

Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Cartoon Video at SMPN 3 Situbondo

Intan Pristi Septian Sari, Wiwiek Eko Bindarti, Eka Wahjuningsih

English Language Education Study Program, Language and Arts Department, Faculty of Teacher

Training and Education, Jember University

Jln. Kalimantan 37, Jember 68121

E-mail: intanpristi8@gmail.com

Abstract

Listening is the first skill that has to be mastered before other skills because listening is the first stage in learning a language. The purpose of this research was to improve the students' listening comprehension achievement by using cartoon video at SMPN 3 Situbondo. The subjects of this research were the students of class VIII H at SMPN 3 Situbondo in the 2013/2014 academic year. The research design was classroom action research. The data of this research were obtained from the students' listening comprehension test and observation. The result of listening test in Cycle 1 showed that the percentage of the students who got score ≥ 75 was 76.6% of 30 students. Then, the result of listening comprehension test in Cycle 2 showed that the percentage of the students who got scores ≥ 75 were 90% of 30 students. It means that there was improvement from the first cycle to the second cycle as much as 13.4% of the percentage of the students who got score ≥ 75 . Based on the results of observation in Cycles 1 and 2, the students showed improvement in their participation during the teaching and learning process of listening comprehension. The average percentage of the students' active participation in Cycle 1 was 78.3%. Meanwhile, the average percentage of the students' active participation in Cycle 2 was 83%. From the results of observation there was an improvement as much as 4.7% on the students' active participation during the teaching and learning process of Cycles 1 and 2. Based on the results of this research, the use of cartoon video in teaching learning process especially listening comprehension could improve the students' listening comprehension achievement and their participation during the teaching learning process.

Keywords: *Classroom Action Research, Cartoon video, Listening Comprehension Achievement, Active Participation.*

Introduction

Language is a tool for communication. English is one of the languages used all over the world. Crystal (2003:2) states that English is a global language because about a quarter of the world's population are already fluent and competent in using English. Moreover, it is also used in every field of studies in the world, including in education. Thus, English is one of the most important languages of the world (Baugh, 2002:3). In Indonesia, English is considered as a foreign language because it is used only in the classroom and not in daily lives. It is also taught as a local content subject for the students in elementary level and as a compulsory subject in junior until senior high school levels. The students have to learn the four language skills, they are listening, speaking, reading, and writing. The first thing that a child can do before they can speak, read and write, is listening. Therefore, listening is the first stage in learning a language. Because, by listening students will know the

words that they hear and know how to pronounce the words. However, for the EFL students listening comprehension can be difficult to master. The learners usually find the difficulties in hearing the sounds, understanding intonation, stress, and predicting vocabulary (Ur, 1997:11-14).

Based on the preliminary study done through observation and interview to the eighth grade of the English teacher of SMPN 3 Situbondo on October 2nd 2013, there was a problem in teaching learning English, especially on listening comprehension. The teacher stated that the students of the eighth grade especially class VIII H had problem in listening skill. It was supported by the data of listening comprehension test conducted by the English teacher, in which 47% of 30 students achieved the standard minimum score and 53% did not. The English teacher claimed that the students in that class were less motivated in joining the teaching learning process in listening activity because of lack of vocabulary. When doing the teaching

learning process, usually the English teacher used the material from the text book and played the tape recorder. Therefore, the students did the listening activity inside the classroom because there was no language laboratory.

Based on the background above, it was important to solve the problem of the listening class. In teaching learning process, material and media are important as both of them are related and cannot be separated. One of the functions of media in teaching learning process is gaining students' attention. One of the media can be used in teaching learning process is video. According to Canning (2000:2) students like learning a language through the use of video. In this research, the kind of video that was used in teaching learning process was cartoon video as cartoon was familiar among the learners. According to Ainsworth (2008:2) animation or cartoon can help learners come to understand complex ideas more easily. The cartoon video that was used in this research was taken from www.britishcouncil.org/learnenglish.com.

Based on the background above, the researcher conducted a classroom action research entitled "Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Cartoon Video at SMPN 3 Situbondo".

Research Methods

According to Cohen (2007:297) action research is a powerful tool for a change and improvement at the local level. Research design that was used in this research was classroom action research, as this research was intended to improve the eighth grade students' listening comprehension achievement by using cartoon video at SMPN 3 Situbondo.

This classroom action research was conducted in the form of cycle and was conducted collaboratively with the English teacher of VIII-H class at SMPN 3 Situbondo. The collaboration was focused on planning the action, implementing the action, observation, and doing reflection (Elliott,1991:70). The area determination method of this research was done by using purposive method. This research was conducted at SMPN 3 Situbondo. This school was chosen because of some reasons. First, based on the preliminary study, the students still had a problem in learning English, especially in listening skill. Second, the English teacher agreed to conduct the classroom action research to improve the students' listening comprehension achievement by using cartoon video. Then, the Headmaster gave permission to conduct the research. These reasons made the researcher get the data required in this research.

In this research, the research subjects were the students of class VIII H at SMPN 3 Situbondo in the 2013/2014 academic year. Based on the preliminary study, the total number of the students in that class was 30 students. This class was chosen because based on the preliminary study this class had the lowest mean score of listening comprehension that is 69,43. The methods used in collecting the data were listening test, observation checklist, interview guide, and documentation.

The evaluations conducted in this research were product and process evaluations. The process evaluation was conducted by observation which was done in each meeting to evaluate the students' participation during the teaching learning process of listening comprehension by using cartoon video. The students' participation in this research referred to the students' participation during teaching learning process. The students' participation could be seen from four categories, i.e, listening and watching the video, asking questions, answering teacher's questions, and doing the exercises based on the video. The students who fulfilled at least three indicators were categorized as active students. The product evaluation was conducted at the end of each cycle by administering listening comprehension test.

The action was categorized successful if 75% of the students could achieve score 75 as the minimum standard score established by SMPN 3 Situbondo. Moreover, the action was considered successful if 75% students in the VIII H class were actively participated during the teaching learning process.

The analysis method used in this research was descriptive statistic analysis method. The data in this research were primary data covering the students' scores of listening comprehension test and the result of observation in teaching learning process. The data of listening comprehension test in each cycle were analyzed to answer the research problem. The quantitative formulation in analyzing the students' listening comprehension test was as follows:

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

Notes :

E : the percentage of the students who achieved 75 as the standard scores

n : the total number of students who achieved 75 as the standard scores

N : the total number of the students.

(Ali, 1993:186)

Then, to find the percentage of the students' active participation, the researcher used the following formula.

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

Notes :

E : the percentage of the students' active participation

n : the total number of the students who were active

N : the total number of the students.

(Ali, 1993:186)

Research Findings

The stages of activities done in the first cycle included planning, implementation, observation, and reflection of the action. In cycle 1, there were three meetings including the listening comprehension test. The first meeting in cycle 1 was conducted on May, 9th 2014 and the second meeting was on May, 16th 2014. Then, the test was administered on May, 22nd 2014. The implementation of the action in the first cycle was the researcher based on the lesson plan constructed both by the researcher and the teacher. The first meeting was based on lesson plan 1 and the second meeting was based on lesson plan 2. The material used in each meeting was narrative text. The process evaluation was done by observing the students' participation while the teaching learning process of listening skill was going on by using cartoon video which was carried out by using observation checklist. There were 4 indicators in the observation checklist to observe the students' participation that is, the students listening and watching the video, the students asking question, the students answering the teacher's questions, the students doing the exercises provided based on the video.

The researcher administered listening comprehension test at the end of Cycle 1 which consisted of 15 items in the form of multiple choice (10 items) and true false (5 items). The test was conducted in 20 minutes. The result of listening comprehension test in Cycle 1 showed that there was 76,6% students who got scores ≥ 75 in listening comprehension test. Based on the list of students' scores in listening comprehension test, there were 23 students who got scores ≥ 75 which means that the target of this research was achieved.

The result of observation in Cycle 1 of the first meeting, there were 23 students or 76.6% students who were active during the teaching learning process. Then, in the second meeting, there were 24 students or 76.6% students who were actively involved in the teaching learning process. Thus, it could be concluded that the average result of the students' active participation during teaching learning process was 78.3%. Which means the result achieved the target.

Based on the result of listening comprehension test and observation during the teaching and learning process in Cycle 1, it was categorized to be successful or achieved the target. Although the target of this research was achieved in cycle 1, it was still continued to the second cycle to know the consistency the result of the action done in Cycle 1.

The second cycle was conducted in three meetings including listening comprehension test such as those in Cycle 1. The first meeting was done on May 30th, 2014 and the second meeting was conducted on June 5th, 2014. The listening comprehension test was administered on June 6th, 2014. As was done in Cycle 1, there were two kinds of data, the first was the result of listening comprehension test and the second was the result of observation during the teaching learning process.

From the result of listening comprehension test and observation during the teaching and learning process in Cycle 2, it was concluded that there was improvement in both product and process evaluations. Based on the result of listening comprehension test in Cycle 2, there were 27 of 30 students or (90%) who got ≥ 75 as the standard minimum score. Then, the result of observation in the first meeting showed that there were 25 of 30 students or (83%), and in the second meeting there were also 25 of 30 students or (83%) who were active during the teaching learning process of listening comprehension by using cartoon video. Based on the result of listening comprehension test and observation during the teaching learning process in Cycle 2, it showed improvement and successfully achieved the target of the research. Thus, it could be concluded that the results of Cycle 2 gave the consistent results as what had been done and found in Cycle 1, that the use of cartoon video could improve the students' listening comprehension achievement and their participation during the teaching learning process.

Conclusion and Suggestions

Based on the results of data analysis and discussion, it could be concluded that teaching listening by using cartoon video could improve the eighth grade students' listening comprehension achievement and active participation during the teaching learning process at SMPN 3 Situbondo in 2013/2014 academic year. It means that the results of Cycle 2 gave the consistent results as well as that done in Cycle 1, that the use of cartoon video could improve the students' active participation in teaching learning listening comprehension.

Since the use of cartoon video could improve students' listening comprehension achievement and participation during the teaching learning process, cartoon video can be used as media to teach listening comprehension. Thus, the researcher suggests the English teacher to use cartoon video as medium of instruction in teaching learning process especially in teaching listening comprehension. The students are also suggested to be more active during the teaching learning process in class. The result of this research hopefully can be used as a source of reference in doing another research related with the use of cartoon video in teaching learning process, either in different skill such as reading or different research design such as an experimental research on the effect of the use of cartoon video on the students' listening comprehension achievement. Moreover, since the process of the implementation of this research had a problem in operating the LCD as the LCD projector could not show the picture well, the next researchers are suggested to pay more attention on the LCD and the other equipment used before the teaching learning process is conducted.

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