

Improving Students' Ability in Listening by Using English Movie

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Abstract: This article talks about improving students ability in listening by using English movie. To get the data the writer gave a test in form of multiple choices. The test is arranged in 20 items. After the data have been analyzed, it was discovered that English movie improved the students' ability in listening. It was proved from $t\text{-test} = 2,81$, is higher than $t\text{-table} = 2$ and $p = 0,05$. Finally, the writer made conclusion that English animation as the media of teaching and learning process, can improve the students ability in listening. It helps the students in understanding the oral text they were listening.

Keywords : Animation movie, listening ability, media.

I. INTRODUCTION

Everybody has learned their language since they were children. The process occurs naturally and properly with a view to communicate in society. Listening ability in English foreign language also has an important role in building communication skill, especially in improving their learning language skill in listening. All human interaction are form of communication by language. Language is a structure of communication. Those symbols are primarily vocal but may also be visual. Language also means of communication, operates in speech community (Brown, 2007 : 5). And no one can deny that language is the most perfect instrument of communication. There are many kinds of languages all over the world. Some of them are used as international language. English is one of those languages. Harmer (1992 : 199) said that in learning English, there are four language skill that can be categorize as receptive and productive skill. Receptive skills : listening skill (Understanding the spoken language) and reading skill (Understanding the written language and productive skills are speaking skill (Producing the spoken language) and writing skill (Producing the spoken language). Phonological, structure vocabulary, rate and general fluency are the components of those four skills (Harris, 1969 : 1). The first step to speak is listening. Listening is a receptive skill, and receptive skills give way to productive skills. Listening is one of the most important skill in learning language beside speaking, writing, and reading. Listening as one of an important skill in communication while speaking is also important. By mastering the listening skill, English learner will be able to grasp the message sent by the speaker and then able to express the message to the others. Otherwise, they will be able to response creatively about what the speaker meant. So it can be said that listening is an active and creative skill.

In learning English, everyone should be able to master listening as one of the English skill, because listening is the basic process of learning the language, especially English in which the students are introduced to sequence of sound language. Therefore, English is very important to be taught in school. Listening is

the first skill which will be learned before they have mastered the three other skills, speaking, reading, and writing. The students do listening in order to begin the process of learning, to comprehend and produce the language. In teaching listening, the teacher can use media to help the students be easier to understand the material. There are various medias used for teaching and improving their listening skill which could make the students feel interest with the learning process and enjoy it, such as picture, sounds of music, animation video, English song, English movie and computers. Using English animation movie as the media of teaching English help sensibility of the students' skill of hearing. The influence of using English animation movie is improve the students ability in listening. Many students like English animation movie and it could make the learning process be easier. They will be interested and happy to learn English by using English animation movie. English animation movie also can use as the media to improve students' ability in listening

II. THEORITICAL REVIEW

2.1 Listening Skill

Listening as one of the basic process of learning the language, in which the learner is introduced to sequence of sound of the language. And it is the most fundamental one, because without listening skill, it is impossible for learner to able to speak. Harmer (1992 : 199) says "Listening is an active and purposeful processing of making sense of what we hear. It is the way in which people extract meaning form the discourse they hear." Listening is the natural precursor to speaking ; the early states of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (Newton, 2009. p 37) . Lynch and Mendelsohn (2002) quoted in Newton (2009: 39), listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. "The important of listening in language teaching can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Is it any wonder, then that in recent years the language teaching profession has placed content emphasized on listening comprehension?" (Brown, 1994:233).

In listening skill, there are at least two persons involved. The first is communicator / sender, and the second one is called as the receiver. The communicator of the message uses the spoken form in order to communicate the ideas. These skills called productive skills. And on the other hand, the receiver of the message utilized the listening skill in order to interpret the message. These skills named receptive skill.

2.2 Types of Listening.

Listening to some talk isn't at all like listening to their words played on a machine. What you hear when you have a face before you is never you hear when you have before you a winding tape. (Oriana Fallaci, Italian writer and Journalist,

The Egotist). Newton (2009 : 40) said that there are two board types of listening, namely :

1. One-way listening

One-way listening also known as passive listening, occurs when a listener tries to understand the speaker's remarks without actively trying to provide feedback. One way listening typically associated with the transfer of informational (transactional listening). This type can be categorized as passive listening because listening because it is listening without reacting. It means that, the listener only listen to something in order to get message as the information from what they listens. The listener may deliberately, or unintentionally, send non-verbal messages such as eye contact, smiles, yawns or nods. However, there is no verbal response to indicate how the message is being received. A transactional use of language is more message oriented and it is used primarily to communicate information.

2. Two-way of listening.

Two-way listening is typically associated with maintaining social relation (interactional listening). This type can be categorized as active listening, because it is listening with reacting. It means that , the listener not only listen to something but also gives his reaction like asking clarification if there is unclear, and giving the response. So there is social interaction between the listener with the speaker directly. Two-way listening involves verbal feedback. Interaction use of language is social oriented, existing largely to satisfy the social needs of the participants. There are two types of feedback that the listener can give. One type of verbal feedback involves a questioning response. The listener can ask for additional information to clarify your idea of message. The second type of verbal feedback is paraphrasing. The listener need to demonstrate that the listeners have understood about what they listened.

2.3. The Process of Listening

2.3.1 Bottom-up Process

Bottom-up process is activated by the new incoming data. The feature of data pass into the system through the best fitting, bottom level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds from the smallest meaningful unit (phonemes) to complex text. Thus, phonemic units are decoded and connected together to construct phrases, phrases are connected together to construct complete meaningful text. This process is closely associated with the listener's linguistics knowledge. Bottom up process has its own weak points. Understanding the text is an interactive process between the listener's previous knowledge and the text. Bottom-up processes involve perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetics, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretative. (Field, 2003 : 326).

2.3.2 Top-down Process

Top-down process involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In the other hand, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct,

or add to this. Top-down listening means making as much use as you can of your knowledge and the situation. From your knowledge of situations, contexts, texts, conversations, phrases and sentences, you can understand what you hear.

2.4 Audio-Visual Media.

In teaching English the teacher should know the technique and the media that they use in teaching. Many kinds of media that the teacher can use in teaching, one of them is video. In learning English, the students sometime bored with certain atmosphere of the teacher techniques in teaching, that's why the teacher use media to make students not be bored and they become interesting with their lesson. The reason to use media in teaching that there is a historical recurring expectation that the students motivation and performances may be enhanced by them. More recent media as widely used in classroom teaching. There are some media that can used by the teacher while doing teaching and learning process. One of the media is video, and English animation movie is kinds of video.

III. RESEARCH METHODOLOGY

3.1 Research Design

In this research, the writer will follow the Methodology in Descriptive Quantative. It is descriptive because the writer wants to find out the use of using English animation movie to improve the on the students' ability in listening at the second grade of Senior High School.

Group	Pre-Test	Treatment	Post-Test
Experimental	X	✓	X2
Control	Y	-	Y2

3.2 Population and Sample

The population in this research was the second year students of SMA Negeri 1 Pematangsiantar in academic year of 2013/2014. There were 12 classes of the second year students which consist of 34 students for each class. So the total number of population was 408 students.

The writer used two classes from the eight classes as the sample that consists of 34 students of each class. One class was chosen to be the experimental group and the other one as the control group.

The control group was the group treated as usual and experimental group was the group that received treatment by using English animation movie.

3.3 Instrument of Collecting Data

The students were given the listening test where the answer was included in the movie that they listen. The data was collected by administering multiple choice items. It consists of 20 questions.

3.4 The Technique of Collecting Data

In conducting the test, there were three steps applied; doing pre-test, treatment and doing post-test.

Pre-Test

The pre-test was conducted to find out the homogeneity of the sample and its result will be available to arrange the groups as supposed. The function of the pre-test is to find out the mean score of the group A and group B

Treatment

The experimental group and experimental group were given the same material but in different way. Using English animation movie was treated to the experimental group. And the control group was not treated by using English animation movie. This was applied in the treatment only because it was expected to result different of the test at post test, to find out the use of English animation movie to improve students' ability in listening.

Post-test

Having treatment, the entire subjects were given a post-test as the pre-test before. The post-test was used to know the use of English animation movie in experimental group.

3.5 Technique of Analyzing Data

There are two groups of data, those of experimental group and control group. To analyze the data, the t-test formula was used as followed:

The form:

$$T = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

- Mx = Mean of experimental group
- My = Mean of control group
- dx = The standard deviation of experimental group
- dy = The standard deviation of control group
- Nx = Total sample of experimental group
- Ny = Total sample of control group

IV. FINDING AND DISCUSSION

4.1 Findings

Some findings can be formulated as follow;

1. The mean of experimental group was 15.73 and the mean of control group was 11.17. It showed that the score of the students in experimental group was higher than control group.
2. The validity of experimental group was 0.79
3. The reliability of experimental group was 0.88
4. From the analysis of the data, t-observed was higher than t-table ($2,81 > 2$) at the level of significant is 0.05 with $df = 66 (Nx + Ny - 2)$.

4.2 Discussion

The writer had done the research at SMA Negeri 1 P.Siantar, and she got the data from two classes. One class was experimental class and the other one was control class. In this research the writer wants to know how English animation movie improve the students ability in listening at grade XI of SMA Negeri 1 P.Siantar. In the research the writer asked the students to answer the test. The students answered the questions based on the listening material. All the students got the same material in the learning. The result of the test show that the students get improvement in listening by using English animation movie than the students who do listening without English animation movie. It concludes that English animation movie make easier the students to do listening as the media of learning.

V. CONCLUSION

The writer concluded that:

1. English animation movie as the media of learning helps the students to get easier to do listening at grade XI of SMA Negeri 1 P.Siantar.
2. The students who listen by using English animation movie is more enjoyable and not bored while do listening than the students do listening without English animation movie.
3. English animation movie improve the students ability in listening.

In teaching English, the writer suggests to do the following :

1. The English teacher can use the media in teaching and learning process. The media can be visual, and also audiovisual as the stimulation to students.
2. The English teacher should know what kinds of media that can they use to make the students arc casier to understand the material.
3. The English teacher can use English animation movie as the media to improve the students' ability in listening.

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