

THE EFFECTIVENESS OF USING SHORT MOVIE TO IMPROVE STUDENT'S LISTENING ABILITY

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ABSTRACT

The paper is entitled "The Effectiveness of Using Short Movie to Improve Student's Listening Ability" (Pre-Experimental study done in the third grade of Junior High School). This research focused to improve student's listening ability. The subject of this research were third grade students of SMPN 1 Pacet. The population of this research is the IX-E grade of SMPN 1 Pacet, with 40 students. In conducting this research, the researcher collected the data from the class that was carried out through pre-test, post-test, and questionnaire. The result of this research showed that using short movie to improve student's listening ability was effective. The result showed that in significance degree of 0.05, the value comparison is ($4.788 > 2.021$). It means that t_0 (t-observation) is higher than t_t (t-table). It could be said that t-test was higher than t-table. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. The result showed that using short movie to improve student's listening skill is effective. And the result of questionnaire showed that students like studying English using movie, and student agreed short movie can improve their listening ability.

Keywords : short movie, listening

ABSTRACT

Makalah yang berjudul “Efektivitas Dalam Menggunakan Film Pendek Untuk Meningkatkan Kemampuan Mendengarkan Siswa” (Studi Pra-eksperimental dilakukan di kelas tiga sekolah menengah pertama). Penelitian ini berfokus pada meningkatkan kemampuan mendengarkan siswa. Subyek penelitian ini adalah siswa kelas III SMPN 1 Pacet. Populasi penelitian ini adalah siswa kelas IX-E SMPN 1 Pacet yang berjumlah 40 siswa. Dalam melakukan penelitian ini, peneliti mengumpulkan data di kelas yang dilakukan melalui pre-test, post-test, dan angket. Hasil penelitian ini menunjukkan bahwa penggunaan film pendek untuk meningkatkan kemampuan mendengarkan siswa adalah efektif. Hasil penelitian menunjukkan bahwa pada taraf signifikansi 0,05 nilai perbandingannya adalah ($4,788 > 2,021$). Artinya t_0 (t-observasi) lebih tinggi dibandingkan t_t (t-tabel). Dapat dikatakan bahwa t-hitung lebih tinggi dibandingkan t-tabel. Jadi hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hasilnya menunjukkan bahwa penggunaan film pendek untuk meningkatkan keterampilan mendengarkan siswa adalah efektif. Dan hasil kuesioner menunjukkan bahwa siswa menyukai belajar bahasa Inggris menggunakan film, dan siswa setuju film pendek dapat meningkatkan kemampuan mendengarkan mereka.

Kata Kunci : short movie, listening

INTRODUCTION

There are four skills should be mastered in English. They are listening, reading, speaking and writing. Listening may become one of important skills that must be mastered when we start to study and interact with people. Listening becomes a basic skill to expand another skill in English.

According to Nation and Newton (2009, p.37) Listening is the natural pioneer to speaking. the first steps of language development in a person's first language are reliant on listening. Listening is also our ability to understand meaning of what we hear from other people. For example, when we listen to the conversation from film, radio, podcast or see the foreign people conversation we will understand from what being conveyed is.

Students have some difficulties in learning listening skills. They do not understand what they listen to. This happened because they cannot catch the words from what they listen to. The way the teachers teaches listening also influence the students in learning listening. So in many cases, students did not want to study English, especially listening because they thought listening English is hard to learn, unexciting and unnecessary. The writer believes that listening can be done by using a media which supported by sound and using short movie.

RESEARCH QUESTION

Based on the background analysis, it can be formulated that the research of the question are:

- a. Is short movie effective to improve listening ability to the third grade of junior high school?
- b. Does short movie make the students enthusiastic in learning listening?

RESEARCH OBJECTIVE

Based on the research question, the aims of the search that the writer want to be achieved is:

- a. To know the effectiveness of using short movie to teach listening
- b. To know students' interest being taught listening through short movie

LITERARY REVIEW

1. Listening

Vandergrift (2002) stated that listening is complex and active process of interpretation which listeners match what they hear with what they already know. While Harmer (2001:199) stated that listening is an active and purposeful processing of making sense of what we hear. When listening, we hearing what what we heard, and trying to know what it means.

Listening has critical role for our life. Listening make the way for the treasure of knowledge. When people are listening, they considered how it sounds like or expression of what the speaker is saying, and use their previous knowledge to understand what they are hearing, when at the end their considerate takes aspect from the listening procedure. Listening is an ability for continued education, for gaining new knowledge and skills, for addition information through media, such as music, radio, podcast, television and of course movie. Beside that, it will take into consideration another way teachers may help the difficulty of listening by teach students in different types of listening.

2. Media

Media has a significant role in teaching and learning process. Media are needed to get the objectives of teaching-learning process. According to Harmer (2001:134) that as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

Brown (1977:2-3) defined media as the tools or the physical things used by a teacher to facilitate the instruction. From the definition above, the writer make conclusion that media is a equipment that authorize conditions used by a teacher to ease the instruction to gain knowledge, skills, attitudes and participate the learners in a topic or as the principle of a whole activity.

3. Short Movie

Mery (2011) stated movies an art as well as a business, and those who make motion picture take great pride in their creation. Azhar (2011:49) defines movie as a picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive. Short movie is one of audio-visual that can be used to teaching. Short movie can provide entertainment to people who watching it and also teach people about history, flora and fauna, lesson of life and any other subject.

RESEARCH METHODOLOGY

1. Reseacrh Design

This study uses a pre-experimental design, focused on teaching listening using short movie. The writer uses quantitative method to figure out whether using short movie in teaching listening at the third grade of SMPN 1 Pacet.

Table 1 Experimental Class

Experimental Class		
X1	T	X2

Explanation:

X1 : Result of pre-test

T : Treatment that will be given in the class by using digital storytelling

X2 : Result of post-test

DATA ANALYSIS

THE DATA ANALYSIS OF TEST

The data obtained from the test will be processed using t-test for the result.

1. The formula of mean of the pre-test score:

$$\bar{X} = \frac{\sum X_1}{n}$$

$\bar{X}$ = mean of sample

$\sum X_1$ = total number of all individual observation of X

n = total number of observations

2. The formula of mean of post-test score:

$$\bar{X} = \frac{\sum X_2}{n}$$

$\bar{X}$ = mean of sample

$\sum X_2$ = total number of all individual observation of X

n = total number of observations

3. The formula for the Dependent t-Test, after entering the values obtained from pre-test and post-test:



$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{x}_1$ = the mean of the pre-test scores

$\bar{x}_2$ = the mean of the post-test scores

$\sum D^2$ = the sum of the squares of the differences between the pre-test scores and the post-test scores

$(\sum D)^2$ = the squares of the sum of the differences between the pre-test scores and the post-test scores.

N = the number of pairs of degree

DF= the degree of freedom

DF= N-1

THE DATA ANALYSIS OF QUESTIONNAIRE

This research uses close questionnaire. The questionnaire consists of 15 close questions. The data are interpreted based on the frequency of the students' answer. The formula is described as follow:

$$X = \frac{y}{z} \times 100$$

Where:

X = percentage (quality of the answer)

Y = given amount (total of the respondent answer)

Z = total amount (total of respondent)

100 = Constant

In collecting the data, the writer uses two instruments, there are test and questionnaire.

1. Test

This test is divided into two, namely:

a. Pre-test

The purpose of giving this test is to find out how skilled students are in their listening skills.

b. Post-test

This test aims to measure students' listening skills after being taught using short movie.

2. Questionnaire

The form of the questionnaire given to students was in the form of responses related to the research title and totaling 15 questions because the research questionnaire was useful for gathering demographic information, public opinion, facts, and attitudes of respondents.

FINDING AND DISCUSSION

1. The Data of Pre-Test

Pre-test was conducted before the implementation of personal prediction in order to know students' listening to narrative text before the treatment given. The following is the students' achievement before being taught by using short movie for the third grade as pre-test. The result is shown in the following table:

Table 4.1.1. 1 The Pre-test Score

Students' Number	Point "A" Score	Point "B" Score	Point "C" Score	Total Score
Student 1	6	3	4	52
Student 2	7	3	4	56
Student 3	4	8	4	64
Student 4	8	6	5	76
Student 5	9	7	3	80

Student 6	6	6	5	64
Student 7	7	5	3	60
Student 8	8	5	5	72
Student 9	3	4	5	48
Student 10	9	7	3	76
Student 11	6	6	5	68
Student 12	9	9	4	88
Student 13	10	5	3	72
Student 14	8	3	5	60
Student 15	4	2	4	40
Student 16	8	8	4	80
Student 17	5	5	4	56
Student 18	3	6	3	48
Student 19	4	8	4	68
Student 20	8	3	3	52
Student 21	10	4	5	76
Student 22	8	8	5	84
Student 23	5	2	4	44
Student 24	5	5	5	60
Student 25	8	4	5	68
Student 26	4	6	3	52
Student 27	8	7	4	76
Student 28	7	6	5	72
Student 29	10	7	4	84
Student 30	9	6	4	76
Student 31	8	7	5	80
Student 32	5	3	3	44
Student 33	3	6	4	52
Student 34	6	5	3	56
Student 35	10	7	5	88
Student 36	8	5	5	72
Student 37	9	4	4	68
Student 38	6	5	3	56
Student 39	8	6	5	76
Student 40	8	8	4	80
Total	2644			
Average	66.1			

The writer obtained the pre-test data from 40 students of the third grade of junior high school SMP Negeri 1 Pacet. According to the following data, out of 40 students, one student obtained the highest pre-test score which is 88 and there is also one students received the lowest pre-test score that is 40. Most students obtain score 60, 64 and 68 on the pre-test. The mean score of pre-test is 66.1. Standard of minimum completeness of mastery learning in SMP Negeri 1 Pacet is 72. There are 22 of students that not reach the minimum score. The writer teaches listening by using short movie to improve students get better score.

2. The Data of Post-Test

Post-test was conducted after the implementation of personal prediction in order to know the improvement that made by students in listening to narrative text. The following table is the result of post-test score after implementing personal prediction technique in teaching listening narrative text. The result is shown in the following table:

Table 4.1.3. 1 The Post-test Score

Students' Number	Point "A" Score	Point "B" Score	Point "C" Score	Total Score
Student 1	7	5	3	60
Student 2	6	4	5	60
Student 3	9	6	4	76
Student 4	8	8	4	80
Student 5	8	6	5	76
Student 6	8	6	4	72
Student 7	7	6	4	68
Student 8	8	6	3	64
Student 9	6	4	4	56
Student 10	8	7	4	76
Student 11	6	5	3	56
Student 12	10	9	5	92
Student 13	8	6	5	76
Student 14	6	6	5	64
Student 15	3	5	4	48
Student 16	8	8	4	80
Student 17	9	4	4	68
Student 18	6	5	3	56
Student 19	7	6	5	72
Student 20	8	4	5	68
Student 21	8	7	5	80
Student 22	10	9	5	88
Student 23	6	4	3	52

Student 24	5	8	5	72
Student 25	9	5	4	72
Student 26	6	4	4	56
Student 27	8	7	5	80
Student 28	8	6	5	76
Student 29	10	9	5	88
Student 30	10	8	4	72
Student 31	10	8	4	72
Student 32	3	4	5	48
Student 33	6	5	4	60
Student 34	9	4	4	68
Student 35	9	8	5	88
Student 36	8	6	5	76
Student 37	8	5	5	72
Student 38	8	4	4	60
Student 39	9	7	5	84
Student 40	8	9	4	84
Total	2816			
Average	70.4			

The table shows the post-test data from 40 students based on the results above. Based on the following data, out of 40 students, one student obtained the higher post-test score which is 92 and there are also two students received the lowest post-test score that is 48. Most students obtain score 72 and 76 on the post-test.

3. The Analysis of Pre-test and Post-test

From the data above, the writer analyzed the data using t-test in manual calculation. This analysis was done to examine the difference of score between pre-test and post-test.

Table 4.2 1 The Statistical Result Using T-Test

Students Number	Pre-test (x)	Post-test (y)	D (x-y)	D²
1	52	60	-8	64
2	56	60	-4	16
3	64	76	-12	144
4	76	80	-4	16
5	80	76	4	16
6	64	72	-8	64
7	60	68	-8	64

8	72	64	8	64
9	48	56	-8	64
10	76	76	0	0
11	68	56	12	144
12	88	92	-4	16
13	72	76	-4	16
14	60	64	-4	16
15	40	48	-8	64
16	80	80	0	0
17	56	68	-12	144
18	48	56	-8	64
19	68	72	-4	16
20	52	68	-16	256
21	76	80	-4	16
22	84	88	-4	16
23	44	52	-8	64
24	60	72	-12	144
25	68	72	-4	16
26	52	56	-4	16
27	76	80	-4	16
28	72	76	-4	16
29	84	88	-4	16
30	76	72	4	16
31	80	72	8	64
32	44	48	-4	16
33	52	60	-8	64
34	56	68	-12	144
35	88	88	0	0
36	72	76	-4	16
37	68	72	-4	16
38	56	60	-4	16
39	76	84	-8	64
40	80	84	-4	16
N = 40	$\sum x = 2644$	$\sum y = 2816$	$\sum D = -172$	$\sum D^2 = 2000$

$$(\sum D)^2 = (-172)^2 = 29584$$

From the table above, the writer gets:

- N = 40
- $\sum x = 2644$
- $\sum y = 2816$
- $\sum D = -172$

- $\sum D^2 = 2000$

From the data above, the writer computes then using some steps:

Step 1: Calculating the mean of pre-test scores

Mean of the pre-test is the sum of individual pre-test divided by the total number of observations. The formula is:

Finding X^1

$$X^1 = \frac{2644}{40} = 66.1$$

Step 2: Calculating the mean of post-test scores

Mean of post-test is sum of individual post-test divided by the total number of observations. The formula is:

Finding X^2

$$X^2 = \frac{2816}{40} = 70.4$$

Step 3: Entering the values obtained from step 1-2 into the formula dependent t-test. The formula is:

Finding $t = \frac{x_1 - x_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$

$$= t = \frac{66.1 - 70.4}{\sqrt{\frac{2000 - \frac{(-172)^2}{40}}{40(40-1)}}$$

$$= \frac{-4.3}{\sqrt{\frac{2000 - \frac{29584}{40}}{40(39)}}$$

$$= \frac{-4.3}{\sqrt{\frac{2000 - 739.6}{1560}}}$$

$$= \frac{-4.3}{\sqrt{\frac{1260.4}{1560}}}$$

$$= \frac{-4.3}{\sqrt{0.807}}$$

$$= \frac{0.898}{-4.3}$$

$$= 4.788$$

Step 4: Interpreting to the result of the computation

As the derived $t = 4.788$ does exceed the tabled critical value of $t = 2.021$, at $p. 05$ with $df = 39$ ($4.788 > 2.021$), therefore H_0 : The use of short movie is not effective to improve students listening ability is rejected and H_a : The use of short movie is effective to improve students listening ability is accepted. This means there is a significant difference in students score before and after the treatment using short movie. This also means that teaching listening by using short movie to the third grade of junior high school SMP Negeri 1 Pacet is effective.

DISCUSSION

The listening activity discussed in this paper is asking students to watch the English short movies in the classroom. The idea to ask students to watch the movie is inspired. Watching movies could

become an interesting activity of learning a foreign language especially listening since students like watching movies. The activities of watching short movies are followed by making report that will be presented in the classroom.

Short movie be good authentic learning materials for listening, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. That is, the learners can listen and see what is happening at the same time. The result of the research showed that the students' listening was improved after being taught through movie in SMP Negeri 1 Pacet. The students' mean score was increased better and significantly. The students' mean score of the pre-test was 66.1. Meanwhile, their mean score of the post-test after being taught through movie was 70.4. Based on the findings, it can be seen from the students' mean score of the pre-test and post-test that there was a significant improvement before and after being taught through movie.

The movie that showed to the students is a story in the form of short version. It seemed from the duration of each movie is only 5 until 10 minutes. So, the researcher should replay the video at least 2 times. Generally the students feel tired and bored when the movie that they watched were too long. Moreover the research more focused to make the time effective rather than only spending time in the duration of movie. Therefore the teacher should be selective to choose a good time when they give review to the students about the materials given. The students have never been taught through movie media previously, that is why the students seemed shy to express their idea, the writer tried to convince them, so that they feel enjoy to follow listening activity in the classroom. After conducting the first treatment until last treatment, it can be assumed that the students were more active and enthusiasm in learning listening. They can focus on the movie while watching and listening carefully to what words are in the movie and also can answer teacher's question, they could determine the main idea, specific information & finally they can infer the story by using their own word.

The result of the pre-test shows that the mean score of the students' listening was 66.1. It can be concluded that the students' listening were classified as fair. The result of the post was 70.4 can be classified as good.

The data described the most of them success to improve their score into listening. The improvement is also followed by significance. The result showed that in significance degree of 0.05, the value comparison is ($4.788 > 2.021$). It means that t_0 (t-observation) is higher than t_t (t-table). It could be said that t-test was higher than t-table. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. The result showed that using short movie to improve student's listening skill is effective. And the result of questionnaire showed that students like studying English using movie, and student agreed short movie can improve their listening ability.

CONCLUSION

Based on the result of the analysis in the previous chapter, the writer concluded that:

1. The implementation of short movie as media in teaching listening narrative text was started when the writer explained to the students about purpose, generic structure and language features of narrative text. The writer introduced short movie as a media to the student and presented the way, how to predict narrative text based on

- the title. The writer gave several question which are related to the title to make the students understand with the content of the text.
2. Based on the data analysis and interpretation in chapter IV, the result of this research show that teaching listening by using short movie got the better result that the tcount is bigger than ttable, and the Alternative Hypothesis (Ha) is accepted, while the Null Hypothesis (Ho) is rejected. It means that short movie able to improve students' listening ability and the result of questionnaire showed that the students gave positive responses toward the use of short movie as media in teaching listening narrative text. They agreed that using short movie as media in teaching listening can improve their listening ability.

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