



Improving Students' Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang

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Abstract:

Listening is a skill that must be acquired in learning English. Because listening can enhance students' knowledge and master other skills in learning English, such as speaking, reading, and writing. Based on the national curriculum, narrative text is one of the materials in teaching English in class XI High School level. The low students' ability in grade XI IPA 5 SMAN 2 Bangkinang in listening narrative text, encourage researchers to conduct a research by using the film as a medium. Classroom Action Research (CAR) is conducted in two cycles in class XI IPA 5 SMAN 2 Bangkinang which is consisted of 32 students; 24 women and 8 men. The results showed that 1) Film can improve students' listening comprehension of narrative texts at grade XI IPA 5 of SMAN 2 Bangkinang 5, and 2) One of the factors that influence the students' listening comprehension of naratives is the medium used by teachers in teaching narrative text.

Abstrak:

Menyimak merupakan keterampilan yang harus dimiliki dalam mempelajari Bahasa Inggris. Hal ini dikarenakan dengan menyimak dapat meningkatkan pengetahuan siswa dan menguasai keterampilan lain dalam mempelajari Bahasa Inggris, seperti berbicara, membaca, dan menulis. Berdasarkan kurikulum nasional, teks naratif merupakan salah satu materi didalam mata pelajaran Bahasa Inggris pada kelas XI ditingkat SMA. Rendahnya kemampuan siswa kelas XI IPA 5 SMAN 2 Bangkinang dalam menyimak teks naratif, mendorong peneliti untuk melakukan riset dengan menggunakan *film* sebagai media. Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus di kelas XI IPA 5 SMAN 2 Bangkinang yang terdiri dari 32 siswa; 24 orang perempuan dan 8 orang laki-laki. Hasil riset menunjukkan bahwa 1) *Film* mampu meningkatkan kemampuan menyimak teks naratif siswa kelas XI IPA 5 SMAN 2 Bangkinang, dan 2) Salah satu faktor yang mempengaruhi peningkatan kemampuan siswa tersebut adalah media yang digunakan oleh guru dalam mengajarkan teks naratif.

Keywords: *Listening Comprehension, Narratives, Movies, Media*

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Introduction

One of the language skills that needs to be acquired by students in learning English is listening. It plays an important role in learning the language. It helps the students to enhance their knowledge because the students learn many things through listening. Listening also supports the students to master other language skills, such as speaking, reading and writing. Listening enables them to get new information which makes them easier to communicate in that language. In addition, listening can entertain the students, because it is not only applied for academic purposes, but also helps the students to refresh their mind. In another word, listening is very crucial in teaching and learning the language.

Saricoban (1999) states that listening is defined as the receptive ability which is used to get the productive ability. It is reasonable because the listeners understand the meaning of what they listened, and then they practice to create the language. The integrating language skills build an active teaching and learning English in the classroom. Therefore, they can develop their language skills in the real communication.

Nation and Newton (2009) say, "In the view of language learning, listening is the way of learning the language. It gives the learners information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learners can begin to speak." It is clear that listening is a chance to find out how to get the knowledge of using a language in order to practice the language in real situation. Therefore, the students will be able to speak up or use the language if they have listening as the way to learn the language. In this case, listening is not a passive skill, but it is an active skill in getting the language.

It can be stated that listening is one of the four language skills with a purpose to understand spoken text, and build the knowledge of language for communicating in the real situation. It is an active ability to

produce the language. Therefore the learners know how to express the language.

One of the materials in teaching English based on curriculum for grade XI of Senior High School is narrative text. It is a genre which is taught in the first semester. In listening class, the students learn to understand the explicit and implicit meaning of narratives. In this case, the students learn to identify the specific information in the story, such as characters, setting, and etc. They also learn to get the general description of the story, communicative function, moral value of the narratives, and to infer situation based on the story. It means the students learn to have good listening comprehension of narratives.

According to Cavanagh (1998:7), narrative is a text with the climax of the problem which is resolved at the end of the story. The purposes of the narratives are; first, to entertain the audience because this story consists of the unusual and unexpected events, second, to create and stimulate the emotions of the audience. The last, the narratives are used to motivate the audience and guide or teach them through the story because the narratives consist of behaviors that are precious in the real life.

In this case, Ward (2001) asserts that narrative is a story which can be illustrated as fictive or non-fictive story, or both of them to tell the various contemporary and historical stories. It consists of a series of events. The story is in either linear, circular, or recapitulations plot. One of the fictive narratives is novel. On another hand, one of the non fictive narratives is history.

According to Dymock (2007), narratives are stories which consist of complex story and more than simple form of sentences. In this case, the students learn the elements of the story. First, the students are taught the setting of the story. It is about the place and time in the story. Second, the characters are introduced to the learners. They can be classified as major and minor characters. Third, the students are explained the way how to find the individual characters that concern on their

appearance and personality, and compare the characters. Fourth, the students learn the plot of the story. Sixth, the teacher tells the students the episodes of the story and the moral message in the story.

There are some features of Narratives. According to Cavanagh (1998), narratives consist of four parts. The first, *Orientation*, the orientation allows the listener to know what is to follow; usually the writer introduces the main character/s in a setting of time and place. In another word, the orientation tells the audience about who, what, when or where of the story. The second, *Complication* consists of a series of events. It is the important part of narratives which are described in some ways so that the events become a problem for one or more of the characters. The third, *Resolution* is the part of the problem complication which is resolved in the resolution. The last par is *Coda*. It is optional. It means the author of the story are free to put it or not in the story. Coda describes how the character has changed and what has been learned from the story which is called as the moral value of the story. Narratives have the characteristics of the language features. Cavanagh (1998) states that the first, narratives tell the story of particular characters or thing, not to groups of things. The second, narratives use time words to relate events, words, or phrases which refers to when the events happened. The third, narratives consist of action verbs in complication and resolution parts as the body of the narratives. The fourth, narratives use noun groups which are used to illustrate the characters and setting of the story.

In listening, the students learn narratives to understand the all information in the narratives. It means the students learn to have listening comprehension of narratives.

According to Nation and Newton (2009), listening comprehension is called as meaning focused listening which concerned on the understanding of meaning with a top down approach and enable to use both top down and bottom up process in listening comprehension for English as the second language. They pay attention

on their listening activity and focus on the meaning of the spoken text and related it with their own prior knowledge on the topic of the listening. So, it is easier for the students to understand the information that they listened.

Then, Saricoban (1999), listening comprehension is the listening ability to understand the spoken text which needs many practices, linguistic competence, prior knowledge, and psychology of the listeners which influence the understanding of the listeners. Repeated listening helps the listeners to understand the spoken language. They use the linguistics competence and the background knowledge to understand the information in the spoken language.

It can be concluded that listening comprehension is the ability to understand the meaning of spoken text which is called as the extensive listening or meaning focused listening which concerned on the understanding of meaning with a top down approach as the basic skill to master other language skills. Therefore, comprehension will be usually found in the learners' mind. It is clear that listening comprehension is not only a process of identifying sounds, but also a process of catching the idea of the spoken text whether it is stated explicitly or implicitly.

But in fact, listening comprehension becomes the most difficult skill for the learners. According to Vogely (1998), the learners got difficulties in listening comprehension because of some factors. First, the students have lack of practice and uncomfortable environment in listening. Second, there are the level of difficulty, repetition and lack of visual support. Third, there are unsuitable strategies in listening, the lack of time in comprehending process so that the students cannot check the answer before submitting their worksheet.

At SMAN 2 Bangkinang, the students are also taught to get good listening skill. However, it is not easy to help them because it needs more practices. Based on the researcher experience in

teaching the students, the researcher found that the grade XI of IPA 5 students got difficulties in comprehending narrative text.

There were some reasons why it was difficult for the students to comprehend the spoken narratives. It was caused by several factors. In this case, there were limited facilities in the school. The teacher used only one media in listening class. She only used recording as the media in the listening class. The students got more difficulties when listening to the recording. Furthermore, the teacher used the same recording in several times. It was not an interesting media for the students.

Some suggestions are needed in order to improve the students' listening comprehension. Vogely (1998) also gives some suggestions for the teachers in increasing the students' listening comprehension. First, the teacher can use various media in listening class and should focus on strategies. Second, the teacher gives structure task and asks the students to have note taking in English.

Third, the teacher provides more class time for listening comprehension, combines listening comprehension with other skills, provides regular feedback, and etc.

The difficulties can be solved by giving some treatments in the classroom. Brown (2006) supports that students' listening comprehension can be improved by activating the students' background knowledge. It is reasonable because the prior knowledge of students on certain topics and situation which is related to the information of what the listeners listened, gives the understanding on the spoken text. It is useful in listening through two processes; the top-down and bottom-up processes.

Based on this explanation, listening comprehension needs top down and bottom up process. Teaching of listening comprehension needs various media. Those media can be used in order to increase the students' listening comprehension. It can be done through three

steps; pre-listening, while listening, and post listening step

In this case, the teacher should have new media in teaching their students. The appropriate media and the materials in listening class are important to motivate the students in listening class. Therefore, the teacher should be creative in providing the interesting media to improve the students' listening comprehension of narratives. Hopefully, the students would get improvement on their listening comprehension.

One of the media in listening class is movie. Many people like watching movies. Hornby (1995) states that movies are cinema or films which allow people to see the stories in the moving pictures. People can see and listen to what happens in the movies in order to entertain the viewers. The movie consists of characters, sets of time, place, and problem of story.

According to Stewart (2006), movies can entertain the viewers and solve some problems in learning English. They can be the solution to solve the problems such as lack of listening comprehension, the lack of vocabulary, the lack ability in reading, lack of grammar, and etc. In this case, movies can be used as the media in teaching and learning English. Therefore, those problems can be solved in the class.

Not all kinds of movies are suitable to be watched by audience. Zidar (2004) states that teacher and parents should be careful in choosing appropriate movies for their children. It is important to find the potential movies for their children. They should choose movies which provide the entertainment and educational contribution. The following are the kinds of movies with positive themes which are suitable for those children; Adventure, Coming-of-Age, Fantasy, Science Fiction, Social Drama, Detective, and Epic/Myth.

Miller (2003) asserts that the use of movies in listening class gives an opportunity to the learners to get more information. They can see what is happening on the movies as well as listen to the

voice. It is an interesting media for the learners. Furthermore, the learners can develop their listening skill in getting the understanding of the story by looking the non-verbal behavior of the spoken text. It obviously gives more benefits in using movies in listening class.

According to Kusumardiyati (2004), movies are as the pedagogical tool in listening class. There are some advantages in using movies in teaching and learning a foreign language. First, movies have the real language because the movies consist of the authentic dialogues and the cultural context. The learners not only learn the language, but also the culture of the foreign language through watching the movies. Second, movies have visual supports. It is very useful for the learners to find more information during the listening process. Third, movies increase the motivation of the learners in the class. They look the characters speak English in the movies. It gives high motivation to practice it because they learn how to pronounce it through watching the movies. The last, movies can be the best teaching devices in increasing the students' imagination. Therefore, movies give the best learning activity for real English because the movies have real life English.

In this case, there seem no disadvantages on using movies in teaching listening, because the teachers should consider the appropriate movies on their classrooms. Kusumardiyati (2004) states that there are several considerations when using movies in listening class. First, the movies become important devices in the curriculum. Second, the movies enable to show the importance in motivating the students in

acquiring listening skills. Third, the movies can be used because of the pedagogical values. Fourth, the movies consist of visual such as facial expressions and gestures. It is clear that a teacher should consider the advantages of movies in teaching and learning before using the movies in their class..

There are three steps; *pre-viewing*, *while-viewing*, and *post-viewing* in the listening class.

Kusumardiyati (2004) says the three stages can be used during listening class by using movies. In pre-viewing activities, the teacher gives time for the learners to construct the appropriate schemata to help the students in comprehending the movies. It consists of some activities. The students give the name and introduce the theme of the movie and the important words, and then give the students worksheet and an answer sheet. The teacher asks the learners to read the items in the worksheet for a few a minutes to help the learners become familiar with the movies.

In the while-viewing, the teacher asks the students to watch the movie. While doing so, they are asked to answer some items in the worksheet in written form. If the film is shown with subtitles in the mother tongue, the students answer some questions to check their comprehension and also some others to improve their lexical knowledge. The students guess the end of the movie. And the last, the post-viewing, by this time they have already seen the end of the movie and can confirm the written result of their imagination against the actual ending, the learners are asked to give the name, and examine the diversity across cultures

Related with the theory, the researcher used movies as media in teaching listening comprehension of narratives, because it was one of media that could be used by the teacher in the class. Moreover, the benefits of using movies were as follows; firstly, movie is obtained to show real life conversation. The moving pictures give some benefits for the students to get more information during listening process. The learners could listen to the voice and look at the moving pictures. Therefore, they could understand the story easily. It was an interesting media in teaching English.

Furthermore, movie is a modern media that can be used in teaching English. The moving pictures helped the learners to understand the narratives, because they provided the real communication and situation to the students, and gave the students an opportunity to find the characters, some events in the story, and etc. Therefore, it provided different situation in the

listening class. Then, the visual learning style, hopefully would also give contribution to the students in comprehending the spoken narratives. Therefore, the students understood the story completely. It could improved and develop the students' listening comprehension of narratives. Due to the benefits above, the researcher believes by using moves, the students was changed some mistaken in comprehending spoken narratives.

Method

The classroom action research conducted at the grade XI IPA 5 of SMAN 2 Bangkinang. This school is on Jalan A. Rahman Saleh Bangkinang-Kampar. SMAN 2 Bangkinang is a school in Kampar- Riau Province. To collect the quantitative data, the research used test and task while to collect the qualitative data, the research used observation sheet, field note and interview. The data were analyzed with *quantitative analysis* and *qualitative analysis*.

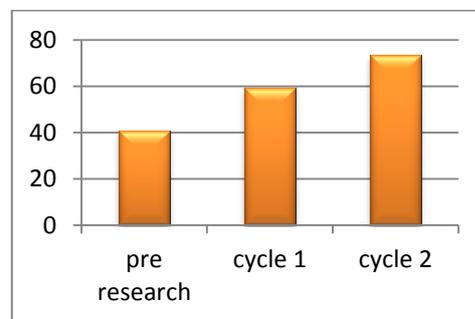
Finding and Discussion

The finding of the research contains the average score of the students' listening comprehension of narratives for each meeting in cycle 1. Here, the improvement of students' listening comprehension of narratives per meeting can be clearly seen. The score started on 45.7 in the first meeting, 43.36 in second meeting, 56.41 in the three meeting, and 66.02 in the fourth meeting. The score indicated that the students were improved by using the game. The mean score of students' listening comprehension of narratives in cycle I was 53.13, it means that more treatment in cycle two was needed to improve the score.

The research also described the average score of each in meeting in cycle II. The result shows that there was an improvement in students' listening comprehension of narratives in cycle 2. The improvement of students' listening comprehension of narratives per meeting can be clearly seen in their score. Based on data collected, the students' listening comprehension of narratives improved in cycle two. It could be concluded based on the students' score per meeting. The score started on

66.02 in the first meeting. In others the score was 71.88 in second meeting. The score was 64.45 in the third meeting, and 73.88 in the fourth meeting. Finally, in post test 2 the mean score was 73.83. It achieved the standard minimum score for English subject in grade XI of SMAN 2 Bangkinang. The score indicated that there was improvement on the students' listening comprehension of narratives by using movies.

By looking at the data analysis gained during two cycles, it can be said that movies could improve the students' listening comprehension of narratives. It was supported by the results of the students' listening comprehension test at the end of each cycle.



The data in graph above showed that students' listening comprehension of narratives was improved significantly from base score, cycle I and cycle II. In pre-test, the average score was 40.63, and at the end of cycle I, the average score was 53.13. The result was still low and below the minimum achievement criteria. However, at the end of the cycle II, the average score was 73.83. The score improved significantly. In sum, the use of movies as media could improve 71.88% of the students' listening comprehension of narratives at grade XI IPA 5 of SMAN 2 Bangkinang.

The research also revealed that there were some factors that influence the improvement of students' listening comprehension of narratives through movies. One of the factors was media that the teacher used in the classroom.

The factor that influenced the students' listening comprehension of narratives was media that was brought by the researcher into the classroom. Based on the observation sheets, field

notes and interview, it was found that the media was valuable for both students and teacher. For the students, it was interesting media in teaching English. The media made the students' comprehension increased in teaching and learning process. The movies also helped the student to comprehend the narratives easier because the media has audio and visual, so the students didn't only listen, but they also see the moving pictures. Watching the movies made the students become easier in comprehending the narratives. Meanwhile, the media also helped the teacher when she taught the students in the classroom. The media also helped the researcher in explaining the material in the classroom; because using a good media helped the researcher handled the material. The media helped the researcher not to spent much time and energy in explaining the material in the classroom activities.

Suggestion

1. The researcher as an English teacher suggests to the other teachers who have the same problem with the researcher to use movie to improve the students' listening comprehension of narratives.
2. The researcher as an English teacher has to continue conducting further research and using movies to other language skill such as, speaking, reading and writing.
3. The educational institutions should introduce movie as one of good media that can be used by teacher in the classroom in order to improve the teaching and learning quality in the class.
4. English teachers should be creative and able to download appropriate movies from the internet as the media in teaching English for the students.

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