

THE INFLUENCE OF ENGLISH SUBTITLED CARTOON VIDEOS IN TEACHING LISTENING ABILITY (A-QUASI EXPERIMENTAL AT EIGHT GRADE OF SMPN 05 BENGKULU IN ACADEMIC YEAR 2021/2022)

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ABSTRACT

The purposes of this research was to find out whether there is significant difference of students' listening ability taught by using English subtitled cartoon videos and without taught at SMP 5 Bengkulu. The design of this research was an experimental research, which used quasi-experimental research. The subject of the research was the eight grade students SMP 5 Bengkulu. The researcher used cluster random sampling as a sampling technique and took two classes as the sample. Class VIII A as the experimental class which consist of 30 students and VIII B as the control class which consist of 30 students. The instrument of this research is a test. The data of research were collected by two kinds of test, pre-test and post-test. Pre-test was used to determine the students' listening ability before getting the treatment and post-test was used to determine the students' listening ability after getting treatment. In analyzing the data, researcher adopted independent and paired sample T-test formula by using SPSS version 16. Based on the analysis of t-test formula, the sig. value is 0.000. It could be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) is rejected, while alternative hypothesis (H_1) is accepted. The writer concluded that there is significant effect of using English subtitled cartoon videos to students' listening ability at SMP 5 Bengkulu.

Keywords : Listening Ability, English Subtitled Cartoon Videos

INTRODUCTION

Listening plays a significant role in the acquisition of the English language. Listening is the major element in language learning and teaching because in the classroom learners do more listening than speaking (Brown, 2001). Withingeneral, listening thinks of as an uncomplicated process and easy skill to master because it only takes a short time to learn compared to other skills, namely speaking, writing, and reading. The activity of listening in the mother tongue is one of the factors that hold up this concept because the process of listening in the mother tongue looks undemanding and short. Actually, that perception is not true, because a complex cognitive process needs a lot of effort particularly in the second and foreign learning process (Ghasemboland & Nafissi, 2012).

In the process of listening, most people must have difficulty listening to a foreign language. For example, listening to sounds that are different from everyday sounds, tone of voice, speed of speech, understanding of vocabulary, and accents (Hinthao Y, 2007). In other words, the speech rate of a native speaker is too fast as a result the listener cannot predict what the native speaker will do next. Because listeners will be left behind and just skip the important parts. Second, recognizing vocabulary in listening skills is the next problem that listeners find when listening (Renandya & Farrell, 2011). The limited vocabulary of the listeners makes listeners unable to understand what is conveyed by native speakers and can even make them frustrated.

Nunan (2015) argues that there are four factors that influence the difficulty of the listening process, namely first, which is related to the speaker's accent, the number of people who speak, and how fast or slow they speak. Second, the listener, and the listener's response. Third, content, grammar, and vocabulary. And the last is the support factor, meaning if there are pictures, diagrams, or other tools that support the listening process during the listening process. From the problems faced in the process of students' listening ability, the researcher suggests that the learning media that can be used is English Subtitled Cartoon Videos.

The use of Audio-Visual, the application of video in the classroom, and the advantages of showing animated cartoons with English subtitles have a great effect and are very motivating for students (Fast, 2010). Animated films can create a deep impression on the teacher or student because the sound and motion displayed are depictions that are in accordance with the material presented. The cartoon is a substitute for the natural surroundings and even shows objects that normally can not be viewed in addition to pushing and improving motivation, cartoon themed education with English subtitles contains positive values that can invite thinking and discussion in a group of students.

Karakas & Saricoban (2019) argue that watching movies with English subtitles is perhaps easier to acquire the explanation of foreign language movies. Visual media that is completed with English Subtitled can make it easy for the understanding level of students in their English listening. Animated films with English subtitles can be a media that they do not realize that they are learning to listen to in English. This means that their focus inclusion on reading the subtitle they also hear how to pronounce the next contained in the subtitle pronounced by native speakers that exists in the film. English subtitled as the target language in the film to inspire them in other skills, such as vocabulary, listening, and reading.

Based on pre-observations conducted at SMPN 05 Kota Bengkulu, Which has 10 classes for eight grade and each class is filled with 35-36 students. The researcher interviewed one of the students, her named is Agesti Fitriani. Agesti said students here have limited vocabulary, have low motivation and the learning media used were still less effective. Also students do not understand the speaker's accent. The reason the researcher conducted research at the school was during Magang III

period, the researcher was assigned to the school. Researcher found many problems found in English Subject. Therefore, based on the background above, the researcher is concerned be in control of a research entitled "The Influence Of English Subtitled Cartoon Videos In Teaching Listening Ability".

RESEARCH METHODOLOGY

The research design used in this research is quantitative. The design of this research is experimental research. The important one the thing about experimental research is that it makes changes between one variable and one more variable. The method used in this research is "quasi-experimental design: pretest-posttest design". The quasi-experimental method is to approach the conditions of all relevant variables and are involved in the experiment. In this study, there were two groups of classes, namely the experimental class, the class that used English subtitled Cartoon Videos in the learning process, and the control class that used conventional techniques.

According to Ary (2006), the population is definite as all student from any well-defined class of people, events or objects. Population is defined as a group of individuals who have the same or different characteristics in the same scope. The population of this research is the eight grade students of SMPN 05 Bengkulu the academic year of 2021/2022. The total population is 10 classes and each class is filled with 30-36 students. There are class 8A until 8J. The sample of this research are two class of the eight grade of SMPN 5 Bengkulu. The researcher choose class VIII A and VIII B. Total of students on class VIII A are 30 students and VIII B are 30 students. The pretest and posttest will be in the form of multiple choice of 20 questions each with one correct answer and three distracting answers. Students do pretest and posttest within 2x40 minutes. In the listening test activity, the researcher used several topics, namely, knowing the main idea in the cartoon video, know the characters in the cartoon video, knowing the setting of place and time in the cartoon video, and identifying the events in the cartoon video that was listened to. In analyzing the data, the researcher used pretest and posttest scores from the test in the experimental group and the control group. The aim is to discover either there is a significant effect from the use of English Subtitled Cartoon Videos data using the test conditions. Consists of normality test, homogeneity test, and T-test.

FINDINGS AND DISCUSSION

In this part, the findings of the research was presented. The purpose of the research was to find out the students' listening ability of both classes and to know whether or not there was significant effect of using English subtitled cartoon videos on the students' listening ability. This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before treatment was conducted and the post-test was given the end of the treatment.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test Experimental and Control Class	Equal variances assumed	.014	.907	4.461	58	.000	10.500	2.354	5.788	15.212
	Equal variances not assumed			4.461	57.314	.000	10.500	2.354	5.787	15.213

The formulation to interpret the significant value:

If the level of significant $< \alpha$ (0.05), then the independent variable affect on the dependent variable

If the level of significant $> \alpha$ (0.05), then the independent variable have no affect on the dependent variable.

Based on the table above, seen from equal variances assumed the F value is 0.14, the value of sig 0.907, the t value is 4.461. the degree of freedom value is 58 and the sig (2-tailed) value is 0.000. Based on the hypothesis rules, that the significant value (2-tailed) 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 interpreted that there was significant difference average of listening ability of students taught by using English subtitled cartoon videos and those taught by using conventional method. The conclusion is English cartoon videos there is significant effect on students' listening ability at the eight grade of SMP 5 Bengkulu.

This research findings above showed that the students of VIII-A as experimental class who were taught by using English subtitled cartoon videos got significant different score in listening ability than the control class. The mean of post-test score gained by experimental class was 70,17. Meanwhile, the students of VIII-B as a control class whom taught by conventional method only gained 59,67 as the mean of their post-test score. There was significant difference score of listening ability between the two classes. So, it can be concluded that the score of experimental class was higher than the score of control class.

The researcher give pre-test and post-test to experimental class and control class by giving English subtitled video cartoon and conventional method. The test in the form of multiple choices

with one correct answer and three distracting answer. Students do pre-test and post-test within 2x40 minutes. In the treatment section, the researcher gives a treatment 4 times meeting for experimental class using English subtitled cartoon videos.

At the time of doing the treatment, the researcher found that when the students were shown the video they were very enthusiastic to watch it, students pay attention calmly and focused. This is in line with the theory Harmer about advantages of using cartoon videos for learning, namely very useful in teaching and learning process. Students don't just hear the sound but students can also see picture and reading the subtitled. After being given material about the stages of listening, students accept and ask a lot of questions.

From the result, the output data of independent sample test (see table 4.14) that the significant value (2-tailed) was 0.000. It means that the significant level less than 0.05 ($0.000 < 0.05$) which mean the alternative hypothesis (H1) was accepted, while the null hypothesis (Ho) was rejected. So, it can be concluded that there was significant difference average on experimental class and control class.

Based on previous research by Boris Ramandhika with the title "improving students' listening skill using animation video for the eight grade students of SMPN 6 Magelang in academic year 2013/2014". He shows that animation video can improve students' listening skill. The researcher applied the procedures of listening skill by using animation video well. In addition, it can be seen based on the difference of pre-test and post-test score. There were differences in students' outcome that was taught using animation video between those who taught without animation video.

From the data above, the researcher concluded that the group was taught by using English subtitled cartoon videos got a better than the group which was taught through conventional method. English subtitled cartoon videos was more effective to investigate the students achievement on listening ability. It could make students be more active and interest in teaching learning process.

CONCLUSION

Based on the findings and discussion in findings and discussion it can be concluded that there was a significant effect using English subtitled cartoon videos on students' listening ability. The factors that influence the occurrence of a significant effect is that by using English subtitled students can see material objects, making it easier for students in the experimental class to capture meaning in listening activities. Students feel enjoy, active and freely to listen because they not only listen but also read. It is supported by the students' score in experimental class using English subtitled cartoon videos get the mean score after treatment or post-test was 70.17 which has higher than the mean score of post-test in control class which was 59.67. Based on t-test Alternative Hypothesis (H1) was accepted and Null Hypothesis (Ho) was rejected.

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