

WATCHING MOVIE CLIPS AS A STRATEGY TO IMPROVE STUDENTS' LISTENING SKILL

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Abstract

The aim of this study is to (1) reveal how the process of using watch movie clips as a strategy in improving students' listening skill in teaching and learning activity. (2) find out whether the use of watch movie clips as a strategy can improve students' listening skill or not. Classroom action research is used in research design. The research was conducted from February 10th 2016 until February 24th 2016 at the grade twelve students of SMA Negeri 1 Pineleng. The research was conducted in two cycles inclusive of two meetings in every cycle. Every cycle consisted of four steps: plan, action, observation, and reflection. The research data were collected by observation and test. The qualitative data were analyzed through Miles and Huberman's Three-Part Analysis, meanwhile the quantitative data were analyzed through mean score formula. The result of the data analysis using mean score formula indicates that the post-test score in cycle two 83.75 is higher than the pre-test 64.75. The research findings show that watching movie clips as a strategy could improve students' listening skill, related to the improvement of: the students' ability in answering teacher's question correctly, the students' ability in determining the general idea and specific information, the students' ability in making a summary and retelling the story, and the students' score in listening test. Based on the findings, it can be concluded that watching movie clips as a strategy can improve students' listening skill. The research is expected to give input for English teacher in improving students' listening skill, and to use watching movie clips as a strategy in teaching and learning English activity. In addition, to solve students' problem in improving their listening skill.

Keywords : *Watching; movie clips; improve; listening skill.*

Introduction

Sapir (1921 : 8) defines language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. Language is a base of communication, without language a communication cannot be built and without communication people cannot make interaction with others.

That is why people need to build a good communication in their life so that they can interact with others in social context. If they have a good communication it will help them in their social activity such as in school, office, hospital, or another place. When they can make a good communication, they will be able to give their opinion, suggestion, or advice. If people want to have a good communication, they should improve their ability in language because language is a foundation of communication. It is a first thing that they should have if they want to make a successful communication.

Talking about the goal of communication, it does not depend on one skill. In language, there are four skills that people should have in their life. They are listening skill, speaking skill, reading skill, and writing skill. The four skills are important to make a good communication. Without listening skill as the first step in language skill, people cannot hear and produce the word or sentence. A baby has to listen first then he/she can speak with their parents or others with his/her language. After listening and speaking, a baby will grow to be a child. In this phase, he/she can read a book or something else after that he/she can try to write something to give their opinion in written text.

According to Downs (2008 : 1) listening as making an effort to hear something; to pay attention or heed. In her book, she explains that listening is different from hearing because listening is the physiological process of the ear absorbing sound waves and transferring them along neural path ways to parts of the brain. She explains that hearing is necessary for listening, but listening is much more than processing sound. From this, it can be concluded that listening is important and it is a first skill that people have to pass. In other words, listening is needed to continue another skill such as speaking, reading and writing skill. Because in listening, people have to give their attention and try to get meaning from something that they hear. If they get the meaning means that they can give their opinion through oral or written. It can be said, listening is a first input for communication. As Rost (1994 : 141 – 142) explains that, listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. That is why people should have a good base or input in their language skill.

Nicholson (2015 : 11 - 13) suggests there are five most effective ways to improve listening skill, they are: watch movies without subtitles, listen to music, watch videos on

YouTube, listen to Podcasts, and the last listen to the radio. It can be suggested for teachers that want to teach listening skill.

The problems was happened in SMA Negeri 1 Pineleng. Based on the observation, the researcher got the data of the students' problem in listening class. The students are bored with a teacher's voice of teaching listening. They just sit and then discuss about the assignment. In doing the assignment they just listen their teacher's voice to complete the sentence or a dialogue. And it makes a boredom of the students. Based on the pre-research conducted in grade twelve students of SMA Negeri 1 Pineleng, the problem can be identified that in learning listening, students have low listening skill.

The twelve grade students of SMA Negeri 1 Pineleng should have at least 70.00 as their minimum score for listening, speaking, reading, and writing skill. But the result of pre-test conducted on February 10th 2016 is very different. Based on the data, the mean score is only 64, 75. The problem is divided into two main factors, they are: the situation in listening class and students' listening competency. These main factors influenced students' achievement in listening. First in the listening class situation, they sometimes made a noise and grumbled when listen the story, it makes another students can not concentrate on what they listen. In the end, they can not answer the question, they refuse to retell what they have listened, become passive and bored in the listening class. They prefer to do another thing likes drawing, rather playing or doing homework than listen to the lesson. Second in students' listening competency, students had some difficulties to express their idea or opinion in answering teacher's questions based on what they have listened. It happened because they could not catch what the speaker tells. And also the students had difficulties in determining the general idea and the specific information. They are difficult to determine the situation, character, or settings in the story that they have listened. The situation is the first factor which determined the second factor. The situation in listening class very influenced students' listening competency and students' achievement; it made students have low listening skill.

This challenge makes the researcher chose movie clip in listening section. Listening by watching movie clips is an interesting activity in the class. In addition to listen the sound, students can watch the movie and enjoy in the class. This strategy is expected to make students can answer the question, retell what they have learned, be more active in the class then to improve students' listening skill in expressing idea or opinion and determining the general idea and specific information.

Methodology

A method here was applied for a systematic analysis in this study. The research was conducted from February 10th 2016 until 24th 2016. It was applied in grade twelve of students SMA Negeri 1 Pineleng.

Classroom Action Research (CAR) was applied in doing the research. According to Levin (2001 : 108), Classroom Action Research (CAR) is the systematic investigation of what works in the classroom, with the goal of improving student learning. She explained that in Classroom Action Research (CAR) that teacher or researcher gather both quantitative and qualitative data from several sources and share their results with those direct affect, so that others may take action based on the findings.

Levin (2001 : 109) explained that teachers conduct Classroom Action Research (CAR) follows the same general steps common to any research study: carefully formulate a question; seek information (qualitative and quantitative); analyze data to answer the question; draw conclusions from analyses; and take action based on the conclusion. According to Kemmis and McTaggart (1988 : 14), Classroom Action Research activities involve repeated cycles, each consisting of planning, action, observing, and reflecting. Here, it is explained that the result of one cycle is used to determine the need for the following cycle; the researcher can stop the cycle according to the result in reflection.

The research was conducted in SMA Negeri 1 Pineleng, it was started on February, 16th 2016 until its end on February, 24th 2016

According to Gay (1981 : 86), population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The population of this research is students of SMA Negeri 1 Pineleng. Meanwhilen, the sample of this research is grade twelve students of SMA Negeri 1 Pineleng.

The procedure of the research classroom action research started from researcher tried to identify a problem. Then, identify a plan of action. These were some activities was done before doing the cycle one and two: 1. observing the teaching and learning process, 2. finding the problem, 3. proposing the solution, 4. designing the lesson plan. After designing the lesson plan, the research was started cycle one on February, 16th 2016 to 17th 2016. Then, the result of cycle one showed that the research needs cycle two. So, cycle two was done on February, 23rd 2016 to 24th 2016. These are the description of the research:

1. Plan

In the planning phase, the researcher prepared the instructional material, lesson plan, observation checklist, observation sheet report, students' worksheet, and everything related to the action is prepared for two meetings in every cycle.

2. Action

In the action phase, implementation of the plan or intervention that has been carefully developed to address a particular problem or sets of problem (Huang 2012 : 16). So, here the researcher implemented the plan and tried to collect the result. Actually, there are three main activities is done in this phase,

a. Pre-activities

Pre-activities started by giving greeting, telling the aim of the learning activity, the standard competency, and basic competency.

b. Whilst activities

Whilst activities started by explaining the students about the rules in learning activity, telling them about the planning of watch movie clip in listening section then implementing the strategy in listening section.

c. Post activities

In post activities, the discussion between students and the teacher was done. And also the conclusion about their experience in the class like what they feel.

Every activity in the action phase depends on the planning in every cycle. Every cycle has its own plan and it depended on the result in reflection phase. So, if cycle one has two meetings; in the first meeting, the action phase has its own action. It would be different with the second meeting in cycle one or first and second meeting in cycle two.

3. Observation

In the observation phase, systematic observations of particular, relevant aspects of classroom practice are made to determine what is happening (Huang 2012 : 16). The observation phase in Classroom Action Research was gotten a data from quantitative and qualitative, here in this phase the data was collected from the students' score as a quantitative data and the observation of learning and teaching activity in the class as a qualitative data. The students' score was gotten by calculating the percentage of students' score after giving the strategy and assignment. Meanwhile, in observation of learning and teaching activity in the class, the teacher who teaches at the school became an observer; he observed the teaching and learning process from the beginning until the end of the research. Here, the content of observation sheet was different because it is depended on the situation in every meeting of cycle.

4. Reflection

In the reflection phase, reflect on what is happening and then develop revised action plans based upon new understanding or questions that arose during the previous phases (Huang 2012 : 15). Here the result of the implementation watch movie clip as a strategy in listening section showed in the reflection phase. The result which was found in students'

assessment would be used to measure students' competency and also it would be base to revise the next cycle.

In collecting the data, The qualitative data was taken from the observation checklist, observation sheet, teacher rubric, and final score worksheet. Meanwhile the quantitative data was taken by scoring students' achievement test.

Qualitative data were analyzed by using Miles and Huberman's Three-Parts Analysis. The model consists of data reduction, data display, and conclusion drawing or verification.

In data reduction, the researcher began the process with observation the learning and teaching process which was done by the teacher in SMA Negeri 1 Pineleng. The researcher filled the data in observation cheklist, the data filled toward the situation before the research. And then after the problem can be identified, the researcher found the solution and made the lesson plan. In addition, during the carrying out of the research, the researcher collected the observation sheet which was filled by observer and made a revision for the next meeting. All of the observations which were gotten in the research would be used in collecting data.

So after the data is reduced, the next step is display the data. Through displaying the data, it will be easier to understand what is happening and to do something further analysis.

Last, conclusion drawing or verification. This activity is the third element of qualitative analysis according to Miles and Huberman in Berliner and Calfee (2009 : 983) Here the researcher made a conclusion and verification. It can be said in conclusion drawing or verification which has done be clear.

Meanwhile, in quantitative data the researcher made a score from students' achievement test. After that, a statistical technique was used to find the students' mean score. The data from the test were analyzed in order to prove whether or not teaching listening using watching movie clips as a strategy can improve students' listening skill.

In the research, the students' mean score of the pre-test was compared to the students' mean score of the post-test in cycle 1 to know whether there is an improvement of the students' listening skill. After that, because the score in cycle one was not enough, the researcher decided to do a cycle 2. The score in cycle 1 was compared to the students' mean score of the post-test in cycle 2. In the research, the score is presented in the table of mean score, raw data, polygon and histogram diagram.

According to Shavelson (1981 : 55), mean is most commonly used measure of central tendency because it takes all scores into account. It is an arithmetic concept. So, the score of data was computed by mean formula pointed out by Shavelson (1981 : 55) :

$$\bar{X} = \frac{\Sigma x}{N}$$

\bar{X} : Mean Score
 N : The total number of the students
 Σx : Total Score

Finding and Discussion

The research was started on February 16th 2016 and finished on February 24th 2016. But before doing the cycle one and two, there were observation and pre-test. The aim of the observation and pre-test are to find out the problem of students' listening skill in SMA Negeri 1 Pineleng and to know the condition of teaching and learning before the action research would be done. By doing the pre-research, the researcher found the problem of the students was about low listening skill. It was caused by two things, they are: the students' listening competency and situation in the listening class. These are supported by the result of the pre-test conducted by the researcher on February 10th 2016. The pre-test was done by giving some questions based on the story they listened by the audio. And this was the result, the mean score of the students' listening is only 64.75 whereas the minimum score for English is 75.00.

Cycle One

Cycle one consisted two meetings. The first meeting was conducted on February, 16th 2016 the researcher gave a narrative story by watching movie clip. After the students watch the movie clips, they are divided into four groups, then discuss about the movie clips. The discussion was started, every leader in discussion group explained about the movie clips that they had watched. Here, the researcher observed the discussion. In first meeting, the data was analyzed by qualitative. The qualitative data was taken from observation sheet and teacher rubric. The observation sheet was filled up by the observer, here the researcher observe the situation in teaching and learning activity, meanwhile teacher rubric was filled up by the researcher to observe students in discussion group.

Second meeting was conducted on February 17th 2016, the researcher asked to students to answer the question from the movie clips after they watched. They have 15 minutes to answer the question. if in the first meeting the data was collected by qualitative, in the second meeting the data was collected by qualitative and quantitative. Observation sheet was used in qualitative data and as usual it was filled up by the observer, meanwhile the test was used in quantitative data and it was done by the researcher. Here the mean score of the second meeting in cycle one is 78.5. In the pre test, the meanscore only 64.75. The test increased mean score from 64.75 to 78.5, but actually in this cycle, there are some weakness of the teaching and learning listening process. The students were still difficult in catching the words said by the speakers and determining details information. In answering the questions, the students still made a mistake in writing down the answer or answering the questions because only few of them who brought a dictionary. Most of them did not bring a dictionary to help in finding the answer or meaning of the vocabulary related to the movie clips. And not all of the students asked question when they did not still understand.

In scoring of the test, there were still 4 students who get score under the minimum score of English. The minimum score of English is 75.00 whereas in the post-test score, there were four students who get 70.00 score. Based on the result in reflection, the researcher determined that there would be a cycle two. The cycle two focused on give an introduce more new words, determine information in making a summary of the movie clips, and also give an equal chance for students to ask something when they did not still understand. It had to do in improving students' achievement.

Cycle Two

Cycle two has two meetings too, in first meeting the students watching movie clips individually without teacher's guidance, then they tried to retell what they had listened. Every students has three minutes to retell. Here, the observation was done by collecting qualitative data. The observation was divided into two parts, observation sheet which filled up by the observer and final score worksheet which filled up by the researcher.

Meanwhile in second meeting, the students still continue to retell the story and then answer the test. Here, the researcher guided the students to determine information in making a summary of the movie clips, because in the second meeting the students were asked to make a summary.

After doing cycle one and cycle two, there are some reflections was gotten. It showed that there are improvements in listening skill by watching movie clips. First, improvement is the students had a motivation in learning listening because all of the students took a part in listening class, usually they did not want join in listening class because it made they were bored. They understood too fast about the story, comfortable with the new strategy in listening class. Then, the students had progress in determining details information about the movie clips, and the last they could retell the story and make the summary.

Second, these improvements were supported by the result of the mean score of the test in the second cycle. The mean score showed that the students got 83.75 . It had meaning that the score in the cycle two is better than the mean score in the first cycle that was only 78.5

So, the findings of the research were gotten by several sources of data, whether qualitative or quantitative. Qualitative data can be included by lesson plan, observation checklist, observation sheet report, teacher rubric, final score worksheet, and the score of pre-test and post-test. The finding of the research answered the research question. The research findings were as follows: The use of watching movie clips as a strategy can improve students' listening skill. In addition, the researcher can reveal the process of using movie clips in teaching and learning activity.

Conclusion

Based on the data which are found the research, it can be concluded that : 1. The students are able to answer teacher's question correctly; 2. The students are able to determine the general idea and specific information; 3. The students are able to make a summary and retell the story; 4. The progress on the students' achievement score from 64.75 mean score to 83.75 mean score.

The process of using watch movie clips in teaching and learning activity was revealed by observing the situation during the research. And it had revealed by looking the observation checklist and observation sheet report. Meanwhile, the mean score strengthens all about the findings' statement. The mean score got a progress from the pre-test to the post-test in cycle two. It was gotten by calculating the mean score from the pre-test to the post-test.

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