

INVESTIGATING CARTOON FILM TOWARD STUDENT'S LISTENING SKILL

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DOI: <https://doi.org/10.58330/inggara.v2i2.213>

Accepted: April 08th 2023. Approved: May 12th 2023. Published: May 12th 2023.

ABSTRACT

Listening is the process of making meaning from is heard, and as such, has a critical function for learning. Although students spend a large portion of class time of listening that must be explicitly taught. Cartoon film is one of the media can be applied by a teacher as medium in teaching and learning process, especially teaching listening skill. In this study, the writer tried to investigate the cartoon film toward students listening skill for the first year of MA Keterampilan NW Pancor. The method that is used in this study is an experimental because the researcher investigated and analyzed the data. The population of the study is the whole classes of the first year students of MAK NW Pancor taken by cluster sampling. Pre test and post test is used to get the data as instrument. The result showed that using the media in teaching and learning process is more effective to increase the students' motivation and enthusiasm in doing learning process.

INGGARA: Journal Pendidikan Bahasa Inggris dan Bahasa Arab

Keywords: Cartoon Film, Listening, Media Teaching.

INTRODUCTION

English is learning four language skills: those are speaking, reading, writing and listening. Listening is assuming greater important in foreign language classroom. As Rost (1984:141:142) points out that listening is vital in the language classroom because it provides input for the learners and also listening is considered as a necessary skill because of its essential role in facilitating learners to master English proficiency skill in listening. For example can help learners participate well in oral communication. The learners with training in listening comprehension that will prepare them for effective functioning outside the classroom, but many students consider that listening is one of the difficult lesson which students face many problems in listening practice mainly the trouble with sounds, it is the basic problem

for the learners besides the learners need to hear things more than once.

In teaching listening comprehension, the teacher must be careful not to go to extremes and to avoid the students difficulties in listening practice, the teachers have to prepare some approaches, technique and methods and they can choose the appropriate method to help the students in learning listening. The teacher can use the media as her/his medium in teaching and learning processes. According to Hamalik (1994:24) media are vehicle to communicate and interact between teacher and students in the teaching and learning processes in classroom activities. One of media that we use is film because there are some excellent listening activities that need no clear task at all beyond the comprehension itself, listening to stories for example, or watching exciting films. Richard

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and Willy (2002:264) states that any videos or films chances of achieving the importance goals of motivating student interest

In watching film, especially cartoon films may motivate students and reinforce any language skills, cartoon as one, the form of graphic communication is a interpretative picture, the use symbols to give the certain message accurately and briefly or an attitude for someone, situation, or the certain events, it has capability to draw out the attention, it could the influence an attitude and behavior. Cartoon films can be watched by the all people, began from the level of elementary school, junior high school and senior high school even till the students of university because it use the simple language, although the English language, student watching film in the classroom expert only for language learning and help to them to develop viewing skills which they can apply to films experience outside the classroom.

When people watch film for entertainment, they usually do so passively, for example, people do not normally concentrate on such things as the gesture or other nonverbal signal used by the people on the screen or listen carefully for the intonation in their voices. Element such as those are what make films such as rich resource for language learning. The film will still remain entertaining, but the students will also come to recognition of how the medium can be used for learning.

In foreign language teaching, films are losing ground to TV and video, this can be largely accounted for problems inherent in the use films. Films furthermore, often contain too much language material to be usefully exploited in the classroom; film can be designed for Foreign Language Teaching (FLT), because it may provide the students' motivation and enthusiasms.

LITERATURE REVIEW

Media in English language learning

Interesting and motivation of the learners are main factors importance in determining his/her achievement in language learning, the teacher's skilful may give each students' feeling of success and achievement. Media might be used more effect lively to

develop and sustain motivation, to produce positive attitude toward English and reinforce language-learning skills.

In teaching English as foreign language, the teacher cannot detach from media as means that it is to facilitate teacher and students in teaching and learning process in classroom. In other hand, media can make in helping the students to communicate that is to understand, to speak, to read, to listen, and to write English. Furthermore, media is as means to facilitate, and motivation teacher to students is representing any skill of language in classroom activities.

Cartoon films as media in language teaching

Films are one of the audio-visual aids as Hamalik (1994:84) says that the term "audio-visual-aids" properly includes such widely diffused and general accepted paraphernalia was the back boned, the text book and those miscellaneous object of foreign origin which a language teacher collect and display to arise the interest of the pupils and to which some what pendalic term or really has been applied.

Films can an excellent vehicle for acquiring the pupils with the daily life of the people whose language is being studied. It is the medium that has an impact on hundred film can an excellent vehicle for acquiring the pupils with the daily of the people whose language is a being studied, it is the medium that has an impact on hundreds millions of people through out the word everyday. Whether we like it or not, we cannot effort to neglect it or it's innermost influence.

Concept Cartoon Film in Language Teaching

Film may be used in language teaching, film is not only as entertainment but also as media, which help the teacher and students in teaching learning activities. Film potential in language is only achieved when it used as an integral part of course, if it is planning to use video as supplementary material, be sure that the sequence fits in with the overall goals of your course, one way to do this is to bring in the film to introduce or to expand on a theme or topic.

Listening is the ability to identify and understand what others are saying. Listening is vital in the language classroom because it

provides input for the learner. The teacher as the receiver as the receiver of knowledge to the students have to give the specific method to elicit their interesting in listening. Teacher needs to ensure that students are well prepared for listening and that they are clearly able to hear what they listen to.

Before focusing on listening itself, think about the two interacting concepts of performance and observation. All language users perform the acts of listening, speaking, reading, and writing. They of course rely on their underlying competence in order to accomplish these performances. When you propose to Asses someone's ability in one or a combination of the four skills, you assess that persons' competence, but you observe the persons' performance. Sometimes the performance does not indicate true competence: a bad nights' rest, illness, an emotional distraction, test anxiety, a memory block, or other student-related reliability factors could effete performance, there by providing an unreliable measure of actual competence.

The process of the listening performance itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain using creative technique. Technique means what the teacher actually does in the classroom in order to implement an approach and method. The teacher can use the media as teaching aids; one of media that we use is film. Film is one kind of audio-visual media in teaching English. Film is a kinds of multimedia, it brings together above into visual and living context.

METHODS

The method that is used in this study is an experimental because the researcher investigated and analyzed the data. Obtained after giving the treatment to the researcher. The researcher taught by using cartoon film toward the listening comprehension processes. In this case, the researcher used experimental group and control group. Experimental group taught by using the cartoon film while control group without cartoon film. The researcher gave the same test for the both groups. The researcher divided

the test into pre-test and post-test. The researcher gave the pre-test before conducting treatment while Post-test is given to the subject to investigate the effect of the treatment.

Table 1. The Pre-test and Pos-test Design Group

Group	Pre-test	Treat	Post-test
E	T ₁	X	T ₂
C	T ₁		T ₂

Notes: E = Experimental group

C = Control Group

T₁ = Pre-test

T₂ = Post-Test

X = Treatment toward experimental group by using cartoon film

The population is a set (or collection) of all elements possessing one or more attributes of interest, in this case, the researcher referred to theory of sampling proposed by Arikunto. If the number of population are more than 100, it is supposed to take 10-15% or 20-25%, but if the number of population is less than 100, it is not supposed to take sample, because of the population of this study more than 100, the researcher took sample by the manner of cluster. So the researcher used the cluster sampling in this study. The population of the study is the whole classes of the first year students of MAK NW Pancor that the whole of the subjects' research evaluation in Arikunto (1998:24) also states that a population is a set of all elements possessing one or more attributes of interest.

Based on the opinions above, the researcher concluded that population is the all of subject who have different characteristic that be investigated by the researcher. The population of this is all of the students at the first year in which divided into six classes for 1¹ to 1⁶.

The researcher took the sample from the population by using random sampling. The researcher considered taking 30% from the accessible population. Therefore from 243 students only 36 students is taken as the sample of the study. The study used the cluster sampling. Instrument is toll that used to collect the data. She further says that instrument can be set of question or exercises

or other tools which are used to measure skill, knowledge, intelligence, achievement, and attitudes of someone or a group of people.

In collecting the data, the researcher took data from pre and post-test. The researcher gave pre-test to the subjects before doing listening comprehension processes by the using cartoon film. Meanwhile, the researcher gave post-test after applying the cartoon film in the listening comprehension processes.

1. Pre-test

The students did or answered the test before the researcher taught listening comprehension using Cartoon film, it' is aim to know the basic ability of the students' listening skill.

2. Treatments

The researcher taught listening comprehension to students by applying cartoon film. The researcher gave treatments in four meeting in a month.

3. Post-test

The research gave post-test after applying treatments. This is aim to know students' ability (improve or not) in listening comprehension or to know the interesting and enthusiasm of students toward cartoon film in listening skill.

In order to analyze the obtain data, the researcher used descriptive and inferential statistic. Descriptive statistic employ in determines the ideal maximum score (SMi), Ideal Minimum score, Standard Deviation (SDi). Finally, inferential statistic used to examine research hypothesis, and the inferential statistics used Idal mean (Mi) and Ideal Standard Deviation (SDi) that obtained through Ideal Mean (M) = $\frac{1}{2} \times$ Ideal Maximum Score + Ideal Minimum Score, and Ideal Standard Deviation (SD) = $\frac{1}{6} \times$ (Ideal Maximum Score - Ideal Minimum Score).

RESULTS AND DISCUSSION

Based on result of research that has been obtained by writer, the data gained (appendix 08) for experimental group in pre-test gained the highest score were 21 and the lowest score was 11. While, in post-test gained the highest score was 26 and the lowest score

was 10. The data gained (appendix 08) for control group in pre-test gained the highest score was 18 and the lowest score was 11. While, in post-test gained the highest score was 22 and the lowest score was 14.

Cartoon Film as Media in Teaching and Learning Process

The calculations of data have conducted in which resulted the average (mean) score of each group. The mean of experimental group (x) in pre-test was 15.4 and post-test was 18.17 (appendix 11). While, the mean of control group (Y) in pre-test was 15.2 and post-test was 17 (appendix 12). Further, it was also found the calculation of mean score and standard deviation (SD) of each group (appendix 10).

The t-test was used to know the differences between the two means. This statistical analysis was used to test the hypothesis. The null hypothesis of the study is that mean of both group were not significant different.

The obtained t-test was 2.286 (appendix 15), whereas, t-table for significance 0.05 was 2.02. t-test is higher than t-table, it indicated that significance, it can be marked significant. So, the alternative hypothesis can be accepted as formulated on chapter I. It is concluded that the alternative hypothesis was accepted. So, Cartoon Film toward students' listening skill have positive effect because the mean score of experimental group was higher than the control group.

The Students' Ability in Listening Skill by Using Cartoon Film

In this case, to obtain the data the writer used test for two group, they were experimental and control group and to investigate the result of listening test, the writer used statistic descriptive for the categories in which consists of the Ideal Mean score (Mi) gained was 12.5 and the ideal standard deviation (SDi) gained was 4.16 (

Furthermore, Mean score, which obtained in this investigation for experimental in pre-test was 15.4 and post-test was 18.17, for control group in pre-test was 15.2 and post-test was 17. After consulting with the above standard categories, for experimental group in pre-test was average and post-test was high.

While, for control group in pre-test was average rank and post-test low rank.

CONCLUSION

Using the media in teaching and learning processes can be said that more effective to increase the students' motivation and enthusiasm in doing learning processes. Well, in the classroom activity or outside of classroom activity. It can be seen from the experience of writer, which has applied the Cartoon film as media in teaching listening skill in this study. Where, the writer used test teaching listening skill in this study.

The writer used test to obtain the data for two groups. They were, experimental and control group, which based on the result of data analysis are indicated that the figure of mean score for experimental group was 15.4 and for control group was 17. The deviation score for experimental group was 5.62 and control group was 2.12 where the maximum score of experimental group in pre-test was 21 and the minimum score was 11. While, in post-test the maximum score was 26 and the minimum score was 10. Control group in pre-test the minimum score was 11 and the maximum score was 18. While, in post-test the minimum score was 14 and the maximum score was 22.

Cartoon film is one of the media, which can be used as medium in teaching learning processes. It has advantages in teaching English especially in increasing the students' motivation and enthusiasm in listening something. Otherwise, to increase their vocabulary mastery.

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