

# Utilizing Cartoon Movie Media to Improve Listening Skill of IV Graders Elementary School SDN Prambontergayang 2

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**Abstract:** This research intends to examine the listening skill of IV Graders of elementary school at SDK Wololanu after learning with cartoon film media. This research was a classroom action research (commonly referred to as CAR). It employed Kemmis and Taggart research model and used qualitative approach. The data were obtained by using test, observation, field notes, and documentation. The results show that cartoon film media improves listening skills of students.

Keywords: cartoon film media, listening skills

## INTRODUCTION

Language plays an important role as a communication medium in the process of human interaction. Language has a central function in the intellectual, social and emotional development of students and constitutes support of success in learning all subjects. This is in accordance with the 2006 Curriculum (School-based Curriculum) which states that Language learning, in the future, is expected to be able to help students to recognize themselves, their culture, the culture of others; express opinions and feelings; participate in society; as well as being able to use imaginative language that is within themselves (Depdiknas, 2006).

Indonesian Language Learning emphasizes four aspects of language skills. These aspects are listening aspects, speaking aspects, writing aspects, and reading aspects. The listening aspect of learning in primary schools aims to enable students to understand the conversations of others, both directly and through the media. According to Dole (2014), the success of listening activities is determined by the concentration or attention of students. Concentration and full attention allow students to receive information, opinions or ideas in listening activities.

Concentration and attention constitute important elements in listening activities, but sometimes the teacher is unable to focus students' attention and concentration. This problem was

found in listening activities in class IV SDN PRAMBONTERGAYANG 2. After being interviewed, students felt less interested in listening because the teacher only reads the same story in the textbook. This affects the attitude of students who are reluctant and ignorant in listening activities.

To overcome the learning problems which occurred at SDN PRAMBONTERGAYANG 2, teachers need to change the process of listening activities. One of them is by changing the media and story sources for listening activities. The solution to these problems is to apply cartoon film media. The use of cartoons can attract the attention of elementary school students who are generally familiar and fond of it.

Cartoon films are part of audio-visual media, which is an interactive technology-based media that enables two-way traffic in the learning process (Haryoko, 2009). With the cartoon movie, it can change the atmosphere of learning to be more fun and make students' attention more focused on listening activities. Cartoons are also useful for developing listening skills and evaluating what has been heard (Arsyad, 2001: 149). The benefits of the media are very much in accordance with the definition of listening learning which emphasizes understanding rather than just listening the sounds of language through hearing devices (Mulyati, 2015).

## METHODOLOGY

The approach of this research was classroom action research (CAR) where the researcher seeks to capture data about students' listening skills after applying cartoon media. The subjects of the study were the fourth-grade students of SDN PRAMBONTERGAYANG 2. The data were taken by employing a test technique that included three main indicators: 1) able to acquire the words used, 2) able to understand and recognize sentence forms and, 3) able to apprehend the contents and purpose of the conversation regularly. It also employed documentation techniques and field notes to record the learning process. These data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. While the target in this study was that if the students' minimum standard mastery reaches 75%, then the cartoon film media succeed in improving students' listening skills so there is no need to do research in the next cycle.

## RESULTS AND DISCUSSION

This research was a class action research that applied the stages of planning, actions in class, observing actions, and reflecting actions taken. The initial process of this research was to conduct an action plan. The planning phase of the first cycle includes: preparing learning instrument, cartoon media used, and test and observation instruments. The cartoon used was a movie that was downloaded on a video provider site for free *YouTube*. The video used was 8 to 10 minutes long. The downloaded video was a cartoon film "Doraemon". However, at the time of the learning process, the school did not have representative audio-visual equipment to display the video. Therefore, the researchers prepared backup equipment for the implementation of learning (such as laptops and portable speakers). In addition, the researchers arranged listening lesson activities into cooperative groups.

After the preparatory phase was complete, the research cycle I continued to the action phase. The action process was carried out according to the steps in the lesson plan. At the beginning of learning, the teacher provided a glimpse of the procedure of listening activities. Then students were divided into four groups where each group consists of 4-5 people.

Each group was then given instructions to listen to the cartoon that had been prepared on a laptop. After finishing, each group was asked to discuss questions about the cartoon film which had prepared by the teacher. Next, the teacher randomly asked several groups to present the results of the discussion while responding to other groups. The learning process was ended by giving individual tests to measure student understanding. The test results showed that 74% of students had completed the minimum criteria.

During the treatment process, learning activities were observed by two observers. According to the observation results and observer field notes, it was found a number of positive findings, including an increase in the enthusiasm and focus of students in listening activities. Students were also very happy because the film shown was their favorite cartoon film, *Doraemon*. In addition, during the implementation, some weaknesses were also found for instance: laptops that ran out of battery so one group had to be left behind by a few minutes from another group. Whereas the group that finished listening first was busy commenting back on the contents of the cartoon film consequently, it disturbed the concentration of other groups that were still listening.

Based on the results of the implementation of the first cycle, the learning reflection obtained is: a minimum completeness standard obtained by students was not reaching the research target. Therefore, the research needed to be conducted again in cycle II. In addition, researchers need to check the condition of the facilities used before learning and ensure that the facilities used are appropriate. Finally, when the listening process starts, the teacher must ensure that each group starts together so that no group is left behind.

In cycle II, the teacher performed the preparatory stages according to the results of the reflection of cycle I. After ensuring that the preparation was optimal, the action stage was again carried out. To avoid students who might have memorized *Doraemon's* cartoon storyline in cycle I, the teacher replaced another series of *Doraemon* films so that it was different from the cartoon shown in cycle I. The teacher also made sure that each group started out simultaneously when listening; the

teacher gave the command to student when to start the lesson. In the final stage, the teacher gave tests to students which were similar to the cycle I tests. The results show an increase in percentage from 74% in cycle I to 82% in cycle II.

Listening skills are an important part of language skills. The listening process requires concentration and focus to be able to understand what is listening. Cartoons are an appropriate medium in helping students improve their listening skills. According to Ariyanti (2014), cartoon films are entertainment media that can train students' catching abilities. Simple cartoon movies make it easier for children to digest and understand the cartoon storyline. In the context of this study, the process was indicated by students' expressions when listening as students were seen laughing when they saw funny scenes. This is increasingly supported by the acquisition of the percentage of completeness from 74% in the first cycle to 82% in the second cycle. This improvement proves that cartoon film media can improve listening skills among fifth graders at SDK Wololanu.

## CONCLUSION AND SUGGESTIONS

Based on the results of the first cycle research, the average percentage obtained was 74%. This result increased to 82% in cycle II. The increase is an increase in listening skills which includes aspects of being able to acquire the words used, aspects of being able to understand and recognize the form of sentences and, aspects of being able to apprehend the contents and purpose of the conversation regularly that have been summarized in the test questions. Thus, it can be concluded that the cartoon film media can improve students' listening skills.

Some limitations and weaknesses found in this study. For teachers who implement learning strategies aided by cartoon film media, it is recommended to arrange and use good audio-visual equipment. For further researchers, it is recommended to conduct research on three other aspects of language such as writing, speaking, and reading.

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