

ISSN 2656-5323
e-ISSN 2808-2451

Vol 5 No. 1. April 2022

BEYOND LINGUISTIKA

(Journal of Linguistics and Language Education)

PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BANDAR LAMPUNG

Jl. Z.A. Pagar Alam No. 26, Labuhan Ratu Bandar Lampung, 35142

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STUDENTS' PERCEPTION IN LEARNING EXTENSIVE LISTENING BY USING CARTOON MOVIES

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Abstract

Extensive listening is a way to practice listening skill thoroughly. Listening to various recordings, videos, and interviews on the same topic will help to get context in a real situation, and will help to learn more vocabulary. The objective of this research was to find out students' perceptions in learning extensive listening by using cartoon movies. This study used a qualitative method. The research was done at SMK Trisakti Jaya Bandar Lampung for the 10th grade students (N=38). Data gathering was done by conducting observation, questionnaire and interview. The result showed that they agree learning English through extensive listening by using cartoon movies as the listening materials help them a lot to develop their listening skill. Based on the observations, questionnaires and interviews, it can be concluded that most of the students think that it is very helpful, and faster for them in learning English with extensive listening technique. Most students thought that learning extensive listening by using cartoon movies can be carried out in the learning process.

Keywords: *Listening skill, extensive listening, students' perception, cartoon movies.*

INTRODUCTION

In learning English, there are four basic skills, namely listening, speaking, reading and writing that should be mastered by the students (Sadiku, 2015; Tarnopolsky, 2013). All components are very important to be learned in EFL classroom. In this article, we focused to discuss about student's perception in learning extensive listening. Specifically, this article finds out the student's perception about learning extensive listening by using cartoon movies.

Listening is hearing what others are saying, and trying to understand what it means (Ghoneim, 2013). There are many benefits of mastering listening skill such as we can respond what the speaker says about, we can hear the whole message means you're engaged on a higher level with the speaker, and we can develop the entire sense (Tyagi, 2013). If we have bad listening skill, it can cause misinterpretation, causing conflict disputes. Listening practices will benefit from the use of equipment when they are needed as a possible solution to the

problems of learners in interpreting speech in the sense of real life (Hapsari & Ratri, 2014).

Although listening practice is difficult, it is highly recommended for every student to practice English listening by enjoying such as watching movies, listening to songs, and others (Nanda & Susanto, 2020). Listening is also related to someone's memory. Extensive listening is similar to extensive reading (Asmawati, 2017). The learners primarily concentrate on content rather than form, and are exposed to texts for reasonably long periods at a time. The aim is to provide students with as varied input or language as possible. Extensive listening is focused on continuous listening. It brings the learners get a good result.

A way to improve listening fluency is by practicing listening to easy texts, namely extensive listening. According to Ivone & Renandya (2019), extensive listening has benefits that have been well recognized in the literature. If the students have a good listening skill fluency and automaticity in recognizing oral texts were developed by extensive listening. Extensive listening can increase the perception of listening so learners can interpret spoken language more effectively and fluently. The application of extensive listening is very flexible, it can be done in the classroom or outside the classroom. Extensive listening increases learning independence. There are many ways to teach listening skill. Video or movie as authentic materials can be one of teaching listening materials (Nanda & Susanto, 2020).

Listening activities provide instructors with media in language to attract the attention of students so that it is easy to form vocabulary, grammar, and interaction patterns (Hidayat, 2013). However, some Indonesian students still

have difficulty to learn listening especially in understanding the speaker's message (Patahuddin, Syawal, & Bin-Tahir, 2017; Rakhman, Tarjana, & Marmanto, 2019). Listening rarely gets attention from the English teacher because listening is not considered too important because there are no detailed specifications for it. Because the students always will do the national exam regarding the questions based on reading and writing. The result is that the students have bad listening skills.

To get the student's attention in listening, there is a technique applied in a class such as teaching extensive listening by using audio visual materials that contains either dialogue or monologue and video that provide students with audio and interesting visual effect. By using the technique in a class, it is expected that their listening skill is developed and helps students get the correct information because the movies being watched and listened not only provide audio but also visual information. After that, the perception needed to get the feedback from students 'understanding. Perception as a view or understanding of how someone judges something is necessary conducted to know the student's views regarding the technique.

The perceptions of each student on the use of cartoon movies in listening learning was expected to give detail information. The way one sees the world involves perception. So, perception makes people connected to the world in which they live, which forms they are about the knowledge of the world, and the power which is the human seed in them is knowledge. Interpreting information in the form of ideas, concepts, and special impressions related to it experience as a physical result stimulation is called the perceptual process (Markus, Smith, & Moreland, 1985). If someone responds to

something that involves special ideas, concepts, and impressions, then he will gain knowledge and understand it and it is called a person's perception (Kenny, 2004; Macrae & Bodenhausen, 2001). Perception does not have to be accurate with a view of the world, which is perfect detail in every way. So, perceptions are about illusions or ambiguous images of the brain actively and pre-consciously trying to make sense of their input. Students' perceptions are very important because teachers, lecturers, and instructors need to take students be teaching materials and lesson (Izzah, 2014). Students in general are in need help from others to grow and develop towards maturity.

METHODOLOGY

This research used descriptive qualitative method (Bogdan & Biklen, 1998; Creswell, 2014; Johnson & Christensen, 2014). We collected research samples of students (N=38) of the 10th grade students of SMA Trisakti Jaya Bandar Lampung using purposive sampling technique. Purposive sampling was to select a group of people who can meet certain criteria. The

criteria were students who learn listening English materials extensively by using cartoon movies as a medium. We used observation, questionnaires and interviews to explore students' perception in learning extensive listening by using cartoon movies. Through the observation, we obtained the information in the form of situations and conditions for extensive listening learning in their class, the classroom interactions and their responses in learning. Movies were provided without Indonesian subtitles. For the questionnaires, we used Likert Scale. For the interviews, chose some students in the class to support the statements in the questionnaire.

DISCUSSION

In the observation, we found that the students looked excited and understood the contents of the cartoon movies. However, they were difficult to understand some vocabularies if the duration of the movies were longer. The data analysis from the questionnaire can be seen in Table 1.

Table 1. Result of Questionnaires.

Question Number	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	0	0	25	45	35
2	15	30	40	15	0
3	0	0	25	55	20
4	0	0	15	75	10
5	5	45	35	15	0
6	0	0	65	35	0
7	5	65	20	10	0
8	10	65	25	0	0
9	0	5	15	55	25
10	5	60	25	5	5

As seen in Table 1, the first item (watching cartoon movies are enjoying) showed that 35% strongly agree and 45% agree with the statements enjoy watching cartoons movies. However, 25% was a neutral response. Second item (the cartoon movies are difficult to understand) showed 15% strongly disagree, 30% disagree with the statements that their understanding in watching movies was not difficult, 15% agree and 40% a neutral response. The third item (watching cartoon movies helps to develop your listening skill) showed 20% strongly agree and 55%. But 25% or is a neutral response. The fourth item (using cartoon movies could help your pronunciation and understanding), showed 10% strongly agree, 75% agree. 15% was a neutral response. The fifth item (watching cartoon movies was difficult to understand pronunciation) showed 5% strongly disagree, 45% disagree, 15% agree and 35% a neutral response. The sixth item (watching cartoon movies is good for learning English language) showed 35%

agree and 65% neutral. The seventh item (watching cartoon movies does not help improve the pronunciation) showed 10% agree, 5% gave a strongly disagree and 65% disagree. 20% was neutral response. The eighth item (using cartoon movies is not effective in learning English language) showed 10% strongly disagree, 65% disagree and 25 % neutral response. The ninth item (there are benefits to learn extensive listening by watching cartoon movies) showed 25% strongly agree, 55% agree, 5% disagree 15% neutral. The tenth item (watching cartoon movies does not influence you to learn extensive listening) showed 5% strongly disagree, 60% disagree, 25% neutral, 5% agree and 5 % strongly agree. From the results of questionnaires, students enjoyed watching cartoon movies as an exercise in learning extensive listening and they understood how to pronounce words, and increased vocabulary.

Table 2 shows the result of the interviews from the students.

Table 2. Result of Interview.

No	Theme	Questions	Statements
1	Experience	What do you think about learning to listen using cartoons that were taught?	<ul style="list-style-type: none"> - I think learning listening using cartoons is very cool, adding to the experience too. (Interview-1) - In my opinion, learning listening using cartoon movies is very fun, it doesn't make me feel bored and easy to understand in learning. (Interview-2) - In my opinion, learning to listen using a cartoon film yesterday is easier to understand, because cartoon movies that bring up moving images make us more aware of the storyline in the film. (Interview-3) - Yes, it makes learning easier and easier for us to understand. (Interview 4) - Can help my listening skills sis, so learning is not bored and the class atmosphere is exciting. (Interview-5)

2	Efficient	Do you think it is efficient not to use cartoons movies as learning?	<ul style="list-style-type: none"> - Yes efficient, because so you don't get bored with the students. (Interview -1) - Efficient, we often learn it. (Interview-2) - In my opinion, it's just efficient, and it's easier to understand in cartoons as learning materials. (Interview-3) - Yes, because using learning movies does not get bored or too late in class and becomes enthusiastic in discussions. (Interview-4) - Efficient. It's like I said earlier, so you don't get bored when studying. And can improve my listening. (Interview-5) <p data-bbox="467 531 683 646">If your vocabulary is lacking, how do you understand the cartoon?</p> <ul style="list-style-type: none"> - See from the expression on his face, the movements made in the film. (Interview-1) - Pictures, because I don't really understand English vocabulary completely. So, from the pictures I can understand the content in the story. (Interview-2) - Understand it by looking at the pictures and sound from the film, with that can help my understanding. (Interview-3) - I understand the cartoon film is, by looking at the cartoon characters in the film and seeing every movement and every phrase that is in the contents of the cartoon film's storyline. (Interview-4) - Looking at the picture, sis, because you can know the storyline and the intent of the film. (Interview-5)
3	Interest	Watching this cartoon is very helpful in practicing listening skills?	<ul style="list-style-type: none"> - Yes. Because it can further increase vocabulary knowledge. It's also easier to learn listening using cartoon movies. (Interview-1) - Very helpful, because there is a virtual fun, explain the story and easy to understand. (Interview-2) - Very helpful because we can learn new vocabulary and help in pronunciation. (Interview-3) - Yes really feels very helpful, because for learning listening it can help us to quickly understand by looking at the storyline and conversations in the film. (Interview-5)
4	Suggestion	Are there any suggestions for teachers to improve listening skill learning?	<ul style="list-style-type: none"> - According to my suggestion, it is often done to entertain students. For movies there is no problem. (Interview-1) - My suggestion is that listening to learning using cartoon movies can always be carried out during the online learning process, because so as not to make students feel bored in their learning. But not too often. (Interview-2) - My suggestion is that learning to use cartoon movies can be applied continuously so that students understand more quickly and their learning activities are more exciting. (Interview-3) - Learning to use cartoon movies can be applied continuously so that students understand more quickly and so that their learning activities are more exciting and not bored to listen to and watch cartoons for learning listening skills. (Interview-4) - There, by using a film like this it becomes more interesting and with songs it can also improve her listening. (Interview-5)

As seen in Table 2, the students said that it was easier to learn extensive listening by cartoon movies. They became active in a class. The students also said that learning extensive listening by using cartoon movies was efficient. However, many students are still difficult to catch some words. According to the students, they can guess from their facial expression and the movements made in the film. In addition, the students also thought that using different learning methods regarding extensive listening would encourage them learning English language.

From the data analysis most of the students agree that learning Extensive listening by using cartoon movies helps them develop their extensive listening. Most of them agree that learning English with cartoon movies is efficient and makes them not feel bored in class. Based on the observations, questionnaires and interviews, it can be concluded that most of the students think that it is very helpful, and faster for them in learning English with extensive listening technique. They say that it increases not only their listening skill but their vocabulary. Further, with the cartoon movies as the media, they can easily understand the content of the stories. Most students thought that learning extensive listening by using cartoon movies can be carried out in the learning process.

CONCLUSION

In the study, we conclude that based on the students' perceptions, learning extensive listening by using cartoon movies could be applied in the class because they can easily understand the vocabulary which were in the cartoon movies. Most students like learning extensive listening by using cartoon movies. For them, it is a good way to improve their pronunciation skill. Then,

the images of cartoon movies are very attractive and suitable for all ages. Watching cartoon movies has several benefits for students after watching and listening to videos such as they can improve their overall story skills. In further observation, it can be combined with digital storytelling to improve their speaking skill (Febriyanti & Susanto, 2017).

Moreover, we conclude that there are the advantages of using cartoon movies in teaching listening. Based on observations, questionnaires and interviews, the students mostly agreed that the animated video enriched knowledge, vocabulary, grammar and pronunciation. This can be observed further to explore how their interests and motivations are (Nanda & Susanto, 2021). The students also said that watching cartoon movies as a learning media can be a lot of fun for them. With the activity of watching cartoon movies, the classroom atmosphere became good and enjoyable so that the delivery of messages which are valuable through animated videos can be efficient.

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