

**STUDENTS' PERCEPTION USING INTERACTIVE  
ANIMATION VIDEO FOR TEACHING  
EXTENSIVE LISTENING**

*(A Case Study at the Eighth Grade Students of SMP Negeri 2 Bangilan Tuban  
in Academic Year 2018/2019)*

**THESIS**

**BY  
NURHALIZA ZEIN  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2019**

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**THESIS**

Presented to

**IKIP PGRI Bojonegoro**

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for the degree of Sarjana in English Language Education

by

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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS EDUCATION**

**IKIP PGRI BOJONEGORO**

**2019**

**APPROVAL SHEETS**

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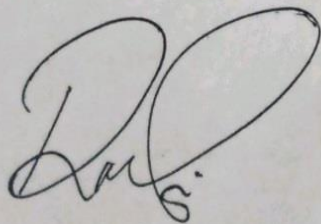
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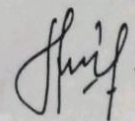
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# LEGITIMATION

## THESIS

### STUDENTS' PERCEPTION USING INTERACTIVE ANIMATION VIDEO FOR TEACHING EXTENSIVE LISTENING

*(A Case Study at the Eighth Grade Students of SMP Negeri 2 Bangilan Tuban  
in Academic Year 2018/2019)*

By  
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has been approved by the Board of Examiners  
as the requirement for the degree of Sarjana in English Language Education  
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I hereby declare that in this thesis there is no any thesis or paper that have been proposed to receive of bachelor degree, and there is no ideas or notions written or published by another person, unless what has been written in this thesis and mentioned in the references.

Bojonegoro, August 14,2019



Nurhaliza Zein  
15120027



## **DEDICATION**

*This thesis is lovingly dedicated to My beloved mother ( Yuni Puji Astuti )*

*My beloved brother and sister ( Aziz Nur Faizi & Nazhifa Nur Fadhila )*

*My family, and all of my best friends. Thank you and love you.*

## **MOTTO**

“Do the best and pray.  
God will take care of the rest.”

(Researcher)



## ABSTRACT

**Nurhaliza Zein (15120027). Students' Perception Using Interactive Animation Video for Teaching Extensive Listening (A Case Study at the Eighth Grade Students of SMP Negeri 2 Bangilan Tuban in Academic Year 2018/2019). Thesis of English Education Department Faculty Of Languages And Arts Education IKIP PGRI BOJONEGORO 2019.**

Advisor I : Refi Ranto Rozak, M.Pd.

Advisor II : Siti Ermawati, M.Pd.I

The aim of this study was to know and describe the students, perception using interactive animation video for teaching extensive listening at Eighth grade class of VIII-D SMP Negeri 2 Bangilan Tuban. The subject of this research is the students of Eighth grade class of VIII-D. The method of this study was qualitative and case study design. The data collecting procedures are observation, questionnaire and interview. The observation and questionnaire was done at Eighth grade class of VIII-D. Furthermore, from the questionnaire the writer took six of the students for interview. Then the writer analyze the data by adopted Matthew B. Miles and A. Michael Huberman pattern. There were three steps; data reduction, data display and conclusion. Then the writer used tabulation for the gained data to make the description of the data. The result of this study showed; (1) Implementation of interactive animation video for teaching extensive listening that they perceived the use of animation video for learning extensive listening could create an interesting, unborring, fun, and enjoyable class. (2) Students are giving positive information and good perception on the use of interactive animation video for teaching extensive listening, and (3) The advantage of using interactive animation video for teaching extensive listening are; it helped the students in understanding the subject easily, it also helped them in guessing some unfamiliar vocabularies by watching the interactive animation video, and it gave them some motivation to learn English, other disadvantages were rate of delivery and poor quality of recording. Those are called external factors since these come from outside the listeners such as the speakers and recording. So it can be concluded that using interactive animation video for teaching extensive listening got the positive response from the students and it also gave them some advantages.

Keywords: *Students' Perception, Interactive Animation Video, Extensive Listening*

## ABSTRAK

**Nurhaliza Zein (15120027). Students' Perception Using Interactive Animation Video for Teaching Extensive Listening. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa Dan Seni IKIP PGRI BOJONEGORO 2019.**

Pembimbing I : Refi Ranto Rozak, M.Pd.

Pembimbing II : Siti Ermawati, M.Pd.I

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa menggunakan video animasi untuk pembelajaran mendengarkan di kelas VIII-D SMP Negeri 2 Bangilan Tuban. Subjek penelitian ini adalah siswa kelas VIII-D. Metode penelitian ini adalah kualitatif dan desain studi kasus. Prosedur pengumpulan data adalah observasi, kuesioner dan wawancara. Pengamatan dan kuesioner dilakukan di kelas VIII-D. Selanjutnya, dari kuesioner penulis mengambil enam siswa untuk wawancara. Kemudian penulis menganalisis data dengan mengadopsi pola Matius B. Miles dan A. Michael Huberman. Ada tiga langkah; reduksi data, tampilan data dan kesimpulan. Kemudian penulis menggunakan tabulasi untuk data yang diperoleh untuk membuat deskripsi data. Hasil penelitian ini menunjukkan; (1) Penerapan video animasi untuk pembelajaran mendengarkan yang mereka rasakan penggunaan video animasi untuk pembelajaran mendengarkan secara luas dapat menciptakan kelas yang menarik, tidak membosankan, dan menyenangkan (2) Siswa memberikan informasi positif dan persepsi yang baik tentang penggunaan video animasi untuk pembelajaran mendengarkan (3) Keuntungan menggunakan video animasi untuk pembelajaran mendengarkan adalah membantu siswa dalam memahami subjek dengan mudah, juga membantu mereka dalam menebak beberapa kosa kata yang tidak dikenal dengan menonton video animasi interaktif, dan itu memberi mereka beberapa motivasi untuk belajar bahasa Inggris, kerugian lainnya adalah tingkat kualitas rekaman yang buruk. Itu disebut faktor eksternal karena ini berasal dari luar pendengar seperti pembicara dan rekaman. Jadi dapat disimpulkan bahwa menggunakan video animasi interaktif untuk pembelajaran mendengarkan mendapat respon positif dari siswa dan itu juga memberi mereka beberapa keuntungan.

Kata kunci: *Persepsi Siswa, Video Animasi Interaktif, Mendengarkan secara luas.*

## ACKNOWLEDGEMENT

*In the name of Allah, the Most Beneficent, the Most Merciful.*

All praise to be Allah, the Lord of the Worlds, who has blessed the writer with strength, health, and resolve in finishing this skripsi as the final assignment in her study. Peace and salutation may always be upon the Prophet Muhammad, the savior of the humankind, who has brought the light onto this world and turned it into a better place.

This thesis is a scientific paper that is presented as one of the requirements for the degree “S.Pd.” in English Education. There are many people who have been very helpful and supportive during the writing of this thesis. At this opportunity, the writer would like to convey her utmost gratitude to them. The first ones are her small family her dearest mother Yuni Puji Astuti for her incomparable love and kindness, her sibling Aziz Nur Faizi and Nazhifa Nur Fadhila for their support and prayers.

Next, the writer would like to thank her advisors, Refi Ranto Rozak, M.Pd., and Siti Ermawati M.Pd.I., for patiently guiding her and giving her the most valuable lesson and advice in writing this thesis.

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Lastly, the writer realizes that this thesis is still far from being perfect. Despite the help from the aforementioned people, there are weaknesses and shortages in this thesis that remain as the writer's responsibility. Therefore, she welcomes all kinds of correction and suggestions for a better writing.

Bojonegoro, August 2019

Nurhaliza Zein

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Extensive listening is in many ways similar to extensive reading students primarily focus on meaning rather than form, and are exposed to texts for relatively long stretches at a time. The purpose is to provide students with as much target language input as possible. Extensive listening has been shown to have considerable benefits for vocabulary development, accent recognition, and also students' productive skills, in particular pronunciation and speaking (cf. Renandya & Farrell, 2010).

There are also benefits to developing motivation. Many students report great satisfaction when they are first able to understand a news broadcast or a TV program, for example (Ryan, 1998). However, extensive listening practice is difficult to do in class for practical reasons, and the classroom may not be the best place if the aim is to get students into the habit of engaging with the language on their own and to encourage them to take ownership of their practice. It is therefore important to find ways for students to listen to music, presentations, radio programmes, or other spoken text, as frequently as possible.

Examining extensive listening challenging assumptions the question for many teachers is can successfully implement extensive listening in the class as a first step, it is relatively easy for teachers to create an audio library if they have

the budget and time ( Yonezawa & Ware, 2007 ). Teachers can then encourage students to choose some video and spend a lot of time listening. However, this is usually not enough for successful extensive listening. Poor and average students will generally not expend the extra energy needed to go to a library. Further, having an audio library in the classroom does not necessarily create a successful listener. The teacher's role is crucial for the success of extensive listening. One way teachers can help students get the greatest benefit from the time they spend doing extensive listening is to teach them active listening techniques (Wiltshier's 2006 article).

According to Yildirim (2003), state that listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Additionally explains the importance of listening in language classroom as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding.
3. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

However, some Indonesian students still find difficulties in learning to listen especially in understanding the speaker message. Some problems that usually faced in the listening session of typical Indonesian learners is the

unfamiliarity with the kind of listening test. Listening still not getting much attention from the English teacher because listening didn't consider as important skill due to it has no specification detail for it. This is a contra with Nunan statement that listening is a basic skill in language learning and supported by Rost (2005), statement that Listening vital in language classroom because it provides input for the learner. Another problem is the recorder's sound is unclear, and it made the students can't listen to the speaker's message correctly. There are many techniques with different media for teaching extensive listening, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect (Mousavi and Iravani 2012; Thorn 2009). The research here is focused on the use of interactive animation video for teaching extensive listening. The researcher uses animation video because animation or cartoon is suitable to be watched by many people of all ages. And sometimes, there's a moral value that can be learned from that animation or cartoon video.

The research of video in teaching listening comprehension has been done by several researchers (Woottipong-International Journal of Linguistics 2014, Shahani,Tahriri - Sage Open journals 2015, Saito,Akiyama - TESOL quarterly, 2018 and it always has a positive result in teaching and learning process. Based on the research that conducted by Jaenab, I Ketut Warta and Lalu Moh. Iswadi Athar (2015), on the impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening. Teaching listening by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information as Schawartz (1998), as cited by Sholikhin stated that 'Video presents the viewer

with information conveyed via aural and visual channels'. In line with the quotation above, Taffani states "Watching films is very important as it increases their visual and critical awareness." based on the explanation above, it can be seen that theoretically, using video in teaching extensive listening is an effective way. But, what the students' feeling about the media that used by the teacher in teaching and learning process, are students get a better understanding of using animation video as the media, what's the students' perception of the media that used, is the media suitable for the lesson. Moreover, school is a place where students with a different background such as family, religion, financial, tradition and psychological (talent, perception, and interest). Different aspects can bring up different perceptions about the lesson they received, the material that is given by the teacher and the media that used by the teacher in delivering the lesson.

Perception is the beginning of the process of human interaction with the surrounding environment. Perception is a subjective process of how a human can assess the object Slameto (2010:102). In general, the perception is a vision or understanding of how someone valued something. Perception is important because a person and other behaviors are not the same on the same object. In terms of psychological aspects, different perception of students is an interesting thing, because everyone has different perceptions of the same object that been caused by many background factors. According to Robbins (2003), students' perception of interactive animation video for teaching extensive listening may be different for every student. It can be caused by their different background aspects. Some students may think that animation video is a good way, useful, interesting and attractive in teaching extensive listening. While some of the students may

think that animation video is not a good thing, useless, not interesting and less attractive. Based on the different perception among the students, the writer wants to analyze and observe their perception. It is needed because as a teacher, she has to know students' feeling and students' response towards the media that the teacher uses. Because as mentioned before that perception is one aspect of psychological background that can has the different result. Based on the statement above, the researcher intends to conduct a study with the title “students’ perception using interactive animation video for teaching extensive listening”.

#### **B. Focus of The Research**

In conducting this research, the problem is limited to students' perception using interactive animation video for teaching extensive listening. Animation is a method in which pictures are manipulated to appear as moving images. Today most animations are made with computer-generated imagery (CGI). Computer animation can be very detailed 3D animation, while 2D computer animation can be used for stylistic reasons, low bandwidth or faster real-time renderings. Other common animation methods apply a stop motion technique to two and three-dimensional objects like paper cutouts, puppets or clay figures (Vaughan, 2000). There are so many types of animated videos such as folklore, fables, legends and many more that students will be able to find 2-3 types of video animation that has a duration of 5-10 minutes so students can give opinions or give perception of the interactive animation video for teaching extensive listening in a eighth grade at SMP Negeri 2 Bangilan Tuban academic year 2018/2019.



### **C. Research Questions**

Based on the background of the study and the focus of the research, the research is formulated in question as follows:

1. How can interactive animation video be implemented in extensive listening class ?
2. What are students' perception of learning extensive listening using the interactive animation video ?
3. What are the advantages or positive impact and disadvantages or negative impact of using animation video for teaching extensive listening?

### **D. Purpose of Study**

The purpose of this study was to get information about implementation using interactive animation video and students' perception using interactive animation video for teaching extensive listening in a eighth grade at SMP Negeri 2 Bangilan Tuban. And to know the advantages and disadvantages using interactive animation video for teaching extensive listening.

### **E. Significance of Study**

The research result is expected to give information :

- a. For the teachers

The result of this research is expected to give information about students'

perception of the use interactive animation videos for teaching extensive listening. The teacher also can use different media while teaching listening but be more careful about the media that used in the classroom.

b. For the learners

The research is expected to motivate them in learning extensive listening because by using animation video, the class will be interesting. Hence, the learners can improve their understanding of a extensive listening. And for learners that have a negative perception, hope this research will give further researcher and teacher to be careful in using media and can find the more suitable and interesting media for teaching and learning process.

c. For the further researcher

The research result is expected to give information and knowledge about students' perception of the use interactive animation videos for teaching extensive listening and to do the next research in the future with a different aspect of psychological background.

d. For the institutional

The research result is expected to be a reference and information for the school to encourage their English teachers to be more creative and innovative in conducting English teaching and learning activities; to enhance their facilities; and the last, eagerly to improve the education standard in Indonesia generally.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Perception**

Perception puts people in contact with the world they live in, it shapes their knowledge of the world, and knowledge is a power that human seed in their life. Knowing about the world allows us to predict the consequences of our action, a critical skill in constantly changing the world. Perception doesn't have to provide us with an accurate view of the world, perfectly detailed in every respect. The important is that perception provides a useful view of the world, where useful means being able to interact safely and effectively within the environment.

##### **1. Nature of perception**

Perception is a biological process because to be perceived any information about events in the world, it must be registered by the sensory nervous system, Fifth Edition, (New York: McGraw-Hill Companies, 2006). Perception registers and interprets sensory information from the environment, such as light that guides behavior. Additionally, in a psychological term, Mike May on his book Sensation and Perception define perception as something what to observe and how to interpret it Mike May, Sensation and Perception, (New York: Chelsea House, 2007). Further, Santrock also states that “Perception is the interpretation of what is sensed.” For example, the information about physical events that contacts the ears may be interpreted as musical sounds.

It can be concluded that perception is the process of interpreting information through human's sense organ system. There are two kinds of perception they are positive and negative perception. As Allah said in Qur'an surah Adz-Dzariyat verse 49 which has to mean "And of all things We created two mates perhaps you will remember." In this surah, Allah tells us that everything was created in pairs such as day and night, good and bad, heaven and earth, positive and negative. Positive perception is when someone sees something or the world in a positive way, usually, someone with positive perception will bring many positive things to come in their life and they always feel happy and enjoy their life. While negative perception is a negative point of view of a person towards something or the world that they see. Someone with negative perception usually sees the world in a pessimistic way, so they will not enjoy their life.

## 2. Students' Perception

In the world of teaching and learning, students' perceptions are very crucial because teachers, lecturers, and instructors need to take students' preferences into consideration before they come up with teaching materials and lessons. Apart from that, instructors also need to consider students' prior knowledge even though it can be a challenge to the lecturers. This process is the same when instructors are setting question papers. Instructors need to know the objectives of the lessons because in evaluating students' knowledge, they need to make sure that students have knowledge of the subject matter which is related to the issue of test validity.

Students have different perceptions when their instructors use different approaches and methods in classes Published by Canadian Center of Science and

Education, English Language Teaching; Vol. 10, No. 8, (2017). Muhadjir & Rohman, said "the nature activity in education is always taking part of an important actor in the educational activity. The important actors are the giver subject called as a teacher and the receiver subject as students" (Rohman, 2009). The term of a learner in a formal education such as elementary and secondary school is known as students. Students are a subject that received what was presented by the teacher. Generally, students are a figure of a child who needs the help of other people to grow and evolve toward maturity.

It means that students are the members of people who are trying to develop their potential through education. Students are they who are specifically delivered by their parents to follow the teaching and learning process at school in order to be a person who learned knowledge, skillful, experienced, noble and independent. Students are unique organisms that develop in accordance with its development. A child growth is the development of all their personality aspect, but the time and rhythm of their development in every aspect is not always the same. Every student has diversity in skills and personalities. In teaching and learning process, the characteristic of students is much to take care because it can affect the process and the outcome of the students. Students' perception is a process of students' behavior towards the information about an object in the school environment, especially in the classroom through by their sensory system, so students can give meaning and interpret the object being observed.

### 3. Factors of perception

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

a. Object is perceived

Stimulus object raises the sensory organs or receptors. Stimulus not only can come from outside the individual, but it can also come from within the individual itself. In fact, the bulk of the stimulus comes from outside the individual.

b. Sensory organs, nerves, and central nervous system

c. Sensory organs or receptors

Are some means to receive the stimulus. Besides, there should be a sensory nerve as a mean to continue the stimulus received by the receptors to the central nervous system. Attention to realize the perception, someone needs attention which is the first step as a preparation in order to perceive the object. Attention is a centralization or concentration of all individual activities toward something or objects.

4. Process of Perception

Psychologists distinguish between bottom-up and top-down processing in sensation and perception. In bottom-up processing, sensory receptors register information about the external environment and send it up to the brain for analysis and interpretation John W. Santrock, Psychology Updated Seventh Edition, (New York: McGraw-Hill, 2005). A bottom-up processing means that taking in information and trying to make sense of it. In contrast, top-down processing starts out with cognitive processing at the higher level of the brain. In top-down processing, we begin with some sense of what is happening and apply that framework to information ( Santrock, 2005 ) .

In addition, Sobur (2003), classified three main components in the process of perception. They are :

a. Selection

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

b. Interpretation

Interpretation is a process of organizing information so that it has a meaning for someone. The interpretation is influenced by some factors, for instance, previous experiences, motivation, personality, and intelligence.

c. Interpretation and Perception

The interpretation and perception then are interpreted into someone's act. Hence, the process of perception is doing selection and interpretation of the information received by sensory organs.

5. Aspects of perception

Perception cannot be separated with the sensory system because according to Robbins, Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning (New Jersey: Prentice-Hall, 2002). However, according to Walgito (2004), perception contains three components that create behavior structure; they are cognitive, affective and conative. Cognitive component is a component that related to the science, opinion, believes and intellectual aspects. Affective component is part of emotional aspects of the socio-psychology factor. And conative component is related to habit.

The cognitive component which has some correlation with intellectual aspects cannot be separated by audio and visual aspects which play important role



in giving people information, according to Andrew Lotto and Lori Holt, in cognitive science study, auditory perception sometimes treated by some people as secondary system behind the visual perception (New York: John Wiley & Sons, 2010). Although auditory perception plays an important role in the early development of cognitive science, auditory cognitive science has subsequently lagged behind its visual counterpart. It can be concluded that auditory and visual perception play important role in process of perception, that's why this research focuses on auditory and visual perception because in watching animation video, those two aspects that the researcher observed. The visual aspects focus on the video itself because video contains moving image that can be observed whether the image that showed is good or not.

a. Perception of audio

The sound is pressure changes in the air or another medium. While perceptually sound is the experience we have when we hear. It can be assumed that perception of sound happens when we hear the sound. Every sound is physically composed of sinusoidal signals. Combination of those signals leads to a specific sensation of pitch and timbre (Granada: III Congreso Internacional de Sinestesia, 2009). Moreover, it determines whether a sound is perceived as pure tone (one sinusoidal signal), complex tone (various harmonic signals) or a noise without distinguished pitch (various non-harmonic signals).

To perceive sound is not easy because sound cannot be seen as Lotto and Holt stated that categorization of the sound event appears more difficult than visual object recognition. Sounds are barely distinguishable by the mere presence or absence of discrete features Andrew Lotto & Lori Holt (2007) . Because when

an object moves or vibrates, it disturbs air (or other media) causing the density of molecules to fluctuate. Such fluctuations in air pressure are the basis of sound waves. And the structure of sound waves carries information about the event that disturbed the air. For human, perception begins with sound pressure waves entering the outer ear, or pinna and setting the delicate tympanic membrane (eardrum) into vibration in the middle ear, the movement of which transferred to three tiny bones that are attached (the ossicles), which push up against the end of the fluid-filled inner ear (the cochlea), setting up a wave that displaces a flexible structure called the basilar membrane.

Perception of sound in this research means that a students' perception of the sound produced in animation video. This aim is to know whether the sound is clear or not, and there is a lot of distraction in the sound that is heard or not. It is because the most striking property of the hearing system is its ability to analyze the world of superimposed sounds and to separate them according to their various sources. The research in this study is to know the quality of sound that used by the teacher in teaching listening comprehension because one of the problems in listening comprehension of narrative text is the unclear sound. It is clear that for an audition to be so useful, a great deal of perceptual-cognitive processing must occur. Comparing to vision, audition seems like a rather unreliable perceptual system. Auditory cognitive science is much less developed than visual cognitive science.

b. Perception of video

The video is a combination of moving picture and sound. While watching a video, there is some process of transferring the information to the

visual sensory system. By the process of transferring, someone can get the information and can make a correlation with their previous knowledge. After combining the new information and the previous information, they can have a perception of it. It means that previous knowledge can make a different result of someone perception. Video perception refers to the sensory and cognitive processes employed when viewing scenes, events, and extensive listening presented in edited moving images. Bruce (California: SAGE Publication, 2010). Dynamic visual media such as film and television have increasingly become an integral part of our everyday lives.

Understanding how our perceptual system deals with the differences between these mediated visual experiences and the real world helps us understand how perception works in both situations. There are a lot of things that can be perceived while watching the video because video contains several images that by editing process create moving picture that followed by sound. So, things that can be perceived while watching the video are the sounds and the video itself. It can be explained in detail such as :

- a) The color and contrast in the video is the matching color of the moving image with the contrast. Because if the color and contrast do not match well, it makes our eyes feel tired while watching the video.
- b) The quality of the video. The good quality of video can be defined as the video has a good image or no blurring moving image and have a clear sound.
- c) The usefulness of teaching and learning process. This usefulness is felt by the students which are the object of teaching and learning process, whether the video helps them to understand the lesson or not.

The first things that can be perceived are color and contrast. Perception of color is ultimately not about seeing wavelength or light but about seeing the objects that light illuminates. Color provides powerful cues to object recognition. Because color provides powerful cues to object recognition, it means that by color, someone can determine some object or a thing. The principal psychological attributes of a color are its hue (e.g., whether it is red or blue), saturation (the degree to which it appears mixed with white, as in pink versus red), and brightness (the perceived intensity). Perceptual color spaces attempt to capture the relationships between different colors typically in terms of these attributes and these arrangements are thought to reveal how color percepts are built by the visual system. Besides the color, contrast also plays an important role in the video. Contrast is comparing two things so the difference is clear. In this study, the terms contrast means the difference between any colors that appear in the video that make a good sense towards the moving picture.

Sensitivity to contrast makes it possible for us to see in detail what is around us and to do so over a huge range of intensities. This ability depends critically on the fact that different objects reflect light differently. Both the intensity and the spectrum (wavelengths) of light vary from one region of a scene to another. While watching the video, color and contrast of the video give an important role, because if the color is clear and the contrast is good, it makes a good quality to the video, and it makes students who watch the video do not feel tired in their eyes because of the contrast is too low. By the good quality of the video, it will emerge students to feel easy in understanding the lesson. The next is usefulness. This usefulness only can be felt by the students after the teacher taught

them by using animation video, whether they feel easier to understand the lesson by using video or the video just make them feel bored during the lesson.

#### 6. Perception and Learning

Perception and learning are interrelated. Atkinson (1995), as cited in Kaymaz stated that perception is defined as the process by which someone organizes and interprets patterns of stimuli in environment. Then, learning is defined as a relatively permanent change in behavior due to experience. Raygor, *The Science of Psychology*, (New York: Harcourt College Publishers, 2005) . It refers to a personal experience of the world. Hence, when one perceives something through his or her environment, he or she then learns it and somehow puts it into practice. In *Psikologi Pendidikan*, Soemanto (2006), states that a positive perception leads to happiness, on the other hand, a negative perception leads to unhappiness. That happiness and unhappiness will influence someone's desire and action, including learners' desire and action in learning.

It means that when students have a good perception, they will easily understand the lesson because their mind is happy while studying the lesson. While students with negative perception will feel the lesson is boring. Because the perceptions have an important role in education, teachers have to accommodate the positive perceptions to the learners to improve the happiness which leads to the learners' desire and action in learning. Furthermore, the other explanations about perception and learning come from other research. Maarten van Wesel, et.al state that the perception influences the learners learning. (Wesel, 2008). The learners' perception of a learning environment affects the way learners manage to work in the environment.

Additionally, the result of research which conducted by Adeyomo (2011), is that the perception of classroom learning environment plays a significant role in the achievement of the students. It shows that the perception of learning environment and availability of infrastructural facilities contribute to a positive learning outcome. Hence, the learners' perceptions of learning environment affect the way they think which can affect the learning outcome.

The classroom learning environment refers to a setting or space where teachers and learners interact with each other and use a variety of tools and information resources with each other and use a variety of tools and information resources in their pursuit of learning activities. Therefore, if the students perceive their learning environment is not conducive, the students' learning may not be effective. In other words, without positive perception, the students may have little chance of learning appropriately.

## **B. Video**

Video supports comprehension and production of foreign language input or output because it provides interesting and motivating to accompany audio or written inputs. As Herron concluded that video is lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials. The video is also called as digital imaging. Digital imaging is the process of capturing and representing an image in a format readable by a computer ( Bruce, 2010 ). In making a video, especially animation video, digital imaging has an important role. Because digital imaging helps the animation

creator in arranging the sequence of the image until it becomes a moving picture of animation video.

#### 1. Definition of Video

Stempleski and Tomalin (1990), as cited in Rasouli and Shoari argued that video is the combination of moving picture and sound which can present language comprehensively. (Journal of Applied Linguistics and Language Research Volume 2, Issue 7, 2015). The technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion is called as video. Richard E. Breg and David G. Stork, *The Physics of Sound*. (United State: Pearson Education, Inc. 2005). From the description above, the researcher defines interactive animation video as several storage formats for moving pictures that contain an animation or cartoon of narration story such as fairytale, fable, legend, etc. Briefly, also defined as the videos that contain narration story. As multimedia technology video becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening, hopefully, becomes a new strategy in teaching listening. Video allows integration of text, graphics, audio, and motion video in a range of combinations.

According to Meskill (1995), as cited in Fachmi “video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students”. In line with that Brooks said, "multimedia systems with video under learner control are also preferred other instructional activities". In short, multimedia input such as video as an authentic material apparently motivates learners and engages their attention to aural input.



## 2. Definition of Animation Video

There are several definitions concerning animation videos. Animations are a form of dynamic representation that displays processes that change over time. According to Molenda & Russell (2002), animation is a technique in which the film maker gives motion to otherwise inanimate objects. A video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in teaching extensive listening. Teachers need to explore more media that can be used in teaching and learning process. In line with that as cited in Ramadhika (2014), states that to enhance the listening experience for students, video can be used as a new tool in teaching extensive listening by the teacher in aural practice classroom. There are some components that students can observe while watching video such as settings, action, emotions, gestures, etc. Besides, for a language production and practice, the video also provides the students an important stimulus ( Boris, 2014 ).

Many definitions of animation elucidated by experts, but all of them have the same points that animation is a series of drawing or photographs that created by the computer. Webster says that animation is a series of drawings, computer graphics or photographs of inanimate objects (such as puppets) which is made into a motion picture. However, Collins dictionary also states that animation is the process of making films in which the drawings or puppets appear to move. Furthermore, Oxford dictionary says that animation is the manipulation of electronic images by a computer in order to create moving images.

In conclusion, video animation is described as a cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

### 3. Benefits of using video in teaching extensive listening

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

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

that animations can help learners come to understand complex ideas more easily ( Harmer, 2001 ). Moreover as stated by Amalia, Oddone states that the advantages of using videos in the language classroom are:

- a. They provide instances of authentic language and can be fully exploited with the teacher's control.
- b. Videos give access to things, places, people's behavior and events.
- c. Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things"

#### 4. Teaching Listening using Video

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

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

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

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

### **C. Listening**

Listening is a receptive skill because it involves responding to language rather than producing it. Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into an appropriate understanding of the speaker's intentions.

#### **1. Nature of Listening**

There are many definitions elucidated by experts concerning on listening. Each of them has difference each other, even though they have somewhat same in meaning. First listening is an active, purposeful processing of making sense of what we hear ( Nunan, 2003 ). According to Rost (2014), states that listening is a mental process of constructing meaning from the spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening as a basic input material is very important for the students in

learning English. It is a highly complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind). Listening is thus fundamental to speaking.

The listening skill has received special attention in speaking course, possibly because it previously has been neglected as a skill in its own right. Listening shares a number of features with reading and plays an important role in speaking and listening. Based on the explanation above, it can be concluded that listening is a receptive skill but has active processing in making sense of the sound that we heard. Listening also plays an important role in speaking skill, because listening is the primary skill to learn another skill. Besides, there are some difficulties in listening skill that usually found by teacher and students itself, and there are some kinds of listening skill itself that will explain in the next paragraph.

## 2. Kinds of Listening

According to Harmer (2013), there are two kinds of listening named extensive and intensive listening. In order to increase the students' language input for improving listening skill in the English Language, they need to practice both extensive and intensive listening. So here are those two kinds of listening by Jeremy Harmer: In order to increase the students' language input for improving listening skill in the English Language, they need to practice both extensive and intensive listening.

### a. Extensive listening

This kind of listening is where the teacher motivates students by asking them to choose what they listen to and do it for pleasure in general language improvement. This type also can give substantial effect to students' language

learning. Extensive listening has also a greater ease than other types as it is concerned to promote overall comprehension of a text and never requires learners to follow every word and understand them. Learners need to comprehend the text as a whole which is called global understanding. The listeners' proficiency level is the measurement of the activity that will be chosen.

There some problems that the listener at a lower level usually faces; organizing the information, so some non-verbal forms to respond are to put the pictures in right sequence, to follow the directions on a map, to check the items in the photograph, to complete a grid, chart or timetable and soon. However, at a developed stage, the language tasks are usually different from the beginner stage. Some language tasks that recommended for the developed stage are to construct the meaning, to infer the decisions, to interpret the text and to understand the meaning. Other examples are multiple choices, to predict the next phrase, to form connected sets of notes, to infer the opinions, to complete cloze exercise or to interpret some parts of the text ( Harmer, 2003 ).

b. Intensive listening

Intensive listening or 'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult. Intensive listening is important because by understanding both lexical and grammatical units of language, the listeners will understand the language form and the language meaning. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrase, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation, and pauses etc (Mili,

2008). Feedback on accuracy and repetition on the teacher's part promote success here. Intensive listening refers to listening to precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. Based on theory above there are two kinds of listening; extensive listening and intensive listening. And for this study, the researcher only focus on extensive listening because extensive listening is suitable for teaching tenth-grade students of a senior high school.

### 3. Listening Comprehension

Listening has been overlooked by most of our teachers as they believe that learners can acquire such a skill during listening to vocabulary and grammar used by their own teachers during practicing other skills. Mendelson, as cited in Darweesh (2014), states that listening comprehension is the way of understanding what the native speaker says. There is two common sense of comprehension, both of them are narrow sense which indicates the mental process by the listener to understand the sounds pronounced by the speaker for understanding the speaker message and to build the meaning of the sound. And the other sense is broader sense which is means the listeners put the interpretations they have for building the work. There are some definitions elucidated by different researcher about listening comprehension.

According to Brown & Yule (2014), listening comprehension means that a person understands what she/he has heard. If she/he learns the text through hearing it, she/he will understand it. Driven and Oakeshott-Taylor defined listening comprehension as the product of teaching methodology and is matched

by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. Listening comprehension as an interactive process in which the listeners are concerned in formulating the meaning. Also by sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues, the listeners can comprehend the oral input.

However, Nadig (2016), states that listening comprehension is the various processes that the listeners should pass to understand and make a sense of the spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. So it can be concluded that listening comprehension is the ability to understand what the speaker said. While in this research listening comprehension means that the students' ability in understanding the speaker of narrative text in animation video, when the students understand the story they will be able to answer the questions based on the story told.

#### 4. Listening Process

Different strategies were used by some listener to understand the message delivered by the speaker and that is why it is so important for teachers to help their students to learn how to listen. There are two main views of listening bottom-up process and top-down listening process. Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Bottom-up exercises are suitable for students at a lower level because the direct focus of bottom-up strategies is focusing on language form at the word and sentence level. However, students at a lower level usually need to expand their



language repository. As they become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. Usually, students are asked to do these exercises for developing the bottom-up strategies ( Ekaterina 2013 ), they are :

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. The listeners need to bring in their knowledge of the context, topic, speaker, situation and the world to match it with the aural input so that they can arrive at the meaning of the text ( Jack, 2008 ). Top-down listening skills include:

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- inferencing

To summarize, in listening comprehension, bottom-up and top-down processing are used together to interpret intended meaning. In order to comprehend the message conveyed, listeners must comprehend the phonetic input, vocabulary, and syntax (bottom-up processing), and employ the context of

situations, general knowledge, and past experiences (top-down processing). So it can be concluded that even listening is a receptive skill but the listening is not a passive action because the listener needs not only to understand the meaning of the message but also to interpret the speakers' expected meaning and acquire meaningful information by assimilating the sounds, words, and phrases.

#### 5. Difficulties in Listening

According to Richards (2005), common listening problems are :

- a. Speaker speaks too fast.
- b. Listeners listen to a word for word.
- c. Listeners lack cultural or background knowledge.
- d. Speakers use too many unfamiliar words.
- e. Listening takes too much effort and concentration.
- f. Recordings are not always clear and are difficult to follow.
- g. Speakers' accents are unfamiliar.
- h. Tasks are too difficult.
- i. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

- a. Listeners' linguistic knowledge.
- b. Knowledge of the co-text.
- c. Background knowledge.
- d. Learners' motivation and interest in the topic.
- e. Cognitive load of the text (topic, text length, text type).
- f. Lexical density (ratio of the new words to know words).
- g. Tasks.

Richards mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problem. For example, if students lack background knowledge, they will feel that the tasks are too difficult. This problem affects the students' motivation and interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

#### **E. Previous Study**

The writer has found two relevant studies which related to this research. The first study is conducted by students' of IAIN Tulungagung by the title "The use of animated video in improving students' listening skill to the first grade at SMA Negeri 1 Pakel academic year 2014-2015" written by Dea Aprilia Haryanto. The objective of this study is to identify students' perception in the implementation of video animation in teaching listening to the first graders' in SMAN 1 Pakel and to know the advantages of video animation to the first grade in SMAN 1 Pakel. The techniques used to collect the data are interview and questionnaire. From the research above, the writer finds some differences and similarities with the writer's study. The differences are on objective, place, time, participants and the way he collected the data. The writer used observation, interview, questionnaire and documentation to collect the data while the study above used interview and questionnaire. The similarity of this study is using animation video in teaching listening.

The second study was conducted by Jaenab, I Ketut Warta, and Lalu Moh. Iswadi Athar students of IKIP Mataram has studied and analyzed the impact of

animation movie towards students, listening skill: an experimental study at the first year students of SMKN1 Batulayar in the academic year 2013-2014. They have studied whether or not there is a significant difference between students' score in learning to listen by using audio and by using animation video. The conclusion is that animation movie was effective in teaching listening.

From the research above, the writer finds some differences and similarities things with the writer study. The differences are an objective, place, time and method of the study. The objective of study above is to find empirical data whether there is a significant difference between students' score in learning to listen by using audio and animation movie, while the writer's objective to identify students' perception of using animation video in teaching listening. Then, the study above used a quantitative method and an experimental approach while the writer used a qualitative method and case study approach. The similarity is animation movie for teaching listening material.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method and Design of Study**

This study employed the qualitative method with case study approach. A qualitative method was chosen because this study aims at providing insight into the case of students' perception of using animation video for teaching extensive listening at the eight grade in a state Junior High School in Tuban, East Java, Indonesia . According to ( Fraenkel & Wallen, 2009 ), a case study is a qualitative study approach that studies a single individual, group or important example to formulate interpretation to the specific case or to provide useful generalization. Therefore, the case study approach allowed the writer to study particular teachers in an attempt to understand the case of Students' perception of using animation video for teaching extensive listening.

#### **B. Research Setting**

##### **1. Setting of Place**

The place of the study in SMP Negeri 2 Bangilan Tuban, which is located at Jl. Raya Banjarworo No. 69 Bangilan Tuban. The school established in 1985. There are twelve classes registered from grade VII to IX . At eighth grade, has four meeting in a week with time allocation 160 minutes.

## 2. Setting of Time

The study conduct at SMP Negeri 2 Bangilan Tuban from Februari 2019 to Maret 2019. It consists of classroom observation in class VIII-D, giving the questionnaire and interview with the students of VIII-D. The first two weeks were used for classroom observation and teaching extensive listening using interactive animation video, the next two weeks for giving and collecting the questionnaire and the last one week was used to interview the students.

### **C. Participants**

The population of the research is all of the eighth grade students at SMP Negeri 2 Bangilan Tuban. There are five classes with the total of 117 students. In deciding the sample, purposive sampling was used, in which the researcher as the investigator ask the teacher to select a sample in population that could represent the particular sample. Then the social classes from VIII-D were chosen with 20 students.

### **D. Research Instruments**

There are some main instruments used in this study. The first one is listening material survey and class observation or observation sheet. This type of instrument is used to know the accuracy between the teacher's activity in a classroom and the teacher's lesson plan. It also seen the students reaction during the teaching and learning process. The next instrument used is questionnaire are expected to represent their perception of using animation video in more accurately. The students are asked to read each of available statements and put

cross (✓) related to their feeling of the used of animation video for teaching extensive listening. To avoid confusion from respondents, the questionnaire used Bahasa Indonesia. The next instrument is interview. Interview is used to support the questionnaire because there are a lot of factor that can affect the students' perception of the animation video used in teaching extensive listening . There are 10 questions for the interview and it's according to the focus of the research about students' perception of using animation video for teaching extensive listening, are the advantages and disadvantages of using video animation in teaching extensive listening . To avoid confusion from respondents, the interview used Bahasa Indonesia.

#### **E. Data Collection Techniques**

Techniques that the researcher used in gaining data are :

1. Observation, as a scientific method, observation can be interpreted as monitoring and note-taking systematically the phenomena that being investigated. Through this observation, the researcher can obtain information in terms of situation and condition of learning extensive listening in the classroom, students' interaction and response in the lesson.
2. Interview, Interview is data collecting technique by way interviewing selected individual as a respondent. Furthermore, it is the direct face to face attempt to obtain the reliable and valid measures in the form of verbal responses of a respondent. The interview is conducted following the result of the questionnaire with grouping the students into a certain type of perception. The researcher interviews a number of students who have achieved the highest score

and the lowest score of the questionnaire. During the interview, the researcher interrupts the correspondences' explanation whenever it's necessary to clarify or to get further information.

3. Questionnaire, Questionnaires a number of questions used to obtain information from respondents in terms of their personality or things. The questionnaire used in this research is closed questionnaire. It means that on every question there are some alternatives answers that relate to the question, so the respondents can easily choose the answer that already exists. In arranging the questionnaire it consists of some aspects, they are; aspects of identity, aspects of direction and aspects of questions that the researcher used to know the students' perception of using animation video for teaching extensive listening in a eighth grade class of VIII-D at SMP Negeri 2 Bangilan Tuban.

#### **F. Data Analysis Technique**

In this study, there are two techniques will be used by the researcher in collecting the data the first is flow model and the second is tabulating. The analyzing of the data is a process to find out and arrange systematically the acquired data from the interview which has been done by organizing the data into some category, selecting the most crucial subject to be studied, and making the understandable conclusion for the reader or anyone else ( Miles & Huberman, 2006 ) give a concept of analyzing the data. There are some components that build up model of analyzing the data:

1. Data reduction



According to Miles and Huberman, data reduction is referred to the process selecting, focusing and transforming the data. In reduction data, the writer has to choose which aspect of the data that appeared in interview transcription.

## 2. Data display

Data display is the second phase's Miles and Huberman model of qualitative data analysis. This phase provides an organized and assembly of data information that permits for conclusion drawing.

## 3. Conclusion drawing and verification

Conclusion drawing includes stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display.

The second technique for analyzing data is tabulating. Tabulations are the process of putting the data in the form of a table by making the table contains data in accordance with the analysis. The table that made should be able to summarize all the data to be analyzed Suharsimi (2013). The table separation will cause difficulties for researcher analyzing data process. G.E.R. Burroughas stated that data analysis classification as :

1. The tabulation of the data
2. The summarizing of the data
3. Data analysis for hypothesis testing purpose
4. Data analysis for conclusion taking purpose

A process that includes tabulating data is scoring and tabulating. The scoring process is giving a certain score on the questionnaire statement items for

analyzing data that derived from the inquiry field or graded from 1 to 5, the researcher concluded the meaning of each alternative for the following :

1. Strongly agree, it shows the highest grade. The score given is 5 for that condition.
2. Agree, it shows lower grade in comparison with that adding 'strongly' word. It was given 4 scores for this condition.
3. Neutral, it shows lower rate in comparison with agree. Then it gave 3 scores.
4. Disagree, it shows lower rate in comparison with neutral. Then it gave 2 scores.
5. Strongly disagree, it shows the lowest grade. The score given is 1 for this condition.

The next process of tabulating data is tabulation. Tabulating means putting answer of the data in the table that will be summarized in form of frequency and percentage. All the collected data then will be selected and arranged. In this case, all data that collected by the researcher for taking the conclusion. The percentage formula that will be used is as follows:

Annotation:

P : Percentage

F : Frequency of the respondents

N : The number of respondents

Data that obtained from each statement item will be made in one table in which there percentage and frequency are including. Then, the researcher

analyzing and interpreting data with the provisions of the scale decided as follows:

**Tabel 3.1**  
**Certain Percentage Scale**

<b>No</b>	<b>Percentage</b>	<b>Interpretation</b>
1	60%-99%	Almost
2	51%-59%	More than half
3	50%	Half
4	40%-49%	Almost half
5	1%-39%	Least

Furthermore, the data have to be checked for their sturdiness and conformability. The writer checks validation of the data using triangulation strategy. According to Miles & Huberman, (2007) triangulation is a tactic for confirming findings by using multiple sources or mode of evidence. The writer examined multiple sources, such as interview responses, questionnaire response and observational as many time as necessary to obtain a valid finding in this study.

#### **G. Instrument**

The questionnaire was used as the research instrument. There are 20 questions in the instrument, it contains from both positive and negative perception that might felt by students.

**Table 3.2**  
**Indicator of instrument of students' perception of using animation video for**  
**teaching extensive listening**

Variable	Indicator	Sub-indicator	Total of Item	Items
Students' perception using animation video for teaching extensive listening	Positive Perception	Perception of Audio		
		Perception of Audio		
	Narrative text	Negative Perception	Perception of Audio	
		Perception of Video		