



## THE EFFECTIVENESS OF ANIMATION VIDEO ENTITLED “THE BOY WHO CRIED WOLF” TO IMPROVE STUDENTS’ LISTENING SKILL OF NARRATIVE (An Experimental Research of Eighth Year Students of SMPN 1 Kejobong in the Academic Year of 2013/2014)

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### Article Info

#### Article History:

Received in April 2014

Approved in Mei 2014

Published in Juni 2014

#### Keywords:

video, narrative, listening skill

### Abstract

*English is not an easy subject to learn. The reason is the quality of human resources or the teacher is still low. They have to teach and deliver their knowledge to the students, but they cannot deliver it well if they do not master English. They also have to be creative. Teaching will be more attractive if the teacher can deliver the materials in fun ways. This final project mainly aims at determining the effectiveness of using a video with texts in teaching listening for the eighth grade of junior high school students. The subject of this study was the eighth grade students of SMP Negeri 1 Kejobong in the academic year of 2013/2014. The number of the subject was 60 students. The design of this study was experimental study. The data were gained by administering pre-test and post-test of listening test. By using cluster random sampling, students of VIII E were taken as the samples of the experimental group and the samples of control group were the students of VIII G. In the pre-test, the mean score of the experimental group was 58.60, while the control group was 57.30. The result of post-test of the experimental group was 67.30 and the control one was 60.90. There was an improvement between the results of pre-test and post-test's score. That meant that the medium was effective enough to be used in teaching listening of narrative. From the calculation of t-test, the result was 1.84 while the t-table with degree of freedom (df) 58, rounded up to 60 at 5% significance level was 1.67. Because the t-test was higher than the t-table ( $1.84 > 1.67$ ), it can be concluded that using video with English texts was effective for teaching listening of narrative. An animation video can be made as a medium in teaching listening. The students will not get bored in the learning process because video is such an interesting medium which provides audio and visual that can grab the students' interest. The teacher should consider animation videos in teaching listening because it is easy to understand the story by watching the animation videos which provides audio and visual.*

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ISSN 2252-6706

## INTRODUCTION

As a foreign language, English has four skills that have to be mastered by the learners. There are listening, speaking, reading, and writing skill. Their time in learning is full of learning reading and writing. In reality, English teachers in school do not give attention to listening. Based on the observation in school and while doing PPL, the teachers rarely give material about listening. Teachers tend to teach reading and writing because they find it difficult to teach listening. Whereas, listening skill is important because we cannot communicate well with other people if our listening skill is bad.

Listening plays a vital role in daily lives. People listen to different purposes such as entertainment, academic purposes or obtaining necessary information (Hien: 2003). Without listening skill, no communication can be achieved. As a result, language learners especially those who learn English as a foreign language in non-native setting, find it difficult to acquire good listening skill.

Students in schools begin to learn English by doing reading, instead of listening. Reading is different from listening and writing is different from speech. The biggest difference is that speech consists of sounds. Listeners have to know the sound system. Moreover, when we are going to write something in English, the sentences should be correct and neat, while speech does not (Fadlij: 2008). English-speaking people usually speak English speedily. It is too fast for the students to follow. Sometimes they have not even got the meaning of the first sentence when the second sentence started. As a result, they miss the whole story.

An alternative way in teaching listening is by watching video. Video can be made as listening teaching medium. It provides not only audio but also visual. It is easier for the students to understand the content of the video. In this research, the video entitled "The Boy Who Cried Wolf" was chosen to be a medium in teaching listening. The reason why "The Boy Who Cried Wolf" was chosen is the content of the story is easy to understand.

In this research, teaching listening using a video with texts compared to teaching listening using a video without texts. There are 2 groups of students which become the subject. Group 1 was the experimental group and group 2 was the control group. The experimental group was taught by using a video with texts and the control group was taught by using a video without texts. This research reveal whether a video with texts is better than a video without texts as a medium in teaching listening.

## LITERATURE REVIEW

Kvitnes (2013) conducted a research in teaching listening by using a same video clip for both of experimental groups and control groups. The difference is in the subtitles, English, Norwegian, and without subtitles. The study found that subtitles aided comprehension of plot in the initial round of testing, and this was established through a simple questionnaire.

Rokni and Atae also administered a study in listening. However, they conducted their research in speaking skill. They done their study in 8 sessions and then they held a posttest. The result showed that students' who is taught by using movie is better in speaking than those who is taught by using movie without any subtitle.

### 2.1 Definition of Listening

Howatt and Dakin in Rahmawati (2010) states that listening is an active process because we have to identify and understand what other people saying. This involves understanding a speaker's accent or pronunciation, his grammar and vocabulary and grasping his meaning.

According to Saricoban in Stivani and Hayati (2011), listening is one of the fundamental language skills. It's a medium through which children, young people, and adults gain a large portion of their education—their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

### 2.1 Listening Skill

Listening is one of language skills that must be mastered by the learners. It is an important language skill. A listener will catch the words or sentences said by the speaker in order to communicate to each other. "In reality, listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write" (Rivers & Weaver in Murcia 2001: 70). Rivers and Weaver's statement shows that it is difficult to communicate if listeners do not comprehend what is said by the speaker.

### RESEARCH METHODOLOGY

Experimental research was applied in this research. In this study, cluster random sampling was chosen. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling (Cohen, Manion & Marrison 2007: 95). In this study, VIII E was chosen as experimental group and

VIII G was chosen as control group. This selection was suggested by the English teacher of SMP N 1 Kejobong.

#### 3.1 Research design

According to Best in Rahayu (2012) the design of the experiment can be described as follows:

Experimental Group	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control Group	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Where:

O<sub>1</sub> : pre-test

X<sub>1</sub> : treatment of experimental group (watching video with texts)

X<sub>2</sub> : treatment of control group (watching video without texts)

O<sub>2</sub> : post-test

### FINDINGS AND DISCUSSION

In the pre-test, the mean score of the experimental group was 58.60 and the control group was 57.30. It showed that the score were slightly equal. It meant that there was no significant difference of the score between experimental group and control group. The mean score of the post-test of experimental group was 67.30 and the control group was 60.90. The post-test score of the experimental group was higher than the control group's post-test score. This diagram below showed the difference of pre-test and post-test of experimental group and control group.

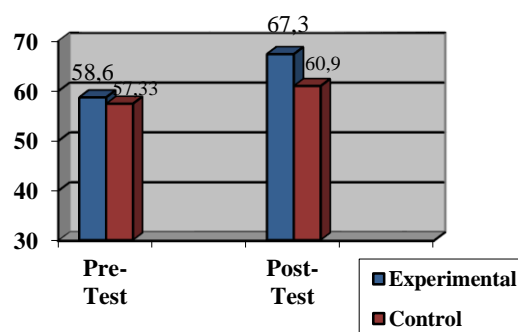


Diagram 1. Diagram of Pre-Test and Post-Test between Experimental Group and Control Group

The working hypothesis that "There is a significant difference in students' listening achievement between students who were taught listening by using a video with texts and those who were taught listening by using a video without texts" was accepted.

And finally, based on the research that have conducted, it was proved that listening to narrative stories by using video with texts for the eighth grade students of SMP Negeri 1 Kejobong in the Academic Year of 2013/2014 was effective.

### CONCLUSION

Due to the research finding and discussion in the previous chapter, it could be concluded that teaching listening using video with text was effective.

There was a significant difference in the achievement between the students who were taught by using video with texts and the students who were taught by using video without texts. It could be seen from the improvement of means between two groups. The pre-test mean score of the experimental group was 58.60, whereas the pre-test mean score of the control group was 57.33. Meanwhile, the post-test mean score of the experimental group was 67.30 and the post-test mean of the control group was 60.90. From the result, it can be concluded that the treatments which were used by the experimental group gave positive effect in improving students' achievement in listening.

Teaching listening by using video with texts was more effective than teaching listening by using video without texts. It was proved by the result of the t-test and the t-table with the degree of freedom (df) 58 at 5% significance level and the result showed that t-test (1.98) was higher than the t-table (1.67). It meant that there was significant difference between teaching listening by using video with text and teaching listening by using video without texts. Therefore, the null hypothesis ( $H_0$ ) that stated there is no significant difference on students' listening achievement between students who were taught listening by using a video with texts and those who were taught listening by using a video without texts was rejected. Whereas, the working hypothesis ( $H_a$ ) that stated there is a significant difference on students' listening achievement between students who were taught listening by using a video with texts and those who were taught listening by using a video without texts is accepted.

A new way of teaching listening should be applied in order to make teaching and learning process more interesting. Teachers should vary their ways in teaching listening because sometimes the students get bored with just sitting on their chair and listen to the tape recorder.

An animation video can be made as a medium in teaching listening. The students will not get bored in the learning process because video is such an interesting medium which provides audio and visual that can grab the students' interest. The teacher should consider

animation videos in teaching listening because it is easy to understand the story by watching the animation videos which provides audio and visual.

Hopefully the result of this research will be useful for the readers, especially for teachers of English. This research also can be a reference for the next researcher in conducting research by using other kinds of animation videos.

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