

Testing Listening by Using Audio Aid and Animated Film

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Abstract

This study is a field research which is descriptive quantitative in nature. The purpose was to find out whether there are any differences in listening achievement between listening to audio aid and listening as well as watching to an animated film. The participants were 20 semester six students of English Education Syiah Kuala University. The instruments used in this study were two sets of test, one by listening to audio aid, and the other by listening and watching animated film. The result of the tests showed that the mean score of the animated film test was higher than the audio aid test. It was proven by t-score result where the t-score was 11.5, referred to the t-table at level of significance 5% with the degree of freedom (df) was 19. The result of t-score was higher than the t-table. In conclusion, the alternative hypothesis, which states that there is a different result on listening achievement between listening to audio aid and listening as well as watching animated film, is accepted. Therefore, it is suggested to the English teachers to use animated film as a media in teaching Listening Comprehension.

Key words: listening, audio aid, animated film.

Introduction

Listening provides the input that serves as the basic for language acquisition and enables learners to interact in spoken communication (Brown, 2004, p. 249). However, gaining the comprehension in listening is not easy. For most Indonesian students, listening to English is very difficult since English has different grammatical rules from Indonesian language. Differences in phonology also play a role in the difficulties to understand most of English conversations. Flowerdew & Miller (1996) assumes that the problems of the learners in listening were on the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Insufficient exposure to the target language also becomes an issue related to listener difficulties (Goh, 2000, p. 56).

One of the solutions to overcome the problems discussed above and to achieve the successful in listening, is the needed to involve technology as a creative media in teaching listening (Celse-Murcia (2002) cited in Barrani, Sayyedrezaie and Shojaie (2013, p. 117). There are a lot of media that can be used in teaching listening materials, among others are audio aid and animated film.

In this study, audio aid and animated film will be used to test the students' listening comprehension. The result of the test will be compared to find out whether there are any differences in students' score of listening comprehension.

Review of Literature

Listening

Listening is the essential skill which is producing the basic for the successful communication (Liubiniene, 2009, p. 1). Listening is the instrument for children, young and adult people to increase knowledge and education, obtain information and improve their understanding of the words. Saricoban (1999, p. 13) states that listening is the ability to identify and understand what others saying. The concept of listening is to demand the listeners to be able to comprehend and follow what the speakers said, obtain information, increase knowledge and attitude and produce good communications. James (2006, p. 1) divides listening comprehension into two categories:

- 1) Lower levels of listening comprehension: This level included understanding only the facts that are explicitly stated in a spoken language.
- 2) Advanced levels of listening comprehension: This level included implicit understanding and drawing inferences from spoken language.

Factors Affecting the Listening Process

Listening is a demanding process, not only because of the complexity of the process itself but also due to the factors that characterize the listeners, the speaker, the content of the message and any visual support that accompanies the message (Brown & Yule, 1999).

- a. The listener
Interest in a topic increases the listener's comprehension; the listener may avoid the topics that are not interesting for them. A listener who is an active participant in a conversation generally has more background knowledge to facilitate understanding of the topic than a listener who is listening to a conversation on a recorded material. Furthermore, the ability to use negotiation skills, such as asking for clarification, repetition or definition of points that they do not understand, enable a listener to make sense of the incoming information.
- b. The speaker
Idiomatic language and reduced forms make conversation more difficult. The extent to which the speakers use this language forms has an impact in listeners' comprehension. The more exposure the listener has to them, the greater his ability to comprehend. A speaker's rate of delivery may be too fast, too slow or has too many hesitations for a listener to follow.
- c. Content
The content that is familiar is easier to comprehend than the content with unfamiliar vocabularies or which the listener has insufficient background knowledge.
- d. Visual support
Visual support such as videos, pictures, diagrams, gestures, facial expressions and body languages, can increase comprehension if the listener is able to interpret it correctly.

Learning Listening through Audio Aid

Audio aid in the form of stories or tales is an effective material for learner to develop their listening ability both in first and second language. Audio aid is often considered as traditional listening material as there are a lot of other advanced media that can make learning listening more complex. However, the role of audio aid in assisting listening learners until now does not need to be questioned.

Audio aid demonstrates a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. Listening through audio aid in the form of stories gives us valuable insights into the sense making component of learning (Engel, 2000).

Learning Listening through Film

Kasper (2002) states that film facilitates learning in several ways, it is also providing learners with a graphic illustration of relevant content information. Integrating visual language like film in language learning will enable students to think in more complex ways (Horn, cited in Barrata and Jones, 2008, p. 16). Heron and Hanley (cited in Ismaili, 2013, p. 122) had conducted a research on using film in listening comprehension for EFL learners and they concluded that using film in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating listening skill activities in the classroom.

Brodwell and Thompson (cited in Puspitasari, 2007, p. 25) proposed types of film as follow:

- 1) Documentary film
A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson, there are two type of documentary films, they are;
 - a) Compilation films; produced by assembling images from archival sources.
 - b) Direct cinema; recording an ongoing event as it happens with minimal interference by the filmmaker.
- 2) Fictional film
A fictional film shows imaginary beings, places or events. Yet, if a film is fictional, it does not mean that it is completely unrelated to reality. Fictional film are not always shown or implied to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In fictional film, an intermediate portrays and depicts the agents, not photographed directly in documentary.
- 3) Animated film
Unusual kinds of work that are done at the production stage distinguish animated film from live-action. Animated film is not continuously filming action in the real time, but it creates a series of images by shooting one frame at a time.
- 4) Experimental film

Some film producers start creating films that challenge orthodox notion of what film can show and how it can show it. Experimental film is made for several reasons, they are;

- a) The producers want to express personal experience or view point.
- b) The producers may also want to explore some possibilities of the medium itself,
- c) The experimental film may tell no story but they may create a fictional story that will usually challenge the viewer.

In this research, the writer used animated film to see the learners' achievement in listening and compare it with learners' achievement in listening through audio aid.

Research Methodology

This study is a comparative study by using descriptive quantitative method (John, 2007, p. 2). The participants for this this study was 20 semester six students of the English Education at Syiah Kuala University.

In this study, two tests were employed: first by using audio aid and followed by using animated film. The first test using audio aid was delivered to the students by asking them to listen and answer to four listening materials. After that the researcher gave another test by using animated film entitled "Avatar: The Legend of Korra". There were 20 test items of multiple choices with four options of each item. One correct item was scored 5 points. So if one manages to answer all the items correctly, he/she got 100 points.

The scores of the two tests were set up in the frequency distribution which was analyzed by using mean. To find mean, Usman and Akbar (2006: 90) suggested the following formula:

$$M = (\sum d)/N$$

M = mean

$\sum d$ = Audio aid test – Animated film test

N = number of scores

Next, to find out if there are any significant differences between the test given by using audio aid and by using animated film, t-score formula was applied (Arikunto, 2006, p. 349). The last step was to test the hypothesis by using the degree of freedom (df) and the critical value (tt).

Results and Discussion

Results

The first test given was by using audio aid. In this activity, the writer delivered four listening materials to the participants of this study. The first material had 2 questions, the second had 6 questions, the third had 6 questions, and the last material had 6 questions. Overall the test had 20 questions. The participants only listened to each material once. The result of the test showed that the mean of the result of the participants' listening comprehension score was 55.5.

The second test was delivered by using animated film, "Avatar: The Legend of Korra". There were also 20 questions delivered to the participants after watching the animated film. The questions were related to the events, conversations and specific information found in the animated film. The mean of the result of animated film test was 70.

The Differences of Students' Scores on Audio Aid Test and Animated Film Test

Based on the mean of audio aid test and animated film test, the result shows the significant difference in students' achievement. The following table and diagram shows the differences between audio aid test and animated film test.

Table 1. Analysis of Audio Aid Test and Animated Film Test

Score	N	Σ	Alignment
Audio Aid	20	1150	55.5
Animated Film	20	1500	70
Gain		2610	130.5

The hypothesis must be proved by using the degree of freedom and the critical value (t-Value). In calculating degree of freedom, the writer used the following formula:

$$df = N - 1$$

$$df = 20 - 1$$

$$df = 19$$

The critical value for df 19 at the level of significance of 5% (0.05) was 2.093

From the statistical analysis of the t-test, it was found that the result was 11.5. The score was higher than t-Value at level of significant 5% (2.093). Therefore, the alternate hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant difference in the results of the students' listening achievement when tested using audio aid and tested by using animated film.

Discussion

Based on the result of the data analysis, alternative hypothesis was accepted. The mean of audio aid test was 55.5, meanwhile the mean of animated film test was 70.

There are some conclusions that can be drawn. In using audio aid as the listening material, there were some problems faced by the learners in answering the test. The problem was the native speakers' normal speed in speaking which the learners were not familiar with and also the native speaker unclear voice. The successful of listening comprehension also depends on many factors such as students' level of vocabulary in which here the writer still found that the learners were still lack of it. Moreover, the learners were still having difficulties in understanding the specific information from the materials. Therefore, the learners achievement were still poor or average in audio aid test.

After doing listening test through audio aid, the students were asked to do another listening test by watching animated film. The result showed that there were significant differences on the students' listening achievements.

Because animated film provides visual clues to understand the conversation, the students took benefit from the clue to deal with the native speakers' normal speed in speaking and the unclear voice. The visual clue in listening by watching animated film can also help the students in understanding some specific information from the material and guessing the meaning of a few unfamiliar vocabularies. As a result, the students can achieve more grades in listening test by watching animated film than by listening to audio aid.

Conclusions

There was a different result on the students' listening achievements between tested by listening to audio aid and tested by watching animated film. This was identified that the t-test score (11.5) was higher than level significance at the degree of freedom 19 which was 2.093. It means that the alternative hypothesis which states that there is a different result on the listening achievement between students who are tested using audio aid and using animated film is accepted. Moreover, there was also a significant increase in the test result of the test given by watching animated film. This was identified from the increases of the students' achievement in the result of the test through animated film, the mean score of the test was 70. While in the result of the test by listening to audio aid, the mean score of the test was 55.5. It can be concluded that there was some significant differences between the results of the tests.

It can also be concluded that animated film can be a better learning media than audio aid. Even though audio aid provides clear conversations among the speakers, animated film gives an addition benefit in the form of visualization related to the conversations which can be utilized by students as the clues to answer the test. The result also showed that the listening achievement of the students tested with animated film was higher than the result of the test through audio aid.

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