

THE USE OF VIDEO MOVIE TO IMPROVE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT

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Abstract

The objectives of this research are to find out whether there is any significant increase of student's listening comprehension achievement after being taught through video movie and to investigate the process of teaching listening through video movie in the classroom. This research was conducted at the first grade students of SMAN 1 Natar Lampung Selatan. This quantitative research applied one group pretest – posttest design. Objective listening comprehension test was used as the instrument and the data were analyzed by using repeated measure t- test. The results show that there is a significant increase from pre-test to post-test. The average score of pre-test is 54.83 and the post-test is 72.17 and t-value is higher than t-table. By comparing the score of pre-test and post-test, it can be found that the gain is 17.33. This proves that the treatments had a positive effect on the students' achievement. Based on the data, it can be concluded that the implementation of video movie in the classroom increase students' listening comprehension achievement.

***Key words : Listening comprehension, Narrative text, Students achievement,
Video movie***

Abstrak

Penggunaan Video Movie Untuk Meningkatkan Pencapaian Kemampuan Mendengarkan Komprehensif Siswa

Oleh

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Penelitian ini bertujuan untuk membuktikan bahwa adanya peningkatan pencapaian kemampuan mendengar siswa yang signifikan setelah diajar dengan menggunakan video movie dan untuk meneliti proses pembelajaran listening dengan menggunakan media video movie di dalam kelas. Penelitian ini diterapkan kepada para siswa kelas X di SMAN 1 Natar Lampung Selatan. Penelitian ini merupakan penelitian kuantitatif dengan menerapkan desain eksperimental (one group-pretest posttest design). Test objektif listening digunakan sebagai alat ukur (instrumen). Pada penelitian ini hasil datanya diolah dengan menggunakan Pengukuran Perulangan t-test. Hasil dari penelitian ini menunjukkan bahwa adanya peningkatan yang signifikan pada kemampuan mendengar siswa dari pre-test sampai ke post-test setelah diajarkan dengan video movie. Skor rata-rata siswa pada sebelum test yaitu 54,83, sedangkan pada saat setelah test yaitu 72,17 dan t-value lebih tinggi daripada t-table. Dengan membandingkan skor siswa pada sebelum dan sesudah test, maka dapat diperoleh nilai gain nya yaitu 17,33. Hasil ini membuktikan bahwa perlakuan peneliti berdampak positif pada pencapaian hasil akhir siswa. Berdasarkan penjelasan diatas, maka dapat disimpulkan bahwa penerapan video movie di dalam kelas dapat meningkatkan pencapaian kemampuan mendengar siswa.

Kata kunci : Kemampuan mendengarkan, Teks naratif, Pencapaian siswa, Video movie

I. INTRODUCTION

Listening is one of the four language skills which learners usually find the most difficult. According to Rivers (1986), we have to spend much of our time through listening activities, he estimates that the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. Besides that, in acquiring a foreign language, listening, of course comes first. In other words, before someone understands and starts to speak, they have to hear sound, words, and speech patterns first. Therefore, in learning a language, the first step to be acquired will be listening

Unfortunately, many students have difficulties to follow listening activity. They felt under pressure to understand every word. It means that the students have difficulty in catching the information from the speaker. This might be caused the student's limited vocabulary mastery and the condition of the class was very noisy. As a result, the students have hearing problem and most of them have low motivation to learn listening.

Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem (Anderson and Lynch, 2002:3). It means that without good listening skill usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says.

Moreover, related to the previous research which was conducted by Winda (2010), it was found that the students had difficulty in comprehending stated and unstated meaning conveyed in the text in terms of identifying the main idea, specific information and inference in listening comprehension text. Even more, since listening skill affects the speaking skill, the students could not follow what their teacher was talking about. They were unable to speak English fluently because they lacked of motivation in learning listening subject.

Other research has been done by Rahayu (2007) about the use of animation movies to improve students listening skill of narrative text. She found that teaching listening through animation movie is effective way to improve students' score in comprehending narrative text.

In listening activity, over 50% of the students could not understand the meaning of the material after listening to the audio for the first time. After that, the teacher played the audio again. Still, at least 30% of students might not understand it. Sometimes the teacher had to stop the audio to explain the difficult words and occasionally she explained the material each sentence through the whole text, but the students are still confused to understand the material. This is a serious problem because many students cannot understand the whole text after listening three times in class.

In order to solve this problem, the teacher needs to find new media for teaching listening. Teacher as a facilitator of learning should find an effective way to create an active and enjoyable learning atmosphere. Video Movie is one of media that can motivate the students' learning activity, especially in listening subject, Besides that the researcher convinced that video movie can increase students' participation in listening class.

Based on the explanation above, the researcher purposes video movie to increase the students' listening comprehension achievement. Video movie is one of the audio visual aids that can be used in language teaching. In line with statement above, Sadiman (2005:29) said that video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk. The use of video movie can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students retain information, introduces new vocabularies, grammar, messages, and entertainment at the same time.

The research was conducted to the first grade of SMAN 1 Natar Lampung Selatan in the academic year 2012/2013. The research was focused on the students difficulties in the listening comprehension at narrative text and also this research involve students activity in the teaching learning process.

II. RESEACH METHOD

This research was a quantitative study which used *one group pretest-posttest* design. There was one class as the subject of the research which was chosen purposively. The research design was as follows:

T1 X T2

T1: Pre-test.

X: Treatment.

T2: Post-test.

(Setiyadi, 2006:133)

One class was taken as the experimental class and it was given the treatment (teaching listening through video movie). The sample was selected by using random sampling technique. The experimental class (X2) which consist of 36 students. The class was chosen based on the consideration that every student has low score in English.

Before conducting the pre-test and post-test, a try out test was carried out. This test was administered in order to determine the quality of the test as instrument of the research. There were 40 items of multiple choices in try out test. In the next meeting the pre-test was administered in order to measure the students' ability in listening comprehension achievement of narrative text before the treatments was given.

III. RESULT & DISCUSSION

The result of the research showed that the students' listening comprehension was improved after being taught through video movie in SMAN 1 Natar Lampung Selatan. The students' mean score was increased better and significantly. The students' mean score of the pre-test was 54,83; meanwhile, their mean score of the post-test after being taught through video movie was 72,17, in which their gain score was 17,33. Based on the finding, 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 video movie. Specifically, video movie improved the students' listening comprehension in all aspects of macro skill types of listening comprehension, such as identify main idea, identify specific information, vocabulary, reference, and inference. Moreover, video movie mostly improved the students' listening comprehension in identify main idea aspect, in which their ability in that aspect was 33 % improved significantly.

The video that showed to the students is a story in the form of *short version*. It seemed from the duration of each video is only 4 until 6 minutes. So, the researcher should replay the video at least 2-3 times. Related to the statement above, Saricoban (1999:121) stated that a good media for learning using video movie should have short duration that is approximately 3 until 6 minutes (less than 10 minutes). It caused by the students have a limitation to memorize and to concentrate with the material. 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 video movie. Therefore the teacher should be selective to choose a good time when they give review to the students about the materials given.

Learning process is the students' activities during the listening comprehension test of narrative text through the use of video movie. The indicator of the student's activities is that if 80% students are active during learning process. Teaching Learning Process showed that there was significant improvement of students'

interest after following the activity from the first treatment until the third treatment. In the first treatment, it was found that the average of all students' activity in class was only 23 students who were active during the lesson or 66,04 % of the students. Meanwhile, the indicator of the research is 80%. It means that the second treatment needed to be done. After conducting the second treatment, it was found that the average of all students' activity in class was only 27 students who were active during the lesson or 77,46 % of the number of the students in the class. Meanwhile, the indicator of the research is 80%, so that the third treatment needed to be done to achieve the indicator. In the third treatment it was found that that the average of students' activity in class improved to 33 students who were active during the lesson or 92,59 % of the number of the students in the class. It means that the indicator of the research has been achieved, so the next treatment didn't need to be done.

Because of the students have never been taught through Video Movie previously, the students seemed shy to express their idea, but I 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 answer teacher's question, they know how to discuss in a group work, they could determine the main idea, specific information & finally they can infer the story by using they own word.

Based on the result of observation, the problems the students face in learning macro skills of listening comprehension through video movie were found. In line with what had been observed during the treatment, the students faced the problems of understanding the difficult words/phrases, recognizing vocabulary, making inference, predicting reference, identify main idea, and identify specific information based on the video that they hear. Besides that, the native speakers sometimes spoke too fast which made the students unable to keep up with the native speaker's speed which made the students felt difficult in comprehending the narrative story.

Among the five aspects of macro skill, it can assume that the easiest aspect is “identifying main idea”. According to Swift (2007:18), teaching listening suggest that we need to take a more active approach to improve listening abilities, by focusing on the specific problems that the students have and planning listening activities, which will help to resolve the problems.

Related to the statement above, according to Wong (2005:4), way of treating the teaching and learning of listening by focusing on how to get the main ideas, the gist or the meaning in listening materials is often called the top-down processing approach. Therefore, the writer used the top-down approach since this approach encouraged the students to listen for overall understanding and to get the gist of the text. The reason of how identify main idea was easier than the other aspect, it can be seen from the total number of students who can answer coorrectly. That were 12 students in the pretest, then it was increased of the 24 students in posttest. The percentage increaese was 33%. It caused by the materials of narrative story were simple and easy to understand, beside that the number of question were fewer than the other aspect (2 questions). So, the opportunity of the students to answer corretcly was opened. The students had big enthusiasm when listen the story because the story was familiar for them, for example: when the researcher asked them, have you ever heard about “Rapunzel” story?, they answered yes, I have. Therefore they could determine the main idea from each story that have heard.

In addition, in the reference aspect, it was found out that there was significant increase from the students’ score in the pretest and posttest. That were 10 students in pretest who answered correctly became 19 students in the posttest. It was caused the students comprehension to identifying the character from each story were good enough. They could differ between the protagonist caharacter and antagonist character. In inference aspect, most of students usually had difficulty to conclude the story. Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It revealed from the total number of the students who answered

correctly. That were only 7 students among 36 students. Similarly, when the posttest occur the increase of the students'score became 13 (17%) students who answered correctly.

Eventhough the aspect of identifying specific information had the most total number of questions, it was consist of 14 questions, but some of the students could not answer correctly. It was caused the students were confuse about finding the specific information based on the story. Usually they fail to figure out some words they hear, probably because of the unfamiliar foreign sounds or the speaker's speed.

The most difficult aspect was vocabulary. The reasons were because of the limitation of the students' vocabulary to memorize those words. Generally they could not memorize more than 100 words, the evidence was showed by the fact that the students tend to open dictionary oftenly. Besides that, they could not differentiate between the synonym and antonym of the words. Sometimes their way to decide synonym and antonym was still not correct. As a result, the distracter of the questions commonly made the students confused to chose the correct answer. Based on the explanation above, it was concluded that every aspects of macro skill in listening has difference level of difficulty. It depends on the ability of the students to answer the question. In this case, the teacher should have the capability to create condusive learning process in the classroom. Thus, the students get more concern about answering the question clearly.

The research findings show that video movie could improve students' listening comprehension of narrative text in the classroom situation. It can be seen from the students could answer teacher' questions based on what they listened correctly and then the students could determine the general idea and the specific information by themselves, the students could determine the sequence of events and then finally they can infer the story based on their own word related to the story on the narrative text that they listened.

IV. CONCLUSION & SUGGESTION

a) Conclusion

1. There was a significant increase of students' achievement in listening comprehension of narrative texts after taught through video movie. It can be proved from the increase of the students' mean score of the pretest and the posttest. The result of the posttest was higher than the result of the pretest. The average score of pre-test is 54.83 and the post-test is 72.17. The gain score is 17.33. The result of T-test computation shows that t-value is higher than t-table that is ($13.338 > 2.030$). So, teaching listening through video movie is appropriate and effective way to be used in increasing students' listening comprehension achievement by using narrative texts.
2. In teaching learning process, it can be concluded that teaching learning through video movie creates more conducive situation for the students' at the first year of SMAN 1 Natar Lampung Selatan. The students' were more active and enthusiasm to learn listening. The result of observation through learning process between observer and the researcher ran as well as possible based on the lesson plan that the researcher made before. In other words, the result of learning process have a good categorize because the indicator of the research has been achieved. The process also influenced the students' score.

b) Suggestion

In reference to previous findings of the study, some suggestions are presented as follow:

1. English teachers are recommended to apply video movie as one of the ways in teaching listening comprehension of narrative text because it can help the students in comprehending text easier.

2. Teacher have to be well prepared in implementing video movie in the classroom especially in preparing the media (LCD and Speaker) in order to avoid the inefficiency time when learning process is occurred. so that they feel already to study.
3. There are various English video that can be applied as media in teaching listening comprehension, but not all the videos meets students' need are exactly appropriate with the curriculum. Therefore in order to help the students mastery in listening skill, the teachers has to carefully select and prepares a variety of the quality of teaching material.
4. In this research, the implementations of video movie just focus on the macro skills of listening. Therefore, it is suggested for further research to investigate the implementations of video movie in terms of micro skills of listening.

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