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**AN ANALYSIS OF THE STUDENTS' PERCEPTION ON THE  
USING OF ANIMATION VIDEO IN LISTENING AT  
MTs ROUDOTUL HIDAYAH KOTA BANGUN**

A Thesis

Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



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## EXAMINER APPROVAL

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Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, January 05<sup>th</sup>, 2024

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## ABSTRACT

**Chindie Tur Asagan, (2024):** *An Analysis of the Students Perception on the Using of Animation Video in Listening at MTs Roudotul Hidayah Kota Bangun*

The main focus of this research was to determine the was students' perception of the use of animation video in teaching listening at MTs Roudlotul Hidayah Kota Bangun academic 2022/2023. This research is a descriptive study with a quantitative approach. The method used is a descriptive method. In conducting the research, the sample of this research are 29 students divided from each number of classes. The subject of this research is the eight grade students at MTs Roudlotul Hidayah Kota Bangun, the technique sampling that was used simple random sampling. In collecting the data, The instrument of this research was questionnaire. The technique of analyzing data was from the results of this percentage is found the results of a questionnaire regarding the perceptions of students. In analyzing the data, the researcher uses the Likert scale to determine the interval frequency classification. Based on the data analysis, the researcher conclude the score students' perception of using of animation video in teaching listening of 30 students. The total score was 2085 by the mean 67.5. to make it clear, the researcher made up the interval score distribution of the students' perception of using of animation video in teaching listening. The students' perception of using of animation video in teaching listening with the mean score 67.5 which is in the Positive level.



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## ABSTRAK

**Chindie Tur Asagan, (2024): *Analisa Persepsi Siswa terhadap Penggunaan Video Animasi dalam Pembelajaran Menyimak di MTs Roudotul Hidayah Kota Bangun***

Fokus utama dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penggunaan video animasi dalam pengajaran listening di MTs Roudlotul Hidayah Kota Bangun tahun ajaran 2022/2023. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Metode yang digunakan adalah metode deskriptif. Dalam melakukan penelitian, sampel penelitian ini adalah 29 siswa yang dibagi dari masing-masing jumlah kelas. Subjek penelitian ini adalah siswa kelas VIII di MTs Roudlotul Hidayah Kota Bangun, dengan teknik pengambilan sampel yang digunakan adalah simple random sampling. Dalam mengumpulkan data, instrumen penelitian ini adalah angket, teknik analisis data yang digunakan adalah dari hasil persentase ini ditemukan hasil angket mengenai persepsi siswa. Dalam menganalisis data, peneliti menggunakan skala likert untuk menentukan klasifikasi frekuensi interval. Berdasarkan analisis data, peneliti menyimpulkan skor persepsi siswa terhadap penggunaan video animasi dalam pengajaran listening dari 30 siswa. Skor total adalah 2085 dengan rata-rata 67,5. Untuk memperjelasnya, peneliti membuat distribusi skor interval dari persepsi siswa tentang penggunaan video animasi dalam pengajaran listening. Persepsi siswa terhadap penggunaan video animasi dalam pengajaran listening dengan nilai rata-rata 67.5 yang berada pada level Positif.



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## CHAPTER I INTRODUCTION

### A. Background of the Study

In our daily lives, listening is essential. People listen for various reasons every day, including entertainment, academic objectives, and getting vital information. It is critical to study languages since they allow you to gain insights and knowledge and communicate effectively with others. However, many students are unable to make use of them due to learning challenges in listening class. Listening is an important English skill of learning English language as foreign language in Indonesia because it can help students in understanding the material that given by the teacher. Listening is receptive skill, with this skill student can get information from others. Besides, listening also a basis skill to learn other English skills. Therefore, listening is crucial to be taught in order to improve student's English language communication ability.

Nunan, who Yildirim (2016) quoted, listening is an essential ability in language acquisition. Students will spend more than half of their time operating in a foreign language listening. Furthermore, Yildirim describes the significance of listening in the language classroom, such as (1) Listening is essential in the language classroom because it offers input for the student. Learning cannot begin until the learner understands the information at the appropriate level; (2) Spoken language allows the learner to interact. Because learners need to engage to comprehend, and

(3) Listening exercises give teachers a way to bring students' attention to new language forms (vocabulary, grammar, and interaction patterns).

However, some Indonesian students still find difficulties in learning to listen especially in understanding the speaker message. According to Azmi et al. (2014), there are several challenges that learners may face throughout the listening comprehension process, and the goal is to become aware of these issues and attempt to resolve them. Some problems that usually faced in the listening session of typical Indonesian learners is the unfamiliarity with the kind of listening test. Listening still not getting much attention from the English teacher because listening didn't consider as important skill due to it has no specification detail for it. This is a contra with Nunan statement that listening is a vital in language classroom because it provides input for the learner. Another problem is the recorder's sound is unclear, and it made the students can't listen to the speaker's message correctly. Another problem that researchers found based on observations at school was the unfamiliarity of students with the type of listening test.

According to Government Regulation No.19 of 2005 concerning National Education Standards, article 19 paragraph 1

*“The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, providing sufficient space for initiative, creativity,*

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*independence according to talents, interests, and physical and psychological development of students.”*

In dealing with the listening mentioned above government regulation, teachers have some responsibility for resolving the issues because it is their duty. Harmer (2001) states that the duties of a teacher are as controller, organizer, assessor, facilitator, prompter, participant, resource, tutor, and observer in the teaching-learning process. Teachers should handle their students' problems based on the above statement. There are numerous ways for teaching listening comprehension using various media, such as audio with either conversation or monologue, and video with both audio and an attractive visual impact. The aim of this study is on using animated video to improve listening comprehension. The researcher chooses an animation movie since animation or cartoons are acceptable for individuals of all ages to view.

There are many techniques with different media for teaching extensive listening, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect (Mousavi and Irvani 2012; Thorn 2009). The research here is focused on the use of interactive animation video for teaching extensive listening. The researcher uses animation video because animation or cartoon is suitable to be watched by many people of all ages. And sometimes, there's a moral value that can be learned from that animation or cartoon video.

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The research of video in teaching listening comprehension has been done by several researchers (Woottipong-International Journal of Linguistics 2014, Shahani,Tahriri - Sage Open journals 2015, Saito,Akiyama - TESOL quarterly, 2018 and it always has a positive result in teaching and learning process. Based on the research that conducted by Jaenab, I Ketut Warta and Lalu Moh. Iswadi Athar (2015), on the impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening. Teaching listening by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information.

Based on the preceding reasoning, it is clear that utilizing video to teach listening comprehension is a successful method in theory. However, besides the success of media used in the learning process, some things cannot be underestimated, namely feelings or perspectives. We need to pay attention to students' understanding of whether they are easier to understand using animated videos or their perception of media. The most important thing is whether the media is suitable for learning according to their perceptions.

Furthermore, school is where kids from various backgrounds, such as family, religious, economic, cultural, and psychological, come together (talent, perception, and interest). Varied features of the lesson, the instructor's content, and the teacher's media in delivering the class can all

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lead to different views.

The process of human engagement with the surrounding environment begins with perception. Perception is the subjective process through which a person evaluates an object Slameto (, 2010:102) as Zein (2019). Perception is a view or knowledge of how someone regarded something in general. Because a person and other actions are not the same on the same item, perception is crucial. Varied perceptions of students are intriguing in terms of psychological characteristics because everyone has different views of the same object, which are generated by a variety of background circumstances.

According to Robbins (2003), each student's perspective of an interactive animated film teaching prolonged listening may be distinct. It might be due to their disparate backgrounds. Some students may believe that using animated videos to teach comprehensive listening is good, helpful, engaging, and appealing. While some students may feel that animation videos are worthless, uninteresting, and unattractive, others disagree.

Students' perception of the use of animation video in teaching listening comprehension of narrative text may be different for every student. It can be caused by their different background aspects. Some students may think that using narrative animation video is a good way, useful, interesting and attractive in teaching listening comprehension of

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narrative text. While some of the students may think that using narrative animation video is not a good thing, useless, not interesting and less attractive. Based on the different perception among the students, the writer wants to analyze and observe their perception. It is needed because as a teacher, she has to know students' feeling and students' response towards the media that the teacher uses. Because as mentioned before that perception is one aspect of psychological background that can has the different result.

In this research the researcher needs to examine and observe the students' perceptions based on their differing perspectives. It is necessary because, the teacher must be aware of students' feelings and reactions to the teacher's media especially at MTS Roudlotul Hidayah Kota Bangun, based on preliminary researcher, teacher used video animation as their media in teaching listening. Based on the preliminary research, the researcher was analyzed and observes their perception. In the teaching process, the teacher said that the teacher used animation video for supporting the material in listening, the teacher used the animation video two until four times a week. It is needed because the researcher has to know students' feeling and students' response toward the media that the teacher uses. This research was conducted for eximing the students' perception on the used of animation video inlistening by the teacher, as the reflexion from the students to the teacher in teaching listening.

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Therefore, the researcher was interested in conduct of the research with title: "**An Analysis of Students' Perception on The Use of Animation Video in Listening at MTS Roudlotul Hidayah Kota Bangun**".

## **B. The Problem**

### **1. Identification of the Problem**

According to the background of the study, there are some problems relating to teaching listening:

- a) Although many factors that can affect students' achievement, their background factor such as psychological aspect also can be affected the students'
- b) The use of video in teaching listening can give positive and negative perception among the students'
- c) Students' perceptions of the use of video in teaching listening can be both good and negative.
- d) Some students may have opposing viewpoints on using animation videos when teaching listening, either excellent or negative.

### **2. The Limitation of the Problem**

In conducting this research, the problem was limited to students' perception of the use of animation video in teaching listening in eight grades at MTs Roudlotul Hidayah Kota Bangun

academic 2022/2023

### 3. Formulation of the Problem

Based on the background of the study and the focus of the research, the research was formulated in question How was students' perception of the use of animation video in teaching listening at MTs Roudlotul Hidayah Kota Bangun academic 2022/2023?

#### C. Objective and Significance of the Research

##### 1. Objective of the Research

- a) To determine the students' perception of the use of video animation in listening. Students may have several perceptions between one student and another, whether students find it very helpful to learn listening through video animation or do students find it more difficult with the existing media.

##### 2. Significance of the Research

- a) For the teacher, the findings of this study are anticipated to provide information on students' perceptions of the usage of animation video in teaching listening comprehension. While the teacher can use many media to teach listening, they should be cautious about the media utilized in the classroom.
- b) For the learners, the research is expected to motivate them

to learn listening will be easier by using animation video.

- c) For the institution, the research findings are expected to serve as a resource and source of information for English teachers to encourage them to be more creative and innovative in their English teaching and learning activities; to improve their facilities; and, finally, to eagerly enhance the education standard in Indonesia in general.

#### **D. Definition of the Term**

##### **1. Perception**

Mike May (2007) defines perception in a psychological sense in his book *Sensation and Perception* as "something to notice and how to understand it". Furthermore, according to Santrock (2010), perception is the interpretation of what is felt. In this research, perception refers to what student's feel and think learning with video animation.

##### **2. Animation Video**

River (1981) cited in Cakir (2006) state that animation video is an audiovisual media that produces a moving image and natural or adjusted sound. Instructional video is able to present/display objects that are difficult to be taken directly to the classroom. Video lessons will greatly assist students in mimic, follow, imitate and understand the sequence of actions that must be mastered a lesson

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### 3. Teaching Listening

Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. It means that teaching listening is the way teacher help students to interact by listen and understand about what they heard, either hearing information or understanding what someone said. In this research, listening refers to listening activity that aims to understand the meaning of the material delivered or the content of the audio itself.

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## CHAPTER II

### LITERATURE RIVIEW

#### A. Perception

##### 1. Nature of perception

Perception is defined by Hamachek (1995:199) quoted in Haryanto (2015) as to how people receive inputs from the world around them through their sensory receptors. What we think we're experiencing isn't necessarily the same as what we're hearing, seeing, or feeling. The way people see the environment around them has an impact on their perspective. As a result, people's perceptions of sensory inputs will be influenced by their own beliefs. Furthermore, Mike May (2007) defines perception in a psychological sense in his book *Sensation and Perception* as "something to notice and how to understand it". Furthermore, according to Santrock (2010), perception is the interpretation of what is felt.

##### 2. Students' Perception

Students' perceptions are important in teaching and learning because teachers, lecturers, and instructors must consider students' preferences while developing instructional materials and classes. Teachers must also view students' past knowledge, which might be difficult for a teacher to do. When teachers create question papers, they

use the same procedure. The teacher must understand the lesson goals because they must ensure that students understand the subject matter while evaluating their knowledge, which is connected to test validity. Students have different perceptions when their instructors use different approaches and methods in classes (Sulaiman et al., 2017).

According to Mardiyanti, as cited at Rohman (2015), the natural activity in education is constantly taking part in a significant actor in the educational activity. The giver subject is called a teacher, and the receiver subject is named student. In formal education, such as elementary and secondary school, a learner is referred to as a student. Students are a topic who took in what the teacher had to say. Students, in general, resemble a kid that requires the assistance of others to mature and thrive. Students are members of a group of individuals who are attempting to improve their potential via education.

Each kid has a unique set of abilities and characteristics. The characteristics of students are essential to consider throughout the teaching and learning process since they can influence the students' technique and outcomes. Students' perception is the behaviour of students in response to information about an item in the school environment, particularly in the classroom, as mediated by their sensory system, so that students may assign meaning to and interpret the thing

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viewed.

### 3. Factors of perception

Someone's perception towards one object is influenced by some factors. According to Bimo Walgito (2004), those factors are the following:

#### a) Object is perceived

The stimulus item stimulates the sensory organs or receptors. The stimulus can originate from both outside and inside the person. The majority of the stimulation, in reality, originates from outside the individual.

#### b) Sensory organs, nerves, and central nervous system

Sensory organs, also known as receptors, are some of how the input is received. A sensory nerve also needs to carry the stimulation obtained by the receptors to the central nervous system.

#### c) Attention

Someone need attention to realize perception, which is the initial stage in preparing to perceive the item. The centralization or focus of all individual actions toward something or objects is referred to as attention.

### Process of Perception

According to Qiong (2017), the perception process consists of three stages: selection, organization, and interpretation.

#### d) Selection

Selection is a process of selection by sensory organs toward stimulus which comes from outside of the individual

#### e) Organization

This level of organization is completed by categorizing items or individuals, which some academics refer to it as classification. The social and physical events or things we experience at this level of perception will have shape, colour, texture, size, and other characteristics. When asked what a human being is, some individuals may define it in terms of skin colour, while others may describe it in words of race or nationality.

#### f) Interpretation

The process of arranging the information to have significance for someone is known as interpretation—some elements, such as prior experiences, motivation, personality, and IQ, impact performance.

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#### 4. Aspect of Perception

According to Robbins (2003), perception is a process by which humans organize and interpret their sensory experiences to give meaning to them, and it cannot be isolated from the sensory system. However, according to Walgito (2004), perception consists of cognitive, emotional, and conative components. These three components combine to form a behaviour structure. A cognitive component is concerned with science, opinion, beliefs, and philosophical considerations. The affective component is an element of the socio-psychology factor's emotional components. The habitual component is also connected to the conative component.

According to Andrew Lotto and Lori Holt (2010), aural perception is sometimes considered as a secondary system behind visual perception by certain persons in cognitive science studies.

##### a) Perception of Audio

Haverkamp (2009) assumed that perception of sound happens when we hear the sound. When we hear a sound, we can perceive it. Physically, all sound is made up of sinusoidal signals. The combination of these signals produces a distinct pitch and timbre experience. It also influences whether a sound is heard as a pure tone (single sinusoidal signal), a



complex tone (many harmonic signals), or noise with no discernible pitch (various non-harmonic signs).

Because sound cannot be seen, it isn't easy to perceive it. According to Lotto and Holt (2010), classification of sound events appears to be more challenging than visual item identification. The mere existence or absence of distinct characteristics is insufficient to identify sounds.

In this study, sound perception refers to a student's perception of the sound created in an animated video. This goal is to determine if the sound is clear or not, and whether or not the sound is distracting. Because the capacity of the hearing system to evaluate a universe of overlaid sounds and separate them according to their many origins is its most remarkable characteristic.

#### b) **Perception of video**

The video consists of both moving images and sound. There is a process of transmitting information to the visual sensory system when watching a movie. Someone can obtain information and create a correlation with their existing knowledge through the transferring process. They might have a perspective of it after integrating the new knowledge with the

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old data. It indicates that someone's perspective can be influenced by prior information.

The sensory and cognitive processes used while seeing scenes, events, and narratives portrayed in edited moving pictures are referred to as video perception (Goldstein, 2010).

According to Mardianti (2018), many elements may be observed when viewing the video since it comprises numerous photos edited together to form a moving picture with sound. The sounds and the movie itself are the only things that can be perceived when watching the video. It may be discussed in further depth as follows:

- 1) The video's colour and contrast are the same as the moving image's colour and contrast. Because the hue and contrast do not complement one other, our eyes would become fatigued while watching the movie.
- 2) The video's quality is good. The good video quality may be characterized as having a nice image or no blurring moving image and having a clear sound.
- 3) The value of the learning and teaching process. This usefulness is felt by the students who are the subject of the teaching and learning process, regardless of whether

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or not the video aids in their understanding of the lesson.

## 5. Perception and Learning

According to Atkinson (1995), perception is defined as the process through which someone organizes and interprets patterns of inputs in their environment. Wasti Soemanto writes in Psikologi Pendidikan that a reasonable perception leads to happiness, whereas a negative impression leads to sadness. Happiness and unhappiness affect people's desires and actions, including learners' desires and activities in the classroom. It indicates that when students have a good perspective, they will grasp the lesson quickly since their minds will be at ease while studying. Students who have a terrible view of the subject will find the lecture to be tedious. Teachers must accommodate good ideas to the learners to increase happiness, which leads to the learners' motivation and activity in learning because perceptions play such an essential part in education.

In addition, the other hypotheses for perception and learning are based on other studies. According to Maarten van Wesel et al. (2008), their perspective influences the learners' understanding. Their perceptions of it affect the way learners manage to operate in a learning environment.

Furthermore, according to a study performed by Sunday A.

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Adeyomo (2011), the perception of the classroom learning environment has a substantial impact on student success. It demonstrates that a favourable learning result is influenced by the impression of the learning environment and the availability of infrastructural amenities. As a result, learners' beliefs of the learning environment influence how they think, influencing the learning outcome.

The classroom learning environment is a setting or area where teachers and students engage with one another and employ various tools and information resources in their pursuit of learning activities. As a result, if students believe their study environment is not favourable, their learning may be hindered. In other words, if students do not have a clear image of themselves, they may have a difficult time studying well.

## 6. Video

According to Stempleski and Tomalin (1990), as quoted by Rasouli and Shoari, video is a mix of moving images and sound that may effectively communicate language. Video is usually regarded as more forceful, more prominent, and more understandable than other media for second and foreign language students, according to Meskill (1995), as quoted in Fachmi (2014).

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## 7. Animation Video

There are a variety of meanings for animation videos. Animations are a type of dynamic representation that shows processes in real-time. Animation is a method in which a filmmaker imparts motion to usually lifeless things, according to Heinich, Molenda, and Russell (2002).

Teachers should explore more media for use in the teaching and learning process. According to Johnson, as Ramadhika (2014) quoted, the video may be utilized as a novel tool in teaching listening by the instructor in the aural practice classroom to improve the listening experience for students. While watching a video, students can notice many elements such as the scene, action, emotions, gestures, etc. Aside from providing a stimulus for language creation and practice, the movie also provides an essential stimulant for the students

Many experts have given their definitions of Animation, but they all agree that Animation is a series of drawings or photos generated by a computer. According to Webster, Animation is a moving image created from a succession of drawings, computer graphics, or pictures of inanimate things (such as puppets).

According to Collins dictionary, Animation is the technique of creating films in which the drawings or puppets appear to move.

Furthermore, according to the Oxford definition, Animation uses a computer to manipulate electrical pictures to generate moving visuals.

Animation, according to Collins dictionary, is the technique of creating films in which the drawings or puppets appear to move. Furthermore, according to the Oxford definition, animation is the process of using a computer to manipulate electrical pictures in order to generate moving visuals.

Finally, video animation is defined as a cartoon, film, picture, puppet, or other object that is shot and shown in such a way that it moves and appears to be alive.

## **2. Benefits of using video in teaching listening**

Using video as a media in teaching listening has to be done by several researchers and as the research done, there are some benefits that have been found out. As the research that done by Haryanto, the advantages of using animation video in teaching extensive listening are making the students easier and interesting to listening and the second is that the use of video animation can give the students view on how to interact in a conversation and give advice how to live better (aryanto, 2014). Other advantages are video animation get enrich knowledge, vocabulary, grammar, and pronunciation. And the use of video animation in the class can be very enjoyable for the students. However,

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the classroom atmosphere hopefully will be more conducive, so the delivery of message value through the video animation can be effective.

Furthermore, the research that done by Ramadhika (2014), states that a major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. Both of them are in line with Jeremy Harmer statement that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Additionally, Ainsworth, as stated by Amalia (2014), states that The main advantage of using animation videos is that animations can help learners come to understand complex ideas more easily ( Harmer, 2001). Moreover as stated by Amalia, Oddone states that the advantages of using videos in the language classroom are:

- a. They provide instances of authentic language and can be fully exploited with the teacher's control.
- b. Videos give access to things, places, people's behavior and events.

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- c. Authentic material usually proves to be particularly motivating as people find it interesting to understand “real things”
- d. Teaching Listening using Video

Today listening is considered as the important material in a foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input; second language acquisition research has given a major concern to listening. Because listening provides input for the learner, Rost states that listening is vital in the language classroom. ( Nunan & David, 1997 ). Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking ( Jack, 2002 ). Today there are many ways in teaching language; one of them is teaching listening by using video. Video has become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading and writing can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach to language teaching and learning.

According to Susan Stempleski and Barry, Tomalin video is a combination of moving pictures and sound that can present language more comprehensively than any other teaching medium, by this statement the choice of videos is the main point that can make video

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useful or useless in some lesson plan. However, the availability of the video materials for teaching listening is also high and the teacher just needs to explore more to find the suitable one for the subject.

To make language understandable, usually the visual and the audio are integrated each other and by teaching listening using video can reduce the difficulties faced by students in learning to listen, because video gathers both audio and visual at the same time. By using video students have the additional clues the visual give them while they watch and listen to the video.

#### a. Listening using Video

Listening is often regarded as one of the most crucial components of a foreign language classroom. There are numerous causes for this rise, the most important of which is the need of intelligible input; second language acquisition research has prioritized listening. Listening is important in the language classroom, according to Rost, since it offers input for the learner (David, 1997). Any learning cannot begin until the information is understood at the appropriate level. As a result, listening is essential for speaking (Remandya & Richards, 2002).

There are numerous techniques to teach language nowadays, and one of them is to use video to teach listening. For decades, video

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has grown increasingly popular in language instruction. Videos may be used to teach any skill, including speaking, listening, reading, and writing. Videos may be used for more than just amusement; they can also be utilized to educate and learn languages.

According to Stempleski and Barry Tomalin, as quoted in Fachmi (2014), the video combines moving pictures and sound to present language more comprehensively than any other teaching medium. According to this statement, the choice of videos is the main factor that determines whether the video is helpful or not in a lesson plan. However, video resources for teaching listening are widely available, and the instructor only has to do additional research to locate one appropriate for the subject.

Because video captures both audio and visual simultaneously, it can help students overcome their problems in learning to listen. While watching and listening to video, students might benefit from the additional hints that the visual provides.

## 8. Listening

### a. Nature of Listening

There are several definitions of listening provided by professionals. Even if their meanings are similar, each of them differs from the other. The first hearing is a deliberate, intentional process of

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interpreting what we hear (Nunan, 2003). Any learning cannot begin until the information is understood appropriately (Arafat, 2013).

The importance of listening as an essential input element for students learning English cannot be overstated. It's a complicated procedure requiring linguistic code (language form) understanding and cognitive processing ability (the skill process in mind). As a result, listening is a prerequisite for speaking. The listening skill has gotten a lot of attention in the speaking course, probably because it was previously overlooked as an individual talent. Listening has a lot of similarities to reading and plays a significant role in both speaking and listening (Mardianti, 2018).

According to the preceding definition, listening is a receptive ability that requires active processing to make meaning of the sound we heard. Because listening is the natural talent for learning another skill, it plays an essential part in speaking ability. Furthermore, there are specific challenges in listening skills that teachers and students commonly encounter, and there are several types of listening skills that will be discussed in the following paragraph.

#### **b. Kinds of Listening**

Extensive and intensive listening, according to Jeremy Harmer (2021), are two types of listening. Students must practice both extended

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and rigorous listening to enhance their language input and improve their English language listening skills. So here are Jeremy Harmer's two types of listening: Students must practice both extended and rigorous listening to enhance their language input and improve their English language listening skills.

## ii. **Extensive listening**

This type of listening is when the teacher encourages students to pick what they listen to and do it for fun to enhance their language skills. This type can also have a significant impact on students' language acquisition.

Extensive listening is also more accessible than other forms in promoting a general understanding of a book. It does not need learners to follow and grasp every word. Learners must learn the material as a whole, referred to as global understanding. The degree of skill of the listeners will be used to determine the activity that will be chosen.

There is a challenge that the listener at a lower level generally confronts; structuring the information; therefore some non-verbal responses are to arrange the photos in the correct order, follow the directions on a map, verify the objects in the photograph, complete a grid, chart, or timetable, and so on.

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**iii. Intensive listening**

Intensive listening, often known as "hearing clearly," is an essential element of listening because it involves correct perception, making the second step of meaning processing much more difficult. Intensive listening is necessary because listeners will comprehend the language form and meaning if they understand both lexical and grammatical elements. As a result, intense listening necessitates paying close attention to a particular language, sound, or factual details such as words, phrases, grammatical units, pragmatic units, sound alterations (vowel reduction and consonant assimilation), stress, intonation, and pauses, among other things (Saha & talukdar, 2008).

Listening to specific sounds, words, phrases, grammatical units, and pragmatic units is referred to as intensive listening. Although rigorous listening is not commonly required in everyday circumstances, it is an essential component of listening skills.

**e. Listening Comprehension**

According to Brown and Yule (1983) as Mardianti (2018), listening comprehension refers to a person's ability to

comprehend what they've heard. She will understand the text if she learns it via hearing it. Driven and Oakeshott-Taylor characterize listening comprehension due to teaching methods that are matched by words like speech understanding, spoken language understanding, speech recognition, and speech perception.

Listening comprehension is defined as an interactive process in which listeners participate in the formulation of meaning. Listeners can comprehend oral input using sound discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic signals. On the other hand, listening comprehension refers to the many steps that listeners must go through to comprehend and make sense of the spoken language. Knowing speech sounds, grasping the meaning of individual words, and understanding the structure of sentences are all part of this (Pourhosein et al. 1, 2016).

As a result, listening comprehension may be defined as comprehending what the speaker has said. While listening comprehension in this study refers to students' capacity to understand the speaker of a narrative text in an animated film,

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when students grasp the tale, they will respond to questions based on the story.

#### f. Listening Process

According to Flowerdew and Miller (2005: 24) quoted in Riftiningsih (2018), there are three models of listening process:

##### i. Bottom-up processes

According to the bottom-up approach, listeners construct comprehension by starting with the minor components of the acoustic message: individual sounds or phonemes. These are then combined to form words, which are subsequently joined to form phrases, clauses, and sentences. Finally, different terms come together to develop ideas, concepts, and relationships.

As a result of this approach, the various forms of knowledge required in the listening process are applied sequential, hierarchical. Bottom-up text processing methods are based on the conventional notion of communication as the conveyance of data.

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## ii. Top-down processes

Instead of focusing on individual sounds and words, top-down models stress using prior information while interpreting a text. Researchers came up with the top-down approach after seeing that experimental participants can't distinguish truncated sounds from the words they're part of when they're provided with the context. Still, they can distinguish truncated words when they're presented with the context.

## iii. Interactive processing

Given that listening necessitates both bottom-up and top-down processing, a model that combines the two is necessary. This may be found in the so-called interactive model, which was pioneered by Rumelhart (1975). Language is processed concurrently at multiple levels, according to Rumelhart, whose theory was established in the context of reading but applied equally well to hear. Phonological, syntactic, semantic, and pragmatic information interact in this simultaneous processing,

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albeit how.

### g. Difficulties in Listening

According to Richards (2008), common listening problems are:

1. Speaker speaks too fast.
2. Listeners listen to a word for word.
3. Listeners lack cultural or background knowledge.
4. Speakers use too many unfamiliar words.
5. Listening takes too much effort and concentration.
6. Recordings are not always clear and are difficult to follow.
7. Speakers' accents are unfamiliar.
8. Tasks are too difficult.
9. Listeners cannot recognize words they know when they hear them.

Students, media, and materials, according to Richards, are all contributing to the issues. Another issue is generating another issue. If students lack prior information, for example, they may believe the assignments are excessively tough. This issue hurts the students' motivation and interest in completing the duties. The instructor must make efforts to prevent these issues in the listening class.

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**B. Relevant Research**

Several researchers have researched the same variable, namely students' perception of the use of animation video in teaching listening. Haryanto conducted the first research in 2015. The researcher tried to use video animation to know students perceptions by using this media in SMA participants. This study uses a mixed-method and Technique of data collection used in the form of interviews and questionnaires. The result of this study: Students' perception here focused on three aspects, 1) aspect of sound, 2) aspect of the picture, 3) aspect of benefit. The three aspects conclude that most of the students have liked learning English by using video animation, because that has a natural conversation, very good looking from the colour and suitable for viewing to all ages.

Mardianti conducted the second research in 2018. Still, with the same variable, namely students' perception of the use of animation video in teaching listening, this study aimed to know and describe the students, perception of the use of animation video in teaching listening of narrative text. The method used in this research was qualitative and case study design. The result of this study showed; (1) Students are giving positive and good perception on the use of animation video in teaching listening of narrative text, and (2) The advantage of using animation video in teaching listening of narrative text are; it helped the students in understanding the



subject quickly, it also helped them in guessing some unfamiliar vocabularies by watching the video, and it gave them some motivation to learn English. It can be concluded that the use of animation video in teaching listening to narrative text got a positive response from the students.

Furthermore, the third research was conducted by Zein (2019) with the title Students' Perception Using Interactive Animation Video for Teaching Extensive Listening (A Case Study at the Eighth Grade Students of SMP Negeri 2 Bangilan Tuban). This study aimed to know and describe the students, perception using interactive animation video for teaching extensive listening. The method of this study was qualitative and case study design. The result of this study showed; (1) Implementation of interactive animation video for teaching extensive listening that they perceived the use of animation video for learning extensive listening could create an attractive, not boring, fun, and enjoyable class (2) Students are giving positive information and good perception on the use of interactive animation video for teaching extensive listening, and (3) The advantage of using interactive animation video for teaching extensive listening are; it helped the students in understanding the subject quickly, it also helped them in guessing some unfamiliar vocabularies by watching the interactive animation video, and it gave them some motivation to learn English, other drawbacks were rate of delivery and poor quality of the recording. It can be

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concluded that using interactive animation video for teaching extensive listening got a positive response from the students, and it also gave them some advantages.

The research above shows that, in general, students have a good perception of the use of video animation in teaching listening.

### C. Operational Concept

An operational idea is a document that describes a proposed method from those who will use it. Operational concepts are produced from theoretical principles connected to all variables to be theoretically and experimentally employed in the production of academic articles, according to Syafi'i (2014). In this research, researcher will use the aspect of video perception by Pal & Patra (2020) as the instrument to survey the students' perception of the usage of animation of video in listening. The operational concept of this research as follows.

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**Table 2.1**  
**Indicator of students' perception of using video listening by**  
**Debajyoti Pal & Syamal Patra (2020)**

Indicator	Description
Perceived Usefulness (Davis, 1989)	Defined as the degree to which a person believes that using a particular system will enhance his/her job performance.
Perceived Ease of Use (Davis, 1989)	Defined as the degree to which a person believes that using a particular system would be free of effort.
Attitude toward Use	students' believe in the use of video in learning
Technology Characteristics	The quality of the online video contents that makes the learning process effective for the students i.e. the focus is on the quality of video-based learning.
Individual Characteristics	The prior experience of using videos for online learning for representing the individual characteristics
Task-technology Fit	Using video technology/contents for the purpose of online learning
Actual Use	The tendency of students to use video as a medium of learning

The first is Perceived Usefulness, defined as the degree to which a person believes that using a particular system will enhance his/her job performance. Second is Perceived Ease of Use, defined as the degree to which a person believes that using a particular system would be free of effort. Third is Attitude toward Use, it is about students' believe in the use of video in learning. Fourth, Technology Characteristics, defined as the quality of the online video contents



that makes the learning process effective for the students i.e. the focus is on the quality of video-based learning. Fifth, Individual Characteristics. Defined as the prior experience of using videos for online learning for representing the individual characteristics. Sixth, Task-technology Fit, defined as using video technology contents for the purpose of online learning. Seventh, Actual Use. Defined as the tendency of students to use video as a medium of learning.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Method and Design of Study

Ary (2010) states that research design is the researcher's plan of how to proceed in order to understand some group or phenomenon in its context. Based on this theory, the research design of this study is a descriptive design with a quantitative approach. This research is a descriptive study with a quantitative approach. The method used is a descriptive method. According to Gay (1992), descriptive research involves collecting data to test hypotheses or to answer questions about the current state of research topics. A descriptive study determines and reports what it is. The purpose of descriptive research is to describe a phenomenon and its properties. This research is more concerned with what is happening than how or why. Therefore, observation and survey tools are often used to collect data (Gall, Gall & Borg, 2007). Therefore, the research wanted to find out the level of Students' perception of using animation video in teaching listening.

#### B. Time and Location of the Research

This research was managed from March 2022 until the researcher finish take all data for this research and the location of this research took place at MTS Roudlotul Hidayah Kota Bangun in Kampar.

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## Subject and Object of the Research

### 1. Object

The subject of this research was the students of at MTS Roudlotul Hidayah Kota Bangun in academic year 2020/2021.

### 2. Subject

The object of this research was the students' perception of the usage of animation video in teaching listening.

## D. Population and Samples of the Study

### 1. Population

This research involved the students from MTS Roudlotul Hidayah Kota Bangun. According to Creswell (2012) that a population is a group of individuals who have the same characteristic. The totals of population in this research consist of 120 students of eight grades. The detail of population in this research as follows:

**Table 3.1**

### The Total Population of eight grades at MTS Roudlotul Hidayah

#### Kota Bangun

Class	Population
8 – 1	30
8 – 2	32
8 – 3	32
8 – 4	30
<b>Total</b>	<b>144</b>



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## 2. Samples of the Study

In this study, the researcher used a random sampling technique.

According to Arikunto (2002), if the population is more than 100 respondents, the writer can take 10%, 15%, or 20, or 25% as the sample. Hence, the researcher randomly took 20% or 29 students divided from each number of classes.

## E. Data Collection Techniques

A technique that the researcher used in gaining data is questionnaire. Questionnaires are the number of questions used to obtain information from respondents in terms of their personality or things. The questionnaire used in this research is closed questionnaire. It means that on every question there are some alternatives answers that relate to the question, so the respondents can easily choose the answer that already exists. Likert scale was used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2011). Likert scale was categorized as a scale interval by measurement 5, 4, 3, 2, 1 (Azwar, 2016). To collect the data, the researcher was broadcast the questionnaire by came in to the class and share the paper of the questionnaire directly to the respondent.

**Table III.2**  
**The Blueprint of the Questionnaire Items**

	indicator	Students' Response				
		1	2	3	4	5
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Perceived Usefulness					
2	Perceived Ease of Use					
3	Attitude toward Use					
4	Technology Characteristics					
5	Individual Characteristics					
6	Task-technology Fit					
7	Actual Use					

## F. Technique of Analyzing the Data

Quantitative data analysis, this research data was analyzed use several steps. First, the researcher rank respondents" data based on when the questionnaire was collected. Second, the data that has been received is then entered into the research table. Third, in the research table, the researcher calculates the percentage of respondents who are divided into five parts, namely strongly agree, agree, undecided, disagree, strongly disagree. The use of scale classification in this research is to measure the agreement and disagreement of respondents to the object in the questionnaire. The statements contained in the

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questionnaire contain content that will be assessed by respondents. So in this study, the result of the data is ordinal data (tiered without a score). The numbers used are just sequences to make it easier for the researcher. So, the analysis is only in the form of frequencies (numbers) or proportions (percentages). From the results of this percentage is found the results of a questionnaire regarding the perceptions of students. In analyzing the data, the researcher uses the Likert scale to determine the interval frequency classification. Below is the table of rating of students' perception interpretation.

**Table III.3**  
**Students' perception interpretation**

No	Score	Categories
1	80-100	Very positive
2	60-79.99	Positive
3	40-59.99	Uncertain
4	20-39.99	Negative
5	0-19.99	Very negative

(Adopted from Harlinda, 2019)

After the factors is known, we use the formulation :

$$P = \frac{F}{N} \times 100\%$$

**Boldness :**

F = Frequency of Score obtained from student enthusiasm

N = Sum up maximum score

P = Number Percentage

(Sudijono, 2008)



## CHAPTER V

### Conclusion and Suggestion

#### A. Conclusion

Based on the finding of the researcher result in the previous chapter, it indicates the result of the questionnaire from the researcher to the students at MTs Roudlotul Hidayah Kota Bangun. The researcher made little observation before take the data, the result show that the teacher cannot use the media properly because the media from the school not quite enough for all the classroom at this school, so it make the teacher not to use media in the class while teaching process. After the researcher gave the questioner, the researcher get the result that the students are agree about their easier understanding to the English subject when the teacher used animation video while teaching listening. The students also agree that using animation video can help them in remembering the subject. Moreover, the students stated that by using animation video they felt more interesting in learning the subject and the students did not get bored during the lesson. It can be concluded that students' perception on the use of animation video is teaching listening comprehension is positive.

#### B. Suggestion

After getting the result of the data about the use of animation video in teaching listening which give a positive result, the researcher tries to give some suggestion, especially to English teacher, to the other person who concerns in teaching and learning activities and also the other elements of education. Here are some suggestion which can be given by the researcher for the teacher, first teacher needs to explore in using

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many kinds of media for teaching English subject not only for listening and learning how to implementation the media well so it can be suitable for the student and the students will easy to understand it. Besides using many kinds of media, the teacher also has to know how students' feeling and reaction while the media applied for some subject. It might have some differences between students' perception of the media used, therefore teacher should use any kind of media in teaching and learning process. Next is the teacher should use proper method for teaching in order to make students interested to learning process, so it can inspire students to understand the subject that delivered by the teacher.

The result of the research hopefully can be reference for the further researchers that concerning students' perception on the use of animation video in teaching listening, especially in increase their knowledge about the English language in the future.

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**BANGKINANG**

Kode Pos : 28412

**REKOMENDASI**

Nomor : 070/BKBP/2022/117

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/45584 tanggal 2 Maret 2022, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

- 1. Nama : **CHINDIE TUR ASAGANA**
- 2. NIM : 11714202315
- 3. Universitas : UIN SUSKA RIAU
- 4. Program Studi : PENDIDIKAN BAHASA INGGRIS
- 5. Jenjang : S1
- 6. Alamat : PEKANBARU
- 7. Judul Penelitian : **AN ANALYSIS OF STUDENT' PERCEPTION ON THE USING OF ANIMATION VIDEO IN LISTENING AT MTS ROUDLOTUL HIDAYAH KOTA BANGUN**
- 9. Lokasi : MTS ROUDLOTUL HIDAYAH KOTA BANGUN

Dengan ketentuan sebagai berikut :


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- 2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di BANGKINANG  
 pada tanggal 04 Maret 2022

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**

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 dan karakter Bangsa

  
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 Pembina ( IV/a)  
 NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;

- 1. Kepala MTS Roudlotul Hidayah Kota Bangun
- 2. Dekan Fakultas Tarbiyah Dan Keguruan UIN Suska Riau di Pekanbaru.
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Nomor : Un.04/F.II/PP.00.9/1975/2022  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 16 Februari 2022 M

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 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : CHINDIE TUR ASAGANA  
 NIM : 11714202315  
 Semester/Tahun : X (Sepuluh)/ 2022  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of Student Perception on The Using of Animation Video in Listening at MTs Roudlotul Hidayah Kota Bangun  
 Lokasi Penelitian : MTS Roudlotul Hidayah Kota Bangun  
 Waktu Penelitian : 3 Bulan (16 Februari 2022 s.d 16 Mei 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor  
 Dekan

Dr. H. Kadar, M.Ag. H  
 NIP.19650521 199402 1 001

Tembusan :  
 Rektor UIN Suska Riau

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**KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Cut Raudhatul miski - M.pd
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : chindie tur Asasanga
4. Nomor Induk Mahasiswa : 11714202315
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	13 / 07 - 22	Bimbingan findings		
	27 / 07 - 22	Bimbingan findings		
	30 / 07 - 22	Bimbingan Discussion		
	5 / 08 - 22	Bimbingan Discussion		
	15 / 08 - 22	Bimbingan conclusion		
	22 / 08 - 22	Bimbingan Referensi		
	25 / 08 - 2022	acc ujian munasabah		

Pekanbaru, 25 Agustus 2022  
 Pembimbing,

Cut Raudhatul M. M.pd.





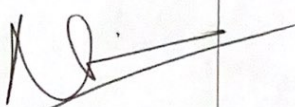
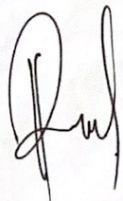
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**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

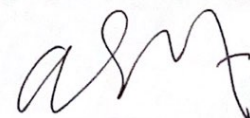
Nama Mahasiswa : Chindie Tur Asagana  
Nomor Induk Mahasiswa : 11714202315  
Hari/Tanggal Ujian : Selasa 25-Desember-2021  
Judul Proposal Ujian : An analysis of students perception on the using of animation video in listening at MTS ROUDOTUL HIDAYAH kota bangun  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian Seminar proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M.Ed	PENGUJI I		
2.	Riri Fauzana, M.sc	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan

Dr. Drs. Alimuddin, M.Ag  
NIP. 1966609241995031002

Pekanbaru, 31 Januari 2022  
Peserta Ujian Seminar Proposal



Chindie Tur Asagana  
NIM. 11714202315





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**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama: Chindie Tur Asagana  
Nomor Induk Mahasiswa: 11714202315  
Hari/ Tanggal: 25 Desember 2021  
Judul Proposal Penelitian: An Analysis of student's perception on the usage of animation  
Video in listening at Irs Roudhotul Hidayah Kota Bangun

NO	URAIAN PERBAIKAN
1	The problem
2	Revise chapter I
3	Reuse the indicators
4	Enrich the theory
5	Reuse chapter III
6	check the examiners notes

Penguji I

Pekanbaru, 25 Desember 2021

Penguji II

Nuandi, M. Ed

RITA FAUZANA, S.Pd, M.Sc

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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## CURRICULUM VITAE



Chindie Tur Asagana Is The First Daughter Of Mr. Bambang Tur Asagana And Mrs.Yulinar She Was Born In Pekanbaru, 20 Januari 2000. In 2011, She Was Graduated From SDN 014 Kota bangun. She finished her study at MTS Darul Hikma Pekanbaru in 2014 and MA Darel Hikmah PekanBaru in 2017. On September 2017, she continued her study at English Education Department, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau.

She was doing KKN (Kuliah Kerja Nyata) in Kota Bangun , Tapung hilir, Kampar on July-August 2020, and she was doing Teaching Practice (PPL) in SMA Budhi Bakti, Nangka Pekanbaru on September-December 2020.

In finishing her study to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on april by the thesis entitled "An Analysis Of The Students' Perception On The Using Of Animation Video In Listening At Mts Roudotul Hidayah Kota Bangun"