

Students' Perception Of Animation Video For Listening Of Recount Text

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui dan menggambarkan persepsi siswa menggunakan video animasi dalam mengajar mendengarkan teks penghitungan ulang pada kelas delapan dari MTs Al-Ahliyah karmenjelaskan. Menurut Tomlinson (1984), mendengarkan adalah kesanggupan bahasa Inggris yang memodelkan bahasa bagi para siswa untuk memahami bunyi, intonasi, pelafalan, variasi dialek, dan sebagainya. Keterampilan ini membantu orang untuk dengan mudah bertukar pesan, memungkinkan mereka untuk terhubung. Penelitian ini menggunakan penelitian kualitatif dengan pendekatan studi kasus. Penelitian ini juga menyelidiki persepsi siswa mengenai mengajar mendengarkan teks penghitungan ulang dengan menggunakan video animasi. Data dikumpulkan melalui pengamatan, wawancara, dan dokumentasi. Kemudian peneliti menganalisis data oleh Matthew B. Miles dan A. Michael Huberman. Ada tiga langkah: pengurangan data, tampilan data dan menggambar kesimpulan dan verifikasi. Jadi, dapat disimpulkan bahwa menggunakan video animasi untuk mendengarkan teks penghitungan ulang mendapat respon positif dari para siswa dan juga para siswa dapat menerapkan dalam studi mereka.

Kata kunci: persepsi siswa, Video animasi, mengajar mendengarkan, menuturkan kembali teks

Abstract

The aim of this research was to know and describe the students' perception of using animation video in teaching listening of recount text at eight grade of MTs Al-Ahliyah Karawang. According to Tomlinson (1984), listening is the English language ability that models language for students to understand sounds, intonation, pronunciation, dialect variations, and so on. This skills helps people to easily exchange messages, allowing them to connect. This research used qualitative research with case study approach. The research also investigate students' perception about teaching listening of recount text by using animation video. Data was collected through observation, interview, and documentation. Then the researcher analyze the data by Matthew B. Miles and A. Michael Huberman pattern. There were three steps: data reduction, data display and conclusion drawing and verification. So, it be concluded that using animation video for listening of recount text got the positive response from the students and it also the students can implement in their study.

Keywords : Students' Perception, Animation Video, Teaching Listening, Recount Text.

INTRODUCTION

Listening is an important English skill in studying English as a language foreign language in Indonesia because it can help students understand material provided by the teacher. People need listen to different types of English repeatedly if they want communicate correctly, meaningfully, and naturally. Listening is a responsive ability that allows students to gain input about other people. Listening is also a prerequisite for learning other English skills. As a result, listening skills must be taught in order to be effective.

According to Rost in Hien (2015) as a foreign language learner, it is claimed that listening is crucial because it offers language feedback. Listening is an important skill for students to learn as an input skill. Additionally, Rost, as quoted by Yildirim, as follows, illustrates the importance of listening in language classroom. (1) In the language classroom, listening is important since it provides the learner with feedback. Any learning cannot

continue until the feedback is understood at the appropriate stage, (2) For the learner, spoken language is a medium of conversation. Since learners need to communicate in order to understand, and (3) Listening lessons provide teachers a way to attract students' attention to new language types (vocabulary, grammar, and interaction patterns).

This is the teacher's responsibility to find a solution. They must demonstrate how to comprehend listening so that students can comprehend listening so that students can comprehend the listening material. Listening is a language skill that is used in English classes, especially for English education students. It is crucial for the preparation of learning a foreign language, especially English.

Based on the research that conducted by Linda Rosianna R. Simanjutak, Parlindungan, and Nursaima Harahap on *The Effect Of Using Animation Video To The Students Skills In Listening Comprehension Of Narrative Text*, it can be concluded that animation video was effective in teaching listening. It is hoped that teaching listening by video would limited formal in remembering essential details because video can include both audio and visual information, as Schawartz (1998), as quoted by Sholikhin, stated: 'Video provides the audience with information transmitted through aural and visual channels'. Watching films is really important because it raises their visual and vital awareness (Taffani, 2009).

Based on the explanation above, it is clear that using video to teach listening comprehension is an important method in theory. But, how do students feel about the teacher's use of media in the teaching and learning process? Is there a greater understanding of how to use animation video as a media for students? What are the students' thoughts on the media that was used? Is the media appropriate for the class? Furthermore, school is a place where students from various backgrounds, such as families, faith, physical, cultural, and psychological, come together (talent, perception, and interest). Different characteristics of the education they attended, the content provided by the teacher, and the media used by the teacher in presenting the lesson will all lead to different interpretations

Student's perception of the use of animation video in teaching recount text in teaching listening comprehension may be different. It could be due to their disparate backgrounds. Some students may believe that using animation video to teach recount text in teaching listening is a nice, useful, fascinating, and appealing method. While some students may believe that using animation videos is not a good idea, that they are pointless, uninteresting, and unattractive.

Referring to the background of problem, the writer formulates the problem of the research as the following below:

1. What are the students' perceptions of animation video for listening recount text?
2. How was the implementation of animation video for listening recount text?

METHODS

Research Design

The research of students' perceptions of animation video for listening to recount text used descriptive design with qualitative approach. The aim of this study is to know the students' perception of using animation video in teaching listening. To find out the students' perception in teaching listening, therefore researcher uses descriptive method to describe and transcript what it is. Descriptive research is simple, compared with other studies, because in this study the researchers did not do anything to the object or area being studied. According to Arikunto (2013) researchers only photographed what happens to an object or region in a straight forward, as it is.

According to Creswell, a descriptive research is a qualitative study approach that focus on individual meaning and the importance of rendering the complexity of a situation. Therefore, this research was used in this research to collect data by interview as a research instrument. This research concerned to students' perception of using animation video in teaching listening to recount text.

Site and Participant

This research was conducted in the ninth grade students of MTs Al-Ahliyah Karawang. According to Fraenkel and Wallen (2009) in deciding the sample, purposive sampling was used, in which the researcher as the investigator request that the teacher choose a population sample that could reflect the individual sample. Then the ninth is selected with 30 students. The researcher chose 5 students to involved this researched. The reasons was those students had known as an active class. 30 students was involved in this researched. 5 students agreed to the interview. To strengthen involved respondent, it was required to has students' demography information.

Table 1. Students' demography information

Respondents	Gender	Class	Background of Language	Education Background
Respondent 1	Female	IX	Indonesian	Junior High School
Respondent 2	Female	IX	Indonesian	Junior High School
Respondent 3	Female	IX	Indoensian	Junior High School
Respondent 4	Male	IX	Indonesian	Junior High School
Respondent 5	Male	IX	Indonesian	Junior High School

Data Collection Technique

1. Observation

Observation did by researcher to get the data as about the situation and condition of learning recount text in online learning, as well as the students' interaction and respond during the lesson, through this study.

2. Interview

Interview did by the researcher and the respondent with used in semi structured interview with aims to found students' perception. To collective of data was employed interview guidelines which was obtained several questions related to the object of the study. The other question or discussion have followed the students' response. The researcher was classified every answer from the informant to finally know the result of the analysis data.

3. Documentation

Documentation did by the researcher with voice recording while do the interview and capturing the activities and also take the teacher's journal.

Data Analysis

This research used descriptive qualitative as the method of this study. Data analysis techniques in this research refer to Miles and Huberman model analysis techniques consisting of three components that build up model of analyzing the data

1. Data Reduction

2. Data Display

3. Conclusion drawing and verification

FINDINGS AND DISCUSSION

FINDINGS

To find out about the students' perception of animation video for listening of recount text. The researcher observed the teaching and learning process in ninth grade class of Junior High School. The respondent are five 3 female's students and 2 male's students. All students have different backgrounds, they were chosen because they are intelligent, students are active in class, have critical thinking, are motivated in learning English and also unmotivated in learning English.

The researcher uses online learning, namely via WhatsApp, due to the pandemic COVID 19, all school must study online. The interview started with a discussion about listening of recount text and their submitted the task in animation video.

Table 2. Class Observation

No.	Component	Sub-Component
1.	Primary activities carried out by the teacher	Greeting and prayers Convey the gist of the goal learning and explaining the topic learning
2.	Core activities that the teacher does	Introducing listening strategy Mentioning and explaining the kind of listening strategy by using animation video Give the example of each listening strategy Ask the students to try listening strategy that suitable for themselves
3.	Closing	Give time for students to ask question and submitted the task Closing the study with prayer

Based on table 2 Class Observation was done. The respondents in this observation is the students from ninth grade of junior high school. The meeting follows by 30 students. The researcher also mentioning about the topic that will be discuss in online learning through media chat WhatsApp and WhatsApp call.

The first step of carried out by the teacher is greeting and followed by conveying the core learning objectives and explaining the learning material.

The second step of core activities that the teacher does. The teachers' role in this step was giving explanation and example, the teacher directly gave a chance for the students to try listening strategy that suitable for themselves.

Next the last step is also suitable for the closing. The teachers' role is was gave the students to ask question and submitted the task and closing the study with prayer. Besides that, by mentioning the teacher answer the question, the teacher expects that the students who did not understand could comprehend well.

From the observation there are 30 students that finished their task. The researcher found out that the students can understand the recount text subject easily with animation video.

Table 3 Result of the Observation

The students can understand recount text easily	✓
The students can understand generic structure in recount text	✓
Animation video helps the students understanding listening skill	✓
Animation video gives a big impact for the students in understanding the submitted subject	✓

Based on table 4.2 the result was found that students can understand recount text easily with generic structure. From the result of the observation, the researcher also found out some result about the implementation of animation video for listening of recount text. The finding got by the interview process.

A. What are the students' perceptions of animation video for listening recount text?

1. Understanding

To find out students' perception of animated videos for listening of recount text, respondents would answer the researcher question should understand what animation video.

In that study, the researcher asked the first question about:

"Apakah video animasi membantu kamu memahami pelajaran atau hanya membuat kamu menikmati belajar mendengarkan?"

Extract 1

P.1.9: "Very helpful when needed, but if it's just ee, just watching videos that are not related to the material, of course, doesn't help the learning process. Because sometimes teachers use media that are not in accordance with the learning material"

Here is one of the results of the interview, it can be concluded that animation video can be very enjoyable for the students. They argued that animation video could explain the learning material more clearly than a text did.

2. Knowledge

The students answer the question posed by researcher about animation video, it can be seen that their knowledge of animation video already understand how the procedures in animation video. The researcher asks the following question:

"Apakah dengan video animasi kamu dapat mengetahui dan memahami materi dengan mudah?"

In the research question above, students can provide answer to question raised by researcher. This animated video has the advantage that it contains information about something that can increase student knowledge. This animated video students have the additional clues the visual give them while they watch and listen to the video. But on the other hand, there is also obstacles experienced by students as follows:

Extract 2

P.3.8 : "Sometimes it's easy but sometimes it's difficult, sis, because sometimes I don't focus on watching while listening, but it's also good, sis, I can repeat the video if I don't understand"

3. Experience

The animation video not only used for entertainment, but they also can provide a great approach to language teaching and learning. In this section, the researcher ask the following question:

“Apa pendapat kamu tentang video animasi sebagai media untuk belajar listening?”

Based on the results of the interview, it can be concluded that animation video can help learners come to understand complex ideas more easily. It means that the students argued that animation video as learning media are one of the video can be effective videos to be applied in listening learning. The student need to get lots of information and knowledge.

4. Motivation

The researcher questions on this indicator are:

“Apakah menggunakan video animasi memberi kamu motivasi dalam belajar listening?”

From the results of several student interview, they argued that animation video is a new media that makes the learner more interested in following the teaching and learning process. Even though there is one student who gave different answers, overall the answer given can be conclude that from animated video feel more interested in learning, especially learning listening. Here is one of student responses:

Extract 4

P.3.15: “As for motivation, it’s the same Miss, with other lessons, because it’s the same as learning, Miss”

B. How was the implementation of animation video for listening recount text?

The researcher ask the following question:

“Bagaimana implementasi video animasi dalam pembelajaran listening?”

Extract 13

P.2.11: “The use of animated videos in listening learning can increase students' motivation, Sis, and we just have to look for videos that match the material to make it easier to understand learning”

From the discussion above, animation video is very useful in teaching learning process because can attract students' attention. Animated videos are given by the teacher as media that can be downloaded by students, then students learn from the video without getting bored. In order to get knowledge, students can get benefit from videos easily.

Discussion

This research was aimed at knowing the perception by students” perception of animation video for listening to recount text and providing some suggestion to the teacher to help the students to reduce listening comprehension problems. The observation, interview, and documentation was used as the instrument in this research.

From the implementation in the students, which they usually learn listening of recount text by audio that gives by the teacher. The use of animation video is different from the audio. This is because the advantage in allowing a repeat topic that is not understood by the students can be carried out more easily with the use of animation video. According to Teoh & Tse-Kian (2007), the use of animation video is interesting and clearly give understanding to students in a very short time can be repeated show the purpose of the strengthen students' understanding.

Based on the discussion above, the student applied an animation video for their learning process. According to Jeremy Harmer (2001) state that it is important of video is that learners not only can listen the language but also then can see it, animation video contains visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

CONCLUSION

Based on the findings and discussion in the previous chapter, animation video is important for students. It has been approved that listening is an important skill to learn by the student. Listening has an important role in language learning. The result of students' response they agreed about their feel easier understanding to the lesson when the teacher used animation video of recount text.

Furthermore, the student sometimes listening like audio or video the sound is make the students difficult understand the spoken of native speaker because the audio is fast or slowly. Then, when students see pictures in videos sometimes the resolution in not good enough so the pictures are not seen clearly. The students can choose a good video quality so that students can use animation video in the learning process.

Students' perception of animation video for listening of recount text in the ninth grade of Junior High School have a perception that animation video can be said to be an effective as a media for learning process. Then animation video can motivate students to improve their knowledge and generate new experiences for the students themselves..

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