). Those statement shows that listening is an important skill that may affect the other skills.

Nord in Nation and Newton, (2009: 38) expresses this view clearly:

“Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening”.

It means that listening is the best method to learn a language because from listening, they can hear first and then build map of meaning in mind, and then interpret it as a information for other using language.

Listening usually becomes a difficult subject for students, especially at junior high school level. Ridgway (2000:180) states that listening, in a foreign language is a task at high level difficulty in cognitive term, and therefore demands full attention. It means that when they are listening, they must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, and finally interpret all of those aspects based on the context of the utterance. So the listener need more focus to get the information.

Based on the preliminary study in the form of interview with the English teacher of SMP Negeri 4 Jember, it was found that many students in the eighth grade especially in VIII D had difficulty in listening achievement. The students often found difficulties in catching the ideas from the spoken language. It was shown by the students' listening score that was 10 of 34 (29%) students could reach the standard score requirement of the school (75). It means that the students' listening achievement is low. The score of the students was 50 and need to be improved based on the standard score requirement of the school that was 75.

Some factors may that become the students' problem were 1) the students lacked of enthusiasm in listening activities because the teacher used textbook for teaching listening. The teacher mentioned some sentences, then asked the students to

rewrite what he has said. 2) The teacher taught listening activities once in two weeks, but sometimes it can be nothing in a month. It was caused by their assumption that listening is difficult than other skills 3) the students got difficulties in comprehending the spoken materials, caused by their assumption that English is a new language for them. Their mother tongue is Bahasa Indonesia, and they always speak Bahasa Indonesia in their daily life, so that learning English makes the students get bored, stressed, and discouraged.

SMP Negeri 4 had a language laboratory. The laboratory itself consists of LCD and students' booth. It is good enough to support listening activity, but in fact the lab is seldom used. Sometimes, it is used just once in a month. The students often study in class rather than in laboratory.

Based on the preliminary study above, the researcher and the English teacher of class VIII D did a classroom action research. The purpose of conducting this research was to improve the listening achievement at class VIII D by using animation clips. Fortunately, SMP Negeri 4 Jember had a language laboratory. Animation clips were expected to make a positive atmosphere in the classroom. Lonergan (1984:4) says that the learners still want to watch, even if their comprehension is limited. It means that the students still watch the video even though they do not understand the vocabulary. Therefore, using video in teaching listening activity can make students guess what people do or speak in the video.

There were some previous researches related to the use of audio visual media in the English teaching and learning process. Amalia (2009) applied video to improve the students' listening comprehension by using film clips. The result showed that the use of film clips in teaching listening could improve the students' listening achievement. It was proven by the result of students' test that there were 33 of 40 students (77,5%) in cycle 1 and 35 of 40 students (87,5%) in cycle 2 achieved the standard score, while Puspitasari (2006) conducted an experimental research to investigate the effect of using cartoon video on students' vocabulary achievement. The result showed that the statistical computation value of t-test was higher than that

of t-critics ($7.27 > 2.000$) . Her research showed that there was a significant effect of using video on vocabulary achievement. The result of those research proved that the use of audio visual materials can affect the students 'interest and encourage the students' achievement in English Learning. The difference between this research and previous reserach was this research used animation clips as a media. It made students more interesting than using film clips.

Based on the explanation above, the researcher did a classroom action research entitled *“Improving Class VIIID Students’ Active Participation and Listening Achievement through Animation Clips at SMP Negeri 4 Jember in the 2013/2014 Academic Year”*.

I.2 Research Questions

Based on the background of the research above, the problems of the research in this study are formulated as follows:

1. Can the use of Animation Clips improve Class VIIID students’ active participation during the teaching learning process of listening at SMP Negeri 4 Jember in the 2013/2014 Academic year?
2. Can the use of Animation clips improve VIIID students’ listening achievement at SMP Negeri 4 Jember in the 2013/2014 Academic Year?

I.3 Research Objectives

Based on the background of the research above, the objectives of the research in this study are formulated as follows:

1. To improve class VIII D students’ active participation during the teaching learning process of listening at SMP Negeri 4 Jember in the 2013/2014 Academic Year.
2. To improve class VIII D students’ listening achievement at SMP Negeri 4 Jember through the use of animation clips at SMP Negeri 4 Jember in the 2013/2014 Academic Year.

1.4 Significance of the Research

1. For the English Teacher

The result of this research can be used as information for the English teacher to use animation clips in teaching listening activities to improve students' listening achievement.

2. For the Students

The result of this research can be used as information of the usefulness of video in the learning activity, especially in listening activity.

3. For Future Researcher

The finding of this research can be used as a source of information for the future researchers who want to conduct further research that deals with the improvement of other skill by using animation clips as a media, such as : writing skill, speaking skill, and reading skill.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects dealing with the theories related to the research problem. This chapter covers listening comprehension, the purpose of teaching listening comprehension, media in teaching learning, the definition of animation clips, type of clip, the roles of clip, criteria of selecting clip, the benefits of using clip in teaching learning process, the weaknesses of using clip in teaching learning process, students' active participation in teaching listening, the procedure of teaching listening using animation clips, and action hypothesis.

2.1 Listening Comprehension Definition

Listening is the ability to identify and understand what others are saying. The listeners have to actively listen to and understand what others say all at once. According to Coakley and Wolvin in Fang (2008), listening comprehension is a process of receiving, focusing attention on, and assigning meaning to aural stimuli. For example, when their friends are talking to him, he will hear first about what they said and then he will give responds to their friends, or when the teacher gives explanation or tells a story, the students use their listening comprehension to get along. This is also supported by Rankin in Mohammed (2010:10) that listening is defined as the ability to understand spoken language. So, listening has important role in communication.

Listening is not just hearing but an active process. Vandergift (1999:168) states that listening is a complex active process in which the listeners must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, and finally interpret all of those aspects based on the context of the utterance. It means that listening is not simply listening to the speaker's utterance, but it needs more consideration to get information and gives appropriate response. So, the listener should focus on the source when they are listening.

People think that listening and hearing are similar. However, listening is different from hearing. According to the Concise Oxford Dictionary in Foster (2010), the definition of hearing is “to perceive sound with the ear”. Meanwhile, listening is “to consider with thoughtful attention”. It means that hearing is only one important components of listening. Hearing is a passive, generally involuntary process in which the brain receives. In contrast, listening is an active, voluntary process in which the listener has to pay attention to, interprets the meaning of, and responds to a message. Thus, hearing is a physical activity, but listening is a cognitive response to what has been heard.

2.2 The Purpose of Teaching Listening Comprehension

According to Littlewood (2002:67), in teaching listening the teacher should motivate the students by stating some purposes in their listening activities. In this research, the purpose of teaching listening is listening for finding general and specific information from the story of animation cartoon clip to make students can understand well what the clip is about.

2.2.1 Listening for Finding General Information

Listening for general information can be divided into listening for finding the topic and the main idea of the story. According to Langan and Jenkin (1989), topic sentence is a statement of the main idea. It is related to what the text tells about. Finding topic sentence is easy because it is often repeated in the text. Listening for finding main idea is listening to get the important piece of information about the concept being expressed in the text. According to Brown (2006:5), listening for main ideas means that the listener wants to get a general idea of what is being said.

Berman (2003) states that there are some clues to identify the main idea in Listening:

- a. Verbal Clues.** They are certain word signal that a key point or main ideas is about to be elaborated. For example, the speaker may say, “The main point

is.....”; “The purpose of my remarks is.....”; “The point I want to cover here is.....”. Listening for verbal sign points are such as “first, second, importantly, significantly”, and so on.

- b. **Repetition.** How many times a word or phrase is repeated? If something is repeated several times, it suggests importance.
- c. **Pace of Delivery.** Unimportant point or small details are usually expressed more quickly. Important point, such as main idea is usually spoken more slowly or clearly. Pay attention to pace is especially helpful when a speaker is generally fast talker.

Thus, the listener should be listening carefully to get some necessary information from the clip.

2.2.2 Listening for Finding Specific Information

Finding specific information is as important as finding general information to further comprehension. Langan and Jenkin (1989) state that specific information or supporting detail is information in a paragraph which contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea.

2.3 Media in Teaching and Learning Process

Media is important role in teaching learning process because it can encourage the learner’s motivation in learning. There are three types of media in teaching learning, namely visual, audio, and audio visual. Visual media is a media that be seen in which or touched. It includes picture, diagram, photo, map, etc. Audio media is a media in which we can hear not see. According to Sudjana and Rivai in Julaeha *et al* (2012), Audio Media for teaching is a material that contains a message in the form of auditory, which can stimulate the thoughts, feelings, concerns and willingness of the

students so that teaching and learning occur. For instance, tape recorder and radio. Meanwhile, audio visual media is combination from both visual and audio, so we not only see the picture, but also can hear the voice from its media. For example, clip, film strip, role play, etc.

The researcher used this kind of alternative media in listening activity by using cartoon animation clips to help the students improve their ability in listening skill. The researcher chose cartoon animation clips because they provide moving pictures and sound. They were more interesting than audio media which provide sound only.

2.4 Definition of Animation Clips

Animation is a [simulation](#) of movement created by displaying a series of pictures, or [frames](#). Animation clip is like a movie, but the duration of the moving pictures is no more than 10 minutes. Chapelle in Stiviani (2011:2) states that the use of technology has implications and might most effectively be used in language teaching. Technology can be applied in English teaching and learning process, for example animation clip. Canning *et al* (2000) state that video can stimulate and motivate student's interest. Animation cartoon clips are chosen because they provide moving pictures and sounds. They will be more interesting than audio media which provide sounds only. Cartoon is very appealing to young learners. Lavery (2011) says that cartoon can be used from beginner level to advanced level for a variety of language activities. This research used cartoons that were downloaded from www.britishcouncil.org/learningenglishkids for the teaching materials.

2.5 Types of Clips

Gallacher (2003) states that there are five types of video or clips that can be used in the classroom:

1. Animation/Cartoons

Animation or cartoon is a film made by photographing a series of drawing. It teaches students about value of friendship, meaning of life, social, and many more. For examples: animation clips such as “The Lucky Envelope”, “No Dogs!”, and “My Secret Team”.

2. Educational Program

Educational program are the programs about knowledge which can develop student’s mind. The examples of educational programs are TV documentaries such National Geographic Channel, Discovery Channel, TV Edukasi, and so on.

3. TV Advertisement

TV advertisements are programs to promote a product to people for sell. They can teach the students to sell and buy product to customers. For example: pantene, clean and clear, silver queen, and so on.

4. Music

Based on this type of clip, students can practice language through listening to the music. Besides, they can see the picture or the image shown as the clips of the music clip. For example: clip clips of Baa Baa Black Sheep, Heal the world, and I have a dream; musician program such as MTv, Pop Corn, and so on.

5. Drama

Drama can offer students complete setting which can develop their language production. For example: Lutung Kasarung, Bawang putih and Bawang Merah.

In this research, the researcher used animation cartoon clips as the media. The purpose was to make students interested in the lesson and easy to comprehend the materials because animation cartoon clip was able to entertain the students while they are learning the language.

2.6 The Roles of Clip

According to Gallacher (2003), the way the clip or the video is used and the materials prepared for use with the clip will depend on the role the clip is to take. He explains that there are four possible roles of clip in teaching. They are as follows:

1. Developing listening skills

Clip can be used to develop listening skill for listening global understanding in order to find general and specific information from the clip.

2. Providing information

Clip that is used in classroom should provide a relevant content to the students' needs and interests. It means that the content of clip consists of information that relates to the student' lives. For example: cartoon, education program, music, news, etc.

3. Presenting or reinforcing language

Listening always contains the components of the language that is grammar, vocabulary, and pronunciation. The teacher can presents those components of language from clip into preceding exercises and activities.

4. Stimulating language production

Clip used as a basis for discussion, a model for learners to follow, a visual aid.

In conclusion, the teacher should clearly chose the appropriate role before he plays the clip. In this research, the researcher took the role of clip to develop the listening skill and provides information.

2.7 Criteria for selecting clip

According to Gallacher (2003), there are some criteria to select clip. They are as follows:

1. Watchability

The clip has to be interesting for young learners. Its purpose is to make students interested in watching clip. The clip especially for the eight grade student.

2. Completeness

The clip has to tell a complete story or section of a story.

3. Length

The length of the clip is important. It should not be too long, perhaps between 30 seconds and 10 minutes, depending on the learning objective. If it is too long, the students will be not interested in anymore and get bored.

4. Level of maturity

It means that the clip should be appropriate with the students' level. If the teacher chooses too difficult or too easy clip, the students will not be interested in watching the clip.

5. Availability of Related Materials

Clip has to be based on the curriculum and should be interesting to make the students motivated to watch the clip.

6. Degree of visual support

It is a good idea to choose scenes that are very visual. It means that the clip should be clear enough to watch. The more visual a clip is, the easier it is to understand.

7. Clarity of picture and sound

The teacher has to make sure that the clip has picture and sound clear enough to be listened to and seen by students.

8. Density of language

It refers to the amount of language spoken in a particular time. Clips where the language is dense are more difficult for learners to comprehend.

9. Speech delivery

Clarity of speech, speech rate and accents are all factors in determining how difficult a clip excerpt will be for students to comprehend.

10. Language content

In using clip to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or colloquial expressions) presented in the scene. Another important factor is the amount of repetition of the language content.

11. Language level

The language level of the clip should be appropriate for the level of the class without having to explain too much.

From the explanation above, the teacher should understand well those criteria and more careful to choose clip as the media for teaching learning listening.

2.8 The Benefit of Using Animation Clip in Teaching and Learning Process

The use of clip in teaching listening is important for the students to get message clearly. Gallacher (2003) states some advantages of using clip in the classroom based on the age. Because the average age of the junior high school students are between 13-16, so the advantages of using animation clip are as follows:

Young Learner (9-16)

1. Clip or video communicates meaning better than other media.

Learners can see who's speaking, where the speakers are, what they are doing, what happens in the clip, etc. All the visuals clues can help comprehension. It can develop students' listening skill by focusing on main idea of the clip being played and listened for detail by asking the students to watch and listen for specific details information.

2. Clip or video represents a positive exploitation of technology.

Teenagers have positive attitude towards television and clip. It is seen as being modern compared with books.

Thus, clip had a good effect for the students as media in teaching learning process.

2.9 The Weaknesses of Using Clip in Teaching and Learning Process

Beside the advantages above, clip also has disadvantages in the classroom, they are as follows:

Wahaibi and Suraiqi (2011) state that the use of video or clip makes the job of the teacher will be reduced. It means that the teacher doesn't teach full like usual. The students' activity is just focus on watching and listening the clip. They also explain that another disadvantage of using clips inside classes is related to the technical difficulties. In fact, with any form of technology, technical difficulties are bound to occur. In the context of using a clip inside classrooms, problems may occur with software, hardware or networks. Technical problems may delay or interrupt lectures.

Thus, to manage the problem about the weaknesses, the teacher can help the students to clear misunderstanding about the clip. As we know, students need their teacher with them to understand the information about what the clip tells about. To avoid the technical problem, the teacher should recheck before using the clip.

2.10 The Students' Active Participation in the Listening Teaching and Learning Process.

This classroom action research investigates the improvement of the students' active participation in teaching and learning listening process by using animation cartoon clips. Mintz (2010) explains students learn best when learning is active: When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation.

Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information. Based on the preliminary study, the English teacher said that the students lacked of enthusiasm in listening activities because the teacher used teaching old fashion that was dictation. They were also inactive in asking and answering the question. It is caused by the lack of confident. They were afraid of speaking in the class. So, the researcher and the teacher agreed to make some indicators of the students' active participation, such as making prediction, answering the teacher's questions, watching to the video, and doing the listening exercise.

2.11 The Procedures of Teaching Listening Using Clip

Burt *et al* in Ishihara and Chi (2004), state that effective use of an authentic clip, especially in a beginning level classroom requires careful planning and appropriate teacher's guidance of pre-viewing, while-viewing, and post viewing. Further, they said that the example procedures in teaching learning process such as pre-viewing activities stimulate learners' imaginations, sparking their interest, and helping the students in comprehension segment. While-viewing activities include playing the segment or part of the clip more than once if necessary to ensure learners' understanding. Post-viewing activities include going over the answers to check the students' comprehension questions, predicting future occurrences, and getting learners to practice the language through summaries.

The researcher and the English teacher conducted Pre-listening, while-listening, and post-listening which were modified from Burt *et al in Ishihara and Chi* (2004) to make teaching learning process success. The activities are as follows:

a) Pre-listening activities

Pre listening or pre-viewing activities were used to gain students' knowledge about the topic. It can be done by doing the following steps:

- a. The teacher told the students about the goal of using clip too gain students' interest.

- b. The teacher gave leading question, vocabularies, and introduced character that came up in the clip

- b) While-listening activities
 - a. The teacher showed the cartoon clip for the first time with the subtitles hidden. In these step students have to pay full attention to the clip.
 - b. Before playing the clip for the second time, the teacher gave the students' worksheet which is consists of some comprehension question to be answered. After received the worksheet, did it and answered the question.

- c) Post Listening Activities
The teacher reviewed some difficult words that students did not comprehend. Beside, the teacher could clarify the message from the clip for students.

2.12 Action Hypothesis

Based on the research problems and the review of related literature, the action hypothesis of this research are formulated as follows:

1. The use of animation clips can improve students' VIII D active participation in the listening teaching and learning process at SMP Negeri 4 Jember in the 2013/2014.
2. The use of animation clips can improve students' VIII D listening achievement at SMP Negeri 4 Jember in the 2013/2014 Academic Year.

CHAPTER 3. RESEARCH METHOD

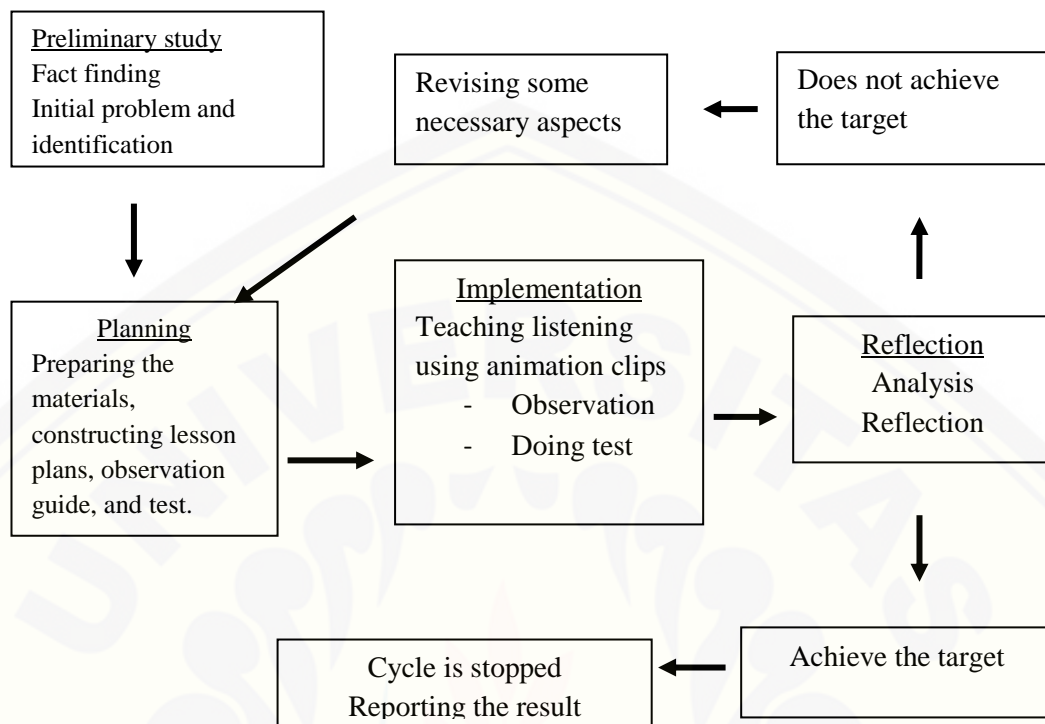
This chapter presents the methods used in this research, namely: research design, research procedures, area determination method, subject determination method, data collection method and data analysis method.

3.1 Research Design

This research was intended to improve the students' listening comprehension achievement because the preliminary study showed that the class VIII D students' listening comprehension achievement needed to be improved. It was shown by the students' listening score that was 10 of 34 (29%) students could reach the standard score requirement of the school (75). Related to the research objectives, the researcher applied classroom action research with the cycle model. Lodico *et al* (2010:313) explain that an action research is a type of research that aims to enact immediate changes in an educational setting. It is supported by Suyanto, in Muslich (2011:9) who says that an action research is a type of research which consists of action to solve a problem and improve the students' condition in teaching learning activity. It means that the purpose of the classroom action research is to solve the problem in the class and improve the students' listening achievement. It was found that many students of the eighth grade especially in class VIII D had a difficulty in listening achievement. The students often found difficulties in catching the ideas from the spoken language.

The research was conducted collaboratively with the English teacher of VIII D at SMP Negeri 4 Jember. The purpose was focused on finding and defining the research problem, planning the action, implementing the action of the research, observing the class, and doing the reflection. The design of this classroom action research is illustrated in the following diagram:

The model of The Classroom Action Research



(Adapted from Lewin, in Elliot, 1991 :70)

The activities of the research were as follows:

1. Interviewing the English teacher of class VIII at SMP Negeri 4 Jember as preliminary study to get information. For examples : the technique that the teacher used in teaching listening, the material for teaching listening, the time for teaching listening, the students' problem in listening activity, etc.
2. Finding out some relevant documents about the students' previous listening scores as supporting data from the English teacher.
3. Finding out the class with specific problem in listening to be the subjects based on the document and the English teacher's information. For example: the students' listening score.

4. Planning the action by constructing lesson plans for the first cycle (meeting 1 and meeting 2), observation guide in the form of checklist and listening test.
5. Implementing the action in the first cycle that is teaching listening using animation clips. Meanwhile, the teacher observes the implementation of the action.
6. Giving listening comprehension test after the first action given in the first
7. Analyzing the results of the listening comprehension test.
8. Analyzing the result of observation.
9. The result of the observation checklists and the reading test in the first cycle had not achieved the research target, so the action was continued to the second cycle by making some revision of aspects which made the first cycle failed obtain the objectives.
10. The second cycle was successful. Finally, the action was stopped and the result was reported.

3.2 Research Procedures

In the classroom action research, there were five activities; they were the planning of the action, the implementation of the action, observation, and evaluation, and data analysis and reflection. The details are explained as follows:

1. The planning of the action

Planning of the action was a preparation before doing the action.

The activities were as follows:

1. Choosing the topic for listening based on the syllabus and curriculum used at SMP Negeri 4 Jember. The researcher chose Recount because based on the curriculum the material for this semester was about Recount.

2. Constructing the lesson plans for the first cycle and second cycle. It consists of two lesson plans.
3. Preparing the materials and worksheets for the students' tasks.
4. Preparing the materials for the listening test through animation clips.
5. Preparing the observation guide in the form of checklist containing the indicators to be observed.

2. Implementation of the Action

The researcher implemented the action that was teaching listening by using Animation Clips to improve students' listening achievement. Each cycle covered two meetings and it was followed by listening test in the third meeting. The second cycle was done as the result of the first cycle had not achieved the target score.

3. Observation and Evaluation

Observation was used to observe the students' active participation in the classroom. It was done during the listening activity by using animation clips. The researcher used the checklist form as the observation guide. Checklist observation was used to observe the students' participation in the following indicators: making prediction, answering the teacher's question, watching to the animation clips, and doing the listening exercise. The students were said to be active if the students fulfill at least three indicators of four indicators stated in observation checklist.

Meanwhile, evaluation was carried out to know the improvement of the students' listening comprehension achievement after being taught listening by using animation clips. The evaluation was done in every meeting in each cycle during the teaching learning process. The main purpose of doing evaluation was to measure the students' listening achievement after conducting the teaching listening by using animation clips. The criteria of the evaluation were as follows:

- a. The use of animation clips in teaching listening could improve the students' listening achievement 70% of the students got score ≥ 75 in the listening test.
- b. The use of animation clips in teaching listening could improve the student's active participation 70% of the students were active in the teaching learning process of listening by using animation clips.

4. Reflection

Reflection was done after analyzing the results of the test and observation in each cycle. It was intended to know whether the action can improve the students' achievement and active participation or not. In the first cycle had not achieved the target and it continued to the second cycle. The second cycle was successful. Finally, the action was stopped and the result is reported.

3.3 Area Determination Method

Area determination method used in this research was purposive method. Arikunto (2010:183) states that purposive method is a method employed in choosing a research area based on certain purpose or reason. This research was conducted at SMPN 4 Jember by considering the following reasons: based on the preliminary study in the form of interview with the English teacher of SMP Negeri 4 Jember, it was found that many students in the eighth grade especially in VIII D had difficulty in listening achievement. It was shown by the students' listening score that there were only 10 of 34 (29%) students could reach the standard score requirement of the school (75). It means that the students' listening achievement is low, 2) the students lacked of enthusiasm in listening activities because the teacher used textbook for teaching listening. 3) the teacher taught listening activities once in two weeks, but sometimes it can be nothing in a month.

3.4 Subject Determination Method

Arikunto (2010:141) defines that research subjects are the subject from which the data can be obtained. The purposive method was used in this research. The researcher selected VIII D of SMPN 4 Jember in the 2013/2014 academic year based on the preliminary study which showed that the students' average listening score of this class was still low and needed to be improved. There were only 10 of 34 (29%) students could reach the standard score requirement of the school (75). The average score of the students was about 50 and needs to be improved based on the standard score requirement of the school that was 75.

3.5 Operational Definitions of the Terms

Operational definitions of the terms, in this research, were needed to avoid misunderstanding between the researcher and the readers about the concepts used in the title. The terms that were necessary to be defined operationally are animation clips, the students' listening achievement, and the students' active participation.

a. Animation Clips

Animation is a [simulation](#) of movement created by displaying a series of pictures, or [frames](#). Animation clip or animation video is like movies, but the duration of the moving pictures is no more than 10 minutes.

b. The Students' Listening Achievement

Students' listening achievement refers to the students' listening test scores gained by doing listening test in the form of answering multiple choice, True-False and gap-filling after being taught by using animation clips in each cycle. The researcher chose those forms because it was easy to score.

c. The Students' Active Participation

The students' active participation refers to the students' activeness to take part in listening class. This can be seen from the students' active role in making

prediction, answering the teacher's question, watching to the video, and doing the listening exercise. The students were involved in active students when they fulfilled at least three of four indicators stated in the observation checklist.

3.6 Data Collection Methods

The data collection methods that was applied in this research were listening test and observation as primary data. Meanwhile, interview and documentation were used to get supporting data.

3.6.1 Primary Data

a. Listening Test

According to Arikunto (2010:193), test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and the talent of an individual or group of individual. There are four types of tests, namely proficiency test, achievement test, diagnostic test, and placement test (Hughes, 2003:11). Based on the Hughes' opinion, the purpose of achievement is to measure how successful individual student, group of student, or the course themselves are in achieving objectives. Proficiency test is a test designed to measure people's ability in a language regardless of many trainings they may have in that language. Meanwhile, diagnostics test is used to identify students' strength and weakness. Achievement test is directly related to language course to establish the success of the students in achieving the objectives. Placement test is intended to provide information which helps to place the students at the stage of teaching program most appropriate with their abilities. Based on the explanation above, the most appropriate test for this research was achievement test. In this case, the purpose of achievement test was to measure or know how successful the students have been in achieving the goal in listening teaching and learning process.

There are two criteria to conduct a good test, validity and reliability (Hughes, 2003:26). He explains that a test is said to be valid if it measures accurately what it is intended to measure. This research used content validity because listening test as an instrument was constructed based on the indicators of the listening test and the materials were taken from curriculum for junior high

school, especially the eight class. In relation to the reliability, it refers to the result of the consistency. The test which was considered to be valid was commonly reliable even though it was tested in different time.

The test that was conducted is in the form of true false, gap-filling, and multiple choices. They were given at the end of each cycle. There were ten items for true false test, five items for gap-filling with, and fifteen items for multiple choices.

Table of Specification

Part	General Information	Specific Information
I	15	1,2,3,4,5,6,7,8,8,10,11,12,13,14
II	10	1,2,3,4,5,6,7,8,9

In this test there were lot of the numbers of specific information rather than general information. It happened because in a video, it always had one main idea.

Dealing with the score, each item for true false is points 1, each item for gap-filling were points 5 and each item for multiple choices are 1 point. So, the total score of listening test was 100 points and the test was conducted for 60 minutes.

Types of test	Total Number of test item	Score of each right item	Total Score
Multiple choice	15	1	15
True- false	10	1	10
Gap Filling	5	5	25
TOTAL			50

$$\text{Total Score: } \frac{50}{50} \times 100 = 100$$

b. Observation

The observation in this research was conducted to know the students' activities and responses during the implementation of the action. There were two ways to take the data; they are nonsystematic observation in which the observer does not use any instruments, and systematic observation in which the observer uses instruments (Arikunto, 2010:200). In this research, the researcher conducted the systematic observation by using observation checklist. Arikunto (2010:204) states that the most effective way in observation is by using a blank or checklist as the instrument. Checklist observation was used to observe the students' participation in the following indicators: making a prediction, answering the teacher's oral question, and watching to the animation clips, and doing the exercise. The students were said to be active when they fulfill at least three or four indicators stated in the observation checklist.

3.6.2 Supporting Data

a. Interview

Arikunto (2010:198) states that interview is a dialogue for getting the information from interviewee. In this research, interviews with the help of interview guide in the form of question list was used in order to gain some information about the curriculum used in teaching listening at SMP Negeri 4 Jember, the types of listening materials used, the students' problem in listening, and the technique used by the teacher in teaching listening.

b. Documentation

According to Arikunto (2010:201), document is one of the techniques used to get the data from the documents and written materials. Documents can be in the form of records, transcripts, books, newspaper, and magazines. In this research, documentation was used to gain the names of students of class VIII D and the previous listening scores of the grade VIII D students of SMP Negeri 4 Jember which was used as basic data from the English teacher.

3.7 Data Analysis Method

Data analysis method was the method used to analyze the obtained data. The data collected in this research were primary data which covered listening scores and the result of observation during teaching learning process. To find the percentage of the students who achieved the standard score, the researcher used the following formula:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of the students who achieve ≥ 75 as the standard score

n = the number of the students who achieve ≥ 75 as the standard score

N = the number of the students as the research subjects.

(Ali, 1998: 186)

To find the percentage of the students who were active in a class the researcher used the following formula:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of the students who are active

n = the number of the students who are categorized as active students

N = the number of the students as the research subject.

(Ali, 1998:186)

The action in this research were considered to be successful if 70% of the students can achieve the standard score of 75, and 70 % of the students were active in the class during the lesson.