

**THE EFFECT OF USING STICK FIGURES ON LISTENING
COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE
STUDENTS OF SMPN 13 JEMBER IN THE 2012/2013
ACADEMIC YEAR**

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***Abstract.** This research was intended to know whether there was or not a significant effect of using stick figures on listening comprehension achievement of the eighth grade students of SMPN 13 Jember in the 2012/2013 academic year. The search design was Quasi Experimental Research with nonequivalent group pretest posttest design. The students' scores of listening comprehension achievement were analyzed by applying t-test formula. The result indicated that the value of t-test was 2.17, while the t-table with the significant level 5% and degree of freedom (Df) 56 was 2.00. The value of t-test was 2,17 and it was higher than 2.00 ($2.17 > 2.00$). In conclusion, there was a significant effect of using Stick Figures on Listening Comprehension Achievement of the Eighth Grade Students of SMPN 13 Jember in the 2012/2013 academic year.*

***Keywords :** Effect, Stick Figures, Listening Comprehension*

INTRODUCTION

The domination of the English language globally is undeniable. English is widely used in most of aspects in our life. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet because English is also used to develop communication, technology, programming, software, etc. More and more people are being encouraged to use English rather than their own languages. Crystal (2003:3) says that if English is not our mother tongue, we may still have mixed feelings about it. We may be strongly motivated to learn it because we know it will put us in touch with more people than any other language. It is important for us to learn English as a language that the people of the earth have in common.

Listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. It is due to the listening function which is categorized as the receptive skill especially in English, so that people are able to get a lot of exposure about English

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through listening comprehension. As Ross (2006) outlines that being able to listen well is an important part of communication for everyone.

Harmer (2004:97) notes that there are two reasons why teachers teach listening; *the first reason* is letting the students to hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies. If the students have opportunity to listen to the native speaker's speech, they will have knowledge about how the English language being spoken and they will learn not only the accents, dialect of the English language but also the style of speech. *The second reason* for teaching listening is because it helps students to acquire language unconsciously. As we know that listening is classified as the receptive skill, so that it is beneficial for the students in gaining the exposure of English language. Through listening comprehension, the students will unconsciously learn about the English language.

Being able to listen well was an important part of communication for everyone. Brown in Ross (2006) states that for second language learners, developing the skill of listening comprehension is extremely important. Listening is a difficult subject for the students, especially at junior high school. It is very hard for the students to identify correctly different problems such as sounds, sound combinations and intonations. Besides, the students are expected not only to identify the problems above but also to be able to comprehend the general and specific information of the material. Teaching listening skill needs media as the aid to help and to facilitate the students to understand the materials of listening skill. One of the teaching media that can be used in teaching listening is stick figures.

As one of the alternative media in teaching listening, stick figures are helpful. Wright (1989:2) states that the contributions of pictures in teaching are to interest and motivation, to give a sense of context of the language and to give a specific reference point or stimulus. By using stick figures in teaching listening, the students have visible image of the material. So that, the students can easily catch the ideas by correlating what their heard and what they watch.

Arsyad (2006:115) indicates that stick figures are lines which can be drawn at the blackboard. They can be drawn easily by the teacher because their shapes are not complicated. The teacher can draw stick figures on the whiteboard or blackboard directly. According to Wright (1989:204), a sketchy style is usually less successful than

a style which is positive in its use of lines and distinct shapes, even if they are not professionally drawn. The teacher is not required to have capability in drawing because the emphasis of stick figures is on the clarity to make the students understand what are conveyed by stick figures (Karim and Hasbullah, 1986:1.20).

The ideas above lead to the hypothesis, there was a significant effect of using stick figures on listening comprehension achievement of the eighth grade students of SMPN 13 Jember in the 2012/2013 academic year.

Listening comprehension can be defined as the ability to recall and understand information which is presented orally. According to Littlewood (1995:67), the nature of listening comprehension means that the learner should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge. In acquiring the listening comprehension, the students should involve their linguistic and nonlinguistic knowledge. For instance, in comprehending one's utterance in listening activity, the students should recall their psychological knowledge beside their linguistic knowledge to comprehend the utterance. According to Hennings (1997:146), listening comprehension should be an active process, with students reacting rather than passively receiving. The active process here deals with the students' mind and psychological aspects in processing the meaning of what they have heard. In addition, listening is the active process of interpreting the meaning of the other person is saying.

In listening activities, the students listen to something by having certain aims. The students do not need to listen to all of the listening material completely but only on the related task. They listen to the record selectively in accordance with the purpose of the task. The listening activities described under the heading, the learner is alerted to look for specific meanings, related to a task which they must perform (Littlewood, 1995:68).

Listeners are generally most successful when they listen with a purpose in mind. Hennings (1997:149) notes that listening activities have some purposes, they are; to get information, to interpret the information they are receiving, and to think critically about that information its content, its form, and its sender. Using media, especially pictures is very crucial in teaching listening. According to Ur (1997:30) visual have an important

function as aids to learn because they attract the students' attention and help and encourage them to focus on the subject in hand.

Stick figures have an important function as aids to learning, simply because they attract students' attention, help and encourage them to focus on the subject in hand. In addition, Wright (1989:139) states that the basis of all the activities involves the teacher, tape or written text describing the content of a picture, with the picture illustrating the meaning of the 'new' language. Alternatively, one more pictures might illustrate a dialogue or story if the dialogue and pictures are understood then it is hoped that the language which is new to the student will also be understood. There are many things that are difficult even impossible to bring into the classroom, but pictures can be represented them. Besides, Ur (1997: 30) confirms that it is relatively difficult to concentrate on spoken materials that are heard "blind", for easier if there is something relevant to look out. This means that the students cannot catch the message of the text that is recorded without the pictures that can be look out.

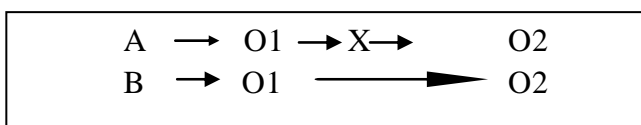
Nevertheless, pictures are beneficial in giving view or perception about the listening materials. They are not only raising the students' interest and motivate the students but also give them clear view about the listening materials. Pictures also provide the students with the context in which related with the listening materials.

Considering the opinions above, in these research stick figures was used in teaching listening skill because it was very useful to help students to remember the message of the text and give the visible image of the material. Besides, there was a research finding that were supported by this present research about the use of stick figures. Maghfiroh (2010), who did the experimental research of using stick figures, could identify the effect of stick figures in teaching writing. It is shown by the statistical value of t-test was higher than t-test critical value ($2.90 > 2.00$). This means that the use of stick figures has a significant effect in teaching writing.

RESEARCH DESIGN

This research used quasi experimental research with non-equivalent group pretest posttest design. In this research, the respondents were chosen by cluster random sampling by lottery. In this design, two classes were chosen as the experimental group and control group from the four available classes of the eighth grade students of SMP

Negeri 13 Jember in the 2012/2013 academic year. The experimental class was given a treatment that was taught listening by using stick figures, while the control class was taught listening without stick figures. The VIII A class was chosen as experimental class and VIII B class was chosen as control class. The purpose of this research was to know whether or not there was a significant effect of using stick figures on listening comprehension achievement of the eighth grade students of SMPN 13 Jember. The research design can be illustrated as:



Note:

- A : Experimental group
- B : Control group
- X : Treatment
- O1 : Pretest
- O2 : Posttest

(Adapted from McMillan, 1992:176)

Followings are the procedures of the research design:

1. Determining the experimental group and control groups by using lottery.
2. Administering a try out to establish the reliability and the difficulty index of the teacher-made test. The try out were administered to VIII D who did not belong either to the experimental or the control groups.
3. Giving pre-test for both experimental and control groups before the treatments.
4. Giving treatment that was teaching listening by using stick figures to the experimental group, while the control group was taught without stick figures. Teaching learning process was conducted in two meetings for each group. Every meeting took 80 minutes (2x40 minutes). It was only two meetings because the time allocation was limited. The school would administer UAS in the following weeks.
5. Giving a post-test to the experimental and the control groups.
6. Applying independent sample t-test of 95% confidence interval or 5% significant level manually by using Microsoft Excel to find out the gained score between pretest and posttest of both groups. Then, they are compared to know whether or not there is

an effect of using stick figures on the listening comprehension of the eighth grade students at SMP Negeri 13 Jember.

7. Drawing a conclusion from the analysis to answer the research problems.

The research area was chosen purposively. The research area of this research was determined by using purposive method that was SMP Negeri 13 Jember. The respondent of this research was the eighth grade students of SMPNegeri 13 Jember in the 2012/2013 academic year. The respondents were taken by lottery.

The data of this research was clasified into primary data and secondary data. The primary data consisted of the students' scores collected by a listening comprehension achievement test. Then, the secondary data were collected by interview and documentation.

The test was to measure student's listening comprehension by using stick figures. The try out was conducted before administering the pretest in the experimental class and control class. The try out was given to another class that was not chosen as the experimental or control groups. The try out was given to class VIII D. Then, the pretest was conducted to both the experimental and the control groups before the treatment.

Interview is used to get the information needed on the research that is conducted. McMillan (1992:132) states that interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. An Interview with the English teacher were conducted to know the English curriculum, the English books, the techniques and the media that are used by the teacher in teaching English, especially in teaching listening.

RESEARCH FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the statistical value of t-test was 2.17, while the t-table with the significance level of 5% and the degree of freedom (Df) of 56 was 2.00. The value of t-test was 2.17 and it was higher than 2.00 ($2.17 > 2.00$). The hypothesis was verified by considering the result of the analysis of the pretest and posttest stated above. Referring to the computation of the t-test formula of the scores of pre-test and post-test on listening comprehension achievement test, it was known that the statistical value of t-test was 2.17 while the value of t-table at significant level 5% with df (56) was 2.00. To be able to conclude, the data analysis has now proven that

there was a significant effect of using stick figures on the listening comprehension achievement of the eighth grade students of SMPN 13 Jember in the 2012/2013 academic year.

Based on the data analysis of the gained score of students pretest and posttest, the mean deviation of experimental class was higher than the mean score of control class. The result of the calculation of t-test was 2.17 and it was higher than 2.00. It means that stick figures had a significant effect on listening comprehension achievement of the eighth grade students of SMPN 13 Jember in the 2012/2013 academic year.

The result of the research showed that experimental group got better result in listening comprehension. It was because the students in experimental group were taught by using stick figures as a media on listening class. In here, the students of experimental group could imagine and predict what they were listening about the topic and they were interested in listening class. So, the students got more attention to the listening material.

In this research, the researcher used stick figures as a media to help the students in getting specific and general information. Karim and Hasbullah (1986:1.11) add that the picture of stick figures help the students to understand what they have heard. Besides, stick figures help the students to remember the content of the story of the material. The students of experimental class showed enthusiasm. It can be seen whether the researcher showed the stick figures in teaching learning activities. They can catch the content of the material easily because the information of the material was covered by stick figures. It was different with control group which received the listening material without stick figures. Consequently, the students in control group could not absorb the material as well as the experimental class. The students lost many information of the listening material because they could not imagine the topic and content of the material. The evidence could be seen through the result of the posttest showing that the mean deviation score of pretest and posttest of experimental class was greater than the pretest and the pretest and posttest mean deviation score of control class ($10 > 1.72$).

CONCLUSION AND SUGGESTIONS

a. Conclusion

Based on the data analysis and discussion, it can be concluded that there was a significance effect of using stick figures on listening comprehension of the eighth grade students of SMP Negeri 13 Jember. In the other words, the students listen effectively when they got stick figures on listening class. Based on the analysis of the pretest and posttest scores with Microsoft Excel especially with independent sample t-test the value of t was 2.17. Then t-table at significant level 5% with df (56) was 2.00. It means that the statistical value of t-test was higher than that of t-table ($2.17 > 2.00$).

This means that the students who were taught by using stick figure son the experimental group had better achievement than the students in the control group who did not get stick figures on listening comprehension. In other words, stick figures gave a significant effect on the students' listening comprehension.

b. Suggestions

Based on the result of the research, some suggestions are proposed to the English teacher, the students and the other researcher.

1. The English Teacher

It is suggested that the English teacher of SMP Negeri 13 Jember applies stick figures in teaching listening to increase the students' listening comprehension achievement. Then, he/she should be creative to create the media or modify the other media, especially stick figures that is appropriate with the students' characteristics, age and curriculum.

2. The Students

The students of SMPN Negeri 13 Jember are suggested to be actively involved in the teaching and learning process by practicing their English by using stick figures or the other media.

3. The Future Researchers

The results of this research are expected to be useful for the future researchers as a reference or information in conducting the same study for the future researches by using different research design such as a classroom action research to improve the students' listening comprehension through stick figures or using the same media but in different language skills and component.

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