



Using English Movies to Improve the Listening Ability to the Students of SMPN 1 Maiwa

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ABSTRACT

This research aimed to improve the listening ability of the students of SMPN 1 Maiwa by using English Movies. The problem statements were: 1). to what extent may the students improve their listening ability through using English Movies? 2). to what extent is the students' attitude toward the application of using English Movies? The objectives of the research were to find out whether or not English Movies can improve the students' listening ability and to find out the students' attitude toward the application of using English Movies in improving their listening ability. The researcher applied pre-experimental method. The population of the research was the students of SMPN 1 Maiwa in academic Year 2018/2019 which consists of 20 students. Ten students from the first class and ten students from the second class. The writer used random sampling in taking the sample. The researcher used tests and questionnaire to collect data. The researcher distributed listening test through pretest and posttest and she distributed questionnaire to collect information about their attitude toward the application of using English Movies. The result of the research showed that the students' listening ability had poor score in pretest. After treatment, their listening ability is significantly increased. It can be seen from their score that changed became good. The data analyzed using t-test showed that the value of t-test is higher than t-table ($7.98 > 2.093$). It can be concluded that English Movies is effective in improving the students' listening ability. Data from questionnaire showed that students have positive attitude toward the application of using English Movies.



INTRODUCTION

This chapter begins with the background of the research followed by problem statements, objective, significance and the scope of the research. The definition of terms is presented at the end of this section. Listening is one of the keys to create a good communication. It has an important role in communication because most of our time we spend for listening activity. Gilbert (2002) stated that listening is the most critical communication skill. Students are in listening situation 65% to 90% of the time. Moreover, Harmer (1983) stated that nearly 50% of typical students' time spent in listening, the higher the grade level, the more time usually spent in listening. Many college's students spent nearly 50% of their time listen to the lectures and discussion (Ismail, 2021; Hasan et.al. 2021). Listening skill is really important in our life. In order to make the communication can go smoothly we must understand the speaker's message. Underwood (1989) stated that listening is the activity of paying attention to and trying to get meaning from something we hear. Listening is not only activity to hear the speaker's message but also to understand the meaning of the message that conveyed (Kline, 2009; Chapeaux, 2007).

Teachers have been trying many techniques to improve listening, from traditional to modern technology in teaching listening (Samad, 2020; Mega, 2020). Using modern technology will be better than traditional one (Zam-Zam, 2005). One of the modern technologies that can be applied and give a big contribution in improving listening

ability is using movie as a media of teaching (Malik, 2001; Wisma, 2007). Macavity (2005) stated that watching films can help to take the language away from the artificial classroom norm, because they see/hear the language in a more natural setting. Louw (2008) also stated that movies present language in a way that is often more natural than that found in course-books, the fantastic visual context aids understanding and boosts listening, and students just simply love them.

From the statements above, the writer concludes that listening skill should be interestingly taught in order to make students feel natural in studying it. With a good technique, students' listening can be improved and is expected that English Movies is one of the ways of assisting students to understand native speakers' speech.

Based on the previous description, the research formulates a research questions as follows: (1) to what extent may the students improve their listening ability through using English Movies? (2) To what extent is the students' attitude toward the application of using English Movies? The result of the research is expected to be useful information for English teacher about the usage of English Movie in teaching listening skill and is expected to be worthwhile information for all students (readers), so that they can utilize as a media, not only as entertainment but also to increase their knowledge. It is hoped that it gives a meaningful contribution to the students improve their listening ability.

METHOD

In this research, the researcher used pre-experimental design. The

researcher collected information first before deciding the sample. The research found that the students at the school never using media in listening activity, so the researcher decided to use only one class namely experimental class. The design that used was the one-group pretest-posttest design (Arikunto, 2006; Sudjana, 2008). This research has two variables, independent and dependent variable. The independent variable is the using of English Movies and dependent variable is students' listening ability. The population of the research was the students of SMPN 1 Maiwa in academic year 2008-2009. It consists of three classes, so the population of the research is 50 students. Actually, the researcher could use population research because the number of population is less than 100 students, but it is impossible used this technique because she cannot disturb the students from the third class. So, in taking the sample the researcher used random sampling. The number of the sample in this research is 20 students. The students were taken from the first and the second class. The procedures of collecting data in this research were pretest. Before applying the English Movie techniques in improving listening ability, the researcher gave a test to the students in cloze test form to get data about their ability in listening. The treatment was administrated after the pre-test and it took place during 7 meetings and spent 90 minutes in each meeting

RESULTS

Based on the data analysis from the students' pre-test and post-test, there was improvement after treatment. The result of the students' pre-test showed that they were poor in listening skill. In the pre-test, from 20 students only one

students (5%) got the very good score, 2 (8, 33 %) students got the fairly good score, 11 (55 %) students got the poor score, and 6 (30 %) students got the very poor score. None of them got the excellent, good and fair score. In the post-test, the students' score was significantly increased. It was proved by the fact that there were 3 (15 %) students got the excellent score, 3 (15 %) students got the very good score, 9 (45 %) students got the good score, 2 (10 %) students got the fairly good score, 1 (5 %) students got the fair score, 2 (5 %) students got the poor score. None of them got the very poor score. Based on the data above, we can see that rate percentage of the post-test is higher than the pre-test. It means that the students' listening ability was significantly increased.

Based on the students' mean score in the pre-test and post-test, the researcher saw that they were significantly different. The mean score of students' pre-test is 3.80 and post-test is 7.95. And then, the result of the t-test indicates that the t-value 7.98 is higher than the t-table 2.093. It means that using English Movies is an effective technique in teaching listening.

Based on the students' mean score in the questionnaire, the researcher concluded that the students of SMPN 1 Maiwa have positive attitude toward the application of using English Movies in their listening class. It can be seen from the result of the mean score that is 33.5. It means most of the students agree with the using of English Movies.

CONCLUSION

Based on the findings and discussion, the researcher concludes that the students listening ability of SMPN 1 Maiwa before treatment was

classified as poor and then after treatment their listening ability is significantly increased. It can be seen from the result of their post-test, their listening ability change became good classification. Using English Movies is an effective technique that can be used in teaching listening skill. It can be seen from the result of t-test value and t-test, where the value of t-test is higher than t-test. The students of SMPN 1 Maiwa have positive attitude toward the application of using English Movies in their listening class. It was supported by the questionnaire that they had answered.

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