

**THE EFFECT OF CARTOON VIDEO TO LISTENING
COMPREHENSION OF THE STUDENTS OF SMP ISLAM 01 BATU**
(A *Quasy-experimental Research at the 8th Grade Students of Junior High School
of SMP Islam Batu*)

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Abstract

This article aims at examining the effect of cartoon video as listening material to the EFL students' listening comprehension. Utilizing quantitative approach as the research design, the researcher carried out 30 students of SMP Islam 01 Batu from class 8A and 8B as the participants of the research which were recommended by the teacher. The researcher collected the data by using pretest and posttest mean score which calculated by utilizing SPSS 2.0 to reveal the descriptive of the data, the normality and the homogeneity of the data, and also independent sample t-test. The researcher found that the t-value of the posttest score was more than table ($2.884 > 2.048$). The null hypothesis (H_0) is rejected because the t-test value is more than t-table. The sig (2-tailed) of the data was 0.007 which means that it less than a (0.005) indicated that there is a significant effect of cartoon video to listening comprehension of the 8th grade students of SMP Islam 01 Batu. Based on the finding, using cartoon video as the media to support listening classes might be a good choice with a note that teachers should choose the proper content and also the length of the cartoon video depends on the students' level of initial listening ability.

Key Words: listening comprehension, cartoon video

INTRODUCTION

Listening is considered as receptive skill, in which people need the ability to receive spoken language. Listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipation, the situation and context, previous knowledge, and the subject.

Morley and Rost (2001) recommended that listening is the most prominent skill for language learning because it mostly used in normal daily life and develops quickly than the other language skills. Unfortunately, EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Hamouda (2013) said that listening and speaking skills as the important aspects are not significant parts of many books and teachers do not consider these skills in their classes.

A study by Abdullah Sarani, Esmail Zare Behtash and Saideed Moslemi Nezhad Arani entitled ‘The effect of Video-based Tasks in Listening Comprehension of Irani Pre-intermediate EFL Learners’ observed that teaching listening on the basis of video-based tasks has a significant effect on learners’ listening comprehension in realizing and understanding the authentic language more effectively. According to the previous study above, the researcher wanted to examine the effect of cartoon video to listening comprehension of the students at SMP Islam 01 Batu.

When the researcher had teaching practice there, surprisingly the researcher found that most of the students admitted that they had difficulties in the listening section. They rarely heard audio in English form in the class. Their unfamiliarity to English audio made them hard to focus to the content of the lesson since they couldn’t picturize and imagine about the situatio the heard in the audio. This happening had triggered an idea to try out the using of cartoon video to help the student in getting a better comprehension in the listening class. Therefore, this study was important for SMP Islam 01 Batu in order to improve the students’ listening skill in the teaching-learning process.

METHOD

The researcher conducted the research in SMP Islam 01 Batu by adopting a quantitative approach to reach the pretest and posttest score. By utilizing a *quasi-experimental* design, the researcher divided 30 8th grade students who were recommended by the teacher into two groups as the control group and experimental group: 15 students in class B for the control group using audio only

and the other 15 students from class A as the experimental group which was treated using cartoon video.

Pretest was given to find out the students' English listening proficiency, using questions arranged based on the material referred to K13. The researcher had controlled the validity and reliability of the test items by consulting to the lecturer and also testing it to students from another school at the same grade. After the treatment in the both groups, a fill-in-the-blank listening worksheet that different from the pretest but still referred to the same material was administered as the posttest to gain the result.

There were three variables included in this research; teaching technique that used by the researcher (video and audio-only) as the two independent variables and students' listening comprehension as the dependent variable. The researcher used independent T-test to measure the significance of different value of the data because of the subjects of the research. By using if sig level of significance, then the researcher compared the t-value of the test according to the independent of the t-test result with the t-table.

FINDINGS AND DISCUSSION

Findings

The experimental group was assessed by giving 10 multiple choice test items based on the listening audio which was downloaded from YouTube. The audio material was about "asking for permission" which was in accordance with the English for 8th grade syllabus of curriculum 2013. It was clear from *Table 1* that the mean score of the pretest was 27.00 with the highest score 60 and the lowest score was 10.

Table 1. Descriptive of Listening Comprehension Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
EG_PRETEST	15	50	10	60	27.00	16.345
CG_PRETEST	15	40	5	45	26.33	13.020
EG_POSTTEST	15	50	50	100	76.33	16.417
CG_POSTTEST	15	50	30	80	59.00	16.497
Valid N (listwise)	15					

After conducting the pretest, the researcher taught the students by giving an English cartoon video as the media of the treatment. The English cartoon video that the researcher used was taken from YouTube channel T-series Kids Hut entitled “The Magic Pot Story” with duration of 8 minutes and 33 seconds. The students were divided into 4 groups to watch the video. They had three chances to watch the videos before the teacher asked them to explain the content of the video orally. Each group had one student as a representative to explain what they had understood from the video in front of the class.

After the researcher did the treatment, the researcher administered the posttest by implementing the same material into 20 fill in the blank test items. The mean was increased from 27.00 to 76.33 with the highest score 100. This finding indicated that the posttest of the experimental group was higher than the pretest before the treatment with the range score of 49.33.

Similarly, the control group also had to accomplish two kinds of test before and after given listening treatment. The pretest mean score was 26.33 with the highest score was 45 and the lowest score was 5. It can be defined that the average of the pretest of the control group was lower than the experimental group and the control group which got 45 as the highest score was the lower than the experimental group which got 60. The data also indicated that the lowest score of the control group was lower than the experimental group.

Instead of the English cartoon video as the listening media, the researcher gave the students only an English audio to compare the result of the treatments. The teacher gave the same video “The Magic Pot Story” without any picture showed. Similar to the experimental group, the control group had 3 chances to listen to the audio. After listening to the audio, the students of the control group had to explain the content of the audio as the experimental group had instructed.

After the treatment, the posttest was conducted by the researcher for the students. The average result of the posttest was 59.00 with the lowest score was 30 and the highest score was 80. By comparing the pretest and the posttest of the control group, it is clear that the mean score was increased to 59.00 from 26.33 with the range score of 32.67.

Table 2. Summary of Independent t-test for Listening Comprehension Test

		t-test for Equality of Means						
		T	Df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differ ence	95% Confidence Interval of the Difference	
							Lower	Upper
POST _TES T	Equal variances assumed	-2.884	28	.007	-17.333	6.009	-29.643	-5.024
	Equal variances not assumed	-2.884	27.99 9	.007	-17.333	6.009	-29.643	-5.024

The researcher calculated the experimental and control group’s posttest mean score to measure the significant difference between two groups by employing independent t-test formula. With the significant level or (α) of the test is 0.05 (5%), if the t-value > t-table it can be defined that the null hypothesis was

rejected. The result of the independent t-test is showed on Table 2. By means of the posttest score of the two groups 76.33 (experimental group) and 59.00 (control group), the result of the t-value was 2.884 with significant two-tailed was 0.007. To know the t-table of the test as the comparing indicator for the t-value, the researcher calculated t-table by using a formulation below.

$$df = N_1 + N_2 - 2$$

$$df = 15 + 15 - 2$$

$$df = 28$$

With the *df* result (28), it can be seen the t-table of this research was 2.048 (see appendix). Therefore, it can be directly defined that $2.884 > 2.048$ with the error possibility 0.007 or 0.7% which is less than 0.05 or 5% error possibility. From all of the data analysis, it is clear that there is a significant effect of the using of cartoon video to the listening comprehension of 8th grade students of SMP Islam 01 Batu. So, it can be concluded that the using of cartoon film has an effect to enhance the learners' listening comprehension.

Discussion

In Indonesia, where English is considered as a foreign language, the difference between English and the mother tongue produces different output between the spoken and the written form (Bingo et. al, 2014). Ummah (2012) strengthen that statement by mentioned that the different output is being a problem ruining the students' focus and mood to accomplish listening tests. Effective methods are urgently needed as a way out to solve this listening comprehension problem for Indonesian students as English foreign learners.

By the great information technology development in this era, the employment of multimedia for English learning in second also foreign language countries is growing constantly. The computer technology offers a great help to improve the progress in listening skill learning. Multimedia changes the ways of language learning by providing enough supportive materials in various presentation types, for example audio, video, video with subtitle, and so on. This research observed the effect of cartoon video as media to enhance EFL learner's

listening comprehension. The analysis indicated that cartoon videos as media to learn English listening skill had a significant effect on students' listening comprehension than using audio only as the media.

Al-Seghayer (2001) stated that the application of computer and information technology in English as a second also foreign language education is noticed as the most astonishing developments since-multimedia provide the learners with enjoyable scene and detailed images at the same time they listen to the sounds. The data result of this study is in line with the statement above by showing clearly that there was a significant difference between the learners in the experiment group who were taught by using cartoon videos and there is in control group who were taught by using no videos or audio only. Students taught using video performed higher enthusiasm in learning because they were curious about the video. Having something 'real' to watch seems to be more favored by the students rather than only imagining the sound from the audio tape they heard like the control group experienced. Rubin (1975) mentioned about the greater improvement that learners could achieve using video listening as it may trigger their study enthusiasm, keep their attention span longer, broaden their perspective, deepen their impression, and also stimulate their imagination.

This finding is also in accordance with the previous research by Chen, Wang, and Xu (2014) that a well-designed learning media in the form of audio with video becomes more favorable for the students to improve their listening comprehension. The combination of both audio and video attract more students' interest and build higher effectiveness of learning environment. Moreover students nowadays, as Generation-Z, tend to prefer a well-visualized learning media and platforms. Learning by using video is more entertaining and fun since almost all real-life listening experience are accompanied by dynamic visual (Feak and Salehzadeh, 2001). Learning listening through audio tape only will be likely a dead boring session for students who lack of motivation to learn English from the very beginning. Using this kind of media will boost the efficiency of teaching students with various level of proficiency in listening classes.

The use of video in teaching listening is more effective than audio tape only since the students can visualize the situation of what they listened according to what they watched. Paivio (2006) stated “dual coding theory” which is proved that when a teacher uses a video which contains images and sound as media to learn listening skill, it can directly activate two senses of human and builds a new interconnection that makes it saved in the deeper memory. This theory was also proven in this research in which the control group that were treated with audio tape only during the listening class performed lower comprehension in learning and resulted lower score compared to the experimental group.

Chen, Wang, and Xu (2014) strengthen that the phenomenon happened to the experimental group of this present study is also because the learners may catch non-verbal aspects of spoken text such as gestures and facial expressions that could ease them in comprehending the content and also context of the material. Learners taught by audio tape only cannot find this benefit and surely they put more struggle and effort in understanding the listening material, which may scatter their focus and end up in confusion.

Richard (2009) emphasizes that theoretically by using video, the students can activate both listening processes: bottom-up and top-down processes. In listening, bottom-up processing requires an awareness of words and sounds in the speech. When the learners get a proper understanding of lexical items, they will be able to apply their contextual knowledge to comprehend the listening materials. Long and Doughty (2009) supports the statement above by explaining that the bottom-up approach to listening may help the learners in developing critical perception skills.

In top-down processing, the more familiar video the more the students can comprehend well. It can be seen when the researcher conducted the treatment. The researcher gave an English cartoon video entitled “The Magic Pot Story”. Before the video was played, a student in the experimental group could predict what will happen in the video since she had watched the video before. Indirectly, the student activated her top down processing to predict the content of the video. This fact conveys that the degree of the students’ familiarity to the video content

contributes to the students' listening comprehension. The researcher gave the learners in the experimental group three chances to watch the video in order to increase the level of their familiarity to the video, so it will be easier to catch the speech and to understand the content also context of the material.

However, it is very crucial for teachers to choose the proper video as the learning material. Videos with much longer dialogues or rigid pictures have chances to increase the learner's difficulties in understanding the material. Canning- Wilson (2000) encourages teachers to carefully pick the video materials to be used in the class, because its influence on learners' listening comprehension might not meet the expectation depends on its level of compatibility with the topic being learnt. Video with the right content and context with the topic will provide a maximum support to enhance the learners' listening comprehension. In this case, if the video aspects such as picture, music, and screen are consistent with the audio version, the learners will be easier to comprehend the listening topic. Otherwise, the effect resulted may be the opposite.

All in all, the evidences gained from this study support the effectiveness of using video to increase EFL learners' listening comprehension. The learners taught using cartoon video with appropriate content, context, and complexity gained higher scores regardless their prior English listening proficiency. It is being the proof of the absence of significant effect of the cartoon video to the learners' listening comprehension. Then, it will be a great challenge for English teachers to choose the proper and also effective video to improve learners' listening comprehension.

CONCLUSION AND SUGGESTION

The use of cartoon video showed a positive impact on students' listening comprehension in SMP Islam 01 Batu. The result of independent t-test showed a significant difference between the students who were taught by using cartoon video and the students who were taught with audio only in listening class. It can be seen from the t-test result $2.884 > 2.048$ which means that the t-value $>$ t table with the sig-2-tailed was 0.007 which can be defined that it was less than 0.05 and can

be determined that the probability of the error result was only 0.7% and less than 5%.

The use of video as media to teach listening had a positive impact to the EFL learners' listening comprehension since it provides interesting scenes to enjoy and detailed images that boost up their study enthusiasm, keep their attention span longer, broaden their perspective, deepentheir impression, and stimulate the imagination.

Furthermore, the use of video with the matching content and context with the topic being discussed in listening class is way more effective than using audio tape only since it contains images and sound that directly activates two senses of human (sight and hearing) also builds a new interconnection that makes the material saved in the deeper memory. This is an application of dual coding theory which eases the students to get input well and to maximize the recognition of what the students heard.

The use of video can be part of class activity as a brainstorming session before coming to the main material or be the core lesson material itself to learn the listening skills. Using video as listening media can motivate the learners to train their listening ability by themselves because it can be done everywhere not only in formal classes. They can independently improve their listening ability whenever and wherever they want.

To sum up, the effectiveness of using video to increase EFL learners' listening comprehension had been proven. It will provide a maximum support to enhance the learners' listening comprehension. Choosing an effective video with appropriate content, context, and complexity will be a great challenge for English teachers, but it is worth the result that can be achieved to the students' listening ability because a video with consistent with the audio version will ease the learners to understand the listening topic.

This research allows further investigations by the next researchers. This kind of study may be held to participants under different major and level to find out the effect of the video to each participant situation. As an option, comparing

between the use of cartoon video to the use of different video types also can be done. Another alternative that will worth to observe is employing longer duration of videos to students with good or stable listening proficiency to identify their span of listening concentration.

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