

**IMPROVING THE EIGHT GRADE STUDENTS' LISTENING COMPREHENSION
AND ACTIVE PARTICIPATION USING CARTOON VIDEO AT SMPN 13 JEMBER
IN THE 2015/2016 ACADEMIC YEAR**

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Abstract: Mendengar adalah kemampuan pertama yang digunakan oleh seseorang ketika hendak belajar sebuah bahasa. Pemahaman mendengar adalah hal tersulit untuk dikuasai oleh siswa kelas VIII D SMPN 13 Jember. Video kartun adalah salah satu media audio visual yang digunakan dalam mengajar pemahaman mendengar dengan tujuan untuk menarik minat para siswa dalam proses pembelajaran. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan video kartun dapat meningkatkan pemahaman mendengar dan keaktifan siswa selama kegiatan belajar mengajar. Sebuah tes pemahaman listening dan observasi *checklist* digunakan untuk menguji apakah ada beberapa peningkatan pada setiap siklus. Hasil dari penelitian ini mengungkapkan bahwa penggunaan video kartun dapat meningkatkan pemahaman mendengar dan keaktifan siswa setelah melewati dua siklus.

Keywords: Cartoon video, Listening comprehension, Active Participation

INTRODUCTION

A language learned by human in order to be able to communicate with a native language and to get a different information. Tarigan (1994:6) said that language is very important for human being because the main function of language is for communication. Getting some informations about anything happened around the world will be easier if we learn the most language used by the people around the world. Xue (2013:2262) stated that it is a fact that English is a dominance language used by more and more people from different countries to communicate and exchanging ideas. It means whether you like or not about learning English, but there is no choice to avoid it. To defendable in the wave of globalization era, English should be mastered as a media in communication.

English has four language skills which must be learned and mastered by the learners. The four English skills are listening, reading, writing and speaking. In addition, it has three language components covering grammar, vocabulary, and pronunciation. Listening is the

first skill human used before people can speak, read or write. By listening people can hear the words and how to say the pronunciation of the words. Moreover, listening is the first language skill that the children acquire (Guo and Wills,2006:3). Through listening, students can recognize and learn the sound system of how to produce English words properly. Gilman and Moody (1984) as quoted in Vandergrift (1992:2), state that adults spend 40%-50% of communication time in listening. That is why listening plays an important role in the English language learning. According to Underwood in Basquille (2004:4), listening is the activity of paying attention and trying to get meaning from something we hear. Besides, listening is also required to gain information from media, to follow instructions, to understand a lesson or lecture (Basquille, 2004:4). It means that listening is not only the ability to know what the speaker said. It is also the ability of identifying and understanding what others are saying from media, such as listening to the movie, TV news program, radio, and attending a play which involves either in two-way interactive communication or one-way reactive communication.

There are some stages should be observed in teaching listening. According to Field in Richard (2008:10) typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening, and post-listening. Each stage has different function that should be linked together to support the students to successfully understand the listening text in order to complete the exercises set. In the pre-listening the learners introduced on a certain topics to build their background knowledge. As stated by Kline in Jayanti (2012:168) the main reason of having pre-listening is to build the listeners with certain background of knowledge on particular subject before the while-listening process. The next stage is while-listening, the objective of it is to create complete attention to listening task and demonstrate interest, look for meaning from the message that was heard, constantly check their understanding of message by making connections, confirming predictions, making inferences, evaluating and reflecting, take more meaningful notes, distinguish message from speaker, consider the context of the message, withhold judgment until comprehension of message is complete and finally follow up on presentation by reviewing notes, categorizing ideas, clarifying, reflecting, and acting upon the message as pointed out by Underwood in Jayanti (2012:168). Then the last stages is post-listening. Rost (2002:20) found that the post-listening stage of listening occurs in a few minutes. This is probably the most important part of listening instruction because it allows the students to build mental representations and develop short term second language memory, and increase motivation for

listening. He also states that post-listening exercise can involve additional reading, writing, speaking, and interaction, and may include comparing notes, negotiating a summary with a partner, and formulating responses, or questions about what was just heard.

The evidence in the field shows that some of learners got some difficulties in learning listening, it comes mainly for three sources: the message to be listened to (the content), the unfamiliar vocabularies, the length and speed of the listening material. These matters make the learners difficult to comprehend the message of the listening material and get bored easily. To overcome these, an interesting media with an appropriate length of time should be used. In the developing era as the last few years, technological advances gives an impact on learning activity in school. Some schools use many kinds of technology as a media in teaching and learning to attract the students' interest and make the learning material easier to comprehend, especially for learning English as the second language. Hence, cartoon video is chosen as a media to overcome the learners' problems during the teaching listening. Cartoon video is a video made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence. Based on Richard (2008:18) video gives many alternatives for classroom learning and self-study, and it improves listening comprehension. The function of cartoon video in teaching listening is to give a variation, to make the situation in teaching and learning process more interesting, to reduce the student's boredom in learning listening, and to improve students' listening comprehension. This media will attract the learners' attention to make them more focus and become more comprehend or able to catch the message of the listening material. Even the teachers can use this media, but there are many things should be considered to, they are the length and speed of the speaker, the content chosen and unfamiliar vocabularies used. The length of the video should not be more than 3 minutes. As Azmi et al (2014:4) said that it is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities; The content of the video should be adjusted with the learners' level. Harmer (2011 :144) states that the video to be used in teaching learning process should be relevant to the students' level and interest.; the unfamiliar vocabularies used in the video should be introduced first to the learners in order to make them easier to get the message of the video.

As this review shows, the use of cartoon video as a media in teaching listening comprehension at SMPN 13 Jember is never applied before. Therefore, this research aimed at to know how the use of cartoon video can improve the 8th grade students' listening comprehension and active participation.

METHOD

The design of this research was classroom action research with cycle model. Kemmis and McTaggart in Arikunto, (2010:137) say that there are four stages of each cycle. They are: (1) planning of the action, (2) implementing of the action, (3) classroom observation and (4) reflecting of the action. The researcher did an interview with the English teacher of eight grade as a preliminary study in order to know the ability and the students' problems in learning listening. The procedure of this research will be shown more detail below,

a. Planning of the action

In this stage, there were some activities should be done by the researcher as a preparation for the next stage, they are choosing the material based on the curriculum used at the school, constructing the lesson plans and listening comprehension test for cycle 1 and 2, determining the criteria of success, and preparing the cartoon videos and the students' worksheets.

b. Implementing of the action

This research would be done in two cycles if it is necessary. There were two meetings each cycle. The implementation of the action would be done based on the lesson plans that the researcher constructed before. The researcher used cartoon video as a media in teaching listening. And the listening comprehension test would be done in the second meeting of each cycle. The implementation of the actions in Cycle 2 would be done when the result of listening test in the first cycle did not achieve the target of success. The actions in the second cycle would be done by revising some necessary aspects which hinders the success of the action in the first cycle.

c. Classroom observation

In this research, the process of observation conducted during the teaching learning process of listening by using cartoon video which focus on the students' participation. It was done two times in each cycle. Since the classroom action research was conducted in two cycles, it means the observation was done four times. The observation in this research was done by using observation checklist. The aspects were listed below,

Table 1. Observation checklist

Aspects of Observation
1. The student paying attention to the media used by the teacher.
2. The student asking some questions based on the cartoon video.
3. The student answering the teachers' questions.
4. The student doing the listening exercises given by the teacher.

The students who fulfilled at least 3 indicators above are categorized as an active student.

d. Reflecting of the action

The main purpose of this stage was to know whether the actions given are successful or not. The research was successful when it reaches the standard percentage, that is 70%. To get the data, the researcher gave a listening comprehension test to the students to evaluate the students' listening comprehension and the researcher used an observation checklist to evaluate the students who are active in the teaching and learning process then the researcher measures it. To analyze the data of the students' listening comprehension test and the students' participation, the researcher used the formula of data analysis:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : The percentage of the students' who get score ≥ 77 (listening comprehension); the percentage of the active students (observation checklist)
- n : The number of the students who get score ≥ 77 (listening comprehension); the number of the active students (observation checklist)
- N : The number of the subjects

(Ali, 1992:186)

After doing the reflection, the researcher and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which would be used as the consideration to conduct Cycle 2 if Cycle 1 was not successful.

The subject of this research was the eight grade students of SMPN 13 Jember in the 2015/2016 academic year that consists of 35 students. The English teacher of eight grade students and the researcher worked collaboratively to do the actions and observation, which

focus on planning the action, classroom observation and doing the reflection. The research were considered successful if 70% students achieve the target score, that is ≥ 77 and 70% students in the eight grade are actively participated during the teaching and learning process.

FINDINGS AND DISCUSSIONS

Findings

This part describes the result of the research that contains of the result of listening comprehension test and students' active participation during the learning process in cycle 1 and 2.

Table 2. The Improvement of Students' Listening Comprehension and Active Participation from Preliminary Study to Cycle 2

	Preliminary Study	Cycle 1	Cycle 2
The Percentage of the students who got ≥ 77 in the listening comprehension test	57.4%	62.9%	77.1%
The percentage of the students who were active in the classroom during the teaching and learning process	40%	68.6%	85.7%

Table 2 above shows the improvement of the eight grade students in listening comprehension and active participation during the teaching and learning listening from the preliminary study to cycle 2 in the form of percentage.

- **Cycle 1**

The implementation of cycle 1 was conducted two days.

The percentage of the active students in cycle I was 68.6% (24 students). And it was also known that the percentage of the students who got ≥ 77 was only 62,9% (22 students). It could be concluded that the percentage of the students who got ≥ 77 in cycle I and the students who were active during the teaching listening by using cartoon video did not meet the minimum requirement percentage in this research (70%).

Based on the reflection, it was found that there were two factors that might influence the result of the action in cycle 1 dealing with the low percentage of the students (62.9%) who got score ≥ 77 as follows:

1. The new vocabularies were introduced simply.
2. The cartoon video was played just twice while the students were doing the exercises.

And the cycle 2 should be conducted.

- Cycle 2

The score conversion to measure the student's score was same with the cycle 1. The percentage of the students who got ≥ 77 (the English minimum requirement standard score of SMPN 13 Jember) was 77.1% (27 students). It was higher than the percentage in cycle 1 (62.9%). The action in the cycle 2 was conducted to after revising the action in cycle 1. The revisions were as follows:

1. The new vocabularies must be introduced by giving some explanations and pictures.
2. The cartoon video must be played more than twice.

The percentage of the active students in cycle 2 was 85.7% (30 students). It was higher than the percentage of the active students in cycle I (68.6%). It could be concluded that the percentage of the active students has improved. And the percentage of listening comprehension test in cycle 2 was 77.1% (27 students) who got score ≥ 77 . It meant that the percentage of the students who got ≥ 77 in the test improved from 62.9% to 77.1%. Therefore, from the data the researcher got in the cycle 2, it could be concluded that the percentage of the students who got ≥ 77 and the students who were active in participating during the learning process met the minimum requirement percentage in this research (70%). And the reflection done in cycle 2, it was known that all of the research targets could be achieved successfully. Therefore, the action was stopped.

Discussions

The result of listening comprehension test and observation checklist indicated that using cartoon video as a media in teaching listening could increase the students' listening comprehension and active participation during the teaching and learning process. This media caught the students' interest in learning English especially in listening comprehension because it is not only contain of images but also contain of sounds, motions and sometimes a text. Guzman (2010:32) said that videos will play an important role in the EFL instruction by providing students the proper environment to activate students' motivation and enhance their

listening skill in the classroom. In line with that, Rost cited in Asmidana (2014:3) stated that the use of videos as teaching media in teaching listening comprehension can provide learners with rich-content contexts with the instruction of authentic language learners can be motivated and their listening ability is possibly to be improved.

Many researchers suggest to use cartoon video as a media in teaching listening comprehension. The result of this research was supported by the previous research findings. As stated by Intan Pristi et al (2014:3) in her research, she concludes that the use of cartoon video could improve the students' listening comprehension achievement and their participation during the teaching and learning process. Meanwhile, Agung Puja et al (2014:3) said that the students who give audio visual media had better scores in listening comprehension test than those who did not given audio visual media. The result of Agung Puja research was same with the result of Intan Pristi research, which said that the use of cartoon video can improve the students' listening comprehension and active participation in teaching listening. Thus, the result of the research and the result of previous researcher proved that cartoon video gives an improvement for the students' listening comprehension and active participation in learning listening.

Based on the explanation above, the hypothesis of this research which says "The use of cartoon video can improve the eight grade students' listening comprehension and active participation at SMPN 13 Jember in the 2015/2016 academic year" was accepted.

CONCLUSIONS AND SUGGESTIONS

The research concludes that cartoon video can improve the students' listening comprehension and active participation in the teaching and learning listening as an interesting media. This media was successfully attract the students' interest and make them more motivated in learning English. The introduction of unfamiliar vocabularies before the teacher played the video for the second time makes the students' easier to get the message of the video. The appropriate listening material also takes an important role to make this research success.

To make the students' interested and motivated in learning English as a second language especially in learning listening skill, it is suggested to use cartoon video as a media. The content of the cartoon video can be a fable, fairy tales, short movie, folklore, song, or etc adjusted with the theme or topic used in curriculum. Future researchers are recommended to

use cartoon video as a media to improve students listening comprehension and active participation in teaching listening.

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