DESIGNING PHOTONOVELA AS A MEDIA IN TEACHING LISTENING TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Makalah ini bertujuan untuk menjelaskan bagaimana cara merancang photonovela sebagai sebuah media dalam mengajarkan mendegar di dalam pelajaran bahasa inggris. Dalam pengajaran bahasa inggris siswa SMP sering mengalami kesulitan pada saat mendengar dikarenakan mereka tidak fokus dan melamun saat mendengar percakapan. Hal ini disebabkan oleh kurang bervariasi dan menariknya latihan yang diberikan guru pada saat mendengar.

Photonovela merupakan cerita bergambar dimana pada setiap photo berisikan percakapan untuk membantu siswa memahami teks. Untuk merancang sebuah photonovela ada beberapa langkah yang dilakukan guru seperti menyediakan teks yang sesuai dengan kurikulum, menyediakan audio dan menyediakan photo yang diambil berdasarkan percakapan pada audio mendengarkan. Photo yang digunakan untuk merancang sebuah photonovela lalu di edit dengan menggunakan Microsoft word atau aplikasi untuk mengedit photo. Photonovela ditampilkan dalam bentuk slide didepan kelas oleh guru. Lalu, siswa diperintahkan untuk melengkapi percakapan yang ada pada photo tersebut berdasarkan audio yang diputarkan oleh guru pada saat mendengar.

A. INTRODUCTION

Listening is the basic language skill in language learning. This is a very essential component in communication. Wolvin (2010:15) says that the listener's feedback is an essential part of the communication function of the interaction. To be capable in communication, someone must understand about the message that is transmitted through verbal or non verbal communication. Without understanding the message, the communication cannot be occurred.

Teaching listening is concerned with improving students' listening skill. Although listening is one of important skills in mastering English, students tend to have difficulties in listen to a text. While listening, the students sometimes miss some words, the phrase, even sentences which they do not understand. However, listening in students' native language is easier to be understood rather than in foreign language because they have understood about the language and its structure in daily life.

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There are some common problems faced by students in listening activities. The first problem is the students have difficulty to guess the real situation of the conversation by the speaker while listening. Some of them cannot predict where the conversation takes place. It makes them hard to comprehend the whole conversation about. Whereas, to make the listener easier to comprehend the whole text, they need to know where is the conversation take place. So that, they can use their background knowledge and neither tries to relate them with the text while listening.

The second problem is **they often have problem with different accents. In listening, students** not only deal with a variety of British, American and Australian accents, but might also have Indian or Chinese. Students do not understand the characteristics of that accent. Therefore, they get difficulties to hear the speaker uses the different accent that they unfamiliar with.

The lack of variety task is the third problem in teaching listening. The variety and up to date task are still limited. Therefore, the old materials are still given to the students. Even though, the listening task is not appropriate enough with the students' need in real life context. Thus, they have difficulties in understanding what they heard in whilst listening.

Photonovela is the text which is presented by using bubbles and real photographs at the top or bottom of the frame. Kirova (2008) says that photonovela can combine the familiar framing devices, sequencing, and text balloons of the comic book with posed or candid photographs of the participants rather than pen-and-ink sketches. It means that, in photonovela the thought bubbles in comic book style are used to represent unvoiced thoughts of the text on particular photographs. While listening to the text the students can complete or write what they have been heard about on the particular photographs.

Photonovela can be applied as a task in whilst listening activity. The photographs in the photonovela lead students to understand the text while listening because the real picture will help them to imagine the real situation of the context. Through the bubbles on the each sequence of the picture, students will be given an opportunity to complete the dialogue about the text that they hear and help them to be more focus while listening. In conclusion, it is hoped that listening through photonovela can be useful to help students get more comprehension in listening to the dialogue.

Bonet (2009:9) says that listening is receiving part of communication. Listening as the basic development of speaking plays an important role in order to make the communication occurs. Without the ability to listen the spoken message are easily misunderstood and communication becomes failed.

There are various definitions of listening which are offered by some experts. "Listening is a complex process as an integral part of the total communication process" Kline (1996:15). In listening process, a listener firstly receives the message, gets a meaning from the input. Then the listener interprets and constructs the meaning in order to respond the message. It is proved by the International Listening Association in Wolvin (2010:1) states that listening as defined is the active process of receiving, constructing meaning from, and responding to spoken or nonverbal messages.

Teaching listening as a foreign language at junior at school is hard job, so teachers have to find the way to teach listening. As Richard (2008:1) says that because the role of English as the world's international language, the teachers have a priority to find an effective way to teach English.

Hammer suggests some listening principles (2007:135)

> 'A teacher should encourage his students to listen as often and as much as possible. Beside listening activity in the classroom, students should practices away from the classroom through internet, TVs, CDs, tapes, radio, and soon.'

The process listening in the classroom involves a teacher and the student. In the classroom the students are given some list of exercises from a number of materials. A lot of listening materials are derived from the media such as recorded extract for instance on CD, tape record, video and others.

The American Legacy Foundation (2009:20) states that photonovela is a comic strip like book intended to ease comprehension and a series photos featuring actors telling a story. Martinez (2001:19) defines that photonovela is a story to convey a message similar to comic books by using photographs and dialogue boxes or bubbles containing simple language.

Laura and Deborah (2008:1) say that Photonovels (or photonovelas) combine photographs and text to share information. It is look like comic strip but contain photographs instead of drawings. They also state that "because photonovels combine pictures and everyday language, adult ESL learners can use them to communicate their thoughts and ideas".

In teaching listening by using photonovela, the audio can be use in whilst listening. The photos on the photonovela should be related with the text in the audio. The audio is storing the text to the sound. It can be streamed, downloaded, or stored on media such as CD or DVD.

According to Teaching Support Services (2005:2)

> 'The audio is the digital media that exist in a computer-readable format, and can reside on a local device (CD, DVD, hard drive), or remote location (website). The unique is the ability to easily create, copy, and transmit digital media, because they can be streamed, downloaded, or stored on media such as CD or DVD.'

Kirova (2008:8) states that thought and speech bubbles were used in three ways. First, the student discusses the photographs that the teacher gives. Second, teacher provides the photonovelas with the blank bubble. Third each of students has opportunity to fill the incomplete bubbles based on the topic.

B. DISCUSSION

Preparation

There are some preparations that should be done by the teacher in teaching listening in using photonovela. They are selecting the topic and preparing the media; audio and picture.

1. Selecting the topic

In using photonovela, selecting the topic is the first preparation the teacher does. The topic of the material that the teacher selects should be based on the curriculum or syllabus.

There are two types of dialogue in the curriculum that can be used by using photonovela, namely transactional and interpersonal. Not all of the topics of those dialogues can be used by using photonovela because it will be difficult for the teacher to find out the suitable media such as the audio and the pictures based on the topic

2. **Media**

The purpose of media is to facilitate teaching and learning process. In using photonovela, there are two kinds of media that the teacher prepares before learning process begins. They are audio and pictures.
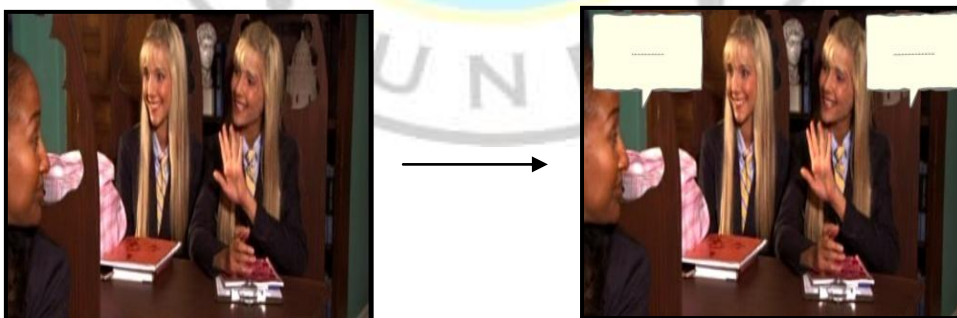
a. **Listening Audio**

Audio is the recording that the teacher uses by storing a text to the sound. There are two ways in order to get the audio. The first way to get the audio is by visiting the listening sites. The second way to get the audio is by using listening media application. This application enables the teacher to create the audio.

b. **Picture**

Picture is the media that contains an image to facilitate the students to visualize their thought. It can be drawing, photograph, and scene of the movie or video. The teacher takes the picture from the internet, movie or video, and book.

In creating the photonovela, the teacher begins by taking the picture that is appropriate with the topic and dialogue. After get the picture, the teacher edits the picture by using Microsoft word or photo editor application.

B. Playing Photonovela and Audio

The procedure of teaching listening by using photonovela as a media can be classified into three stages; discussing the picture, presenting the photonovela, and completing the bubbles. The first stage is discussing the picture. Teacher shows the pictures to the students by using power point in front of the class.

The second stage is presenting the photonovela. Teacher show the photonovela with the blank bubbles in front of the class by using power point. The third stage is completing the bubble. The next activity is asking the students to

listen to the audio. The teacher shows the slides in front of the class by using projector and plays the audio. While listening to the audio, the students are going to complete the photos based on what they hear. In this activity the students fill the blank bubble or complete the bubble based on the pictures.

From the explanation above, it can be concluded According to Parlato, Ronald et al (1980), there are several benefits in using photonovels for learning foreign language. First, the photonovelas, consequently, has been used not only as a communications device, but a development tool to help learners to comprehend the text.Second, photographs that 'present' information about culture, situation, and environment without words bring the learners into a real situation of the text. The learners have difficulty to understand the text because they cannot imagine the situation or the context of the text.Third, the Photonovelas combine the photo and everyday language with balloon captions of each speaker in the text. The photos in the photonovels with the balloon that contain the dialogue help the learners in comprehend the text.

C. CONCLUSION AND SUGGESTION

A. Conclusion

The photonovela is like a cartoon or comic strip by using real photographs and text bubbles to tell a story or a text. It is used as a media in teaching listening. In designing the photonovelas as a media to teach listening as foreign language to the learners, not only the photos in the photonovelas are used but the teacher also combines the audio in whilst listening. The photos on the photonovela should be related with the text in the audio.

There are some preparations the teacher does to design the photonovelas as a media in teaching listening. First, selecting the topic of the material should be based on the syllabus or curriculum. Not all of the topics of the dialogues can be used by using photonovela because it will be difficult for the teacher to find out the suitable media such as the audio and the pictures based on the topic.

Second, the teacher should prepare the media such as the audio and photos or picture. There are two ways to get the audio; search on the listening website and create by using listening media application. After preparing the audio, the teacher finds the photos or picture based on the audio.

B. Suggestion

Here, the writer suggests to the teacher to take the photos that are related with the audio and context in the audio. The teacher can change the photographs with the pictures because it will be hard for some teachers to get the photographs. The picture in photonovela should be in the real picture. The teacher cannot use the cartoon animation to illustrate the speaker in the audio as a picture in the photonovela because it will be difficult for the learners to imagine the situation in listening.

To combine each of pictures to another, the teacher needs to arrange the pictures with the sequence that is easy to understand by the learners. The bubbles that are added on the photos should not interrupt the speaker's picture. The photos

of each speaker will bring the learners to predict the accents that the speaker uses and the real context of the conversation.

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