

**TEACHING LISTENING SKILLS BY USING AMERICAN CARTOON
MOVIES TO THE EIGHTH-GRADE STUDENTS IN SMPN 1 SANGALLA'
SELATAN**

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ABSTRACT

The aim of this research is to find out whether or not American cartoon movie is effective for teaching listening to the eighth-grade students of SMPN 1 Sangalla' Selatan. This research used quantitative method. The population of this research was the eighth-grade students and the sample was the students in VIII A where the number of students is 25 chosen by random sampling. The design of this research was pre-experimental design. To obtain the data, the writer used 15 items of completion item test in pre-test and post-test. This research finds that the use of American cartoon movie is effective to improve students' listening skill, especially vocabulary.

The result of data collection in this research shows that mean post-test score is higher (60.44) than the mean pre-test score (20.76). The output of statistical computation was known that the significant value was 0,000. The significant value is less than 0,05 ($0,00 < 0,05$) which means the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. In conclusion, American cartoon movie is an effective media in teaching listening skill.

Keywords: Teaching; listening; American cartoon movie.

INTRODUCTION

In the learning process, things that must be considered are the media and methods. Using the right media will increase students' interest, attention, and motivation in learning English. Learning by using media has also been implemented in schools. The media is expected to make it easier for teachers to teach learning material. In using the media, it is hoped that the teacher will be able to stimulate students to think to solve problems. To help the learners master (increase the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, and up-to-date while simultaneously being a tool that will ensure that the students learn (Ismaili, 2013).

Based on the researchers' observation in SMPN 1 Sangalla' Selatan, the researcher found that students still had difficulty listening. It is known that some teachers often limit the listening activity in teaching and learning processes. The teacher only read material without providing any type of media such as a recorder. Another factor is the lack of vocabulary mastery by students. Teachers rarely give exercises to improve students listening skills.

METHOD

Research design is the process of collecting research data in order to validate the findings of the research. According to Sugiyono (2015) the experimental research method can be interpreted as a research method used to seek the effect of certain treatments on others under controlled conditions. Experimental research methods are divided into three major groups, namely pre-experiments, experiments, and quasi-experiments.

This research used the pre-experimental design. Pre-experimental design is a design that includes only one group or class that is given a pre-test and post-test Sugiyono (2015:109). There is no control or comparison group used in this one-group pre- and post-testing design, which was conducted on one group. Here, chose a group that will do a pretest then make some treatments, and posttest.

RESULT AND DISCUSSION

Results

The goal of this research is to determine how well the eighth-grade students at SMPN 1 Sangalla' Selatan can listen to both the times they were taught utilizing cartoon movies and the times they weren't.

The pre-test and post-test results of the class became the research data. The results of the test are further presented as follow:

A. Pre-test

In this stage, the researcher gave a test to figure out students' prior knowledge. The researcher used completion item test with 15 items. Students must fill the blank in the test based on the audio they listen. The result of the pre-test are as follow:

- Mean Score of Pre-test

In the table 4.1 can be seen that the total score of the students in pre-test was 519 and the number of students was 25.

The mean score of pre-test was 20,76. It was classified as very poor. From the mean score can be concluded that students' listening skill is low.

B. Post-test

In this section, the researcher gave a test to find out the result of treatment. The researcher want to know whether the American cartoon movie effective for teaching listening skills or not. The researcher used 15 items in a completion item test. Students must fill the blank in the test based on the audio they listen. The result of the pre-test are as follow: In the table 4.3 can be seen that the total score of the students in post-test was 1511 and the number of students was 25.

The mean score of post-test was 60,44. It was classified as fair. From the mean score can be concluded that students' listening skill improved after the treatment. Based on the mean score and percentage of pre-test and post-test, there was different result, where the mean score of pre-test was 20,76 and most of the students (72%) got 0-39 score which classified as very poor score. While the mean score of post-test was 60,44 and 32% of students got 70-84 score which classified as good score.

C. Calculation through SPSS

After found the data of the test, the researcher calculated the data through SPSS version 26, as follow:

Meanwhile, table 4.5 shows that the mean of students' scores in the post-test was 60,44. The range was 74, the minimum was 13, the maximum was 87, the total of score was 1511, the standard deviation was 19,457 and the variance was 378,590.

It is clearly seen that the mean score of the post-test was higher than the mean score of the pre-test. There is improvement of the minimum and maximum score in post-test. In pre-test the minimum score was 0 and the maximum was 53, while in post-test the minimum score was 13 and maximum score was 87. Moreover, there is improvement of the range in post-test. It showed that students got higher score after the treatment. It can be concluded that students' listening skill improved after the treatment and better than in pre-test.

Based on the large of digit significant, in this case decision taken from following consideration:

- a. If significant value $> 0,05$ then hypothesis null was accepted
- b. If significant value $< 0,05$ then hypothesis null was rejected

From the Table 4.8 can be seen that the significant value was 0,000 and it was less than 0,05 ($0,000 < 0,05$). It means that H_0 is rejected and H_1 is accepted. Therefore, it can be interpreted that there was a significant difference score of the listening ability of students taught by using American Cartoon Movies and those taught by using a conventional method. The conclusion is that American cartoon movies are effectively used to teach listening to the eighth-grade students in SMPN 1 Sangalla' Selatan.

Discussion

This research finding above showed that the students of VIII A who were taught by using American cartoon movies got significantly different scores before and after the treatment. The mean pre-test score gained by students of VIII A before the treatment was 20,76. Meanwhile, the mean post-test score gained by

them after the treatment was 60,44. Therefore, it can be concluded that using American cartoon movies could affect students' achievement in teaching listening skills. The researcher asked students to do the listening exercise according to the instruction and the students got a higher score on the post-test than on the pre-test.

The researcher gave a pre-test to VIII A by giving audio and a test. The test is in the form of fill a blank of the character's dialogue from the American cartoon movie. The pre-test is used to know the students' scores before they get treatment. After that, the researcher gave a treatment 8 times a meeting. The researcher taught by using American cartoon movies. In the last meeting, the researcher gave a post-test to VIII A by giving an audio video and test. Post-test were used to know the students' scores after they got treatment.

In the first treatment, the researcher started the class by praying together. After that, the researcher told the students the purpose of the lesson and the topic that they were going to learn. Before showing a cartoon movie, the researcher asked some questions, such as, do you like watching a cartoon? What is your favorite cartoon movie? What cartoon movies have you watched? The students answered with various answers. After that, the researcher explained about recount text. The researcher showed them a cartoon movie titled "The Boss Baby" and the students were happy because they watched the cartoon. The researcher asked the students to watch the cartoon and write the vocabulary that they caught from the cartoon as much as possible. The students asked to play again when the cartoon ended, so the researcher repeated it once. When the students finished watching, the researcher asked them to write their answers on the whiteboard. Most of the students caught some vocabulary, but some of them did not get the vocabulary from the cartoon movie because the cartoon was very fast to them. The researcher gave them some tips to make listening easier, such as trying to focus on the speaker, do not make noises and trying to catch the meaning of the movie. After that, the researcher translated the vocabulary into Bahasa Indonesia. The researcher concluded the lesson for the meeting at the end of the class.

From the finding, the output data of Paired Sample Test that the significant value (sig. 2-tailed) was 0,000. It means that the significant level is less than 0,05 ($0,000 < 0,05$) which means the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. So, it can be concluded there was a significantly different score on students' listening ability of the eighth grade in SMPN 1 Sangalla' Selatan before and after being taught using American cartoon movies.

Based on this research, it can be confirmed that American cartoon movies affected use as a teaching medium for the eighth-grade students of SMPN 1 Sangalla' Selatan. The finding of this research is supported by the previous study which has been done by N. I. Putri (2017), the finding of the research is that using animation movies in teaching listening skills affected students' achievement in listening skills. Furthermore, learning by using animation movies in teaching listening helped the students in understanding the subject easily and guessing some familiar vocabulary. This research used American cartoon movie in teaching listening skills to the eighth-grade students of SMPN 1 Sangalla' Selatan and the result of this research is American cartoon movie effective used in teaching listening skills.

CONCLUSION

The finding and discussion of this research revealed that American cartoon movies were effectively used as a medium for the eighth-grade students at SMPN 1 Sangalla' Selatan. Based on this research finding, it is known that the mean post-test score of students (60,44) is higher than the mean pre-test score (20,76). The output of statistical computation was known that the significant value was 0,000. It means that the significant level is less than 0,05 ($0,00 < 0,05$) which means there was any significant on the mean score of students' listening ability before and after being taught listening skills by using American cartoon movies.

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