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USING ANIMATION VIDEO TO TEACH LISTENING SKILL AT JUNIOR HIGH SCHOOL MUHAMMADIYAH 1 KOTA JAMBI

THESIS

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NIM: TE. 161732

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN THAHA SAIFUDDIN JAMBI

2021

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USING ANIMATION VIDEO TO TEACH LISTENING SKILL AT JUNIOR HIGH SCHOOL MUHAMMADIYAH 1 KOTA JAMBI

Submitted as partial fulfilment of the requirements to get Undergraduate Degree (S.1) in English Education

NAME: HERIANI

NIM: TE. 161732

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

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To, Dean Faculty of Education and Teacher Training

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OFFICIAL NOTE

Assalamualaikum Wr. Wb.

After reading, giving, guidance and fixing necessary, we agree that this thesis by:

Name : Heriani

NIM : TE.161732

Title : **Using Animation Video to Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi**

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Thus, we hope this thesis will be useful foe education, religion and nation

WassalamuaalaikumWr. Wb.

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Day : Wednesday
Date : 08 September 2021
Time : 09.00-10.00 WIB
Name : Heriani
Place : Online (Aplikasi Zoom) Student's Number : TE.161732
Title :"Using Animation Video to Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi"

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

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ORIGINAL THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled "**Using Animation Video to Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi**"

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, ethics, of scientific writing.

If this thesis is not original or result of plagiarism from the other thesis, I will be ready to be responsible this and get punishment based on the rule of Education and Teacher Training Faculty of the state Islamic University Sulthan Thaha Saifuddin Jambi. Therefore, in writing this thesis statement I am in good health and mind.

Jambi, August 2021

The Researcher

Heriani

TE.161732

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DEDICATION

Alhamdulillahirabbil'alamin. In the name of Allah SWT, as the creator of this world and life who still give the change to me to breath until this moment, for the blessing and merciful, (praise to Allah). Therefore, I can finish this thesis well. I would like to dedicated to: My parents, my beloved father "Usman" and my beloved mother "Siti Rugaya" who always give me everlasting love, guidance, motivation, and supporting me to finish this thesis and then never stop praying for my success in the future with their endless love, accompanies, support, guide and love me.

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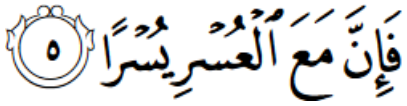
MOTTO



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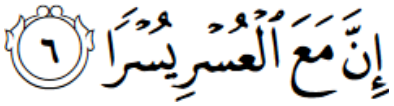

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The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following patties and their contribution :

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2. Dr. Hj. Fadlilah, M.Pd as the Dean of Faculty of Education and Teacher Training of The State Islamic University of Sulthan Thaha Saifuddin Jambi.
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6. Juliana Mesalina, M.Pd as my second advisor, thank you for your guidance
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9. Hikmah Oktarini, S.S as an English Teacher and all students VIII A&B in SMP Muhammadiyah 1 Kota Jambi.

It is expected that this thesis will give contribution to the Students of English Education Program especially in learning process. Then, the researcher realized that this thesis is still far from being perfect.

For that reason, the researcher hopes constructive critics and suggestion from readers for the perfection of this thesis. May Allah SWT always gives guidance and blessing to us *Amin Ya Rabbal Alamin.*

Jambi, 2021

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ABSTRACT

Name : Heriani

Student ID : TE.161732

Major : English Education Program

Title : Using Animation Video to Teach Listening Skill at Junior High School Muhammadiyah 1 Kota Jambi

This study was aimed to find out whether any significant effect of using animation video between before and after giving treatment in the experimental class. This research used quasi experimental design with pre-test and post-test design. The population of this research was the eight grade student at SMP Muhammadiyah 1 Kota Jambi. The sample of this research divided into two classes, they were experimental and control class. The experimental class was taught by using animation video as media, meanwhile control class just using audio. Before giving the treatment, the students of both classes were given a pre-test to know their ability in listening comprehension. The instrument of this test was multiple choice that consist of 25 questions. After the data were collected, the researcher used t-test analysis with siginficance level **α = 0,05** to see the significant differences between two variables. The result of post-test mean score **74,67** for experimental class and **62,5** for control class. It concludes that the Research Hypothesis (H1) was accepted where there is a significant effect and significant difference on students' listening skills that are taught by using animation videos.

Keyword: Animation Videos,Recount text, Listening, Experimental

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ABSTRAK

Nama : Heriani

NIM : TE. 161732

Program Studi : Pendidikan Bahasa Inggris

Judul : Menggunakan Video Animasi Untuk Mengajar Kemampuan Mendengarkan di SMP Muhammadiyah 1 Kota Jambi.

Penelitian ini bertujuan untuk menemukan apakah ada perbedaan yang signifikan antara sebelum dan sesudah diberikan perlakuan menggunakan video animasi dalam pembelajaran menyimak di kelas eksperimen. Penelitian ini menggunakan desain quasi eksperimental dengan desain pre-test dan post-test. Populasi penelitian adalah siswa kelas delapan di SMP Muhammadiyah 1 Kota Jambi. Sampel dibagi menjadi dua kelas, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diajarkan dengan menggunakan video animasi sebagai media, sedangkan kelas kontrol hanya menggunakan audio. Sebelum memberikan perlakuan, para siswa dari kedua kelas tersebut diberikan tes awal untuk mengetahui kemampuan mereka dalam pemahaman menyimak. Pertanyaan tes untuk beberapa pertanyaan terdiri dari 25 pertanyaan. Setelah data dikumpulkan, peneliti menggunakan analisis uji-t dengan tingkat signifikansi **α = 0,05** untuk melihat perbedaan yang signifikan antara dua variabel. Hasil nilai rata-rata post-test adalah **74,67** untuk kelas eksperimen dan **62,5** untuk kelas kontrol. Dapat disimpulkan bahwa Hipotesis Penelitian (H1) diterima di mana ada efek signifikan dan perbedaan sigifikan pada keterampilan menyimak siswa yang diajarkan dengan menggunakan video animasi.

Kata kunci: Video Animasi,Teks Recount, Menyimak, Eksperimental

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CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is very important in communicating with others. According to Feyten in Vasiljevic (2010:41) listening is used more than 45% in communication, which clearly shows how important this skill is in overall language ability. In the five respects of learning English, listening, speaking, reading, writing and translating, which respresent university students' general ability of English, listening is the most important. Listening need more attention and concentration to comprehend the sound.

Harmer (2007) suggests that listening is good for our students' pronunciation too, in that the more they heard and they understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds both of individual words and those which blend together in connected speech. Listening to text is good pronunciation models, in other words, and the more students listen, the better they get, not only in understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

As a non english speaking country, learning EFL (English as a Foreign Language) has been challenging subject for Indonesian students at school. Most of students are lack of interested with this subject. Some of student are not pay attention to the teacher. They think that English language too difficult to learn. In learning second language, students face some problems in learning listening skill. According to Adam (2016) student always face is they cannot hear clearly the pronunciation of what a native speaker says on the audio. Moreover, they also do not understand what the speaker is talking about in the

audio. Another reason is the way of teachers in presenting the listening material is boring. Traditionally, teachers only give an audio of native speaker to the students. In addition, the students will answer the questions based on the context in the audio. According Mann (2009), factors why English is a challenge for students is because they are less interested in learning the language. He said why this is happened, it is because the lack of variation in the use of instructional media by the teacher. The lack of creativity and innovative on learning media, makes students feels bored and less motivated when learning English language. In addition, English learning especially in learning skills is still considered difficult by students. In listening skills the teacher still use conventional media. Conventional media reffered to here is verbal communication trough telling words that are one by the teacher. It is also the factors that makes students are not interested and motivatied.

Many Junior High School students have some difficulties in lerning English, especially in Listening skill. Based on the researcher's experience in teacher training program Program Pengalaman Lapangan (PPL), in SMP Muhammadiyah 1 Kota Jambi, the researcher found some problem in learning activities when the teacher explained the subject such as: first, the teacher does not used media to teaching english in part listening skill. It is the problem that made students does not interested and feels bored. The teacher does not used any kind of media. The teacher teaching the students by used conventional way.

In the preliminary study that the researcher did, it was found through the interview that the teacher's methode in teaching listening was mainly reading the text orally. Moreover, the researcher was interview the student, most of the student said that the teacher do not using a media when teaching and learning process, and the effect of that, they can not understand about what the teacher said and they are not interested with the subject.

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Animation Videos not only can improve the students' comprehension in listening but also the other skills. Because the activity consist of reading, writing and speaking. But in this research, the researcher would only focus to know the effect of Animation videos on listening skill.

To get accurate result about the effect and difference of on the student's listening skill the researcher choose the title " **Using Animation Video to Teach Listening Skill At Junior High School Muhammadiyah 1 Kota Jambi in Academic year 2020/2021** "

B. The Research Question

Regarding the identified problems stated previously, the researcher formulated the problem as follows:

1. Is there any significant effect of animation video on student's listening skills?
2. Is there any significant difference on students listening profiency between the student taught by using animation video and those who are not?

C. The Objective of the Research

At the end of the research, the researcher tried to find out whether or not there is significant effect of animation video on student's listening skills and significant difference in the listening ability between the eighth grade students of the junior high school who were taught by using video and those who were not.

D. The Limitation of The Research

In this research, the researcher focused on the effect of Using Animation Videos in English Teahing on Student Listening Skill. The subject on this research was limited for grade eight students. The topic for this research use recount text. The research want to know animation videos has an effect or not.

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E. The Significance of The Study

The findings of this research will hopefully give some contributions to these following parties:

1. This result of study is expected to give a contribution to the English teachers to improve teaching Listening using video.
2. This study is expected to raise students' motivation in learning English, especially in Listening.
3. To other researchers, the findings of this research are expected to give valuable contribution and information on using video in the English teaching-learning process.

F. The Definition of Key Terms

To avoid misunderstanding, there are some terms which need further detail to be explained. The tems are Animation video in Teaching Listening.

a. Animation video

Animation media is media that can be seen and listened. Animation can called as audio visual media because animation produce sound and picture moving.

b. Listening

Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Definion of Media

1. Overview Media

In global era, media technology is important since it has been a good way in doing communication. It can be seen from children until adult had ever used the media to help them in their daily activity. According to David (2003), this part of technology took the important role to all of the modern people since the meaning of the technology itself. Media are the center of everyone needs in their life such as press, radio, and also advertising.

The role of media have been seen since the use of technology that is used to help our work in our daily activities. The kinds of media can be found in many forms in order to some definitions about the using of the media itself. Media in a wide range, the other useful sub media that is always used in our daily life is called as multimedia which is the term of multimedia itself is the root of media technology.

Media is one of the main factors that can influence the effectiveness of teaching and learning activities of listening. Chapelle (2003 in Priajana, 2011) reviewed some theories and studies about the use of technology on instructed second language learning. He stated that technology has implications and might most effectively be used in language teaching. Generally, the use of the technology as a teaching aid is mainly aimed at increasing teaching process to be more motivating and appealing for students. It is relevant to Bhavard (2009) who says that technology might offer a lot of options which can be

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used not only to make teaching interesting but also to make teaching more effective and productive in terms of students' improvement. In line with the statement, the teacher can use media such as cassettes, tape recorder, MP3 player, etc that can be categorized as audio media to teach listening activity and television, animation clips, videos, films, etc. which can be categorized as audio-visual media.

Technology could be applied in English teaching and learning process, for example animation videos. Animation video are chosen because they provide moving pictures and sound. They will be more interesting than audio media which provide sound only. Multimedia is one of common media that always appears in our daily life is multimedia technology. According to Usha & Mishra (2003), multimedia means a mix explanation from a variety of mass media such as print, audio, and video. Multimedia comes from computer which includes hardware and software and produces the useful mass scale.

Media is every tool to convey information or messages from one place to another place. In general, "media" refers to various means of communication. For example, television, radio, and the newspaper are different types of media. Media is the plural form of medium, which describes any channel of communication. This can include anything from printed paper to digital data, and encompasses art, news, educational content and numerous other forms of information. The meaning of media aimed at something that delivers information (massage) between message sender and receiver.

Based on the definition above, media is a tool that can be used to obtain and provide information. In the other word media, media is all aids or tool that give information from another source such us television, computer, newspaper and also human as mediator who can give information too.

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2. Kinds of Media

According to Susanti and Zulfiana (2016), media is divide into 3 kinds there are visual media, audio media and visual-audio media.

a. Visual Media

Visual media is a tool or learning resource that contains of messages, information, especially on learning material, which is presented in an interesting and creative manner and applied using the sense of sight. So this visual media cannot be used for the public, more precisely this media cannot be used by blind people. Because this media can only be used with a sense of vision.

b. Audio Media

Media Audio is or hearing media is a type of learning media or learning resource that contains of messages or subject matter that are presented in an interesting and creative way and are applied using only the senses of hearing. Because this media is only sound.

c. Visual-audio Media

Visual-audio media are media that have sound elements and elements picture. This type of media consists of the first media is silent audiovisual media, namely media that displays sounds and images such as sound slides, sound frame films, and sound prints. While the second media is audiovisual media motion, which is media that can display elements of sound and images that move like sound films and video cassettes (Djamarah and Zain 2006: 124).

3. Media in Teaching

For this modern age, media have become one of the important and useful things in helping some activities in our daily life. Multimedia teaching refers to use of any computer software or application such as films, colors,

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animations, etc. It is one of the techniques to improving the students' meets the academic needs and helps them developing English language skills is providing multimedia during the process of teaching and learning in the classroom. Multimedia learning systems offer a potentially venue for improving student understanding about language.

Teaching is an effort to create an environment that allows the learning to take place. An environmental system consists of components that influence each other such as instructional object to be achieved, the material being taught, the teacher and students in the classroom, teaching methods, and the source of learning and media. Media can be found in schools, universities, offices, and some other important fields. Especially for education field, media can be a good way in teaching learning activities in the classroom.

The use of media in teaching learning process can help teachers to create learning situation effectively. According to Wright (1976:1) cited in Cakir (2006:67) said that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, videos provide important learning opportunities to students working in a second language.

Learning a foreign language is more difficult than learning a national language or mother tongue, because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and cultural background of the language. So, the use of media is expected to facilitate the students to learn English language skills, which consist of listening, speaking, reading and writing skill. The students should master the four language skills so that they can use English both in active and passive form.

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B. Animation

Animation media is media that can be seen and listened. Animation can called as audio visual media because animation produce sound and picture moving. The researcher is trying to use this kind of alternative media in listening activity by using animation video to help the students improve their ability in listening skill. Animation video is a strategy in helping students to comprehend and easy to adopt the material. Students are able to comprehend the information contained from the listening activity. Rost (2002) who stated "the use of videos as teaching media in teaching listening comprehension can provides learners with rich-content contexts with the instruction of authentic language, learners can be motivated and their listening ability is possibly to be improved". Animation video is the rapid display of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement (Taylor 1996).

Animation is a process to show the movement of pictures in the right arrangement to create a moving illusion. The pictures can be as hand pictures, computer, and also the object of three dimensions pictures. While according to David (2003), animation is a part of art that is come from everywhere and produced by someone who works in a particular studio company or just an individual project. In addition, we can watch it in the cinema or just in our phone. All in all, the animation is a process of how the pictures move in creating the illusion or make the pictures look like moving in two dimensions or three dimensions form.

1. Types of Animation

Most people call animation as cartoon, beside that some of them only knows that animation is a part of movies. Here, there are some explanations about some types of animation itself in order to emphasize what the actual of

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animation. As cited from the internet, Student World says that there are three types of animation, they are traditional animation, stop motion and computer animation.

a. Traditional Animation

Traditional animation which involves drawing for every frame in the film by using hand. After all of the pictures has been completed and full of color, they can be taken by camera or scanned to the computer and engaged to be one in film with the sound. This process really takes a long time because it needs to create 24 pictures per second.

b. Stop Motion

In this process, the animators try to manipulate and photograph the object in one motion and frame at the same time. The objects can be everything, start from the clay, paper cut, and others. Some stop motion films use real people which take a particular pose in order to fulfill the frame. After take the objects, the pictures will transfer to film and combine with sound to get the complete result.

c. Computer Animation

Animators can use software from computer to make a film and a model which is quicker rather than just use the traditional method. The characters and the objects which they made can be two dimensions or three dimensions and the processes of both types are totally different.

In this reseacrh the researcher is interested to choose computer animation as her research. Computer animation according to the researcher will help the teacher to make process of teaching and learning more interesting. And for the students, it will help student to be more focus on the learning process.

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2. The Role of Animation in Teaching

Videos are applied as media in teaching in the classroom which have been more and more popular in the teachers' and students' environment. As the example of using media which involves videos as the main media are movies, animation, moving pictures, and so on. The role of animation in teaching learning activities has been a good way in teaching using media. Animation videos are the right choice for teachers who need to attract students' attention when teaching and learning activities are running in the classroom.

The animation has a power to get the attention from people in some hours when they work in group without any boredom. In addition, animation is very useful for them in order to gain their interest in their classroom. Most of people believe that animation can help the students easier to comprehend the material since it has been interesting media in the classroom. It also helps the teachers to explain the material easily to make their students understand the material.

Logi (2014), pointed out the using of animation video can avoid the students' boredom during teaching listening. He stated on his research that the students' will be interested and happy to listen through this media rather than just listen to the audio.

C. Advantages and Disadvantages using Animation Videos in Teaching

In general, the use of animation videos in teaching is to help students or teachers in order to explain or to catch the material in the classroom easily. It also can attract the students' attention when the material is explained by the teacher since the animation videos are the interesting media for both of them. Of course, there are some advantages and disadvantages in using animation videos in teaching learning activities. It explains more detail on the next section.

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1. The Advantages of Using Animation

Video Animation videos are animated moving picture that is very useful in teaching learning process. According to Harmer (2001), the use of videos in the classroom looks like listening with the moving picture. He stated that there are some advantages in using videos in teaching learning activities in the classroom.

One of advantages in using videos is that learners not only hear the sound, but they can also see the pictures, for example, the general meaning and mood are delivered through the expression, gesture, and also the other vital clues in the videos. The use of videos can make the student look the other situation, not only in the classroom, for example they watch a video about kinds of food in other countries. When students use a video camera to make a video, they can create something memorable and enjoyable, and it can stimulate their creativity in using media and multimedia. The last is motivation. The real advantage by using video in teaching learning activities is that videos can make students more interest in learning. It can increase the level of their interest when they watch videos.

2. The Disadvantages of Using Animation Video

There are also some weaknesses or disadvantages in using animation videos that must be known by teachers. According to Harmer (2001), when someone want to use videos in the classroom, they have to be aware of some problems within.

The “nothing new” syndrome is the first problem here. If we just use a video which is the replication video from television, it makes students not really interesting with the video. We have to provide the video activity which involves

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the uniqueness and interesting material to make the student more enthusiast in the classroom.

The second is called as poor quality tapes and disks. The poor quality tapes and disk make the students not really engaged in following the study. When we decide to choose the videos, we have to judge about the quality of tapes and disk or material in using videos.

The last if the video is quite longer, it causes the students who participate in the classroom will sleep and get boring or event they will lost concentration in following the material, especially if the video only contains full of text which is not interesting media rather than cartoon, moving picture, and so on.

D. Animation Videos in Teaching Listening Skills

According to Harmer (2001) in his book about How to Teach English, almost for everything he said about listening will be applied into media video, too. Choose the right video material which is apropriate with the students' grade and interest. Do not make them too difficult or too easy, they may not be motivated when learning English, especially in terms of listening skills. Harmer also states that video is richer than audio tape, because speakers can be seen, their body movements give clues as to meaning, and so on. He also argues that some teachers think that video is not really useful for teaching listening.

The use of animation videos in teaching listening is more useful because it can attract students' attention. The use of animation video is more effective rather than just the audio tape.

E. The Effect of Using Animation Video in Teaching Learning Process

By using animation videos the student can easily get information of the study that is given by the teacher in the classroom. As an interesting

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media, the animation video can create the new ways in learning English in the class. Animation can stimulate the student to develop the effective skills and practice interactive activities. In order to get information, the students can get the benefits from the video easily. The process of getting information itself is supported by the teacher.

F. The Nature of Listening

There are many definitions to define what is listening. First listening is anactive, purposeful processing of making sense of what we hear (Helgsen, 2003). Rost (2002) states that listening is mental process of constructing meaning from spoken input.

Brown (2001) states that in classroom, students always do more listening than speaking, listening competence is universally “large”than speaking competence. It means that llistening consiered as a major component of language learning and teaching. Listening consumes more time than other facets of language skill in our daily life .

According to Harmer (2001), he stated that listening as the spoken English which is taught using taped material and the aims of the listening itself is to make this students more easily to catch the material that is not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress.

Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos. Listening is an ability to get and translate the meaning based on what the speaker says with the right understanding about the topic in the communication.

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Listening is not similar with hearing. The term of listening is the key of communication to each other and has been an important way in our daily life.

G. Teaching Listening in Foreign Language for Junior High School Student

1. Types of Listening Activities

In creating a successful listening, it is very important to expose a variety of listening activities to the students. Brown (2000) describes listening aactivities as follows.

a. Reactive: It requires little meaningful processing. The role of listener as merely a "tape recorder" must be very limited. The only role that reactive listening can play in an interactive classroom is individual drills that focus on pronunciation.

b. Intensive: It focuses on components (phonemes, words, intonation, discourse markers, etc.) in its requirement that students single out certain elements of spoken language. It includes the bottom-up skills that are important at all levels of proficiency.

c. Responsive: A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

d. Selective: Its purpose is not to look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information.

e. Extensive: Its purpose is to develop a top-down, global understanding of spoken language.

f. Interactive: This listening activity can include all five of the above types as learners actively participate in discussions, role-plays, and other pair and

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group work. It must be integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

H. Models of listening process

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

a. Bottom-up processes

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. According to this model, therefore, the different types of knowledge necessary in the listening process are applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information.

b. Top-down processes

Top-down models emphasize the use of previous knowledge in processing text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

c. Interactive processing

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This

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we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

I. Teaching listening

According to Harmer taken by Machackova (2009) there are some strategies in teaching listening.

a. Use textbooks

This guiding student, show them how to work with their textbooks.

b. Use communicative approach

Teacher should try to discourage students from using the mother tongue.

c. Read for the gist

Teacher has to explain and show their students how to deal with the texts.

d. Deal with unfamiliar vocabulary

Teachers are supposed to provide their learners with the suitable context.

e. Use dictionaries

Teachers ought to explain how to make the best use of them.

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According to Flowerdew and Miller taken by Machackova (2009) learning strategies are distinguished as:

a. Meta cognitive strategy

Meta cognitive strategy can be described as strategies that are used by the learners to organize, monitor and evaluate their learning process.

b. Cognitive strategy

Cognitive strategy is the ways that the students use to acquire the language.

c. Socio affective strategy

Socio affective strategies are the processes in which students employ others to improve their learning.

J. Parts of listening

According to Wei (2012), there are three parts of listening.

1) Pre-listening

In real-life situations, it is rare that people listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students‟ listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students‟ interest, and activate students‟ current background knowledge on the topic. Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge.

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2) While-listening

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

3) Post-listening

Post- listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary.

K. Relevant Studies

There are several research that have been done by researchers which relevant with this study. First, Muzzamir (2016) The Effect of Using Animation Videos in Teaching Listening Skill: An Experimental Study at SMAN 10 Batanghari Grade x Academic Year 2016/2017. The result of his study is that after he concucted his study, he found that using animation videos is better rather than just the using of conventional ways. It can conclude that the research hypothesis is accepted.

There are some similarities and differences between this research and Muzzamir. This research use animation videos and Muzammir used the same media. In this research, the resercearch use Total Sampling and in the Muzzamir he used Cluster Random Sampling. Another differences between this research and Muzzamir is, this research will be conducted in junior high school and Muzzamir was conducted his researcher in senior high school.

Second, (Dewi: 2010), the finding of the study shown that the use of video strategy was effective to improve students' listening of oral narrative text skill.

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The evidence explained by the result of the statistical counting. The conclusion of her study showed the writer finds that the mean of the scores of the experimental group is higher than the control group. The mean of the scores of the experimental group is 6.05, while the mean of the scores of control group is 5.48. The mean difference between them is 0.57. Thus, the result of the research study implies that video is effective to be applied in teaching listening of oral narrative text. It was conclude that using video technique is an effective way in teaching listening to junior high school, especially for eighth grade of students at SMPN Sawit Boyolali.

The similarities and the differences between this reseach and Dewi. First similarities, both of this research conduct this research in Junior high school and use eight grade students of her research. Second, the differences, this research use animation video as media to improve the listening skill, and Dewi's used videos as the media of her study.

Those research used experimental research as the methode for solving the problems. Those materials are needed to help students in increasing their interest toward English.

Based on the explanation above, the research is interested in investigating the study in tittle "USING ANIMATION VIDEO TO TEACH LISTENING SKILL AT JUNIOR HIGH SCHOOL MUHAMMADIYAH 1 KOTA JAMBI"

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CHAPTER III

RESEARCH METHOD

This chapter discussed about the research method. The research method is the way how the researcher gets the results of the study. The research method that use in conducting this research are research setting, research design, population and sample, technique of data collection, the validity and reliability of the data, and technique of data analysis.

A. Research Setting

This research will be conducted in SMP Muhammadiyah 1 Kota Jambi. The reason for choosing the school because the researcher found that the students' listening still low. There are seven of classes at SMP Muhammadiyah 1 Kota Jambi. Grade seven has two class, grade eight also two class and the ninth grade three class. Each classes has twenty five until thirty students because of social distancing covid19 rule of the school divide class 2 shift each shift just fourteen-fiveteen students.

B. Research Design

The research is a quantitative research. In this research, The experimental is group X and the control is group Y, they were selected without random assignment. According to Creswell (2014:13) that quasi-experimental design itself can be defined as a form of experimental process in which individuals are not randomly assigned to groups. The experimental is group A and the control is group B, they are selected without random assignment. Both groups take pre-test and post-test. Only the experimental group receives the treatment. To achieve the purpose of the study, two groups

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assigned as the participants of the study an experimental group and a control group. The design from Creswell about pre-test and post-test group design is explained on the table below.

Table 3.1 ***The Research Design***

Class	Pre-test	Treatment	Post-test
Experimental	Y_1	X	Y_2
Control	Y_3		Y_4

(Adapted from Creswell, 2012)

Note :

Y_1 : Pre-test of experimental class

Y_2 : Post-test of experimental class

X : Treatment in the experimental class

Y_3 : Pre-test of control class

Y_4 : Post-test of control class

C. Population and Sample

1. Population

According to Sugiyono(2017 :117) Population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion. Based on the definition above, The population of this research is eight grade students of SMP MUHAMMADIYAH 1 KOTA JAMBI.

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Table 3.2 ***Total of Population class VIII***

No	Class	POPULATION
1	VIIIA	15
2	VIIIB	14
TOTAL		29

2. Sample

The sample is a subgroup of the target population that is planned to studied by the researcher to generalize about the target population (Creswell, 2015: 288). In this research, the researcher used Total Sampling . "Total Sampling is a sample selection technique if all members of the population are used as samples". (Sugiyono, 2017, p.124).

Based on the explanation from the technique sampling above, The researcher choose class VIIIA and VIIIB SMP Muhammadiyah 1 Kota Jambi. Class VIIIA was experimental class and VIII B was control class.VIIIA has 14 students and for class VIIIB has 15 Students, the total sample of this research were 29 students.

D. Technique of Data Collection

There are a variety of techniques that can be used to collect data in a quantitative research study. In this research, the researcher used test and documentation.

1. Test

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According to Brown (2004:3), test is method of measuring person's ability, knowledge or performance in a given domain. In the testing listening, the student must ask to answer the questions relating the listening audio as many 25 questions to know students based on the animation video that has been show the sources of the videos from youtube created by Shandra gholi putri. Test is a formal, systematic procedure for gathering information. The researcher use test to get data score of students listening skill after and before taught using Animation video Airaisa (2008:9).

E. The Validity and Reliability of the Data

1. Validity

According to Brown (2004:22), Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the assessment. There are some various types of validity, construct validity, criterion related validity.

Validity is construct validity occurs when the theoretical constructs of cause and effect accurately represent the real-world situation they are intended to model. This is related to how well the experiment is operationalized.

Validity is a characteristic based on the reasonableness of inferences drawn from a set of scores. Evidence is gathered to support an argument that the inferences are reasonable. Inference are valid or invalid; tests or instruments are not (McMillan and Schumacher, 2010:185).

Every test should be as valid as possible. The content validity is the degree to which a test measures an intended content area. To examine the validity, the test items are measure by using Biserial poin the correlation formula as follows:

$$r_{pbi} = \frac{M_p - M_t}{SD_t}\sqrt{\frac{P}{q}}$$

Notes :

r_{pbi} = Coeficient of correlation biserial point

M_p = Mean score from the subjects that answer correctly

M_t = Total mean score

p = The proportion of subject who answer the item correctly

q = 1 – p

SD = Standard Deviation

2. Reliability

Reliability is reffering to the consistency of scores obtain by consistent they are for any other individual. Problem the reliability demonstrated in a sense that any instrument is reliable for use as a means of collecting data because the instrument is good and the coefficient reliability is match In this case the researcher will calculated with conventional way. To examine the reliability, the test items are measured by using Kuder Richardson KR-21 formula as follows :

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right)$$

(Arikunto S, 2006:184)

Notes :

r_{11} = The reliability of the test

n = The number of the test items

p = The proportion of test takers who pass the items

q = The proportion of test takers who fail the items

$\sum pq$ = The amount of multiplication between p and q

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s^2 = the variance of the total test scores

To determine reliability of the test item, the researcher use table below :

Table 3.3 ***The Level of Reliability***

Coefficient (r11)	Criteria
R11<0,20	Very low reliability
0,20-0,40	Low reliability
0,40-0,60	Medium reliability
0,60-0,80	Strong reliability
0,80-1,00	Reliability is very strong

(Arikunto S, 2006: 276)

a. Technique of Data Analysis

In analyzing the data, the researcher will use score of pre-test and posttest of experimental as weel as and control group. In order to find out whether there is significant effect of using animation video the data use requirement test before. It consist of normality test, homogenity test, and t-test.

1. Normality Test

Normality test was use to know whether the data have normal distribution or not. In order to test the normality, the researcher use Chi Square. The purpose of normality test to know whether the instrumenst of

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the research that use had normal distribution or not. The researcher test normality of test by using microsofft excel and count it manually. The criteria for acceptance of the testing as follow:

$$x^2 = \sum_{i-1}^{K} \frac{(fo - fe)^2}{fe}$$

Notes :

x^2 = Chi-square values

$oi = f_o$ = Observe frequency (empirical frequency)\

$ei - fe$ = Expect frequency

Variable is said to be normal distribution if fulfill the following criteria :

If $x^2_{\text{count}} > x^2_{\text{table,}}$ then H_0 reject is significant

If $x^2_{\text{count}} < x^2_{\text{table,}}$ then H_0 accept is no significant

2. Homogenity test

Homogenity test done to know the variance in population of research homogenity or not. Homogenity test to measure the data of the population homogenity or not. In this research the researcher use statistical computation test by using Microsoft Excel or manual. If probability > 0.05 it means the data is normally distribute. Conversely if the value is < 0.05 then the data is not normally distribute. The criteria for acceptance or rejection of homogenity test as follow:

1). If $f_{\text{obtained}} \leq f_{\text{table}}$ then the data reject

2). If $f_{\text{obtained}} \geq f_{\text{table}}$ then the data accept

The homogenity test is used following formula below :

$$F_{\text{count}} = \frac{the\ bigger\ variance}{the\ smallest\ variance}$$

Compare the value f_{count} with f_{table} formula :

$DK_{\text{numerator}}$ = N-1 (the bigger variance) and $dk_{\text{denominator}}$ = N-1 (the smallest variance)

3. T-test

In this part, the researcher will calculate the data by sample t-test. There is independent sample t-test. The independent sample t-test is use the compare the means of one variable for two group of cases (Taniredja,2014:38)

a. Paired sample t-test

According to Sugiyono (2013:179), the formula of paired sample t-test is express as follows :

$$t_{o} = \frac{M_D}{SE_{MD}} \pi r^2$$

Notes:

M_D = Mean of different arithmetic average second of different or the different between the score of variable I and II

SE_{MD} = Standart error of mean the different

b. Independent sample t-test

According to Sudjiono (2000:297) in Diktat statistic pendidikan (2016:55), the formula of indipendent sample t-test is express as follow :

$$t_{0} = \frac{M_1 - M_2}{SE_{M1-M2}}$$

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Notes :

t_0 = 't' test

M_1 = Mean of experimental class

M_2 = Mean of control class

$SE_{M_1-M_2}$ = Standard error

the following are the criteria for determining the t-test decision.

If $t_0 \geq t_t$ then H_0 = reject

If $t_0 \leq t_t$ then H_0 = accept

b. Statistical Hypothesis

The researcher founds four hypotheses that had been tested in this research. They are called as Null Hypothesis (Ho) and Research Hypothesis (Ha).

Ho_1 = there is no difference of listening profiency between the students who are taught by using animation video and the students who are not taught by using animation video

Ha_1 = there is difference of listening profiency between the students who are taught by using animation video and the students who are not taught by using animation video

Ho_2 = there is no effect of animation video on student listening skills

Ha_2 = there is effect of animation video on student listening skills

c. Schedule of Research

d.	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul
Pre Observation	■									
Title Consultation			■							
Observation				■						
Proposal Draft				■	■	■				
Proposal Draft Seminar							■			
Data Collection							■	■		

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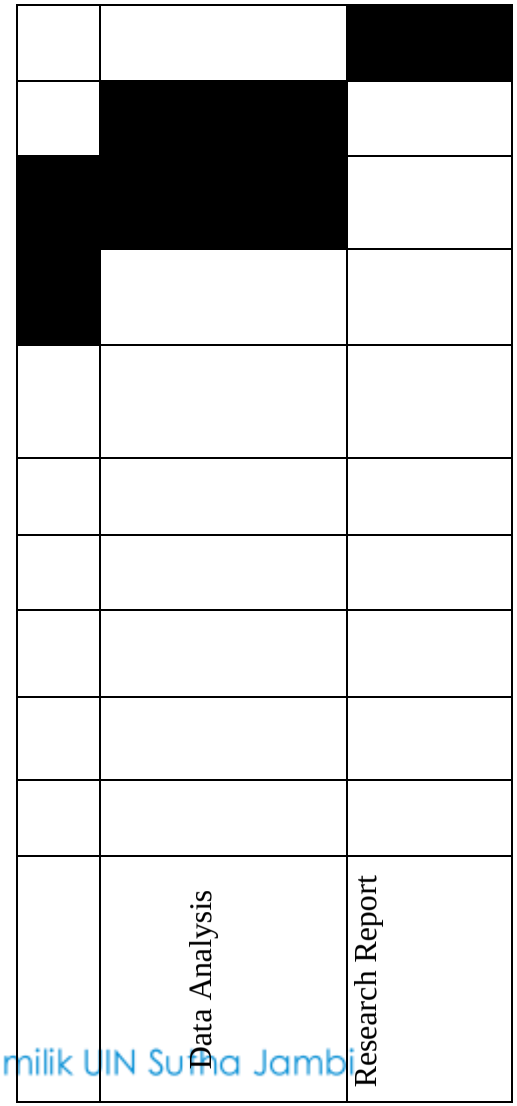

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CHAPTER IV

RESERCH FINDING AND DISCUSSION

This chapter describe about the finding of the research that include description of data, statistical analysis of the test and discussion.

A. Finding of The Study

This research was conducted by using Animation video an experimental research. There were two groups in this research, namely experimental and control group. The treatment and the post test were given after the treatment. The researcher gave the treatment to students in the experimental group by Animation video while control group without Animtion video.

1. The Description of Data

Here the researcher presents the data had got from the subject of the study. The subjects of the research were 29 students of the second grade students of SMP Muhammadiyah 1 Kota Jambi. The data were gotten from students' score in listening test before and after being taught by using animation video in experimental class and the listening score in control class by using conventional way. After the researcher got the data, the researcher analyzed the data. The purposes of this research was to find out is there any signifficant effect of using animation videos in teaching English listening skill and to find out is there any difference of listening achievement between the students who are taught by using animation video and the students who are not taught by using animation video. In this section the researcher explained the frequencies, percentage and means score of the test based on the result of the test before and after treatment in both of the class. The criteria of the score used in the result can be seen in table below.

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Table 4.1 Score Criteria

No.	Interval	Criteria
1.	89 up to 100	A
2.	77 up to 88	B
3.	65 up to 76	C
4.	≥65	D

Source : Score interval criteria junior high school muhammadiyah 1 kota jambi

Table 4.2 Score Recapitulation of *Experimental Class*

Information	Pre-test	Post-test
Lowest Score	40	55
Highest Score	75	90
Mean	58	74,67

The experimental class consisted of 15 students. Before conduct the research, the researcher gave the pre-test for this class. The question of the test consisted of 25 items. For this pre-test the researcher just used audio as the media. The score achieved by this class before the treatment were 40 for the lowest score, 75 for the highest score, and 58 for the mean score. The students who got fourty are two students , fifty are two students, fifty-five are three students, sixty are three studens, sixty-five are three students, and seventy five are two students.

After doing the pre-test, the researcher gave treatment for this class in the next meeting for three times. Then the researcher

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gave the student post-test with the same questions in pre-test. The media that used during treatment and post-test was animation video. The score achieved by this class was 55 for the lowest score, 90 for the highest score and 74,67 for the mean. The students who got fifty-five one student, sixty are two students, sixty-five one students, seventy are two students, seventy-five are four students, eighty-five are two students, ninety are three students.

To find out the interval class for the post-test data, the researcher used formula that is total class = 1+ 3,3 (log n), which means the total of sample in one class. From the calculation it is known that n=15, it means that 1 + 3,3 (log 15) = 7,5 can be rounded 8. So, the interval distribution of the post-test can be seen below.

Table 4.3 Interval Distribution for Post-test Experimental class

No	Interval	frequency
1.	87-95	3
2.	79-86	2
3.	71-78	4
4.	63-70	3
5.	55-62	3
	N	15

1) Range

R= H-L +1

= 90-55 + 1

= 35+1

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=36

2) Class Boundaries

K= 1 + 3,3 log(n)

= 1 + 3,3 × log 15

= 1 + 3,3 × 1,2

= 1 + 3,96

= 4,96 » 5

3) Interval

I = $\frac{R}{K}$

= $\frac{36}{5}$ = 7,2 » 8

4) Mean

× =$\frac{\sum \times}{N}$

= $\frac{1110}{15}$ = 74, 67

5) Median = 75

6) Modus = 75

7) Standard Deviasi

$SD_X = \frac{\sqrt{\sum X2}}{N}$

$= \frac{\sqrt{1873,336}}{15}$

$= \sqrt{124,8891}$

= 11,18

8) Standard error

$SE_{Mx} = \frac{SDx}{\sqrt{n-1}}$

$= \frac{11,18}{15-1}$

$= \frac{11,18}{\sqrt{14}}$

$= \frac{11,18}{4,123}$

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= 2,71

Based on the table distribution frequency of the post-test on students' listening skill at SMP MUHAMMADIYAH 1 Kota Jambi the difference score can be seen in the diagram chart below.

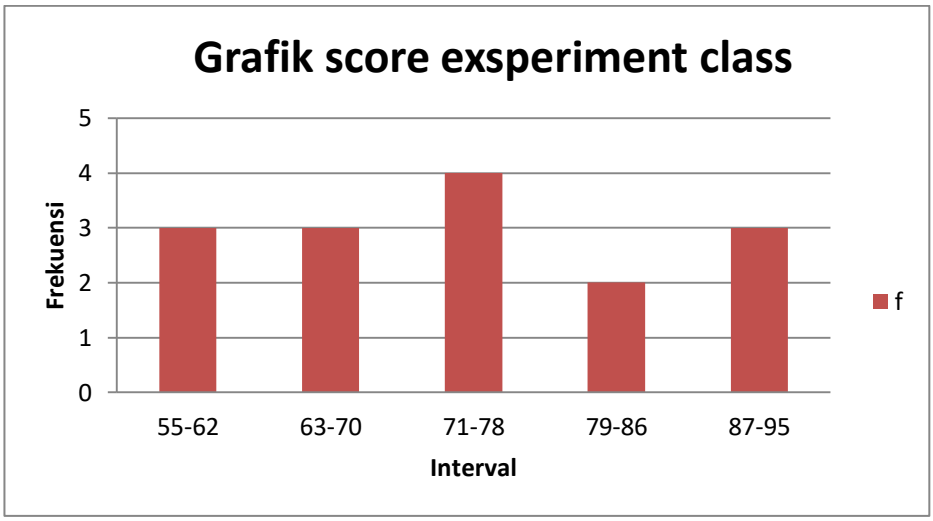

Table 4.4. Score Recapitulation of *Control Class*

Information	Pre-test	Post-test
Lowest Score	40	50
Highest Score	70	85
Mean	52,3	62,5

The control class consisted of 14 students. Before conduct the research, the researcher gave the pre-test for this class. The question of the test consisted of 25 items. For this pre-test the researcher used audio as the media. The score achieved by this class before the treatment were 40 for the lowest score, 70 for the highest score, and the 52,3 for the mean score. The students who got fourty are two students , fifty are three students, fifty-five one

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students, sixty are two students, sixty-five are four students and seventy are two students.

After doing the pre-test the next day the researcher gave treatment for this class, and after conducting the treatment for three times the researcher gave the student post-test with the same questions in pre-test. The media that used during treatment and post-test was audio. The score achieved after the treatment was improve. The score achieved by this class was 50 for the lowest score, 85 for the highest score, and 62,5 for the mean score. The students who got fifty are three students, fifty-five are two students, sixty are two students, sixty-five are three students, seventy are two students,seventy-five one student, and eighty-five one student.

To find out the interval class for the post-test data, the researcher used formula that is total class = 1+ 3,3 (log n), which n means the total of sample in one class. From the calculation it is known that n=14, it means that 1 + 3,3 (log 14) = can be rounded 8. So, the interval distribution of the post-test can be seen below.

Table 4.5 Interval Distribution for Post-test Control class

No	Interval	Frequency
1.	82-89	1
2.	74-81	1
3.	66-73	2
4.	58-65	5
5.	50-57	5

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	N	14

1) Range

R = H – L + 1

= 85 – 50 + 1

= 35 + 1

= 36

2) Class Boundaries

K = 1 + 3,3 log(n)

= 1 + 3,3 × 14

= 1 + 3,3 × 1,15

= 1 + 3,80

= 4,80 » 5

3) Interval

$I = \frac{R}{K}$

$= \frac{36}{4,80} = 7,5 » 8$

4) Mean

$\times = \frac{\sum \times}{N}$

$= \frac{875}{14} = 62,5$

5) Median

N = 2n

14 =2n

$N = \frac{14}{2} = 7$

Me = n + (n + 1)

$= \frac{(\text{data to } 7) + (\text{ data to } 8)}{2}$

$= \frac{60+65}{2} = \frac{125}{2} = 62,5$

6) Modus = 50 and 65

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7) Standard Deviasi

$$SD_X = \frac{\sqrt{\sum X2}}{N}$$

$$= \frac{\sqrt{1387,5}}{14}$$

$$= \sqrt{99,10714}$$

$$= 9,96$$

8) Standard error

$$SEMx = \frac{SDx}{\sqrt{n-1}}$$

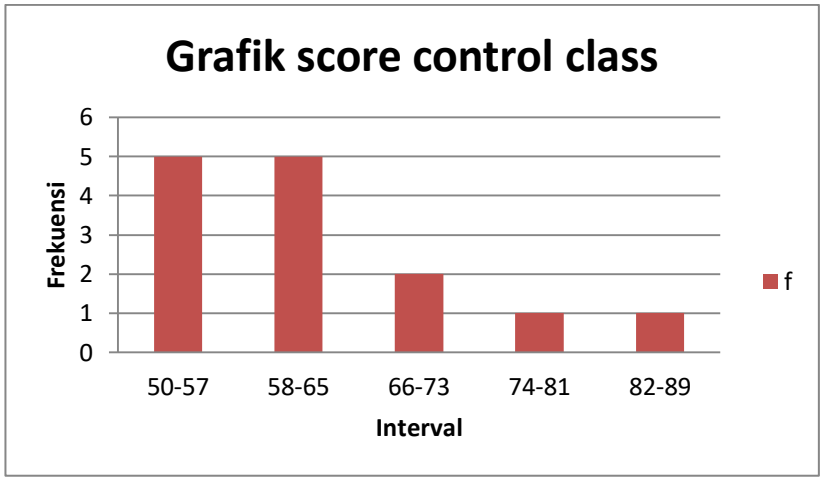
$$= \frac{9,96}{14-1}$$

$$= \frac{9,96}{\sqrt{13}}$$

$$= \frac{9,96}{3,61}$$

$$= 2,76$$

Based on the table distribution frequency of the post-test on students' listening skill at SMP Muhammadiyah 1 Kota Jambi ,the difference score can be seen in the diagram chart below.



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Based on the explanation above, it shows that the students' score in experimental group was higher than student's score in control group, where in post-test experimental group (**74,67**) and the score in post-test control group (**62,5**). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score.

2. Statistical Analysis of The test

a. Validity

Before conducting the research, the instruments of the research try-out was done. It aimed to know the validity and reliability of the test. This was a very important way to do, because the test was used later for post-test which tested the students' listening comprehension in control and experimental classes. It was administered to one class who was not taken as sample of the research; it was given to VIIIA SMP Muhammadiyah 1 Kota Jambi. If robtained > r table, then the instrument or item question is valid. If robtained < r table then the instrument or item question is unvalid. There were 14 students that must follow the test, and also there were 25 items of the test that should be accomplished by the students.The results analysis of the validity of 25 items can be seen in table below.

Tabel 4.6 Score of Validity Test

No. Soal	r_{pbi}	r_{tabel}	Interpretasi
1	0. 194	0,413	**Invalid**
2	0,442	0,413	**Valid**

3	0.622	0,413	**Valid**
4	-0,017	0,413	**Invalid**
5	0. 433	0,413	**Valid**
6	0,459	0,413	**Valid**
7	0. 488	0,413	**Valid**
8	0,424	0,413	**Valid**
9	0. 460	0,413	**Valid**
10	0,017	0,413	**Invalid**
11	0. 170	0,413	**Invalid**
12	0,629	0,413	**Valid**
13	0,475	0,413	**Valid**
14	0,744	0,413	**Valid**
15	0,536	0,413	**Valid**
16	0,666	0,413	**Valid**
17	0,611	0,413	**Valid**
18	0.537	0,413	**Valid**
19	0,614	0,413	**Valid**
20	0,206	0,413	**Invalid**
21	0,530	0,413	**Valid**
22	0,478	0,413	**Valid**

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23	0,764	0,413	**Valid**
24	0,429	0,413	**Valid**
25	0,136	0,413	**Invalid**

Based on calculation of the validity of the questions on 25 items, the item 6 was invalid and 19 item was valid.

b. Reliability

From the table r at a significant level of 5%, the price of r is 0.413, while the calculation result shows that the price of r11 is 0.828. So when rtable compared to rcount will be seen that r count is much greater than rtabel (r count ≥ r table) (0.828 ≥ 0.413). Thus it can be concluded that the test instrument that has been made is reable so that it can be used as a good measurement tool.

c. Normality Test

The normality test was carried out in the experimental class and the control class with a total of 29 students. The normality was employed by uing liliefors test to find out whether or not score that students were obtained normality distributed. The result of the analysis was presented in table below.

Tabel 4.7 Recapitulation of Calculation Results of Post-test Normality Test

Class	N	$\bar{X}$	SD	$L_{obtained}$	L_{table}
Experiment	15	74,66	11,18	0,1547	0,220
Control	14	62,5	9,96	0,1305	0,227

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The normality test calculation exist on Appendix 7.

d. Homogenity

Table 4.8 Recapitulation Homogenity test of post-test in Experiment and Control class

Class	Variance(S^2)	$F_{obtained}$	F_{table}	Decision
Experiment	124,889	1,260	2,55	Homogenity
Control	99,107			

e. Hypothesis Test

M_1 = 74,66

M_2 = 62,5

SE_{M1} = *2,99*

SE_{M2} = *2,76*

1. Calculation of standard error variable X1 with variable X2

$$SE_{M_{1-M_2}} = \sqrt{(SE_{M_1})^2 + (SE_{M_2})^2}$$

$$= \sqrt{(2{,}99)^2 + (2{,}76)^2}$$

$$= \sqrt{8{,}94 + 7{,}62}$$

$$= \sqrt{16{,}56}$$

$$= 4{,}07$$

2. Look for t_0 or "t test", with the formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_{1-M_2}}}$$

$$= \frac{74{,}67 - 62{,}5}{4{,}07}$$

$$= \frac{12{,}17}{4{,}07}$$

$$= 2{,}99$$

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3. Look for an interpretation of t_0 or "t test"

df atau $db = N_1 + N_2 - 2$

$= 15 + 14 - 2$

$= 27$

In the table there is a df value of 27 at the 5% significant level of 2.05 and at a significant level of 1% at 2.77.

"T" obtained in the calculation (t_0 = 2.99) is greater than ttable (both at a significance level of 5% = 2.05 and at a significance level of 1% = 2.77 ie 2.05 < 2.99 > 2.77 thus means H_o is rejected, and H_a is accepted This means that there are significant effect of animation video on student's listening skills and there are significant differences in the results of test analysis between those who use the animation video and those who do not use the animation video.

1. Discussion

This research was done in SMP Muhammadiyah 1 Kota Jambi. The sample were choosen by using Total sampling. The sample of this research were class VIIIA as experimental class and VIIIB as a control class. Based on the analysis, it was found that the class which got the animation videos as the treatment was better than the class without using animation videos. It means that as the class with the treatment, the improvement in experimental class was better than control class. It can be seen from the pre-test and post-test results that were given to both classes.

This research compare or relate to relevant studies dewi (2010)), the finding of her study shown that the use of video strategy was effective to improve students' listening of oral narrative text skill. The evidence explained

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by the result of the statistical counting. The conclusion of her study showed the writer finds that the mean of the scores of the experimental group is higher than the control group. The mean of the scores of the experimental group is 6.05, while the mean of the scores of control group is 5.48. The mean difference between them is 0.57. Thus, the result of the research study implies that video is effective to be applied in teaching listening of oral narrative text. It was conclude that using video technique is an effective way in teaching listening to junior high school. But this research use animation video as media to improve the listening skill, and Dewi's used videos as the media of her study.

Second Muzzamir (2016) The Effect of Using Animation Videos in Teaching Listening Skill: An Experimental Study at SMAN 10 Batanghari Grade x Academic Year 2016/2017. The result of his study is that after he concucted his study, he found that using animation videos is better rather than just the using of conventional ways. This research relate because use animation videos and used the same media, but Muzzamir used Cluster random sampling and this research used total samping to collecting the data.

Animation video can bring a new experience for this class. They were very interesting in animation videos that were given in each meeting. At the first meeting, students were not interesting to the topic of the material that is given that day. They thought that the way researcher convey the material was so boring, and the situation of the class became noisy. They were lost concentration to the material given. But when the researcher said that there was an

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animation video that is related to the topic that day, the student got their attention back to the material. After the animation was showed, they could follow the material and became focus again. They became more enjoy when they tried to get some information from the video. This material was about listening activities, so the animation video was not using any subtitle and the students should take attention to every single detail words that is pronounced by the speaker on the video. The result of the first meeting was good enough. It also ran well until the last meeting. The using of animation video in each meeting could increase the students' ability in listening. After the animation videos were given, the students became more interesting in following the material. So, it concluded that the using of animation itself could improve the students' ability in listening easily.

For control class, the students still had problems as usual when they learn in the class. Because of this class was not given the animation video as the treatment, this class felt there is no a new innovation in learning listening in the class, and the class became very boring. The researcher just taught the student with some usual conventional ways such as listen to audio from the speakers. That was the reason why it made the situation of the class was really boring, so the students did not take attention to much from what speaker says. From the explanation above, the research questions in chapter one are answered. The question in chapter one was "Is there any significant effect of animation video and significant difference on students listening profiency between the student taught by using animation video and those who are not?". The used of

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animation video has an effect in teaching learning procces, before the taught by animation video they less attention in teaching learning procces, and after they tought by animation videos the student more interested with the subject and it makes the score of they subject increased.. This can be seen from the result of post-test in both of groups. The mean score of post-test in experimental class was **74,67** with minimum score was **55** and maximum score was 90. The mean score of post test of control group was **62,5** with minimum score was 50 and maximum score was **85**.

The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if $thet_{observed} > t_{table}$. Based on the results it is estimated that t_0 = 2,99 is greater than t_{table} (either at a significant level of 5% or 1%), 2,05% and 2.77%. Thus there is a significant difference between students' who using animation video and those are not.

To sum up, based on the results of the test, the using of animation video could give effect for students' listening skills. It could be seen from the score after the students were given the animation video. Because of the animation video was a part of media, it also gave the influence to the students in listening skills. Because, by using media, it made students more interested and more engage in learning English.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data of the research, the researcher get the result of the analysis. The research question in chapter one, was answered, it can be seen from the t-test computation, it shows that $\mathbf{t_{obtained} = 2,99 > t_{table} = 2,77}$. It can be seen from difference of the mean score from both classes between post-test score. For the experimental class the mean of post-test score was **74,67** and for the mean of control class was **62,5.** It can be said that, there is a significant effect and significant difference of listening achievement between students who are taught by using animation video and the students who are not taught by using animation video. From the statistic calculation, the data are indicated that the using of animation video technique is better rather than just the using of conventional ways.

B. Suggestion

There are some suggestions that the researcher would like to suggest based on the result of the research suggested for the school, for the teacher, for student, and other researcher.

1) For School

The school is expected to be able to facilitate and support the development of learning media, given the importance and usefulness of the media in the teaching and learning process because it can help students receive the subject matter delivered by the teacher.

2) For Teacher

The teacher is expected to be able to continue the use of animation media and be able to vary the media that can increase

students' interest in the process of learning English in listening skills according to the conditions of the students.

3) For students

Students are advised to be able to improve listening skills based on the material provided by the school and other learning resources such as books, etc., so that learning outcomes can be achieved optimally.

4) For the researcher

This research can be used for the next researchers and as reference material to continue the research. This needs to be done so that the learning process in the future can be more innovative and develop in accordance with the progress of the era that is increasingly modern.hopefully the next researcher can do the research with normal meeting to teaching in the class as treatment.

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Appendix 1 Instrument of the test

Grandpa's Birthday

Last Sunday was my Grandpa's Birthday. On Friday, my sister and I 1)_____ to store. We found a nice batik shirt. We bought it and 2) _____ it in a blue paper. Blue is my grandpa's favorite colour. On Saturday morning, my brother and I were in the kitchen. We 3) _____ a birthday cake. It was a big and beautiful. I 4)_____happy birthday on it. We put some chocolate on it and big candle on top of it. On Sunday evening, we 5)_____ a party. My uncle and my aunt came to my house. They 6) _____ some cake and flowers for my grandpa. We 7) _____ together in our living room. My uncle said a beautiful prayer. Then we 8) _____ "Happy Birthday" and my Grandpa 9) _____ at the candle. He cut the cake and gave it to everybody in that room. He 10)_____ his present and he was very happy with the shirt. Finally, my Grandma told us some stories about my Grandpa.

Choose the correct answer by crossing (x) a,b,c,d

11. What kind of text is this?
    a. Narrative text
    b. Descriptive text
    c. Recount text
    d. Explanation text

12. Who is birthday?
    a. Grandpa's
    b. Grandma's
    c. Mother
    d. Father

13. When grandpa's birthday?
    a. Last Monday
    b. Last Sunday
    c. Last week
    d. Last month

14. On Friday, I go to store with?
    a. My Grandpa c. My Brother
    b. My Grandma d. My Sister

15. What the Grandpa's favorite colour?
    a. Purple c. Red
    b. Blue d. Yellow

16. What my brother and I made in the kitchen?
    a. Cake c. Chocolate
    b. Fried chicken d. Batik

17. What the gift I and my sister found in the store?
    a. Cake c. Chocolate
    b. Batik Shirt d. Blue paper

18. When I and my brother made a birthday cake?
    a. On Saturday morning c. At Saturday morning
    b. On Saturday night d. At Saturday night

19. Who made the birthday cake?
    a. My sister and Me c. My mother and Me
    b. My brother and Me d. My Father and Me

20. When my uncle and my aunt came to my house?
    a. On Sunday afternoon c. On Saturday morning
    b. On Monday evening d. On Sunday evening

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21. What my uncle and my aunt brought for my Grandpa?
    a. Cake c. Flowers and cake
    b. Flowers d. Chocolate

22. What the kind of recount text above?
    a. Personal recount c. Imaginative recount
    b. Factual recount d. Explanation recount

23. What is structure of recount text, except?
    a. Orientation c. Re orientation
    b. Past tese d. Events

24. What tenses of recount text?
    a. Future tense c. Past tense
    b. Simple past d. Future contunious tense

25. Finally my grandma told us some stories about?
    a. Grandma c. My mother
    b. Grandpa d. My Father

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Appendix 2 Answer key

1. Went
2. Wrapped
3. Made
4. Wrote
5. Had
6. Brought
7. Sat
8. Sang
9. Blew
10. Opened
11. C. Recount text
12. A. Grandpa's
13. B. Last Sunday
14. D. My sister
15. B. Blue
16. A. Cake
17. B. Batik Shirt
18. A. On Saturday Morning

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19. A. My sister and I
20. D. On Sunday Evening
21. C. Flowers and Cake
22. A. Personal recount
23. D. Events
24. C. Past tense
25. B. Grandpa

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Appendix 3 the score of try out

No	Name	Score
1.	Bellania Amanda Putri	12
2.	Demarta Rayhani Adi	9
3.	Ghaya sepri Ananda	14
4.	Mario Mahardika	8
5.	M.Habibi	20
6.	M.Risky putra	22
7.	Monalisa	20
8.	Nopita Ayu Lestari	10
9.	Panji setiawan	20

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10.	Rangga	9
11.	Rahma Nabil	22
12.	Rizah	12
13.	Shalsa Meiliza Putri	10
14.	Tasya Zeni Sanjaya	9

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Appendix 3 the result of validty

No	Nama	Butir Soal																								Xt	Xt2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	Bellania Amanda Putri	1	1	1	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	12	144
2	Demarta R	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	1	0	9	81
3	Ghaya Sepri A	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	14	196
4	Mario Mahardika	1	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	0	0	1	8	64
5	M.Habibi	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	20	400
6	M.rizky putra	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	22	484
7	Monalisa	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	20	400
8	Nopita a Lestari	1	1	0	1	0	1	1	0	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	10	100
9	Panji Setiawan	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	20	400
10	Rangga	0	0	1	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	1	9	81
11	Rahma Nabila	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484
12	Rizah	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	12	144
13	Shalsa meiliza p	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	10	100
14	Tasya Zeni S	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	9	81
Jml	N	20	16	15	17	18	15	14	5	7	12	15	14	18	6	16	8	16	18	5	15	10	16	6	12	12	326	5204
	P	0.87	0.7	0.65	0.74	0.78	0.65	0.61	0.22	0.3	0.52	0.65	0.61	0.78	0.26	0.7	0.35	0.7	0.78	0.22	0.65	0.43	0.7	0.26	0.52	0.52		
	Q	0.13	0.3	0.35	0.26	0.22	0.35	0.39	0.78	0.7	0.48	0.35	0.39	0.22	0.74	0.3	0.65	0.3	0.22	0.78	0.35	0.57	0.3	0.74	0.48	0.48		

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Appendix 4 the validity test calculation

a. Look for mean

$$\sum Xt = 326$$

$$N = 23$$

$$Mt = \frac{\sum Xt}{N}$$

$$Mt = \frac{326}{23}$$

$$Mt = 14{,}17$$

b. Standar Deviation

$$SDt = \sqrt{\frac{\Sigma xt^2}{N} - \left(\frac{\Sigma xt}{N}\right)^2}$$

$$= \sqrt{\frac{5204}{23} - \left(\frac{326}{23}\right)^2}$$

$$= \sqrt{226{,}261 - 200{,}810}$$

$$= \sqrt{25{,}451}$$

$$= 5{,}045$$

Interpretation = df = N – Nr

= 23 – 2

= 21

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c. M_p dan rpbi validity test

1. Question No. 1

Dik = Mt = 14,17P = 0,87

SD_t= 5,045 q = 0,13

$$Mp_1 = \frac{12+9+14+8+20+22+20+10+22+22+12+10+9+13+9+10+21+21+17+10}{20}$$

$$= \frac{291}{20} = 14,55$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,55 - 14,17}{5,045}\sqrt{\frac{0,87}{0,13}}$$

$$= \frac{0,38}{5,045}.\sqrt{6,692}$$

$$= 0,075 \; . \; 2,587$$

$$= 0.\ 194$$

2. Question No. 2

Dik = Mt = 14,17 P = 0,70

SD_t= 5,045 q = 0,30

$$Mp_2 = \frac{12+14+20+22+20+10+20+22+12+10+9+13+18+21+17+10}{16}$$

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$$= \frac{250}{16} = 15{,}63$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{15.63 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}70}{0{,}30}}$$

$$= \frac{1{,}46}{5{,}045}.\sqrt{2{,}333}$$

$$= 0{,}289 \;.\; 1{,}528$$

$$= 0{,}442$$

3. Question No. 3

Dik = Mt = 14,17 P = 0,65

SD_t= 5,045 q = 0,35

$$Mp_3 = \frac{12+14+20+22+20+20+9+22+12+10+9+21+18+21+17}{15}$$

$$= \frac{247}{15} = 16{,}47$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{16{,}47 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}65}{0{,}35}}$$

$$= \frac{2{,}3}{5{,}045}.\sqrt{1{,}857}$$

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= 0,456 . 1,363

= 0.622

4. Question No. 4

Dik = Mt = 14,17 P = 0,74

SD_t= 5,045 q = 0,26

$$Mp_4 = \frac{9+14+8+20+22+10+20+9+9+13+9+10+21+18+21+17+10}{17}$$

$$= \frac{240}{17} = 14,12$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,12 - 14,17}{5,045}\sqrt{\frac{0,74}{0,26}}$$

$$= \frac{-0,05}{5,045}.\sqrt{2,846}$$

= - 0,010 . 1,687

= - 0,017

5. Question No. 5

Dik = Mt = 14,17 P = 0,78

SD_t= 5,045 q = 0,22

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$$Mp_5 = \frac{14+8+20+22+20+20+9+22+12+10+13+9+10+21+18+21+17+10}{18}$$

$$= \frac{276}{18} = 15{,}33$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{15{,}33 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}78}{0{,}22}}$$

$$= \frac{1{,}16}{5{,}045}.\sqrt{3{,}55}$$

$$= 0{,}230 \;.\; 1{,}884$$

$$= 0.\ 433$$

6. Question No. 6

Dik = Mt = 14,17 P = 0,65

SD_t= 5,045 q = 0,35

$$Mp_6 = \frac{14+20+20+10+20+22+12+13+10+21+18+21+17+10+10}{15}$$

$$= \frac{238}{15} = 15{,}87$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

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$$= \frac{15,87 - 14,17}{5,045}\sqrt{\frac{0,65}{0,35}}$$

$$= \frac{1,7}{5,045}.\sqrt{1,857}$$

$$= 0,337 \;.\; 1,363$$

$$= 0,459$$

7. Question No. 7

Dik = Mt = 14,17 P = 0,61

SD_t= 5,045 q = 0,39

$$Mp_7 = \frac{12+9+20+22+20+10+20+22+12+21+21+17+10+10}{14}$$

$$= \frac{226}{14} = 16,14$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{16,14 - 14,17}{5,045}\sqrt{\frac{0,61}{0,39}}$$

$$= \frac{1,97}{5,045}.\sqrt{1,564}$$

$$= 0,390 \;.\; 1,251$$

$$= 0.\ 488$$

8. Question No. 8

Dik = Mt = 14,17 P = 0,22

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SD_t= 5,045 q = 0,78

$Mp_8 = \frac{22 + 20 + 18 + 21 + 10}{5}$

$= \frac{91}{5} = 18,2$

$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

$= \frac{18,2 - 14,17}{5,045}\sqrt{\frac{0,22}{0,78}}$

$= \frac{4,03}{5,045}.\sqrt{0,282}$

= 0,799 . 0,531

= 0. 424

9. Question No. 9

Dik = Mt = 14,17 P = 0,30

SD_t= 5,045 q = 0,70

$Mp_9 = \frac{20 + 20 + 20 + 9 + 22 + 12 + 21}{7}$

$= \frac{124}{7} = 17,71$

$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

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$$= \frac{17,71 - 14,17}{5,045}\sqrt{\frac{0,30}{0,70}}$$

$$= \frac{3,54}{5,045}.\sqrt{0,429}$$

$$= 0,702 \;.\; 0,655$$

$$= 0.\ 460$$

10. Question No. 10

Dik = Mt = 14,17 P = 0,52

SD_t= 5,045 q = 0,48

$$Mp_{10} = \frac{12+9+14+20+22+10+9+9+10+18+21+17}{12}$$

$$= \frac{171}{12} = 14,25$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,25 - 14,17}{5,045}\sqrt{\frac{0,52}{0,48}}$$

$$= \frac{0,08}{5,045}.\sqrt{1,083}$$

$$= 0,016 \;.\; 1,041$$

$$= 0.\ 017$$

11. Question No. 11

Dik = Mt = 14,17 P = 0,65

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SD_t= 5,045 q = 0,35

$$Mp_{11} = \frac{12+14+8+20+22+20+20+9+22+12+9+13+21+10+10}{15}$$

$$= \frac{222}{15} = 14,8$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,8 - 14,17}{5,045}\sqrt{\frac{0,65}{0,35}}$$

$$= \frac{0,63}{5,045}.\sqrt{1,857}$$

= 0,125 . 1,363

= 0. 170

12. Question No. 12

Dik = Mt = 14,17 P = 0,61

SD_t= 5,045 q = 0,39

$$Mp_{12} = \frac{8+20+22+20+10+20+22+12+13+10+21+18+21+17}{14}$$

$$= \frac{234}{14} = 16,71$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

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$$= \frac{16,71 - 14,17}{5,045}\sqrt{\frac{0,61}{0,39}}$$

$$= \frac{2,54}{5,045}.\sqrt{1,564}$$

$$= 0,503 \;.\; 1,251$$

$$= 0,629$$

13. Question No. 13

Dik = Mt = 14,17 P = 0,78

SD_t= 5,045 q = 0,22

$$Mp_{13} = \frac{12+9+14+20+22+20+10+20+22+10+13+9+10+21+18+21+17+10}{18}$$

$$= \frac{278}{18} = 15,44$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{15,44 - 14,17}{5,045}\sqrt{\frac{0,78}{0,22}}$$

$$= \frac{1,27}{5,045}.\sqrt{3,545}$$

$$= 0,252.\ 1,883$$

$$= 0.\ 475$$

14. Question No. 14

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Dik = Mt = 14,17 P = 0,26

SD_t= 5,045 q = 0,74

$$Mp_{14} = \frac{22+20+20+22+21+18}{6}$$

$$= \frac{123}{6} = 20,5$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{20,5-14,17}{5,045}\sqrt{\frac{0,26}{0,74}}$$

$$= \frac{6,33}{5,045}.\sqrt{0,351}$$

= 1,255 . 0,593

= 0, 744

15. Question No. 15

Dik = Mt = 14,17 P = 0,70

SD_t= 5,045 q = 0,30

$$Mp_{15} = \frac{12+14+20+22+20+10+20+22+10+9+9+21+18+21+17+10}{16}$$

$$= \frac{255}{16} = 15,94$$

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$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

$= \frac{15{,}94 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}70}{0{,}30}}$

$= \frac{1{,}77}{5{,}045}.\sqrt{2{,}333}$

$= 0{,}351 \;.\; 1{,}528$

$= 0,\ 536$

16. Question No. 16

Dik = Mt = 14,17 P = 0,35

SD_t= 5,045 q = 0,65

$Mp_{16} = \frac{20 + 22 + 20 + 22 + 10 + 18 + 21 + 17}{8}$

$= \frac{150}{8} = 18{,}75$

$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

$= \frac{18{,}75 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}35}{0{,}65}}$

$= \frac{4{,}58}{5{,}045}.\sqrt{0{,}538}$

$= 0{,}908 \;.\; 0{,}734$

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= 0. 666

17. Question No. 17

Dik = Mt = 14,17 P = 0,70

SD_t= 5,045 q = 0,30

$$Mp_{17} = \frac{14+20+22+20+20+22+12+10+13+9+10+21+18+21+17+10}{16}$$

$$= \frac{259}{16} = 16,19$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{16,19 - 14,17}{5,045}\sqrt{\frac{0,70}{0,30}}$$

$$= \frac{2,02}{5,045}.\sqrt{2,333}$$

= 0,400 . 1,528

= 0. 611

18. Question No. 18

Dik = Mt = 14,17 P = 0,78

SD_t= 5,045 q = 0,22

$$Mp_{18} = \frac{12+9+14+20+22+20+10+20+22+12+10+13+10+21+18+21+17+10}{18}$$

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$= \frac{281}{18} = 15{,}61$

$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

$= \frac{15{,}61 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}78}{0{,}22}}$

$= \frac{1{,}44}{5{,}045}.\sqrt{3{,}545}$

$= 0{,}285 \; . \; 1{,}883$

$= 0.537$

19. Question No. 19

Dik $= Mt = 14{,}17 \quad P = 0{,}22$

$SD_t = 5{,}045 \quad q = 0{,}78$

$Mp_{19} = \frac{14 + 22 + 22 + 21 + 21}{5}$

$= \frac{100}{5} = 20$

$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$

$= \frac{20 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}22}{0{,}78}}$

$= \frac{5{,}83}{5{,}045}.\sqrt{0{,}282}$

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= 1,156 . 0,531

= 0.614

20. Question No. 20

Dik = Mt = 14,17 P = 0,65

SD_t= 5,045 q = 0,35

$$Mp_{20} = \frac{12+14+8+22+20+20+9+22+9+9+10+21+21+17+10}{15}$$

$$= \frac{224}{15} = 14,93$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,93 - 14,17}{5,045}\sqrt{\frac{0,65}{0,35}}$$

$$= \frac{0,76}{5,045}.\sqrt{1,857}$$

= 0,151 . 1,363

= 0.206

21. Question No. 21

Dik = Mt = 14,17 P = 0,43

SD_t= 5,045 q = 0,57

$$Mp_{21} = \frac{9++20+22+20+20+9+22+13+21+21}{10}$$

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$$= \frac{177}{10} = 17,7$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{17,7 - 14,17}{5,045}\sqrt{\frac{0,43}{0,57}}$$

$$= \frac{3,53}{5,045}.\sqrt{0,754}$$

$$= 0,610.\ 0.869$$

$$= 0.\ 530$$

22. Question No. 22

Dik = Mt = 14,17 P = 0,70

SD_t= 5,045 q = 0,30

$$Mp_{22} = \frac{12+9++8+20+22+20+10+20+9+22+13+21+18+21+17+10}{16}$$

$$= \frac{252}{16} = 15,75$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{15,75 - 14,17}{5,045}\sqrt{\frac{0,70}{0,30}}$$

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$$= \frac{1{,}58}{5{,}045}.\sqrt{2{,}333}$$

$$= 0{,}313.\ 1{,}528$$

$$= 0{,}478$$

23. Question No. 23

Dik = Mt = 14,17 P = 0,26

SD_t= 5,045 q = 0,74

$$Mp_{23} = \frac{22 + 20 + 22 + 21 + 18 + 21}{6}$$

$$= \frac{124}{6} = 20{,}67$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{20{,}67 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}26}{0{,}74}}$$

$$= \frac{6{,}5}{5{,}045}.\sqrt{0.351}$$

$$= 1{,}288\ .\ 0{,}593$$

$$= 0{,}764$$

24. Question No. 24

Dik = Mt = 14,17 P = 0,52

SD_t= 5,045 q = 0,48

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$$Mp_{24} = \frac{12+9+20+20+22+12+13+21+18+21+17+10}{12}$$

$$= \frac{195}{12} = 16{,}25$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{16{,}25 - 14{,}17}{5{,}045}\sqrt{\frac{0{,}57}{0{,}48}}$$

$$= \frac{2{,}08}{5{,}045}.\sqrt{1{,}083}$$

$$= 0{,}412 \;.\; 1{,}041$$

$$= 0{,}429$$

25. Question No. 25

Dik = Mt = 14,17 P = 0,52

SD_t= 5,045 q = 0,48

$$Mp_{25} = \frac{8+20+22+20+9+22+9+9+21+18+10+10}{12}$$

$$= \frac{178}{12} = 14{,}83$$

$$r_{pbi} = \frac{Mp - Mt}{SD_t}\sqrt{\frac{p}{q}}$$

$$= \frac{14,83 - 14,17}{5,045}\sqrt{\frac{0,52}{0,48}}$$

$$= \frac{0,66}{5,045}.\sqrt{1,083}$$

$$= 0,131 \; . \; 1,041$$

$$= 0,136$$

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Appendix 5 the reability test calculation

No. question	B	P	Q	p x q
1	20	0,87	0,13	0,11
2	16	0,70	0,30	0,21
3	15	0,65	0,35	0,23
4	17	0,74	0,26	0,19
5	18	0,78	0,22	0,17
6	15	0,65	0,35	0,23
7	14	0,61	0,39	0,24
8	5	0,22	0,78	0,17
9	7	0,30	0,70	0,21
10	12	0,52	0,48	0,25
11	15	0,65	0,35	0,23
12	14	0,61	0,39	0,24
13	18	0,78	0,22	0,17
14	6	0,26	0,74	0,19
15	16	0,70	0,30	0,21
16	8	0,35	0,65	0,23
17	16	0,70	0,30	0,21
18	18	0,78	0,22	0,17
19	5	0,22	0,78	0,17
20	15	0,65	0,35	0,23
21	10	0,43	0,57	0,25
22	16	0,70	0,30	0,21
23	6	0,26	0,74	0,19
24	12	0,52	0,48	0,25
25	12	0,52	0,48	0,25
Total	**326**	**14,17**	**10,83**	**5,21**

1. Look for total variants (Vt^2) by using a formula :

$$Vt = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$\sum pq$ = **5,21**

$\sum x$ = **326**

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$\sum x^2$ =**5204**

$$Vt = \frac{5204 - \frac{[326]^2}{23}}{23} = \frac{5204 - 4620{,}7}{23} = 25{,}36$$

2. Then put into the formula KR–20

$$R_{11} = \left(\frac{k}{k-1}\right)\left(\frac{Vt - \sum pq}{Vt}\right)$$

$$= \left[\frac{25}{25-1}\right]\left[\frac{(25{,}36 - 5{,}21)}{25{,}36}\right]$$

$$= [1{,}042]\,[0{,}795]$$

$$= 0{,}828$$

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Appendik 6 the normality test calculation

Normality experiment class

Nilai		x	f	Fx	xbar	xbar		x-xbar	x^2	$f.x^2$	sd	no	x	zi	tabel z	fzi	fkum	szi	fzi-szi
55	15	55	1	55	74.67	74.67	0.5	-19.67	386.9089	386.9089	11.18	1	55	-1.76	0.4608	0.0392	1	0.07	-0.0275
60	15	60	2	120		74.67	0.5	-14.67	215.2089	430.4178	11.18	2	60	-1.31	0.4049	0.0951	2	0.13	-0.0382
60	15	65	1	65		74.67	0.5	-9.67	93.5089	93.5089	11+.18	3	60	-1.31	0.4049	0.0951	3	0.20	-0.1049
65	15	70	2	140		74.67	0.5	-4.67	21.8089	43.6178	11.18	4	65	-0.86	0.3051	0.1949	4	0.27	-0.0718
70	15	75	4	300		74.67	0.5	0.33	0.1089	0.4356	11.18	5	70	-0.42	0.1628	0.3372	5	0.33	0.0039
70	15	85	2	170		74.67	0.5	10.33	106.7089	213.4178	11.18	6	70	-0.42	0.1628	0.3372	6	0.40	-0.0628
75	15	90	3	270		74.67	0.5	15.33	235.0089	705.0267	11.18	7	75	0.03	0.012	0.512	7	0.47	0.0453
75	15	**N**	**15**	**1120**		74.67	0.5	**-22.69**	**1059.262**	**1873.334**	11.18	8	75	0.03	0.012	0.512	8	0.53	-0.0213
75	15					74.67	0.5				11.18	9	75	0.03	0.012	0.512	9	0.60	-0.0880
75	15					74.67	0.5				11.18	10	75	0.03	0.012	0.512	10	0.67	**-0.1547**
85	15					74.67	0.5				11.18	11	85	0.92	0.3212	0.8212	11	0.73	0.0879
85	15					74.67	0.5				11.18	12	85	0.92	0.3212	0.8212	12	0.80	0.0212
90	15					74.67	0.5				11.18	13	90	1.37	0.4147	0.9147	13	0.87	0.0480
90	15					74.67	0.5				11.18	14	90	1.37	0.4147	0.9147	14	0.93	-0.0186
90	15					74.67	0.5				11.18	15	90	1.37	0.4147	0.9147	15	1	-0.0853
1120																			

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Normality control class

								x^2											
Nilai		X	f	fx	xbar	xbar		x-xbar	x^2	$f.x^2$	Sd	no	x	zi	tabel z	fzi	fkum	szi	fzi-szi
50	14	50	3	150	62.5	62.5	0.5	-12.5	156.25	468.75	9.96	1	50	-1.26	0.3962	0.1038	1	0.07	0.0324
50	14	55	2	110		62.5	0.5	-7.5	56.25	112.5	9.96	2	50	-1.26	0.3962	0.1038	2	0.14	-0.0391
50	14	60	2	120		62.5	0.5	-2.5	6.25	12.5	9.96	3	50	-1.26	0.3962	0.1038	3	0.21	-0.1105
55	14	65	3	195		62.5	0.5	2.5	6.25	18.75	9.96	4	55	-0.75	0.2734	0.2266	4	0.29	-0.0591
55	14	70	2	140		62.5	0.5	7.5	56.25	112.5	9.96	5	55	-0.75	0.2734	0.2266	5	0.36	**-0.1305**
60	14	75	1	75		62.5	0.5	12.5	156.25	156.25	9.96	6	60	-0.25	0.0987	0.4013	6	0.43	-0.0273
60	14	85	1	85		62.5	0.5	22.5	506.25	506.25	9.96	7	60	-0.25	0.0987	0.4013	7	0.50	-0.0987
65	14	**N**	**14**	**875**		62.5	0.5	**22.5**	**943.75**	**1387.5**	9.96	8	65	0.25	0.0987	0.5987	8	0.57	0.0273
65	14					62.5	0.5				9.96	9	65	0.25	0.0987	0.5987	9	0.64	-0.0442
65	14					62.5	0.5				9.96	10	65	0.25	0.0987	0.5987	10	0.71	-0.1156
70	14					62.5	0.5				9.96	11	70	0.75	0.2734	0.7734	11	0.79	-0.0123
70	14					62.5	0.5				9.96	12	70	0.75	0.2734	0.7734	12	0.86	-0.0837
75	14					62.5	0.5				9.96	13	75	1.26	0.3962	0.8962	13	0.93	-0.0324
85	14					62.5	0.5				9.96	14	85	2.26	0.4881	0.9881	14	1	-0.0119
875																			

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Appendix 7 the homogenity test calculation

Homogenity experiment class

No	x	$x = (X - \overline{X})$	$(X - \overline{X})^2$	xbar
1	60	-14.68	215.502	74.68
2	55	-19.68	387.302	74.68
3	65	-9.68	93.702	74.68
4	70	-4.68	21.902	74.68
5	60	-14.68	215.502	74.68
6	70	-4.68	21.902	74.68
7	75	0.32	0.102	74.68
8	75	0.32	0.102	74.68
9	85	10.32	106.502	74.68
10	90	15.32	234.702	74.68
11	75	0.32	0.102	74.68
12	75	0.32	0.102	74.68
13	90	15.32	234.702	74.68
14	90	15.32	234.702	74.68
15	85	10.32	106.502	74.68
jumlah	**1120**		**1873.336**	

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Homogenity control class

No	x	$x = (X - \overline{X})$	$(X - \overline{X})^2$	xbar
1	50	-12.5	156.25	62.5
2	85	22.5	506.25	62.5
3	50	-12.5	156.25	62.5
4	75	12.5	156.25	62.5
5	55	-7.5	56.25	62.5
6	50	-12.5	156.25	62.5
7	65	2.5	6.25	62.5
8	55	-7.5	56.25	62.5
9	60	-2.5	6.25	62.5
10	65	2.5	6.25	62.5
11	65	2.5	6.25	62.5
12	70	7.5	56.25	62.5
13	70	7.5	56.25	62.5
14	60	-2.5	6.25	62.5
Jumlah	**875**		**1387.5**	

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Appendix 8 the hypothesis test calculation

Exper Control

xbar	xbar	No	x	Y	x-xbar	y-xbar	x-xbar ^{2}	y-xbar ^{2}
74.68	62.5	1	60	50	-14.68	-12.5	215.5024	156.25
74.68	62.5	2	55	85	-19.68	22.5	387.3024	506.25
74.68	62.5	3	65	50	-9.68	-12.5	93.7024	156.25
74.68	62.5	4	70	75	-4.68	12.5	21.9024	156.25
74.68	62.5	5	60	55	-14.68	-7.5	215.5024	56.25
74.68	62.5	6	70	50	-4.68	-12.5	21.9024	156.25
74.68	62.5	7	75	65	0.32	2.5	0.1024	6.25
74.68	62.5	8	75	55	0.32	-7.5	0.1024	56.25
74.68	62.5	9	85	60	10.32	-2.5	106.5024	6.25
74.68	62.5	10	90	65	15.32	2.5	234.7024	6.25
74.68	62.5	11	75	65	0.32	2.5	0.1024	6.25
74.68	62.5	12	75	70	0.32	7.5	0.1024	56.25
74.68	62.5	13	90	70	15.32	7.5	234.7024	56.25
74.68	62.5	14	90	60	15.32	-2.5	234.7024	6.25
74.68		15	85		10.32		106.5024	
		Jumlah	**1120**	**875**	**-0.2**	**0**	**1873.336**	**1387.5**

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Appendix 9 the critical value liliefors test

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

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Appendix 10 table of f distribution

Bilangan Dalam Badan Daftar Menyatakan:

Fp : Baris Atas Untuk P =0,05 dan Baris Bawah untuk p = (0,01)

DAFTAR I

Nilai Persentil
Untuk Distribusi F
(Bilangan Dalam Badan Daftar
Menyatakan F_p ; Baris Atas Untuk
p = 0,05 dan Baris Bawah Untuk p = 0,01)

V_2 = dk penyebut	V_1 = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161 4052	200 4999	216 5403	225 5625	230 5764	234 5859	237 5928	239 5981	241 6022	242 6056	243 6082	244 6106	245 6142	246 6169	248 6208	249 6234	250 6258	251 6286	252 6302	253 6323	253 6334	254 6352	254 6361	254 6366
2	18,51 98,49	19,00 99,01	19,16 99,17	19,25 99,25	19,30 99,30	19,33 99,33	19,36 99,34	19,37 99,36	19,38 99,38	19,39 99,40	19,40 99,41	19,41 99,42	19,42 99,43	19,43 99,44	19,44 99,45	19,45 99,46	19,46 99,47	19,47 99,48	19,47 99,48	19,48 99,49	19,49 99,49	19,49 99,49	19,50 99,50	19,50 99,50
3	10,13 34,12	9,55 30,81	9,28 29,46	9,12 28,71	9,01 28,24	8,94 27,91	8,88 27,67	8,84 27,49	8,81 27,34	8,78 27,23	8,76 27,13	8,74 27,05	8,71 26,92	8,69 26,83	8,66 26,69	8,64 26,60	8,62 26,50	8,60 26,41	8,58 26,30	8,57 26,27	8,56 26,23	8,54 26,18	8,54 26,14	8,53 26,12
4	7,71 21,20	6,94 18,00	6,59 16,69	6,39 15,98	6,26 15,52	6,16 15,21	6,09 14,98	6,04 14,80	6,00 14,66	5,96 14,54	5,93 14,45	5,91 14,37	5,87 14,24	5,84 14,15	5,80 14,02	5,77 13,93	5,74 13,83	5,71 13,74	5,70 13,69	5,68 13,61	5,66 13,57	5,65 13,52	5,64 13,48	5,63 13,46
5	6,61 16,26	5,79 13,27	5,41 12,06	5,19 11,39	5,05 10,97	4,95 10,67	4,88 10,45	4,82 10,27	4,78 10,15	4,74 10,05	4,70 9,96	4,68 9,89	4,64 9,77	4,60 9,68	4,56 9,55	4,53 9,47	4,50 9,38	4,46 9,29	4,44 9,24	4,42 9,17	4,40 9,13	4,38 9,07	4,37 9,04	4,36 9,02
6	5,99 13,74	5,14 10,92	4,76 9,78	4,53 9,15	4,39 8,75	4,28 8,47	4,21 8,26	4,15 8,10	4,10 7,98	4,06 7,87	4,03 7,79	4,00 7,72	3,96 7,60	3,92 7,52	3,87 7,39	3,84 7,31	3,81 7,23	3,77 7,14	3,75 7,09	3,72 7,02	3,71 6,99	3,69 6,94	3,68 6,90	3,67 6,88
7	5,59 12,25	4,74 9,55	4,35 8,45	4,12 7,85	3,97 7,46	3,87 7,19	3,79 7,00	3,73 6,84	3,68 6,71	3,63 6,62	3,60 6,54	3,57 6,47	3,52 6,35	3,49 6,27	3,44 6,15	3,41 6,07	3,38 5,98	3,34 5,90	3,32 5,85	3,29 5,78	3,28 5,75	3,25 5,70	3,24 5,67	3,23 5,65
8	5,32 11,26	4,46 8,65	4,07 7,59	3,84 7,01	3,69 6,63	3,58 6,37	3,50 6,19	3,44 6,03	3,39 5,91	3,34 5,82	3,31 5,74	3,28 5,67	3,23 5,56	3,20 5,48	3,15 5,36	3,12 5,28	3,08 5,20	3,05 5,11	3,03 5,06	3,00 5,00	2,98 4,96	2,96 4,91	2,94 4,88	2,93 4,86
9	5,12 10,56	4,26 8,02	3,86 6,99	3,63 6,42	3,48 6,06	3,37 5,80	3,29 5,62	3,23 5,47	3,18 5,35	3,13 5,26	3,10 5,18	3,07 5,11	3,02 5,00	2,98 4,92	2,93 4,80	2,90 4,73	2,86 4,64	2,82 4,56	2,80 4,51	2,77 4,45	2,76 4,41	2,73 4,36	2,72 4,33	2,71 4,31

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DAFTAR I (lanjutan)

V_2 = dk penyebut	V_1 = dk pembilang																				
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
10	4,96 10,04	4,10 7,56	3,71 6,55	3,48 5,99	3,33 5,64	3,22 5,39	3,14 5,21	3,07 5,06	3,02 4,96	2,97 4,85	2,94 4,78	2,91 4,71	2,86 4,60	2,82 4,52	2,77 4,41	2,74 4,33	2,70 4,25	2,67 4,17	2,64 4,12	2,61 4,05	2,59 4,01	2,56 3,96	2,55 3,93	2,54 3,91
11	4,84 9,65	3,98 7,20	3,59 6,22	3,36 5,67	3,20 5,32	3,09 5,07	3,01 4,88	2,95 4,74	2,90 4,63	2,86 4,54	2,82 4,46	2,79 4,40	2,74 4,29	2,70 4,21	2,65 4,10	2,61 4,02	2,57 3,94	2,53 3,86	2,50 3,80	2,47 3,74	2,45 3,70	2,42 3,66	2,41 3,62	2,40 3,60
12	4,75 9,33	3,88 6,93	3,49 5,95	3,26 5,41	3,11 5,06	3,00 4,82	2,92 4,65	2,85 4,50	2,80 4,39	2,76 4,30	2,72 4,22	2,69 4,16	2,64 4,05	2,60 3,98	2,54 3,86	2,50 3,78	2,46 3,70	2,42 3,61	2,40 3,56	2,36 3,49	2,35 3,46	2,32 3,41	2,31 3,38	2,30 3,36
13	4,67 9,07	3,80 6,70	3,41 5,74	3,18 5,20	3,02 4,86	2,92 4,62	2,84 4,44	2,77 4,30	2,72 4,19	2,67 4,10	2,63 4,02	2,60 3,96	2,55 3,85	2,51 3,78	2,46 3,67	2,42 3,59	2,38 3,51	2,34 3,42	2,32 3,37	2,28 3,30	2,26 3,27	2,24 3,21	2,22 3,18	2,21 3,16
14	4,60 8,86	3,74 6,51	3,34 5,56	3,11 5,03	2,96 4,69	2,85 4,46	2,77 4,28	2,70 4,14	2,65 4,03	2,60 3,94	2,56 3,86	2,53 3,80	2,48 3,70	2,44 3,62	2,39 3,51	2,35 3,43	2,31 3,34	2,27 3,26	2,24 3,21	2,21 3,14	2,19 3,11	2,16 3,06	2,14 3,02	2,13 3,00
15	4,54 8,68	3,68 6,36	3,29 5,42	3,06 4,89	2,90 4,56	2,79 4,32	2,70 4,14	2,64 4,00	2,59 3,89	2,55 3,80	2,51 3,73	2,48 3,67	2,43 3,56	2,39 3,48	2,33 3,36	2,29 3,29	2,25 3,20	2,21 3,12	2,18 3,07	2,15 3,00	2,12 2,97	2,10 2,92	2,08 2,89	2,07 2,87
16	4,49 8,53	3,63 6,23	3,24 5,29	3,01 4,77	2,85 4,44	2,74 4,20	2,66 4,03	2,59 3,89	2,54 3,78	2,49 3,69	2,45 3,61	2,42 3,55	2,37 3,45	2,33 3,37	2,28 3,25	2,24 3,18	2,20 3,10	2,16 3,01	2,13 2,96	2,09 2,89	2,07 2,86	2,04 2,80	2,02 2,77	2,01 2,75
17	4,45 8,40	3,59 6,11	3,20 5,18	2,96 4,67	2,81 4,34	2,70 4,10	2,62 3,93	2,55 3,79	2,50 3,68	2,45 3,59	2,41 3,52	2,38 3,45	2,33 3,35	2,29 3,27	2,23 3,16	2,19 3,08	2,15 3,00	2,11 2,92	2,08 2,86	2,04 2,79	2,02 2,76	1,99 2,70	1,97 2,67	1,96 2,65
18	4,41 8,28	3,55 6,01	3,16 5,09	2,93 4,58	2,77 4,25	2,66 4,01	2,58 3,85	2,51 3,71	2,46 3,60	2,41 3,51	2,37 3,44	2,34 3,37	2,29 3,27	2,25 3,19	2,19 3,07	2,15 3,00	2,11 2,91	2,07 2,83	2,04 2,78	2,00 2,71	1,98 2,68	1,95 2,62	1,93 2,59	1,92 2,57
19	4,38 8,18	3,52 5,93	3,13 5,01	2,90 4,50	2,74 4,17	2,63 3,94	2,55 3,77	2,48 3,63	2,43 3,52	2,38 3,43	2,34 3,36	2,31 3,30	2,26 3,19	2,21 3,12	2,15 3,00	2,11 2,92	2,07 2,84	2,02 2,76	2,00 2,70	1,96 2,63	1,94 2,60	1,91 2,54	1,90 2,51	1,88 2,49
20	4,35 8,10	3,49 5,85	3,10 4,94	2,87 4,43	2,71 4,10	2,60 3,87	2,52 3,71	2,45 3,56	2,40 3,45	2,35 3,37	2,31 3,30	2,28 3,23	2,23 3,13	2,18 3,05	2,12 2,94	2,08 2,86	2,04 2,77	1,99 2,69	1,96 2,63	1,92 2,56	1,90 2,53	1,87 2,47	1,85 2,44	1,84 2,42
21	4,32 8,02	3,47 5,78	3,07 4,87	2,84 4,37	2,68 4,04	2,57 3,81	2,49 3,65	2,42 3,51	2,37 3,40	2,32 3,31	2,28 3,24	2,25 3,17	2,20 3,07	2,15 2,99	2,09 2,88	2,05 2,80	2,00 2,72	1,96 2,63	1,93 2,58	1,89 2,51	1,87 2,47	1,84 2,42	1,82 2,38	1,81 2,36
22	4,30 7,94	3,44 5,72	3,05 4,82	2,82 4,31	2,66 3,99	2,55 3,76	2,47 3,59	2,40 3,45	2,35 3,35	2,30 3,26	2,26 3,18	2,23 3,12	2,18 3,02	2,13 2,94	2,07 2,83	2,03 2,75	1,98 2,67	1,93 2,58	1,91 2,53	1,87 2,46	1,84 2,42	1,81 2,37	1,80 2,33	1,78 2,31
23	4,28 7,88	3,42 5,66	3,03 4,76	2,80 4,26	2,64 3,94	2,53 3,71	2,45 3,54	2,38 3,41	2,32 3,30	2,28 3,21	2,24 3,14	2,20 3,07	2,14 2,97	2,10 2,89	2,04 2,78	2,00 2,70	1,96 2,62	1,91 2,53	1,88 2,48	1,84 2,41	1,82 2,37	1,79 2,32	1,77 2,28	1,76 2,26

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Appendix 11 The Score of t Distribution

df atau db	Harga Kritis "t" PadaTaraf Signifikansi:	
	5%	1%
1	2	3
1	12,71	63,66
2	4, 30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
36	2,028	2,719
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65

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80 90 100 1	1,99 1,99 1,98 2	2,64 2,63 2,63 3
125 150 200 300 400 500 1000	1,98 1,98 1,97 1,97 1,97 1,96 1,96	2,62 2,61 2,60 2,59 2,59 2,59 2,58

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class)

Satuan Pendidikan : SMP MUHAMMADIYAH 1 KOTA JAMBI

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2nd semester

Materi : Recount text

Skill : Listening

Alokasi Waktu : 2X40 Minutes (4 meeting)

A. Kompetensi Inti

3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan,mengurai,merangkai,memodifikasi dan membuat) dan ranah abstrak (menulis,membaca,menghitung,menggambar,dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Membandingkan fungsi social,struktur teks,dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana,sesuai dengan konteks penggunaannya.

4.3 Teks recount

C. Indikator

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4.3.1 Menangkap makna secara kontekstual terkait fungsi social,struktur teks,dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau

4.3.2 Menyusun teks recount lisan dan tulis,sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount),dengan memperhatikan fungsi social,struktur teks,dan unsur kebahasaan,secara benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Siswa sapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana,sesuai dengan konteks penggunaannya.
4. Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain dikelas VIII.

E. Materi pembelajaran

- Pengertian Recount text

  Recount text adalah jenis teks yang menceritakan kembali peristiwa,perbuatan atau pengalaman dimasa lampau.
- Ciri-ciri recount text
  1. Menggunakan kalimat past tense
  2. Menggunakan adverb and adverbal phrase (last week,at school,yesterday,in museum)
  3. Menggunakan kata hubung dan time connectives (but,and,or,after that).

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- Struktur recount teks
  1. Orientation : menceritakan latar belakang informasi tentang siapa.dimana,kapan suatu peristiwa terjadi
  2. Events : menceritakan peristiwa atau kronlogi kejadian secara berurutan
  3. Re-orientation : kesimpulan cerita sekaligus penutup, dimana dalam penutupan ini kamu bisa memberikan opini terkait cerita tersebut.

"My holiday in Bali"

When I was 2nd grade of senior high school,my friends and I went to bali. We were There for three day. I had many impressive experiences during the vacation. First day, we visited sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves,we went to tanah lot. We met so many other tourist there. Second day we enjoyed the day on tanjung benoa beach. We played so many water sports such as banana boat,jetsky,speedboat etc. wewerehappy. In the afternoon, we went to kuta beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in sangeh.we could enjoy the green and shady forest. There were so many monkies. We could make a close interaction with them. After that, we went to sukowati market for shopping. that was my lovely time. I bought some bali t-shitrt and souvenirs.

"Holiday in my Grandpa's house"

Last holiday. I went to Surabaya visiting my grandpa and my grandma, I had to go there becaue the previou holiday I wasn't there. I missed the so much because I live with them when I was child. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time. Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad. The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. Iwas so happy knowing them in healthy condition. That is my experience thankyou.

“Went to parangtritis beach”

My last holiday was amazing. My family and I went to parangtritis beach that is located in Yogyakarta. We woke up earlyn in the morning and prepared everything. We brought some snacks and beverages,such as potato chips, cheese sandwich, water and fruit juice. We went to beach by car. We left at 07.00 o’clock in the morning. The trip took about for hours and we arrived at around 10.00 a.m. as I step on the beach sand, I really wanted to felt the water and swam there. So, we changed our clothes first and then swam for about an hour. It was tiring and made us hungry . my mother then prepared all the snacks and beverages, after having the snacks and drinks, then I played on the sand, made a big sand castle with my sister, while my parents were going for walk around to enjoy thislovely scenery. Before the day was geeting dark, we decided to go home. Before we went home, I looked for beautifull souvenir at the nearby shop there. We went home at about 5.00 pm. It was memorable experience for me and my family.

F. Metode Pembelajaran

- Animation Videos
- Question and answer

G. Media dan alat pembelajaran

Media :

- Video
- Worksheet

Alat :

- Infocus
- Laptop
- speaker

H. Sumber belajar

- Wachidah Siti. *When English Rings a Bell*. Jakarta: Penerbit Pusat Kurikulum dan Perbukuan,Balitbang,Kemendikbud.
- Internet

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- ❖ Video youtube

I. Kegiatan belajar mengajar :

1. Pendahuluan (10 menit)
   - Greeting
   - Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis
   - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan
   - Guru menyampaiakan tujuan dari pembelajaran
2. Kegiatan inti (60 menit)

   Pertemuan 1-4

   Mengamati :
   - Guru menjelaskan tentang recount teks
   - Siswa mengamati Video animasi tentang recount teks.

     Pertemuan 1 : Grandpa's birthday

     Pertemuan 2 : My holiday in bali

     Pertemuan 3 : Holiday in my Grandpa's house

     Pertemuan 4 : Went to Parangtritis beach

   Menanyakan :
   - Dengan bimbingan guru, siswa menanyakan arti kata yang sulit yang ada dalam video yang mereka dengar.
   - Guru memberikan soal terkait video animasi.

   Mengkomunikasikan :
   - Guru meminta siswa untuk mendiskusikan hasil nya.

   Mengasosiasi :
   - Guru memberikan feedback tentang jawaban dan isi dari recount text tersebut

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3. Penutup (10 menit)

   Guru menyimpulkan materi yang sudah di pelajari.

J. Penilaian

a. Teknik penilaian

- Unjuk kerja

b. Bentuk instrumen

- Unjuk kerja

c. Contoh instrumen

- Unjuk kerja

Instrumen penilaian tes praktik

Aspek Penilaian	Catatan Jenis Kegiatan
Listening Skill	Unjuk kerja *Listening Skill.*
a. Comprehension (pemahaman)	
b. Accuracy (ketepatan)	
c. Pronountiation (pengucapan	
d. Vocabulary (kosa kata)	
e. Spelling (ejaan)	
Jumlah skor	

Pedoman penilaian:

Jawaban benar nilai skor = 1

Jawaban salah nilai skor = 0

Nilai maksimal = 20

Nilai perolehan= $\boldsymbol{Nilai = \frac{skor\ perolehan}{skor\ maksimal} \times 100}$

Scoring Criteria

No.	Interval	Criteria
1.	89 up to 100	A
2.	77 up to 88	B
3.	65 up to 76	C

4.	≥65	D

Peneliti

Heriani

NIM. TE161719

Guru Bahasa Inggris

Hikmah Oktarini S.S

Kepala Sekolah

Drs. Aldi Mawardi, M.Pd

NBM : 1.308.657

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Satuan Pendidikan : SMP MUHAMMADIYAH 1 KOTA JAMBI

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/2nd semester

Materi : Recount text

Skill : Listening

Alokasi Waktu : 2X40 Minutes (4 meeting)

K. Kompetensi Inti

3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan,mengurai,merangkai,memodifikasi dan membuat) dan ranah abstrak (menulis,membaca,menghitung,menggambar,dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

L. Kompetensi Dasar

3.3 Membandingkan fungsi social,struktur teks,dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana,sesuai dengan konteks penggunaannya.

4.3 Teks recount

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M. Indikator

4.3.1 Menangkap makna secara kontekstual terkait fungsi social,struktur teks,dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau

4.3.2 Menyusun teks recount lisan dan tulis,sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount),dengan memperhatikan fungsi social,struktur teks,dan unsur kebahasaan,secara benar dan sesuai konteks.

N. Tujuan Pembelajaran

5. Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
6. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
7. Siswa sapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount teks,dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana,sesuai dengan konteks penggunaannya.
8. Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain dikelas VIII.

O. Materi pembelajaran

- Pengertian Recount text

  Recount text adalah jenis teks yang menceritakan kembali peristiwa,perbuatan atau pengalaman dimasa lampau.

- Ciri-ciri recount text

  4. Menggunakan kalimat past tense

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5. Menggunakan adverb and adverbal phrase (last week,at school,yesterday,in museum)
6. Menggunakan kata hubung dan time connectives (but,and,or,after that).

- Struktur recount teks

4. Orientation : menceritakan latar belakang informasi tentang siapa.dimana,kapan suatu peristiwa terjadi
5. Events : menceritakan peristiwa atau kronlogi kejadian secara berurutan
6. Re-orientation : kesimpulan cerita sekaligus penutup, dimana dalam penutupan ini kamu bisa memberikan opini terkait cerita tersebut.

"My holiday in Bali"

When I was 2nd grade of senior high school,my friends and I went to bali. We were There for three day. I had many impressive experiences during the vacation. First day, we visited sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves,we went to tanah lot. We met so many other tourist there. Second day we enjoyed the day on tanjung benoa beach. We played so many water sports such as banana boat,jetsky,speedboat etc. wewerehappy. In the afternoon, we went to kuta beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in sangeh.we could enjoy the green and shady forest. There were so many monkies. We could make a close interaction with them. After that, we went to sukowati market for shopping. that was my lovely time. I bought some bali t-shitrt and souvenirs.

"Holiday in my Grandpa's house"

Last holiday. I went to Surabaya visiting my grandpa and my grandma, I had to go there becaue the previou holiday I wasn't there. I missed the so much because I live with them when I was child. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time. Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad. The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. Iwas so happy knowing them in healthy condition. That is my experience thankyou.

“Went to parangtritis beach”

My last holiday was amazing. My family and I went to parangtritis beach that is located in Yogyakarta. We woke up earlyn in the morning and prepared everything. We brought some snacks and beverages,such as potato chips, cheese sandwich, water and fruit juice. We went to beach by car. We left at 07.00 o’clock in the morning. The trip took about for hours and we arrived at around 10.00 a.m. as I step on the beach sand, I really wanted to felt the water and swam there. So, we changed our clothes first and then swam for about an hour. It was tiring and made us hungry . my mother then prepared all the snacks and beverages, after having the snacks and drinks, then I played on the sand, made a big sand castle with my sister, while my parents were going for walk around to enjoy thislovely scenery. Before the day was geeting dark, we decided to go home. Before we went home, I looked for beautifull souvenir at the nearby shop there. We went home at about 5.00 pm. It was memorable experience for me and my family.

P. Metode Pembelajaran

- Saintific approach
- Question and answer

Q. Media dan alat pembelajaran

Media :

- Audio
- Worksheet

Alat :

- Papan tulis
- Spidol
- Speaker

R. Sumber belajar

- Wachidah Siti. *When English Rings a Bell*. Jakarta: Penerbit Pusat Kurikulum dan Perbukuan,Balitbang,Kemendikbud.
- Internet
- Audio youtube

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S. Kegiatan belajar mengajar :

4. Pendahuluan (10 menit)
   - Greeting
   - Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis
   - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan
   - Guru menyampaiakan tujuan dari pembelajaran
5. Kegiatan inti (60 menit)

   Pertemuan 1-4

   Mengamati :
   - Guru menjelaskan tentang recount teks
   - Siswa mendengarkan audio tentang recount teks.

     Pertemuan 1 : Grandpa's birthday

     Pertemuan 2 : My holiday in bali

     Pertemuan 3 : Holiday in my Grandpa's house

     Pertemuan 4 : Went to Parangtritis beach

   Menanyakan :
   - Dengan bimbingan guru, siswa menanyakan arti kata yang sulit yang ada dalam audio yang mereka dengar.
   - Guru memberikan soal terkait audio.

   Mengkomunikasikan :
   - Guru meminta siswa untuk mendiskusikan hasil nya.

   Mengasosiasi :
   - Guru memberikan feedback tentang jawaban dan isi dari recount text tersebut
6. Penutup (10 menit)

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Guru menyimpulkan materi yang sudah di pelajari.

T. Penilaian

d. Teknik penilaian

- Unjuk kerja

e. Bentuk instrumen

- Unjuk kerja

f. Contoh instrumen

- Unjuk kerja

Instrumen penilaian tes praktik

Aspek Penilaian	Catatan Jenis Kegiatan
Listening Skill	Unjuk kerja *Listening Skill.*
f. Comprehension (pemahaman)	
g. Accuracy (ketepatan)	
h. Pronountiation (pengucapan	
i. Vocabulary (kosa kata)	
j. Spelling (ejaan)	
Jumlah skor	

Pedoman penilaian:

Jawaban benar nilai skor = 1

Jawaban salah nilai skor = 0

Nilai maksimal = 20

Nilai perolehan= $\boldsymbol{Nilai = \frac{skor\ perolehan}{skor\ maksimal} \times 100}$

Scoring Criteria

No.	Interval	Criteria
1.	89 up to 100	A
2.	77 up to 88	B
3.	65 up to 76	C
4.	≥65	D

Peneliti Guru Bahasa Inggris

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Heriani

NIM. TE161719

Hikmah Oktarini S.S

Kepala Sekolah

Drs. Aldi Mawardi, M.Pd

NBM : 1.308.657

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Appendix 13 Syllabus

KELAS VIII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/ atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual, yaitu "Menghargai dan menghayati ajaran agama yang dianutnya". Adapun rumusan Kompetensi Sikap Sosial, yaitu "Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya". Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut.

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *must, should*))	4.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *greeting card*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	4.2 Menyusun teks khusus dalam bentuk *greeting card*, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

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3.3	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal *recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.3 Teks *recount* 43.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.4	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/ MTs	4.4 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/ MTs

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Class Expriment

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FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Jambi-Muara Bulian KM. 16 Simpang Sungai Duren

Kab. Muaro Jambi Jambi 36363 Telp/Fax(0741) 584118 582021

CONSULTATION CARD					
Dockument code	Form code	Date valid	Revision number	Revision date	Page

Name : Heriani
Students ID : TE.161732
Advisor I : Hilma Suryani, M.Pd
Title of Script : Using Animation Video to Teach Listening Skill At Junior High School Muhammadiyah 1 Kota Jambi
Faculty : Faculty of Education and Teacher Training
Major : English Education Program

No	Day/Date	Counsultation Material	Signature
1	Wednesday 17 Dec 2020	Proposal submission	
2	Monday 04 Jan 2021	Background and research question	
3	Monday 18 Jan 2021	Previous related studies and technique of data collection	
4	Friday 29 Jan 2021	Approved for seminar proposal	
5	Monday 21 June 2021	Thesis submission	
6	Friday 25 June 2021	Discussion , validity and reliability	
7	Saturday 10 July 2021	Add one research question and use more related previous studies in discussion	
8	Thursday 22 July 2021	Limitation, discussion for the first reearch question, validity and reliability	
9	Tuesday 27 July 2021	Approved for munaqosah	

Jambi, August 2021
The First Advisor

Hilma Suryani, M.Pd.
NIP.198612262015032005

@ Ha
UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI
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CONSULTATION CARD

Document code	Form code	Date valid	Revision number	Revision date	Page

Name : Heriani
Students ID : TE.161732
Advisor II : Juliana Mesalina, M.Pd.
Title of Script : Using Animation Video to Teach Listening Skill At Junior High School Muhammadiyah 1 Kota Jambi
Faculty : Faculty of Education and Teacher Training
Major : English Education Program

No	Day/Date	Counsultation Material	Signature
1	Wednesday 11 March 2020	Penyerahan proposal	
2	Monday 04 May 2020	Chapter I	
3	Friday 03 July 2020	Chapter I	
4	Friday 29 August 2020	Chapter I,II	
5	Tuesday 08 sept 2020	Chapter II,III	
6	Monday 06 Dec 2020	Chapter I,II,III	
7	Friday 29 Jan 2021	Acc for seminar	
8	Friday 18 June 2021	Penyerahan skripsi	
9	Tuesday 07 July 2021	Acc munaqosah	

Jambi, 2021

The Second Advisor

Juliana Mesalina, M.Pd.

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CURRICULUM VITAE

Name : Heriani

Date of Birth : Nipah panjang, 25 Januari 1998

Gender : Female

Address : Parit baru Jl.orang kayo hitam Nipah panjang ,Tanjabtimur,Jambi

Email : herianipanjangnipah@gmail.com

Contact Person : 0822-8243-3714

Educational Background

No	Level of Education	Address	Graduate Year
1.	SDN 27/X Nipah Panjang	Jl. Orang kayo hitam	2009
2.	SMPN 10 Nipah Panjang	Jl. Parit bengkok	2012
3.	SMAN 3 Tanjabtim	Jl. Merdeka	2015
4.	UIN STS JAMBI	Sei.Duren, Kec.Jaluko, Kab.Muaro Jambi	2021

Jambi September 2021

Researcher

Heriani

TE 161732