IMPROVING LISTENING AND SPEAKING SKILLS BY USING ANIMATION VIDEOS AND DISCUSSION METHOD

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Abstract: Listening and speaking are the important skills that have to be mastered by the students. By having these skills, the students can communicate with others easily. There are many strategies that can be used to teach listening and speaking skills. One of the strategies is by using animation videos. Many students of all ages still like watching animation videos for they are interesting. Animation videos can help the students more understand because they present visual context aids that assist the students comprehend and improve their learning skills. Animation videos can be integrated with discussion method. This paper aims at providing required information about the advantages of animation videos and how to use them in the teaching and learning English activity.

Keywords: *Animation Videos, Discussion Method*

INTRODUCTION

Listening and speaking are the important skills that have to be mastered by the students. By having these skills, the students can communicate with others easily.
When someone doesn"t have good listening skill, then he will not understand what the others are talking about and finally he doesn"t know how to respond to their talk. So, listening skill influences the speaking skill.

Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate understanding of the speaker"s intentions and retaining the message for future use (Moulic, 2012, p.2). Furthermore, Murry (1908) as cited in Moulic (2012, p. 2) states a new English dictionary of historical Principal defines listening with all-inclusive parameters. Listening here is not only described as the term meaning hearing of sounds, it is also taken as a word to mean „submission", „obedience", or „compliance" and suggest an „agreeing response".

Speaking is one way to communicate which ideas and though message orally. To enable the students to communicate, we need to apply the language in the real communication. According to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Wallace, Stariba & Walberg (2010, p. 12) state that children, adolescents, and adults sometimes fear the challenge of sustained, formal speaking before the

large group. There are many factors that cause the students unwilling to speak. The students do not have confidence to speak because they do not know what to say. Some others might say that they are lack of words to say in conversation or the topic of the conversation is not interesting.

Richard and Renandya (2002, p. 4) point out that many of language learners in the world study English in order to develop proficiency in that skill. Speaking is one of the important subjects that should be taken and comprehended by the students to enable them to communicate with others orally. Educational authorities and educational technologists worldwide are encouraging schools at all levels to incorporate video and multimedia into their teaching methods. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information (Gilakjani, 2012, p. 1). Animations are a form of dynamic representation that display processes that change over time (Ainsworth, 2008, p. 1). According to Heinich, Molenda, & Russell (1982, p. 193) animation is a technique in which the film maker gives motion to otherwise inanimate objects. According to Ainsworth (2008, p. 2) one of the reasons animations are now found so widely is that many people believe that animations can help learners come to understand complex ideas more

easily. It can be concluded that animations can be used in teaching.

Meanwhile, discussion is an informal method, with a great deal of involvement and interaction (Davies, 1981, p. 41). Meanwhile, Smaldino, Lowther, & Russell (2005, p. 28) state that discussion is a useful way of assessing the knowledge, skills, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher. Discussions can be led by the teacher by introducing questions to get responses from the students.

DISCUSSION
The Definition of Listening Skill

Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate understanding of the speaker‟s intentions and retaining the message for future use (Moulic, 2012, p. 2). Furthermore, Murry (1908) as cited in Moulic (2012, p. 2) states a new English dictionary of historical Principal defines listening with all-inclusive parameters. Listening here is not only described as the term meaning hearing of sounds, it is also taken as a word to mean „submission‟, „obedience‟, or „compliance‟ and suggest an „agreeing response‟.

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Speaking is one way to communicate which ideas and though message orally. To enable the students to communicate, we need to apply the

language in the real communication. According to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

The Definition of Animation Videos

There are several definitions concerning animation videos. Animations are a form of dynamic representation that display processes that change over time (Ainsworth, 2008, p. 1). According to Heinich, Molenda, & Russell (1982, p. 193) animation is a technique in which the film maker gives motion to otherwise inanimate objects. Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom.

The Advantages of Using Animation Videos

The main advantage of using animation videos is that animations can help learners come to understand complex ideas more easily (Ainsworth, 2008, p. 2). Moreover, Oddone (2011, p.1) states that the advantages of using videos in the language classroom are: 1). they provide instances of authentic language and can be fully exploited with the teacher"s control. (2). Videos give access to things, places, people"s behavior and events. (3). Authentic material usually proves to be particularly motivating as people

find it interesting to understand "real things".

The Disadvantages of Using Animation Videos

On the contrary to the advantages mentioned above, Arsyad (2011, p.50) also stated some disadvantages of using video:
1. Particularly, using film and video need much time and money.
2. When the film is being shown, the pictures are moving continuously that make some students cannot get the information from the film.
3. Film and video sometimes do not meet the need of the learning goal, unless the film and video are designed and produced specifically for certain need.

From the explanation above, it can be concluded that using animation video in the language classroom has some advantages and disadvantages too. It depends on how the teacher uses it as the media in teaching. When the video is used appropriately, by choosing the suitable ones and use them at the right time and the right place, the video can give some contributions or advantages to the language learning.

The Definition of Discussion Method

Discussion is an informal method, with a great deal of involvement and interaction (Davies, 1981, p. 41). Meanwhile, Smaldino, Lowther, & Russell (2005, p. 28) state that

discussion is a useful way of assessing the knowledge, skills, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher. Discussions can be led by the teacher by introducing questions to get responses from the students.

The Advantages of Discussion Method

There are some advantages of discussion method. Smaldino, Lowther, & Russell (2005, p.29) state that there some advantages of using discussion method:

Interesting. Discussions are often more interesting for students than sitting and listening to someone tell them facts. *Challenging*. Students can be challenged to think about the topic and apply what they already know. *Inclusive*. Discussion provides opportunity for all students to speak, rather than only a few answering teacher questions. *Opportunity for new ideas*. Students may bring new ideas to the information presentation.

The Disadvantages of Discussion Method

On the contrary to the advantages of using discussion method mentioned above, Davies (1981, p.46) mentions some disadvantages of using discussion method as described as the following:

1. The discussion method, unless properly prepared and organized, soon degenerates into an aimless debate.

2. The discussion method places a limitation on a number of people who can effectively take part. Normally, seven is optimal.

3. The discussion method is a time consuming process. This is especially, so if the group contains people from diverse backgrounds.

4. The discussion group can be dominated by an autocratic leader. Highly verbal or dominant trainees can also dominate the proceedings.

From the advantages and disadvantages above, Davies (1981, p. 46) points out that the most important thing that should be done by the teacher before holding a discussion, she have to make good preparation and a clear focus for they are the twin keys of effective discussion.

Previous Related Studies

There are some studies dealing with animation videos such as, first, Ika Devi (p.1) investigated about the use of animation video to improve the students" vocabulary mastery. The research was conducted at sixth grade students of MIN Nglingge, Polanharjo. The writer used a classroom action research. The result of the study showed that animation video could improve the students" vocabulary mastery.

Second, Oostendorp, Beijersbergen, & Solaimani (2007, p.1-7) conducted a research about conditions for learning from animations. The research was conducted at 45 higher education students. The writer conducted an experiment research. The results of the study indicated that combining the conditions of

interactivity and focus does lead to improvement in learning from animations.

Third, Moulic (2012, p. 1) did a research about animation films to develop effective listening skill in the classroom. It was conducted at Technological University in 2012. The writer conducted an experiment study at the technical undergraduate learners. The results of the study showed positive result that was the students" effective listening skill was improved by using animation films.

Techniques in Using Video

According to Cakir (2006, p. 69-70) there are some practical techniques for video implication in the classroom:
a. Active viewing
b. Freeze framing and prediction
c. Silent viewing
d. Sound on and vision off activity
e. Repetition and role play
f. Reproduction activity
g. Dubbing activity
h. Follow-up activity

In active viewing activity, the teacher shows the video and let the students watch it from the beginning to the end. This activity helps the teacher know how far the students" understanding of the video shown. Then, in freeze framing and prediction activity, while the video is being played, the teacher stops the video which showing the pictures of characters" body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially. In the silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video. In the sound on and vision off activity, the students only can hear the dialogue but unable to see the action. This activity helps the students to improve their listening skill. Then, in the repetition and role play activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember. In the reproduction activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students" speaking skill. In dubbing activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off. And in follow-up activity, the teacher make a discussion with the students about the content of the video in order the students understand what is the video about.

By applying those techniques, will help the teachers enable to teach English by using animation videos easily.

CONCLUSION

From the explanation above, it can be concluded that using animation videos in the language classroom has some advantages and disadvantages as well. It depends on how the teacher uses them as the media in

teaching. When the videos are used appropriately, by choosing the suitable ones, using them at the right time and the right place, and applying the practical techniques of using videos, they can give some good contributions to the English language learning. So, it is important for the teacher to consider some aspects before she uses a media in teaching and learning process in order she and the students can get advantages of using the media.

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