LISTENING SKILL OF SMA NEGERI 1 MAJENE BY USING SHORT FILM MATERIAL

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Abstract

This research was using CAR (Classroom Action Research) method in the teaching process. The objective of this research was to find out and collect the complete data of improvement in the listening skill of application of short film materials. The total number of population of second year was 139 students. There were 10 students as sample of research, they were from class IPA 1, IPA 2, IPA 3, IPA 4 and IPS 1 who joined interest based class as vocational interest academy of Curriculum 2013. The instruments are used to collect the data was multiple choice tests taken from the English subtitle of short films. The multiple choice tests were used to identify what kind of difficulties students face when they are listening. This research was conducted in the cycle 1. After the data had been collected, it was found that the average mean scores of test 1 and test 2 were 5.80 and 6.60 with standard error of mean were 0.29 and 0.45 respectively. Median score of test 1 and test 2 were 5.50 and 6.33 respectively. The items are prone to innormal distributing of the data by looking at the standard deviation of test 1 and test 2. The variance score indicated that the data score of test 2 (2.044) was more variance than the data score of test 1 (0.844). skewness score of test 1 and test 2 in the cycle 1 which were 0.473 and 0.889 meant many low scores and few high scores. These meant that there were tended significant improvement of listening comprehension from performing test 1 and the test 2.

Keywords: Listening skill, short film materials.

INTRODUCTION

People who speak well normally listen well. If this is true, the key to speak well is learning how to listen effectively. Listening is a fundamental skill in language acquisition. Allen & Unwin (1993) state that "language acquisition is that learner is oriented not to the form but also to the content and effect of his utterances, remaining unaware of the linguistic rules and structures used in the process." Furthermore listening is an important skill to deal within how we learn a language.

Based on the interview of the writer with the teacher of second year students of natural resource in SMA Negeri 1 Majene, the teacher told how listening skill was taught. The teacher taught by only using tape recorder. Furthermore, the writer found some students still had low score based on the assignment and daily evaluation. The writer assumed that it is because the learning environment was monotonous. It made some students still in underdevelopment to practice English comprehensively. The less-attraction had been faced same when writer teaching by giving the missing lyrics through listening song on the tape. Some students showed dislike by answering nothing on the guided note of the missing lyrics. Although, others students had answered cheating on the internet. Based on those problems, writer needs to apply an effective material in development students' listening skill in class of interest based of second year SMA Negeri 1 Majene.

This research focused on teaching listening skill, students' words identifying and students' difficulties during the process of teaching listening skill at interest based class of second year students of SMA Negeri 1 Majene by using short film materials. By discipline, this research is under applied linguistic because listening needs more practice especially in applying short film in improving listening skill. The writer uses short film as the teaching strategy in the teaching listening skill and the activity that will be applied is asking students to make a note then answer the question based on the content of short film.

Based on those descriptions above, the problem statements which are proposed in this classroom action research are : How are the short film materials applied in teaching process the interest based class of second year students of SMA Negeri 1 Majene? Can the students identify words when they are listening? What kind of difficulties do the students face when they are listening?

By concerning the problem statements above, this article is aimed at finding out and collecting the complete data of development in the listening skill of application of short film materials, student's word identification ability and kind of difficulties student face due to listening comprehension in the interest based class of Second Year Students of SMA Negeri 1 Majene after they are taught by using short film materials.

THE REVIEW OF RELATED STUDIES

Listening Skill Material

Listening is one of the four fundamental skills which are applied in learning English language. It is one of the four skills that we use when we communicate orally. "Listening is an active process requiring participation on the part of the listener. For example when someone listens to a speaker, he/she processes the information mentally in order to construct an answer. During the listening process the listener is actively engaged. Listening is not an isolated skill. We listen in order to understand what has been heard. Moreover the speaker and the listener must be interacting in a social context." (Eleutério: 2006)

According to Harmer (undated), "in order to teach English as a foreign language through listening, the teacher should provide learners with specific learning tools that allow them to develop accuracy. These learning tools can be developed through listening and speaking activities such as conversations (that imply role- playing), interviews, lectures, story-telling, reports etc. That is also appropriate because much of the time when we use language naturally, we pair listening and speaking. We are sometimes the listener and

sometimes the speakers. The latter three are more suited for advanced learners." Scrivener (undated) points out "one of the ways a teacher can help his or her students in understanding a foreign language is to give students a chance to hear native speaker or teacher saying the sound naturally spoken in the context of a typical short phrase or sentence."

Audio Material

The second type is audio material. As Eleutério (2006) says "Recorded material has some advantages: it allows the teacher to bring the voices of native speakers into the classroom and to present a variety of voices and accents; the teacher or student can stop the tape and repeat any part of a conversation that may not have been understood; the student has the chance to use this material outside the classroom." But, audio or recorded material also may present disadvantage while it is being used.

Video Materials

Another type is video. Compared to audio material, video seems to be better because, the student can see the people speaking and through their gestures, facial and body expression, he understand better what is being said. In line with Woottipong (2014) states "the advantages this tool provides, which this section will discuss, include the provision of samples real-life communication, motivation for language learning, and promoting language acquisition."

Short Film Material

For this reason, writer decided to use videos as tool to practice the listening skill in the English language. This exposes learners to facilitate and enrich their learning activity. In this session, writer only focuses authentic video materials that are designed for native speakers. This includes: films, TV commercials, cartoons, news, comedy showed, dramas, and soap

operas; radio news, dramas and ads, audio taped short stories; pop and rock music, documentaries, etc. Those could increase student´s motivation, as Van Duzer (1998) claims "students listen to relevant and interesting things for them which keep their motivation and attention high."

Planning Classroom Action Research

The application of each cycle as follows:

Cycle I : Planning action I, Applying action I, Monitoring the action (observation), Evaluating the result of observation, Organizing pre-reflection

Cycle II : Designing action II based on pre-reflection result cycle I,, Applying action II, Monitoring the action (observation), Evaluating the result of observation II, Organizing post-reflection

THE METHOD OF RESEARCH

Referring to the previous review of literature, writer applied Classroom Action Research (CAR) to examine students' improvement on listening skill after teaching. This research was conducted in SMA Negeri 1 Majene on April 2015 which adapts the schedule of English in interest based class of second year of SMA Negeri 1 Majene. The population of research is the second year students of SMA Negeri 1 Majene. The total number of population of second years is 139 students. That writer used purposive sampling technique in this research. According to Gay (2006), "By purposive sampling approach, the writer's insights through first-hand experience in the research setting guides the selection of participant.

In collecting data, the writer uses these following instruments.

1. Multiple choices test which taken to analyze specific information according to the short films such as who the speakers are, where the place has been taken and what the problems reveals on the short films and what the lesson we can take from. (see appendix)

2. Questionnaire is used to reveal the students' opinion towards listening short films. It is also helping in analizing the students' difficulties in the listening short films.

Data Analysis

The data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from multiple choices test. The writer uses SPSS program to analyze each item of answers. The further explanation of how writer analyzes will be as follows:

1. The test will be processed by analyzing data descriptively. It used to describe or summarize data in a parsimonious manner. (Baso:1995) there are four types of descriptive statistics:

   1.1 measuring **central tendency** is to represent the typical score attained by subjects. There are three common measures:

   - **mode**
     - o the most frequently occurring score
     - o appropriate for nominal data

   - **median**
     - o the score above and below which 50% of all scores lie (i.e., the mid-point)
     - o characteristics:
       - ▪ appropriate for ordinal scales
       - ▪ doesn't take into account the value of each and every score in the data

   - **mean**
     - o The data from the Likert's scale was calculated for the arithmetic means (X)
     - o the arithmetic average of all scores
     - o characteristics:

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- advantageous statistical properties
- affected by outlying scores
- most frequently used measure of central tendency

  o the value of opinion level of students difficulties toward listening with short film was interpreted according to the following criteria:

value of mean score	meaning
4.51-5.00	very good
3.51-4.50	good
2.51-3.50	average
1.51-2.50	bad
1.50 or lower	very bad

1.2 measuring **variability** is to measure the extent to which scores are spread apart. There are three measures:

- **range**
  o the difference between the highest and lowest score in a data set
  o characteristics:
    - unstable measure of variability
    - rough, quick estimate

- **variance**
  o the average squared deviation of all scores around the mean
  o characteristics:
    - many important statistical properties
    - difficult to interpret due to "squared" metric

- **standard deviation**
  o the square root of the variance
  o characteristics:
    - many important statistical properties
    - relationship to properties of the normal curve
    - easily interpreted

1.3 measuring **skewed distribution**:

- positive – many low scores and few high scores

- negative – few low scores and many high scores

relationships between the mean, median, and mode

- positively skewed – mode is lowest, median is in the middle, and mean is highest

- negatively skewed – mean is lowest, median is in the middle, and mode is highest

1.4 **Comparative frequency distribution in graphic** – a frequency polygon:

- Vertical axis represents the frequency with which a score occurs

(Baso:1995)

2. To find difficulties of student listening comprehension is that writer analyzes the difficulties of each item. The writer divides into groups of lower and higher one by using item discrimination analyzing. In order to analyze the ability of students in recognizing words which speaker saying, the writer uses full item analyzing.

Furthermore, the criteria of item difficulties (IF) is assessed as following:

<0.3	difficult
0.3 – 0.7	medium
>0.7	easy

The item discrimination is assessed by following criteria:
>0.25	accepted
0.01 – 0.25	repaired
<0	refused

(Depdiknas:2012)

3. **Percentage** is formed due to the result of teaching from cycle 1 up to cycle 2 as following:

$$score = \frac{achieved\ score}{maximal\ score} \times 100\ \%$$

Note: writer decides achievement indicator of this classroom action research if it is as following:

1. Improving study result is signed by average test result score more than 6 which achieved by 80% from total students.

2. There is development from student's study activity achieving 80%. It can be seen by observation session.

FINDINGS AND DISCUSSION

Findings

Based on the descriptive data analysis, the use of short film materials in improving listening skill is revealed by the classification of students' score in test 1 and test 2 of each cycle.

A. **The Result of Cycle 1**
   Planning Action

The writer makes lesson plan based on the theme of short film. Before showing the film twice, the writer gives multiple choice tests based on the conversation between speakers in the film. Furthermore, the writer organizes scoring instrument based on the indicator of data analysis.

Applying Action

First meeting cycle 1

At the first meeting in this cycle 1, the writer gives the short film titled "post it". This short film depicts how native speakers speak naturally in their daily life.

The steps of applying test 1 use these following suggestion activities in the classroom.

1. Preparing the instruments.
2. Writer gives icebreaking activity to engage students which involves physical movement.
3. Writing the indicator as achievement in the lesson.
4. Furthermore, the students answer the multiple choices test based on the short film.

5. The short film is shown twice.
6. Students answer the question from other student or teacher based on the film.

After watching the short films, some students comment that the pronunciation is spoken by native speakers are still unclear and too fast. As for the students who comment that the audio was not loud so he was not able to detect the spoken word. Therefore, writer decides to take test 2 in the next meeting.

First meeting cycle 1

This second meeting, writer uses cartoon animated short film because the dubber (person who voices for anime in the cartoon) spoke clearly and the short film is categorized into pre-intermediate level.

The steps of applying test 2 are same with the first meeting in cycle 1 above.

1. **Evaluation of listening comprehension tests between test 1 and test 2 scores of student in cycle 1**

Table 3.1 below shows the comparative result of English listening test 1 and test 2 scores of students. The average mean scores of test 1 and test 2 are 5.80 and 6.60 with standard error of mean are 0.29 and 0.45 respectively. Median scores that referred to the score halfway between the lowest score in the top half and the highest score in the bottom half are 5.50 and 6.33[a]. The student scores who are obtained or most frequent emergence of the same score in mode scores are that test 2 is higher than the test 1.

The standard deviation of the test 1 and test 2 of the cycle 1 are 0.91 and 1.42 respectively. It indicates that the items prone to innormal distributing of the data. The variance scores indicated that the data score of test 2 (2.044) is more variance than the data score of test 1 (0.844). Skewness score of the test 1 and the test 2 in cycle 1 which are 0.473 and 0.889 meant many low scores and few high scores. Furthermore, the negative kurtosis score of both tests indicates that the data is tended to be uneven distribution. Many items are almost same at the median scores. The range of the test 1

and the test 2 of the cycle 1 are 2.0 and 4.0 respectively. The maximum scores which are obtained in the test 1 and test 2 are 7 and 9.

Table 3.1   the result of comparison between of English listening test 1 and test 2 scores.

N Valid	10	10
Test	Test 1	Test 2
Mean	5.8000	6.6000
Std. Error of Mean	.29059	.45216
Median	5.5000	6.3333[a]
Mode	5.00	6.00
Std. Deviation	.91894	1.42984
Variance	.844	2.044
Skewness	.473	.889
Std. Error of Skewness	.687	.687
Kurtosis	-1.807	-.160
Std. Error of Kurtosis	1.334	1.334
Range	2.00	4.00
Minimum	5.00	5.00
Maximum	7.00	9.00
Sum	58.00	66.00

2.   Listening Comprehension Difficulties: Evaluation of Students' Word Identification Ability

After evaluating of the test 1 and test 2 in the cycle 1, writer helped by observer and supported by questionnaire finds that there are various difficulties in listening comprehension toward the students. It finds that the factors which facilitate or hinder listening are speech rate, vocabulary and pronunciation. In this case the students cannot adjust the fast speech rate

which makes pronunciation is not clear. So it sounds difficult for the segmentation per each word. It also the students heard almost same sound when uttered, i.e. number 10 in test 1 "wearied" and the correct answer "weird."

Evaluation of Students' difficulties toward listening with short film materials

Based on the Tabel 3.8, it finds that the mean score of the questionnaire about students' difficulties toward learning listening with short film materials ranges between 2.41 to 4, which is in between bad to high levels. It reveals the lowest mean score (2.41) "I prefer not to use simplified listening materials provided in the textbook." It reveals that students still choose learning English in the text book rather than listening with video. Students would prefer to choose English material in the textbook including with reading comprehension rather than listening with video. The listeners' working memory which stored the spoken text temporarily caused many problems in deal with listening with video. Students need to more concentrate paying attention due to the proccessing incoming information—understand of more what they hear when they are listening. In the second rank of students attitude in listening difficulty is 2.92 "Short film materials develop my speaking ability more than modified or non-authentic materials." Some students stand at attention that their speaking ability does not develop using authentic material toward listening comprehension. The factor is that characteristic of passage. A large number of ideas in passage has negative effect on listening comprehension. It is also because of pragmatic information that constructs such as idioms an culturally specific vocabulary decreases comprehension. The writer needs to choose proper video based on their background knowledge and what they interest toward video in listening comprehension. In addition the writer finds that presence of noise or distortion in the speech signal interferes with comprehension impact the student distracted and unable to pay attention.

Table 3.8 result of evaluation students' difficulties toward listening with short films.

No	Evaluation items	X	Result Interpretation
1.	I prefer to use English video materials rather than use those materials provided in the textbook.	3.67	Good
2.	Short film materials motivate me to do more listening outside the classroom.	3.50	Average
3.	I prefer not to use simplified listening materials provided in the textbook.	2.41	Bad
4.	Keywords I have learned prior to watch short films motivated me to learn English.	3.16	Average
5.	Short film materials help me improve my language proficiency.	3.50	Average
6.	English subtitles in the short films are helpful in learning English.	3.42	Average
7.	Short film materials I listened in the class are more interesting that non-authentic materials or simplified listening materials.	3.08	Average
8.	Short film materials help me to understand other listening materials outside the class.	3.17	Average
9.	Short film materials introduce me to how language is used in the real world.	4	Good
10.	I think my video preferences will affect my learning.	3	Average
11.	Short film materials improve my listening comprehension ability more than modified or non-authentic materials.	3.67	Good
12.	Short film materials develop my speaking ability more than modified or non-authentic materials.	2.92	Average
13.	Short film materials increase my familiarity with the use of grammar rules in their original context.	3.25	Average
14.	Short film materials increase my knowledge of vocabulary which I need in real life situations.	3.25	Average
15.	I am interested in learning English if the teacher uses video in English as teaching materials.	3.17	Average

Discussion

The finding of this study shows that application toward listening using short film materials has developing effect students' listening skill due to the combination of visual images and sound which stimulate student's perceptions in the questionnaire. According to Bloomfield (2010), a strong listener's working memory capacity may be related to the ease of listening processing due to the visual accompaniment. Also this study is line with Wottippong (2014) statement that "video can help in promoting the language learners' listening comprehension. The structure of language is in the form of ungrammatical features that are not similar to the written language, which can improve learners' comprehension as well as entertaining them."

"The connection between the classroom and real world encourage students to understand the relationship between learning and practicing." (Brinton & Gaskill, 2009; MacWilliam, 2004 cited in Keihaniyan, 2013).

This research also finds that the class is more affective and the students were more interested in following the lesson. The pictures and gestures can support their understanding of the short film's content, and guide them to guess and interpret the meaning of the message conveyed by the speaker.

For choosing video toward the students, the writer suggests that the content of video should not difficult vocabulary or ungrammatical or incomplete structures. This includes videos in which the spoken language might contain many difficult or unneeded English idioms and expressions, or the rhythm, tone and phonological systems which could contribute to the misunderstanding to the content. Thus, students might not be able to discriminate the word in the spoken text of video while they were watching.

CONCLUSION AND SUGGESTION

Conclusion

1. The research uses CAR (Classroom Action Research) as method in application of short film materials in the interest based class of second year students of SMA Negeri 1 Majene. It has development effect toward students' listening skill ability by using short film materials. The instrument used to collect the data of students' score is multiple choice test. Furthermore, the items are made by English Subtitle of content of short films.

2. After evaluation of examination of the test 1 and test 2, the writer finds that there are some factors influence students' word identification ability. They are speech rate, vocabulary and pronunciation.

3. There are also various difficulties which students face in listening comprehension using short film materials. First is that students cannot adjust the fast speech rate which makes pronunciation of speaker is not clear. It is difficult to discriminate each word's segmentation. Second is that factor of "EFL proficiency." By looking from their deficient linguistic knowledge, the students need to replay many times in particular segment in showing each short film to organize the word leisurely and clearly. Third is the factor of physical setting, the auditory material does not effectively work.

Suggestion

Based on the conclusion above, it will be effective if the teacher is well-trained in the use of video and how best to perform its advantages in a learning environment. Furthermore, the selection of the video content should be appropriate to the level of students' English proficiency. The topics of the content should be matched to their interests and their background knowledge in order to motivate them to learn.

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