THE USE OF ANIMATION VIDEOS IN TEACHING LISTENING FOR THE 7TH GRADE STUDENTS OF SMP 11 KUPANG THROUGH ONLINE CLASS

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KEYWORDS	ABSTRACT
Animation Videos, Teaching Listening, Online Class	This research used descriptive qualitative research which the writer becomes an observer. The aim of this research is to give or explain a situation which is observed. The subject of this research was the seventh grade students of SMP 11 Kupang, which consist of 32 students but the writer only chose 20 students randomly as the sanple of this study . The writer concluded that the implementation of animation videos as a media in teaching and learning process is stimulating and interesting for teaching and learning process, especially in listening activity through online class. Animation videos also made students more enthusiasm during learning activities, motivated passive students to be more active during the lesson. This relates to students ability to pay attention during the lesson, to understand the material and to speak up bravely to express their mind and to ask a question. Animation videos used in listening class can help both of teacher and students in teaching and learning process . This research shows us that the used of animation videos through oline class as a media in learning spesially listening skill can help studentsto solve their problem. The tests result indicated that the students varied in their understanding in listening class. There was a significant improvement of students' listening skill based on the result after getting all of the treatment using animation videos. It showed that the used of animation videos could improve students listening skill.

INTRODUCTION

When the first two COVID-19 cases were announced in Indonesia in early March 2020, the country was in panic. On March 14 2020, Jakarta Governor Anies Baswedan announced that all schools in Jakarta have to be closed, and a week after the same thing happened in Kupang, all schools and university closed, and keep social distancing with everybody. Students reported that home-learning program to be even more stressful than face to face classrooms. Some of the common reasons for this went along the lines of: "Normal classes may have been difficult, but having friends makes it more manageable and less stressful. Online classes take out the benefits of having friends to socialize with and being stuck alone with nothing

but assignments" (Unicef 2020). Many students participating in home-learning programs also say that the workload of online classes is larger than that of face to face classes.

The general consensus is that home-learning programs - although highly beneficial and a good alternative to school as schools are closed - still require some new habits getting used to by students, as it is a novel concept and not many are experienced with them. This is because those students lack of the devices and internet access to be able to participate in online classes, and the schools do not have the capacity to teach online. This leaves many students in a bad spot where they are unable to receive an education. Although Internet service providers have been giving out free data packages, they are simply not capable of supporting video calls on programs such as Zoom or even WhatsUp. And it seems that the corona virus will stay still in Indonesia and need a long time after the transmissions to stabilize the condition. A report from WHO (BBC News 2020) claimed that this virus will not really disappear and we need to prepare to live with it in our so have the capacity to teach online. This leaves many students in a bad spot where they are unable to receive an education. Although Internet service providers have been giving out free data packages, they are simply not capable of supporting video calls on programs such as Zoom or even WhatsUp. And it seems that the corona virus will stay still in Indonesia and need a long time after the transmissions to stabilize the condition. A report from WHO (BBC News 2020) claimed that this virus will not really disappear and we need to prepare to live with it in our society.

To handle all the dramas by teaching through online class like, Internet connection problems, class supporting tools for example handphone and laptop problems, data packages problems and other is not easy, spesially for listening class that needs students full attention on it. The writer does not think that teaching with animation videos is a new method in teaching, every stage in education using that method because it helps students to understand more about the course, and also it is easy and fun, since animation videos contain fun pictures, and interesting animations that attracts students attractive.This writing is about The Use Of Animation Videos In Teaching Listening For The 7th Grade Students Of SMP 11 Kupang Through Online Class, is discussing about using animation videos on listening class during this pandemic, that I hope it can help us to increase students listening skill.

METHOD

Qualitative research aims to get a comprehensive perspective from a subject's point of view without proving anything. It is qualitatively appropriate in exploration and description. Individuals or social groups internalize qualitative research objectivity as it stands and it is purely from the respondent's opinion (Sugiyono, 2009:9). The method is certainly very important to help the writer in research to find out the answer of the problem.

In doing this research the writer used descriptive analysis by using quantitative techniques and procedures.

This research was conducted in class the 7th grade Students of SMP 11 Naimata Kupang. It is located on Adisucipto street Kupang, East Nusa Tenggara. The sample of this study is all students of grade 7 of SMP 11 Naimata Kupang, which consisted of 32 students, but the writer only needed 20 students randomly as the sample of this study. The writer chose them as respondents because first it is located close to the writer's house and she does not need an extra charge by using public transportation to reach the school. Second, almost teenagers from the writer neighborhood are the students of the school, and she knew some of them have problems in learning English, the third reason is because this school has theirown E learning web, that would help her a lot for her research in online class.

In this research the there are several instruments used in collecting data. First, the researcher observed listening teaching and learning process in class. This observation focused on the students' activities, behaviors, and their skill in listening class. On this situation, it was hard for setting a normal class, that is why the researcher used the e- Learning web from the school that they provided for the students or used Google Classroom or even used WhatsUp group chat in teaching learning activities. Second Pre-test and post-test. Pre-test is a series of practice used to measure skill and intelligence. The form of the test was a fill the blank from the written text of the animation videos.The test was done for students' progress quantitatively to find students' abilities. For pre-test, the teachers necessarily explain the topic, and the structures before

playing a video. In this stage, to activate students' background information, it could be suitable to ask the students to guess the theme of the video, to brainstorm about it. Pre-listening activities made students to consciously connect with the aim of listening to the video and catch the meaning of the video while listening. This stage was meant to train learners to predict text based on their knowledge such as language, topic, or background of knowledge. For post-test, the aim of this stage was to help students connect with what they heard with their own ideas, experience and encourage interpretive and critical listening and reflective thinking. There were some examples of exercise in post-test: Using notes while listening to write a summary, reading a related text, doing a roleplay, writing on the same theme, and practicing pronunciation. Basically, teachers need to prepare those three stages of the lesson plan. The last one is the interview. It was done toward some data on school, the teacher, the students and English teaching and learning process. The researcher interviewed the teacher and students to discuss more about the test and the findings.

FINDINGS AND DISCUSSION

The number of respondents in this research were be 32 students ; however, the pandemic situations the attendance of the respondents changed every meeting, in addition the researcher only used 20 respondents in this research. Based on the information from the English teacher, listening activities were new experiences for the students, because it was hard to do listening class during pandemic. The teacher tried to make learning process available through WhatsUp group chat, she even tried to do Zoom once but it did not effective as she wanted, because lack of students participation in attending the class in many reasons such as no connection to internet, no data package, and most of the students used their parents handphones. The meetings were held twice a week on Monday and Friday through Whats Up group chat.

In January, the government changed the rule about online school and turned to offline school which is allowed the students to learn in normal class. Followed by the rule, the meetings held in class, however the tests held in online terms by using Whats Up group chat.

Result of pre-test

a. Planning

Before conducting the pretest, the writer discussed with the English teacher about learning process of the class during pandemic situation. Based the information, the learning process used WhatsApp group chat, the teacher would send them tasks and they would send back their answers, and listening skill is a new experience for the students, because in pandemic situation they never had one. The teacher also prepared some animation videos that would be used in teaching and learning process, spesially in listening activities. The use of animation videos in this test was purposed to make students be interested and motivated in listening and pay attention to the video. The teacher also gave students a test at the end of this cycle in order to know how far students have understood the material.

b. Action

The pre-test was conducted on Monday, 24 January 2021. It was followed by 20 students consisting of 13 boys and 7 girls. Before starting the class the teacher asked the students to pray and checked the attendancelist. In this cycle the material taught by the teacher was Describing People. Students seem to have low interest in learning English especially in listening activity. To gain their interest, the teacher held a game. The teacher asked them to prepare a piece of paper and they would draw a monster in physical appearance based on what the teacher said, so they need to listen and pay attention.

Based on the task above, students had learnt that if they want to describe something, in this case people, they need to start with physical appearance. Such as big heads, black eyes, long legs, fat body, hair color or heigh. In this action, beside conveying the materials, the teacher gave and offered explanation to the students. During the class, teacher asked them to write down new words on their book so that they can remember and know much about new vocabularies.

At the end of the class, the teacher gave them a task, ending through Whats App group chat, to be done at home. The teacher asked them to listen carefully to an animation video conversation about

Describing People using example given by the teacher as a model or as a guidance. They needed to fill the blank of the written conversation of the animation videos. They only allowed to listen the listening test for 3 times and fill the blank from the written text of the video.

Table 3.1 Students' Scores of Pre-tests

No	KKM	Scores	Level of Achievement
1.	70	85	Complete
2.	70	25	Incomplete
3.	70	25	Incomplete
4.	70	30	Incomplete
5.	70	20	Incomplete
6.	70	45	Incomplete
7.	70	35	Incomplete
8.	70	45	Incomplete
9.	70	40	Incomplete
10.	70	15	Incomplete
11.	70	10	Incomplete
12.	70	15	Incomplete
13.	70	5	Incomplete
14.	70	25	Incomplete
15.	70	15	Incomplete
16.	70	10	Incomplete
17.	70	30	Incomplete
18.	70	30	Incomplete
19.	70	25	Incomplete
20.	70	15	Incomplete

Table 3.1 shows that, students' score was below than minimum of criteria of mastery learning and only one student who had complete score. This means that students' ability in listening to the conversation audio was low. In that sense, students' vocabulary and spelling were low, they did not listen carefully every word, and did not know what have to write because lack of vocabularies, they only write the answer based on the sound in wrong spelling. Based on this unsatisfactory result, the writer would like to increase students' ability in listening skill by using animation video with the hope that students would be motivated in learning English, especially in this pandemic situation.

From the example of an animation video given to students through Whats Up, many students could not use video as model to listen and because of the video. In this activity students enjoyed to listen in animation video that talked about describing people, although few students were not.

From the video, students learned many things, about listen to video and make sure that it sounds similar to the text, they learned about new vocabularies most of them as adjectives and also about spelling. The important thing is students were interested and enjoyed with this listening activity.

c. Observation

The writer observed the teaching learning process in pretest that many students have low motivation in learning English, based on their response in doing their activities. Because it was the first offline meeting, they still needed to adapt to the new teacher and new situation and also friends that they had never seen before. In this test there were two shifts, half of them were doing online class and the rest of them were in offline class. The students who were doing offline class looked shy and afraid to ask what they did not understand or answered a question. If one student said a wrong answer the rest of them were laughing to her/him and said bad words to him or her. The students from online class seem not really care of what happened, they enjoyed the class because they did not need to attend a

normal class and only did the task unsupervised by teacher, they also were late in collecting or sending

back their tasks.

d. Evaluation

Mean score of pretests was 23.7. However, the writer would like to increase the students' ability in listening by conducting the posttest with the aim that students will get better mean score. In the pretest, students were having low interest, they were still shy and afraid to ask questions and also in giving answers. Students also could not write the right answer, the point is they only wrote the sound of the words for example rather than wrote *"stylish"* they started with *"staylis"* or other example they wrote *'for'* for *'four'*, '*weit* or *wait'* for '*weight'* and there were students did not fill the blank because they did not know the answer. The students also did not know much about new vocabularies, they only guessed and wrote the sound of the words.

The result of post test
a. Planning

In conducting the post test, the teacher did not need preparation as the previous test. She would teach the same material as in the first test. In pretest they have learnt about physical appearance, and in posttest they were learning how to describe people based on what they are wearing. In this session the teacher used animation pictures as new example of description activity. At the end teacher would sent a new animation video relates about the material today

b. Action

The test was conducted on 28 January 2022. It was the same as the pretest, with the same class and the same number of students. In this test the teacher taught the same material as in the first one, however in this time the teacher added pictures to help students describe someone. As usual, before starting the class, the teacher asked students to pray and check their attendance list. In opening the class, the teacher reviewed the material in the first test and asked them to explain what they had learned in first test. The teacher asked them whether they still remember the material, in this test the teacher did not waste much time because the material were the same.

The teacher explained the material only in a few minutes to make students remember the material well and the teacher also gave them motivation. In this test students were playing a game called Describe Me. They held a picture that the teacher have provided for them and described the person on the picture based on what they wear. Students also played a game Find Me in pairs, when the teacher wrote some adjectives and nouns based on the material today on whiteboard. All students need to listen when the teacher said the word and pointed the correct one as fast as they can. The teacher asked them to write down all new words they got from the meeting on their book so they can remember all the words.

All students had fun with the given tasks, they were able to ask questions when they did not understand the material well. Some of them made mistakes in listening, pronunciation and also spelling, so the teacher helped them or guide them to do better. Before the class over, the teacher sent them an animation video via Whats App group chat based on the material today, so they can listen and did the task, and collected after doing the task. Followingare the result of test.

Table 3.2 Students' scores of Post-tests

No	KKM	Scores	Level of Achievement
1.	70	100	Complete
2.	70	90	Complete
3.	70	80	Complete
4.	70	90	Complete
5.	70	90	Complete
6.	70	90	Complete
7.	70	90	Complete

8.	70	90	Complete
9.	70	80	Complete
10.	70	95	Complete
11.	70	100	Complete
12.	70	90	Complete
13.	70	90	Complete
14.	70	100	Complete
15.	70	90	Complete
16.	70	100	Complete
17.	70	100	Complete
18.	70	100	Complete
19.	70	95	Complete
20.	70	100	Complete

Table 3.2 shows that students' achievement in listening the conversation aboutDescribing People was better than pretest. The students' mean score is 93.

c. Observation

The writer observed the teaching learning process in posttest that many students have high motivation in learning English, based on their response when they mostly took part in learning activities. Most of them started to answer in right way and appreciated their friends answer by clapping and respected each other's opinions. They tried their best to answer the questions and wanted to do it first, they raised their hands fast so they can be the first one to answer.

Because it was the second offline meeting, they already adapted to the new situation. In this test, still there were two shifts, half of them were doing online class and the rest of them were in offline class. The students who were doing offline class enjoyed the class and not afraid to ask what they did not understand or answered a question. The students from online class still looked not really care of what happened, they enjoyed the class because they did not need to attend a normal class and only did the task unsupervised by teacher, however they started to collect the task on time.

d. Evaluation

Mean score of post-tests is 93 which is in fact, higherthan pre-test. In this test, based on their score students had high interest. The writer assumed that it happened because the second video was shorter than the first one, andthey were doing this task at home. Therefore they were free to watch and listen to the video more than three times. They filled the blank from the task with perfect spelling, there was not any meaningful obstacle in it. Almost all of the students focused on listening to the video. The using of animation video was successful to give the studentsexample since the instruction was simple, they only needed to listen and filled the blank. In this case the students had already understood how to do the task.

After observing listening class using animation videos in teaching listening cycle one and two, the researcher got the data from the observation as :

Table 3.3. The Results of Pre-Test and Post-Test of Class VII A Of SMP Negeri 11 Kupang

NO	NAME	Pre-Test	Post- Test

1.	Gregorius L	85	100
2.	Adrian T	25	90
3.	Aditya L	25	80
4	Jose S	30	90
5.	Hugo U	20	90
6.	Fransiskus T	45	90
7.	Fredrich P	35	90
8.	Ade M	45	90
9.	Juliono T	40	80
10.	Giovani	15	95
11.	Fransischo	10	100
12.	Absyater L	15	90
13.	Meyandry N	5	90
14.	Fitri N	25	100
15.	Astari N	15	90
16.	Adesinta T	10	100
17.	Selviana P	30	100
18.	Klarisa C	30	100
19.	Natasya R	25	95
20.	Adonia E	15	100
		475/ 20 = 23,7	1860/ 20 = 93

   Table 3. 3 shows that there is a significant improvement in using animation videos during teaching and learning process through online class. The used of animation videos increases students' listening ability. By using an interesting model or example is important i n teaching using animation videos for helping the teacher in increasing students' interest in learning. The students' will to learn about listening activity increases when the students are taught using animation videos and they influence their ability in listening skill.

From the reflections in each cycle, the findings were as follows :

1. Pre- Listening

   a. The teacher warmed the students up by asking them questions, what they know about Listening and also about animation videos.

   b. The teacher explained about the procedure of listening activity

   c. The papers materials were given to the students (Pre-test)

   d. The students were given several minutes to read the material and guess the answer.

   In first test, the students confused when doing the task, but when they read the task   after got the explanation from their teacher they know that is a written text from the animation video. They students can read the text first before their teacher play the video. They were unfamiliar with the video and also the sound that using dubbers. While in this test students have to guess the answer through fill in the blank.

2. Treatment

   After students completed the pre-test, teacher gave the treatment for the students to do the next task (Post test), which is in that post test teacher will sent the video through Whats App group chat.

3. Post- Listening

   a. Teacher sent the videos through Whats App group chat

   b. Students listened to the videos and answer the questions from home

   c. They were free to play the videos more than once.

d. After the finished the task they can sent back their answer through WhatsApp group chat.

There are some reasons why listening felt difficult to be mastered by students. In this research the writer found that during pandemic situation, listening activity was not thought in the class, but the materials and tasks were only sent through WhatsApp group chat in multiple choice form tasks and never included listening activity. However students did not get enough explanation related to the listening activity. In the beginning of the lesson some students from offline class seemed not to be ready to join the listening activity yet, they were busy doing other things and did not pay attention to the audio, and the rest of the students who were doing online class unsupervised by the teacher, they free to do anything else.

Students were lacking of vocabulary mastery. Even students pay attention to the video, they could not write the right answer because they were lacking of vocabularies. They could not write anything on the worksheet and let it unfilled. The students also did mistakes in spelling the letters, they only wrote the sound of the words and the words that they know that seemed closed sound to the right answer. They kept writing words with wrong spelling, and also in almost every meeting they did not bring their English dictionaries, however they had difflugids to find or even guess the words.

Almost every student felt difficult to listen to the conversation, because the speed of the conversation, they need repetition for several times to listen to the audio. They also did not pay attention enough to the audio because they were enchanted by the picture or animation of the video that more interested to them so they forgot the main part to listen carefully to the conversation. Students had difficulties in pronouncing of words that sound similar or less clear. All of the animation videos using dubbing from native speakers, and they found it hard sometimes to understand conversations from the video. They also had mispresented the meaning of the sentence, for example 'weight and wait' or 'suit and suite' which students found difficult to distinguish.

In this pandemic situation, using animation videos as model to do listening activity would cost more data package, because students needed download the material first, rather than only send audio for them, which used less data package.

This research was conducted at class VII A of SMP Negeri 11 Kupang, with the number of 20 students. Each students had different and variants of abilities, even so many students in class VII A were enthusiastic and showed interest in learning. From their interviewed obtained by the writer, each students stated his/her statement or opinion based on the questions asked by the writer, the students answer all the question well. Each student answered by giving similar statement and other answer. Then the writer concluded the result on their interview answers. Most of them had similar interview answer about their interested or difficulties they faced during the test process in pandemic situation.

Students were interested in the test, they enjoyed it during online and offline class, one biggest thing that they agreed was, online class was boring and made them lazy to complete any tasks given by their teacher because they were unsupervised by the teacher so they were free to do everything than sat down and studied. Despite the obstacles such as listening activity was never taught in the class during pandemic situation, unfamiliar vocabularies, pronunciation, the speed of the animation videos, and how they were more attracted by the video rather than listen to audio. Besides, Animation videos cost more using data package. Although they had these obstacles, they still did the test well.

The test given was animation videos, the teacher made it in the form of completing blank to the text as a test given to students to measure their listening skill. From the result of the interview regarding the test given, students thought that they like the test using animation videos and felt those videos made the test easier to do. The use of animation videos could stimulate students to be more active and creative and more interested to learn, especially for listening activity. Those videos were simple, fun to watch, easy to listen and were not boring.

CONCLUSIONS

In this action research, two cycles were completely done. It was implemented on January. In both

cycles, the researcher observed some actions such as: 1) using the animation videos to attract students' attention; 2) using animation videos to help students' difficulties related to the listening materials.

From the result of the study, it showed that the research was successful to improve the students' listening comprehension. This could be seen from the students' listening test result; Besides, their vocabularies were also improved.

Based on the results of the actions, there were some improvements related to the teaching and learning process of listening and the students. The descriptions were presented below.

Before the actions were conducted, at the beginning of the lesson, the students were not ready to join the listening class. They had difficulties to listen to fast spoken language and guess the meaning of some words since their vocabulary was limited. Besides, they did not have enough explanation because listening activities were new experiences for students during pandemic.

The using of animation videos made students more interested in joining the listening activity and students looked more used to participate in answering the questions and giving comments. Meanwhile, they also became familiar with the listening tasks and they did not feel awkward to convey their ideas.

English teachers should pay attention more to their teaching method in the classroom. In this pandemic situation, teachers need find creative methods that can use in learning process, spesially in online class learning. Besides giving the students materials, they must provide support to their students also. In this case, using animation videos are important to be considered to apply in their teaching because it is important to make students easier in understanding materials and to make them involved and active in teaching and learning process.

English is a difficult subject and listening is an important thing for students if they want to improve their English. In this pandemic situation when students have to join school from home. The use of animation videos in learning is an interesting media because it can attract students interest and motivation in teaching and learning process.

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