

IMPROVING LISTENING COMPREHENSION THROUGH BIOGRAPHY MOVIE AMONG YEAR ELEVEN STUDENTS

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Abstract: The purpose of this research is to solve students' problem in improving listening comprehension, particularly their ability in comprehending specific information and identifying words from listening materials. Moreover, this research is intended to find out how does biography movie can improve the listening comprehension to the year eleven students of SMA Mujahidin Pontianak in academic year 2012 – 2013. The method used in this research is classroom action research in which the researcher concerned with the improvement of students' listening comprehension in every meeting. This research was conducted in three cycles which consist of one meeting each. In collecting the data, the researcher used achievement test, field notes and observation sheets. The performance test which was used in this research was kind of listening test. The researcher then used scoring rubric to score the students' achievement in listening test. The observation sheets were used to collect qualitative data which was everything happened in teaching and learning process. The improvement of students' listening comprehension could be seen from the result of every meeting.

Keywords: Listening Comprehension, Biography Movie, CAR, Classroom Action Research

Abstrak: Tujuan dari riset ini adalah untuk mengatasi permasalahan siswa dalam peningkatan pemahaman mendengarkan, khususnya kemampuan mereka dalam memahami informasi secara spesifik dan mengidentifikasi kata-kata dari materi listening. Lebih lanjut, riset ini ditujukan untuk mengetahui bagaimana kisah biografi dapat meningkatkan pemahaman mendengarkan terhadap siswa kelas sebelas di SMA Mujahidin Pontianak tahun ajaran 2012 – 2013. Metode yang digunakan di dalam riset ini adalah penelitian tindakan kelas dimana fokus peneliti di sini yaitu peningkatan pemahaman mendengarkan siswa pada setiap pertemuan. Riset ini telah dilaksanakan dalam tiga tahap terdiri dari satu pertemuan di setiap tahap. Dalam pengumpulan data, peneliti menggunakan achievement test, lembar catatan dan lembar observasi. Tes kinerja yang digunakan di dalam riset ini adalah tes mendengarkan. Peneliti kemudian menggunakan rubrik penilaian untuk menilai pencapaian siswa dalam tes mendengarkan. Lembar observasi digunakan untuk mengumpulkan data kualitatif yang terjadi selama proses belajar mengajar. Peningkatan pemahaman mendengarkan siswa dapat terlihat dari hasil yang diraih dari setiap pertemuan.

Kata kunci: Pemahaman Mendengarkan, Kisah Biografi, RTK, Riset Tindakan Kelas

Nowadays, in modern society, English becomes more important as a tool of communication. English as a global language sets the important role in teaching English at school from elementary school until senior high school and even in university. There are kinds of exemplary books, literatures or lesson materials (text, audio, visual) come from abroad and of course, most of them use English as international language. That is why students need to develop their English ability to improve their knowledge.

In Indonesia, students learn English from elementary school to senior high school and even in university. Furthermore, English also become one of the school requirements for students to graduate and continue their education to the next level.

To master English, students have to concern to learn four language skills, they are: reading, listening, writing and speaking as cited in KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006. These skills also have to be learned by students to pass national examination. In addition, there are listening and reading test in national examination while speaking and writing are tested in school examination. Therefore, learning English especially listening skills has become a foundational skill from the three language skills (Herschenhom, 1979).

Listening helps students master the other skills and of course in mastery English completely. In particular, listening is the natural precursor to speaking, the early stages of language development in a person's first language (Brown, 1978). In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. It is supported by Wendy and Lisbeth (1990) who said that listening is a first skill the children have before they can read. Yet, "people created as listeners far away before they can speak" (Anderson, 1983: 35). Therefore, it is necessary for students to improve their listening skills so they can learn other language skills easily.

It is undoubtedly, that comprehend the listening material is not that easy for English learner in every level. There are problems faced by students in comprehending the listening materials and they can come from many aspects, such as from the listening media, listening material, or/and from the students themselves, etc. To conduct this research, the researcher has observed and followed a class of English learners' listening activities as a sample to know what the students' problems in comprehend the listening materials. Besides, the researcher was also discussed with in charge English teacher of the class.

When doing the observation, the researcher found that students had two main problems in listening activities, there are: Most of the students had difficulty in listening to spoken discourse, such as getting specific information and words identification. The researcher perceives that these problems should be solved to help students improve their listening comprehension.

One of researcher's ideas in this research is to bring appropriate listening models, materials, and media to the students as a trigger to make them active in learning listening. As it is also explained in KTSP that it is necessary to use teaching learning model and media to gain or improve students' ability in listening skills. One of the good models to use in improving listening skills is the native speakers of the language. It is in line with Hall (1996) found that the appropriate model in teaching listening is the native speaker, the person who talks in his/her mother tongue or his/her original language.

Actually, there are many ways and many good listening models, materials and media to learn by students. But in this research, researcher chooses biography movies as the teaching listening materials to give students the native circumstances. Researcher hopes by using biography movie would make students interested and active to learn listening. Basically,

students really enjoy watching movies and TV for a variety reasons. For one, they get exposure to natural language in a non threatening setting. Secondly, movies and videos provide common ground to students of any international background. Biography movie would give students natural pronunciation, dialect, and intonation, because the person in the movie would talk the way s/he talk every day. It also let students learn informal and slang words which are not yet in English dictionaries and moreover, students would see and learn speaker's body language.

To optimize the usage of the movie and help students explore the movie, the researcher would play the movie without subtitle to let students focus to the movie and the sound they listen. To avoid students' boredom while listening process, researcher decided to choose the biography movie with the maximum duration about five to six minute length. The researcher as the teacher in the class would act as a guidance, controller and motivator so that students would be more active than the teacher in learning listening process.

This classroom action research would be arranged in Sekolah Menengah Atas Negeri Mujahidin Pontianak. The subject of this research is eleventh grade students in academic year 2012-2013. The researcher expected this research to be one solution to improve student' listening comprehension.

METHOD

This research is intended to improve students' listening comprehension through biography movie at year eleven students of SMA Mujahidin Pontianak in academic year 2012-2013. The Classroom Action Research (CAR) was used in accordance with the purpose of this study.

Ferrance (2000) states that action research is "a reflective process done in collaborative activity to find solution to real problems at school and to improve instruction and increase student achievement". In line with Ferrance's statement, Burns (2010) sets the central idea of action research that is to make changes and improvements in practice. The importance of applying action research in teaching is also proposed by Stringer, Christensen, and Baldwin (2010: 7) who stated that action research is "an integral part of classroom lessons, providing a framework on which to build creative and effective lessons to improve students' learning potential".

The improvements on action research are based on information that is gathered systematically. Lewin (1946, in Cohen, Manion, and Morrison, 2005) suggested four main stages in doing action research: (1) Planning; (2) acting; (3) observing; and (4) reflecting. Lewin's concept of action research stages is a series of spiral and feedback within and between each stage is important and facilitating reflection (Ebbut, in Cohen, Manion, and Morrison, 2005: 235). The following scheme describes the series of feedback within and between stages.

Procedures of Classroom Action Research

Research Planning: Based on the identification and formulation of the problem, the researcher designed the action alternatives that would be done. Procedure of this CAR was done through three cycles. Every cycle was conducted in line with the objectives of the research. The targets that were reached in the two cycles are as follows: Cycle 1: The improvement in listening comprehension by using biography movie. Cycle 2: The improvement in listening comprehension by using biography movie based on the outcome of cycle 1. Cycle 3: The improvement in listening comprehension by using biography movie based on the outcome of cycle 2.

While doing the action in accordance with the implementation of listening comprehension, the teacher who was also the researcher needed to collect data on teaching-learning process and students' performance. The data was collected by doing observation

which was helped by his collaborator in observing the students' activity and performance in teaching and learning process.

Observing: In this stage, the researcher analyzed the data collected in action stage to watch students' improvement in listening teaching-learning process. Since action research is cycle of action and reflection, the examining and analyzing the data should be done in dynamic way (Burns, 2010). Thus, the observing also can be involved in acting stage

Reflecting: The result of the observation was used to do the reflection to know whether the action of teaching can improve students' listening comprehension or the process should be repeated in next cycle. The researcher and collaborator discussed to find the strength and weakness of the action that has be done. Finding the weakness, in the next cycle was expected to get a better outcome in teaching.

The cycle may not continued to another cycle if: The students' listening comprehension aspects has shown improvement; The students give positive response toward the using of biography movie; The students mean score is higher than or equal 65.

Research Instrument

Research instruments used in this research are as follows: Syllabus; Lesson plan; Observation sheet; Score criteria.

Technique of Data Collecting

Measurement: To measure the students' achievement on listening, the writer prepared the listening tests. Based on students' problems, the measurement test was designed to improve the student's listening comprehension. One of the aspects to help students improve their listening comprehension is by helping them enriched their vocabulary.

In the first cycle, researcher made two types of tests, there were filling the blank questions and answering short questions. In filling the blank questions, it was a movie transcription with 20 blank words and students had to fill that blanks while watching the movie twice. The second test was finding specific information from the biography movie by answering ten question.

After reflecting the first cycle questions, researcher decided to change the measurement test type. He changed short questions test became multiple choice questions test in cycle 2 and 3. There were ten numbers of multiple choice questions in both cycles. The students had to find the specific information by choosing the right answer from the questions. He still used fill the blank test in both cycle 2 and 3.

All of students' score would be estimated from each cycle. From the listening tests, the students' achievement score can be measured whether it is below or above minimum standard score (65).

Observation: In this research, the writer uses observation technique to observe the teaching-learning process. The writer carries out the observation during the process to collect data in the classroom.

Tools of Data Collecting

Listening test was used in this research to measure students' listening comprehension. There were two kinds of tests in each cycle. The first test was made to know the students' vocabulary to support their listening comprehension. The second test was made to know whether students comprehend the listening material or not.

Observation Sheet: Observation sheet is aimed to note the supporter data that related to the object in this study (students' progress). This note also used to record the teaching learning process related to weakness and obstacles found in the research.

Field Notes: Field notes refer to transcribed notes or the written account derived from data collected during observations and interviews. Field notes are used to broaden the researcher range of vision and produce data that will be of use in later stages of the system design.

Technique of Data Analysis

In order to compute the class performance, the researcher analyzed the activities in the class and used the observation instrument and calculated students' score using mean score formula. All individuals score gathered from scoring table were summed up and divided by the number of students in the class. The formula as follow:

Table 1
Scoring Criteria

Test 1	Word Identification test	Correct answer	10	Students can identify the words
		Wrong Answer	0	Students can not identify the words

Total Score:

$$\frac{\text{Test 1} + \text{Test 2}}{2} = X \quad M = \frac{\sum X}{N}$$

Note: M = The students' average score
 $\sum X$ = The sum of the students' score
N = The number of students being observed

As the minimum score assessment, it is adopted by the SMAN Mujahidin Pontianak's *Ketuntasan Kelas Minimum*, that is 65 (sixty five).

FINDING AND DISCUSSION

Research Finding

During his observation at SMA Mujahidin Pontianak, the researcher found some problems in students' listening skill which were getting specific information and words identification. Therefore, the researcher has designed a research which the content was attempting to solve the problems. The researcher had conducted in three cycles which consisted of three meetings.

In every cycle, students practiced their listening comprehension using short biography movie. When the practice was held in the classroom, the researcher took the class observation and the result of scoring. The students' mean score were then categorized based on the table of specification.

The research findings below were discussed based on the result of performance test, observation checklist, and field notes:

The First Cycle (1st Cycle)

The researcher started to conduct a research on November 12th, 2012 for the first cycle. Here, the researcher planned to solve the students' problems and improve their listening

comprehension. By making the plan, the students' listening comprehension could reach the school minimum standard score (65).

In this research, lesson plan was prepared to help the researcher in teaching learning process (see appendix 1). In the lesson plan, the researcher included materials for the students to support them in performing the listening practice. In this stage, he chose to use Jet Li's Biography for the first cycle with movie length about five minutes. It was suitable for the students' listening speed level which about 188 words per minute. Besides, Jet Li is a most famous Asian actor who is also being a United States Citizen. As an Asian, he has similar background with students, more or less. In the way, he also speaks English well. Therefore, the researcher hoped it would attract the students to learn listening.

To support the students' listening class activities, the researcher prepared listening activity tools, such as: movie, PC/laptop (used for playing the movie), LCD projector, Screen, and compatible sound system (32 Watt power, signal to noise ratio \geq 62 DB with woofer).

The acting stage was conducted on November 12th, 2012. All activities were done based on lesson plan. The researcher was helped by his collaborator to note down all important things happened in the classroom while collecting data. Researcher held the acting stage in the classroom with 40 students inside.

In the first stage, the researcher explained the students about the media technique, topic, and the situation would be applied in teaching learning process. The students looked interested to start learning listening through Jet Li's biography movie as they yelled happily when the researcher told them about the topic, the technique and the movie would be played.

The researcher then played Jet Li's biography movie once, while students took a note of words and sentences they could hear. Most of students only got five to ten words. They were reasoning that the speech of the biography movie was too fast and most of them could not follow the speech. Few of them did not know how to write the speech to text. The researcher tried to give them explanation why he chose the movie with that speech rate and how to solve those problems. Then, the teacher and students discussed the words that students got from biography movie. There were only about five to seven students who brave to have discussion.

Then, the researcher invited students to discuss the important information from the Jet Li's biography movie they got from the first play. Before the short discussion began, the researcher explained to the students kinds of important information to find from the story. In this short discussion, students looked really enthusiastic and researcher found ten to fifteen different students tried to share their idea in spite of most of them gave the wrong answer. The discussion lasted for seven minutes.

After that, students answered twenty questions formed in fill the blank questions of the biography script while watching the Jet Li's biography movie twice. After finished, the researcher collected the task sheets and discussed the answers of the questions with the students. Many questions were not answered by students. Most of students only answered nine to twelve questions.

The students then watched the Jet Li's biography movie again while trying to find the important information from the biography by answering the questions in a piece of paper. In this section, the movie played twice and students must answer ten short questions. When the section finished, the researcher collected all of students answer sheets then discussed all the answer of those questions. In this discussion, the researcher found most of students complained about the speech rate of the movie, so they could not identify the spoken discourse.

In observation stage, the researcher and collaborator observed and analyzed the whole process of the first cycle. This was intended to analyze the whole process and the students' participation. The teacher and collaborator tried to identify the strength and weakness of the first cycle.

He and his collaborator found that most of students faced difficulties in comprehending the biography movie. As the example, students looked like interested to the material in the beginning. Unfortunately, most of them could not get the ideas from the story and it affected their achievement both in discussion session and tests. From two tests held in the classroom, most of the students got low score with only 14% of them passed the target score (65). In brief, the students' performance in cycle 1 is stated in the table 2, as follow:

Table 2
The Result of Students Performance on Cycle 1

1	Mean Score	49,5
2	Highest Score	85
3	Lowest Score	30
4	Number of Students Get 65 or Higher	7
5	Percentage of Students Get 65 or Higher	14%
6	Number of Students Get below 65	33
7	Percentage of Students Get below 65	86%

From the observation data (Observation sheet, see appendix 2) and the discussion held in the classroom with the students, researcher found some students' problems in cycle 1, as follow: Students felt shy and afraid for doing mistakes in discussing their ideas they got from the movie; The students felt the biography movie speech rate was too fast for them so they could not hear the specific information and identify the words to help them comprehend the movie; From discussion in the classroom, he found that students learned listening by using movie rarely.

In reflecting stage, both researcher and his collaborator reflected what had been done in cycle 1. Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle was not satisfying and it still needed much effort to accomplish the goal of the technique applied. Students' problem on their listening comprehension like difficulties in finding the specific information and words identification still exist.

According to the data collected both by researcher and collaborator in acting stage and observation stage in first cycle, which only few students (14% / 7 students) who got 65 or higher and the rest of them got trouble in learning listening, researcher decided to continue to the next cycle. The researcher analyzed that it was still needed to improve students' listening comprehension due to this research idea is to improve students' listening comprehension.

The researcher decided to use the same technique in the second cycle but with different biography movie and different type of tests. The researcher also had to manage the class better in order to reduce students' noise during teaching learning process. He also had to make sure that every student can listen to the movie well.

The Second Cycle (2nd Cycle)

Reflecting to the first cycle result which was not satisfying, researcher planned to continue the cycle on November 16th, 2012. Here the researcher planned to solve students' problems found in the first cycle and improve their listening comprehension. The researcher hoped that by making the plan, the students, listening comprehension could reach better score (65 or higher).

In this research, lesson plan was prepared to help the researcher in teaching learning process. In the lesson plan, the researcher included materials for the students to support them in practicing listening. Besides changing the biography movie, researcher also changed the type of listening comprehension test. He planned to change the short questions test became multiple choice question test. The changing of the test hoped would help students comprehend the

biography movie better. He would use Johnny Depp's biography movie to be watched by the students with movie speech rate about 188 words per minute.

Even the students did not complain about the sounds quality, the researcher thought that it was necessary to get the better sounds quality to help students listen to the material well. Due to the idea, the action stage would take place in the language and multimedia room which was equipped with compatible sound system (100 watt power, signal to noise ratio 11dB) and soundproofed.

The acting stage was conducted on November 16th, 2012. All activities were done based on lesson plan. The researcher was helped by his collaborator to note down all important things happened during learning process while collecting data. This stage was held in the language and multimedia room which was equipped with better sound system than before.

In the beginning of the activity, the researcher prepared and rechecked the listening media and material so they worked properly. Researcher began the session with asking some questions about students' responses and opinion about the last meeting. Most of students answered that they felt more interested to learn listening.

The researcher then began to explain about the media, technique, topic, situation, and the goal to reach for this meeting. The researcher conveyed that students need to be more serious and focus to improve their listening comprehension in this session. The researcher continued by asking to students about Johnny Depp, the character would be shown in biography movie in this cycle. In this part, the researcher got good reaction from students. Most of them tried to share their idea about the character. Unfortunately, considering to limited time, he only allowed 20 to 25 students shared their idea about the character quickly. Based on students idea, they looked familiar with the character would be played.

After that, the researcher played the Johnny Depp's biography movie while students took a note of words and sentences they could listen. Then, both students and researcher discussed the words and sentences which students found while the movie played. Researcher found most of students more brave in confronted the idea they got from listening process. In this part, many of them got ten to fifteen words from the movie while few of them got at least seven words.

The students then continued the practice with watching the Johnny Depp's biography movie again while finding the important information in the biography by answering the questions in a piece of paper. All of the students looked serious when listening to the movie. In this stage, the video played twice, and after done, the researcher collected all the answer sheets. After that, the answers of the questions were discussed by both researcher and students. Most of students followed the discussion individually or by answering the questions together.

After the discussion was done, the researcher asked the students to watch the Johnny Depp's biography again while answer the multiple choice questions in a piece of paper, whereas the movie played twice. There were 10 numbers of multiple choice questions and during the movie played for the first time, there were twelve students who already done answered the questions. After the practice was done, the researcher and the students discussed the answer of the multiple choice questions together. Most of the students joined the discussion and sometimes argued the answers each other.

In order to know the strength and the weakness of the activity in cycle 2 from the students' point of view, the researcher then asked the students to write the critic or learning review down on a piece of paper. The researcher also asked the students to give their review about the cycle 2 activity orally. He let 3 to 5 students shared their idea orally. From the students' review both in piece of papers and orally, the researcher found most most of the students conveyed that the movie in the cycle 2 was easier to understand than the cycle 1. Beside, they were also got well experiences from the better sound system quality than the cycle

1. On the other hand, they were still complaining about the movie speech that they felt fast for them.

Based on the action stage in the cycle 2, the researcher and his collaborator observed the class activities to find the strength and weakness of the second cycle. All of observation data recorded in observation sheet (see appendix 2).

From the observation and the discussion held in the classroom with the students, researcher still found the same problem that make students difficult to comprehend fast speech from the movie. They still hard to recognized spoken discourse from fast speech and organized the input to comprehend the biography movie. But, in the mean time, they were looked more couragous when shared or expressed their idea which they got from the movie.

However, considered to the observation and the test result, there was improvement found in cycle 2. It was about 20 to 25 students discussed their idea from the biography, increased about 50 to 60 percent from the first cycle which only 7 to 15 students shared their idea. It means that students more comprehend the biography movie and influenced them to share the idea they got from biography movie. The students' listening comprehension progress also stated in students' test performance. The data recorded that 19 students (47.5%) passed the minimum score (65), improved 12 students or 30% from 7 students in cycle one. The students' progress are shown in the table below:

Table 3
The Result of Students Performance on Cycle 2

1	Mean Score	62,125
2	Highest score	95
3	Lowest score	40
4	Number of students get 65 or higher	19
5	Percentage of students get 65 or higher	47,5%
6	Number of students get below 65	21
7	Percentage of students get below 65	52,5%

In reflecting stage, both researcher and his collaborator reflected what had been done in cycle 2. Based on the discussion between the researcher and the collaborator, it could be concluded that the second cycle was not satisfying.

Comparing the data from the cycle 1 and cycle 2, researcher found that students improved their listening comprehension in cycle 2. Many students were braver in joint discussion and shared their argumentation. It means, they more compredhend and understand the information they got from the movie and expressed the idea into discussion.

The researcher also found the students' listening comprehension improvement on the listening practice result. Based on table 4.1 and 4.2, he analyzed that 12 students made progress to pass the minimum score (65), where in the cycle 1, there were 7 students (14%) get 65 or higher, became 19 students (47,5%) get 65 or higher. It means that 33,5% students were making improvement in listening practice. But unfortunately, more than half students (52,5% get below 65) still had difficulties comprehend the biography movie.

Since the idea of this research is to improve students' listening comprehension with one of the qualification is students have to get mean score higher or equal to 65, the researcher and the collaborator decided to continue the action in the next cycle. He planned to use the same technique, teaching practice, and teaching listening media, with different movie in the next cycle.

The Third Cycle (3rd Cycle)

The researcher planned to start to conduct the third cycle on November 27th, 2012. Based on the data had been collected by the researcher in the cycle 2, he planned to solve the students' problems found on the second cycle and improve their listening comprehension. In this case, students were still difficult to comprehend the fast speech from the movie. Meanwhile, the researcher hoped that by making the plan, the students' listening comprehension mean score could reach better score (65 or higher).

According to the improvement of the students' listening comprehension which shown on the cycle 2, the researcher decided to use the same teaching learning media, technique and teaching listening practice to students on the third cycle. To avoid the students' boredom, the researcher would change the character in biography movie. He chose Nicolas Cage's biography movie to use in this cycle. Lesson plan was prepared to help the researcher in teaching learning process. In the lesson plan, the researcher included materials fro the students to support them in practicing listening.

The acting stage was conducted on November 27th, 2012. All activities were done based on lesson plan. The researcher was helped by his collaborator to note down all important things happened during learning process while collecting data. This stage was held in the language and multimedia room and all of the 40 students were attend the class.

After rechecked all of the equipments and the media would be used in learning process, the researcher began the session with the last meeting learning review. He told the students that they made improvement in learn listening very well and they were looked very happy about it. He then told the students that unfortunately, that the result was still below the target and they should work hard to reach or even more, pass the target in this cycle.

He continued the activity with explained the the students about the media, technique, topic and the goal would be applied in teaching learning process. He told the students that there were nothing would be changed from the last meeting, except the character in the biography movie. He then conveyed that he chose Nicolas Cage's biography movie to play in this cycle and afterward, he discussed the character in the movie with the students together. From that discussion, the researcher concluded that most of them had background knowledge and information about Nicolas Cage.

In the warm up activity, the researcher then played the Nicolas Cage's biography movie for the first time while students took note of words and sentences they heard. After done, the students discussed the words and sentences they got from the biography movie with the researcher. There were about 20s students shared their idea in spite of most of them wanted to joint the discussion. He also found that the lowest number of words noted by the students was 13 words, and the highest was 42 words in this activity.

The researcher continued the activity with played the Nicolas Cage's biography movie again, while students find the important information in the biography by answering some questions in a piece of paper. Most of students were looked serious listen the biography movie. The biography movie was played twice in this activity. Then, students and researcher discussed the important information in the Nicolas Cage's biography movie together after collected all of the answer sheets. It was about 25 students whom researcher allowed to share their answers and most of them shared the correct answers.

Subsequently, the researcher played the Nicolas Cage's biography again while students answer the multiple choice questions in a piece of paper. The movie was played twice and many of students answered all of the questions before the movie played for the second time. The researscher then discussed the answers of the multiple choice questions with students. All of them followed the discussion with some of them shared their answers.

In the end of the activity, the researcher asked for students' opinion about the whole learning process. Some students answered that all of the activities were challenging and fun

when some of them shared that the movie in the third cycle was easier than the previous. The researcher then concluded the learning result and gave feedback to the students.

From the observation and the discussion during the action stage held in the classroom with the students in cycle three, researcher found there were less number of students had problems in comprehend the fast speech from the movie. Students were braver shared their idea they got from the movie orally, and most of their idea were correct or nearly correct. They felt the movie in the third cycle was easier to understand even the speech rate level was same.

In the third cycle, the students improved their listening practice result. The result is shown in table 4. There were 30 students (75%) passed the minimal score (65), improved 27,5% or increase 11 students from cycle 2 which only 19 students got 65.

Table 4
The Result of Students Performance on Cycle 3

1	Mean Score	69,5
2	Highest score	100
3	Lowest score	55
4	Number of students get 65 or higher	30
5	Percentage of students get 65 or higher	75%
6	Number of students get below 65	10
7	Percentage of students get below 65	25%

In this stage, both researcher and collaborator reflected what had been done in cycle three. According to the data which had collected since acting stage and discussion between researcher and collaborator, it could be concluded that the second cycle was satisfying and the goal of the technique applied had been accomplished.

The researcher concluded that most of the students were able to comprehend the spoken discourse they listened from the movie. Based on the result of cycle 3, there were 30 students (75%) who got 65 or higher and qualified as having good listening comprehension. The researcher and the collaborator decided not to continue the action to the next cycle, according to the idea of this research is to help students to improve their ability in listening comprehension.

Discussions

This classroom action research was conducted in three cycles of planning, acting, observing, and reflecting stage. In the process of CAR, the researcher revealed the following evidences of the students' progress in listening comprehension. In the first cycle, the mean score of students' listening comprehension was 49,5. Researcher analyzed that from 40 students, there were only 1 students qualified for having excellent listening comprehension. Another 25 students were poor, 8 students were bad, 6 students were in average, and 0 student were categorized for having good listening comprehension. In brief, the students' qualification in cycle 1, are listed in table 5 below:

Table 5
The Students' Qualification on Cycle 1

No	Total Score	Number of Students	Qualification
1	0 – 49	25	Poor
2	50 – 64	8	Bad
3	65 – 74	6	Average
4	75 – 84	0	Good
5	85 – 100	1	Excellent

Modified from: Heaton (1988: 96)

Even though there were some students were qualified for having average to excellent listening comprehension, there were more than half of them still having difficulties in listening comprehension.

In the second cycle, it was improvement for students' listening comprehension. From 40 students, 2 students were qualified for having poor listening comprehension, 19 students were qualified for having bad listening comprehension, 14 students were qualified for having average listening comprehension, 2 students were qualified for having good listening comprehension, and 3 students were qualified for having excellent listening comprehension. The students' listening comprehension qualifications are listed as follow:

Table 6
The Students' Qualification on Cycle 2

No	Total Score	Number of Students	Qualification
1	0 – 49	2	Poor
2	50 – 64	19	Bad
3	65 – 74	14	Average
4	75 – 84	2	Good
5	85 – 100	3	Excellent

Modified from: Heaton (1988: 96)

The researcher and the collaborator analyzed, even there were improvement in students' listening comprehension achievement in cycle 2, on the other hand, more than half students still had difficulties in comprehend the movie. In the mean time, the students' mean score was below 65 (62,125). The researcher then decided to continue to the next cycle.

In analyzing the data from the third cycle, researcher and his collaborator found that students' listening comprehension had also improved. There were no longer students were qualified for having poor listening comprehension. The number of students that qualified for having bad listening comprehension was reduced from 19 students in cycle 2, become 10 students in cycle 3. There were also listening comprehension improvements in average, good and excellent qualification. There were 18, 8, and 4 for each qualification, serially. The students' qualifications are listed as follow:

Table 7
The Students' Qualification on Cycle 3

No	Total Score	Number of Students	Qualification
1	0 – 49	0	Poor
2	50 – 64	10	Bad
3	65 – 74	18	Average
4	75 – 84	8	Good
5	85 – 100	4	Excellent

Modified from: Heaton (1988: 96)

Having known students' problems in listening comprehension, the researcher prepared lesson plan and material for teaching learning process in cycle 1. The biography movie chose by researcher was Jet Li's biography. The students were expected to be able to get specific information and identify the words from the movie.

The acting stage was conducted on November 12th, 2012. The stage took place in the students' classroom, with 40 students attended the class. In the whole process, students were looked serious in every activities held in the classroom. On the contrary, it was hard for them to comprehend the movie. It was shown from the students' practice result and their participation in the movie discussion. According all of the data he got, the researcher decided to continue the action to the next cycle.

Before held the action stage in cycle 2, researcher prepared his lesson plan and made some alterations. To improve the result from cycle 1, he planed to use different type of practice, movie character, room, and sound system. The action took place in language and multimedia room on November 16th, 2012. The room was equipped with better sound system than the cycle 1. There were none of students absent in this meeting. The researcher chose Johnny Depp's biography in this cycle and students were looked have enough background for this character. Compared to the cycle one, students made improvement on their listening comprehension. Most of them were braver expressed their ideas in the discussion and there were also growth on their listening practice result. In spite of students had improve their ability in teaching listening process, researcher decided to continue the action to the next cycle, because it was more than half of students still had difficulties in order to comprehend the listening material.

In cycle 3, researcher planed to use the same type of practice and the same room from the cycle 2. Researcher hoped it would maintain students' progress from the last cycle. Researcher decided to use Nicolas Cage's biography movie in the acting stage. From the discussion during action stage, researcher found that most of students' ideas were correct or similar to the biography's story line. It was mean that the movie was understandable by the students, thus it was supported by students' achievement in listening practice which shown improvement. Less of students were having difficulties in listening comprehension and most of them reached the target. According to the data were collected by both researcher and collaborator, they decided that the cycle 3 was satisfying and the action would not be continued to the next cycle.

In conclusion, from the result of analysis, the researcher finding of classroom action research was satisfactory. The students' listening comprehension had improved through biography movies. This technique helped the students to learn and experience the enjoyable process of listening practice. The students enjoyed the whole process of teaching and learning since this technique encourages students to be more active and takes the challenge they never did before. Listening to fast speech movie was not easy for them, but they had to deal with the problems and faced their own self confidence then finally they made it. However, teaching

listening through biography movie suggests step by step activities that bring the new challenging and fun class atmosphere.

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion drawn from the result of the students' listening comprehension practice through biography movies as the idea of this research is to improve students' listening comprehension through biography movies at the first semester students of eleventh grade of SMA Mujahidin Pontianak, academic year 2012 – 2013.

Conclusion

Regard to the discussion in previous chapter, the researcher put forwards some points to conclude about this research and the conclusion as follow: (1) The using of biography movies as listening material gave students new learning listening experiences and encouraged students to be more active in learning listening process. (2) The classroom action research which was conducted in eleventh grade of students of SMA Mujahidin Pontianak, Succeed to improve students' listening comprehension. (3) From the data analysis of the result of listening comprehension practice through biography movie, it can be found that the percentage of number of students who passed school's minimum score (65) or higher improves from the first cycle to the third cycle. The total of students' listening comprehension improvement during the action stages, were 57,5% (total students get 65 or higher in cycle 3 – total students get 65 or higher in cycle 1). (4) Since the using of biography movie proved that it can improve students listening comprehension, it can be chosen by the teachers as one of the teaching materials which related to audio-visual method in teaching listening comprehension.

Suggestion

There were some suggestions that researcher put forward in this research, as follow: (1) It is suggested to the teacher to use biography movie as the teaching material since this material is interesting for students. (2) To help students improve their listening comprehension in using biography movie as teaching listening material, the teacher should choose the appropriate movie speech rate to the students' listening level. (3) It is essential to match the biography movie with the curriculum used in the school.

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