

IMPROVING STUDENTS' LISTENING SKILL THROUGH WATCHING ENGLISH MOVIE AT SMP KERTANEGARA MALANG

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Informasi Artikel	ABSTRACT
Submit: XX – XX – 2020 Diterima: XX – XX – 2020 Dipublikasikan: XX – XX – 2020	<p>The objective of this study was to analyze and explain the process of improving the students' listening skill for eight grade students of SMP Kertanegara Malang, through watching English movie. The subject of this research were 8th grade students of SMP Kertanegara Malang, that consisted of 20 students. The method used in this study is Classroom Action Research (CAR) by Kemmis and Mc Taggart action research procedure: planning, acting, observing and reflecting. This study carried out in two cycles, which contained two meetings in each cycle. The observation sheets, and tests were the data gathered in this study. The results in this study indicate that there was obtained improvement of the students' listening skills. Most of the students gradually gained good scores at the end of cycle. The score of Minimum Mastery Criterion (KKM) of English lesson was 75. In the pre-test, there were 5 or 25% students who passed the KKM and the mean score of the pre- test was 60. The result of post-test 1 in cycle one, there were 7 or 35% students who passed the KKM considering their mean score of the test gained 69,5. Next the results of the post- test 2 in the second cycle shows that there were 18 or 90% students who passed the KKM in which their mean score derived 84,75. In conclusion, watching English movie can improve students' listening skill.</p> <p>Keywords: Listening, Watching, English Movie</p>
Penerbit	ABSTRAK
IKIP Budi Utomo	<p>Tujuan penelitian ini adalah untuk menganalisis dan menjelaskan proses peningkatan kemampuan menyimak siswa kelas delapan di SMP Kertanegara Malang melalui menonton film Bahasa Inggris. Subjek penelitian ini adalah siswa kelas delapan di SMP Kertanegara Malang yang terdiri dari 20 siswa. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) oleh Kemmis dan Mc Taggart dengan prosedur penelitian: perencanaan, pelaksanaan, pengamatan, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus yang terdiri dari dua pertemuan di masing-masing siklus. Lembar pengamatan dan tes adalah alat yang digunakan untuk mengumpulkan data dalam penelitian ini. Hasil penelitian menunjukkan bahwa ada peningkatan yang terjadi pada kemampuan menyimak siswa. Sebagian besar siswa secara bertahap mendapatkan nilai yang bagus di akhir siklus. KKM dari mata pelajaran Bahasa Inggris adalah 75. Pada pelaksanaan pre-test, ada 5 siswa (25%) yang lulus KKM dan nilai rata-ratanya adalah 60. Hasil post-test 1 di siklus pertama menunjukkan ada 7 (35%) siswa yang lulus KKM mengingat nilai rata-ratanya adalah 69,5. Hasil post-test 2 di siklus kedua menunjukkan bahwa ada 18 (90%) siswa lulus KKM dimana rata-rata nilainya adalah 84,75. Kesimpulannya, menonton film Bahasa Inggris dapat meningkatkan kemampuan menyimak siswa.</p>

INTRODUCTION

Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. By having more knowledge about language skills, we have much better chance of understanding and being understood and getting what we want and need from these around us. English is one of the international languages that is used by many people in the world and in many areas of everyday life. Richard (2008:3) stated that listening has the fundamental function to facilitate understanding of spoken discourse involving understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Since listening, with its crucial rules, covers many language aspects, it cannot be downplayed and separated in using a language. Additionally, listening facilitates students to obtain 45% of the total language competences. It involves not only cognitive processes but also some behavioral and affective processes.

Listening can be done by using a media which is supported by sound, like movie. Movie provides audio-visual aid in listening activity, it has more advantages in helping listening comprehension. English movie is one of the authentic media to be used because it can attract and interest the students. Using movie in the classroom activities provide an ideal vehicle for active learning as well as encouraging interaction and participation.

From the explanation above, the objective of the research is to investigate improving students' listening skill through watching English movie class VIII at SMP Kertanegara in academic year 2021/2022. Hopefully this research will be useful to provide the knowledge about teaching English through English movie to improve students listening skill for students, teachers and other researchers.

RESEARCH METHOD

The design of this study is classroom action research (CAR). According to Hopkins 1993, as cited by Muslich (2009: 8), "classroom action research is a reflective study done by participants to improve rational stability on their own practices and understanding toward situation of educational practices". The researcher used the classroom action research by Kemmis and Mc Taggart (1988) they stated that there are 4 steps in conducting classroom action research, (1) Planning, (2) Acting, (3) Observing, (4) Reflecting. This research would be conducted in some cycles to solve the problems discover in the teaching and learning process based on the observation and interviews. This research investigates how to improve students' listening skill through watching English movie class VIII at SMP Kertanegara, so the subject of the research is eighth grade students of Kertanegara junior high school. The students of class VIII consisted of 20 students.

In this research, researchers used pre-test and post-test to measure the significance of the improvement in the treatment of this research. A pre-test is an assessment measure given before they have undergone some type of treatment as part of research study. A post-test is an assessment measure given to participant after they had received the treatment as part of research study. Pre-test and post-test were used in the reconnaissance and action phase to compare the students' listening comprehension before and after the treatments. Pre-test is given to the students" before the researcher give the treatment. After the researcher get the pre- test result, she gives implementations to the students to improve their listening skills. After several actions, then she gives the post-test to see how the students improve.

There are two data that researcher had taken. They are quantitative and qualitative data. The quantitative data is taken from the students" listening skills scores from exercise. This data use to give a clear description of students" listening skills improvement. Meanwhile the qualitative data is taken from observations, interviews, post-test and pre-test. The observation started since the researcher has practice

teaching in, and focuses on finding of the field problem. Then an interview is done with the students and the English teacher. The result of the interviews is collected and analyzed to support the finding of the field problem.

Researcher used some movie as media in the learning process as the treatment of this research. The teacher showed the movie that was divided into 4 sections. Each section has 15-20 minutes and has some questions that students must answer directly. Thus, students answer the questions. Last, researchers gave some questions as a test to know whether the students improved their listening ability. After the researcher gathered all the data from students' pre-test and post-test score, the researchers calculate and compare the data by using to know whether using the English movie has increase students' listening comprehension or not.

RESULT AND DISCUSSION

The researcher conducted reconnaissance to identify the existing problems. There were classroom observation, pre-test and post-test. The first activity was the classroom observation which was done in one day. The classroom observation was conducted to collect any valuable information during the English teaching and learning process in the classroom. There were still some students who did not follow the teaching and learning process in the class.

In order to know how far the students' ability to listen English was, the researcher did a pre-test. In pre-test, the researcher as a teacher introduced herself to the students. while did it, the researcher gave score to each student based on their ability to listen. From the pre-test, the teacher found that students listening skills was poor. The action research was conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing and reflecting. Cycle I of CAR, the writer calculated the result of post-test I to know the students' improvement from the pre-test to the post-test I result.

There are three steps to get this improvement. Those are calculating to get the final score of the students; the students mean score of the class and calculating the class percentage. Cycle II of CAR, the writer also calculated the result of post- test 2 to know the students score improvement from the pre-test, post-test 1 to post-test 2. There are three steps to get this improvement. Those are calculating to get the final score of the students; the students mean score of the class and calculating the class percentage.

This study was aimed at investigating the effectiveness of English movie in enhancing students' listening comprehension at senior high schools. This part contains the final result and discussion of this research. These contents aim to answer the research question about whether English movie does enhance students' listening comprehension. To know the effect of using English movie, researchers compare the result of students' listening comprehension pre-test and post- test scores. It can be seen in Table 2 that shows the result of students' listening comprehension pre-test and post-test scores.

	M	P	N
Pre-test	60	25%	20
Post-test cycle I	69,5	35%	20
Post-test cycle II	84,75	90%	20

Based on the table above showed pre-test means' score was 60 while the post-test I means' 69,5 and post-test II means' score 84,75, P is the class percentage which pass KKM 75, and the last N referred to the total of the subject that is 20 students.

The result in pre-test, cycle I and cycle II, it can be concluded that there was a significant improvement of the students' listening achievement. On pre-test, there were 5 students who passed the test, it means that only 25% from the whole class and 75% or 15 students failed to pass the test. On the first cycle there were 7 students who passed the test, it means 35% of the students were able to listen successfully and 65% or 13 students failed. Then on the second cycle, there were 18 students who passed the test, it means 90% of the students were able to listen successfully and 10% or 2 students failed. However, the result had been reached the target of criteria of success, 75% of the whole class. Therefore, the action of this research was stopped.

From the explanation above shows that by applying English movie, students can improve their listening skill, especially in 8th grade of SMP Kertanegara. And the result of post-test from cycle I and cycle II are greater than pre-test. In conclusion, by watching English movie gave major improvement to students' listening skill. The students are get used to understand English spoken language, they can answer the listening question easily and they get much exposure to the target language which is English. Besides, students also felt that there are some improvements in their speaking skill for the activity of listening. As a result, watching English movie facilitated them for having opportunities to practice and encourage their motivation in learning English listening. Also, for students watching English movie were considered as fun, enjoyable, and yet helpful especially for students of 8th grade in SMP Kertanegara.

This also may imply that a movie can be a good media to help a teacher to teach English especially listening comprehension skills in the classroom. Also, it can help students to learn listening comprehension easier and more enjoyable than only using audio in listening classes. Using a movie as media in the learning process, students can learn more such as body language, facial expression, and gestures of the speakers provide additional information to the listener.

CONCLUSION

Based on the findings it showed that the students' listening skill at the eighth grade of SMP Kertanegara can be improved through watching English movies. It could be seen by the students' mean score was increased. The mean score of pre-tests was 60, while the mean score of post-tests 1 in cycle I was 69,5. This meant that the improvement was still needed so the writer conducted the cycle II that was ended by post-test 2. The mean score of posttests 2 was 84,75. It can be seen there was a significant improvement in mean score from pre- test through post- test 2. It can be stated that watching English movie can improve the students' listening skill.

Furthermore, there was a significant improvement in the mean score of each test. It was also indicated by teaching listening skill through watching English movie could be improved because the students learnt English in enjoyable and fun way. Based on explanation above, it can be concluded that watching English movies activity can significantly improve the students' listening skill at SMP Kertanegara.

Based on the findings and discussion stated in the previous chapter, some suggestions are given to the participants who are closely related to this study. They are presented as follow:

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing listening materials. It is important for the teachers to use various activities that is appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use English movies as one of the appropriate activities in teaching listening. Also, through watching English movies the class would be fun and increased students'

motivation in order to learn listening in English.

2. For Students

By using English movies in the class, the students have opportunities to get exposure to English as the authentic material. It also improves students' listening skill, vocabulary, and even speaking skill by watching English movies.

3. For Other Researcher

The weakness of this study is its limited time in doing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time and also implement this action with other skills such as speaking or improving students' vocabulary to get maximum results so that the improvement will be more significantly seen.

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