

The Effect of Using Animated Video on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 1 Bangsalsari

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Abstract

The objectives of this research were: (1) to know whether or not there is a significant effect of using animated video on the eighth grade students' listening comprehension achievement at SMPN 1 Bangsalsari in the 2014/2015 academic year, and (2) to know how far the effect of using animated video on the eighth grade students' listening comprehension achievement at SMPN 1 Bangsalsari is. The design of this research was quasi experimental with posttest only design. The research area was chosen by using purposive method. The data collection methods of this research were test, documentation, and interview. Two classes as the experimental group and the control group were chosen by using cluster random sampling method. The experimental group was taught by using animated video, while the control group was taught by using audio only. At the end, a posttest was conducted to both classes. The result of the t-test formula analysis showed that the value of t-test was higher than that of t-table ($2.10 > 1.99$). Thus, the formulated alternative hypothesis (H1): "There was a significant effect of using Animated Video on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 1 Bangsalsari in the 2014/2015 academic year" was accepted. A further analysis showed that the value of the Degree of Relative Effectiveness (DRE) was 9.1%. It means that the use of animated video in teaching listening comprehension was 9.1% more effective than using audio.

Keywords: *Animated Video, Listening Comprehension Achievement.*

Introduction

The main function of the language is for communication. It means that by using language, people will be able to express their ideas and emotions to other people. English as an international language that has been used by people around the world for communication in many aspects such as: social, education, culture, health and many others. English becomes more important, especially for science because so many sources of knowledge like books or journals are written in English. Thus, by mastering English, people will be able to follow the development of science.

Listening is one of the language skills which is very important in foreign language learning. Students start learning a foreign language by hearing or listening to a language as the main source of a foreign language (Scott, 2011:21). Hughes says that children learn to listen before they learn to talk (2003:118). Another expert Tarigan (1994:28) also says that listening is the process of hearing written signal with full attention, comprehension, appreciation, and interpretation to get information, message, and understanding meaning sent by the speaker through the spoken language. According to Vandergift (1999:69) adults spend 40%-50% of communication by listening, 25%-30% by speaking, 11%-16% by reading, and 9% by writing. He also states that listening comprehension

plays a key role in facilitating language learning. From the explanation above we can conclude that listening as one of the four language skills cannot be neglected in the teaching learning of English as a foreign language because it is able to support other language skills; that is, speaking, reading, and writing.

Ridgeway (2000:179) says that listening in English as a foreign language is a task at a high level of difficulty in cognitive term, and therefore it demands full attention. Sometimes, the students have difficulties to understand the listening material. It occurs because the sound quality of listening materials is not clear enough so the students often make mistakes in guessing the meaning of the content. Vandergift (1999:168) claims that listening is a hard work and deserves more analysis.

To solve the condition above, the teacher can use media to help the students develop their ability in teaching and learning process. It is considered to be very useful especially for the second or foreign language learners because it can make the teaching and learning process more interesting. Besides, another function of media is to help and facilitate the students in understanding the materials much better.

One of the media that can be used by the English teacher in teaching listening is in the form of audiovisual. The examples of audiovisual media are animated video and television. Teachers can use those media to help the

students comprehend the listening material. In this research, the researcher only focused on the use of animated video in teaching listening.

A previous research had been conducted related to the use of audiovisual media. Wahyudi (2010) and conducted a quasi-experimental research entitled "The Effect of Using Video on the Tenth Year Students' Listening Comprehension at SMAN 1 Ambulu in the 2009/2010 Academic Year". The finding of the research showed that the use of video (audio visual media) gives good effect on the listening comprehension achievement of the students of SMAN 1 Ambulu in the 2009/2010 academic year.

Based on some results of the previous researches about the use of audio visual media above, and the information gained from the interview that the English teacher of the eighth grade students of SMPN 1 Bangsalsari never applied animated video in teaching listening comprehension, the researcher conducted a research entitled: "*The Effect of Using Animated Video on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 1 Bangsalsari*".

Research Method

The design of this research was quasi experimental research with posttest only design. Two classes were involved in this research as the experimental class and the control class. The experimental class was taught by using animated video, while the control group was taught by using audio like what the English teacher usually applied in teaching listening comprehension.

The area determination method of this research was purposive method. SMPN 1 Bangsalsari was chosen purposely as the research area because the English teacher of the eighth grade of SMPN 1 Bangsalsari never applied it before. In addition, it was possible to get permission from the headmaster of the school to conduct this research in the first semester of 2014/2015 academic year when a descriptive text was being taught.

The population of this research was the eighth grade students of SMPN 1 Bangsalsari in the 2014/2015 academic year. The eighth grade students of SMPN 1 Bangsalsari were divided into six classes: VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. Two classes were chosen by using cluster random sampling. Based on the result of the homogeneity test, the population of the research was homogeneous. The control group and the experimental group were determined randomly by lottery. The two classes were VIII E as the experimental group and VIII F as the control group.

There were two kinds of data in this research: primary data and supporting data. Primary data were the students' scores of listening comprehension achievement. The data were collected by using a listening comprehension test. Supporting data were collected by using interview and documentation. The interview was done to the English

teacher of the eighth grade at SMPN 1 Bangsalsari as the interviewee to get information about the curriculum used, the English books used, and the usually applied strategies in teaching listening. documentation's sources were the school's documents. Meanwhile, Documentation in this research was used to collect some supporting data about the English curriculum used and the respondents' names.

The data analysis method in this research was done by using t-test formula and Degree of Relative Effectiveness (DRE). The students' scores of posttest were analyzed statistically by using t-test formula to find the significant difference of the experimental group and the control group. The analysis was then continued by calculating the Degree of Relative Effectiveness (DRE) to know how far Collaborative Strategic Reading (CSR) affected the students' listening comprehension achievement.

Discussion

Both the control and the experimental groups were given the same material. On the first meeting both of the groups were given material about Five Senses of Human Being and the second meeting was about Natural Disaster. The difference between both of the groups was that the control group was taught listening by using audio and the experimental group was taught listening by using animated video.

In this research, the listening test was applied to get data about the students' listening comprehension achievement. The total number of the test items was 30 in the form of 20 items for multiple choices and 10 items for true false question.

The result of the data analysis showed that using animated video as the media effected the eighth grade students' listening comprehension achievement at SMPN 1 Bangsalsari. The data analysis of the listening post test by using independent t-test indicated that the value of t-test was 2.10 which was higher than the value of t-table for $Df=63$ (1.99). This result revealed that the result of independent t-test analysis was significant. It means that using animated video gave an effect on the eighth grade students' listening comprehension achievement.

This research proved that animated video gave good effects to the students' listening comprehension achievement. Ur (1997:30) says that visual aids have an important function as teaching aids to learning. Further, Waxler (2006:2) says that using video into teaching and learning process will increase student's motivation in learning. In fact, by using animated video as media for teaching listening was able to attract the students' attention and helped encourage them to focus on the material given. It was also able to create a good atmosphere in the language laboratory since it was played as the new media. It also decreased the students' boredom in the language laboratory. This was a good way to teach listening comprehension achievement. It was different from that in the control group

which had no animated video on their listening activity. The control group was taught by using audio only. It means that, they did not receive visual illustration from the listening material. Consequently, the students in the control group could not absorb the material as well as the students in the experimental group.

Related to the previous research finding, the result of this research generally revealed the similar fact that animation or video has a significant effect on listening comprehension. The previous researchers were done by Wahyudi (2010), Fahmi (2012) Iani (2012). All of them were conduct an experimental research. Wahyudi conducted his research for the tenth grade students at SMAN 1 Ambulu in the 2009/2010 academic year, Fahmi conducted his research for the eighth grade students at SMPN 2 Sukowono in the 2011/2012 academic year, and Iani conducted her research for the eighth grade students at SMPN 3 Bangsalsari in the 2011/2012 academic year. All of their researchs found that there was a significant effect of using video or animation on listening comprehension achievement. They indicated that students who give audio visual media had better scores in listening comprehension test than those who did not given audio visual media.

Although those research findings were the same as the result of this research, there are some differences between this research with those three researches. First, in Wahyudi's research, the respondent of his research were the tenth grade students, while the respondent of this research were the eighth grade students. Second, in Fahmi's research, the material on his research was asking for permission. Third, in Iani's research the material on her research was narrative text, while the text used of this research was descriptive text.

Based on the result of this research and the discussion above, the use of animated video gave a significant effect on the eighth grade students' listening comprehension achievement at SMPN 1 bangsalsari in the 2014/2015 academic year.

Conculsion and Suggestion

Based on the data analysis and discussion in the previous chapter, it can be concluded that:

1. There was a significant effect of Using Animated Video on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 1 Bangsalsari in the 2014/2015 academic year.
2. The use of animated video in teaching listening comprehension to the eighth grade students of SMPN 1 Bangsalsari in the 2014/2015 academic year was 9.1% more effective than using audio.

Due to the results of the research which showed that animated video gave a significant effect on the students'

listening comprehension achievement, some suggestions are proposed to the following people:

1. The English Teacher

It is suggested to the English teachers of SMPN 1 Bangsalsari to use animated video in teaching listening since animated video are able to make the students get better achievement in listening comprehension

2. The Students

It is suggested to the eighth grade students of SMPN 1 Bangsalsari to practice their listening comprehension by using audiovisual media, especially animated video to make them get better achievement in listening comprehension because listening is the basic skill that should be first practically acquired in learning English. The students can find the animated video from the internet such as from www.youtube.com, www.BBC.com, www.britishcouncil.com and the link that provide animated video.

3. The future researchers

The future researchers are suggested to use this research result as a reference and information to conduct a further research dealing with the use of animated video by using different language skills or using different research design such as a classroom action research in improving the students' listening comprehension achievement by using animated video.

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