Using Animation Movie in Teaching Listening Skill

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Abstract

The aim of this research was to find out whether the use of animation affects students’ achievement in listening skill of SMAN 11 Banda Aceh or not. The population of this study was the first grade students and the sample was the students in X IPA 4 where the number of students is 22 chosen by random sampling. The design of this study was a pre-experimental study. To obtain the data, the writer used 20 items of fill in the blank in pre-test and post-test. This research finds that the use of animation movie in the English teaching and learning process was effective to improve the students’ listening skill, especially vocabulary. The result of data collection in this study shows that average post-test score is higher (75.5) than the pre-test score (55.2). The calculation of t-observation (to) 4.20 is higher than t-table (tt) 2.02. It means that H0 is accepted and Ha is rejected. In conclusion, animation movie is an effective media in teaching listening skill. The students become active in discussion during the teaching and learning process.

Keywords: Animation movie, Teaching listening skill, Media

1. INTRODUCTION

As a foreign language, English has four skills that have to be mastered by the students. There are; reading, listening, speaking, and writing. Listening is considered as a receptive skill, in which people need the ability to receive spoken language. Howatt and Dakin state that listening is the ability to identify and understand what others are saying. This involves understanding pronunciation or a speaker’s accent, grammar and vocabulary, and grasping his meaning (Howatt & Dakin, 1974). It means that in listening skill, the students should master grammar and vocabulary to know what will be conveyed by others. Without both of these, the students will not understand the meaning of the speaker. Listening is a process of listening attentively, understanding to obtain information, capture the content or messages as well as understand the
meaning of the communication that submitted by the speaker through spoken language.

Based on the writer's experience during internship (teaching practice) at SMAN 11 Banda Aceh from February to June 2016, the writer found that students still have problems in listening skill. The listening skill of the first grade students at SMA N 11 Banda Aceh was still low. It happened because the students had lack of vocabulary. When the teacher gave a recording, they did not understand what the speaker said and could not catch the meaning. The students had difficulty distinguishing sounds or words with similar pronunciation. They rarely heard English audio in the class. Also, they were not interested in the technique which the teacher used. The teacher rarely gives them the listening exercise. Usually, the teacher taught listening skill when the students learnt about song. The teacher rarely gives listening in another lesson. It does not make students interested in learning English.

Therefore, the teacher should apply some effective techniques to improve students' listening comprehension. It is expected that a teacher can conduct his or her teaching and learning process that it makes the students enjoy learning English. The teacher can use media to teach students in learning because according to Finocchiaro, there are some types of media, in general such as audio, visual, and audiovisual (Finocchiaro, 1974).

The writer is encouraged to conduct an experiment using a movie in teaching listening to see the students' achievement. The movie is one way that teacher can use in learning listening skill. An example of using the movie that can be used to improve students' achievement in listening skill is using animation. The animation is media that showing the video and audio. An Animation is one of the visual aids that can be used in teaching listening. Harmer defines Animation movie is series of image that is projected onto a screen to create the illusion of motion in the form of animation (Harmer, 2002). Lowe adds animation can help the process of receiving information of content is easier to understand (Lowe, 2004). Bahrami & Sim (2012) said animation movie is so rich in action and visual aid that it is appropriate for listening and speaking activity to produce an output. It shows the comprehension of the language used in the movie that is obtained by gaining language input which was a role of listening as a receptive skill (Bahrami & Sim, 2012). It means that the students get many skills in learning through a movie. Not only listening and speaking but also the students get a new vocabulary.

Several previous research finding related to this study are to be presented here. Based on Ginanjar (2010) a researcher from STAIN Salatiga, he states that the students have positives response toward the use of watching movie scene assessment in assessing listening competence. Besides, the watching movie scene can enrich the students' vocabulary, recognize better contextual language used. Rahayu (2007) states that the use of animation movies to improve students listening skill of narrative text. She found that teaching listening through animation movie is an effective way to improve students' score in comprehending narrative text. Based on that case, the researcher has formulated the research question Does the use of animation movie in teaching affect students' achievement in listening skill at First Grade of Senior High School 11 Banda Aceh?
2. LITERATURE REVIEW

2.1 Definition of Listening

Krashen states that listening is the primary important in the language learning and that the ability to speak and write fluently in the second will come on its own with time (Krashen, 1982). Brown states that in classroom, students always do more listening than speaking, listening competence is universally "larger" than speaking competence (Brown, 2001). It means that listening considered as a major component of language learning and teaching. The student should be more active in the process of listening to get the meaning of the spoken language.

2.2 Macro and Micro Skill

According to Hughes, there are two skills involved in the listening (Hughes, 1991). There are macro skill and micro skill of listening. In macro skill, understanding what people are going to talk about, using knowledge what is being heard or the listener should get the general idea of the information, following instructions or directions. This skill called macro because it involves many terms and complex process. It means that this skill surely focus on the larger elements.

In this skill, the listener has to interpret intonation pattern, recognition of faction of structures, recognizing discourse marker. The writer interested in Hughes theory of developing listening students' macro skill. The writer is choosing macro skill because in this research her expectation is that the students still have lack of vocabulary. They cannot get difficulties to understand the speaker said.

2.3 Teaching Listening

According to Swift (2007), teaching listening suggest that we need to take a more active approach improving listening abilities, by focusing on the specific problems that the students have and planning listening activities, which will help to resolve the problems (Swift, 2007). In listening classroom, there are three phases in listening; pre-listening, while-listening, post-listening. During the pre-listening, the purpose is to prepare students for that which they are going to listen, what type of structure, what vocabulary be on the text, and what topic will be discussed. During the while-listening, the students complete the given tasks. The tasks depend on the goals for the lesson. They are many kinds of tasks should be applied in listening activities such as labeling, selecting, and completing a grid. The last is post-listening, the teacher asks the students to infer the meaning of the words. The procedure is to write the words on whiteboard and replay the sentence containing the meaning.

2.4 Definition of Animation Movie

Gagne states that animation is moving text and pictures or simply interesting transitions between visual tableaus which can be an effective attention grabber, that lays the necessary foundation for learning (Gagne, 1969). Lowe adds animation can help the process of information received that is can make difficult content easier to understand (Lowe, 2004).
It is explained that a good step in presenting a movie should be organized into three stages, those are: pre-viewing, while-viewing, post-viewing stages (Richard, C. Jack & Renandya, 2002). Each of stages serves their own activities for teaching learning process: Pre-viewing activity, these prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this with a movie sequence is to announce the situation and ask students to predict the content. For example, students are told they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each of two headings: Sights (things they expect to see) and Words (words they expect to hear). These primarily facilitate the actual viewing of the video.

They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation. In general, it is a good helps the students to focus on what they are watching. These require students to react to the video or to practice some particular language point. The range of post-viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading.

3. METHODS

This study uses quantitative research method. According to Muijs, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method in particular statistic (Muijs, 2011). The quantitative research method is used for analyzing the statistic data students’ pre-test and post-test score. By that score, the writer can analyze, there is an affect students’ achievement in teaching listening using Animation Movie or not. Meanwhile, the researcher used pre-experimental type of one group pre-test – post-test design. This type involves one group, which was given pre-test, treatment, and post-test.

The population of this research was the first grade students at SMAN 11 Banda Aceh. There are eight classes of the first grade. Meanwhile, the sample of this study was class X IPA 4 with 22 students. It was selected by using random sampling. In collecting data for this study, the researcher used test to collect the data. The data was collected from the pre-test and post-test. The pre-test was conducted before the treatments and the post-test was conducted after the treatments. At the pre-test, the writer was given 20 fill in the blank items. The Title is “the lion and the mouse” of narrative text. The duration of pre-test was 40 minutes. At the post-test, the writer was given 20 fill in the blank items. The Title is “jack and the beanstalk” of narrative text. The duration of post-test was 40 minutes. To analyze the collected data, the writer used statistical formula as Arikunto (2006) The components of the formula namely; mean score, hypothesis testing, t-test.

4. FINDINGS AND DISCUSSION

Before doing the treatment, the writer gave the students pre-test to measure students’ listening in narrative text of the first grade students of SMAN 11 Banda Aceh before the writer taught by using animation movie. It is aimed to
see the students’ ability in listening before the treatment is given. Furthermore, the specification score of students is shown in the following chart of distribution of frequency of pre-test.

![Figure 1. Distribution of Frequency of Pre-test.](image)

The figure showed that the scores achieved by the student were different. It showed that students who got score 80-92 only two students or about 9.09%, students who got score 67-79 were three students or about 13.63%, students who got score 54-66 were seven students or about 31.81%, students who got score 41-53 were six students or about 27.27%, and students who got scores 15-40 were four students. It can conclude that the students' ability in listening is low.

After implementing the treatment, the writer conducted the post-test to the students in order to find out whether there was affect students’ achievement in teaching listening by using animation movie or not. Furthermore, the specification score of students is shown in the following table of distribution of frequency of post-test.

![Figure 2. Distribution of Frequency of Post-test.](image)

The highest score of post-test was 95 which were achieved by a student. Otherwise, the lowest score of post-test was 55 which two students had it. Therefore, compared with pre-test, the data shows that all the students got better score after the treatment. It can conclude that the students' ability in listening is good.
After collecting and analyzing the data, it is necessary to discuss the result of the research. The writer gave three treatments, the students were asked to do a posttest. The result showed that using animation movie could affect students’ achievement in teaching listening skill. Students asked to answer the assessment according to the instruction and the students got the higher score in post-test than pre-test.

In the first meeting of teaching, the writer started the class by praying together. After that, she told the students the purpose of the lesson that they were going to learn. Before the writer showed a movie, the writer built the students’ knowledge by asking the question. She asked, do you like watching a movie? What is your favorite movie?. The students answered differently. After that, the writer told and explained them about narrative text. She gave them a movie and the students were happy because they watched the movie. Then, the writer showed a movie with title “The Lion and The Rabbit” without subtitle. The writer asked the students to watch the movie and write the vocabulary that they caught from the movie. After the movie ended, the students asked to play again so the writer repeated twice. When the students finished watching, the writer asked them to write their answer on the whiteboard to correct together. Many students did not get the vocabulary from the animation movie because the movie was very fast to them. Together with the students, the writer translated all of the meaning into Bahasa Indonesia. At the end of the class, the writer concluded the lesson for the meeting.

In the second meeting, the writer began the class by explaining the lesson that they were going to learn today and asked them about learning process of the last meeting. The students gave a positive opinion about the process and the writer gave them some tips to make listening easier, such as to focus on the speaker, do not make noises, and trying to catch the meaning from the movie. Then, the writer showed a movie with title “The Fox and The Sick Lion” without subtitle. The writer asked the students to watch the movie and list the vocabulary that they caught from the movie. The writer repeated twice. When the students finished watching, the writer asked them to write their answer on the whiteboard. Together with the students, the writer translated all of the meaning into Bahasa Indonesia. After that, the writer gave them a worksheet and instructed them to answer matching item with words that were mentioned in the movie. After they finished, the writer discussed the correct answer with the students. At the end of the class, the writer collected their worksheet and concluded the lesson for the meeting.

In the third meeting, the teaching process was same. The writer showed a movie with title “The Fox and The Stork” without subtitle. The writer asked the students to watch the movie and list the vocabulary that they caught from the movie. The writer repeated twice. When the students finished watching, the writer asked them to write their answer on the whiteboard. Together with the students, the writer translated all of the meaning into Bahasa Indonesia. After that, the writer gave them a worksheet and instructed them to answer matching item with words that were mentioned in the movie. After they finished, the writer collected their worksheet. At the end of the class, the writer concluded the lesson for the meeting.
Mean score is an average score of students. This score obtained based on the total score of the students divided by the total number of the students.

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>N</th>
<th>Me</th>
<th>d.f</th>
<th>T-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>1215</td>
<td>22</td>
<td>55.2</td>
<td>42</td>
<td>4.20</td>
</tr>
<tr>
<td>Post-test</td>
<td>1660</td>
<td>22</td>
<td>75.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the mean score of pre-test and post-test score from twenty two students. The writer found that mean of pre-test score was 55.2 while the mean score of post-test was 75.5. It was clearly seen that the mean score of post-test was higher than the mean score of pre-test. Besides, the critical value of t-score for the degree of freedom (d.f) was 42. After the degree of freedom (d.f) was found, the writer analyzed it in T-score. The t-score was higher than the critical value. The t-score was 4.20 and the critical value in t-table 0.05 (5%) is 2.00. Hence, the alternative hypothesis ($H_a$) of this research; the use of animation movie in teaching affects students’ achievement in listening skill at the First Grade of Senior High School 11 Banda Aceh is accepted while the null hypothesis ($H_0$) of this research; The use of animation movie in teaching does not affect students’ achievement in listening skill at First Grade of Senior High School 11 Banda Aceh is rejected.

5. CONCLUSION AND SUGGESTION

There is an affect students’ achievement in teaching listening before and after the writer taught by using animation movie. It is a significant increase in students’ achievement in listening skill of narrative text after the writer taught through animation movie. It can be proved from the increase of the students’ mean score of the pre-test and the post-test. The result of the post-test was higher than the result of the pre-test. The average score of pre-test was 55.2 and the post-test was 75.5.

From the conclusion above, there are some suggestions that are suggested by the writer to the teacher, students, and parents. English teachers are recommended that they apply video movie as one of the ways in teaching listening. The animation is one of media that is great for teaching listening to students. Teachers should be selective in choosing appropriate media for the students. The use of animation movie will create comfortable classroom and it does not make students feel bored. For the students, improving their listening skills, the students of class X IPA 4 should listen more of English words. Moreover, the students should always be active in teaching learning process and they should not be afraid of making mistakes when they participate in teaching learning process. They also should keep their motivation in learning English and pay more attention to explanation of the teacher during teaching learning process. For parents, they should support their children to learn language by providing DVD/VCD or watching TV of English animation movie at home.

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