STUDENTS' LISTENING ACHIEVEMENT TAUGHT THROUGH DIALOGUE VIDEO AND ANIMATION MOVIE

Ferdiansyah, Muhammad Ujang Suparman, Sudirman
ferdimanamana@gmail.com

Abstrak

Penelitian ini bertujuan untuk membandingkan antara film animasi dan video percakapan yang digunakan untuk meningkatkan kemampuan mendengar siswa. Sampel penelitian ini diambil dari siswa kelas XI IPA 2 dan IPA 3 di SMAN 12 Bandar Lampung. Pembelajaran melalui film animasi menunjukkan bahwa nilai rata-rata siswa kelas pertama mengalami peningkatan angka dari 62.8 menjadi 67.46 (4.66 poin) dan pembelajaran melalui video percakapan siswa kelas kedua mengalami peningkatan angka dari 54.9 menjadi 57.60 (2.7 poin). Kesimpulan dari penelitian ini adalah bahwa tidak ada satupun dari kedua media yang menunjukkan nilai yang signifikan untuk meningkatkan kemampuan mendengar siswa.

The purpose of this research was aimed to find out which media that was better to improve students' listening ability using animation movie and dialogue video. The sample of this research was taken from the students of SMAN 12 Bandar Lampung XI IPA 2 and XI IPA 3. By teaching through dialogue video and animation movie, it was found that mean score of experimental class one was increased from 62.8 to 67.46 (4.66 points). On the other hand, mean score of experimental class two was increased from 54.9 to 57.60 (2.7 points). The result showed that none of both media which can be used significantly to increase students' listening achievement.

Keywords: *animation movie, dialogue video, students' listenign achievement.*

INTRODUCTION

Listening can be considered as the first step in learning a language. Moreover, listening as one of language skills is the most fundamental of the four skills in language learning because it gives the students information from which it completes the learners' knowledge in using English. Insufficient listening ability can be caused by many other factors. For example, the differences between English and students' mother tongue. It was difficult to understand the target language especially for most Indonesians, English tended to be very difficult because it has the difference of grammatical rules between the Indonesian language. Differences in phonology also caused difficulties in listening and discriminating sounds in the target language. Suyanto (2007:54) states that listening is the most important skill that must be acquired by the learner and it always comes first before the other skills do. In short, if someone wants to speak, he/she actually should get the information what he/she wants to say and the information of the verbal communication. he also stated that the purposes of listening are to get a direction or command to do something, to get an information or the answer of what the listeners' need and to get the message which is given orally. Moreover, Suyanto (2007: 56) adds some of directions that can be used teachers to develop students' listening skill. The teacher has to control the materials that is given in the listening class, give the material fluently, and the teachers have to sharpen their skills to get more materials which is given to the students. In teaching

listening, teachers need media to ease the students to understand the material. In this research, the researcher uses animation movie and dialogue video. Suleiman (1988:11) states that audio visual aids can be defined as a number of aids which are "audible" (related to audio sense) and "visible" (related to visual sense). The aim of using Dialogue Video aids is to make the communication process be more active as well as increase students motivation in learning. According to Levie in Arsyad (2006:12), visual and verbal stimulus cause better result of learning. Visual stimulus may give positive effects in learning dealing with memorization, recall and association. On the other hand, verbal stimulus may affect positvely on learning dealing with sequential memorization. Moreover, Pavio in Arsyad (2006:12) call this as "dual coding hypothesis". Thus, it can be said that learning by use "double-sense" (audio and visual) give advantages for the students. They learn better if they use audio and visual sense simultaneously rather than when they use them separately. Moreover, Based on Suliani (2004), dialogue video is two way communications that can be used as the teaching media. Teacher can use the dialogue video in teaching, organizing the discussion, arranging question-answer from one student to others, and the teacher can re-play the scene that is unclear to give more explaination.

The purpose of this research is to find out whether there is a difference of students' listening achievement between those two are taught through Dialogue Video and through animation Movie. Moreover, the researcher wants to find out which one from the two teaching media is more effective used for teaching listening.

RESEARCH METHOD

The researcher conducts comparative study with control group pretest posttest design in this research that belongs to the true experimental design. The researcher uses the design because the researcher wanted to compare both of two Media (animation movie and dialogue video) which one of them is more effective in increasing students' listening achievement. The researcher uses experimental design based on Hatch and Farhady (1982:22); there are two classes – that is experimental one and experimental two classes. The researcher gives three treatments to each class. The students of the experimental class are taught about asking for information, give an opinion, give the direction, and certainty through animation movie. On the other hand, the students of experimental class two are taught through dialogue video about finding the conclusion of those animation movie. Both classes receive the same pretest posttest. Pretest is administered to determine the students' basic ability within both groups in order to ensure that their ability is equal before treatments. Then, after giving the treatments, the researcher manages posttest to both groups. In collecting the data, the researcher manages the pretest before giving the treatment in order to know the students' basic listening achievement. There are 25 test items of multiple choices with five options of each item. One of the options is the correct answer and the rests are as distracters. The total score is 100 points, so if the students answer the whole questions correctly they got 100 point. After conducting the treatments to each group, the researcher gives the posttest to both groups. The text type of the posttest is also about the listening achievement text. The items of the posttest are the same as the pretest that the items were analyzed. This test is given to know the students' listening

achievement after they received the treatment. It is used to know if there any increase of students' listening achievement after they are given the treatment. The purpose of this research is aimed to find out which media that is better to improve students' listening ability using animation movie and dialogue video. The design that is used to this research is using to Hatch and Farhady (1982:22). The research design is presented as follows:

G1 : T1 X1 T2

G2 : T1 X2 T2

Symbol	Meaning
G_1	= the experimental class one
G_2	= the experimental class two
T_1	= the pretest
T_2	= the posttest
X_1	= treatment by the researcher (Teaching listening through animation movie)
X_2	= treatment by the researcher (Teaching listening through dialogue video)

RESULT AND DISCUSSION

This research was carried out to the second year students of SMAN 12 Bandar Lampung. The sample of this research was class XI IPA 2 and XI IPA 3. For trying out the test, the researcher assigned class XI IPA 1 as the try out class. The try-out test was administrated first in XI IPA 1 class to analyze the reliability, level of difficulty and discrimination power to achieve good test instrument criteria. The pre-test and post-test then were administrated in XI IPA 2 and XI IPA 3 to analyze how

significant the improvement of their listening achievement was in learning English through animation movie and dialogue video.

The result of the pre-test in experimental class one can be seen on table 1 below:

Table 1. Distribution of Students Score of Pre Test in Experimental Class One

Statistics

Animated1

N	Valid	30
	Missing	30
Mean		62,8000
Median		64,0000
Mode		64,00
Std. Deviation		6,31583
Variance		39,890
Range		24,00
Minimum		52,00
Maximum		76,00

Animated1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52,00	2	3,3	6,7	6,7
	56,00	5	8,3	16,7	23,3
	60,00	7	11,7	23,3	46,7
	64,00	8	13,3	26,7	73,3
	68,00	4	6,7	13,3	86,7
	72,00	2	3,3	6,7	93,3
	76,00	2	3,3	6,7	100,0
	Total	30	50,0	100,0	
Missing	System	30	50,0		
Total		60	100,0		

From Table 1, it showed that the mean score of pre test was 62.8; the highest score was 76; the lowest score was 52; the median is 64.00, and the mode is 64.

On the other hand, the distribution of the students' score of pre test in experimental class two can be seen in Table 2.

Table 2. Distribution of Students Score of Pre Test in Experimental Class Two

Statistics

Dialogue1

N	Valid	30
	Missing	30
Mean		54,9333
Median		56,0000
Mode		60,00
Std. Deviation		9,27337
Variance		85,995
Range		44,00
Minimum		28,00
Maximum		72,00

Dialogue1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28,00	1	1,7	3,3	3,3
	40,00	2	3,3	6,7	10,0
	44,00	2	3,3	6,7	16,7
	48,00	3	5,0	10,0	26,7
	52,00	3	5,0	10,0	36,7
	56,00	5	8,3	16,7	53,3
	60,00	8	13,3	26,7	80,0
	64,00	5	8,3	16,7	96,7
	72,00	1	1,7	3,3	100,0
	Total	30	50,0	100,0	
Missing	System	30	50,0		
Total		60	100,0		

From table 4.2, it showed that the mean score of pre test was 54.9; the highest score was 72; the lowest score was 28; the median is 56.00, and the mode is 60.

After conducting three treatments in both class, the researcher administered the post test in order to determine whether there was a difference of students' listening achievement after being taught through animation movie and dialogue video. There were 25 items answered in 90 minutes. The distribution of students' score of post test can be seen in Table 3 and 4.

Table 3. Distribution of Students Score of Post Test in Experimental Class One

Statistics

Animated2

N	Valid	30
	Missing	30
Mean		67,4667
Median		68,0000
Mode		64,00
Std. Deviation		6,27932
Variance		39,430
Range		24,00
Minimum		56,00
Maximum		80,00

Animated2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56,00	1	1,7	3,3	3,3
	60,00	5	8,3	16,7	20,0
	64,00	8	13,3	26,7	46,7
	68,00	6	10,0	20,0	66,7
	72,00	5	8,3	16,7	83,3
	76,00	3	5,0	10,0	93,3
	80,00	2	3,3	6,7	100,0
	Total	30	50,0	100,0	
Missing	System	30	50,0		
Total		60	100,0		

Table 4.3 showed the mean score of the post test from experimental class one was 67.46; the highest score was 80; the lowest score was 56; the median was 68, and the mode was 64.

Table 4. Distribution of Students Score of Post Test in Experimental Class Two

Statistics

Dialogue2

N	Valid	30
	Missing	30
Mean		57,6000
Median		60,0000
Mode		60,00
Std. Deviation		7,69057
Variance		59,145
Range		32,00
Minimum		40,00
Maximum		72,00

Dialogue2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	1,7	3,3	3,3
	44,00	2	3,3	6,7	10,0
	48,00	2	3,3	6,7	16,7
	52,00	4	6,7	13,3	30,0
	56,00	4	6,7	13,3	43,3
	60,00	8	13,3	26,7	70,0
	64,00	6	10,0	20,0	90,0
	68,00	2	3,3	6,7	96,7
	72,00	1	1,7	3,3	100,0
	Total	30	50,0	100,0	
Missing	System	30	50,0		
Total		60	100,0		

Table 4 explained that the mean score of the post test from experimental class two was 57.60; the highest score was 72; the lowest score was 40; the median was 60, and

the mode was 60. Table 5 explained about comparison between experimental class one and two.

Table 5. The Comparison of Increase of Students' Listening Achievement in Both Classes

	Class	N	X	Y	Z
Posttest score	**Experimental class one**	**30**	**67.47**	**9.87**	**.055**
	Experimental class two	**30**	**57.60**		

Symbol **Meaning**

N : the total number of students who were following the test

X : the average students' scores in posttest (mean)

Y : the different score between the mean of both classes (mean difference)

Z : the significant score of students

According to the table above, we can take at least two aspects to be put in comparison. The first is the mean of both classes; 67.47 for experimental class one and 57.60 for experimental class two. Here, we know that experimental class two gained the lower average score in posttest than experimental class one. The mean difference is 9.87. From the table 5 above, we know that the students' significant score was higher than 0.05 and therefore, H_1 of this research was rejected. In other words, the H_0 of this research which stated that there was no significant difference of students' listening achievement between those who were taught through animation movie and dialogue video was accepted. It means that, the increase of both classes was gained unsignificantly different. The researcher concludes that those media can

be used to improve students' listening ability in identifying the specific information and finding the main idea from the conversation of dialogue video and animation movie for Senior High School students as long as the media are in the standard of learning media. It makes the students aware of their purpose of listening and can motivate them to identify the specific information in the conversation, and also makes them enjoy the listening activity. Based on the result of observation, it can be seen that there was improvement of students' activities when they were taught through animation movie and dialogue video. It can be assumed that animation movie and dialogue video can be used to increase students' listening achievement. However, the mean score of students' listening achievement in animation movie class is higher than dialogue video. This indicates that animation movie is more effective than dialogue video.

CONCLUSION

Based on the findings in the fields and from the statistical report in the last chapter, some of conclusion can be drawn as follows:

1. There was no significant difference of students' listening achievement between those who were taught through animation movie and those taught through dialogue video. This was identified from the two-tailed level of significance 0.055 which was lower than α ($p<0.05$). Moreover, there was a different increase of students' listening achievement between those who were taught through Animation Movie and those taught through Dialogue Video. This was identified from the increase of the students' achievement in

experimental class one, i.e., the mean score of pre test was 62.8 and their mean score of posttest is 67.46 with an increase 4.67 points. While in experimental class two, the mean score of the pretest was 54.93 and the posttest is 57.6 with the increase was only 2.67 points. It could be concluded that the use of animation movie was better than dialogue video.

2. Animation Movie was more effective than dialogue video to help students improve their listening achievement. The use of animation movie could elevate the motivation of the students. It could be seen from their enthusiasm and their participation in listening through it. On the other hand, dialogue movie could also challenge them but not as effective as animation movie.

REFERENCES

Arsyad, A. 2006. *Media Pembelajaran*. PT Raja Grafindo Persada. Jakarta.

Hatch, E. and Farhady. 1982. *Research Design and Statistics for Apllied linguistic.* University of California: Los Angeles Pers: Rowley, London, Tokyo.

Suleiman, AH. 1988. *Media Audio Visual Untuk Pengajaran, Penerangan, dan Penyuluhan*. PT Gramedia. Jakarta.

Suliani, NNW. 2004. *Pengembangan Silabus Berbasis Kompetensi dan Media Pembelajaran Bahasa Indonesia.* Universitas Lampung. Unpublished book.

Suyanto, K. E. K. 2007. *English For Young Learners.* Jakarta: PT Bumi Aksara.