



## IMPROVING STUDENTS' LISTENING SKILL BY USING ANIMATION VIDEOS THROUGH SENTENCE COMPLETION AT SMPN 1 BANDAR BARU

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**Abstract:** This study aimed to find out the effect of using animation videos through sentence completion in teaching listening. The method used in this study was an experimental approach in the form of one group pre test- post test design. The study was conducted at SMPN 1 Bandar Baru with a number of samples were 44 students randomly selected. To obtain the data, the researcher gave the test. The result of pre test was 470, and post test was 650, the mean score ( $M_x$ ) was 8,18. Furthermore in experimental class, the result of pre test was 680 and post test was 1670, the mean score ( $M_y$ ) was 45. The result  $t_{test} (t_0)$  both of the classes was 6,56. Furthermore, significant level  $\alpha = 0,05$ , degrees of freedom  $(d.f) = (N_x + N_y - 2) = (22 + 22 - 2) = 42$  to obtained by interpolation  $t_{0,95(42)} = 2,68$ . It was obtained  $t_0 > t_{table}$  ( $6,56 > 2,68$ ). In other words, it indicates that the students who were taught using animation videos through sentence completion achieved better result in listening than the students who were taught using non animation videos. Finally, it can be inferred that the use of animation videos through sentence completion in teaching listening can improve students' listening ability in SMPN 1 Bandar Baru.

**Keywords :** Listening, Animation Videos and Sentence Completion.

Language is a window on the mind. It was Chomsky's claim about language as cited by Wells (1986). Language has some different functions in the society where it is used. The function for which a language is used in a society affects the status of the language itself. In a society, a language can play a role as the official, educational, religious, and group language, national and international. One of the *lingua franca* languages is English; it has an important role almost in all aspects of life. In Indonesian education system, English has been

becoming a compulsory foreign language that is taught since in the elementary school until university and examined in the national examination to determine students' graduation.

In learning language, listening as a basic of language skill is a fundamental key to all effective communication. It is the ability to accurately receive and interpret messages in the communication process that helps language learners to acquire word stress, pronunciation, vocabulary and comprehend the message. Without

the ability to listen effectively, messages are easily misunderstood. As a result no communication can be achieved. Therefore, listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding.

Rost (2002) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner without understanding input at the right level, any learning simply cannot begin. Considering the importance of listening skill in the language classroom, English learners should work hard to improve their listening ability. They have to practice listening to spoken language through Radio, TV and Video those as improving listening is not an easy work for either learners or teachers of English.

Moreover, Harmer (2001) expresses that listening is a receptive skill where people obtain the main idea according to what they hear. Besides, Helgsen cited by Gonzales Moncada (2003) says listening helps learner to be flexible listeners, to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues.

From our observation in the classroom and the interview with the teacher and the students, we found that most of the students admitted that they had difficulties in the listening section. First, they

have problem with different accents and pronunciation. Second, they don't recognize the words while listening. Third, length and speed of listening which lead the student became difficult to understand the point of contents' what the speaker says. Another problem related to materials. The materials used in teaching learning activities were mostly taken from the course book contained complicated and monotonous material and tasks. The last problem was related to the learning style. The learning activities were more teacher-centered oriented which the teacher was the main focus. Teacher takes responsibility for all the paperwork and organization while the students were not given more opportunities to explore their listening skill.

In order to solve the problem mentioned above, efforts needed to be done to keep the students excited in learning especially in developing their listening ability. Hence, the teacher needs an appropriate technique to stimulate the students' motivation and interest in learning listening skill. Therefore, we proposed a solution assumed to be good and suitable for students in listening through the use of animation videos.

This research is also supported by other previous study that have been done by Keumala Sari (2014) investigated the use of animation video in developing students' comprehension in spoken narrative by using experimental approach in the form of one group pre test- post test. The participants were the eighth grade students of SMPN 16 Banda Aceh The result of this study showed that students mean score in post test ( 73,33) was higher than pre test (55,83). The result revealed that t-test is 9.56 and t-table is 2.07. with

the degree of freedom 23. Thus, the alternative hypothesis is accepted. It indicates that animation video is an effective media to be use in teaching listening process, and can be one of alternative aids use by teacher in developing students listening ability of spoken narrative text.

Boris Ramadhika (2014) conducted an action research on 32 students of SMP N 6 Magelang. The purpose of the research is to investigate the impact of animation videos towards students' listening skills. The results of the research showed that the use of animation videos in the English teaching and learning process was effective to improve the students' listening skills and teachers' performance. There was an increase in the means score from 7.2 in the pre-test to 8.2 in the post test. There were some good improvements in some aspects such as their familiarity in listening to English words and vocabulary. Also, they became actively participate in discussion during the teaching learning process, they were more aware of the mistakes because of the correction from other students. Moreover, the animation videos successfully caught the students' attention.

Based on explanation above, this study tried to answer the following question: "Do the students who are taught using animation videos through sentence completion achieved better result in listening than the students who are taught using non animation videos. The aims of this study were to find out whether animation videos through sentence completion significantly improve students' listening skill compare to the non-animation video.

## **LITERATURE REVIEW**

### **Definition of Listening**

There were many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear, stated by Helgsen (cited by Gonzales Moncada, 2003). Listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education, information, understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. He further states that in this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically. Considering this importance of listening for EFL learners, it is essential for teachers to help the learners to improve their listening ability. Considering the importance of listening skill in the language classroom, English learners should work hard to improve their listening ability.

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draws on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind). Thomlinson (1998) (cited by Dr. Ismail Cakir) defines listening includes active listening, which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker. Listening is thus fundamental to speaking. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them.

Furthermore, Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. The analysis of sound usually makes the students find some difficulties to focus their attention on the listening material which is being listened to. So, teachers' creativities are needed to stimulate and encourage students to enjoy learning and the teacher should deliver the interesting ways in order to conduct listening activities interesting, fun and communicative.

### **The Definition of Animation Video**

One of the most appreciated materials applied to language learning and teaching is video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Hemei (1997) said that being a rich and valuable resource, video is well-liked by both students and teachers. Video is at best defined as the selection and sequence of messages in an audio-visual context. Arthur (1999) in Canning-Wilson (2000) claims that video can give students realistic models to imitate for role-play; increase awareness of other cultures by teaching appropriateness and suitability; strengthen audio/visual linguistic perceptions simultaneously; widen the classroom repertoire and range of activities; help utilize the

latest technology to facilitate language learning; teach direct observation of the paralinguistic features found in association with the target language; help training students in ESP related scenarios and language; offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening.

Furthermore, video used in a classroom should be interpretive and to the point. The visual should show reasonable judgement and enhance comprehension, heighten sensory acuteness, videos can make the task, situation or language more authentic and illustrate the target language being used. More importantly, video can be used to help distinguish items on a listening comprehension test. Meanwhile, visuals are ineffective in the learning process when the visual is too small; video uses stereotypes; video is a poor reproduction; the picture is too far away from the text illustration; video has irrelevant captioning; video or visual offers too much information related or unrelated to the picture; video or visual is poorly scaled; and the picture is not esthetically meaningful.

According to Johnson (1999) additionally states that video as a listening tool can enhance the listening experience for the students. A teacher can add a whole new dimension to oral practice in the classroom by using video. The settings, actions, emotions, gestures that students can observe in a video. It also provides the students an important visual stimulus for language production and practice.

### **The Advantages of Using Animation Video**

Related to the explanation above we conclude that animation video has many advantages in learning listening. A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, and costs. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool particularly, in holding the attention of students (Houston, 2000; Sherman, 2004). Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond on what they listen, and also interpret the video in a deeper way. Because students can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

Additionally, according to Katchen (2002) A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for

intensive study. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

### **Definition of Sentence Completion**

Meanwhile, to got the score, the researcher used sentence completion technique. Because this technique was suitable to use with animation video. Watson (1978) states that sentence completion is a test that the students are asked to complete a number of sentence stems which are presented to them. According to Farwell (2010:156), Most of people recognize SCTs as largely fill-in-the-blank sentences about any number of psychological cues. The overall purpose

of SCTs is to assess respondents through their written and expressed answers to sentence fragments. Examples might include, “My mother \_\_\_\_\_” or “One thing that really bothers me is \_\_\_\_\_.” Sentence completion test is a class of semi-structured projective techniques. Sentence completions tests typically provide respondents with beginnings of sentences, referred to as "stems", and respondents then complete the sentences in ways that are meaningful to them (Hermann Ebbinghaus, 1897). Oosterhof et al, (2008) state the advantages of completion tests are as follows: the test is easy to make, students must give instead of choose an answer, and the number of questions in this type of test can be many. The test is relatively easy to make due to the fact that they usually measure recall of information instead of procedural knowledge. Another reason they are easy to make is because they do not require scoring plans such as those that essay tests require. Since students must give an answer instead of picking an answer (such as they would on a multiple choice test), scores are not negatively affected by guessing as is the case with multiple choice tests. Therefore, completion tests are generally more reliable than selected-response tests. The number of items on these types of tests can be many, which means a better, more complete sampling of the content can be achieved.

### **The Teacher’s role during the Listening Lesson**

Richards (2006) states effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning expand their language resources, notice how language is used

and take part in meaningful interpersonal exchange. The role of the teacher in the language classroom is a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

Meanwhile, according to Harmer (2008), the roles of a teacher during the listening lesson are as follows:

1. Controller: Exemplify teacher-fronted classroom.
2. Organizer: Organize students to do various activities.
3. Assessor: What students expect from their teachers: indication of whether or not they are getting their English right,
4. Prompter: If students lose the thread of what is going on or they are lost for words, the teacher may nudge them forward in a discreet and supportive way.
5. Participant: Traditional picture: Teacher standing back from the activity letting learners get on with it.
6. Resource: The teacher should be helpful and available, but resist the urge to spoon-feed the students so they become aver-reliant on us.
7. Tutor: Work with individuals or small groups, combining the roles of prompter and resource.
8. Observer: Observe what the students do, especially in oral communicative activities, to be able to give them useful feedback.

## THE RESEARCH METHODOLOGY

The research method used in this study was experimental study. This experimental study focussed on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening skills. There were two groups that were observed. Both were done at two points for experimental class and control class. The populations of the study were all of the second year students of SMPN Bandar Baru in the academic year 2017/2018, consisted of 220 students. The technique applied for taking the sample was simple random sampling. The samples of this study were two classes selected from 10 classes randomly. Class VII.4 consisted of 22 students as experimental class, while Class VII.5 consisted of 22 students as control group. Therefore the total samples were 44 students of SMPN Bandar Baru in the academic year 2017/2018.

The study employed multiple data gathering over six meeting period. The researcher used the animation videos through sentence completion. To answer research question, pre-test and post-test were conducted. Pre-test was given in the first meeting in order to see how far the students' ability in listening skill before the researcher taught them by using animation videos through sentence completion. In the last meeting, post-test was given in order to know if there were some improvement of students' ability in listening skill. In other words, a post test was used to figure out whether animation videos through sentences completion had improved the students' listening skill or not compared to the students who were taught using non animation videos.

Both the experimental class and control class got the pre-test, the test were given in the first meeting. It was presented in written test which consisted of 10 questions of fill in the blank. In the last meeting, post-test was given for both groups to measure the students' achievement after the treatment was applied. In this test, the students were also asked to answer 10 questions of fill in the blank. Each correct answer was scored with mark 10. When students could answer all of the questions, they would get score 100.

After pre-test and post-test were conducted, the scores of all tests are set up in the frequency distribution which is analyze by using mean. The mean is use to find the average score of the whole students pre-test and post-test in the experimental. The formula of the mean is suggested by Suharsimi Arikunto (2014) as follows:

$$M_d = \frac{\sum d}{N}$$

Remarks:

$M_d$  : Mean of the different score between pre-test and post-test

$\sum d$  : sum of the gain of pre-test and post-test

$N$  : number of student

To find out the standard deviation, the writers would use formula as stated by Arikunto (2014).

To calculate the statistical significance of ratio observed, the researchers used this following formula shown by Arikunto (2014)

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

Remarks :

$M_x$  = mean of experimental

$M_y$  = mean of control class

$x^2$  = deviation each score of  $x_2$  and  $x_1$

$y^2$  =deviation each score of  $y_2$  and  $y_1$   
 $N_x$ = number of students of experimental class  
 $N_y$ = number of students of control class

**RESEARCH FINDING**

The data below were the scores of both experimental and control group that had been gathered. The table of data were as follow:

**Table 4.1 The Result of the Students in Controlled Class**

No	Subject	Controlled Class			
		Pre-test ( $x_1$ )	Post-test ( $x_1$ )	Gain ( $d_x$ )	$(d_x)^2$
1	Anis R.	30	70	+40	1600
2	Aulia S.	70	20	-50	2500
3	Azizul G.	30	20	-10	100
4	Dzia Uz.	20	20	0	0
5	Farel In.	0	10	+10	100
6	Magfirah	50	50	0	0
7	M. Insa	20	20	0	0
8	M.Kadafi	0	20	+20	400
9	M. Mirza	0	20	+20	400
10	M. Rifki	0	0	0	0
11	Nadia	20	70	+50	2500
12	Nailul A.	20	70	+50	2500
13	Nursan	70	100	+30	900
14	Nurul K.	20	20	0	0
15	Putri El.	20	10	-10	100
16	Putra M.	0	20	+20	400
17	Rafa R.	20	30	+10	100
18	Rinawara	20	10	-10	100
19	Saidil A.	20	20	0	0
20	Salman	20	20	0	0
21	Sayuti R.	0	0	0	0
22	Syifa A.	20	30	+10	100
$\Sigma$		<b>470</b>	<b>650</b>	<b>180</b>	<b>11800</b>

**Table 4.2 The Result of the Students in Experimental Class**

No	Subject	Experimental Class			
		Pre-test ( $x_1$ )	Post-test ( $x_1$ )	Gain ( $d_x$ )	$(d_x)^2$
1	Alif Aziz	30	80	+50	2500
2	Arif Fadil	10	50	+40	1600
3	Arif F.	30	70	+40	1600
4	Aura N.	20	80	+60	3600
5	Cindi P.	60	100	+40	1600
6	Dian I.	40	100	+60	3600
7	Fikri	30	90	+60	3600
8	Hafifuddin	20	70	+50	2500
9	Khairun N.	20	80	+60	3600
10	Khausar I.	30	90	+60	3600
11	Lira Y.	60	100	+40	1600
12	Maizura	70	100	+30	900
13	Malik M.	50	80	+30	900
14	M. Ikhsan	10	50	+40	1600
15	Muksal M.	40	80	+40	1600
16	Munawar	0	50	+50	2500
17	Nova Bela	0	50	+50	2500
18	Salsabila	0	70	+70	4900
19	Syamsi M.	60	100	+40	1600
20	Ummi K.	100	100	0	0
21	Wilda	0	40	+40	1600
22	Zikrullah	0	40	+40	1600
$\Sigma$		<b>680</b>	<b>1670</b>	<b>990</b>	<b>49100</b>

The scores above shows that 44 students of second years students of SMPN 1 Bandar Baru got varieties scores, it showed the ability of the second years students in understanding listening skill also varieties.

Afterwards, from the table above the reseacher gets the calculation using that formula designed by Arikunto (2014) as follow:

- a. Determining mean controlled class score with the formula:

$$M_x = \frac{\Sigma d_x}{N} = \frac{180}{22} = 8,1845$$



- b. Determining mean experimental class score with the formula:

$$M_y = \frac{\sum d_x}{N} = \frac{990}{22} = 45$$

- c. Determining the deviation of controlled class:

$$\sum X^2 = \sum d_x^2 - \frac{(\sum d_x)^2}{N}$$

$$\sum X^2 = 11800 - \frac{(180)^2}{22}$$

$$\sum X^2 = 11800 - \frac{32400}{22}$$

$$\sum X^2 = 11800 - 1472,7$$

$$\sum X^2 = 10327,28$$

- d. Determining the deviation of experimental class:

$$\sum Y^2 = \sum d_y^2 - \frac{(\sum d_y)^2}{N}$$

$$\sum Y^2 = 49100 - \frac{(990)^2}{22}$$

$$\sum Y^2 = 49100 - \frac{980100}{22}$$

$$\sum Y^2 = 49100 - 44550$$

$$\sum Y^2 = 4550$$

The last step was the calculation of t-test. To estimate the t-test, the researcher used the formula that was designed by Suharsimi Arikunto (2014). The process of calculation was as follows:

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

$$t = \frac{45 - 8}{\sqrt{\left(\frac{4550 + 10327}{22 + 22 - 2}\right) \left(\frac{1}{22} + \frac{1}{22}\right)}}$$

$$t = \frac{+37}{\sqrt{\frac{14877}{42} \times \frac{2}{22}}}$$

$$t = \frac{+37}{\sqrt{354,2 \times 0,09}}$$

$$t = \frac{+37}{\sqrt{31,878}}$$

$$t = \frac{+37}{5,64}$$

$$t = 6,56$$

Based on significance level  $\alpha = 0.05$  degrees of freedom  $d.f = (N_x + N_y - 2) = (22 + 22 - 2) = 42$ , then from the distribution list t with probability 0.95 and  $df = 42$  to obtained by interpolation  $t_{0,95(42)} = 2,68$ . Hypothesis testing is done on a significant level level  $\alpha = 0.05$  degrees of freedom  $d.f = (N_x + N_y - 2) = (22 + 22 - 2) = 42$ , with the odds  $(1 - \alpha)$ . it is obtained  $t = 6,56$  and  $t_{table} = 2,68$ , so  $t_0 > t_{table}(6,56 > 2,68)$ .  $H_0$  is accepted with significant level  $\alpha = 0,05$ . It can be concluded that the “The using of animation videos through sentence completion in teaching listening can improve students’ listening ability in SMPN 1 Bandar Baru” was accepted and the null hypothesis ( $H_0$ ) is rejected.

## DISCUSSION

As stated before, the using of animation video through sentence completion successfully improved the students’ listening skills. We assessed the students’ listening skills as the product of the teaching and learning process. The students’ listening scores before and after using of animation video were provided to support the findings.

The result of the research showed in the experimental class had the total score 1670. Meanwhile, the control class had the total score 650. It can be said that the English listening achievement of experiment class is higher than the control class.

On the other hand, the test of hypothesis using t-test formula showed the value of the t-test is higher than the critical value,  $t_0 > t_{table}(6,56 > 2,68)$ . while the critical value on  $t_{0,05} = t_{0,95}$  is 2,68. It means

that there was a significant difference the English listening achievement between students who are taught by using animation video through sentence completion and those who are taught by traditional method. In this case, the use of animation video was necessary needed in teaching listening.

### CONCLUSION AND SUGGESTION

Videos animation through sentences completion to second years students' of SMPN 1 Bandar Baru was found to improve student' ability in listening skill which was successfully conducted with the experimental group. It means that using animation videos in teaching listening is helpful, especially in improving students' listening skill.

Based on the data analysis, the result mean of difference score in controlled class was 8,18 and the mean of difference score in experimental class was 45. It showed the mean of difference score of experimental class was higher that controlled class ( $45 > 8,18$ ). While, the result of  $t_0$  was 6,56. Because of that,  $t_0$  higher than  $t_{table}(6,56 > 2,68)$ . It means  $H_a$  was accepted. In other words, the students who were taught using videos animation through sentence completion achieved higher scores than those who were taught using non video animation. It can be concluded that using of animation videos through sentences completion in teaching listening can improve students' listening skill of the students of junior high school, especially for the second grade students of SMPN 1 Bandar Baru.

Therefore, we suggest that English teacher should use the teaching media that can facilitate and improve students' listening ability so that the students can engage in the most beneficial types of

listening activities based on their level of proficiency. In order to provide students with appropriate variety and range of listening experience, teacher can use animation videos through sentence completion as an alternative point in teaching listening to their students. This technique gives positive effects to assist students become proficient in listening and facilitated them to improve their listening skill.

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