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NEW TRAJECTORIES ON THE TEACHING
OF FOREIGN LANGUAGES IN 4.0 ERA



PUSAT PENGEMBANGAN BAHASA
UIN MAULANA MALIK IBRAHIM MALANG
Oktober 2019

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Pusat Pengembangan Bahasa
UIN Maulana Malik Ibrahim
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KATA PENGANTAR

Assalamu'alaikum wa Rahmatullahi wa Barakatuh,

International Conference on Language Teaching and Culture (ICOLTIC) yang diselenggarakan oleh Pusat Pengembangan Bahasa, Universitas Islam Negeri Maulana Malik Ibrahim (UIN) Malang, dimaksudkan untuk memberi ruang bagi para peneliti dan penggiat pengajaran bahasa untuk bertukar pikiran dan informasi mengenai perkembangan dan penelitian terbaru dalam bidang pengajaran dan pembelajaran bahasa dan budaya.

Sesuai dengan namanya, ICOLTIC mengambil tema "New Trajectories on the Teaching of Foreign Languages in 4.0 Era" dimana seminar internasional ini dimaksudkan tidak hanya mewadahi kajian dalam bidang pembelajaran bahasa asing di era 4.0 saja, melainkan juga mencakupi bidang lainnya yaitu budaya. Bahasa yang dikaji dapat bermacam-macam seperti bahasa Indonesia, Arab, Inggris, Mandarin, dan bahasa lainnya. Berdasarkan pemikiran tersebut, bahasa resmi yang digunakan dalam ICOLTIC adalah bahasa Indonesia, bahasa Arab dan bahasa Inggris.

Walaupun ICOLTIC baru lahir, peminatnya cukup besar. Peserta yang mengikuti seminar internasional ini berjumlah kurang lebih 150 orang. Pembicara utama dalam seminar kali ini adalah Prof. Utami Widiati, M.A., Ph.D dari Universitas Negeri Malang, Prof. Faishol Mahmoud Adam dari University of Al-Qur'an Al-Karim, Sudan, Dr. H. M. Abdul Hamid, M.A dari Universitas Islam Negeri Maulana Malik Ibrahim Malang, dan Shi Yuxin, M.Hum., M.A dari Universitas Gadjah Mada, Yogyakarta. Selain keempat pembicara utama, ada 75 pemakalah yang turut mempresentasikan ide serta hasil penelitian mereka dalam sesi parallel.

Prosiding ini memuat 75 makalah yang telah dipresentasikan baik oleh para pembicara utama maupun para pemakalah di sesi parallel. Semoga prosiding ini bisa bermanfaat bagi pemakalah dan pihak terkait yang tertarik dibidang pengajaran bahasa dan budaya.

Pusat Pengembangan Bahasa UIN Malang bercita-cita menjadikan ICOLTIC sebagai kegiatan rutin tahunan yang diharapkan dapat meningkatkan publikasi internasional baik dalam bentuk prosiding maupun jurnal.

Seminar Internasional dan penerbitan prosiding ini bisa terlaksana berkat kerja sama yang sangat baik antara penyelenggara seminar dengan pihak-pihak terkait. Maka dari itu, kami mengucapkan banyak terima kasih kepada Rektor UIN Malang beserta jajaran dan staf yang telah memberikan dukungan bagi terselenggaranya seminar internasional dan penerbitan prosiding ini. Ucapan terima kasih juga kami sampaikan kepada semua pembicara utama, seluruh pemakalah parallel, dan semua panitia yang telah bekerja keras dalam menyelenggarakan seminar dan menerbitkan prosiding ini.

Akhir kata, kami menunggu komentar, tanggapan, dan diskusi untuk penyempurnaan prosiding ini. Sampai jumpa dalam Seminar Internasional Pengajaran Bahasa tahun depan.

Wasalamu'alaikum wa Rahmatullahi wa Barakatush,

25 September 2019

Kepala Pusat Pengembangan Bahasa
UIN MALIKI Malang

Dr. H. M. Abdul Hamid, M.A.

**A LIST OF REVIEWERS FOR FULL PAPERS SUBMITTED FOR THE
1ST INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING
AND CULTURE**

The organizing committee of the first International Conference on Language Teaching and Culture (ICOLTIC) would like to acknowledge the following colleagues who served as anonymous reviewers for full paper submissions.

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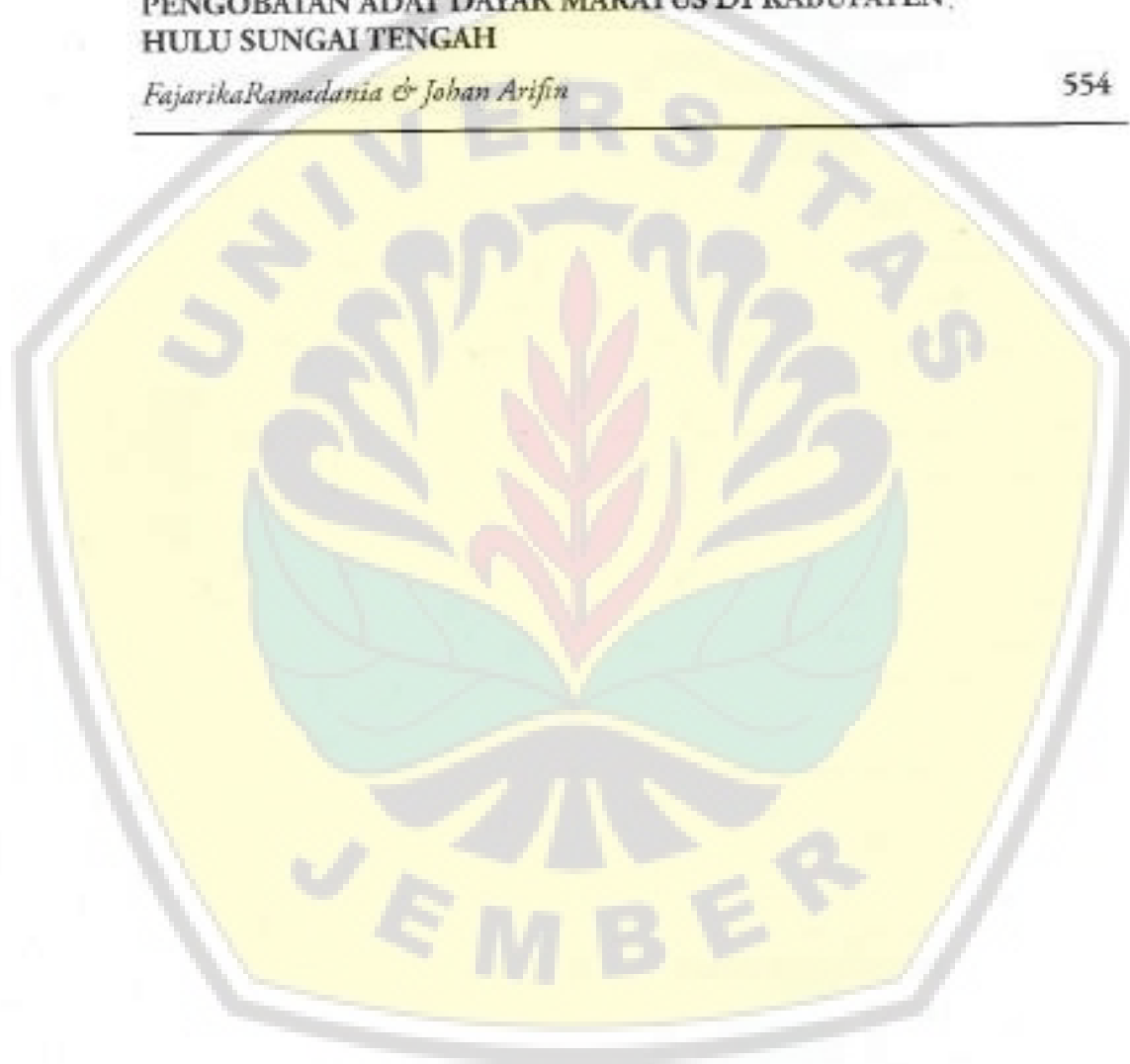
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IMPROVING THE JUNIOR HIGH SCHOOL STUDENTS' LISTENING ACHIEVEMENT BY USING FABLE ANIMATION VIDEO

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ABSTRACT

This research was intended to improve the students' listening achievement by using Fable Animation Video at SMP Negeri 1 Jember and students' active participation at SMP Negeri 1 Jember in the 2018/2019 academic year by using Fable Animation Video. This research design was a classroom action research that was conducted collaboratively with the English teacher. The research participants of the study were the VIII-G students at SMP Negeri 1 Jember in the 2018/2019 academic year. The result of observation in Cycle 1 and Cycle 2 showed that the percentage of the students' participation improved in the teaching and learning process of listening comprehension from 77.9% in Cycle 1 to 85.29% in Cycle 2. Therefore, the result of listening test in Cycle 1 showed that the percentage of the students who got scores at least 75 was 76.47% (26 out of 34 students). The result of listening test in Cycle 2 showed that the percentage of the students who got scores at least 75 was 85.29% (29 out of 34 students). It means that there was improvement in the Cycle 1 to the Cycle 2 in the term the percentage of the students who got scores at least 75. The implementation of Fable Animation Video could improve the VIII-G students' active participation and students' listening achievement.

Keywords: Fable Animation Video, Students' Listening Achievement, Classroom Action Research

INTRODUCTION

In English subject listening is a skill that students felt difficult because it needs more concentration to comprehend the listening text. In listening comprehension learners tried to construct meaning when they got the information from the listening source (Goss, 1982). It means that without good listening skill usually people cannot speak fluently with others, they need listening skill to help their idea in understanding what someone says.

Based on the result of the interview that has been conducted with the English

teacher, the students in VIII G had the most problem in listening as indicated by the lowest mean score of 59.5 among the existing classes. The students in VIII G had difficulties in understanding narrative text. They had difficulties in comprehending language features, finding out the factual or detail information and drawing the moral values from a given story. Besides conducting an interview, the writer also did an observation in class VIII G which was the participants of this research. The writer found out that the students had low motivation in learning listening skill. In addition, the researcher knew that the teacher rarely gave the students listening exercise. It was because of the limited media in the school.

Based on these problems, the researcher tried to find interesting medium to build the students' motivation and develop their listening comprehension. The researcher intended to improve the students' listening skill through Fable Animation Video which is a media that combines audio and visual and plays a very important role in the learning process.

REVIEW OF RELATED LITERATURE

Listening is one of the four language skills which learners usually find the most difficult. Rost (2002) expresses that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. According to Rivers (1986), we have to spend much of our time through listening activities. The use of media in teaching and learning process gives contributions to the learners. Video especially Fable Animation is one of the most appreciated media applied to language learning and teaching. Christine (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.

THE PROCESS OF LISTENING

There are two distinct processes involved in listening comprehension which are top down process and bottom up process. Vandergrift (2007) states that listeners use those two processes for different purposes. Bottom-up process is used when they relied on their linguistic knowledge to recognize linguistic elements—phonemes, syllables, words, phrases, sentences to construct meaning. On the other hand, top-down process works when listeners used context and prior knowledge (topic, genre, culture and other schema knowledge stored in long-term memory) to build meaning.

The degree to which listeners use the one process or the other depended on their knowledge of the language, familiarity with the topic or the purpose for listening. In an English class teachers should use both processes providing listening

activities in which the learners can practice both of them: bottom-up and top-down. Brown (2000) suggests that learners should be exposed to both bottom-up and top-down processes in order to understand the spoken language.

ADVANTAGES AND DISADVANTAGES OF USING "FABLE ANIMATION VIDEO" IN TEACHING LISTENING

Brown (2004: 1) states that there are some advantages in using video in teaching learning process as follows:

- a. Video can do what the teacher cannot do. Through video students can also improve their listening skill and pronunciation by listening to different varieties of accents in the video.
- b. Video can add visual aural work for the learners. Through video students become interested in teaching and learning process because it does not only provide audio but also visual.

Video provides prominence for all nonverbal features of face-to-face communication. It means that by using video for teaching and learning process, students learnt about nonverbal communication

Video presents the culture behind language. Through video teaching and learning process become very useful, the students can see and also hear what is being said since the video is much closer to the real world

On the other hand, there are several disadvantages to be recognized when using animation video in language teaching process. The teacher should be aware of the disadvantages. According to Gareis in Burt, (1999), the disadvantages of using animation video as follows.

- a. It takes time, though, and careful planning on the part of the teacher to find the most suitable video which is appropriate with the students' need. Besides, it also takes time to prepare learners to watch and discuss the video in the classroom.
- b. Sometimes, the content and language are not interested or irrelevant with the learners' age.

To overcome the disadvantages of using video in language teaching and learning process, the researcher was more selective in choosing the video that was used. The teacher had to be active to make the students more enthusiasm in listening. Besides, the researcher tried to find an interesting theme of fable animation video and the video was appropriate with the student's level.

PROCEDURE OF TEACHING LISTENING USING "FABLE ANIMATION VIDEO" (PRE-VIEWING, WHILE-VIEWING, POST VIEWING)

a) *Pre – viewing activities*

- 1) The teacher explained the definition, social function, generic structure, and language features of the narrative text.
- 2) The teacher gave some difficult words that are related to the topic of the video given.

b) *While viewing activities*

- 1) The teacher distributed worksheets to the students.
- 2) The teacher asked to read and understanding the questions first before the teacher plays the video.
- 3) The teacher asked the students to fill the template of narrative text based on the video.
- 4) The teacher played the fable animation video to the whole class; the video was played twice.
- 5) The teacher replayed the video and asked the students to check their answers.

c) *Post – viewing activities*

- 1) The teacher asked the students to swap their answer sheet with their friends.
- 2) The teacher played the fable animation video while discussing the students' answer together.
- 3) The teacher asked the moral value of the fable animation video.

METHOD

This research used the principles of classroom action research to carry out actions to improve the students' listening achievement of SMP Negeri 1 Jember. This action research focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening achievement. The researcher applied Kemmis and McTaggart (1988) model. They stated that action research involves a self-reflective spirals of planning a change, acting and observing the process, reflecting, acting and observing, reflecting, and so on.

Research Context

The research was conducted at SMP Negeri 1 Jember, one of Junior High Schools in Jember, East Java. It was chosen purposively as the research area because the English teacher agreed to conduct a classroom action research to improve the

student learning comprehension achievement by using fable animation video, the English teacher had never been applied fable animation video for teaching listening, the headmaster has given permission to conduct the research, and according to the English teacher, the VIII-G students had problems in listening skill.

Research Participant

In determining the participants, purposive sampling method was used. Merriam and Wallen (2006:100) state that a purposive method is a method in choosing a research based on a certain purpose or reason. The use of purposive sampling method was because VIII-G class had problems in listening.

Data Collection Methods

1. Listening Test

Test is the process or method used to measure the learners' level of achievement. According to Arikunto (2006) a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and aptitude of an individual or a group.

The listening test was conducted to measure the students' understanding and the students' achievement of the lesson. Listening test was given in every week. In this research, the researcher used objective test in the form of multiple choice and true false statements. There were ten items for multiple choice items and ten items for true and false statements.

2. Observation

Observation was used to show the students' activities and their responses during the action in this classroom action research. McMillan (1992:128) claims that observation in classroom action research was used to describe the activities, responses, and involvement of the students. Students' active participation was observed by using an observation instrument that is checklist. In this research, the checklist observation was used to observe the students' active participation based on four indicators. They were listening and watching video, asking questions in relation to the video, answering teacher's questions in relation to the video, and doing the exercises based on the video. The students were categorized as active participants if they fulfilled at least three indicators and the students were categorized as passive participants if they fulfilled only one or two indicators.

c. Interview

McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, the researcher did the interview by using an interview guide in the form of question list. The aim of giving questions was to gain some information about the curriculum used in teaching listening at SMP Negeri 1 Jember, how many times the teacher teaches English in a week, the students' problem in listening, the teaching media, and the materials.

d. Documentation

According to Arikunto (2010:201) documentation is one of the techniques used to get the data from the documents and written materials. Documentation can be in the form of records, transcripts, books, newspapers, and magazines. In this research, the documentation was used to collect the data about the names of the students of VIII-G and the previous listening scores of class VIII-G students of SMP Negeri 1 Jember. The data was obtained from the English teacher.

Research Procedure

a. The planning of the action

Planning the action was a preparation before doing the action. The activities were as follows. 1) The researcher conducted preliminary study to collect the information about students' problem in listening. 2) Preparing the topic for listening based on the syllabus and curriculum used at SMP Negeri 1 Jember. 3) Constructing the lesson plans for the first and the second cycle. 4) Preparing the listening material and worksheet for the students' tasks. 5) Constructing the observation checklist based on the indicators being observed in the process of teaching listening. 6) Constructing the listening comprehension achievement test.

b. The implementation of the action

The researcher implemented the action of teaching listening comprehension by using fable animation video based on the schedule from the school. The allocation time was about 2 x 40 minutes. There were two meetings in Cycle 1. The English teacher became the observer and the researcher became the English teacher.

Observation and evaluation

Observation

The observation was used to observe the students' active participation in the classroom. The observation was done by both the English teacher and the researcher. The English teacher was the only observer, while the researcher was the teacher and the observer. Observation checklist was used based on the indicators in the teaching listening by using fable animation video.

Evaluation

The evaluation was important to evaluate the improvement of the students' active participation and the listening comprehension achievement. In this research, the criteria of success were 75% of the students could achieve 75 as the minimum standard score of SMP Negeri 1 Jember. Therefore, the action would be categorized as successful if 75% of the students in VIII G actively participated during the teaching learning process of listening by using fable animation video.

Data Analysis and Reflection

Data Analysis

Data analysis method is the method to analyze the obtained data on the results of observation and the results of listening comprehension achievement test. The data of the students' active participation in each cycle was analyzed by using simple statistics with percentage formula as followed:

$$E = \frac{n}{N} \times 100 \%$$

Where:

- E= The percentage of the students who are active.
- n= The total number of the students who are active.
- N= The total number of the students.

To analyze the results of the students' listening comprehension test, the formula used was presented below.

$$E = \frac{n}{N} \times 100 \%$$

Where:

- E= The percentage of the students who achieved 75 as the standard score.
- n= The total number of the students who achieved 75 as the standard score.
- N= The total number of the students.

To find the average score of the class, the following formula was used.

$$\frac{\sum fn}{\sum n}$$

Notes:

$\sum fn$ = The total score of the students

$\sum n$ = The total number of the students

(Adapted from Ali, 1993:186)

Reflection

It was done to reflect the result of observation in each cycle, to know the improvement of listening comprehension achievement test and to know whether or not there was any improvement of students' active participation after teaching by using fable animation video. It reviewed the strengths and weakness of the implementation of the action. Furthermore, Lesson Plan in Cycle 2 was needed to re-implement the action whenever in Cycle 1 did not achieve the criteria of success. However, if the criteria of success achieved in Cycle 1, Cycle 2 was still conducted to check the consistency of the result.

FINDINGS AND DISCUSSION

After the actions were implemented, the percentage result of the classroom observation toward students' active participation in Cycle 1 was presented in Table 1.1.

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	73.5%	26.5%
2.	Meeting 2	82.3%	17.6%
Average		77.9%	22.05%

Based on Table 1.1 it can be concluded that the average results of the first meeting and second meeting in Cycle 1 was 77.9%. The students' participation increased 8.8% from the first meeting to the second meeting. Therefore, it could be concluded that the results of Cycle 1 achieved the target percentage of the students' participation. The researcher did Cycle 2 to check the consistency of the research.

The Result of the Listening Test in Cycle 1

The researcher conducted a listening comprehension test at the end of Cycle 1. That was on Wednesday, 6th February, 2019. The students were given 2 x 40 minutes to do the test which was consisted of 20 items in the form of multiple choice (10 items) and true false (10 items). The students were categorized as the ones who

achieved the standard passing grade if they reached scores at least 75, the students' average score was 76.17. It was considered to be successful because the mean score of the students' was ≥ 75 . The percentage of the students who achieved the standard score (75) was 76.47%. It was considered to be successful because 76.47% of the total students achieved the standard score that was 75. In this research, Cycle 1 was considered to be successful if the mean score of the students was ≥ 75 and 76.47% of the total students' achieved the standard score that was 75. Thus the evaluation achieved the criteria of success.

Table 1.2 The Percentage Results of the Observation in Cycle 2.

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	88.2%	11.7%
2.	Meeting 2	94.1%	5.8%
	Average	91.15%	8.75%

Based on the result it was found out that there were some progresses. The students' participation increased 5.9% from the first meeting to the second meeting, however, the average results of the first meeting and second meeting in Cycle 2 was 91.15%. Therefore, it could be concluded that the results of Cycle 2 achieved the average percentage of the students' participation.

The Result of Listening Test in Cycle 2

The researcher administered listening comprehension test at the end of Cycle 2. The students did the listening comprehension test of Cycle 2 on 15th February, 2019. The students were given 2 x 40 minutes to finish the test. The test consisted of 20 items in the form of multiple choice (10 items) and true false (10 items). As a result, in administering listening comprehension test the researcher distributed the worksheet to the students and asked them to read the test items. The students were considered as the ones who achieved the standard passing grade if they reached score at least 75. Based on the result the students' average score was 78.67. It was considered to be successful because the mean score of the students' was ≥ 75 , the percentage of the students who achieved the standard score (75) was 85.29%. It was considered to be successful because 85.29 % of the total students achieved the standard score that was 75. In this research, Cycle 2 was considered to be successful if the mean score of the students was ≥ 75 and 85.29% of the total students' achieved the standard score that was 75. Therefore, the action of improving the students' listening comprehension achievement by using fable animation video in Cycle 2 had been achieved.

DISCUSSION

Based on the results of implementation of Cycle 1 and Cycle 2, it could be concluded that teaching listening by using fable animation video to VIII-G students of SMP Negeri 1 Jember could improve the students' active participation and their listening comprehension achievement. The results of implementation of Cycle 1 showed that 76.47% of 34 students got score ≥ 75 on listening comprehension test and average results of students' active participation was 77.9%. Meanwhile, the researcher conducted the second cycle to know the consistent result and the results of the students' listening comprehension test in Cycle 2. It showed that 85.29% of 34 students got score ≥ 75 on listening comprehension achievement test and average results of students' active participation in Cycle 2 was 91.15%. It could be concluded that the results of Cycle 2 were consistent with the results of Cycle 1.

In the implementation of the action in Cycle 1 and Cycle 2, the students were very enthusiastic during the teaching learning process, because, it was the first time for them in learning listening by using fable animation video. In the first meeting the students felt difficult to follow the steps of teaching learning by using fable animation video such as they felt difficult when the researcher asked to write the information from the video in the template of narrative and should write by their own words. The contribution of the template of narrative text with their result of listening test was influence their understanding with the story. The students who could complete to fill the template means that they were understand the story, and it might affect with their test score result. Moreover, there were some students who could not complete to fill the template but they could get a good score. Actually, there were some students who understand the story but they had difficulties to write with their own words. Then, in the second meeting the students enjoyed and got easier to write the information in the template of narrative text and they were active while answering the teacher's questions related with the video such as the general overview of the story. Therefore, the results of observation in Cycle 1 and Cycle 2 showed improvement in their participation during the teaching learning process of listening comprehension achievement by using fable animation video. It can be concluded that the use of fable animation video could improve students' active participation during the teaching learning process of listening.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the data analysis and discussion, it could be concluded as follows:

1. The use of Fable Animation Video could enhance the VIII-G students' participation at SMP Negeri 1 Jember. The result of the observation showed that the students' participation by using Fable Animation Video improved from 77.9% in Cycle 1 to 91.15% in Cycle 2.
2. The use of Fable Animation could enhance the VIII-G students' listening comprehension achievement at SMP Negeri 1 Jember. The result of the students' listening comprehension achievement showed that the percentage of the students who got the minimum standard score (≥ 75) improved 8.82%. It can be seen by looking at the average of the result in Cycle 1 was 76.47 % and Cycle 2 was 85.29 %.

Suggestion

a) *The English Teacher*

It is important for the English teacher to enhance her knowledge on technology and to maximize the facility. She has to give the students more listening exercises. The use of various media must be improved so that the English teaching and learning process will be interesting. Rewards will be an alternative and effective way in motivating the students.

b) *The Students*

It is suggested to students to use Fable Animation to help them learn English. It is because the characters, body language can be easily learned through the video instead of what they are listening to only. The students are suggested to watch the other videos that they can find on the internet, CD, television or other media to improve their listening comprehension achievement.

c) *The Future Researchers*

The future researchers are recommended to conduct a similar research design dealing with Fable Animation Video. The result of this research can be used as a reference for future researchers who want to conduct the research by using Fable Animation Video, either in different skill such as reading, or different research design such as an experimental research on the effect of the use of Fable Animation Video on the students' listening comprehension achievement.

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