

**THE USE OF ANIMATION VIDEO IN IMPROVING  
STUDENTS' LISTENING COMPREHENSION**

**An Article**

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# THE USE OF ANIMATION VIDEO IN IMPROVING STUDENTS' LISTENING COMPREHENSION

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mencari tahu apakah penggunaan dari video animasi meningkatkan pemahaman mendengar siswa kelas IX SMAN1 Sungai Ambawang di tahun akademis 2011/2012. Metodologi penelitian ini adalah sebuah penelitian kelas aksi yang terdiri dari 3 siklus yaitu: siklus pertama, siklus kedua, dan siklus ketiga. Dalam pengumpulan data, penulis sebagai guru menggunakan tabel kualifikasi siswa pada tes dan catatan lapangan pemahaman siswa. Hasil dari penelitian ini telah menunjukkan progres siswa dalam aktivitas mendengar pada tiap siklus. Siklus pertama 53,6 poin yang dikategorikan sebagai kualifikasi kurang hingga rata-rata, siklus kedua 65 poin yang dikategorikan kedalam kualifikasi rata-rata hingga baik dan pada siklus terakhir 74,62 poin yang dikategorikan kedalam rata-rata hingga baik. Subjek dari penelitian terdiri dari 26 siswa. Berdasarkan pada hasil yang tersebut diatas; dapat disimpulkan bahwa pengajaran aktivitas mendengar melalui video animasi dapat meningkatkan pemahaman mendengar siswa.

**Kata kunci:** Pemahaman mendengar, video animasi

**Abstract:** The purpose of this research is to find out whether the use of animation videos improved students' listening comprehension to the class XI of SMAN 1 Sungai Ambawang in academic year 2011/ 2012. The methodology of this research is a classroom action research which consisted of 3 cycles those are: first cycle, second cycle and third cycle. In collecting the data, the writer as the teacher used the table of students' qualification in listening comprehension test and field notes. The result of this research has shown students' progress in listening activity in each cycle. First cycle was 53.6 points which were categorized into poor to average qualification, the second cycle was 65 points which were categorized into average to good qualification and in the last cycle was 74.62 points which were categorized into average to good qualification. The subjects of this research consisted of 26 students who belonged to the grade IX students. Based on the above mention result; it can be conclude that teaching listening activity through animation videos can improve the students' listening comprehension.

**Key words:** Listening comprehension, animation videos

The skill of listening but not with its comprehension would make the students unable to obtain the message delivered within the conversation or the story they are listened during the listening activity. Grand (1987:19) said that

“listening is useful for students in learning language easily”. Since most students who had been studied English for many years, still cannot interpret the main idea within a story or conversation they are listened to whenever the listening activity conducted at their class. Based on the researcher’s observation, when he did teaching practice and observed the students, he found that the students were distracted by outside distraction that block the audio and distract their attention during listening activities in the classroom and inside distraction such as when they are thinking about next class assignment that have not done and being worried about it; that problem can distract their focus in listening to the instructor. The student’s problems is obviously influence their achievement in comprehend the study material. The researcher should have a variety of ways and strategy in teaching listening comprehension. He should be able to choose certain strategy that is suitable to the students based on the students’ characteristic, level, interest and need. He also must pay attention to the classroom situation, and the materials to combine with the strategy in teaching listening comprehension. Based on the problem above, the researcher found a strategy that can help the students to understand the text easily and correctly.

Animation video is a strategy in helping students to comprehend and easy to adopt the material. Students are able to comprehend the information contained from the listening activity. Rost (2002:153) who stated “the use of videos as teaching media in teaching listening comprehension can provides learners with rich-content contexts with the instruction of authentic language, learners can be motivated and their listening ability is possibly to be improved”. The effect of listening and watching video as teaching media had better performance on students’ ability in listening comprehension The process gives information to improve comprehension and retention of the material. It means that animation videos can help students to be able to comprehend when they are conducting listening activity.

There are several research used animation videos for listening comprehension such as the research of Irena K (2009). Her research finding and result showed the use of animation video can improve students listening comprehension. Meanwhile, the animation videos were not used yet in comprehending material in listening activity. It has advantages such as it contains information about something that can add the student’s knowledge. The students need to get many information and knowledge. That’s why video as media was important for student to learn in class. The animation video as a material is the one of the video which is suitable to be combined with listening activity because there are connection between strategy and the material that present the information and also help the students find the way to comprehend the information from the media. From those reasons, the teacher should use the animation videos to solve student’s problems in comprehending the material.

Based on the students’ problem in comprehending listening activity, the research is expected to solve the students’ problem and make the students improved especially in comprehending listening activity with animation videos. The indication of students’ improvement can be seen in the result of students’ individual score.

## **METHOD**

In this research, the appropriate method used is classroom action research. The researcher searches what real problems are analysis the causes and decides what action should be taken to solve such kinds of problem. Implementation of classroom action research did by researcher to help teacher as collaborator in teaching learning processed. Teacher and researcher work together to solve problems in the class from aspect that the researcher has to choose to makes changes. The aim of classroom on research is to change and improve that happened in the classroom. According to Gray (2004) said that the aim of action research is not to present finalized answers to problems, the aim action research is the attainment of change.

Cohen, Manion, and Morison (2002), say that the purpose of research to determine the methodology and design of the research. This is reasonable because to improve and develop teaching, indeed research into classroom is needed. According to them, "Action research is small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention. A classrooms action research consists of for phases that take place in a cycle. Action research is done through many repeated cycles and there are at least two cycles in action research. The cycle is divided into smaller or shorter cycles. It can be described as follows:

1) Big cycle

Big cycle in this research is two weeks in which the researcher applies this strategy in the teaching learning process.

2) Small Cycle

Small cycle consists of a meeting which is last in about ninety minutes. In each small cycle or a week the researcher applies teaching listening comprehension on listening activity through animation video in class with different topics. One cycle consist of :

Based on the picture above, the activities of each cycle will be explained as follow:

a. Planning

The researcher together with the teacher plan a teaching learning activity to solve the problem found in the previous teaching learning process. The plan includes the preparation before the teaching learning activity such as lesson plan, teaching media and the instrument in collecting the data.

b. Action

The actions have done in two meetings of actual classroom teaching. The teacher explains firstly about KWL reading strategy and then she will ask students to use the KWL to comprehend text in pairs. There are two meetings are used for improving reading comprehension on report text through KWL strategy.

c. Observation

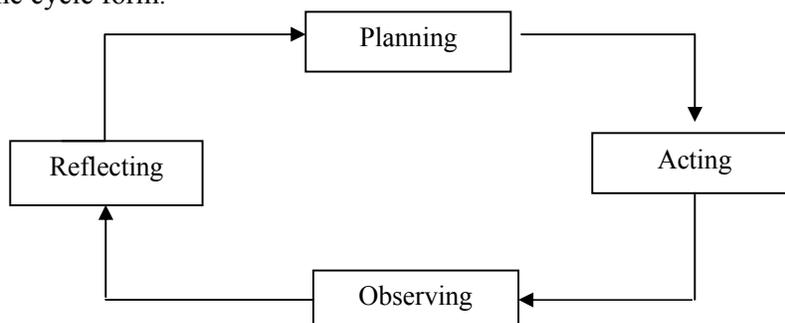
In this step, the researcher filled in the field notes and the observation checklist table observing anything that occurred in the teaching learning

process. To collect the data, the researcher would observe the class while the teaching learning processes through KWL. The researcher observed the increasing of the students' in comprehending text. The observation is going to be conducted by using observation checklist.

d. Reflection

After the three steps (planning, action, and observation) were conducted, the researcher was reflected what have been done in the classroom and evaluate the students' activities to discuss the problem.

The cycle form:



**Picture 1: Cycle Form of Class Action Research**

Based on the picture above, the activities of each cycle will be explained as follow:

1. Planning : The teacher and the collaborator plan the activity before doing the research.
2. Acting : The teacher applies the technique.
3. Observing : The teacher and the collaborator analyze the process of applying the technique.
4. Reflecting : The teacher and the collaborator discuss about the classroom activity and decide the next action

Based on the problem that the researcher found when he did the teaching practice in SMAN 1 Sungai Ambawang. He tried to solve the problem in listening comprehension especially to ninth grade. The researcher chose that school as subject in this research. The subject of this research is the eleventh grade students of SMAN 1 Sungai Ambawang. It consists of 25 students.

## **Technique and Tools of Data Collecting**

### **1. Technique of Data Collecting**

In order to elaborate and to provide a solution to the research focus, the data collected by observation technique. During the observation technique the researcher was helped by collaborator. The observation techniques could help the researcher in reflecting whether the actions are successful in improving students' listening comprehension on listening activity through animation video applied. The researcher also took some notes while or after teaching.

## **2. Tools of Data Collecting**

### **2.1 Field notes**

The researcher recorded the process of all the activities in form of a note all that actually happened in the classroom when the strategy was applied in class. Field notes were the main way of recording the data. According to Dawson (2002), field notes can be defined as the practical details about the events, times, dates, and places or they can be considered as the methodological notes concerning the researcher's role, the researcher's influence on the encounter, the researcher's relationship with the subjects of research and so forth.

The researcher made kind of note when the research was conducted. Such kind of note was constructed by the researcher who acts as a collaborator when the research was conducted. It was taken after the teaching learning process and in form of the descriptions and tables that contain planning, acting, observing, and reflecting.

### **2.2 Observation Checklist**

Observation is an integral part of the assessment process and provide evidence of what students actually do rather than just what they say they do. In this research the researcher used observation checklist to observe the students in the teaching learning process.

### **2.3 Achievement Test**

Achievement test is kind of multiple choice test items in which student's comprehension to be assessed. The scores of the students described into classically achievement percentage by using the formula mean score.

## **Technique of Data Analysis**

In doing a research, to analyze the data is very crucial. Therefore, the researcher analyzed data to know how far the KWL strategy toward students improving reading comprehension on report text. The data is the score of students answer in multiple choice tests. These had been done by the researcher to get objective data. Each correct answer got 1 point. After that, the data from students' worksheet was obtained by calculating the mean score of all students.

The researcher provided the criteria of the students' mean score based on Harris. D.P (1996:134). He says that, the qualification of students' mean score can be categorized by excellent, good, average, and poor. The specification of total score was 80-100 categorized to excellent, 60-79 to good, 50-59 to average, 0-49 to poor.

After calculating student's mean score, the researcher analyzed the result of observation checklist. The result from the observation checklist supported the result of the mean score. The research purpose was reached if mean score of students' achievement in SMAN 1 accomplished 75 points and the students were able to comprehend report text.

## FINDING AND DISCUSSION

The classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 45 minutes) that was performed during the teaching-learning process while doing teaching-learning process. The researcher needed a collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the researcher while interpreting the data. The data was collected in the form of students' assignment, and field notes.

The first cycle was conducted on October 11<sup>th</sup> 2011. The problems that happened in this cycle were the situation in the class. The students made noise. They talked with their friends without paying attention to the teacher explanation. The students had difficulty during the listening activity. In the first cycle the teacher found the students' problem about applying animation video such as, teacher should play the animation video several times approximately 4-5 times since some students were unable to answer the multiple choice test because they couldn't focus to the listening activity while some of them said they couldn't hear the sound clearly because of the noise made by other students. The result for the students' mean score in the first was 53.6. It was categorized as Average.

The second cycle was conducted on October 22<sup>nd</sup> 2011. The teacher and collaborator discussed strategies to minimize the problems before starting the class. The teacher made pairs of students to do this strategy and the students felt enthusiastic in learning English. The teacher repeated explaining the aspects that measured in detail and paid attention to the time allocation. In the post activity, all students could finish their test and the teacher gave a chance for the students to share their difficulties during the teaching-learning process. After observing the process and interpreting data, the teacher decided to continue the actions because the data showed that indicators of success were still unsatisfying with the result of students' mean score was 65. It was categorized Average to Good.

The third cycle was conducted on October 29<sup>th</sup> 2011. They comprehended the material individually and carefully. They showed progress in comprehending material with animation video. The teacher gave assignment to students, the teacher asked the students to answer the questions individually. In post activity the students shared their difficulties during the teaching-learning process. After observing the process and interpreting data, the teacher concluded that the third cycle had been successful. The students' mean score was 74.62. It was categorized Average to Good. The result satisfied so that the teacher decided to stop the cycle.

1. The result of students' individual score in first cycle.

Then students' mean score in the first cycle was:

$$M = \frac{\sum N}{N} = \frac{1340}{26} = 53.6$$

Then qualification of the students' in this cycle was qualified "to average". The students' mean score was 53.6. This was qualified into Average. Based on the indicator of success, this result was still unsatisfying, because based on

Students' standard minimum score of English subject in this school that is 75, the students' mean score was poor.

- The result of students' individual score in second cycle.

Then students' mean score in the second cycle was:

$$M = \frac{\sum N}{N} = \frac{1690}{26} = 65$$

Then qualification of the students' in this cycle was qualified "Average to Good". The students' mean score was 65. This was qualified into Average to Good. Based on the indicator of success, this result was still unsatisfying.

- The result of students' individual score in third cycle.

Then students' mean score in the third cycle was:

$$M = \frac{\sum N}{S} = \frac{1940}{26} = 74.62$$

Then qualification of the students' in this cycle was qualified "Good to Excellent". The result of the students' mean score was 74.62. This was qualified into "Average to Good". The result showed the students' listening comprehension was improved from cycle to cycle. They were active and interested in reading activities.

**Table 1: The Result of Students' Individual Score in three cycles**

Cycle	The Mean of Students' Score	Range	Qualification
First	53.6	50-59	Average
Second	65	60-79	Good
Third	74.62	60-79	Good

## CONCLUSION

The students' listening comprehension on listening activity of the ninth grade of SMAN 1 Sungai Ambawang in academic year 2011/2012 had improved through animation video. The students listening comprehension had improved from the first cycle to third cycle when animation video applied as the strategy in teaching and learning process. The mean score in the first cycle was 53.6; the second cycle was 65; and the third cycle was 74.62.

Based on the result, the strategy was helpful for the students that they could improve their comprehension of the listening activity. This resulted the increasing of both students' individual score and students' mean score.

In conclusion, the research findings of the classroom action research were satisfied. The achievement indicators of success had been fulfilled. The students' mean score increased and based on the field note and observation conclusion, the teaching-learning process became better. The animation video helped the students learned and made them easy to understand the content of material in listening activity.

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