

THE EFFECT OF USING ANIMATION VIDEO TO THE STUDENT SKILLS IN LISTENING COMPREHENSION OF NARRATIVE TEXT

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana pengaruh video animasi terhadap keterampilan siswa dalam mendengarkan pemahaman teks naratif. Untuk membuat kesimpulan tentang karakteristik suatu populasi, peneliti menggunakan purposive sampling. Pengambilan sampel purposive dapat diterapkan karena ada beberapa alasan khusus pada sampel yang diambil. Peneliti mengambil satu kelas, yaitu XI-IPS 1 sebagai sampel penelitian ini yang terdiri dari 34 siswa. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku tentang kebutuhan data dari lapangan, dalam hal ini dari SMA Negeri 2 Padangsidempuan. Dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner dan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah formulasi produk Moment Correlation (r_{XY}) dari Pearson. Setelah menganalisis data, didapatkan bahwa nilai r_{XY} adalah 0,468. Dengan mengkonsultasikan nilai ini ke tabel interpretasi yang diberikan sebelumnya, diketahui bahwa hal itu dapat dikategorikan baik. Ini berarti bahwa ada pengaruh yang signifikan dari video animasi terhadap keterampilan siswa dalam mendengarkan pemahaman teks naratif. Dan hipotesis penelitian ini diterima.

Kata kunci: video animasi, menyimak, teks naratif

ABSTRACT

This research is carried out in order to know about how far the effect of animation video to the students' skills in listening comprehension of narrative text is. In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes one classes, they are XI-IPS 1 as the sample of this research. It consists of 34 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books on the need of data from the field, in this case from the SMA Negeri 2 Padangsidempuan. And as the instrument for collecting the data the writer uses questioners and written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's product Moment Correlation (r_{XY}). After analyzing the data, it has been got that the value of r_{XY} is 0.468. By consulting this value to the table of interpretation given before, it is known that it can be into good categorized. It means that there is a significant effect of animation video to the students' skills in listening comprehension of narrative text. And the hypothesis of this research is accepted.

Keywords : animation video, listening comprehension, narrative text

I. INTRODUCTION

Listening is an important English skill of learning English language as foreign language in Indonesia because it can help students in understanding the material that given by the teacher. Listening is receptive skill, with this skill student can get information from others. Besides, listening also a precursor skill to learn other English skills. Therefore, listening is crucial to be taught in order to improve student's English language communication ability.

According to Nunan which is stated by Yildirim (2016), listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Additionally, Rost, as quoted by Yildirim (2016), explains the importance of listening in language classroom as follows : (1) Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin, (2) Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, and (3) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

However, some Indonesian students still find difficulties in learning to listen especially in understanding the speaker message. Some problems that usually faced in the listening session of typical Indonesian learners is the unfamiliarity with the kind of listening test. Listening still not getting much attention from the English teacher because listening didn't consider as important skill due to it has no specification detail for it. This is a contra with Nunan statement that listening is a basic skill in language learning and supported by Rost statement that Listening is vital in language classroom because it provides input for the learner. Another problem is the recorder's sound is unclear, and it made the students can't listen to the speaker's message correctly.

There are many techniques with different media for teaching listening comprehensions, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect. The research here is focused on the use of animation video for teaching listening comprehension. The researcher uses animation video because animation or cartoon is suitable to be watched by many people of all ages. And sometimes, there's a moral value that can be learned from that animation or cartoon video.

The research of video in teaching listening comprehension has been done by several researchers, and it always has a positive result in teaching and learning process. The impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening.

Teaching listening by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information as Schawartz (1998) as cited by Sholikhin stated that 'Video presents the viewer with information conveyed via aural and visual channels'. In line with the quotation above, Taffani (2009) states "Watching films is very important as it increases their visual and critical awareness."

Based on the explanation above, it can be seen that theoretically, using video in teaching listening comprehension is an effective way. But, what the students' feeling about the media that used by the teacher in teaching and learning process? Are students get a better understanding of using animation video as the media? What's the students' perception of the media that used? Is the media suitable for the lesson?. Moreover, school is a place where students with a different background such as family, religion, financial, tradition and psychological (talent, perception, and interest). Different aspects can bring up different perceptions about the lesson they received, the material that is given by the teacher and the media that used by the teacher

in delivering the lesson. In terms of psychological aspects, different perception of students is an interesting thing, because everyone has different perceptions of the same object that been caused by many background factors. Perception is the beginning of the process of human interaction with the surrounding environment. Perception is a subjective process of how a human can assess the object. In general, the perception is a vision or understanding of how someone valued something.

Perception is important because a person and other behaviors are not the same on the same object. Students' perception of the use of animation video in teaching listening comprehension of narrative text may be different for every student. It can be caused by their different background aspects. Some students may think that using narrative animation video is a good way, useful, interesting and attractive in teaching listening comprehension of narrative text. While some of the students may think that using narrative animation video is not a good thing, useless, not interesting and less attractive.

Based on the different perception among the students, the writer wants to analyze and observe their perception. It is needed because as a teacher, she has to know students' feeling and students' response towards the media that the teacher uses. Because as mentioned before that perception is one aspect of psychological background that can have different results.

Based on the statement above, the researcher intends to conduct a study about the students' perception on the use of animation video in teaching listening comprehension of narrative text, and she makes it the topic of her research as follows: "The effect of using animation video to the student skills in listening comprehension of narrative text".

Beside the above reasons, the writer has chosen the topic based on the following considerations :

1. The writer is interested to know how the animation video can be applied to the

listening comprehension skills in the classroom, and how effective the animation video would improve the students' listening comprehension skills.

2. The writer is interested to know the use of video in teaching listening comprehension can give positive or negative perception among the students.
3. The teacher has to know how students react to the media used in teaching and learning process to make some reflections about it.
4. By choosing the above topic, it is expected that it is easy for the writer to get the needed data, because it is appropriate to her educational background
5. As far as the writer knows that the topic has never been researched by other researchers before. So that it is still as the new topic in the English educational research of Graha Nusantara University.

The limitation of this research can be seen below :

1. Using animation video method in this case means a series of drawings, computer graphics or photographs of inanimate objects (such as puppets) which is made into a motion picture.
2. Listening comprehension in the topic of this research means that a person understands what she/he has heard. If she/he learns the text through hearing it, she/he will understand it.
3. Narrative Text in the topic of this research means a kind of text that related to the human life. It connects with the story or past event.
4. The object of this research is the eleventh students of SMA Negeri 2 Padangsidiropin.

The problem is usually formulated in the form of question. Based on the above explanations, the writer can formulate the problem of her research as follows :

1. How far is the effect of animation video to the students' skills in listening comprehension of narrative text?
2. How far is the students' skills in listening comprehension of narrative text?
3. Is there a significant the effect of animation video to the students skills in listening comprehension of narrative text?

There are some purposes of the research. The purposes of the research are to find out:

1. How far the effect of animation video to the students' skills in listening comprehension of narrative text is.
2. How far the students' skills in listening comprehension of narrative text is.
3. Whether there a significant the effect of animation video to the students skills in listening comprehension of narrative text or not.

Hypothesis is one of important statement in a research. According to Ronny (2004), "Hyphotesis are provisional estimates or provisional answers to the problems of research which requires data to test the truth of these allegations."

The writer makes the hypothesis as follows : "There is a significant effect of using animation video to the students skills in listening comprehension of narrative text".

This research is conducted in order to get the uses, both for the writer and the people. Therefore, in this sub-chapter the writer would like to describe the uses of conducting this research as follows:

1. For the teachers, the result of this research is expected to give information about the effect of use of narrative animation video in teaching

listening comprehension of narrative text. The teacher also can use different media while teaching listening but be more careful about the media that used in the classroom.

2. For the learners, the research is expected to motivate them in learning listening comprehension of narrative text because by using animation video, the class will be interesting. Hence, the learners can improve their understanding of a narrative text. And for learners that have a negative perception, hope this research will give further researcher and teacher to be careful in using media and can find the more suitable and interesting media for teaching and learning process.
3. For the further researcher, the research result is expected to give information and knowledge about the effect of the use of narrative animation video in teaching listening comprehension of narrative text and to do the next research in the future with a different aspect of psychological background.
4. For the institutional, the research result is expected to be a reference and information for the school to encourage their English teachers to be more creative and innovative in conducting English teaching and learning activities; to enhance their facilities; and the last, eagerly to improve the education standard in Indonesia generally.

II. THE REVIEW OF LITERATURE

The General Concept of Video

Video supports comprehension and production of foreign language input or output because it provides interesting and motivating to accompany audio or written inputs. As Herron (2011) concluded that video is lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials.

The video is also called as digital imaging. Digital imaging is the process of capturing and representing an image in a format readable by a computer. In making a video, especially animation video, digital imaging has an important role. Because digital imaging helps the animation creator in arranging the sequence of the image until it becomes a moving picture of animation video. (Goldstein,2010)

Teaching Listening using Video

Today listening is considered as the important material in a foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input; second language acquisition research has given a major concern to listening. Because listening provides input for the learner, Rost (1997) states that listening is vital in the language classroom. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Today there are many ways in teaching language; one of them is teaching listening by using video. Video has become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading and writing can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach to language teaching and learning. According to Susan Stempleski and Barry, Tomalin (1999) video is a combination of moving pictures and sound that can present language more comprehensively than any other teaching medium, by this statement the choice of videos is the main point that can make video useful or useless in some lesson plan. However, the availability of the video materials for teaching listening is also high and the teacher just needs to explore more to find the suitable one for the subject.

To make language understandable, usually the visual and the audio are integrated each other and by teaching listening using video can reduce the difficulties faced by

students in learning to listen, because video gathers both audio and visual at the same time. By using video students have the additional clues the visual give them while they watch and listen to the video.

Narrative Text

There are many definitions elucidated by an expert about the narrative text, one of them is the definition by Pharr (2004) that states 'the narrative is the oldest structured form of human communication. The ability to process the standard elements of a narrative seems to be genetically hardwired into the human system.'

Then, Anderson (1998) states, "A narrative is a text that tells a story and in doing so, entertains the audience." Other than providing entertainment, the purpose of narrative text is to make the audience think about an issue, teach them a lesson or excite their emotions. Additionally, Faris (2004) states that narrative text enables students to make connection as they read the text in three different ways, they are: to see the similarities between the text and their own lives, to make the links between the text they read now with the text they read before and to see the connections between the text and the real world. In conclusion, a narrative is a kind of text that related to the human life. It connects with the story or past event. However, after reading and learning about narrative text hopefully, the students learned something from the text and making a connection with it in their daily life, they also can practicing their critical thinking by connecting their experience with the story.

The Frame of Mind

The impact of animation movie towards students' listening skill, it can be concluded that animation movie was effective in teaching listening. Teaching listening by using video is hoped that it can help students in saving important information because video can provide not only audio but also visual information. Video presents the viewer with

information conveyed via aural and visual channels'. Watching films is very important as it increases their visual and critical awareness.

Based on the explanation above, it can be seen that theoretically, using video in teaching listening comprehension is an effective way.

III. THE METHOD OF RESEARCH

This research is located in SMA Negeri 2 Padangsidempuan which is located at Jl. Sudirman No.186, North Padangsidempuan and the research is conducted in 2017 - 2018 Academic Year. The headmaster of SMA Negeri 2 Padangsidempuan Manaor Baharuddin Tampubolon.

The study was conducted at SMA Negeri 2 Padangsidempuan from 27 July until 10 August 2018. It consists of classroom observation in class XI, giving the questionnaire and interview with the students of eleventh grade social. The first weeks were used for classroom observation, the next weeks for giving and collecting the questionnaire and test.

In this research, the writer collects the data by giving the test in multiple choice from Variable X the used questionnaire and Variable Y the used test. It is very important in conducting the research. There are two variables in this research; they are animation video as Independent Variable (Variable X). Listening comprehension of narrative text as Dependent Variable (Variable Y)."

The number of questioners items in this research is 10 items, in which each item consists of three options, they are : a, b, and c. It is still as a qualitative data. And in order to get the quantitative data or the scores of questioners, the writer uses the following ways:

1. For the option a, it is scored by 2.
2. For the option b, it is scored by 1.
3. For the option c, it is scored by 0.

After scoring all the items of questioners, then the writer calculates the sum of the scores. It means that the highest score can be got by a student is 20. And for getting the scale 0 - 100, the writer multiplies the scores with 5.0

And for getting data about the students' listening comprehension skills, the writer use test. The writer uses the test based on the following considerations :

- a. The test is regarded as the best and accurate instrument to measure the students' skills, both in animation video and listening comprehension skills
- b. We can give the scores objectively to all the sample of this research.
- c. It is easier to analyze the result of the test if it is compared to other instruments.

The writer uses the completion test, in which the students are ordered to complete the passages or composition about the monologues by using the words or phrases given. The total number of the test items is 20 items.

Based on the main purpose of this research, that is, in order to know how far the effect of using animation video to the students skills in listening comprehension of narrative text is, so that in this research the writer uses the correlational research.

For getting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of books concerning with the topic of this research as the sources of theories and informations, whereas the field research is applied based on the needs of accurate data from the field, in this case from the SMA Negeri 2 Padangsidempuan.

Referring to the needs of the data from the field, the writer directly treats the written test to the students about the two variables, they are : animation video and listening comprehension skills. The result of the test is made as the data in this research in order to know about how far the effect of the two variables is.

The population this research is all of the eleventh grade socials of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year. The whole eleventh grade socials students consist of 2 classes, and total population are 68 students.

In statistics, a sample is a subset of a population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes one classes, they are XI-IPS 1 as the sample of this research. It consists of 34 students.

IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis of collected data it has been got that there is a significant effect of Animation video to the students skills in listening comprehension of narrative text. Animation video (Variable X) has been got the lowest score is 60 and highest score is 95, whereas the mean score got by the students is 78.23. It means that the effect of Animation video can be categorized into a good category.

After collecting and calculating the mean, median and mode, the writer calculates the score of the data collected by using the formula of r_{xy} in order to know how the effect of Animation video to the student's skills in listening comprehension of narrative text is. The Statistical formula used is

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2 - (\sum X)^2)\} \{N(\sum Y^2 - (\sum Y)^2)\}}}$$

To get the index score of “r” count from both variables of this research, there are some steps that to be done by the writer to get the score of product moment correlation by Pearson below:

1. Making the table work contains both variables
2. Making the index correlation product moment between X variable and Y variable
3. Find out the t_0 by distribute the “r” Product Moment into “t” formula.
4. Make interpretation.

The calculation of “r” Product Moment can be see in the following table:

THE TABLE INDEX CORRELATION OF PRODUCT MOMENT OF ANIMATION VIDEO TO THE STUDENTS SKILLS IN LISTENING COMPREHENSION OF NARRATIVE TEXT

NO	X	Y	X ²	Y ²	XY
1	80	70	6400	4900	5600
2	80	65	6400	4225	5200
3	70	60	4900	3600	4200
4	80	65	6400	4225	5200
5	80	60	6400	3600	4800
6	65	50	4225	2500	3250
7	70	70	4900	4900	4900
8	60	50	3600	2500	3000
9	75	65	5625	4225	4875
10	80	60	6400	3600	4800
11	65	60	4225	3600	3900
12	70	70	4900	4900	4900
13	85	50	7225	2500	4250
14	80	65	6400	4225	5200
15	80	65	6400	4225	5200
16	90	65	8100	4225	5850
17	70	60	4900	3600	4200
18	85	70	7225	4900	5950
19	95	60	9025	3600	5700
20	75	65	5625	4225	4875
21	70	60	4900	3600	4200
22	75	65	5625	4225	4875
23	85	65	7225	4225	5525
24	75	75	5625	5625	5625
25	95	85	9025	7225	8075
26	80	60	6400	3600	4800
27	90	75	8100	5625	6750
28	70	55	4900	3025	3850
29	85	65	7225	4225	5525
30	85	65	7225	4225	5525
31	85	75	7225	5625	6375
32	75	50	5625	2500	3750

NO	X	Y	X ²	Y ²	XY
33	80	60	6400	3600	4800
34	75	70	5625	4900	5250
Σ	2660	2170	210400	140500	170775

From the data above, it can be seen that the value of $\Sigma X = 2660$, $\Sigma Y = 2170$, $\Sigma X^2 = 210400$, $\Sigma Y^2 = 140500$, $\Sigma XY = 170775$. By using the values, the writer can calculate the value of correlation or effect (r_{XY}). From the calculation it has been got that the value of correlation of product moment (r_{XY}) is **0.468**. It is higher than the value of r_{table} , that is from $n = 34$ $r_{table} 0.329$ at significant level. it can be concluded that the value of r_{test} is greater than the score if r_{table} ($0.468 > 0.329$). It means that there is a significant effect of Animation video to the students skills in listening comprehension of narrative text. So that the hypothesis is accepted.

Step by step has been done by the writer in this research in order to get the subjective research result. It is very difficult to get the perfect result because there were some limitations which felt by the writer. The result of calculation of r-test is **0.468**. if it is compared with r_{table} it can be concluded that r_{XY} is higher than r_{table} ($0.468 > 0.329$).

The result of the questionnaire and the interview that the students agreed about their easier understanding to the subject when the teacher used animation video in teaching the narrative text. They also agreed that using animation video can help them in remembering the subject. Moreover, they stated that by using animation video they felt more interesting in learning the subject and they didn't get bored during the lesson. it can be concluded that students' perception on the used of animation video in teaching listening comprehension of narrative text is positive.

In concluding the research, the writer analyzed that there are so many weakness of this research. Although the hypothesis is accepted, it does not mean that the whole process of this research is perfect. There were some limitations which felt by the writer, such as the lack of knowledge of the writer in

designing the instrument that has some weakness, the technique of collecting data, and also the process of calculating the data. Those all are affected by the minimum knowledge, limited sources and small fund of the writer.

V. THE CONCLUSSIONS AND SUGGESTIONS

The Conclusions

Based on the statistical analysis result on the previous chapter (Chapter IV), the writer comes to the conclusions as follows:

1. There is a significant effect of animation video to the students skills in listening comprehension of narrative text. It can be seen from the value of correlation (r_{xy}) is grater than r-table ($0.468 > 0.329$).
2. The result of the mean score of Animation video is.78.23. It can be categories into good category.
3. The mean score of the students skills in listening comprehension of narrative text is 63.82. It can be categories into enough category.
4. The hypothesis of this research is accepted.
5. Based on the result of the questionnaire and the interview that the students agreed about their easier understanding to the subject when the teacher used animation video in teaching the narrative text. They also agreed that using animation video can help them in remembering the subject.

The Suggestions

From the conclusions above, the writer offers suggestions as follows:

1. It is suggested to the researchers of English to apply the Animation video in teaching narrative text, because it effects to the students' skills.
2. For English teachers of SMA Negeri 2 Padangsidempuan are hoped to improve their motivation and approach in teaching and learning process by connected

material to the students' experience or invite another person who is fanned by the students to excite their motivation to learn English, especially in listening comprehension of narrative text.

3. For the headmaster of SMA Negeri 2 Padangsidempuan is hoped to guide and motivate the teachers especially for English teachers so that they can use the suitable method related to the material.
4. For the next researcher, this script is hoped to be useful and can be used as reference to do observation for the similar topic in the future.

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