

**THE EFFECT OF USING MATERIAL CREATED BY VOKI (SPEAKING
AVATAR) TOWARD STUDENTS' LISTENING COMPREHENSION**

(An Experimental Research At SMP N 2 Bukittinggi)

THESIS

*Submitted as A Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



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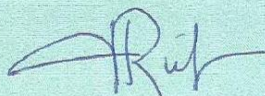
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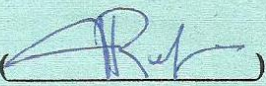

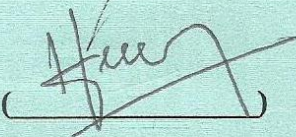
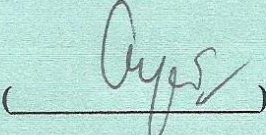
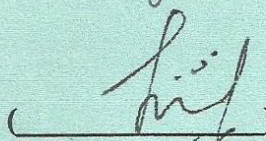
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Dengan ini menyatakan bahwa tugas akhir saya dengan judul *The Effect of Using Material Created by Voki (Speaking Avatar) toward Students' Listening Comprehension (An Experimental Research at SMPN 2 Bukittinggi)* adalah benar hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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ABSTRAK

Elvonny, Tia Kharina. 2015. "The Effect of Using Material Created by Voki (Speaking Avatar) Toward Students' Listening Comprehension (An Experimental Research At SMP N 2 Bukittinggi)." *Skripsi*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat apakah penggunaan material yang dibuat dengan Voki pada *whilst-teaching* teks monolog memberikan dampak yang lebih baik terhadap pencapaian menyimak siswa.

Penelitian ini adalah penelitian eksperimen dengan desain *posttest-only*. Populasi penelitian ini adalah siswa kelas VII SMPN 2 Bukittinggi tahun pelajaran 2014/2015. Dua kelas yang diasumsikan memiliki kemampuan sama pada tes homogenitas kemudian dijadikan sampel penelitian, yaitu kelas VII.2 sebagai kelas eksperimen dan kelas VII.1 sebagai kelas kontrol. Saat *whilst-teaching*, siswa diminta menyimak teks monolog. Pada kelas eksperimen diberikan material yang berupa video yang dibuat dengan Voki sedangkan kelas kontrol diberikan material berupa audio. Di akhir penelitian, siswa diberikan *post-test* menyimak yang hasilnya digunakan sebagai data penelitian.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistik dengan menggunakan rumus *t-test*, ditemukan bahwa nilai *t*-hitung adalah 2,46 yang mana lebih besar dari *t*-tabel (1,665) dengan tingkat signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis yang menyatakan "penggunaan material yang dibuat dengan Voki pada *whilst-teaching* teks monolog memberikan dampak yang lebih baik terhadap pencapaian menyimak siswa" dapat diterima.

Key Words: *Voki, Pemahaman Mendengar*

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The writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

When we are talking about listening comprehension, the words “listening” and “comprehension” has to be understood well because there will be clear information about what listening comprehension is. Listening is one of the important language skills that have to be mastered by students in learning English. Listening activity for the students cannot be separated from their experiences and knowledge. The listener uses experience to relate the information and uses knowledge to understand the meaning. The students who have more experience and background knowledge of a topic will have better achievement in listening. Otherwise, the students who do not have any information about the topic, will get difficulties in correlating and understanding the information. Therefore, the students’ listening comprehension depends on their ability to relate information with their background knowledge and experience.

In addition, the students have to be able to master other language components, such as grammar, vocabulary, and pronunciation. According to Howatt and Dakin in Kral (1993:16), listening involves understanding a speaker’s accent or pronunciation, grammar, vocabulary, and meaning. It means that the students who have good grammar and have many vocabularies, they will have good listening comprehension because it can influence their listening comprehension. The students have limited vocabulary mastery influences listening comprehension. Unknown words can also disturb the students in the process of

listening comprehension. Then, pronunciation is also another skill that influences the process of comprehension. If the students do not know how to pronounce word correctly, they will get problem in listening. In short, listening ability is a reflection of mastery of language components.

Based on Curriculum 2013 for Junior High School, listening materials which have to be taught to the students consist of understanding of English conversation; transactional and interpersonal, functional and monologue texts. In listening English conversation, the students have to understand well the language functions, such as introducing personal information, telling about daily routines, job, etc. Then, in listening monologue texts and functional texts, the students have to understand genres, such as listening to descriptive, short notice, instruction and warning/caution. These materials are taught to the first grade students in junior high school. In this case, the students have to have good listening comprehension to these materials.

In the preliminary observation at SMP N 2 Bukittinggi, the researcher found a fact that the students' listening comprehension was unsatisfied. The students had difficulties in getting the ideas and messages of the text due to their low motivation and lack of vocabulary about the lesson. They had problem in understanding the text because they were not interested in the materials that were given by the teacher in whilst-teaching.

The result of the observation showed that the teacher still ignored the importance of providing interesting materials in whilst-teaching. The students were only given audio material related to the text. The teacher did not use

interesting material in every material in whilst-teaching. Thus, the students had low motivation and interest to learn the lesson. When the researcher asked question to the students what they think about listening most of them said that listening is difficult and boring.

Based on the phenomenon above, actually the teachers have role as facilitators and motivators in the class, so they have to make some improvement in their teaching. In SMP N 2 Bukittinggi, there are five English teachers. The teachers facilitated the students with different style and way in teaching listening. There was a teacher that uses interesting material in teaching listening. The teacher facilitates the students with interesting presentation, show movie or play a song. However, there were teachers who only use the audio recording from their laptop without making the best use of projector that is provided in the classroom. Moreover, there were few teachers do not use any media in teaching.

Yassaei (2012:12) states that creating specific lessons for different language skills is challenging and time consuming for English teachers, but it is definitely worth the effort. This phenomenon is also faced by the English teacher in SMP N 2 Bukittinggi. The teacher said that it is rather difficult and time consuming to find and make interesting materials. Besides that, when they found interesting materials for example from the internet, the materials is not appropriate with the need of the students. The problems, such as, the sound of the video is not clear, the rate of delivery is very fast, the picture is not interesting and it cannot use to all of the lessons, are faced by the students in this listening material. As a result, they just practice their students by listening to their utterances and repeat it

after them based on the audio recording. When the students listened to the teacher's utterance or recording, they seemed sleepy because they weren't interested in the material. So it is indicated that the teacher did not facilitate the students to listen in more interesting learning situation by using any interactive materials that can influence students' interest in listening.

Based on the phenomenon above, it is suggested to use an interesting material to help students' listening ability. There are some materials can be used in listening, including videos, songs, pictures, etc. Therefore, teachers do not have to depend on audio as their materials. One of the materials that can be used by the teachers is by using video.

Since video provides audio-visual aid in listening activity, it has more advantages in helping listening comprehension. Harmer (2007:308) claims that the use of video in listening comprehension has many positive reasons for encouraging students to watch while they listen to. In line with Harmer, Cundell (2008:17) adds one of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts. This implies that involvement of visual in teaching listening is powerful to help students comprehend listening materials.

Nowadays, internet provides many ready-made videos. Teachers can use the videos from the internet to support their material in teaching listening. But there are some difficulties in using ready-made videos such as the video is not clear, the rate of delivery is very fast, the pictures are not interesting sometimes and they cannot be used to all of the lessons. Most of the videos are not

appropriate to the needs of the students. The teacher should select the materials wisely. Ross (2007:23) argues that when selecting listening comprehension materials, it is important to decide how relevant they are to the learner's life and long term learning goals. One way to determine this is to conduct a needs assessment of the learners: identify the students' interests, language learning strengths and weaknesses, and the real-life situations they are likely to encounter.

Since finding the appropriate materials in internet is hard for the teachers, Yassei (2012:12) argues that creating video is the solution to those difficulties, rather than use the ready-made video. The teachers can make their own material and they can adjust the materials to all of the lessons. This is not only help the teacher, but also the most important thing is help the students to understand the lesson.

One of the free service websites that are provided online today is Voki. Branch (2011:3) argues that Voki is a user-friendly, fun, and interesting application that is free to use in teaching. Voki is a new chance to be used in improving students' listening comprehension. Voki is a kind of video materials that can be used in teaching listening. It is an appropriate material because the avatar can make the students catch the idea well not only from the clear utterance of the avatar, but also from the interesting pictures/ background that they watch. It can be used to all of the lessons. So, the teacher can adjust the material with the lesson. It can be a model of target language as complete stimuli and help them to predict the message of what they are listening.

Based on the facts above, the researcher wanted to see the effect of listening material created by Voki (speaking avatar) toward students' listening comprehension in SMP N 2 Bukittinggi.

1.2 Identification of the problem

Based on the background of the problem above, the researcher classifies several problems that can be solved by Voki. Firstly, Voki can solve students' motivation problems. The use of attractive avatar and background as material in teaching listening can attract the students' attention to listen to the listening materials. Indirectly, It will motivate them in listening. Secondly, Voki can increase the students' comprehension. The use of the attractive avatar, background and clear utterance makes the students easy to remember and catch the idea of the listening. As the result, it increases their listening comprehension and increases their mark.

1.3 Limitation of the problem

The discussion of the problem is limited to the inexistence of material used by the teacher in teaching listening. There are numerous materials which can activate the students' background knowledge in teaching listening, such as: movies, videos, songs, pictures and so on. One of the motivating and interesting materials is video created by Voki as an audio-visual aid in teaching listening.

In this occasion, the study in this research is limited to the effect of using Voki toward students' listening comprehension at the first grade students of SMPN 2 Bukittinggi.

1.4 Formulation of the problem

In accordance with the limitation of the problem above, the problem in this research is formulated in the following question: "Does the use of speaking avatar or *Voki* give a significant difference toward students' listening comprehension?"

1.5 Hypothesis

The hypotheses in this research are the null hypothesis (H_o) and the alternative hypothesis (H_1)

H_o : There is no significant difference on listening comprehension between the students who are given *Voki* and those who are not given *Voki* material.

H_1 : The use of *Voki* will give significant difference on students' listening comprehension between the students who are given *Voki* and those who are not given *Voki* material

1.6 Purpose of the research

The purpose of this research is to see whether there is a significant difference in listening comprehension between students who are given Voki material and those who are not given *Voki* material in listening.

1.7 Significance of The Research

Theoretically, the result of this research is expected to be useful resource because the readers can take some information from this research, especially about *Voki* or speaking avatar and how the impacts of the use of *Voki* used in listening comprehension.

Practically, it is expected that this research will be useful for the English teachers and the students. For English teachers, it is expected to be an alternative material especially in listening class; therefore it can help teachers to create an interesting listening material for the students and save their time in making media. While for English students, this research can be used to motivate them in listening activity and to enhance their listening ability.

1.8 Definition of The Key Term

<i>Voki</i>	: A free service website that allows students to create personalized speaking avatars and using them on PowerPoint, blog, and email messages.
<i>Speaking avatar</i>	: An icon, figure, or animated character representing a particular person in computer games, internet forums that can speaks many languages.
<i>Listening comprehension</i>	: The listening ability measured from the score of the listening test which is achieved by the students after going through listening lesson with some efforts and listening skill.