

THE EFFECTIVENESS OF IMPROVING STUDENTS' LISTENING SKILL THROUGH AUGUST RUSH MOVIE

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Abstract

The research paper is entitled “**The Effectiveness of Improving Students’ Listening Skill through August Rush Movie**” which are written to be submitted to English Education Study Program of FKIP of UNIBBA as a partial fulfillment of requirements for taking *Sarjana Pendidikan* Degree. The aim of this research is to find out whether or not the August Rush movie as media in improving listening skill of grade XI AKA 2 students at SMK 1 LPPM RI Majalaya is effective and the responses of the students when they learn English Listening through August Rush movie. This research was classified as pre experimental research. The main subjects of this research were 35 students of class XI AKA 2 at SMK 1 LPPM RI Majalaya. The approach of this study was quantitative. Listening tests were used as the instruments of eliciting the data. The actions implemented in this research were using August Rush movie, giving more explanation in English, making use of the LCD projector optimally, and providing activities that enabled the students to enrich their vocabulary. The results of the research showed that the use of August Rush movie in the English teaching and learning process was effective to improve the students’ listening skills. There was an increase in the means score from 49.43 in the pre-test to 62.28 in the post-test. The increase of the means from pre-test to post-test was significant, proved by the t-test result that t-observed is higher than t-table ($7.060 > 2.032$). There were some good improvements in some aspects such as their familiarity in listening to English words. Moreover, the August Rush movie successfully caught the students’ attention. As a result, they watched the movie carefully as well as they heard the audio.

Key words: Listening, movie, August Rush movie.

Abstrak

Skripsi ini berjudul “ke efektifan dalam meningkatkan kemampuan mendengarkan siswa melalui film August Rush” yang ditulis untuk dikumpulkan ke Program Studi Pendidikan Bahasa Inggris FKIP UNIBBA untuk memenuhi kewajiban dalam mengambil gelar sarjana pendidikan. Tujuan penelitian ini adalah untuk mengetahui apakah film August Rush sebagai media dalam meningkatkan kemampuan

mendengarkan siswa di kelas XI AKA 2 SMK 1 LPPM RI Majalaya efektif dan untuk mengetahui respon siswa ketika belajar mendengarkan bahasa inggris melalui film August Rush. Penelitian ini disusun menggunakan pre-experimental. Subyek utama penelitian ini sebanyak 35 siswa kelas XI AKA 2 di SMK 1 LPPM RI Majalaya. Pendekatan dalam penelitian ini menggunakan quantitative. Test mendengarkan digunakan sebagai instrument untuk pengumpulan data. Kegiatan yang diimplementasikan dalam penelitian ini menggunakan film August Rush, memberikan penjelasan dalam bahasa inggris, menggunakan LCD proyektor secara optimal, dan memberikan kegiatan yang memungkinkan siswa menambah kosa kata. Hasil penelitian ini menunjukkan bahwa menggunakan film August Rush movie dalam proses belajar dan mengajar bahasa inggris efektif untuk meningkatkan kemampuan mendengarkan siswa. Terdapat sebuah peningkatan dalam nilai rata-rata dari 49.43 di pretest ke 62.28 di post-test. peningkatan rata-rata dari pre-test ke post-test ini signifikan, terbukti dari hasil t-test bahwa t_{observed} lebih besar dari t_{table} ($7.060 > 2.032$). Terdapat beberapa perbaikan yang baik dalam beberapa aspek seperti mereka menjadi familiar dalam mendengarkan kata-kata bahasa inggris. Selain itu, film August Rush berhasil mencuri perhatian siswa. Oleh sebab itu, mereka menonton filmnya dengan teliti sebagaimana mereka mendengarkan audionya dengan baik.

Kata kunci : Mendengarkan, Film, August Rush

INTRODUCTION

Language is the media to communicate with each other. English is the world language that used by people with different countries. In Indonesia, English language as the foreign language which is taught in the school. The students should master the four basics language skills, those are: listening, speaking, reading, and writing in order they can communicate orally and written.

In this research, the writer only focuses on listening skill. Listening is the first skill that must be mastered in learning English. It means listening skills as a key to learn the other skills in learning language. As quoted by Feyten (1991) cited in Vandergrift (2011) that: "Listening has emerged as an important component in the process of second language acquisition."

The students think that listening section was the hardest section, so that they did not have motivation to learn listening. Whereas listening is the important skill that students should have. To face this problem teacher should find the interesting method or media to improve students' listening skill.

There are several method and media to improve listening skill. One of media for improving listening skill is by using movie especially western movie. Movie can help the students easier to practice their listening. According to Schwartz (1998:17) "Movie or video can enhance listening comprehension by providing learners with contextually rich, high interest, authentic and culturally appropriate communicative situations". Ismaili (2013:122) quoted, Pezdek, Lehrer, & Simon, (1984) states:

“Movie fragments help enhance memory and recovery of information in reading and listening.”

One of movie that can help improving listening skill for students is August Rush movie, this movie is a family drama movie. It has simple language and articulation. So that, it can help students easier to listen what the actor said.

The Aims of the research are as follow:

1. To know whether or not August Rush movie is effective to teach Listening to the second grade of senior high school.
2. To know does the students like being taught listening through August Rush movie.

LITERATURE REVIEW

Listening

Listening is generally considered as receptive skill, it plays a role as an active skill and based on speaking. As Rubin in Helgesen and Brown (2007: 3) states:

“Listening is conceived of as an active process in which listeners select and interpret information which come auditory and visual clues in order to define what is going on and what the speakers are trying to express.” Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make senses of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

Supporting this statement, Listening is thus fundamental to speaking. Spratt, Pulverness, and Williams (2005: 30), explicitly, categorize listening as a receptive skill which involves responding to spoken language. Rost (2002: 279) states that listening is mental process of constructing meaning from spoken input.

Actually, listening is a skill in a sense that is related, but it has a distinct process from hearing. Rost (2002: 7) states both hearing and listening involve sound perception, the difference in terms reflects a degree of intention. Rost also defines hearing is the primary physiological system that allows for reception and conversion of sound waves that surround the listener. Saha (2008) expresses that even though listening and hearing are related. Listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. According to Dawn (2008: 1), listening is defined as making an effort to hear something, to pay attention or heed. It is different from hearing, which is the psychological process of the ear absorbing sound waves and transferring them along neural path-ways to parts of the brain.

Hence, the writer may conclude that listening is an active skill in which the listener only uses the important information. It is different from hearing. Hearing is a physiological process where a sound accepted from the ear to the brain.

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. Rost (1990: 15) states that listening is used in language teaching to refer a complex process to allow us to understand spoken language. It means, listening serves the goal of refine meaning from messages. Listening has a big role in language acquisition. According to Richard and Renandya (2002: 238) "listening is at the core of second language acquisition and therefore demands a much greater prominence in language teaching."

Listening has a big role in language acquisition and it is used in language teaching. Hence, teacher should understand the approaches and technique in teaching listening.

Approaches in teaching listening

There are two process in teaching listening bottom-up and top-down processing. According to Vandergrift (2009: 399-402):

1. Bottom-up

Bottom-up processing in listening entails the perception of sounds and words in a speech stream. When there is adequate perception of lexical information, listeners can use their background knowledge to interpret the input. The bottom-up approach to teaching listening acknowledges the primacy of the acoustic signal and focuses on helping learners develop critical perception skills.

2. Top-Down

The top-down dimension of SL/FL listening instruction involves teaching learners to reflect on the nature of listening and to self-regulate their comprehension processes. It refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Background knowledge may take several forms.

Advantages and Disadvantages of Movie

Movie is not always straightforward, there are some advantages and disadvantages in teaching learning through movie. Herron and Hanley (1992) cited in Ismaili (2013: 122) state using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom. Stoller (1988: 1) point out that movie extends the range of classroom teaching techniques and resources and not only enhance, but also diversify the curriculum. Allan (1985: 48) also highlights the realistic examples that the films enable. Combining both audio and visuality makes movie a comprehensive tool for language teaching. The visuality also supports the students: it helps learners by supporting the verbal message and provides a focus of attention while they listen.

Even though movie has some advantages, movie has also some disadvantages. According to Stoller (1988: 3) using movies requires for instance extensive preparation and thus some teachers may feel that using movies is too demanding. Champoux (1999: 240), points out that using movie is not only time-consuming for the teacher, but it can also take time away from other classroom activities.

August Rush Movie in Teaching Listening

August Rush movie is an English movie, in which watching English movie as one of the teaching media in English lesson can help increasing students' sensibility in hearing sense and participation. According to Chun (2015) Watching English movies and repeatedly listening to the dialogue can open up the vocabulary of students, so that students can easily remember more practical words; on the other hand, they also cultivate their sense of language and improve their information sensitivity. English movies reappears the real life, learning, and life scenes in its full implementation of the story, will not let the students feel tired and bored, but stimulate their morale, which provides more choices for the students' oral expression.

Based on the description above, the writer concludes that August Rush movie is an English movie. It can be teaching media which may help improving students' listening ability.

RESEARCH METHOD

In this research, the writer uses pre-experimental design by using one group pretest and post-test. This research design involves the experimental group. The treatment is applied to gain result of the research. In this case, the use of "August Rush" movie in teaching listening is the treatment. The experimental group is the XI grade of AKA 2 SMK 1 LPPM RI Majalaya. They receive the pre-test and post-test as tool to measure the students' achievement. Besides, questionnaire was also distributed to find out the students responses toward the use of August Rush movie in improving listening skill.

After the pre-test and post-test had been applied, dependent t-test formula was applied in pre-test to measure whether there were no significant differences between the students' listening score in pre-test and post-test. Furthermore, to find out the effectiveness of August Rush movie in improving listening skill paired t-test was applied. If the probability value is smaller than the sig.value at 0.05 ($p < 0.05$), it means contextual video was effective for listening practice.

FINDING AND DISCUSSION

Finding

Pre-test is used to analyze students' score on listening skill. It was done about 60 minutes. The Pre-test was held on 25th July 2017. The subject of the research was taken from the second grade students of Senior High School at SMK 1 LPPM RI Majalaya. The questions consist of multiple choice and completion. There was 5 questions for multiple choice, 5 questions for completing. The mean of pre-test is 49.43, it means that students' mean score of pre-test was under criteria of minimum score because the criteria of minimum score of English subject is 70.

The post-test was conducted on 11th August 2017 after the students got treatment to improve their listening skill they. It was conducted to measure the improvement of students' listening skill. The questions of the post-test were the same those of the as posttest. The mean of post-test is 62.28, it means that the students' mean score of post-test was less than the criteria minimum score because the criteria of minimum score of English subject is 70.

The questionnaire used closed questionnaire by using Guttman scale for the purpose of getting the clear and explicit answer from the students by answering "Yes" or "No". Based on the questionnaire analysis the students' responses toward the use of August Rush movie in improving listening skill are positive. almost all of the students or 34 (97.2%) are having fun in learning listening through August Rush movie and 29 (82.9%) students have the improvement in listening after learning listening through August Rush movie. It means August Rush movie was fun and it can be a media to improve listening skill and it could be proven by the improvement of the students' scores.

Discussion

The result of the test is proved. It means August Rush movie can improve students' listening skill. Since there is significant difference between the mean score of pre-test and post-test. So, this research works successfully. In this case, significantly tobserved is greater than t table ($7.060 > 2.032$) in other words seven point zero six is greater than two point zero thirty two. It means that the null hypothesis is rejected and alternative hypothesis is accepted stating that there is significant difference in students' score before and after the treatment using August Rush movie.

And then, the students' responses toward the use of August Rush movie to improve their listening are positive. The result of the data shows that almost all of students liked to learn English listening through August Rush movie. They said that they enjoyed while learning listening through August Rush movie. They watched the movie with full of attention as well as they heard the audio. This is in line with what Allan (1985:48) says that visuality helps the students by providing a focus of attention while they listen.

CONCLUSION

Generally, the aims of the research are to find out the effectiveness of improving students' listening skill through August Rush movie in SMK 1 LPPM RI Majalaya. The technique that used in teaching English listening through August Rush movie modified from "Learn English with Movie Using Movie Technique" by A.J Hoge. In addition, it is also done to investigate the students' response toward the use of this media. According to the data that has been collected and analyzed, the result of the research shows that the use of August Rush in improving students' listening skill is effective. It can be seen from the result of the statistical computation or from the result of the pre-test and post-test. The data shows that post-test mean score is significantly higher than that of pre-test. It means that the use of August Rush in improving students' listening skill has significant result. Then, from the result of the questionnaire the writer can conclude that almost all of students like

watching August Rush movie, they agree that the use of August Rush movie in teaching listening can improve their listening skill. In conclusion the use of August Rush movie, get positive response from the students.

In general conclusion, that teaching listening through August Rush movie has good result and it is effective to be used.

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