

THE EFFECT OF USING MOVIE TO OVERCOME
LISTENING COMPREHENSION DIFFICULTIES
OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this research is to investigate the use of the media movie to the listening comprehension of the students. The method in this research is Classroom Action Research. The researchers conducted two cycles to measure the use of movie media in solving students' listening comprehension problems. Participants in this research were students of class VIII-2 at SMP Negeri 4 Pematangsiantar. To collect the research data, researchers conducted tests that held on each cycle to see the development of students when studying the listening using media movie. Based on the results of research conducted by researchers, researchers found that students were helped in overcoming their limitations in listening to English using Media Movie. Thus, movie is one of the media that can be used to teach listening to students.

Keywords : *Movie, Listening Comprehension, Difficulties, Students*

1. INTRODUCTION

English is an international language that is used almost all over the world. In learning English language, there are four skills that need to be honed, namely reading, listening, writing and speaking. In this case, the receptive skill, which consists of listening and reading, are the first skills that taught for the learners.

In this research, researchers investigated listening skill. Listening is quite difficult to mastered by students, especially for second and foreign language learners. One of solutions to improve listening skills is by practicing to listen to English sentences.

Language is received from listening to the words from another person or the people of the environment. Someone may produce words or utterance constantly when he/she has understood what they heard.

Listening skill is important for learning, because it enables the students to get insight and get information, also to obtain success in communicate with others. Inside and outside the school or other place give many listening opportunities, but some students had fail to capture what they listen to because they let their mind going wander or they may only focus on what they want to say rather than listen to what speaker saying.

Listening is a very vulnerable problem for students or English language learners. Many failures to learn language are found because the learning process do not improve the listening skills of students. Listening skill is an important point for successful language learning because by mastering listening, students may become professional speakers who may speak speed, and become professional in pronouncing words in English.

The value of listening skill is almost never perfect compared to students' value of writing, reading and speaking. Due to this reason, it is necessary to conduct teaching of listening skills, so that the students' abilities in listening may increase.

2. THEORETICAL BASIS

2.1. Listening Comprehension

According to Gilakjani (2011), 'listening comprehension is a dynamic process that is conducted by a person to focus on certain things, such as the meaning of passage, and then connect what he/she heard with the knowledge that he/she possesses'.

Richard and Schmidt (2002) stated that listening comprehension is related to human understanding to the available speech of a language.

Rost (2002) added that listening is a complex skill, which in practice, a person will go through a communicative process to connect with the meaning of what he/she heard. In implementing a communication, it requires the presence of speaker and listener.

According to Nunan (2003), "listening is a skill that is very important in the foreign language classroom". By studying listening, students are given the opportunity to obtain valuable input of what they are listening directly or indirectly from the speaker, both native speaker and non-native speaker. Without the ability of listening comprehension, students will find it hard to gain meaning from what they heard.

It can be concluded that listening is a skill that is important in the development and improvement of a person's ability to master language. To develop listening skills, students must practice listening to passage in English. Practice listening to English is also beneficial for students to learn vocabulary, grammar and sentence patterns.

The ability to understand spoken words is highly demanded to make an effective conversation. In oral communication, people talk in order to express their thoughts and ideas, and listeners have to understand the utterance of speaker to obtain information from what is conveyed by the speaker. With the establishment of this, it will lead to a good interaction between the listener and the speaker.

Listening skill is significant to the implementation of verbal communication. Interaction in an oral conversation will not be effective without listening. Thus, the listener really need the ability to be able to establish interaction with the speaker.

In learning activities, students also need the listening comprehension because students should listen to what is described by the teacher or educator. Thus, listening must be mastered by the students to be able to learn a lesson that is described verbally by a teacher or educator. With good listening skills, students will also be able to understand well what they listen to.

Listening skill is the core of a person's ability to master the language. Thus, listening skills is a basic need to be mastered by students to learn and master more skills in English.

Wolvin and Coakley (1994) stated that there are several steps in the process of listening, including :

a. Receiving

At this stage, a listener will receive aural simulation of a speaker, where he/she will receive what is conveyed by the speaker.

b. Attending

At this stage, a listener will focus on important stimulation, which is focus on important information he/she gained while listening to the speaker. This stage can be called as attending the message.

c. Assigning

This stage occurs when a listener has received a message from the speaker, and then assigned the meaning of what the speaker said. A conversation can be effective if the information is found clearly, so there is no misunderstanding between the listener and the speaker.

Furthermore, Littlewood (2007) added that when listening, a listener must realize that to understand word for word is not necessary, but must understand the essence of what is being listened, so there is no misunderstanding. Thus, focusing on an important message from a speaker needs to be done by a listener. Effective communication is achieved when the listener understands the message, so that communication between the listener and the speaker is successfully implemented.

2.2. Difficulties of Listening Comprehension

Difficulties in listening are caused by some internal factors and external factors. Internal factors come from inside the learner which include interest, attentiveness, motivation, and knowledge of the listening topic. Whereas, the external factors come from the material, such as the information presented in the audio, and also the expressions used by native speakers, both in audio and real life.

In addition, Yule & Gillian (1996) stated that several factors that caused students' difficulties in listening, such as speaker and listener factors, the content, and the support.

Based on these factors, it is really inquired that the teacher or educator must be able to apply appropriate method and strategy in teaching listening to the students.

In the implementation of the creation of a conversation, a speaker can affect the listener's comprehension. Speaker's ability to reveal something based on his/her accents and speeds in producing sentences affect the ability of a listener to understand.

In learning situations, teacher's accent and teacher's speed when speaking also affect students' listening comprehension, because when listening, students need knowledge of grammar, vocabulary, and sentence patterns.

To teach listening to students, the teacher can use visual media such as images and diagrams. This visual media can attract students' attention so that teacher become easier to explain the lessons to the students.

Hamouda (2013) said that some of the difficulties of students to learn to listen are lies in the ability to understand the speaker's pronunciation, and influenced by speed rapidity, insufficient vocabulary, speakers' accent, lack of concentration, anxiety, and bad quality of recording.

Several aspects, such as speed delivery of speaking, pronunciation, accent, and poor quality of recording can also make students difficult to understand the spoken text. As we know that English has many accents and different way of pronunciation, such as American and British.

Hamouda (2013) stated that there are several difficulties faced by the students in listening comprehension, such as background of knowledge, phonological awareness, word recognition, speaker, listener, physical setting and psychological characteristics. Hamouda (2013) also stated that unfamiliar words, difficult grammatical structures, and the length of spoken text caused students' listening difficulties.

In listening, concentration is also needed. The students have to pay their attention when listen to something in order to get information. If they have less concentration, they will miss the information, which will affect their comprehension of a passage. Thus, it is important to the students to prepare their attention when listening (Hamouda, 2013).

2.3. Movie

Movie is a moving image that can be witnessed with the help of a screen or television, in which there is a story. According to Hornby (2006), 'movie is a series of moving images recorded and shown in a cinema'.

Movies are created and produced by recording images based on the desired concept by using a camera, then given the effect of animation or special effects so that the moving pictures can be a long-duration video.

In making a movie, there are several things needed, including movies genres, settings, mood, and format. Movie genre is the type of the movie created. Setting is the location that is used to record the movie. The mood is the actors or actresses emotions when they carry their dialogue in a movie. And the movie format is the means and infrastructures used in its manufacture.

Movies have several benefits, including :

- a. Educating the spectators
- b. Inspire spectators
- c. Entertain spectators
- d. Teach the spectators about history, science and human behavior

Some movies may contain meaning of entertainment and education. So this type of movie can be used in teaching process. By using movie, learning process will be enjoyable. Movie will help teachers to teach students, so students can achieve success in learning something.

Based on this, it can be concluded that movie is a work of art containing moving images and recorded in the appropriate time conceptually, and can be used for various fields, including education, entertainment, and also provide information to the spectators.

2.4. Teaching Listening by Using Movie

To teach listening, a teacher or educator requires the right approach, method and strategy. Teaching strategies are related to students' needs when learning. Educators must be able to use the right teaching strategy to help students find value in the learning process. Thus, learning strategies are very necessary to teach students, especially to teach the listening comprehension.

Field (2008) added that knowing the purpose of listening in obtaining knowledge from what was listened to is one of the strategies that needed to be applied at the listening class to ease students' comprehension.

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O' Malley & Chamot (1990) stated that the clear goal of listening was significant to teach listening because the function of this goal is to manage and evaluate the development of students in learning.

Some steps to teach listening using movie, are as follows :

1. Preparation

Making preparation is the most important thing. Before teaching listening, the teacher can ask students to prepare their notes, dictionaries and stationery. Students can use online dictionary if they do not have a written dictionary. For notes and stationery, students can also use their smartphones.

After that, the teacher notifies students about the movie to be played. Teachers can also ask students' opinions about the genre of movie they like, whether it's action, comedy, romane, crime, drama, fantasy, adventure, or so on. The teacher must also prepare the tool to play the movie, for example with the help of the projector.

Then, the teacher must create a calm learning situation to start playing the movie. The teacher must ensure that all students are already ready to learn and in a calm state.

2. Warming Up

In this step, students will be asked to see the movie played by keeping themselves relax. The teacher must prepare some of these things to help students learning listening while watching English movie, such as :

- a. play movie using english subtitles
- b. ask students to record vocabulary that they don't understand

After watching, the teacher can ask students to do some of these things :

- a. Look for the meaning of the vocabulary they have written
- b. Learn and remember the meaning of the vocabulary they found from the movie
- c. Evaluating students' understanding of English vocabulary based on the movie they have watched

3. Implementation

After implementing movie in the learning process and finished the learning process, the teacher can give advice to students to further enhance their listening comprehension skills. This can be done by asking students to watch the movie they just watched together in their home. Or can also be done by asking students to watch other English movie by utilizing their internet and smartphones. Besides of entertain the students, movie in English also indirectly can improve students' listening comprehension, also improve their vocabularies.

As a good teacher, the teacher have to use media as a method in teaching learning process because by using media, teachers can give new atmosphere in their class so that the students' enthusiasm in teaching learning process grow bigger. Thus, movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing).

Movies can be used as a medium to teach listening to students. Some advantages of using movies in teaching listening, including :

1. By watching a movie, students not only listen to a language, they also can see the use of the language directly. Through this visual sight, it can support the students' listening comprehension of the vocabulary in the movie (Harmer, 2001).
2. Using movie in teaching listening comprehension provides authentic language in supporting the real action. Using movie in teaching listening allows the students to pay their attention on the language they watch in detail. The students can also get understanding about facial expression, dress, gesture, and posture of the actors and actresses in the movie. Besides that, movie can also help the students in understanding the characters of the actors and actresses, because movie provides real situations and pronunciation (Cakir, 2006).
3. Using movie may exposed a real context to the students, so that the students can understand easily what they listen to. Besides that, movie is very interesting media, so that it can attract the students' attentions, so that they become more understand about the meaning of the movie's context, and then they can improve their listening comprehension.

3. RESEARCH METHOD

Researchers carried out research to obtain data by conducting the Classroom Action Research. Classroom Action Research model that researchers used was the Lewin model. Lewin stated that in a Classroom Action Research there are four stages namely planning, acting, observing, and reflecting (Lewin, 1990). The instruments in this study were post test of students of the first cycle and second cycles. The results of their tests will be compared to see if there were changes or developments obtained by the students.

At its implementation, researchers prepared two short movies to watch by the students. The first was the animated movie titled 'Baymax' last 3 and a half minutes, then the second movie was the animated movie titled 'Snow White and Seven Dwarves' in duration of 8 minutes.

In the implementation of the tests, the researchers distributed paper to students containing 10 multiple choice questions that contained questions about the movie they watched. The aim is to test students' listening comprehension about the movies. To evaluate the value of students, researchers provided values of 10-100 based on the number of questions that they are answered correctly.

The subject in this research were the students of class VIII-2 at SMP Negeri 4 Pematangsiantar, which consisted of 32 students.

4. RESULT AND DISCUSSION

The discovery in this research is based on post-test of students on cycle 1 and cycle 2. The indicator of student's achievement is that the student must reach value of 70. The success of this classroom action research is when 75% of students succeed in reaching value of 70. If 75% of students successfully reached value of 70, it can be concluded that this research is successful, and movie is good as a medium to increase students' listening comprehension. The results of the research represented in the table below.

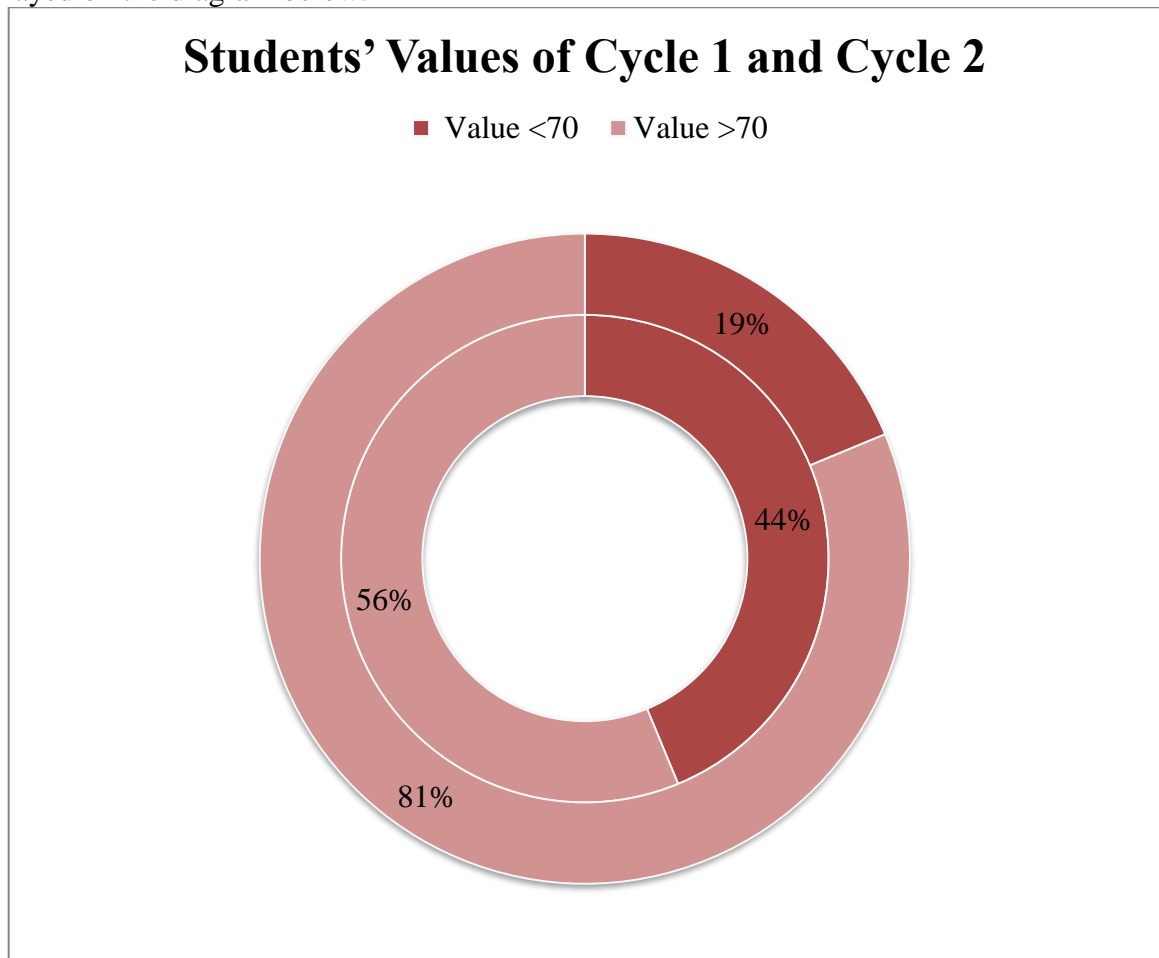
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No.	Name	Value of Cycle 1	Value of Cycle 2
1	ABA	70	70
2	ADT	50	60
3	AFH	40	60
4	AWL	60	70
5	AZS	60	70
6	ASS	70	80
7	AKE	70	80
8	AW	70	70
9	CLZ	70	70
10	CPA	70	80
11	CW	80	90
12	CA	90	90
13	DA	70	80
14	DAN	80	90
15	DP	50	70
16	EMP	60	80
17	FZ	60	60
18	HFMP	50	60
19	JAD	70	80
20	JAP	70	70
21	KAP	70	70
22	MFA	80	90
23	MNMC	70	70
24	MWP	70	80
25	NS	70	80
26	NM	60	80
27	NA	50	70
28	NSPL	50	70
29	RP	60	70
30	RRS	60	60
31	RRA	50	50
32	WS	70	80
Total		2070	2.350

Based on the table above, it can be seen the difference between the total value of students in cycle 1 and the total value of students in cycle 2.

In the first cycle, the total value of students is 2.070. Thus, the average value of students is 64,6 or equal to 65. Whereas in the second cycle, the total value of students is 2.350. Thus, the average value of students is 73,4 or equal to 74. It means that there is an improvement of 9 points from the average value of students on cycle 1 with the average value of students on cycle 2.

The analysis of the success of students in the first cycle and the second cycle will be displayed on the diagram below.



Based on the diagram above, we can see the difference in the success of students in cycle 1 and cycle 2.

In cycle 1, the number of students who got less than and equal to 70 is almost the same as the number of students who got more than and equal to 70 points. In cycle 1, 14 students achieved value less than and equal to 70, and as many as 18 students achieved more than and equal to 70. Whereas in cycle 2, as many as 6 students obtained value of less than and equal to 70, and as many as 26 students obtained value of more than and equal to 70.

It can be concluded that the success of the second cycle is greater than the first cycle. At the first cycle, the success of students is 56%. This percentage has not yet reached the indicator of achievement. Therefore, the continuity of the learning process is needed on the second cycle. Then in the second cycle, the success of students increases to 81%. Thus, the indicator of achievement has been achieved. There are 25% improvement of percentages from the first cycle towards the second cycle.

Therefore, it can be concluded that in the second cycle, 81% of students have succeeded in using their listening comprehension on the movie they watched. Almost all

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students managed to answer the multiple choices about the movie that they watched by using their understanding.

Based on this results and analysis, researchers can conclude that movie is a media that is suitable for use in teaching listening comprehension. In addition, besides the use of movie in teaching listening comprehension, movie can also be used to overcome students' difficulties in their listening comprehension.

5. CONCLUSION

It can be concluded that movie is suitable in improving students' listening comprehension according to their achievements in the cycles of classroom action research. Using movie may exposed a real context to the students, so that the students can understand easily what they listen to.

Besides that, movie is a very interesting media, so that it can attract the students' attentions, so that they become more understand about the meaning of the movie's context, and then they can improve their listening comprehension.

Researchers suggest the teachers to use movie media in teaching listening comprehension, and researchers also suggest the students to use movie in helping them to solve their difficulties in listening.

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