THE IMPACT OF ANIMATION MOVIE TOWARDS STUDENTS’ LISTENING SKILL: AN EXPERIMENTAL STUDY AT THE FIRST YEAR STUDENTS OF SMKN 1 BATULAYAR IN ACADEMIC YEAR 2013/2014

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Abstract: This study was conducted aimed to find out The Impact of Animation movie towards students listening skill at the First year students of SMKN 1 Batulayar. The subject of this investigation is the first year students of SMKN 1 Batulayar in academic year 2013/2014 that consists of 6 classes; they were X AP/1, X AP/2, X AP/3, X TB/1, X TB/2 and X UPW. Each class consists of 32 students and the total number of 6 classes was 215 students. The writer has taken the sample was AP/1 consists of 32 students and AP/2 consists of 32 students, so the total number of the sample consisted of 64 students. The data were collected by using pre-test and post-test and analysis data by using t-test formula. It was found and combined the mean score of both groups that mean score of the experimental group was higher than the mean score of the control group which is 20 for the experimental group mean score and 13 for the control group mean score. The value of t-test was also higher than the value of t-table (t-test =2. 845 > t-table = 2,000) at a significance level of it was 2,000 with the degree of freedom (df) 60. Thus, the Alternative Hypothesis (Ha) was accepted whereas the Null Hypothesis (Ho) was rejected. It can be concluded that Animation movie was effective in teaching listening. Finally, the writer suggests that the students should practice their English everywhere and every time. The teachers should use Animation movie as a medium in teaching listening and always give motivation to their students to study English harder and to practice more and more.

Key Words: Animation Movie, Listening skill

INTRODUCTION

Today, the development of science and technology runs very rapidly. These developments almost cover the entire aspects of human being’s life. Particularly in the field of information and communication technology is what the underlying need for the application of science and technology in education. School as an educational institution that generates the cadres” nation-building required to conform to the changes that is happening today. This is a challenge for the school to be able to create the students’ outcome that know and be able to cope the problem in today’s complicated life with science and technology. The most important instrument for gaining the benefits of science and technology is being able to communicate, particularly the ability in understanding the language in which used in international affair. English is one of the most important languages in the world. As an international language, English is spoken in almost all over the world. It implies that English plays very important roles in any aspect of international affair; both in spoken or written form. The transfer of
information run very fast, which requires as being able to understand English. Considering the importance of English in this globalization, English is considered as a compulsory subject matter taught at all levels of study in Indonesia. The main purpose of teaching English in Indonesia is as an instrument to transfer science and technology and as a means of communication in international affair. Furthermore, the main function of teaching English in Indonesia is instrumental, that is to gain science and technology for the development of Indonesia.

In learning English as a foreign language, the use of media is very important. King (2002) states, DVD feature film in the EFL classroom is the best way to stimulate students’ English knowledge for such teaching videos are intended to keep students busy by eliciting specific responses or answers from what they watch; this done in ways that require students to analyze numerous details of language consciously, rather than absorbs language and get the general gist of what is said. Choosing film that is age – and – cultural - appropriate and suitable for both genres is also important. Romances, romantic comedies, and less-violent action movies with relatively simple plots are also good choices for college students. From the previous experience and observation, the value and benefits of using captioned film for language learners can be summarized as; Motivate students to learn English especially to listen to the dialogs in movies, Bridge the gap between reading skills and listening skills, Reinforce students’ understanding of English contextbound expressions, Follow a plot easily, Learn new vocabulary and idioms, Develop students’ concentration in following lines, Learn how to pronounce certain words, Develop word recognition, Process a text rapidly and improve rapid reading, Enable students to keep up with the captions that accompany the spoken dialogs, Comprehend jokes and have a few hearty laughs, Learn different strategies and styles for processing information, And easily get a clear image of related dynamic verbs and sound effects words in brackets appear on the screen, synchronized with corresponding actions and sounds such as slam the door and giggle.

The first year students of SMKN 1 Batulayar have difficulty in learning English, especially in listening they often face the most difficulties to hear clear enough and to understand the conversation and song, it made them sitting bored and did not serious the learning process. This based on the writer's observation on 18 March 2014. Based on the problem above the writer intends to conduct a study to find out the impact of Animation movie towards students’ listening skill.
The use of media can help the learners achieve their goal to learn English effectively. So, Film is one the medium that the big capacity to help the students in teaching and learning process.

In this case, movies can be interesting and helpful medium in learning English; especially Animation movies can learn from in language style, culture, and the native speaker expression. This study is expected to answer the following problem:

Is there any impact of watching Animation movie towards students listening skill at the first year students of SMKN 1 Batulayar in academic year 2013/2014?

The purpose of the study is To find out the impact of watching Animation movie towards students’ listening skill at the first year students of SMKN 1 Batulayar in academic year 2013/2014?

The hypotheses of this study are alternative hypothesis (Ha) that watching animation movie is effective in teaching listening at the first year students of SMKN 1 Batulayar in academic year 2013/2014. For the taken statically computation, the alternative hypothesis (Ha) change into Null hypothesis (Ho) that watching animation movie is effective in teaching listening is not effective in teaching listening the first year students of SMKN 1 Batulayar in academic year 2013/2014.

LITERATURE REVIEW

Listening Skill

Listening is one of the four language skills, Reading, Writing, listening and speaking. Like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. In listening classes, students are usually given practice in listening, but they are not actually through listening.

In addition, to give students plenty of listening practice. We should break the skill of listening into micro-skill components and make sure that our students are aware of what they need to know and understand how to listen English speaking. The listening skill has received special attention in speaking course, possibly because it previously had been neglected as a skill in its own right listening share a number of features with reading and play important role in speaking and listening. In the real life, there are many situations in which we act as listeners only as members of an audience for radio, television, lecture, and film. There is at least one
common situation where we cannot see the speaker, but must certainly respond to what he says, such as in a telephone conversation (Finnochiaro, 1974: 21)

Harmer (2007: 133) suggests that listening is good for our students’ pronunciation, too, in that the more they heard and they understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds both of individual words and those which blend together in connected speech. Listening to text is good pronunciation models, in other words, and the more students listen, the better they get, not only in understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

Chastain (1971: 166-167) states that listening comprehension can be divided into three components, they have first been the ability to distinguish all sound in the language and discriminate between them and similar sounds in the native language. The second is authority memory. The third is comprehension of the content of the message. The three components of listening:

1. Sound Discrimination

When presented sound which are unlike those of their own language. The native speakers tend to give those sounds, native language interpretations, in other words, they hearer perceives the new sound in term of the nearest equipment in own language. Students who are asked to imitate line of dialogue in a second language may be confronted for the first few days with several sounds with them have never heard prior to the teachers” model. In such situation the students most likely do not even hear the distinction which they will be called on to make in the second language.

2. Auditory Memory

Minimal-pair drill are used to teach sound discriminate, but connected phrase must necessarily be the basis for increasing auditory memory. In the audio lingual approach, a great deal of emphasize is placed on developing auditory memory. The student spent much time of their class time in mimicry memorization of the dialogues or responding to ones in pattern drill. Inspires of the fact that is an aspect of the audio lingual approach is the one of their most important strengths, the teachers need to limit his classroom activities to dialogue memorization and pattern drill. Other techniques such as reading aloud, dictation question-answer practice, listening to the second language in context and
classroom expression are also beneficial in developing authority memory. In short, all language activities on comprehensible plane promote increased authority memory.

3. Comprehension

With the ability to hear the sound of language and the capability of holding them in their mind, the students are in a position to decode incoming messages provided they have acquired the necessary semantic and syntactical basis for understanding what is received. One the messages are made available for processing, factors other than hiring and retention become involved, conscious attention to these factors which several limit listening comprehension ability copying simultaneously with both code and the messages.

The ability to comprehend familiar material obstructing awareness of individual grammatical and vocabulary element is needed quite a psychological accomplishment, the achievement of which is should not be underestimated by the teacher or the students.

Teaching Listening Skill

Teaching listening skill is one of the most difficult for teachers. Because of successful listening skill are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills. This is not saying that there are not ways of improving listening skills; however they are difficult to quantify.

Rivers (1978; 62) state that listening is one of language skill play an important role in daily communicative interaction. Rivers adds that the time of adult spend on speaking activities 45% is devoted to listening, only 39% to speaking 16% of reading and more than 9% in writing. As can be seen, a child learns a language by listening to the adult around him first and then follows by imitating (speaking), and students learn how to read and write letter especially at school. On the other hand, it is logical to assume that the receptive skill, for example, listening and writing precede the productive skill in listening process. The component part receptive skill and productive skill are the same, for the example phonology, semantics, syntax, so the three components are always involved in listening, speaking, and writing skill. Language learning depends on listening; listening provides the oral input that serves as the basis for language acquisition and learner to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of
situation, type of Input, and listening process. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Film

Film is a series of images that are projected onto a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time. But movies or films can also teach people about history, science, human behavior and any other subject. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. Motion pictures are recorded using specially designed cameras that capture the images on rolls of film. After being processed and printed, the film runs through a projector, which shines light through the film so that the images are sparked on screen. Most movies have accompanying sound. The functions of film are to educate, entertain, enlighten and inspire the audiences, and in this case the writer tried to use film or movies in teaching and learning process of textual writing. The writer thought that film can also be used as an alternative method in teaching narrative text writing, because the student will get a new experience in their class that is quite different of their daily experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable to their classroom situation.

Another opinion about film given by Summer (1992:476), the film is; the first, A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema, and the second, is a story, play, and record on film to be shown in the cinema, and on television. Meanwhile, Coulson (1978:622) states that film is story, incident, etc. recorded on film in, moving pictures.

METHOD

The method in this study was an experimental method exactly quasi experimental design with nonequivalent control group design and this study was categorized as quantitative research, because this design found out the impact of Animation movie towards students listening skill at the first year students of SMKN 1 Batulayar.

The writer classified the students into 2 (two) groups, namely experimental and control group, and for treatment, the writer given the different ways in teaching listening. The experimental group the writer gave treatment by using animation movie and the control group would be taught by using audio. The subject (students) received pre-test and post test to know
the students’ listening skill at the first year students of SMKN 1 Batulayar in academic year 2013/2014.

The population of this study was the whole of the first year of SMKN 1 Batulayar in academic year of 2013/2014. The writer got the data from the registration office showing that there were 215 students of the first year students of SMKN 1 Batulayar. In this case the writer was chosen them because they were from the same level.

Arikunto (1998:107) says that if the population is less than one hundred, it is better to take population as the object of the research. However, if the population is more than one hundred, it is suggested to take 1015% or 20-25%. In this case, the writer took 15% from 215 populations as the sample.

The writer took 64 students as the sample by using a cluster random sampling technique where the writer took a sample randomly that comprised into two classes; X AP/2 consists of 32 students as the experimental group and X AP/1 consists of 32 students as a control group.

To collect the significant data for this study, the writer used listening test and questionnaire.

1. Listening Test

This test aimed to find out how well the student understands spoken English and to know the students’ listening skill. The writer gave the students’ test of listening test by media Animation movies. In this case the writer used a pre-test, treatment, and posttest.

a. Pre-test was conducted before treatment gave to the students. This test is aimed to known the students’ initial skill in listening before the treated.
b. Treated was conducted for the students. Watching an Animation movie is the treatment that the writer gave before the post-test.

c. Post-test was conducted after the treatment. This test was aimed to find out the student listening skill after treatment.

2. Questionnaire

The questionnaire was aimed to estimate the frequency and the students’ opinions about the difficulties of watching Animation movies to their listening skill. There were several questions about everything that dealing with their habit of watching Animation movies and the factors contribute the positive impact to the students’ listening skill. This questionnaire was needed to find out the difficulties of watching Animation movies to the students’ listening skill.

Comparing the result of each test to know whether a used animation movie can improve students’" listening skill or not. The score of objects interpreted by consulting with the following interval of five scales:

<table>
<thead>
<tr>
<th>Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100</td>
<td>Very good</td>
</tr>
<tr>
<td>75 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>60 – 70</td>
<td>Moderate</td>
</tr>
<tr>
<td>45 – 55</td>
<td>Low</td>
</tr>
<tr>
<td>0 – 40</td>
<td>Failure</td>
</tr>
</tbody>
</table>

To test the significant difference between the mean of experimental and control group, the writer used the following formula by applying the following t-test formula:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}
\]

In which:
FINDINGS

Findings on Listening Test

It has been mentioned in chapter three, how to collect the data for the two groups are given post test, because they have been given a pre-test early before the instruction, the pre-test was given to respondents before the application of the instructional technique of investigation. The pre-test was intended to know the students’ mastery on listening. In this part, the writer presented the statistical computation of obtaining data, namely: Experimental Group and control Group, which are intended to come to find out of the study. Later on, the discussion covered the calculation of the mean scores of both the control group and the experimental group, and the calculation of pre-test to compare of two mean scores and also to measure whether the treatment is significant or not. Before coming to the statistical computation of data, it is important to tabulate the students’ score on pre-test. So that, the writer has a clear figure for stating of analysis the students’ answer or guess what words are appropriate to Gap filling. It is done to count the score of the individual subject. Each word would be scored 1 point because of the questions consists of 10 numbers, so that if students answer all items perfectly and correctly, he/she gets score 10.

The writer taught Animation movie in teaching listening in X/AP2 class as the experimental group. Besides, the writer taught X/AP1 class as the control group taught by using Audio. The instruction for both groups were given with the same topics in listening. So the writer could give the post-test for collecting data.

It was found that the value of t-test is higher than the t-table. This can be found by comparing the two critical values; t-test and t-table. The degree of freedom (df) that is used in this study is 60. The degree of freedom (df) of this study is calculated with the formula: \( Nx + NY – 2 (32 + 32 – 2 = 62) \). But in the t-table the (df) 62 was not found, so the writer used (df)
60 because the nearest with 62. From the comparison of both critical values; t-test and t-table, the t-table of (df) 62 is 2.000 for confidence level of .05 (95%) and 2.660 for confidence level of .01 (99%). It is found out that the t table indicates t-test = 2.845 > t-table of .05% = 2.000 and t-test = 2.845 > t-table of .01% = 2.600

**Findings on Questionnaire**

On the questionnaire, there are ten questions that have been given to the sample especially for the experimental group as an instrument to collect the data about the students’ difficulties in watching Animation movie towards students listening skill. After collecting the data from the questionnaire, the writer can classify the data according to the choice of the experimental group that are indicated in table 3 bellow:

In relation to the data from questionnaire distribution above, the analysis of each question is discussed above:

The question number one: Do you usually watch Animation movie at home? The answers of the question number one show that 90% of the sample answered option A (Yes), it means that 90% of the students usually watching Animation movie at home. 10% of the sample choosing option B (No), it means that 10% of the students do not watch animation movies at home.

The question number two: Do you often find difficulties in understand native speakers’ speech? The answer of the question number two shows that 84% of the sample answered option A (Yes), it means that 84% of the students found difficulties in understanding native speaker speech. 16% of the sample choosing option B (No), it means that there are 16% of the sample not found the difficulties in understanding native speakers’ speech.

The question number three: Do you understand with some idiom that usually used by the native speakers? The answer of the question number three shows that 59% of the students answered option yes, it means that he 59% of the students understood with the idiom that usually used by native speakers.

The question number four: Do watching Animation movie can stimulate you in learning English? The answer of the question number four shows that 87% of the sample answered option yes, it means 87% students can stimulate in learning English.

The question number five: Do you able to follow the movies’ plots (story of the movies) correctly without translation text? And the answer of the question number five shows that 68% of the sample answer options A (Yes), it means that 68% can follow and understood
by native speakers without text. And the 32% of the sample answered option B (No), it means 32% of the sample cannot follow the story without text.

The question number six: Do you understand about the movies with just by listening the native speaker speech with watching Animation movies? And the answer of the question number six shows that 90% of the sample, answered option A (Yes), it means that there are 90% of the students understood by listening the native speakers’ speech. 10% of the students answered option B (No), it means that 10% of the students cannot understood native speaker's speech just by listening.

The question number seven: Do speed of native speaker’s speech difficult to understand after watching Animation movies? And the answer of the question of number seven shows that 90% of the sample answered option A (Yes), it means that there are 90% of the students having the difficulties of native speakers speed in watching English movies. 10% of the sample choosing option B (No), it means that 10% of the students do not have difficulties of native speakers speed in watching Animation movies.

The question number eight: Do Animation movies give you motivation in learning English? The answer of the question shows that 90% of the sample answered option a (Yes), it means that there are 90% of the students in watching English movies get motivation in learning English.

The question number nine: Do you often find the new idiom or expression in watching Animation movies? The answer of the question shows that there are 81% of the sample answered options A (Yes), it means that 81% of the students usually found the new idiom in English movies. 19% of the samples, choose option B (No), it means that there are 19% of the students did not find the new idiom in watching Animation movies.

The question number ten: Do you usually used the new idiom that you get from Animation movies that you watched when you practice your English with your friends? The answer number ten shows that there are 100% of the sample answered option A (Yes), it means that there are 100% of the students are usually use the new idiom which they get from English movies that they watch when they practice with their friends.

The speed of native speakers’ speech is Difficult to understand by the students. To solve this problem, the writer was offering animation movie to make easier the students to listen and improving their listening skill. Because, the writer thought of using Animation movie, especially “Ice age 4” the students can hear the native speakers’ speech with slowly and clearly.

DISCUSSION
If t-test was higher than the critical value (in this case t-table) it was said that the differences of two mean scores were significant, it means that by using Animation movie towards students listening skill more improve than those students who were taught by using Audio. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other word, it means that Animation movie has a positive contribution towards students listening skill of the first year students of SMKN 1 Batulayar in academic year 2013/2014.

Based on finding the study, the writer obtained data, whether animation movie gives positive contribution towards students listening skill. It was very clear that watching Animation movie to improve students listening skill was effective. Furthermore the reasons are:

1. They could learn English naturally through heard the English conversations by native speaker. It would motivate students to study English more.
2. Animation movie can make the students excited in learning English, especially in listening skill. Students used to be more exciting in watching Animation movie.
3. Animation movie could be improving the students listening comprehension. Animation movie as one the media can increase students listening comprehension skill because they do understand about the movie and also their hearing many new words, stressing of the words and also get the new idioms

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of this study, it was proved that there was 20 for experimental group mean score and 13 for control group mean score. It means that the experimental group’s score is higher than the control group. It means that the alternative hypothesis (Ha) was accepted by stated that” Animation movie give the positive contribution towards students listening skill” and the null hypothesis (Ho) was rejected, stating that “Animation movie does not give the positive contribution towards the students listening skill”.

Animation movie has provided significant contribution towards the students’ learning achievement of listening skill. These facts lead the writer to arrive at the conclusions of the study that Animation movie can improve students listening skill was effective. The reasons are: (1) The students could learn English naturally; (2) Animation movie can make the students more exited in learning English especially for their listening skill. (3) Animation movie could be improving the students listening comprehension.
There more the difficulties of watching Animation movies towards students’ listening skill are as follow: The students often found difficulties in understanding native speaker language, students do not understand with some idioms that used by the native speakers, students are unable to follow the story of the movies without translation text and the speeds of native speaker's speech is difficult for the students in watching animation movies.

Suggestions

The writer suggests the students of SMKN 1 Batulayar improve their English skills, especially in this study is improving their listening skill. Because listening is one of the fundamental language skills, so it must be improved by doing some suggestion as below:

a. The students should watch Animation movies as one of the media that can be used improves their listening skill.

b. The students should practice the words spoken or new expressions that have been heard from Animation movies through speaking.

c. The students should often hear English from any kind resources in order to practice their ears to listen English, because as often the students hear English as better their listening comprehension.

d. The teachers should plan the process of teaching, learning better, it is possible that the teachers are advised to bring the real object into the classroom when she or he teaches.

e. The teachers should teach English by using the direct method, because learning a second language is not easy to learn.

f. The teacher should teach their students creatively, especially in teaching English listening, because there are many media can make them exciting and interesting in learning listening.

REFERENCES


