ABSTRACT: This research was intended to describe how the use of animation clips can improve the listening skill of the eighth graders of SMPN 21 Malang. It used Classroom Action Research (CAR) which consisted of planning, implementing, observing, and reflecting. The subject of this research was 46 students of the eighth graders of SMPN 21 Malang. The data were collected using the following instruments: interview guide, field notes, observation sheets, questionnaires, and listening tests. Based on the results of this research, it was concluded that the employment of the animation clips could improve listening ability of the eighth graders through the following steps: (1) selecting appropriate animation clips, (2) using the three-phase technique in employing the animation clips, and (3) guiding and managing the activities by the teacher. The students also showed their positive responses toward the implementation of animation clips.

Keywords: Animation Clips, Listening Ability, Action Research.

Listening is the basic skill in learning English as foreign language (EFL). Brown (1980:43) stated that a small child listens and speaks and no one would dream of making him read or write. Reading and writing are advanced stages of language development. The natural order for first and second language learning is listening, speaking, reading, and writing. According to Saricoban (1999), 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--their information, their 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.

In the preliminary study that the researcher did on 25 August 2011 in VIII-1 class of SMPN 21 Malang, it was found through the observations that the teacher’s method in teaching listening was mainly reading the text orally. She rarely uses media in teaching listening. The data which is taken from the students’ score in preliminary study shows that 24 of 46 students (52 %) could not reach the SKM. It was also confirmed by the students’ questionnaire. It shows that 93% of the students said that the media used in class is monotonous. It means more than half of the students are not attracted to the strategy. As a consequence, the students lack motivation in doing the listening activities. The students liked to play and talk to their friends instead of listening to the teacher. Another problem found is the students’ lack of vocabulary. They also had difficulty distinguishing sounds or words with similar pronunciation. This condition certainly makes the students got low score in listening. In line with the problems, it can be concluded that the teacher has to provide alternative media to support the teaching and learning of listening.
Media is one of the main factors that can influence the effectiveness of teaching and learning activities of listening. Chapelle (2003 in Priajana, 2011) review some theories and studies about the use of technology on instructed second language learning. He stated that technology has implications and might most effectively be used in language teaching. Generally, the use of the technology as a teaching aid is mainly aimed at increasing teaching process to be more motivating and appealing for students. It is relevant to Bhavard (2009) who says that technology might offer a lot of options which can be used not only to make teaching interesting but also to make teaching more effective and productive in terms of students’ improvement. In line with the statement, the teacher can use media such as cassettes, tape recorder, MP3 player, etc that can be categorized as audio media to teach listening activity and television, animation clips, videos, films, etc. which can be categorized as audio-visual media.

Audio-visual media is media that can be seen and listened. The researcher is trying to use this kind of alternative media in listening activity by using cartoon animation clips to help the students improve their ability in listening skill. Animation clip is a film in which the pictures seem to be really moving. Animation clip is like movies, but the duration of the moving pictures is no more than 10 minutes. Chapelle (2003:67, in Priajana 2011:45) stated that the use of technology has implications and might most effectively be used in language teaching. Technology could be applied in English teaching and learning process, for example animation clips. Animation clips are chosen because they provide moving pictures and sound. They will be more interesting than audio media which provide sound only.

In line with the background of the study, the general question to be answered in this study is “How can animation clips improve the eighth graders’ listening ability at SMP Negeri 21 Malang?” The main objective of this research is, therefore, to improve the listening ability of the eighth graders of SMPN 21 Malang by using animation cartoon clips and to describe ways to make the improvement using animation clips.

The result of this research is expected to give significant theoretical and practical contribution to English teaching and learning process. Theoretically, the result of this research is expected to contribute to the theories of using audio-visual material as an aid to improve English learning. This research is also expected to be useful for English teachers to provide an alternative solution to the problems in teaching listening comprehension in a form of media and teaching learning strategies. Next, this study is expected to be able to give significance to the other researchers as a reference for further studies on a similar topic. Finally, since the listening activity using animation clips can also be done by students independently, this study is expected to help the students develop a new strategy to improve their listening ability.

**METHOD**

The design of this research is Classroom Action Research (CAR). CAR is a research conducted to solve the classroom problems faced by teachers and students through cyclical steps (Pahaji, 2008). It is usually carried out either individually or collaboratively. This research uses a Collaborative CAR in which the researcher collaborates with the teacher as an observer during the
implementation of the animation clips. A collaborative CAR may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms (Ferrance, 2000). The issue concerned in the study is how to improve the listening ability of the eighth graders of SMPN 21 Malang.

This Classroom Action Research consists of four stages. The first stage is planning. In this stage the researcher planned the lesson plan, the materials and how to present the material. The second stage is implementation. Here the researcher applied what he/she planned in the first step. The next stage is observation. In this stage the researcher recorded the carrying out of the teaching and learning process using the animation clips with the assistance of the teacher as the collaborator in this research. The activities were observed and recorded in the observation forms and field notes. The last stage is reflection. In this step, the researcher reflected on the result of the observations of the implementation of animation clips.

In this research, the cycle was conducted until the criteria of success are achieved. There are two criteria that were expected to be fulfilled by the students. The first was the students’ means score had to be higher than 75 in the last meeting of a cycle. This was in accordance with the teacher’s minimum requirement. The second, as established by the school, at least 80% of students should get above 75 in the listening test. If those criteria were achieved, the implementation of animation clips can be considered successful.

The subject of the study was the students of class VIII.1 of SMPN 21 Malang. The class consists of 46 students (20 male and 26 female). The researcher chose the class as the subject of the study because the class has the lowest scores in listening. The researcher had also consulted the teacher who taught in the school.

The first thing that researcher needs to do before planning an action is conducting a preliminary study. Preliminary study is used to know the problem in the particular place. This is needed to do to know the students real ability. By knowing the students real condition, the researcher will be able to make some adaptation to the technique and media that will be used in the research in that class. On the preliminary study done by the researcher, the researcher had interviewed the teacher and the students of VIII-1 of SMPN 21 Malang and also the researcher gave questionnaire to clarify the problems that occurred in the class.

The researcher used observation sheets, listening tests, questionnaires, and interviews to collect the data. In the observation, the researcher collaborated with the class teacher to observe and record the implementation of the animation clips by using the observation checklists. Field notes were also used to make a complete record of the teaching and learning activities carried out using the animation clips. Students’ listening scores were used as data in this study, collected using the listening tests. The results of the students’ listening scores indicated whether or not the students made improvement. This provided a basis for further revisions and planning for the next cycle.

Student questionnaires were distributed to obtain data on the students’ responses before and after the implementation of animation clips in listening.
Interviews with the teacher of the class were done before the implementation of animation clips in listening and also after the implementation. The data from questionnaires were analyzed and counted based on the frequency of the students’ answers. The frequency of each item chosen by the students was divided by the total number of the students in class and its result was multiplied by 100% to get the percentage. The data from the questionnaires were presented in the form of table and description.

Data analysis was done by analyzing the result of interviews, observation checklists, field notes, students’ listening scores, and questionnaires. The data gained from the interviews were transcribed and analyzed as soon as the interviews had been conducted. The results of the observation and students’ listening score were used as a basis for revision and planning for the next cycle. All the data, which were taken from the observation and students’ listening score, were analyzed descriptively in each cycle.

FINDINGS

The improvement of students’ listening score is the main indicator of the success of the employment of this animation clips is. In the first listening test in Cycle I, the result of the test showed that the average score of the pupils in listening test of cycle I was 79.96. There was an improvement compared on the result of the score on preliminary study from 71 to 80. However, the students still could not reach the criterion of success because there were only 63% of the students got above 75.

The researcher also calculated the mean score of the students in the listening test in Cycle I and classified the students’ score into low, medium, and high. Low score ranged from 0 to 59.5, medium ranged from 60 up to 79.5, and high score ranged from 80 up to 100. Based on the analysis of the students’ scores in Cycle I, it was found that 5 (11%) students were included in the Low Level, 20 (43%) students in Medium Level, and 21 (46%) students in High Level (see Table 1.1).

Table 1.1 Students’ Achievement in cycle I

<table>
<thead>
<tr>
<th>Level</th>
<th>Scores</th>
<th>The Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PS</td>
<td>Cycle I</td>
</tr>
<tr>
<td>High</td>
<td>80-100</td>
<td>16</td>
</tr>
<tr>
<td>Medium</td>
<td>60-79.5</td>
<td>23</td>
</tr>
<tr>
<td>Low</td>
<td>00-59.5</td>
<td>7</td>
</tr>
<tr>
<td>Total Number of Students</td>
<td>46</td>
<td>46</td>
</tr>
</tbody>
</table>

Note: PS= Preliminary Study

Based on the score analysis, the researcher found that most of the students got low scores in Task 3 of the students’ worksheet, that is, cloze sentences. The students still found difficulties to catch certain words from the story. It might be caused by the fact that students rarely listened to native speaker’s speech as the one in the animation clips and the vocabulary items they should identify were not familiar to them.

To overcome this problem, in Cycle II, the researcher planned to give the students an exercise for pre-listening activities. They would listen to some sentences from the animation clips spoken by the researcher and the students had
to write them down. The students were also asked to guess what words that they heard. The researcher also asked the students to find the difficult words in the worksheet and they were allowed to use dictionary before they watched the animation clips.

As in Cycle I, listening test was done in the last meeting of Cycle II. The data from listening test was very satisfying. There was improvement in their scores. In last meeting of Cycle II, all of the students were attending the class. After analyzing the test results, the researcher found out that there were 0 students (0 %) who got low score, 6 students (13 %) got medium score, and the rest of them 40 students (87%) got high score. The mean also increased from 79.21 to 87.39.

After doing Cycle II, the researcher found that the implementation of the animation clips were done as expected. In implementing the action, the researcher did the lesson plans she had designed. In the listening activities process, the researcher used three-phase technique which consists of pre-listening activities, whilst-listening activities, and post-listening activities. In the pre-listening activities, the students were given some question to activate their background knowledge. The researcher also reviewed some vocabulary to introduce them to the animation clips being played. In whilst-listening activities, the students watched the animation clip and asked to do some exercise as the main activities. After doing the worksheet given, the students’ work was submitted and discussed together. In the post-listening activities, the students were asked to do some activities to check their comprehension to what they had learned from the animation clips. As stated by Richard (2008) that the pre-listening phase prepares students through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic.

The students’ listening ability and their attitude during the teaching and learning activities showed significant improvements. It was shown by the increasing number of the students who received scores above SKM. As in Cycle I, the researcher compared the result in Cycle II with the criteria of success. It was shown that the students had already reached the criteria of success. In Cycle II, only 6 students (13%) got below 75 and there were 40 students (87%) got above 75. The mean on Cycle II was 87.39. The mean increased from 79.21 to 87.39 while the number of students who got above 75 also increased. There were 40 students (87%) got 75. The students’ result is presented in Table 3.4 and 3.5. Considering that the result of Cycle II had showed positive improvements in the students’ listening skills as indicated by the achievement of the criteria of success, the researcher decided to stop the research. More details on the students’ scores can be seen in table 1.2 and 1.3
During the teaching and learning process, the students also gave positive responses to participate in the activities. The data from questionnaire which was given in the last meeting of Cycle II showed that 100% (46 students) agreed that using animation clips made the listening activity more interesting than before. 76.08% (35 students) agreed that using animation clips help them in catching the story. 95.65% (44 students) agreed that using the animation clips could motivate them in learning English, especially in listening, and 78.26% (36 students) agreed that implementing the animation clips in listening activity could help them to pronounce the words correctly.

**DISCUSSION**

From the result of each cycle, it was proved that listening and watching animation clips could improve the eighth grader’s listening skills. This is in line to what Bhavard (2009) says that technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students’ improvement.

There are some points that can be raised and discussed with regard to the findings. First of all, to make it effective, animation clips to be used in the classroom should fulfill the following criteria. According to Geralch & Ely (1980: 254-264) there were five aspects that should be considered in selecting good instructional media; appropriateness, level of sophistication, cost, availability, and technical quality. The researcher used the animation clips about fables and fairy tales entitled *The Three Little Pigs, Goldilocks and the Three Bears, Cinderella, and Snow White*. The researcher chose those stories since fables and fairy tales were appropriate with the theme to be covered on the syllabus, that is, narratives. The animation clips also have to be appropriate with the difficulty level of the eighth graders. In terms of availability, the animation clips could be downloaded from the internet. Moreover, they also can be used in teaching and learning of other skills. The animation clips were also selected based on the clarity of the pronunciation and the visualization to match with the level of the students.

Students’ responses during the implementation of animation clips were very positive. It could be seen from the observation during the teaching and learning process and from the questionnaires that the researcher distributed in the end of Cycle II. From the observation sheets, the researcher found that the students more enjoy doing the listening activities. They were more controllable

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**Table 1.2 Students’ Achievement in Preliminary Study, Cycle I, and Cycle II**

<table>
<thead>
<tr>
<th>Level</th>
<th>Scores</th>
<th>PS</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>80-100</td>
<td>16</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Medium</td>
<td>60-79.5</td>
<td>23</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Low</td>
<td>00-59.5</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total of Students</strong></td>
<td><strong>46</strong></td>
<td><strong>46</strong></td>
<td><strong>46</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Note: PS=Preliminary Study

**Table 1.3 Students’ Mean Score in Preliminary Study, Cycle I, and Cycle II**

<table>
<thead>
<tr>
<th>Stage</th>
<th>PS</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>71</td>
<td>79.2173913</td>
<td>87.39130435</td>
</tr>
<tr>
<td>Level</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
</tr>
</tbody>
</table>

Note: PS=Preliminary Study
and more active involved in class discussion. It was strengthened by the results of the questionnaires that filled by the students. There were 98% of students who said that they enjoyed doing the listening activities. They did not feel that listening activity is a boring activity anymore. As stated by Canning and Wilson (2000) videos can stimulate and motivate students’ interest. It means that since the animation clips present attractive pictures and stories, and they had suitable level, the students’ motivation or students’ curiosity toward the story in the animation clips increased. Kasbollah and Latief (1993:56) assert that students will be motivated to study if the situation is interesting. Interesting condition can boost student’s spirit to learn a foreign language. Gerlach & Ely (1980:344) stated that motion pictures (films, videos, animation clips, etc.) can motivate students because they enjoy the medium. By enjoying the class, students did not feel they were forced in doing the tasks given.

CONCLUSION AND SUGGESTIONS

Based on the result of the implementation of animation clips to improve the listening ability of the eighth graders of SMPN 21 Malang, it can be concluded that animation clips can be used to improve the students’ listening skills by doing the following steps. First, the researcher selected the animation clips that are suitable to the students’ proficiency level and interest, and the syllabus content. The animation clips should have interesting moving pictures and also had clear pronunciation. The visualization provided in the animation clips can help the students to identify the main ideas of the stories. It was showed in the listening comprehension test.

Next, the teacher had to pay attention to the teaching and learning technique. This research used three-phase technique in implementing the animation clips. Pre-listening phase prepares students through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary. The whilst-listening phase focuses on comprehension through exercises that require selective listening. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. The teacher’s role also had a big contribution in making this research succeed.

Another conclusion that can be drawn from the findings is that the animation clips could increase the students’ motivation in doing the listening activities. This was indicated by students’ responses during the teaching and learning process. It was also strengthened by the data from the questionnaires after Cycle II in which the students pointed out that they enjoyed and interested in doing the listening activities using the animation clips. They were more interested in animation clips since the animation clips have interesting moving pictures and clear pronunciation. This is should also be due to the selection of appropriate animation clips and the learning strategies employed as explained in the previous paragraph.

Based on the findings, some suggestions are given to English teachers and further researchers. Since the animation clips can help the students’ listening ability and also increase their interest in doing listening activities, it is recommended that English teachers incorporate the use of animation clips in the classroom. The teachers have to select the animation clips based on the criteria that have been discussed before. The animation clips can also be used in teaching
other skills such as writing and speaking. The research can also serve as a reference for researchers to conduct further research. The animation clips can be employed to teach other topics or text types and other language skills. Finally, since this media can be used by the students independently, the researcher suggests that students to use the animation clips as alternative media for extensive listening to help them to improve their listening ability.

REFERENCES


