ABSTRACT

COMPARATIVE STUDY OF STUDENTS’ LISTENING ACHIEVEMENT TAUGHT THROUGH DIALOGUE VIDEO AND ANIMATION MOVIE AT SMAN 12 BANDAR LAMPUNG

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Listening can be considered as the first step in learning a language, particularly foreign language. Moreover, listening, as one of language skills, is one of the most important and fundamental of the four skills in foreign language learning because listening is the earliest stage in acquiring information from which it is very useful for learners in using English. As a matter of fact, the teachers in the school have taught listening but the students’ listening ability was still far from the goal being expected. Many students had difficulties in comprehending the ideas in conversation. Therefore, the researcher did the research to find out whether there was any significant difference of students’ listening achievement taught through dialogue video and animation movie and which media was more effective to help students improve their listening achievement between the two media.

This research applied pre-test – post test control group design. This experimental method dealt with two groups of experimental classes, class XI IPA 3 was treated as the experimental class one was taught using animation movie and those XI IPA 2 using dialogue video. The samples of the research were the eleventh grade students of SMAN 12 Bandar Lampung in the year 2013/2014. In determining the experimental classes, the researcher used two highest classes. Since the data were in form of students’ listening ability, the data were collected by using two listening tests: pre-test and post-test and analyzed using animation movie and dialogue video.

The result showed that there was no significant difference of students’ listening achievement between those who were taught through dialogue video and those taught through animation movie. By teaching through dialogue video and animation movie, it was found that the students’ mean score of the pre-test on experimental class one was 62.8 and their mean score of the post-test after being taught through animation movie was 67.46, in which their gain score was 4.66. On the other hand, the students’ mean score on experimental class two was 54.9 and after being taught through dialogue video their score increased 2.7 to 57.60. Although there was no significant difference of students’ listening achievement, it indicated that animation movie was better than dialogue video in increasing the students’ listening achievement. In other words, animation movie was more effective to help students improve their listening achievement.