

Implementing Animation Film in Listening Comprehension

Muhamad Holandyah

e-mail: muhammadholandyah_uin@radenfatah.ac.id

State Islamic University of Raden Fatah, Palembang, South Sumatra

Janita Norena

e-mail: janitanorena8989@gmail.com

State Islamic University of Raden Fatah, Palembang, South Sumatra

Lenny Marzulina

e-mail: lennymarzulina_uin@radenfatah.ac.id

State Islamic University of Raden Fatah, Palembang, South Sumatra

Herizal

e-mail: herizal_uin@radenfatah.ac.id

State Islamic University of Raden Fatah, Palembang, South Sumatra

Rizqy Dwi Amrina

e-mail: rizqydwiamrina@yahoo.com

State Islamic University of Raden Fatah, Palembang, South Sumatra

Rohimin

State Islamic University of Raden Fatah, Palembang, South Sumatra

Abstract

This study was aimed at finding out whether or not: (1) there was a significant difference of the eleventh grade students' listening comprehension achievement in good category who were taught by using animation film and those who were not at one state senior high school in Palembang (2) there was a significant difference of the eleventh grade students' listening comprehension achievement in average category who were taught by using animation film and those who were not at one

Implementing Animation Film in Listening Comprehension

state senior high school in Palembang, South Sumatera, Indonesia and (3) there was a significant difference of the eleventh grade students' listening comprehension achievement in good and average categories who were taught by using animation film and those who were not at one state senior high school in Palembang. The method used in this research was quantitative reserach which focused on experiment. The sample of this study was 60 tenth grade students at one state senior high school in Palembang, South Sumatera, Indonesia, which were divided into control and experimental groups, and each group had 30 students. The technique of selecting the sample was purposive sampling. To collect the data, each group was given a pretest and a posttest. The data were analyzed by using independent sample t-test and two ways anova. The results of this study showed that (1) that the p-output (0.014) was lower than 0.05 at significant 2-tailed and t-obtained (2.962) higher than t-table (2.228). It implied that there was significant difference in students' listening achievement in good category between who were taught by using Animation Film and those who were not, and (2) the p-output (0.000) was lower than 0.05 at significant 2-tailed and t-obtained (6.472) higher than t-table (2.051). It indicated that there was significant difference in students' listening achievement in average category between who were taught by using Animation Film and those who were not. (3) the p-output (0.038) was lower than 0.05. It implied that there was significant difference in students' listening achievement in good and average categories between who were taught by using Animation Film and those who were not.

Keywords: animation film, listening comprehension, the teaching of listening

1. Introduction

English is one of the international languages used in countries throughout the world, including Indonesia. Herizal and Afriani (2015) say "English is very important to be mastered because most people in the world use it to communicate and absorb knowledge, culture and technology" (p. 25). Clyne (2008) also states "English is one of languages that has been used internationally so that it is now used almost everywhere in the world" (p. 2). In addition, Brumfit (1994) says "English is a world language because its speakers are widely distributed throughout the world" (p. 3). Hence, English is very essential to learn for human interaction, communication, and many other uses.

In Indonesia, English is taught as a compulsory subject from the elementary school up to senior high school in today's Indonesian educational system. Sari and Saun (2013) say "English has become an important subject from junior high school up to senior high school" (p. 255). So hopefully by giving this subject earlier, it will help students to be more interested to this subject to master it when they are adults, they can interact with other people from another country because English is an international language.

In teaching English there are four language skills learned by students. They are listening, speaking, reading, and writing. Harmer (2007) states "there are receptive

and productive skills in English” (p. 265). Harmer (2003) also states that “receptive skills are the ways how people acquire the meaning from the discourse that they see or hear, and this kind of processing is applied in reading and listening” (p. 199).

In relation to those four skills, listening is one of other skills which should be mastered. Sabouri (2016) states “listening is a significant language skill to develop in second language learning” (p. 123). Listening is also important as Sharma (2011) mentions “listening is a communication method that requires the listener to understand, interpret, and assess what they hear” (p. 13). In addition, Renukadevi (2014) assumes “listening helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent” (p. 60). In short, listening is one of the skills which should be mastered to understand what they hear in communication.

Listening skill is usually measured by listening comprehension. According to Bozorgian (2012), “listening comprehension is the primary channel of learning language” (p. 657). Moreover, Rost (2011) defines “listening comprehension encompasses receptive, constructive, and interpretive aspect of cognition” (p. 2-3). Therefore, listening comprehension is a process that allows a person to understand spoken language.

In addition, Walker (2014) states “listening skill is being viewed as an active skill as elements which students should actively acquire” (p. 168). Sabouri (2016) also adds “listening has not drawn much attention of both teachers and learners in classroom, teachers seem to test, not to teach listening. Meanwhile, Osada (2004) adds “students seem to learn listening, not listening comprehension” (p. 59).

According to Gilakjani (2011), “there are some factors that cause difficulty in listening, such as listener have a limited vocabulary” (p. 981). Then, Hamouda (2013) shows “different accent is also one of listening problems” (p. 16). Walker (2014) also adds “unfamiliar pronunciation, stress and intonation are also included in listening problems” (p. 168). In addition, Afriani (2017) assumes “for many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep” (p. 112).

An English teacher needs to be responsive to the student’s condition and make students enthusiastic in learning English. Based on Imtihana, Sukirman, Mardeli and Nurlaila (2015) “learning means a conscious effort from a teacher to teach the students in order to achieve the expected goals” (p. 37). Brown (2007) states “teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand” (p. 7-8). Besides that, Herlina and Holandyah (2015) also state “teaching is the process to guidance the learners to reach the goals and to make average learner capable of competence and performance” (p. 109). Alqahtani (2015) claims “teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it” (p. 23). Katilawati and Warohmah (2014) state “teacher is someone with full of responsibility to the students development by increasing all the students potential” (p. 144). Purwati (2017) also adds “a good teacher will teach a great teaching

Implementing Animation Film in Listening Comprehension

and will make the students become a good learner” (p. 85). Besides, Saswandi (2014) says “teachers have the others role in teaching learning process, such as motivator, evaluator and facilitator” (p. 33). Riyadi (2015) also adds “teacher should always be able to make innovations in education” (p. 222). So, teacher as facilitator in learning process should think creatively and make students interested in learning process. In addition, Larlern (2012) says “there are kinds of teaching technique, one of them is emphasis as a teacher who can lead the teaching process, but the other sides, emphasis on media such as television, film, and projector” (p. 52). One of the best ways that can be used by teacher is using media to support the teaching learning process.

Media is one of the best ways especially for teaching English. According to Arsyad (2015), “media means something used to convey teaching message” (p. 3). Media is used to describe the ways to convey messages and information. Akufah (2012) says “media such as cassette, VCD, video or film, etc can use to improve listening comprehension skill” (p. 46). Film is a good alternative medium for teaching English. Moreover, Akufah (2012) says “film is an interesting media which given audio visual that can make understandable runs well. Sastri, Wiryotinoyo, Sudaryono (2013) argue “students are very helpful with the audio visual media because it is part of learning technology and it is the language aspect (listening, reading, speaking, and writing)” (p. 23). Moreover, Berk (2009) assumes that using film can be a stimulant to find imagination in order to improve students’ ability in listening. Finally, they will engage, not feel bored and get listening comprehension improvement. Rafikadilla and Syafei (2013) say “watching animation film makes students easily get the concept of language lesson” (p. 280). Akmala (2011) also states that using animation film make the students more concentrate to the teacher’s explanation.

Regarding the problem above, there have been many studies which investigated the use of animation film to improve listening comprehension. Ramadhika (2014) conducted a research improving students’ listening skill by using animation videos. The result of his study showed that the use of animation videos was effective to improve students’ listening skill. Kamilah (2013) conducted a research the use of contextual video to improve students’ listening ability. The purpose of this study was to investigate the effectiveness of contextual video usage in improving the students’ listening ability. The result of this study showed that contextual video is effective in improving students’ listening ability.

From the problems occurred above, it is assumed that animation video was effective to improve students’ listening skill. Therefore, we were interested in conducting a study entitled ‘Implementing animation film on listening comprehension; with the research problems: (1) Was there any significant difference on the eleventh grade students’ listening comprehension achievement in good category who are taught by using animation film and those who are not of one state senior high school in Palembang? (2) Was there any significant difference on the eleventh grade students’ listening comprehension achievement in average category who are taught by using animation film and those who are not of one state senior high school in Palembang? (3) Was there any significant difference on the eleventh grade students’ listening

comprehension achievement in good and average categories who are taught by using animation film and those who are not one state senior high school in Palembang?

2. Literature Review

2.1 The Concept of Listening

There are many definitions of listening that have been proposed by some experts in language learning. According to Sharma (2011), “listening is a communication method that requires the listener to understand, interpret, and assess what they hear” (p. 13). Furthermore, Darweesh (2014) says “listening is one of the most important skills used by people while communicating with each other” (p. 1). In addition, Herlina (2016) says “listening is a student ability to understand the meaning of the words they hears and to relate to them in some way” (p. 55). Moreover, Tyagi (2013) also adds “listening is a key to receive messages effectively and to combine of hearing what another person says and the person who is talking (p. 1).

2.2 The Importance of Listening Comprehension

There are different definitions of the term listening comprehension. According to Ahmadi (2016), “listening comprehension is the different processes of understanding the spoken language” (p. 8). Sabouri (2016) These include knowing speech sound, comprehending the meaning of individual words and understanding the syntax of sentences. Moreover, Balaban (2016) states “listening comprehension is one of the basics of language learning” (p. 126). Rost (2011) defines “listening comprehension encompasses receptive, constructive, and interpretive aspect of cognition” (pp. 2-3). Furthermore, Hamouda (2013) expresses that “listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills” (p. 115).

2.3 Teaching Listening

In teaching listening, teacher has important roles. There are some things that should be prepared by a teacher before s/he teaches. First, teacher has to be able to manage classroom listening activities in order to make students enjoy and interested in their learning. In other words, Richards and Renandya (2002) say that “teacher should give learners some levels of control over the content of the lesson, and personalize content” (p.240). Therefore, students can bring something of themselves to the task. For example, teacher can give an extension task in which students have to listen to someone’s hobby or activities, using interview guidelines they prepare before. Secondly, teacher has to be able to design listening techniques. Before teacher designs some listening techniques, she or he has to know why s/he has to teach listening. According to Harmer (1998) the reason why teacher has to teach listening is to train students in hearing different varieties and accents of language. It can be concluded that teacher has an important role in teaching listening. A teacher has to be able to manage a listening class in order to create an interesting atmosphere. Therefore, it needs a strategy to achieve it.

2.4 Animation Film

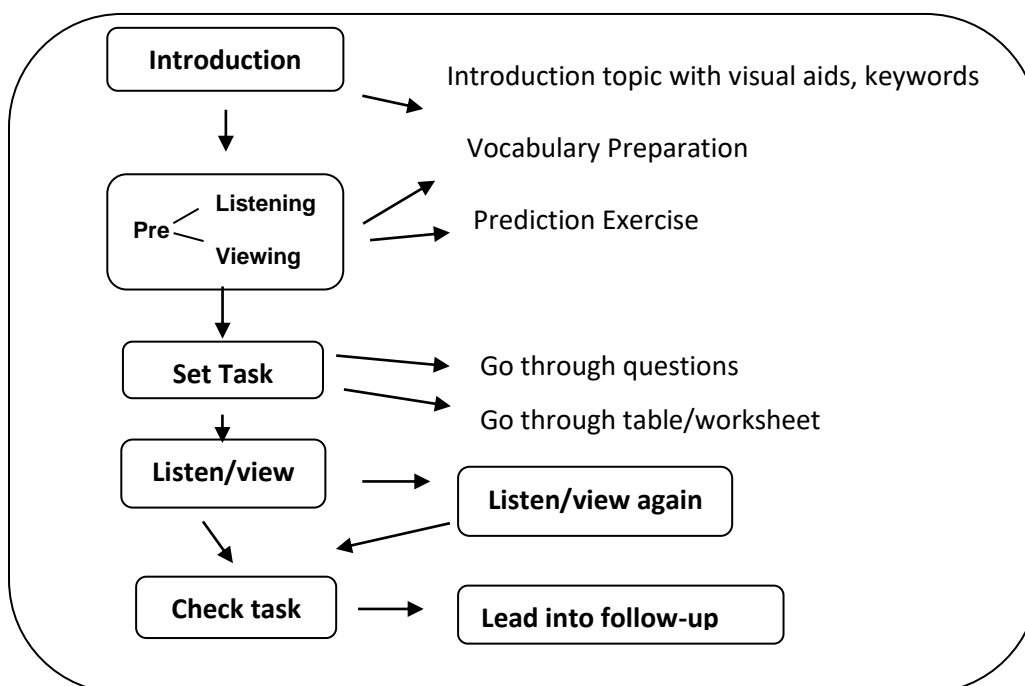
According to Reddi and Mishra (2003), animation is designed as a simulation of movement created by displaying a series of pictures or frames. Animation strictly is

Implementing Animation Film in Listening Comprehension

a visual illusion. It builds dynamism, energy and motion to inanimate objects. It also adds the dimension of time to graphics. Moreover, Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Stewart (2006) claims films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in elementary and high school. In addition, according to Yatimah (2014), animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. From definition above, it can be concluded that animation films are sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry messages or information. By interesting humorous elements animation films are intended the students attention.

2.5 Procedures of Teaching Listening Comprehension with Animation Film

According to Lavery (2001) there are some procedures for using film in teaching listening consisting of the following steps:



3. Methodology

In this study, we used experimental research. According to Fraenkel, et.al. (2012), “experimental research is one of the most powerful research methodology that researcher can use” (p. 265). The design selected for this study was quasi-experimental research design and quasi-experimental design did not include the use of random assignment. One of the quasi-experimental designs is Pretest-Posttest Non-equivalent Group Design. There were two groups, experimental and control groups which both were given pretest and posttest. The experimental group was given treatments by using Animation Film, but the control group was not.

According to Creswell (2012) "Population is a group of individuals who have the same characteristic, if someone wants to investigate all of the elements in a research area, his research is population research" (p. 142). The population of this study was the eleventh grade students of one state senior high school in Palembang, South Sumatera consisting of eleven classes. The total population of this study was 350 students. In accordance with Fraenkel, et. al. (2012), "A sample in a research study is the group on which information is obtained" (p. 91). In this research, purposive sampling technique was used in two science classes. They were chosen as a sample because of some consideration, such as: 1) they had equal level, 2) they had same difficulties in listening activity, 3) they were taught by same teacher and 4) they had same total of students in the class. And then the sample was taken for each experimental and control groups. Therefore, the total sample of this study was 30 students as control group and 30 students as the experimental group.

In collecting the data, listening comprehension test was used with the form of multiple choices which cover four options, namely (a,b,c and d). There were two tests (pre-test and post-test) that were given to the sample of this study. This listening comprehension test was developed from two books. They were: *Pathway to English for SMA/MA Grade XI (General Program)* and *Pathway to English for SMA/MA Grade XI Kurikulum 2013 Program Peminatan*, written by Theresia Sudarwati and Eudia Grace, and published by Erlangga based on 2013 Curriculum with audio CD.

To estimate the construct validity, expert judgment was required. There are at least three experts to estimate the instrument form and lesson plan. In this research, it was measured by three validators, they were English lecturers from UIN Raden Fatah Palembang. The result showed that the instrument and lesson plan form was appropriate to be used. To estimate the reliability of the test, split half method was applied. The result showed that the instrument was considered reliable for this study. In analyzing the data, t-test was used to find out the significance difference for both group. The data were analyzed by using the Statistical Package for Social Science (SPSS) version 22. In measuring normality test, we used *I- Sample Kolmogorov Smirnov*. Based on the normality test of the students' pretest and posttest score from both groups, it was found that the significance level of normality test of the students' pretest score in control group was 1.007 and posttest score was 0.979 while the significance level of normality test of the students' pretest score in experimental group was 1.322 and posttest score was 1.355. From the result of the output, it could be stated that the obtained data was normal, because it was higher than 0.05. In measuring homogeneity test, we used Levene Statistics. It was found that the significance level of homogeneity test of the students' pretest score in control and experimental group was 0.385, while the significance level of homogeneity test of the students' posttest score in control and experimental group was 0.737. From the scores, it could be stated that the obtained data was homogenous, because it was higher than 0.05.

4. Result

In order to answer the first problem, independent sample t-test was used to measure the significant difference in good category. The data was taken from students'

Implementing Animation Film in Listening Comprehension

posttest score in control and experimental group. The significant of difference was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 and t-obtained was higher than t-table (2.228). While the significant difference was rejected when the p-output (Sig.2-tailed) was higher than 0.05 than t-value was lower than t-table (2.228). The further calculation of independent sample t-test in good category was displayed in the table below:

Table 1. Analysis Result of Significant Difference in Good Category from Students' Posttest in Control and Experimental Group

Using Animation Film and Those who are not	Independent Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	2.962	10	0.014	Rejected	Accepted

From table, it could be seen that the p-output 0.014 and t-obtained 2.962 at the significance level $p < 0.05$ in two tailed testing with $df = 10$. The p-output was $0.014 < t\text{-value}$ and $t\text{-obtained } 2.962 > 2.228$. It could be concluded that the significant difference was accepted because the p-output was lower than significant level 0.05 and the t-value was higher than 2.228. The result of hypothesis testing was the null hypothesis was rejected and the alternative hypothesis was accepted. It indicated that there was significant difference in good category on the students' listening comprehension achievement in control and experimental group.

To measure the significant difference in average category on students' listening skill between control and experimental groups, an independent sample t-test was used. The data was taken from students' posttest score in control and experimental group. The significant difference was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 and t-obtained was higher than t-table (2.051) while the significant difference was rejected when the p-output (Sig.2-tailed) is higher than 0.05 than t-value was lower than t-table (2.051). The further calculation of the independent sample t-test in average category was displayed in the table below:

Table 2. Result Analysis of Significant Difference in Average Category from Students' Posttest in Control and Experimental Group

Using Animation Film and Those who are not	Independent Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	6.472	27	0.000	Rejected	Accepted

From table, it could be seen that the p-output 0.000 and t-obtained 6.472 at the significance level $p < 0.05$ in two tailed testing with $df = 27$. The p-output was $0.000 < t\text{-value}$ and $t\text{-obtained } 6.472 > 2.051$. It can be concluded that the significant difference was accepted because the p-output was lower than significant level 0.05 and the t-value was higher than 2.051. The result of hypothesis testing was the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was significant difference in good category on the students' listening comprehension achievement in control and experimental group.

To measure the significant difference in good and average categories on students' listening skill between control and experimental groups, two-ways ANOVA was used. The data was taken from students' posttest score in control and experimental group. The significant difference was accepted whenever the p-output (Sig.2-tailed) was lower than 0.05 while the significant difference was rejected when the p-output (Sig.2-tailed) is higher than 0.05. The further calculation of two-ways ANOVA in good and average category was displayed in the table below:

Table 3. Result Analysis of Significant Difference in Good and Average Categories from Students' Posttest in Control and Experimental Group

Using Animation Film and Those who are not	Two-ways ANOVA		Ho	Ha
	Df	Sig. (2-tailed)		
	37	0.038	Rejected	Accepted

From table, it could be seen that the p-output 0.038 at the significance level $p < 0.05$ in two tailed testing with $df = 37$. The p-output was $0.038 < t\text{-value}$. Conclusion could be drawn that the significant difference was accepted because the p-output was lower than significant level 0.05. The result of hypothesis testing was the null hypothesis was rejected and the alternative hypothesis was accepted. It indicated that there was significant difference in good and average category on the students' listening comprehension achievement in control and experimental group.

5. Discussion

Based on research findings, the result analysis used independent sample t-test measuring means significant difference in good category from students' posttest score in control and experimental group, it was found that there was significant difference in good category in control and experimental group since the p-output was lower than 0.05 and the t-obtained was higher than t-table.

Moreover, from the result analysis used independent sample t-test measuring means significant difference in average category from students' posttest score in control and experimental group, it was found that there was significant difference in average category in control and experimental group since the p-output was lower than 0.05 and the t-obtained was higher than t-table.

Next, from the result analysis used Two-ways ANOVA measuring significant difference in good and average category from students' posttest score in control and experimental group, it was found that there was significant difference in good and average category in control and experimental group since the p-output was lower than 0.05.

On the other hand, the treatment in experimental group was given to help students in learning listening comprehension by using Animation Film. After using Animation Film was given to the student, they were motivated in learning listening comprehension. It was seen that because the students were more active and interested in the learning process. This is agreed with some theories that explain some advantages by using film. Berk (2009) assumes that using film can be a stimulant to find imagination in order to improve students' ability in listening. Then,

Implementing Animation Film in Listening Comprehension

they will engage, not feel bored and get listening comprehension improvement. Rafikadilla and Syafei (2013, p. 280) say that watching animation film makes students easily get the concept of language lesson. Akufah (2012, p. 52) says that film which given audio visual can make students understandable runs well and more active. The result is supported by the study conducted by Ramadhika (2014) revealed that improving listening ability through animation film in the English teaching and learning process of listening was effective to improve the students' listening skills. Therefore, it can be inferred that using Animation Film can be considered as one alternative ways that can be used in teaching listening.

Finally, it was inferred that the implementation of Animation Film showed significant interaction effects on students' listening comprehension achievement at one state senior high school in Palembang, South Sumatera. Using Animation Film successfully motivated the students in learning listening comprehension and made the students interested and active in learning English.

6. Conclusion and Recommendations

On the basis of the findings of the data analysis, it could be concluded that there was a significant difference of the eleventh grade students' listening comprehension achievement who were taught by using animation film and those who were not at SMA N 11 Palembang. The students who were taught by using that strategy showed better improvement that could be seen from the result of the students in test. Implementation in teaching and learning process, they were motivated in learning listening comprehension. It was seen that the students were more active and interested in the learning process. We could also be concluded that the use of animation film was very useful as one of the strategy to improve students' listening comprehension achievement.

Based on the conclusions above and based on the research that had been done, we would like to offer some suggestions to teachers of English, the students of one state senior high school in Palembang and for other researchers. First, English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially in listening. English teachers of one state senior high school in Palembang can use animation film as alternative media to improve students' listening comprehension achievement. In teaching listening, the teachers should implement this strategy into fun environment to make the students engage in the class. The English teachers should encourage the students and give them more time to practice their listening. Second, It is suggested that become the students to be more active to express themselves to be more interested in listening English. The students should increase their knowledge of English. The students should more active and competed to answer the teacher's questions in listening teaching and learning process. I wish that in the future, the students could use animation film as their favorite media not only in learning English, but also other subjects. Third, it is advisable for other researcher who are interested in conducting the same research by using animation film as Media. We suggest to the other researchers to use the media such as film in order to make the classroom situation to be more interesting to stimulate the students' interest. Then, when the teacher explains the material, the students should pay attention, not only focus on

that strategy in listening skill, but they can also implement it in other skills such as reading, and writing.

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Implementing Animation Film in Listening Comprehension

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