

IMPROVING STUDENTS' LISTENING SKILLS USING ANIMATION VIDEOS FOR THE EIGHTH GRADE STUDENTS OF SMP SWASTA BINA INSAN IN THE ACADEMIC YEAR OF 2017/2018

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan siswa siswa kelas VIII B di SMP Swasta Bina Insan pada tahun akademik 2017/2018 menggunakan video animasi. Penelitian ini diklasifikasikan sebagai penelitian tindakan kelas. Itu dilakukan dalam dua siklus dengan dua pertemuan untuk setiap siklus. Subjek utama penelitian ini adalah 32 siswa kelas VIII B di SMP Swasta Bina Insan. Data yang diperoleh adalah kualitatif dan kuantitatif. Data kualitatif diperoleh dari pengamatan, wawancara dengan guru bahasa Inggris dan siswa, dan diskusi dengan kolaborator. Data ditransformasikan menjadi transkrip wawancara dan catatan lapangan. Sementara itu, data kuantitatif diperoleh dari tes mendengarkan yang dilakukan sebelum implementasi dan setelah implementasi dalam Siklus I dan Siklus II. Ada beberapa prinsip validitas yang diterapkan dalam penelitian ini; mereka adalah validitas demokratis, validitas hasil, validitas proses, validitas katalitik, dan validitas dialogis. Tindakan yang dilaksanakan dalam penelitian ini adalah menggunakan video animasi, memberikan lebih banyak penjelasan dalam bahasa Inggris, memanfaatkan proyektor LCD secara optimal, dan memberikan kegiatan yang memungkinkan siswa untuk memperkaya kosa kata mereka. Hasil penelitian menunjukkan bahwa penggunaan video animasi dalam proses belajar mengajar bahasa Inggris efektif untuk meningkatkan keterampilan mendengarkan siswa dan kinerja guru. Ada peningkatan skor rata-rata dari 7,2 di pre-test menjadi 8,2 di post-test. Ada beberapa peningkatan yang baik dalam beberapa aspek seperti keakraban mereka dalam mendengarkan kata-kata bahasa Inggris dan kosa kata mereka. Juga, mereka menjadi aktif berpartisipasi dalam diskusi selama proses belajar mengajar. Mereka lebih sadar akan kesalahan karena koreksi dari siswa lain. Selain itu, video animasi berhasil menarik perhatian siswa. Hasilnya, mereka menonton video dengan seksama dan juga mendengar audio.

Kata kunci: mendengarkan, video, animasi

ABSTRACT

The aim of this research was to improve students' listening skills of grade VIII B students at SMP Swasta Bina Insan in the academic year of 2017/2018 using the animation videos. This research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 32 students of class VIII B at SMP Swasta Bina Insan. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data

were transformed into interview transcripts and field notes. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The actions implemented in this research were using animation videos, giving more explanation in English, making use of the LCD projector optimally, and providing activities that enabled the students to enrich their vocabulary. The results of the research showed that the use of animation videos in the English teaching and learning process was effective to improve the students' listening skills and the teacher's performance. There was an increase in the means score from 7.2 in the pre-test to 8.2 in the post-test. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. Also, they became actively participate in discussion during the teaching and learning process. They were more aware of the mistakes because of the correction from other students. Moreover, the animation videos successfully caught the students' attention. As a result, they watched the video carefully as well as they heard the audio.

Keyword: listening, video, animation

I. THE BACKGROUND OF THE STUDY

Listening is considered as receptive skill, in which people need the ability to receive spoken language. According to the researcher's observation, the listening skill of the eighth grade students at SMP Swasta Bina Insan was still low. They had enough difficulties in understanding the audio. It could be seen from their result of the listening test. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that the teacher rarely gave the students listening exercise. This was because of the lack of the media (audio, speaker, etc). When the researcher had observation, surprisingly the researcher found that the students had their first listening exercise when the researcher gave them listening exercise. Most of the students admitted that they had difficulties in the listening section. They rarely heard audio in English form in the class. This was because the teacher almost never gave them the listening exercise.

Based on these problems, efforts needed to be done to help the students got more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning listening skill. The researcher intended to improve the students' listening

skill through animation video. Therefore, this study was important for SMP Swasta Bina Insan in order to improve the students' listening skill in the teaching-learning process.

There were some factors related to the student's listening skill which encompass problems related to student, teacher and learning activity. The first problem was related to the students. The eighth grade students of SMP Swasta Bina Insan did not have high motivation in listening skill. They thought that listening was very difficult for them because they were rarely had a listening task. That was why when the researcher had a listening test on them, the result was not good. They found that the speakers spoke too fast and also some new words that they almost never heard. Material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacity. There were various English materials from other resources for supplementary material, but the materials used in teaching learning activities were mostly taken from the course book and LKS. The course book contained complicated and monotonous material and tasks.

The last problem was related to the learning style. The learning activity was using teacher-centered approach which the teacher was the main focus. The students were not given more opportunities to explore about their listening skill. When the students got

difficulties, the teacher only gave the answers without guiding them to the correct answer.

There are many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003, p.24). Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that 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. Listening is thus fundamental to speaking.

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. (Sheila Steinberg, An Introduction to Communication Studies. Juta and Company Ltd., 2007)

Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos.

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

II. THE THEORITICAL FRAMEWORKS

Types of Listening

According to John A. Kline (1996) listening divided into 5 types:

1. *Informative listening* is the situation where the listener's primary concern is to understand the message. Listeners

are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.

2. *Relationship listening* is either to help an individual or to improve the relationship between people.
3. *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message defines appreciative listening.
4. *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
5. *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

c. Micro- and Macro- skills of Listening

Brown (2007) offers a simplified list of micro-skills and macro-skills (for conventional listening). The micro-skills of listening (Brown: 2007:308):

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and

interpret word order patterns and their significance.

6. Process speech containing pauses, errors, corrections, and other performance variables.
7. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.

d. The Difficulties in Listening

According to Richards, common listening problems are:

1. Speaker speaks too fast.
2. Listeners listen word for word.
3. Listeners lack of cultural or background knowledge.
4. Speakers use too many unfamiliar words.
5. Listening takes too much effort and concentration.
6. Recordings are not always clear and are difficult to follow.
7. Speakers' accents are unfamiliar.
8. Tasks are too difficult.
9. Listeners cannot recognize words they know when they hear them.

e. Video in Language Teaching

One of the most appreciated materials applied to language learning and teaching is video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the

use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques.

f. The Advantages and Disadvantages of Using Animation Video

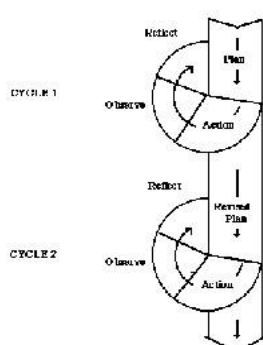
A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston, 2000; Sherman, 2004). William & Lutes in a similar way claim that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond or what they listen, and also the video in a deeper way. Because students can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

In the other hand there are several disadvantages to be recognized when using video in language teaching process. Video deals with the long-term effects of using video in the classroom. It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology.

III. THE RESEARCH METHOD

This research used the principles of action research. It is used to carry out actions to improve the students' listening skills of SMP Swasta Bina Insan and focused on eight grade VIII B. there were 32 students in the class, which were 15 male and 17 female. This action research study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening skills. The process in action research can be shown in the schema below.



The instruments were the rubric of students listening task result, pre-test and post-test, and in-depth interview guideline. He also used a hand-phone to take photos and to record videos while the teaching and learning process in the class.

Post-test and pre-test were used in the reconnaissance and action phase to compare the students' listening comprehension before and after the treatments. Pre-test was given to the students before the researcher gave the treatment. After the researcher got the pre-test result, he gave implementations to the students improve their listening skills. After several actions, then he gave the post-test to see how the students improved.

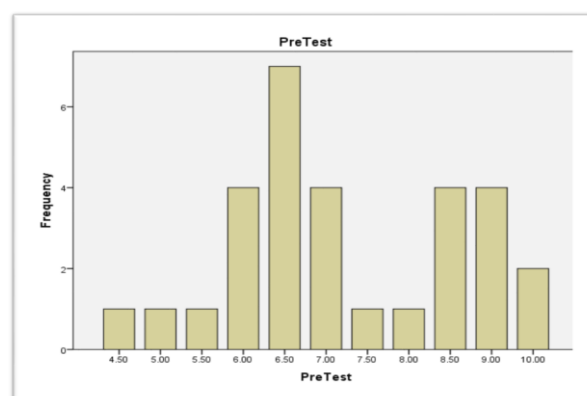
The first step was collecting data such as by interviewing or giving questionnaire. The second step was data reduction, which means transformed the data by summarizing or paraphrasing the interviews or vignettes. The third step was data display. In this step, data which had been reduced are then organized and displayed. The last step was

making conclusion. The conclusion was based on the results of the students' listening tasks.

IV. FINDING AND ANALYSIS

This research conducted in the Cycle I and Cycle II as well as the result of the research. There are three sections in this chapter. The first presents the reconnaissance sections. The second reports the implementation of the actions and discussions. The third presents the scores of the students' listening skills during the teaching and learning process.

The following day, the pre-test were distributed to support the information of the identification of the problems. The results of the pre-test showed that the students had some difficulties in listening the English words. They often said that they couldn't understand what the speakers said. This condition led the students fail in answering the questions. The following tables presented students' scores in the pre-test.



Based on the observations, interviews and discussions, and questionnaires, there were several problems found during teaching and learning process.

The Arising Problems Found in the Field

No	Problems	Codes
1.	The students did not give much attention to classroom activity.	S
2.	The students lacked	S

No	Problems	Codes
	vocabulary.	
3.	Only few students brought a dictionary.	S
4.	The students had low interest in answering the teacher's questions.	S
5.	The students' listening comprehension was still weak.	S
6.	The listening exercises that the teacher gave were less of variety.	T
7.	The teacher rarely and almost never gave the students listening exercises.	T
8.	The teacher did not have good listening materials.	M
9.	There were not enough media to teach listening.	Md
10.	The students were reluctant to open the dictionary.	S
11.	The portable speakers were not good enough.	Md
12.	The teacher focused on teaching grammar.	T
13.	Some students were still afraid of answering the questions from the teacher.	S
14.	There were neither course books nor students' worksheets.	M
15.	The students had difficulty in making correct sentences.	S
16.	The students had difficulty in translating words into Indonesian and vice versa.	S
17.	The teacher did not give feedback at the end of the class.	T

The codes' meaning:

S : Students' problem

T : Teacher's problem

Md : Media problem

M : Materials problem

The Problems Related to the Teaching and Learning Process of Listening

No	Problems	Codes
1.	The students did not give much attention to the classroom activity.	S
2.	The students lacked vocabulary.	S
3.	The students had low interest in answering the teacher's questions.	S
4.	The students' listening comprehension was still weak.	S
5.	The teacher rarely and almost never gave the students listening exercises.	S
6.	Some students were still afraid of answering the questions from the teacher.	T
7.	The listening exercises that the teacher gave were less of variety.	T
8.	The teacher did not have good listening materials.	T
9.	The portable speakers used to teach listening were not good enough.	Md
10.	The teacher focused on teaching grammar.	T
11.	The teacher did not give feedback at the end of the class.	T

After determining the field problems to solve, the discussion to analyze the field problems and main causes were carried out. This step was important to recognize the obstacles and weaknesses in relation to the field problems found.

Field Problems and Causes

No	Problems	Causes
1.	- The teacher did not have good listening materials. - The listening	-The activities were only - focused on grammar that

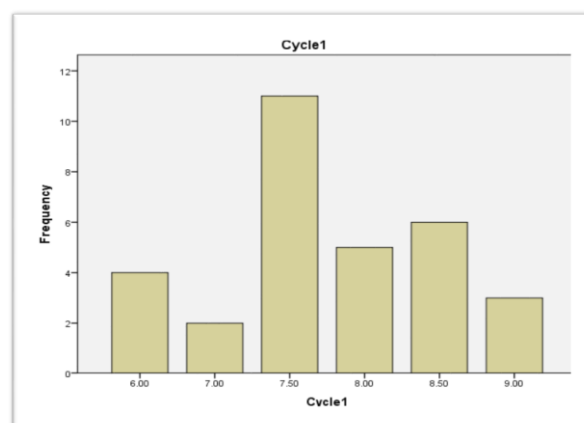
No	Problems	Causes
	exercises that the teacher gave were less of variety. - The teacher focused on teaching grammar.	listening exercises were rarely given. - Mostly the assignments were just constructing sentences.
2.	- Some students were still afraid of answering the questions from the teacher. - The students had low interest in answering the teacher's questions.	The teacher did not encourage and motivate the students to answer since the practice of listening was rarely given.
3.	The students lacked vocabulary.	The teacher believed that grammar should be improved more so that enriching vocabulary for students was rarely given.
4.	-The students' listening comprehension was still weak. -The teacher rarely and almost never gave the students listening exercise. - The teacher did not have good listening materials.	While the teacher rarely gave the students listening exercises, she also gave similar materials for all classes without giving some addition materials according to student's major.
5.	The portable speakers used to teach	There were no good portable speakers from

No	Problems	Causes
	listening were not good enough.	the school for the teacher to teach listening.
6.	The teacher did not give feedback at the end of the class.	The teacher did not manage her time maximally at the class.

a. The Implementation of Cycle I

1. Planning

Some efforts were planned to solve the problems identified above. The efforts focused on improving students' listening skills using animation video. Based on the results of the discussion with the collaborator in a democratic atmosphere on March 20th 2018.

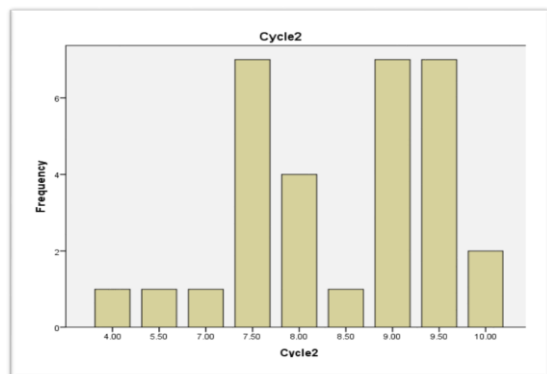


b. The Implementation of Cycle II

Cycle II consisted of 2 meetings. The actions were carried on March 27th and 31st 2018. The students learnt two expressions and narrative. Cycle II had more meetings than Cycle I because there were some problems need to be solved. The same with the Cycle I, my collaborator would sit at the back and took notes for my performance.

The first meeting in the Cycle II was giving the students the expression of agreement, agreeing, and disagreeing. The students would also be given the narrative video so that they would remember what

narrative was. The second meeting was giving the students the expression of asking, giving, and refusing goods and services. Also, they would be given another narrative video.



Students' Listening Scores in Cycle II Test

Comparisons of the Situations during Cycle I and Cycle II

No	Actions	Cycle I	Cycle II
1	Using English during the teaching and learning process	I used English in greeting and closing. When I explained the materials, I had to use Bahasa Indonesia frequently to make them understood.	I decreased the amount of the use of Bahasa Indonesia in my explanation. The students became more familiar with the English used in the teaching words and learning process.
2	Using animation videos in the teaching and learning process	The students were enthusiastic in learning with the videos since they never had the videos in their lesson. The given videos were successfully	The videos given in Cycle II were more enjoyable. This was because the topic was about narrative. The students

		caught students' attention. However, there were some problems occurred. Some students felt bored and uncontrollable. This was because I played the videos too much.	were not too bored since the videos were interesting and I played the videos not too much.
3	Giving a handout as a brief guideline	The handout given successfully facilitated the students in the teaching and learning process. The handout given also became the students' note. They paid more attention to my explanation.	As well as in Cycle I, the handout given helped the students in the teaching and learning process. Additional table for difficult words was added in the handout in Cycle II.
4	Asking the students to bring a dictionary	Some students were lazy to bring a dictionary. They felt reluctant to open it.	
5	Asking the students to bring a dictionary at least one table one dictionary		The action was successful in making the students to open the dictionary. They

	.		became more active opened the dictionary to find words meaning.
6	Brushing up the students with the previous material.	The action helped the students to memorize the previous material. However, in Cycle I, I did not manage the time well that I could not brush up the students in the end of the lesson.	In Cycle II, I could manage my time well. As a result, I could give the students a brief conclusion in the end of the lesson.
7	Giving the students a chance to answer in front of the class.	The students were encouraged to share their answers in front of the class. However, only certain students who shared their answers in front of the class.	I pointed out some students who were reluctant to go in front of the class. Therefore all of the students had to share their answer in front of the class.
8	Giving rewards to the students.		Rewards were successfully motivated and encouraged the students.

In this discussion, I discussed the result of students' listening score as performed

during the actions. The students' listening scores were improved based on the tests given in pre-test, Cycle I test, and Cycle II test. The table below showed the comparison among the tests.

The Students' Listening Score Category in All Meetings

Poin t	Meetin g 1	Meetin g 2	Meetin g 3	Meetin g 4
Poor (1)	40.6%	15.6%	18.8%	6.3%
Fair (2)	34.4%	65.6%	50.0%	43.8%
Good (3)	18.8%	15.6%	31.3%	50.0%

V. THE CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research findings and discussions that the listening skills of the eighth grade students of SMP Swasta Bina Insan improved through the use of animation videos. It also improved the teacher's performance during the action implementation. The actions in Cycle I and II were almost the same. The actions were using English during the teaching and learning process; using animation videos in the teaching and learning process; giving a handout as a brief guideline; asking the students to bring a dictionary; brushing up the students with the previous material; and giving the students a chance to answer in front of the class. The difference was that in Cycle II, I added a new action which giving rewards to students. Those activities were giving an improvement in the students' listening skills.

There were some changes as the results of the actions. The changes were related to the following aspects.

1. The Changes in the English Teaching and Learning Process
2. The Changes in the Students' behavior

3. The Changes in the English Teacher's Behavior
4. The Changes in my Colleague's behavior
5. The Changes in my Behavior

By doing this research, the researcher got more knowledge about the teaching and learning process, especially teaching listening skills. The researcher even tried harder on how to make the animation videos interesting with a certain topic. Therefore researcher had to synchronize between the animation in the video and the conversation.

Through this actions, I also learnt on how to handle, control, and monitor the students. Some students might be noisy, some might be silent. They also could not be given only a warning, but also followed by motivation and encouragement so they would realize by themselves that study was important.

My personality was also changed. The researcher became more patient in explaining the material as well as encouraging them to increase their motivation. I also could manage my time well since I had to go to school in the morning. Furthermore this study gave me the insight on conducting research. There were many procedures had to be followed and

should be done systematically. This knowledge would be a valuable experience for my future.

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