

# **THE EFFECTIVENESS OF USING CARTOON VIDEOS IN IMPROVING STUDENTS' LISTENING SKILL**

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## **ABSTRACT**

The research paper entitled “The Effectiveness Of Using Cartoon Videos In Improving Students’ Listening Skill”. The aim of the research paper is to find out whether or not the use of cartoon video is effective to improve listening skill and also to know students’ responses towards the use of cartoon video at the third grade of SMP Yadika 2 Paseh in academic 2021/2022. The research method is a pre-experimental using 25 students as sample from 75 students of population. To obtain the data the researcher uses pre-test, post-test and questionnaire. The sample is given the pre-test before the treatment and post-test afterwards. The post-test and the questionnaire are given in order to find out the improvement of the sample after the treatment using cartoon video. The data result of the test analyzed by using t-test. The findings of research show that cartoon video is effective to improve students’ listening skill. The score of pre-test is 51.6 and the mean score of post-test is 61.8 and the score of t-test is 3.98. It can be seen from t-observed is higher than t-table ( $3.98 > 2.064$ ) at  $p = 0.5$ . the means  $H_a$  is accepted and  $H_o$  is rejected. Order than that, from the questionnaire data result cartoon video get the positive responses from the participant and can motivate the students in learning skill.

Key words: Listening Skill, Cartoon Video.

## **INTRODUCTION**

Listening is one of the four language skills which learners usually find the most difficult. According to Rivers (1986:15), they have to spend much of our time through listening activities, he estimates that the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. Besides that, in acquiring a foreign language, listening, of course comes first. In other words, before someone understands and starts to speak, they have to hear sound, words, and speech patterns first. Therefore, in learning a language, the first step to be acquired will be listening.

Moreover, the main purpose of listening is not only receiving or getting the information from the speaker but also to understand the meaning of what is conveyed by the speaker to the listeners. Listening is a skill which involve receiving message in spoken form and therefore often referred to as receiving skill (Harmer, 1991:16).

The researcher concluded that cartoon is amusing, which gave a story about person, group or situation. The primary meaning of video is the display of images on a television-type screen. Any media format that employs a cathode-ray screen to present the picture portion of the message can be referred to as video. Thus, we have videocassettes, videodiscs, interactive video, video game, and so on (Heinich et al, 1996: 198). Technology is used to make them become more interesting as the result of development of people imagination.

Watching cartoon video is considered as one of the useful and effective way to teach and learn listening skill. By using cartoon videos, it makes the students draw attention to the lesson. It also helps to motivate learners and maintain their interest during the lesson.

If the finding of the study shows a positive result, the use of cartoon videos may be taken more into consideration in teaching listening. It is this potential that makes this cartoon videos. Students can experience it see how it used rather than being practiced. Therefore, the research is entitled “The Effectiveness of Using Cartoon Videos In Improving Students’ Listening Skill”.

## **LITERARY REVIEW**

### **The Importance of Listening**

Howatt and Dakin in Rahmawati (2008: 2) states that listening is an active process because we have to identify and understand what other people saying. This involves understanding a speaker’s accent or pronunciation, his grammar and vocabulary. Listening is conceived of as an active process in which listeners select and interpret information which come auditory and visual clues. In order to define what is going on and what the speakers are trying to express. Active means listeners get

information (from visual and auditory clues) and relate this information to what they know Rubin (1995:7). Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

Listening, although once labeled as a passive skill, is truly an active process. Anderson and Lynch in Celce-Murcia (2001: 72) reject a conceptualization of listening as a passive act, calling it a “listener-as-taperecorder” explanation. They argued that such a perspective fails to account for the interpretations listeners make as they hear the spoken text according to their own purpose for listening and their own store of background knowledge. In this case, listeners must simultaneously integrate both linguistic skills (recognizing words, parsing speech into constituent parts and processing the discourse in terms of cohesion, logic and relevant underlying schemas) and non linguistic skills (inferring the speakers intentions and numerous social skills such as giving back-channeling signals and making repairs when misunderstanding occur).

### **Listening Process**

Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text. Petty and Jensen (1981: 181) propose three steps of listening process as follows.

- a. Hearing : the listeners hear a series of sounds, the actual words and sentences.
- b. Understanding: the listeners understand the meanings of these words and sentences in the context in which they have heard them.
- c. Evaluate : the listeners evaluate the meanings and accept or reject the total communication.
- d. Responding : The listeners respond to what they have heard.

In line with Petty and Jensen, Buck (2001: 274) states that listening is a complex process in which the listener takes the incoming data, an acoustics signal, and interprets it based on a wide variety of linguistics and non-linguistics knowledge. In this case, the linguistics knowledge includes phonology, lexis, syntax, semantic, and discourse structure. The non-linguistics knowledge includes knowledge of the topic, context and general knowledge about the world and how it works. Buck (2001: 274) also adds that comprehension is an on-going process of constructing an interpretation of what the text is about, and then continually modifying that as new information becomes available.

### **Definition Of Media**

Media is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information. According to Heinich in (Daryanto, 2010:4) Media is an intermediary or introductory between a speakers to

the listener in the communication. So, the media is a link between communicator and the communicant. According to Azhar (2011:4) media is a tool that convey or deliver the message of learning.

The use of media is important to arouse the intrinsic motivations of the learners. In order to keep teaching and learning process running effectively and efficiently, the teacher often uses teaching media. The use of media can help the teacher reach the instructional aims.

### **The Concept Of Cartoon Video**

According to Arsyad (2009:49) video can visualize the object movement with natural or appropriate sound. It visualize live picture and also include the sound make video as the interesting media. According to Sherman (2003:1) video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process.

Actually the purpose of this media is for entertainment, documentation, and education. It can provide information, explain the process, the complicated concept and the most useful of this media can shorten or lengthen the time in teaching and learning process.

### **The Use Of Cartoon Videos In Teaching Listening Skill**

Cartoon (line drawing that are rough caricatures of real people and events) are perhaps the most popular and familiar visual format. They appear in a wide variety of print media newspapers, periodicals, textbooks and range from comics trips intended primarily to entertain to drawing intended to make important social or political comments. Humor and satire are mainstays of the cartoon is skill (Heinich et al, 1996: 118). Carefulness in selecting of media applied in the process of teaching and learning is needed in order to reach the satisfactory result of it. .

From definition above, the researcher concluded that cartoon is amusing, which gave a story about person, group or situation. The primary meaning of video is the display of images on a television-type screen. Thus, we have videocassettes, videodiscs, interactive video, video game, and so on (Heinich et al, 1996: 198).

The use of teaching media in the classroom should be prepared well by the teacher. Sand (1956, p. 353-355) and Brown et al (1983, p. 244-245) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

Cakir (2006) clearly suggests in using animation video, teacher should follow some practical techniques in the classroom as follows:

#### **a. Active viewing**

In active viewing activity, the teacher shows the video and let the students watch it from the beginning to the end. This activity helps the teacher know how far the students' understanding of the video shown.

#### **b. Freeze framing and prediction**

In this activity, teacher stops the video which showing the pictures of characters' body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

c. **Silent viewing**

In the silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about in the video. Through this activity, students are supposed to remember the dialogues in the video.

d. **Sound on and vision off activity**

In the sound on and vision off activity, the students only can hear the dialogue but unable to see the action. This activity helps the students to improve their listening skill.

## **RESEARCH METHODOLOGY**

### **Research Design**

In this study, the researcher used quantitative research. Quantitative research as a type of research that is `explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. Because of the design of the study was quantitative, so the researcher used experimental research study. There are three kinds of experimental research, it can be classified as pre-experimental design, true experimental or quasi experimental (Ary et al, 2002:302). The researcher used pre experimental design (one group pre-test post-test design).

### **Population and sample**

The populations of this research is third grade of SMP Yadika 2 Paseh in Academic Year 2021/2022. It consist of 75 students divided into 3 classes. And the sample of this research is 26 students, consisting of 15 female and 10 male the sample is gotten by the academic result.

### **The Research Procedure**

In the data collection, two instruments are used; those are pre-test and post-test. The following procedures are taken in this research to analyses the collected data. The research procedures are as follows:

1. Giving the students a pre-test.
2. Analyzing the score of pre-test.
3. Giving the treatment using cartoon in teaching listening, from the first meeting until last meeting.
4. Giving the students a post-test.
5. Analyzing the score of post-test using t-test for dependent group.
6. Interpreting the result of the t-test.

7. Giving questionnaire to the students in order to know what their responses in learning cartoon.
8. Analyzing the result of the questionnaire, it is done to know students responses toward of cartoon videos.
9. Answering the research questions and testing the hypotheses

**10. Table 3. 1Activities of the research**

<b>No.</b>	<b>Activity</b>	<b>Time and date</b>
<b>1.</b>	Creating a research paper entitled “The Effectiveness of Using Cartoon Videos In Improving Students Listening Skill”  Then it is accepted by first and second lecturers	<b>April-June 2021</b>
<b>2.</b>	Find theories which have connection to listening and also teaching listening by using cartoon video.	<b>June-August 2021</b>
<b>3.</b>	Composing the research paper from the first chapter, second chapter and third chapter guided by first and second lecturers	<b>June-August 2021</b>
<b>4.</b>	After obtaining a permission from first and second lecturers, writer visits the school to ask for permission and submit the research license to the school.	<b>September 2021</b>
<b>5.</b>	Writer explains to the teacher about the research, then randomly chooses the grade and class that will become the population and sample.	<b>September 2021</b>
<b>6.</b>	The pretest is delivered to the single experimental group. It is purposed to find out the students’ listening skill before the treatment.	<b>September 2021</b>
<b>7.</b>	During the treatment is implemented, writer uses narrative text and plays the video audio to train them in improving their listening skill.	<b>September 2021</b>

8.	The posttest is given to the single experimental group after following the treatment. It is implemented in order to find out the effect of the treatment.	<b>September 2021</b>
9.	Besides posttest, the students are given a questionnaire to recognize students' response towards the treatment.	<b>September 2021</b>
10.	Writer interprets the different scores between the pretest and posttest that gained by the students and the writer also interprets the scores of questionnaires that gained from students. Therefore, the writer is able to prove whether improving students' listening skill of narrative text using cartoon video is effective or not.	<b>September 2021</b>

### The Data Analysis

In this study the data obtained from t-test and questionnaire, there are the techniques for analyzing data using formula as follow:

#### 1. The test

using cartoon videos in improving to student's listening skills. The data are analyzed using the following of t-test adapted Hatch and Farhady, (1982, p. 19) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2}{N - (N - 1)}}}$$

$\bar{X}_1$  : the mean of the pre test

$\bar{X}_2$  : the mean of the post test

$\sum D^2$  : the sum of the squares of the differences between the pre-test and post test scores.

N : number of pairs of scores

DF : the degree of freedom

DF : N-1

#### 2. Questionnaire

The questionnaire is given after the treatment based on the research question. Questionnaire are just one of a range of ways are getting information from people (or answer to our research questions), usually by posing direct or indirect questions.

The data analysis on questionnaire in this study is using percentage formula based on Sudjana (2001:129) as follow:

$$X = \frac{Y}{Z} 100$$

Which:

X = Percentage (quality of the answer)

Y = Give amount (totsl of the respondents' answer)

Z = Total amount (total the respondents)

**Table 3. 2 Criteria of Percentage**

Percentage of Respondent	Criteria
1 – 25 %	Small number of the students
26 – 49 %	Nearly half of the students
50 %	Half of the students
51 – 75 %	More than half of the students
76 – 99 %	Almost all of the students
100 %	All of the students

Sudjana (2001, p.129)

## FINDING AND DISCUSSIONS

The research was held at SMP Yadika 2 Paseh on September. The writer chose IX grade which consists of 25 students as the sample for the research. Then, the writer utilized pre- experimental method to implement the research. To obtain the data, the writer applied one group pretest-posttest design and questionnaire as the instruments. The results of the pretest-posttest and questionnaire are going to be explained in the following discussion.

### The Computation of Pre-test and Post-test Score

The data of pre-test and post-test were shown in the following table:

**Table 4. 1 The Computation T-Test**

No	Students	X <sub>1</sub>	X <sub>2</sub>	D	D <sup>2</sup>
1	Student 1	55	55	0	0
2	Student 2	40	30	10	100



3	Student 3	55	50	5	25
4	Student 4	30	50	-20	400
5	Student 5	45	65	-20	400
6	Student 6	55	55	0	0
7	Student 7	50	65	-15	225
8	Student 8	45	50	-5	25
9	Student 9	40	60	-20	400
10	Student 10	30	55	-25	625
11	Student 11	35	65	-30	900
12	Student 12	80	65	15	225
13	Student 13	80	55	25	625
14	Student 14	75	55	20	400
15	Student 15	80	55	25	625
16	Student 16	70	50	20	400
17	Student 17	60	50	10	100
18	Student 18	70	65	5	25
19	Student 19	45	80	-35	1,225
20	Student 20	60	85	-25	625
21	Student 21	50	85	-35	1,225
22	Student 22	35	75	-40	1,600
23	Student 23	30	70	-40	1,600
24	Student 24	35	75	-40	1,600
25	Student 25	40	80	-40	1,600
	<b>Total</b>	$\Sigma X_1 = 1.290$	$\Sigma X_2 = 1.545$	$\Sigma D = 525$	$\Sigma D^2 = 14.975$
				<b><math>(\Sigma D)^2 = 275625</math></b>	

The steps of computation t-test were firstly calculating the mean of the pre-test score, and the post-test score. Then calculating the sum of the squares of the differences between the pre-test scores and the post-test scores. Continued by the calculating the sum of the differences between pre-test scores and post-test scores. And then enter the steps above into the formula dependent t-test. For further explanation about computation of dependent t-test can be seen as follows:

- Step 1 : Calculate The mean of the pre-test ( $\bar{X}$ )

$$\bar{X}_1 = \frac{\Sigma X_1}{n} = \frac{1.290}{25} = 51.6$$

- Step 2 : Calculate the mean of the post-test ( $\bar{X}$ )  

$$\bar{X} = \frac{\sum X^2}{n} = \frac{1545}{25} = 61.8$$
- Step 3: Calculate the sum of the squares of the differences between the pre-test scores and post-test score  

$$(\sum D)^2 = 275625$$
- Step 4: Calculate the sum of the differences between the pre-test scores and post-test scores.  

$$\sum D^2 = 14975$$
- Step 5 : Enter the values obtained from step 1-4 into the formula for the dependent t-test

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}} \\
 &= \frac{51.6 - 61.8}{\frac{\sqrt{14975 - \frac{275625}{25}}}{25(25-1)}} = \frac{-10.2}{\frac{\sqrt{14975 - 11025}}{25(24)}} \\
 &= \frac{-10.2}{\frac{\sqrt{3950}}{600}} = \frac{-10.2}{\sqrt{6,58}} \\
 &= \frac{-10.2}{2,56} = 3.98
 \end{aligned}$$

- Step 6 :

Thus from the computation, the writer obtained the t-test is 3.98. Where the t-table value for N = 25 with df = N-1(25 - 1 = 24) at the level of significant of 05 for two tailed test is 2.064 And the t-test is higher than t-table (3.98 > 2.064). Therefore, Ho is rejected, and Ha is accepted, stating that using video is significantly improve students' listening ability in the Third grade of Junior high school.

### **The Result of Questionnaire**

The questionnaire is given after students do the post-test. These are the result of the questionnaire:

**Table 4. 2 The Questionnaire Result**

NO	Questions	Responses	
		Yes	No
1	Have you ever listened to English story ? ( <i>pernahkah anda mendengarkan cerita bahasa Inggris?</i> )	25 (100%)	- (0%)
2	Do you know about audio visual ? ( <i>Apakah anda tahu tentang audio visual?</i> )	15 (60%)	10 (40%)
3	Have you ever learned English by using video before? ( <i>Apakah anda pernah belajar bahasa Inggris dengan menggunakan video sebelumnya?</i> )	15 (60%)	10 (40%)
4	After studying listening by using video, do you enjoy studying English by using the video? ( <i>Setelah belajar listening dengan menggunakan video, apakah anda senang belajar bahasa Inggris dengan menggunakan video ?</i> )	21 (84%)	4 (16%)
5	Is learning listening using video fun? ( <i>Apakah belajar mendengarkan menggunakan video menyenangkan?</i> )	11 (44%)	14 (56%)
6	Is learning listening using video very interesting? ( <i>Apakah belajar mendengarkan menggunakan video sangat menarik?</i> )	19 (76%)	6 (24%)
7	Is there any difficulties in learning through video ? ( <i>Apakah ada kesulitan dalam mempelajari video ?</i> )	8 (32%)	17 (68%)
8	Does the use of video make listening activity easier? ( <i>Apakah menggunakan video membuat aktivitas mendengarkan lebih mudah?</i> )	18 (72%)	7 (28%)
9	After studying listening by using video, does your listening ability improve? ( <i>Setelah mempelajari listening dengan video, apakah kemampuan listening anda meningkat?</i> )	14 (56%)	11 (44%)
10	Does the video need to be applied in learning English? ( <i>Apakah video perlu diterapkan dalam pembelajaran bahasa Inggris?</i> )	25 (100%)	- (0%)

From the table of questionnaire above, the writer concluded that students gave the positive responses toward cartoon video. The positive responses include the students ever listening stories and enjoy studying English by using cartoon video.

### **The Discussion of Finding**

The research concludes the significant difference between the students score before and after the treatments by using cartoon video to improve students' listening skill.

These are the computing results both pre-test and post-test:

- The score of pre-test ( $X_1$ ) 1290
- The average of pre-test : 51.6
- The score of post-test ( $X_2$ ) 1545
- The average of post-test : 61.8
- Degree of freedom (df) 24
- The score of  $\alpha$  05
- The score of t-table : 2.064
- The score of t-test : 3.98

Thus from the computation, the writer obtained the t-test is 3.98. Where the t-table value for  $N = 25$  with  $df = N-1(25 - 1 = 24)$  at the level of significant of 05 for two tailed test is 2.064. And the t-test is higher than t-table ( $3.98 > 2.064$ ). Therefore,  $H_0$  is rejected, and  $H_a$  is accepted, stating that using video is significantly improve students' listening ability in the Third grade of Junior high school. This means that there is significant difference in the student's scores before and after the treatment using video. This means that Using video to improve students' listening skill is effective in SMP Yadika 2 Paseh.

Then, the conclusion of students responses according to the questionnaire result above is there all of students give positive responses toward teaching using video to improve students' listening skill. It means that they like learning using video to improve students' listening skill. Although the researcher found that the students have some problems and difficulties from the learning. Probably it was because students felt confused and didn't understand when they were given different theme of questions.

### **CONCLUSION**

The problem of the study as stated in Chapter 1 is "Is using cartoon videos effective to improve students' listening skill ?" at the third grade of SMP Yadika 2 Paseh. Based on the result of data analysis from listening skill score which gained by students before and after conducting treatment, there were significant improvements. It means that the use of cartoon video in teaching to improve listening skill is effective.

This indicated that the alternative hypothesis stated that There is no significant effects of using cartoon video to improve students' listening skill in the third grade of SMP Yadika 2 Paseh was rejected. Meanwhile, the null hypothesis stated that there was significant effect of using cartoon video to improve students' listening skill in the third grade of SMP Yadika 2 Paseh was accepted. It implicated that teaching using

cartoon video to improve students listening skill give big impact towards the third grade students' scores at SMP Yadika 2 Paseh..

It means that if the students were taught to listening by using cartoon video, the students' listening score would be higher than it would be without using cartoon video. On the contrary, if the students were taught to listening by using other technique instead, the students' scores of listening would be lower than it would be when using video.

From the questionnaire, the researcher concludes that students like being taught narrative text using audio visual technique. It is proven by the students' answers which most of them choose the positive answers such as "yes" in the answer sheets.

This work had a major influence, because it showed the very detailed explanation of herbal data can be obtained. Therefore, modeling strategy behavior is needed for struggling students to use video when they learn listening.

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