

THE EFFECT OF SHORT ENGLISH MOVIES IN TEACHING LISTENING: AN EXPERIMENTAL STUDY AT EIGHT GRADE OF SMPN 10 MATARAM IN ACADEMIC YEAR 2015/2016

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari Film Pendek Bahasa Inggris dalam Pengajaran Listening. Penelitian ini menggunakan design kelompok eksperimen tunggal dan kelompok yang terpilih adalah kelas VIII-E yang terdiri dari 33 siswa. Teknik pengambilan sampel pada penelitian ini adalah random damping atau sampel yang diambil secara acak. Dalam pengumpulan data, peneliti menggunakan pre-test, treatment, dan post test. Temuan ini menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel. $12,98 > 1,697$ pada signifikan 0,05 dan $12,98 > 2,750$ dan pada tingkat signifikan 0,01 derajat kebebasan (df) 32. Hal ini berarti Hipotesis Nol (H_0) yang menyatakan bahwa “Tidak ada pengaruh yang signifikan dari penggunaan film pendek bahasa inggris dalam pengajaran mendengar” ditolak sedangkan Hipotesis Alternatif (H_a) yang menyatakan bahwa “Ada pengaruh yang signifikan dari penggunaan film pendek bahasa Inggris dalam pengajaran mendengar” diterima. Penelitian ini menunjukkan bahwa film pendek bahasa Inggris signifikan untuk diterapkan dalam pengajaran mendengar di kelas delapan SMPN 10 Mataram pada tahun akademik 2015/2016.

Kata Kunci: *Film Bahasa Inggris, Pengajaran Listening.*

A. Introduction

Most students want to be able to understand what other people are saying to them in English, either face to face, on TV or on the radio, on tapes or other recorded media especially in higher level of education (University), in senior and junior high school. Unfortunately, only a few of students are able in listening comprehensibly as it is expected. This occurred because number of factor faced either by students or the teachers. The obstacle commonly faced by the students

that they are hesitant in listening. It's caused of English people speak too fast, they can understand their teacher but other people with different accent are really hard to understand, unclear pronunciation, unknown vocabulary, unfamiliar topic and talk is too long, never practice to listening song film, or movie with an English accent.

Moreover, the other problems are the students find it hardly to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. Unfamiliar, uninteresting and too long which makes the students feel strange discouraged and bored of what they are hearing. In the other hand, not all of the school has facilitation like electric or electronic media for listening process, so the teacher should more active to teach listening.

From the problems explained above, the researcher tries to give a solution by applying English movies which is hoped could minimize the obstacle exist especially in teaching listening. Movie is one of the audio visual aid. Film also called movie, which is series of still or moving images. It is produced by recording photographic images with cameras or by creating images using animation techniques or visual effects. The process of making film has developed into an art form and industry. Here, the researcher used two kinds of movies. Those are Madagascar escape 2 to Africa for pre-test and finding Nemo for post-test. Using English movies could very pleasing for the students. They could learn about language style and also the native speaker expressions (gesture).

B. Literature Review

1. Teaching

Hornby (1995:1225) states that teaching is used in most formal and informal situations and can refer to an academic subject or practical skill to show students how to do something, so that they will be able to do it. The teacher's job is to help learners to learn effectively, or to facilitate the learner. Another way in which learning takes precedence over teaching is in choices of what is taught and how is taught, because these decisions should be made with the learners need in mind. The best teacher have a range of technique available to them, no teacher can possibly be aware of all the potential alternative methods available (Watkins, 2005:9).

2. Teaching Listening in English Language.

The teacher has to think carefully about creating the successful activity and make the content interesting. The teachers need to do some activities in teaching listening, those are to prepare students before, during, and after listening. However, the most important thing that must be done by the language learner is focus on the item they will listen.

Teachers cannot make the learners want to learn, but they can influence the learners motivation. Clearly, if the learners do not want to learn a language and have negative feelings toward a language, there is little teacher can do. However, by trying to cater for the needs of the group and making lesson relevant and interesting for students, teachers can help to built and retain motivation. The topic chosen can play a big part in this and students can be involved in discussions on lesson content to ensure that the material meets their need of interest.

3. Challenges in Teaching Listening

For learners, listening presents a challenge for a variety of reasons, among which are the following: 1. Listening involves the interpersonal and interpretive modes of communication.; 2. learners also haveto take a part or listen to exchanges that involve various levels of colloquialism; 3. listening text is constantly moving and at variable speeds that often cannot be controlled by the listener.

4. Definition of Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, their grammar and their vocabulary, and their meaning. To improve our learners' listening skills we should let them (Shrope, 1970:85): 1. Adopt a positive attitude; 2. Be responsive; 3. Shut out distractions; 4. Listen for the speaker's purpose; 5. Look for the signals of what is to come.

5. Kinds of Listening

Learners can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures: 1. Intensive Listening; 2. Extensive Listening.

6. Characteristics of the variable in listening

Listening involves the key of psychological and linguistic variable. The former are: memory, concentration or attention and vocabulary.

7. Models of Listening Process

1. Top down and bottom- up processing

Top down processing emphasize the macro features of the text such as the speaker purpose and the topics of the message. Richards (1990:153) states that an understanding of the role of top down and bottom up processes in listening. Top down listening skill include: listening for gist, main idea, topics, setting of the text, listening for specifics information, prediction, and guessing.

2. Bottom-up processing

Top down listening skill include: listening for gist, main idea, topics, setting of the text, listening for specifics information, prediction, and guessing where bottom-up processing strategies emphasize the individual components of spoken message. They are the phonemes, individual lexical and grammatical elements which need to be understood in order to understand the message. Bottom-up processing includes: the distinguish individual sounds, stressed syllable, grammar form and function, and intonations pattern.

7. The Process of Listening

- a. Pre-listening (purpose must be given at this stage): the teacher asks the students to focus what they are going to listen.
- b. During (in-while) listening:the teacher asks the students to listen carefully. And gives information lists to the students while they are listening to tape or watch the video.
- c. Post-listening: the teacher gives assessment, feedback and conclusion based on the material of listening that he or she has given during listening.

8. Stages of Listening processes

They are: hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence.

8. Assessing Listening

Possible technique to assess listening is multiple choices which appeared in a sample listening test of a well-known examination. Short answer and multiple choice (Huges, 2003:166-167). The researcher use multiple choice and short answer (matching a picture with appropriate characters) to test the students. The

researcher gave some activity to the students. They are answering the question and discuss new vocabulary.

9. Definition of Movies

Video and DVDs can provides a useful variety of input. They are often used as a source of material for listening practice, where they are particularly useful because of the visual information such as body language, which form of communication (Watkins, 2005:23).In this research, researcher use movie as media of teaching listening. Movies are visual aids that can be used in the class.

10. Teaching Listening by Using Short English Movies

The use of movies in the classroom notonly for language learning, it can be used for any kind of learning situation. teacher can easily play the movies again or manage to play which part they want and feel don't need to fear for students and loss the content of movies. In additional, the teacher also plays an important role because it is very influential in communicating with children and success or failure of the program depend entirely of the person who brought the show (Darwanto, 2007:135-136).

11. Advantages of Using Movies In Teaching Listening

Nasution (2005:104) states that the advantages of using short movies in teaching and learning process are:

- a. Students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials.
- b. Movie materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids.
- c. Students can see how language is used in real life which is very different from the traditional English teaching materials.
- d. Each student can learn something from movies, from clever one or less intelligent.

12. Disadvantages of Using Movies In Teaching Listening

- a. English movies generally is expensive a cost a lot of time
- b. When the movies showed, the pictures will keep change to make all of students are not able to follow the information that given through movies.

- c. Movies not always appropriate with the need and desired of learning objectives.

C. Research Method

1. Design, Variables And Setting

The design of this research is experimental research which is expected to find out the significant effect of using short English movies in teaching listening. This research implements one-group pretest – post test design which consists of one group of participants. In this research, the researcher used one group design because the population is heterogen. The implementation of short English movies occurred in one class. Before giving treatments in the class, the researcher firstly had given pre-test to the students. After doing pre test, the researcher gave treatments by applying short English movies. At the last, the researcher gave post test in order to observe the effect of using short English movies in teaching listening. The researcher expects to find the effect of short English movies as the independent variable and the dependent variable is students listening skill at eight grade of SMPN 10 Mataram.

2. Sample

The sample of this study was VIII-E that consists of 33 students. The class was taken by random sampling technique.

3. Data collection

a. Testing

Arikunto (2010:193) states that test is a sequence of question or practice which used to measure skill, intelligence knowledge, ability or potency of someone or group. The test may be defined as an activity whose main purpose is to convey (usual to the tester) how well the test knows or can do something (Ur, 2002:33).

b. Pre-test

Pre-test refers to a measure or test given to the subject prior. This was given to know the basic competence of all students and to know their earlier knowledge before they got treatment.

c. Treatment

Students were given the treatment by the researcher. It was conducted four times for two weeks based on their schedule where the duration for each meeting was 35 minutes. In this treatment before presenting the movies,

the researcher engaged the learners interest of the movies. Preparation may include a pre-viewing of discussion new vocabulary from the movies while learners view the movies, the researcher should remain in classroom with the learners to observe their actions and see what they do not understand.

d. Post-test

Post-test is a measure taken after the treatment has been applied. The researcher given the post test, because the design is one group pre-test and post-test. It is gives in order to know the scores of students after they were taught listening by using short English movies.

4. Data Analysis Technique

This research is quantitative research in which quantitative research is characterized by the collection of information which can be analyzed numerically, the results of which are typically presented using statistics. The steps of data analysis was done by putting the students listening scores into the table and calculate them to find the mean score and deviation score as the requisite to find the t-test score. Finally the t-test score was compared to the t-table score. if the t-test is higher that the t-table it means that short English movies gives significant effect in teaching listening, the H0 is rejected and otherwise if it is not.

D. Findings And Discussion

1. Tabulation of deviation and square deviation the pre-test and the post-test score:

	Pre - Test (X_1)	Post-Test (X_2)	D	D ²
Total	2276	2636	360	4736
Mean	68.96	79.87	-	-
Maximal scores	72	84	-	-
Minimal scores	64	72	-	-

From the table, it can be seen that total scores the pre-test is 2276 and the mean is 68.96 while total scores the post-test is 2636 and the mean score is 79.87. Furthermore, the highest score the pre-test is 72 and the lowest is 64. In other side, the highest score the post-test is 84 and the lowest is 72. So that, from the results shown, most of the students make improvement. Moreover, to measure the effect of Short English Movies in Teaching Listening, the calculation is conducted.

1. Discussion

Based on the result, the researcher would like to interpret that there is an effect toward short English movies in teaching listening. It is seen and discussed through comparing the t-table and t-obs. By analyzing the data, it showed that the mean score of the post test is about 79.87 and it is higher than the means score the pre-test which is round 68.96 In one side, the researcher took one tailed test (.05) in order to know the t-value of this research in the level is .05 (95%) with (1.697) and level .01 (99%) with (2.750) in degree of freedom (df) 32. These values are the minimum coefficient for the difference in scores to be significant. Furthermore, by comparing the t-table and the t-observe, it can be concluded that there is a significant effect of short English movies in teaching listening.

2. The result can be further seen in table

t-test	t-table		
	Df	.05	.01
12.98	32	1.697	2.750

The table above shows that there is an effect of using short English movies in teaching listening. It was proved by comparing between the result of t_{obs} and the t_{table} that shows the value of t_{obs} is higher than the t_{table} . Therefore it means that shot English movies gave a significant effect towards in teaching listening. Consequently, since the t-test showed about 12.98 which was higher than t-table with level .05 (95%) with 1.697 and .01 (99%) with 2.750. It means that the Null Hypothesis (H_0) which stated that “there is no significant effect of short English movies in teaching listening” was rejected, so the Alternative Hypothesis (H_a) which stated that “There is a significant effect of short english movies in teaching listening” was accepted. As the result, using short English movies in teaching listening is effective toward students at eight grade of SMPN 10 Mataram.

In line with some researcher that merged between technology especially in applying movies in the EFL classroom. And its application in education field and compared with researcher using movies in teaching listening. First, Academic Journal of Interdisciplinary studies published by MCSER-CEMAS-Sapienza University of Rome. Written by Merita Ismaili, MA. Based on her journal, Merita analyzes the effects of using movies in the EFL classroom. The study was carried out at the South East European University in the academic year 2011/2012. Second, conducted by Riri Risky Afrilianty S. English department faculty of teacher training and education Mataram University 2014. “Improving Students Listening Skill By Using English Short Movie: A Classroom Action Research

at Class VIII.4 of SMPN 1 Lingsar in Academic year 2013/2014. Both of the researcher concluded that the media used is giving significant effect in teaching listening in English subject. The researcher use movies to teach students listening in junior high school and EFL classroom. It the same with the researcher that conducted in SMPN 10 MATARAM by using short English movies in teaching listening of English subject. The conclusion shows that there was a significant effect in teaching listening by using short English movies.

E. Conclusion And Suggestion

1. Conclusion

Based on the data analysis and the result of discussion that have been done, it can be concluded that Short English movies was able to give a significant effect in teaching listening at eight grade of SMPN 10 Mataram. It was seen from the result between the pre-test and the post-test. The average value the post-test was about 79.87 higher than the average value the pre-test which was about 68.96. From the analysis, this research took one tailed (.05) and two tailed test (.01) in order to know the significance effect of short English movies in teaching listening. The result showed that the t-test was 12.98 higher than that the t-table which was in the level .05 (95%) with 1.697 and .01 (99%) with 2.750. The conclusion is using short English movies gave significant effect in teaching listening at eight grade of SMPN 10 Mataram.

2. Suggestion

Based on the result of the research, the researcher gives some suggestions to be considered in applying Short English Movies in teaching listening in the class. This research was conducted to find the effect of Short English Movies in Teaching Listening at Eight Grade of SMPN 10 Mataram. Before this research held, there are many previous studies related to the application of Short English Movies teaching listening. There are many learning strategy that can help students. In this research, the researcher used movies as a teaching strategy. Movies are rich sources in real-life context and authentic in cross-cultural information, including different native speaker voice, stress, accent, and dialect.

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