

**IMPROVING LISTENING ABILITY THROUGH WATCHING
MOVIE AT THE SECOND YEAR STUDENTS' OF
SMK N 3 PALOPO**



THESIS

**Submitted to the English Language Studies Program S1 Tarbiyah
Department of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd.
Degree In English Teaching**

Composed By,

**SAUDI ARABIA
REG.NUM 07.16.3.0093**

**ENGLISH STUDY PROGRAM OF TARBIAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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REG.NUM 07.16.3.0093**

Under Supervisor

- 1. Dr. Masruddin, S.S., M.Hum.**
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
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Perihal : Skripsi
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Palopo, 10 Desember 2012

Kepada Yth.
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ACKNOWLEDGEMENT



Praise be to Allah, because of his blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lack. The writer expect constructive critical and suggestion for the improvement perfection from the readers.

Salawat dan taslim goes to the great prophet Muhammad Saw. His family, his friends and all of the people that still do the commands of Allah and avoid his prohibitions.

The writer realizes that this could not be finished without helping from the others; the writer would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M., Hum. As a head of STAIN Palopo, and all of the lecture and their assistances and employers of STAIN Palopo who have thought, educated, helped, advised and guidance the writer during her study in STAIN Palopo.
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3. Jufriadi, S.S., M.Pd. As a head of study program of the state collage for Islamic studies palopo.
4. Jufriadi, S.S., M.Pd. as the first consultant who has corrected with his academic advisor.
5. Dr.Masruddin, S.S.,M.Hum as the second consultant who has corrected with his academic advisor

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7. Special thanks' to goes his my wife Hijria,S.An who always support and give motivation to the writer.
8. The headmaster of SMKN 3 Palopo, for permitting written to research her student .

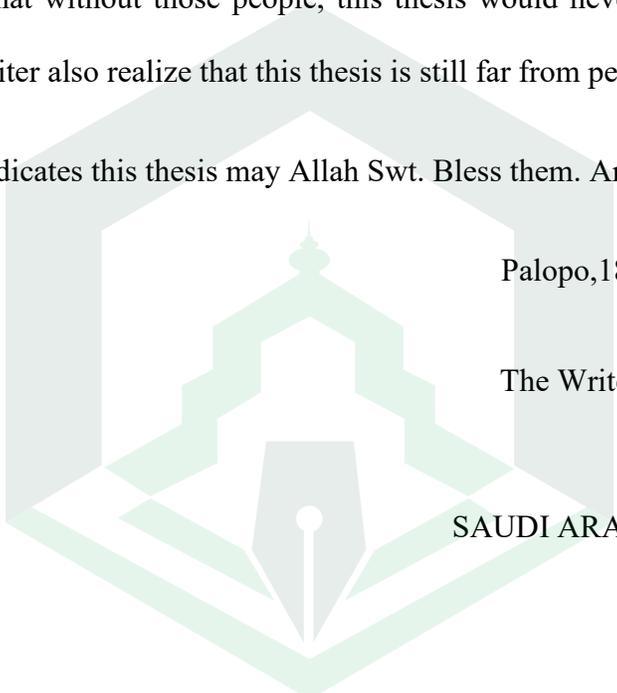
The writer though that without those people, this thesis would never been finished, and as human being, the writer also realize that this thesis is still far from perfection.

Finally the writer dedicates this thesis may Allah Swt. Bless them. Amin.

Palopo,18 Maret 2014

The Writer

SAUDI ARABIA



IAIN PALOPO

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PENGESAHAN SKRIPSI

Skripsi yang berjudul “ *Improving Listening Ability Through Wacthing Movie at the Second Year Students’ Of SMKN 3 Palopo*” , yang ditulis oleh Saudi Arabia NIM 07. 16. 3. 0093, Mahasiswa Program Studi Bahasa Inggris, Jurusan Tarbiyah pada Sekolah Tinggi Agama Islam Negeri Palopo yang dimunaqasahkan pada hari Selasa 18 Marat 2014M ., bertepatan dengan 16 jumadil awal telah diperbaiki sesuai dengan catatan dan permintaan Tim penguji diterima sebagai syarat memperoleh gelar **Sarjana Pendidikan (S. Pd)**.

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ABSTRACT

Saudi Arabia, 2014 “*Improving Listening Ability Through Watching Movie at the Second Year Students’ of SMK Negeri 3 Palopo*”. Thesis. English study program of the Tarbiyah Department STAIN Palopo. Under Supervisor (I) Dr. Masruddin, S.S., M.Hum. (II) Jufriadi, S.S., M.Pd.

Key words: Improving, Listening, Watching Movie

This Thesis deals with improving listening ability through watching movie at the second year students’ of SMK Negeri 3 Palopo. The problem statement of this Thesis is To what extent is watching movie improve the listening ability of the second year students of SMK Negeri 3 Palopo and What is students’ perception towards the implementation of watching movie technique.

The research is focused at the second year students’ of SMK N 3 Palopo, who were in 2013/2014 academic year. The member of the class is I class consisting of 40 students and the writer took this class as population and as a sample consisting of 20 students. The writer used cluster random sampling.

Based on the problem above, the writer proposes the tentative answer: There is a significant difference listening achievement of the students through watching movie of SMK N 3 Palopo. Objective of this research is to find out whether watching movie improve the students’ listening ability at SMAKN 3 Palopo.

To answer the hypothesis above, the writer collected data by using a test namely pre-test and post-test. The test was aimed to determine the improvement of the students’ listening ability through watching movie.

The result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted. It can be seen from mean score of post test is more highly (13,4) than pre test (8,25). It means that, watching movie is effective to improve students’ English and made the process learning and teaching is more important, especially in improving listening ability.

Watching movie is one of effective method to teach English, because by watching movie students can more enjoy in learning and teaching process and based the analyzing watching movie can improving students’ listening ability. From the result of questionnaire, showed that the students were interested and motivated to learn listening by using video.

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CHAPTER I

INTRODUCTION

A. Background

Teaching English should deal with the four skills namely reading, writing, speaking, and listening. These skills are equally important. They should not be learned only one skill for example: the students should speak and ignore reading, writing, and listening skills. With the four skills above the students can improve listening ability through watching movie.

Listening is the activity attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the word themselves. A speaker saying "you are late" for example maybe wishing to convey any one of a range of meaning: simply stating the fact that you have arrived late, or complaining because s/he has had to wait, or expressing surprise because s/he did not expect you to arrive late. When the speaker means lies only party in the words spoken, and you as the listener must recognize and interpret the others factors which are used to convey the message today.¹

¹ Mary Underwood, *Teaching Listening*, (1st Print.; New York: Longman, 1989), p. 1.

In my experience chose the title above because generally in listening teaching process in the schools the teacher use only recorder tape and the students listen to the sound only in improving listening ability, in this case the researcher wants to give improving listening ability by using of media and will be use media of television by watching movie.

Based of statement above the writer interested in doing the research entitled improving listening ability through watching movie at the second year students' of SMK Negeri 3 Palopo.

B. Problem Statement

Based on background above, the writer formulates problem statement of this research as follows:

1. To what extent is watching movie improve the listening ability of the second year students of SMK Negeri 3 Palopo?
2. What is students' perception towards the implementation of watching movie technique?

C. Objective of the Research

The objective of the research is to find out;

1. Whether watching movie improve the listening ability of the second year students' of SMK Negeri 3 Palopo.
2. To know the students' perception in learn English by watching movie.

D. The Significant of the Research

The result of the research is expected to be useful information for student especially for the English teacher at SMK Negeri 3 Palopo to improve the ability in using English teaching media especially for listening ability.

E. Scope of Research

Scope of the research was restricted to several kinds of listening performance those types of performance are intensive and selective. Selective is such activity requires field in the dependence on the part of the learners, selective is that the discourse include are speech, conversation in which learner and stories. Intensive is techniques whose only purpose to focus on components are phonemes words, intonation discourse markers.

F. Definition of Terms

To get general understanding about the aim of the title of this proposal, the researcher gives definition of terms as follows:

1. Listening comprehension is listening with understanding which try to get information by hearing what the speaker said.
2. Watching movie is activity that students' do to practice their audio and listening is appropriate by their watch and listen.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Listening Comprehension

The teaching of listening skill will follow the methodological model in the same way as for the teaching of reading skill. But training students in listening skill have a problem for both teacher and student which are not found with reading material. Listening comprehension as a skill certainly shares many similarities with reading, but the differences are most importantly, the text itself different.¹

Some people are still confused about the meaning of listening comprehension. They think that comprehension message in listening should be achieving 100 percent comprehension. And they are failing to catch or organize a word or expression when they are listening. They have such perception because they don't know how to understand the message. They don't know how to comprehend the message because they don't know what exactly listening comprehension is.

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New Ed. USA: Longman, 1991), p. 211.

words. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators².

1. Definition of Listening Comprehension

In the some definitions of listening ability proposed by some experts as follows:

- a. Listening is a complex operation integrating the destined component perception and linguistic knowledge in ways which are at present poorly understood.³
- b. Listening is listening with understanding it emphasize language skill beyond basic auditory discrimination and oral grammar.⁴
- c. Listening comprehension is comprehension process in which we grasp ideas as their important, and connect then to other ideas listening is a skill that tends to get neglected altogether.⁵ One of the reasons for this neglect is the feeling among language teacher that this skill is automatically acquired by the learner as he learns to speak the language.

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²[http://www. Allabout learningpress. com/ listening- comprehension](http://www.Allaboutlearningpress.com/listening-comprehension) Listening Comprehension, diakses pada tanggal 10 November 2013.

³Hania Fesman in Nurpita, "The Ability of the Fourth Semester's Student of English Department of STAIN Palopo in Listening Comprehension", (Thesis English Department STAIN Palopo, 2006), p. 8.

⁴*Ibid*, p. 8.

⁵ Lukong Nicholas, Forum Volume XXVI Number 1 United State of Amerika

Those definition of listening comprehension is listening with understanding which try to get information by hearing what the speaker said.⁶

2. Listening comprehension models

Whatever research paper, textbook or handbook on listening we consult there is unanimous agreement that validity is the most important issue in language testing, since if a test is not valid for the purpose for which it is used, then the result does not mean what it is supposed to mean. As we are aiming at measuring listening comprehension, the starting point is answering the question: what is listening comprehension? In the testing literature there has been a move away from the concept of listening as auditory discrimination and decoding of contextualized utterances towards a “much more complex and interactive model which reflects the ability to understand authentic discourse in context”⁷. In spite of the wide variety of terms used in the literature to describe this construct, there seems to be a broad consensus that listening is an active rather than a passive skill and, what is more, Vandergrift declares that “listening comprehension is anything but a passive activity”⁸. According to Rost listening involves ‘interpretation’ rather than ‘comprehension’ because listeners do much more than just decode the aural message;

⁶ Nurpita, “The Ability of the Fourth Semester’s Student of English Department of STAIN Palopo in Listening Comprehension”, (Thesis English Department STAIN Palopo, 2006), p. 8-9.

⁷ Brindley, G.. *Assessing listening abilities*. (Annual Review of Applied Linguistics, 1998), p. 172.

⁸ Vandergrift, L. *Facilitating second language listening comprehension: (Acquiring successful strategies*. *ELT Journal*, 1999), p. 168

among others listeners are involved in hypothesis-testing and inferring⁹. Brown argues in a similar way stating that listening is a process by which listeners construct ‘shared mutual beliefs’ rather than ‘shared mutual knowledge’¹⁰. Anderson and Lynch suggest the same notions in terms of metaphors, regarding listeners as ‘active model builders’ rather than ‘tape recorders’¹¹.

The next step in defining the listening construct is to look into how ‘active model builders’ interpret, infer, test hypotheses and construct shared beliefs. It is obvious that a number of different types of knowledge are involved, both linguistic knowledge (phonology, lexis, syntax, semantics, discourse structure, etc.) and non-linguistic knowledge (knowledge about the topic, about the context, general knowledge about the world, etc.). The latter categories are frequently referred to as schemata, mental structures that organize the listeners’ knowledge of the world that listeners rely on when interpreting texts. Much research has been conducted on the apparent dichotomy between two views as to how these two types of knowledge are applied by listeners or readers in text comprehension¹². These views refer to the order in which the different types of knowledge are applied during listening comprehension. The bottom-up model represents the traditional view of

⁹ Rost, M.. *Listening in language learning*. (London: Longman, 1990), p. 64.

¹⁰ Brown, G. *Speakers, listeners and communication*. (Cambridge: Cambridge University Press. 1995), p. 28.

¹¹ Lynch, T. *Listening: Questions of level*. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp.39-45). New York: Oxford University Press. 2002), p. 15.

¹² Alderson, J.C. *Assessing Reading*. (Cambridge: Cambridge University Press. 2000), p. 23.

comprehension and was typically proposed by behaviourists in the 1940s and 1950s. It assumes that the listening process takes place in a definite order, starting with the lowest level of detail (acoustic input, phonemes, etc.) and moving up to the highest (communicative situation, non-linguistic knowledge). According to the top-down model, the reader and listener uses the schemata (non-linguistic knowledge) to comprehend a text by interpretation, prediction and hypothesis testing, that is comprehension is seen primarily as the result of applying the schemata the listener brings to the text¹³. Rely on a third model of comprehension in their most comprehensive books on assessing reading and listening, respectively¹⁴. They outline comprehension as the interaction of bottom-up and top-down processing and emphasize that these complex mental actions can be performed in any order, simultaneously or cyclically rather than in any fixed order.

Summary of the listening construct constitutes the most widely accepted model in testing listening comprehension: To summarise the process, the listener takes the incoming data, the acoustic signal, and interprets that, using a wide variety of information and knowledge, for a particular communicative purpose; it is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about, based on whatever information seems relevant at the time.

¹³ Goodman, K. S. *Analysis of oral reading miscues: Applied psycholinguistics*. (Reading Research Quarterly, 1969), p. 20.

¹⁴ Buck, G. *Assessing listening*. (Cambridge: Cambridge University Press. 2001), p. 32.

3. The Process of Listening Comprehension

The process of comprehension is sketchy, so indeed is our knowledge of the total learning process. We cannot be sure that about of all factor involved but we can make reasonable guesses about some of them. The process of listening comprehension as follows:¹⁵

a. Perception - cracking the code

First we have to be able to recognize and discriminate between contrasting sound or letter and word shapes. This aspect of the perception of speech is dealt with in process for reading.¹⁶

b. Decoding - making sense of the message

Each short stretch of meaningful material which is read or heard as follow:

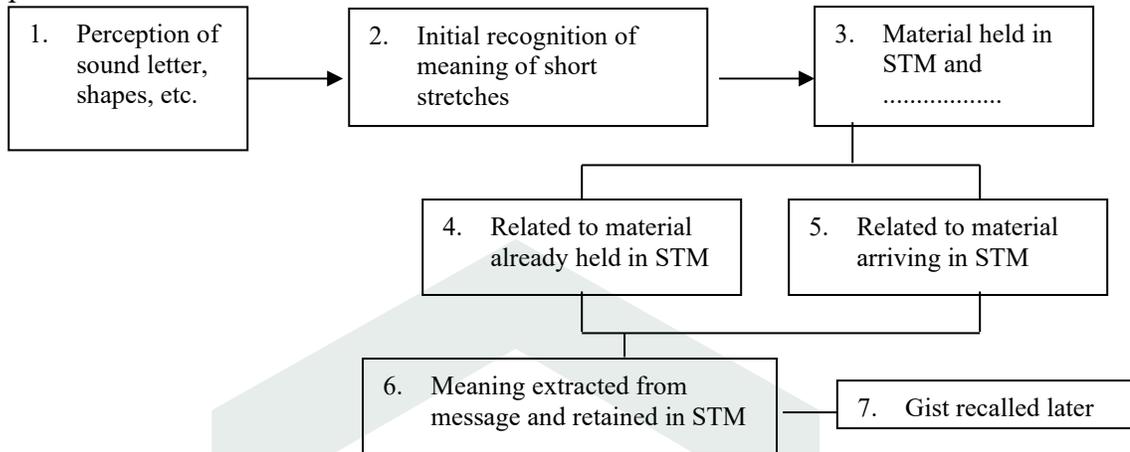
- 1) Recognize as meaning and understand on reception.
- 2) Held in the short-term memory (STM) long enough for it to be.

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¹⁵ Gerry Abbot, et.al., *The Teaching of English as an International Language*, (London : Great Britain, 1981), p. 59.

¹⁶ *Ibid.* p. 59.

3) Related to what has gone before and or what follows we can show the whole process in the form of a model.¹⁷



c. Prediction and selection - redundancy to the rescue

Although the process just outlined sounds and is complex, our task is made easier by our ability to predict what is likely to come next and our ability to select which stretches of material we will pay maximum attention to and which we need not bother to much about.¹⁸

Prediction and selection are both possible partly as a result of what is known as redundancy. When we talk to someone, there are many things which may cause the hearer to lost part of the message.

d. Comprehension of FL Material

With material in a FL general process of comprehension is presumably, similar but with the following factors making it more difficult:

¹⁷ *Ibid.* p. 60-61.

¹⁸ *Ibid.* p. 62.

- 1) All the stages in the process are likely to take longer, it takes us longer to recognize familiar elements as familiar, and longer to see the relationship between the successive short stretches of material.
- 2) At each stage we are much more likely to make a mistake.
- 3) We are very much more likely to come across stretches of language which we do not understand at all.
- 4) As we are much less familiar with the FL it is more difficult for us to anticipate and predict and we cannot select with the same degree of confidence.
- 5) Our STM for FL material is likely to be much less efficient.¹⁹

3. Type of classroom listening Performance

It will be helpful for you to think in terms of several kinds of listening performance, that is, what your students do in a listening technique. These types of performance are:

a. Reactive

Sometimes you simply want a learner to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing. It nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

¹⁹ *Ibid*, p. 59-63.

b. Intensive

Techniques whose only purpose is to focus on components (Phonemes words, intonation, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive-in their requirement that student single out certain elements of spoken language.

c. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply.

d. Selective

Such activity requires field independence on the part of the learner. Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include:

- 1) Speeches
- 2) Media broadcasts
- 3) Stories and anecdotes
- 4) Conversations in which learners are eavesdroppers.

Techniques promoting selective listening skills could ask students to listen for:

- 1) People's names
- 2) Dates
- 3) Certain facts or events
- 4) Location, situation, context, etc
- 5) Main ideas and/or conclusion.

e. Extensive

This sort of performance, unlike the intensive processing describe above, aims to develop a top-down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures to listening to a conversation and deriving a comprehension message or purpose extensive listening may require the student to invoke other interactive skills for full comprehension.

f. Interactive

Finally, there is listening performance that can include all five of above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.²⁰

4. Factors that cause difficulty in listening material

Many objects to use of the listening comprehension are met, also by individual access to tape recorder where there is teacher supervision, for example in the language laboratory or in listening centre. The number of school and institute that

²⁰ H. Douglas Brown, *Teaching by Principle*, (San Fransisco State University : Prentice Hall Regents Englewood Cliffs, 1994), p. 242-244.

have such difficulties is limited, however, the difficulties inherent in the use of listening in classroom lead us to a number of conclusions how such listening material should be handled.

a. Lead - in

We must sure to give as cleaner lead-in as possible, because the students expectation are vital here if they have some of what is coming they are less likely to put a panic barrier, between themselves and the tape recorder. It is vital too that they should be interested in what there are going to hear since. They are likely to be very successful without the commitment that such interest will bring.

b. The use of visual material

It is often extremely useful to give students a visual setting of the tape they are going to listen to some pictorial back-up that will crate expectation and reassure the listeners.

c. Listening task

It is important that listening task should be designed to help students to listen more effectively rather that as traps for them to fall into. When the students look at the task they have to complete before listening of what they are going to hear at least in past.

d. The equipment

It is important to make sure that both machine and tape are in good condition before taking them in the class. Nothing is more demoralizing than a tape cannot be

understood because of poor quality tape can become damaged, and tape recorder can have poor speaker or tone controls.²¹

Determining difficult in listening comprehension syllabus designer and curriculum specialist who choose to adopt the nation of task as a central planning tool. Fortunately, they have been considerable work done in recent years on the factors which create difficult for listener and speaker.

Suggest that there are four cluster of factor which can affect the difficult of oral language tasks: these relate to the follows:

- 1) The speaker (how many there are, how quickly the speak, what type of accent they have).
- 2) The listener (the role of the listener whether a participant or eavesdropper, the level of response required, the individual interest in the subject).
- 3) The content (grammar, vocabulary, information structure, background knowledge assumed).
- 4) The support (whether there are pictures, diagrams or other visual aids to support the text).

Suggest that, while a large number of factors are involved these fall into there principal categories.

- 1) The type of language
- 2) The purpose in listening comprehension

²¹ Jeremy Harmer, *The Practice of English Teaching*, p. 213.

3) The content in which the listening comprehension take place.

We have to consider not only the number of factor involved but also relationship between them.²² In a series of experiment of Anderson and Lynch in Nunan David found that the difficulty of listening comprehension was particularly influenced by the following:

1. The organization of information
2. The familiarity of the topic
3. The explicitness and sufficiency of the information.
4. The type referring expression used
5. Whether the text described "static" relationship or dynamic relationship.²³

5. The factors cause difficulties in listening comprehension

The following, eight characteristics of the makes listening difficult as follow:

a. Clustering

In written language, we would be conditioned to attend the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller groups of words. Clause are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore you need to help students to pick out manageable clusters of words. Sometimes second language learners will try to retain overly long constituents or they will err in the other direction in trying to attend to every word in an utterance.

²² David Nunan, *Language Teaching Methodology*, (Sydney : Prentice Hall International, 1981), p. 24-25.

²³ *Ibid.*, p. 25.

b. Redundancy

The spoken language is different from written language, has a good deal of redundancy. The next time you are in a conversation, notice the rephrasing, repetitions, elaborations, and little insertions of “I mean” and “you know” here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.

c. Reduced forms

The spoken language does indeed contain a good deal of redundancy; it also has many reduced forms. Reduction can be phonological (“Djeetyet?” for “did you eat yet?”), morphological (contractions like “i ‘ll”). Syntactic (elliptical forms like “when will you be back?” “tomorrow, maybe”), or pragmatic (phone ring in a house, child answers, cups the telephone and yells to another room in the house, “Mom! Phone!”).

d. Performance variables

In spoken language, except for planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common. Native listeners are conditioned from very young ages to “weed out” such performance variables whereas they can easily interfere with comprehension in second language learners.

e. Colloquial language

Learners who have been exposed to standard written English and/or “textbook” language sometimes find it surprising and difficult to deal with colloquial language.

Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

f. Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast! Actually as Richards (1983) points out, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed.

g. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stress timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points, the sentence, "The PREsident is INTeRested in eLLMinating the emBARgo". With four stressed syllables out of 18, theoretically takes about the same amount of time to utter as "Dead men wear plaid". Also, intonation patterns are very significance not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

h. Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially subject to all the

rules of interaction: negotiation, clarification, attending signals, turn taking and topic nomination, maintenance, and termination.²⁴

6. Listening Purpose

Another important consideration in listening concern the listener purpose course books for teaching listening sometimes seem to imply that listener grimly focus on every word. This of course, simply not true. When listening to television or radio news broadcasts, we usually tune into certain item and exclude others. The exclusion can be due to a lapse in concentration or to a lack of interest in certain topic or to efficiency in listening.

An important factor in interactive listening is whether or not we are talking part in the interaction. Gives dropping on conversation is very different from actually participation in one. Because of this, it may seem a waste of time to involved learner classroom tasks in which they are involved in listening to conversations among other people.

However, such tasks can be justified on at least two grounds. In the first instance, providing the conversations are authentic first instance, providing the conversation is authentic. They can also provide learner with insights into ways in which conversation work. They can also provide learners with strategic to feed their learner process.²⁵

7. Listening situations in which we should prepare our students include

²⁴ H. Douglas Brown, *Teaching by Principle.*, (San Fransisco State University : Prentice Hall Regeners Englewood Cliffs, 1994, 1994), p. 238-240.

²⁵ David Nunan, *Op.cit.*, p. 23-24.

a. Listening to live conversations one takes no parts. This is usually referred to as eavesdropping. A person may find him/herself listening to a conversation because something in what is being said attracts his/her attention and makes his/her want to hear more.

b. Listening to announcements where the listener is interested almost exclusively in intracting and confirming the relevant information whilst more or less ignoring the rest of the utterance. In this situation, the listener might just keep the newly acquired information in mind, or might repeat it to a Companion, or it down in order not to forget it all with the intention of taking or not taking action relating to it later.

c. Listener to the new, the weather forecast, etc oil the radio, where the objective is again to extract clearly stated information, but the purpose for listening may be different. In the case of the news, the listener who want to know all the main items of news for that particular day will listen equally attentively to the whole bulletin, while the person who is only interested in one or two of the topics covered will pay little or no attention to the other items.

d. Watching the news, the weather forecast, etc in television, where the visual support is a help to the viewer–listener, who either sees the speaker and so gets help in understanding what is being said from such things the facial expression.

e. Listening to the radio for entertainment, where the listener often has very limited knowledge of what is going to be said or who is going to make the utterances.

f. Watching television for entertainment, which is, of course, much casier than simply listening to the radio. The paralinguistic signals given by speaker (the nods, the hand movements, the smiles, the frowns) all a the viewer, as do the picture seen on the screen.

g. Watching a live performance of a play (perhaps in a theatre or a scholl hall), where the objective is nearly always entertainment.

h. Watching a film in a cinema, where the viewer is again an outsider, but can see facial expressions, gestures, etc more clearly than in the theatre another advantage of films over live acting is that the sound can be produced at exactly the required level and so the listener does not generally have difficult in actually hearing the words.²⁶

i. Listening to records (of songs, etc) where the sound of the music might interfere with the sounds of the words, but where the rhythm, and perhaps the rhyme of the lyrics, sometimes help the listener to predict what will come next.

j. Following a lesson where the listener may need to grasp concepts and to distinguish between main and subsidiary ideas.

k. Attending a lecture where the object is simply to listen and try to understand the content of the lecture, although on many occasion retention of that content is also required and so listeners take notes to which they can refer later.

l. Listening on the telephone (to take a message, or simply to hold a conversation), where the listener is unable to sec the speaker and may, in addition,

²⁶ *Ibid.*, p. 5-7.

have problems in distinguishing the spoken sounds because of interference and distortion.

m. Following instructions, where visual support and the opportunity to respond immediately by carrying out a task often make following what is said much easier.

n. Listening to someone giving a public address, where the listener is often as interested in the views and attitude of the speaker as in the actual topic being spoken about. The points the speaker makes are listened to in this situation, but the way in which they are presented and the tone of the delivery are also important.²⁷

8. Testing listening Comprehension

In listening comprehension test, we primary test the following aspects:

a. Sound Discrimination

The tests items describe in section are all of limited use for diagnostic testing purpose, enabling the teacher to concentrate later on specific pronunciation difficulties. The items are perhaps more useful when test have the same first language background and when a contrastive analysis of the mother tongue and the target language can be used. Most of the item described are short, enabling the tester to cover a wide range of sounds.

b. Sensitivity to stress and intonation

Although features stress, intonation, rhythm and gesture are generally considered more important in oral. Communication skills that the ability to the discrimination between phoneme. Test of stress and intonation are on the whole less satisfactory than the phoneme discrimination test treated in the previous section.

²⁷ *Ibid.*, p. 5-7.

- c. Global comprehension
- d. Discrete-point Comprehension
 - 1) Restatement
 - 2) Appropriate response
- e. Aural / oral comprehension - related subs skills
 - 1) Literal Recognition
 - 2) Iterance
 - 3) Evaluation
 - 4) Appreciation
 - 5) Task performance
- f. Task performance
 - 1) Directions
 - 2) Instructions.²⁸

B. The Concept of Media

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information (from internet).

1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.²⁹ NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program.

²⁸ Muhammad Basri Wello dan Hafsa Amien J. Nur, *English for Specific Pupose*, (Makassar : CV. Sunu Baraya, 1999), p. 80-83.

²⁹ Rohani Ahmad, *Media Instructional Education*, (Jakarta : PT. Rineka Cipta, 1997), p. 3.

AECT (Association for Education and Communication Technology) define media is all the from of utilized to process of information channeling.³⁰ While Gay puts media as source. Definition of media as the component of learning source that can stimulate student in learning.³¹ Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.³²

2. The function of media

The internal factor media can be used to increase efficiency learning of students because it has potency and capability to stimulate learning process. For example: with present the real object as long as with present the real object as long as with the material. The external factor, media can increase desire and interest of students because through media students will get more experience. So, there perception and understanding more exact and it will rise to desiring and new motivation to learning.

From explanation above, so, take a conclude that media can solve the behavior factor of learning namely internal factor and external factor. Through the media, teacher can be given same perception through one thing or certain even to the students in the class.³³

³⁰ *Ibid.*, p. 2.

³¹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT. RajaGrafindo, 2004), p. 4.

³² Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta : Bumi Aksara, 1995), p. 7.

³³ H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1st Print ; Jakarta : Ciputat Pres, 2002), p. 29.

The functions of media are:

- a. Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling, graph, etc.
- b. Media can increase new desire and interest.
- c. Media can increase the motivation and stimulate students to study. And using picture important of bulletin, films, and listening to audio program can increase certain stimulation to the desire of learning.
- d. Media can give integral experience from the concrete to the abstract thing. Film about something or event which cannot be seen by the students directly will give concrete about the meaning of believe culture, etc.³⁴

3. Kinds of media

There are four kinds of media, namely:

- a. Visual, visual aids are things just can be seen, for example, films, strip, transparencies, micro projection, blackboard, and movie.
- b. Audio visual, audio visual aid can be listening and sight, example, film and TV.
- c. Dramatis. For example role plays socio drama, and so on.
- d. Audio, audio aid just can be listened, for example: photograph, record, transparent electronic, radio, etc.³⁵

Arsyad divided media into two categories, namely:

- a. Traditional media

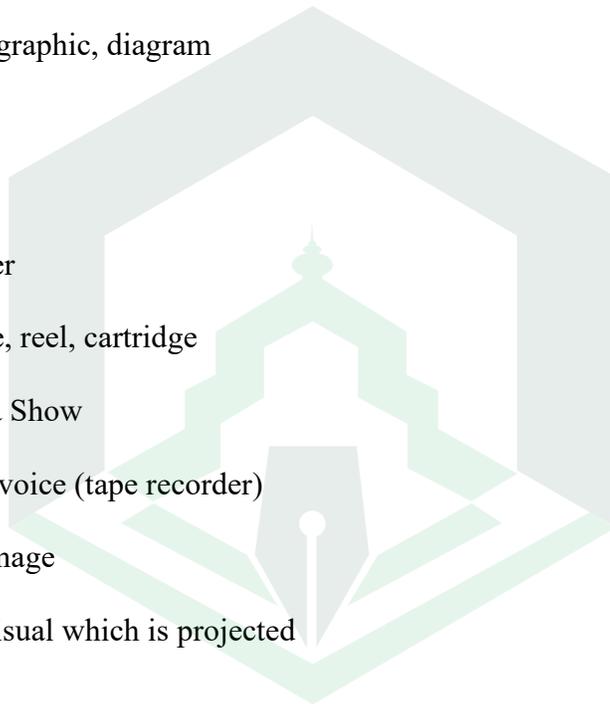
There are eight kinds of traditional media, there are:

- 1) Silent visual which is projected
 - (a) Opaque projection
 - (b) Over head projection

³⁴ *Ibid*, p. 29.

³⁵ *Ibid.*, p. 15.

- (c) Slider
- (d) Filmstrips
- 2) Visual not projected
 - (a) Picture, poster
 - (b) Picture
 - (c) Charts, graphic, diagram
 - (d) Show
- 3) Audio
 - (1) Recorder
 - (2) Cassette, reel, cartridge
- 4) Multimedia Show
 - (1) Slide + voice (tape recorder)
 - (2) Multi image
- 5) Dynamic visual which is projected
 - (1) Films
 - (2) TV
- 6) Printed
 - (1) Text book
 - (2) Module program
 - (3) Hand out, etc.



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b) Modern media

(1) Media based of telecommunication

- (a) Teleconference
- (b) Study of for distance

(2) Media based on microprocessor

- (a) Computer assisted instruction
- (b) Computer player
- (c) Intelligent tutor system
- (d) Interactive
- (e) Hyper media
- (f) Compact disc.³⁶

4. The function of media learning

At the first media only as a tool to help the teacher in teaching learning process. It mean that only as a tool who can give a visual experience to the students and giving the students motivation make clear and make easier the complex concept and abstract to be simple concrete and easier to understand. So, the function of media is to higher comprehension and retention of the students in learning material.

³⁶ Ashar Arsyad, *Media Pembelajaran*, p. 35.

C. The Concept of Watching Movie

1. Definition of movie

Movie are cultural artifacts created by specific cultures, which reflect those cultures, and, in turn, affect them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating — or indoctrinating — citizens³⁷. The visual elements of cinema gives motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue.

Using suitable short film (less than minutes in length) one a week in class is one way in learning listening comprehension. Films are always interesting, and the provided a natural context in which to learn to listen efficiency. Again, the students are given question to answer while watching the films they can see it twice.

We have to be careful to choose films without subtitle so that we care forced to try to comprehension every thing in learning in English. We hope our teacher hopes that this practice encourages us try to catch everything from the soundtrack and not to rely on subtitle when they saw American and British films at the local theater.³⁸

The television has been placed in virtual instantaneous contract with the entire world. Today, through these means of communication, numerous opportunities for

³⁷ [http:// www. eicar- international. com/ definition-film. html](http://www.eicar-international.com/definition-film.html) di akses pada tanggal 10 November 2013.

³⁸ Jan Demming Montasir, Forum Volume XV No. 3 (1991), p. 14.

entertainment culture and information are available to you. But because of the great variation in quality, you should choose your programs wisely to get full enjoyment.³⁹

The text to be presented as they actually occur, in the particular medium which is appropriate to their message. Television text (for example, news broadcasts, magazine, and chat-shows report). Should appear on the television screen. Using classroom video: a radio magazine program from in the students on audiotape, news of English teaching is to enable the language learner to understanding communication in all its modes as a way of his own utterance, it is no longer sufficient only to produce written texts in a course book.

We have to bring in audio-visual mean of communication so that all the learners interpretative and expressive so that all the learners' interpretative and expressive abilities can be developed. Theme oriented language teaching ideally can only take place in the framework of a multimedia package, bringing a wide range of texts into classroom as they actually appear.

movie presents the dynamics of communication between people using language which can be seen and heard it make a link to the learners visual and auditory experience and conveys stories, social events, facts and opinions with the aid of pictures. Language is portrayed in this social context and situation learner can see who the speaker are, what their particular moods suggest, and especially how their behavior and gestures support, what they are saying through this teaching

³⁹ Jhon Brewton, *Using Good English, A Division of Doubleday and Company, USA : Inc. Printed, 1962*), p. 12.

media, become directly aware of the time and space of communicating in a context. The film does not replace the teacher it offers the opportunity of authentic language in context within the classroom.⁴⁰

2. The advantage of watching movie

One of the main reasons and the main advantage of watching movies is simply for the pleasure of it. Some people forget that enjoying yourself is one of the most important things in life and we should regularly do things we enjoy to have a happy, healthy life. Many people find movies to be relaxing and a way to chill out and enjoy an evening.⁴¹

Another advantage is the fact that some movies can be extremely educational. We can learn about a potentially unlimited amount of topics by watching movies. There are many movies about wars that teach us about the history of war; but movies do not just teach us facts or historical dates, they can also teach us about our emotions.⁴²

There are many sad films or happy films where we can see how other people have dealt with certain emotions and if it is done in a positive way we can use the experience of others and apply it to our own lives.

⁴⁰ Cristhoper R. Candim, *The Communication Teaching of English*, (1st Ed. ; Singapore : Presented by Britain, 1983), p. 53.

⁴¹<http://entertainment.blurtit.com/801008/what-is-the-advantages-and-disadvantages-of-watching-movies>, di akses pada tanggal 25 Januari 2014.

⁴² <http://entertainment.blurtit.com/801008/what-is-the-advantages-and-disadvantages-of-watching-movies>, di akses pada tanggal 25 Januari 2014

3. The method of study by watching movie

How to Learn English who have a high speed is learning to master it directly to those who really use English as a means of daily communication . Of blind us who live in Indonesia would have trouble finding komonitas , where the daily communicate using English language . Well the best solution for it is to watch movies in English.

Watch movie is Effective To Learn English The film is indeed one live performance of a particular phenomenon community be it , a nation , tribe , or the stories of the past , even a fantasy story . Of course, the film will also feature a conversation that usually use the language of origin film maker stretcher. As an example of western movies that often played in our country are mostly made film American film producer and the UK . Surely it would be very easy for people find movies using English because the two countries use English as their primary language

Tips When Watching movies in English When we watch movies in English , indirectly we will see, hear and feel the drama of the film. This of course eventually you will feel the addition vocabularies English words in your mind . With one condition you do not get stuck to busy reading translations usually be translated into Indonesian . Because when you are busy to read and interpret the story line the movie you are watching without feeling you did not listen to the words spoken by the

cast of the film while listening to the spoken word cast of the film is exactly what actually becomes a process of learning English.⁴³

My advice , from now on watch English movies with the aim to learn English so you are not the focus of the plot listen or read the translation but listen to the words they say and see the behavior that they play in the film . So in this way you would like people are learning English directly to the person who does the everyday use of language before further Inggris.oya no new leaks that playing games can also make us more clever the English language , you could have looked at the following article.

4. The motive study by watching movie

How to quickly learn to speak English is something many people desire. But in reality many people who have spent many years learning to speak English but the results are less satisfactory. Perhaps one reason is they do not know tips on how to How to quickly learn to speak English.

Watching movies is a quick way to learn the best way of non-formal English-language daily and train audibility. You do not have to understand every word in the movie. The films with a short dialogue, followed by a pause without dialogue is the

⁴³ <http://www.englishpractice.mobi/learning-english-through-watching-television/>, di akses pada tanggal 25 Januari 2014.

most ideal - as it gives time to absorb the language. Romantic and drama movie is a good choice.⁴⁴

Learning through television can expand the grammar and pronunciation horizons of the learner dramatically. There is a difference in saying a word if the word is said with a heavy accent. Another advantage to watching television is the learning of playing with words. English taught in schools can be very rigid and sometimes the words are straight out of the book and may sound funny to American ears. Americans have a tendency to cut short their sentences and they also love to use acronyms and make it sound like they are real words. These can be confusing to a learner and sometimes the confusion can lead them to say the wrong things at the wrong time.⁴⁵

There are also some words that are not found in the dictionary that the learners use, slang words are fairly common and these can be heard used in their proper context on television – this includes movies, talk shows, etc. For a learner, it is best that they understand that the English they are most likely learning is American English and not British English. For one thing the accents are worlds apart, the terms used are not the same and the play of words is different. British English have a tendency to use deep English words that even Americans literally fail in application. Learning through television though is very good for pronunciation

⁴⁴<http://www.englishpractice.mobi/learning-english-through-watching-television/>, di akses pada tanggal 25 Januari 2014.

⁴⁵<http://www.englishpractice.mobi/learning-english-through-watching-television/>, di akses pada tanggal 25 Januari 2014.

because the learner can actually hear the words spoken as they should be, as long as they know that they are watching American as opposed to British.

5. Listening with video

The principle for using video are very much the same as those for using listening, and there is an especial need for teacher to set motivating and challenging task. This partly due to the very nature of video material which is, after all, so like television. Student like all us, see television as a form relaxation, yet teacher are trying to use it as positive learning aid. The problem is not insurmountable and television has a long and respectable history in the first language education.

Apart from general principles, however, there are some video-specific techniques that we can mention here:

a. Silent viewing

One of the commonest techniques with video material is silent viewing. This acts as a powerful predictive exercise. The teacher plays the video tape with the sound turned off. The students speculate about what the characters are saying. Only then do they watch the tape with sound to check whether their predictions are right.

b. Freeze frame

The teacher might create expectations by freezing a frame on the screen. The student can predict what the characters will say.

c. Sound only

Video is sometime used very much like audio tape. Students listen to the sound only. Their listening task to find out where the conversation is taking place and how the speakers are, for example. They watch the extract to see if they were right.

d. Jigsaw viewing

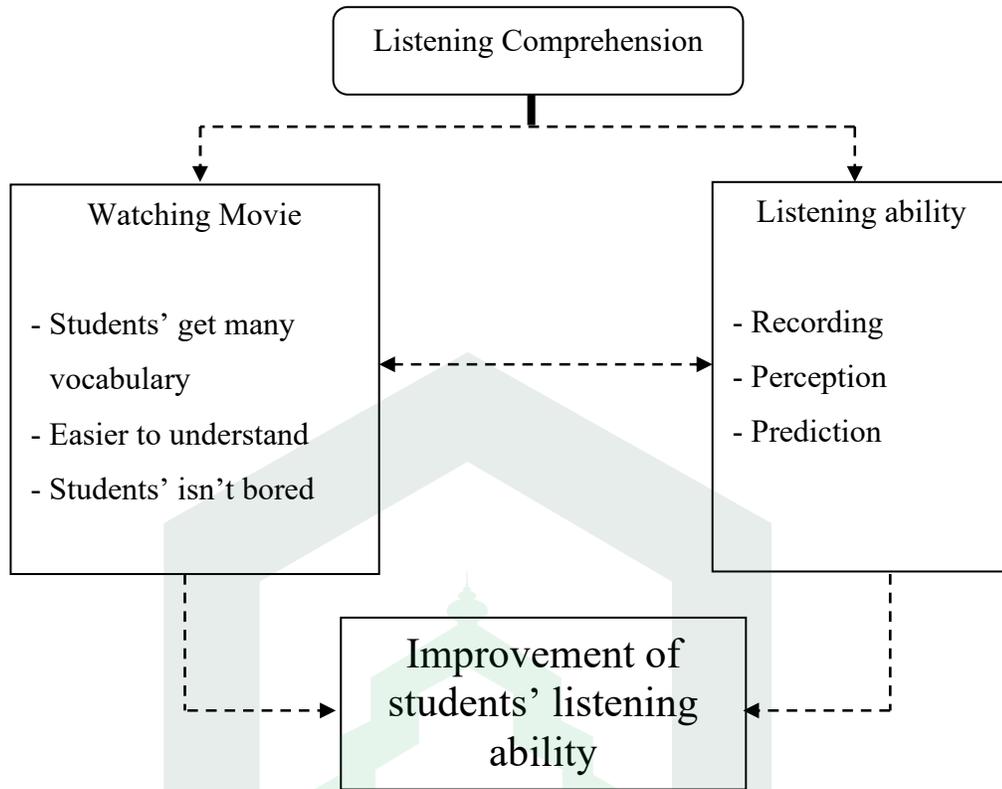
We have already seen jigsaw reading in action and we will see its use with listening material. With video, one technique is to let half the class watches without a picture. They can compare notes and build a complete picture of what happened before watching the video with both group picture and sound.⁴⁶

D. Conceptual Framework

The focus of this research is improving the second year students' listening comprehension through watching movie and to know difficulties faced in listening comprehension, the theoretical framework of this research is as follows;

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⁴⁶ *op.cit.*, Jeremy Harmer, *The Practice of English Language Teaching*, (New Ed. USA : Longman, 1991), p. 214.



The main component above describe as follow:

Input : It refer to watching movie

Process : It refer to the technique used in listening comprehension

Output : The output in the students' listening achievement

E. Hypothesis

The hypothesis in this research is formulated, as follows:

Null Hypothesis (Ho): There is no significant improvement on listening achievement of the students' after treatment watching movie.

Alternative Hypothesis (Ha): There is a significant improvement on listening achievement of the students after treatment watching movie.



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CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the research method, design, variable, population and sample, procedure of collecting data, and data analysis.

A. Method and Design

The method used in this research is pre-experimental research. And this research would be designed by one using group pre-test and post test design. The design is written as follows:

$X_1 - T - X_2$

Remarks: X_1 : Pre test
 T : Treatment
 X_2 : Post test¹

In the design the research observes, the first is before treatment/ experiment and the second one of after treatment. The observation done before treatment is called pre test (X_1) and the observation done after treatment is called post test (X_2).

B. Variable

This research involves two variables, namely independent variable and dependent variable. Independent variable is the implementation of teaching listening

¹ Hatch and Lazaraton. *The Research Manual* (USA; Newbury House 1991) p. 7.

ability through watching movie. Dependent variable is the ability of the students in listening.

C. Population and Sample

1. Population

The population of the research were the second year students of SMK Negeri 3 Palopo in 2013/2014 academic year. The total number of population were 250 students.

2. Sample

The sampling technique used in this research is cluster random sampling.³ In which the sample would be chosen by using the cluster in the population. The cluster are classes of the second year students of SMK Negeri 3 Palopo of 2013/2014 academic year the researcher will chose one class randomly as sample of research.

D. Instrument of the Research

The instrument used in this research is to answer the questions of the research as follows:

1. Test, this instrument was used to know the students' listening skills before and after treatment.
2. Questionnaire; this instrument was used to find out the students' interest towards the use of watching movie technique.

³ Subana and Sudrajat, *Dasar- Dasar Penelitian Ilmiah*, (Bandung : Pustaka Setia), page 123

E. Procedure of Collecting Data

The procedure in collecting data the researcher follows the procedure as follows:

1. Pre-test

Pre-test is used to collect the first data before giving treatment. The researcher gave task and then the students asked to answer the questions based on what has been heard.

2. Treatment

The researcher gave 4 times of treatment, the researcher trained the students to be accustomed their selves to answer the questions or complete sentence by watching movie.

3. Post-test

Post-test was used to measure last result of the student's treatment. And there was five meetings in using a posttest.

F. Instrument of Data Collection

The Instrument of Data Collection in this research was used to help researcher to collected data as follows:

1. Test; this instrument is used to know the score of students' listening skill before and after treatment.

2. Questionnaire; this instrument is used to know the percentage of students interest in use watching movie to improve listening skill.

G. Data Analysis Technique

The data analysis technique involves some steps that are elaborated as follows:

1. Scoring the students' correct answer by the following formula :

$$\text{Score} = \frac{\text{students correct answers}}{\text{Total number of items}} \times 10$$

2. Classification the students' score by using percentages as follows :

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = the percentage of the students achievement

F = the frequency of students score answer

N = the number of the students

3. Calculating the mean score of the student's achievement by using this formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

$\sum x$ = Total score

N = Total sample

4. Analysis "t" test formula

- a. Standard deviation of difference

$$SD = \sqrt{\frac{\sum D^2 - (1 - n) (\sum D)^2}{n - 1}}$$

b. Standard error of different

$$SD = \frac{SD}{\sqrt{n}}$$

c. t matched (t value / t_o)

$$t = \frac{X_1 - X_2}{SD}$$

Where :

SD = Standard deviation of difference

SD = Standard error deviation of difference

N = Total number of respondents

ΣD = The sum of pre test – Post test

ΣD² = The sum of squares of difference

X₁ = Mean of pre test

X₂ = Mean of post test².

The test of hypothesis to decide acceptable at the degree of significance five percent (5%) the hypothesis is formulated as follows:

Ha : There is significant improvement of the ability of the student in listening comprehension after treatment through watching movie.

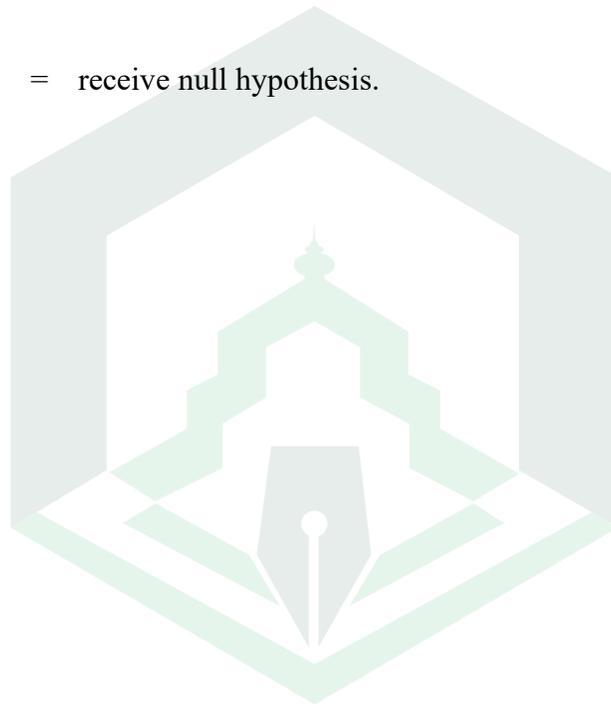
² Evelyn Hatch and Anne Lazaraton, *The Research Manual : Design and Statistic For Applied Linguistic*, (USA; Newbury house publisher, 1991), p. 288-289.

H_0 : There is not significance difference between the ability of the student in listening comprehension before treatment and the last treatment.

The degree of significance is decided at 5% and the criteria of testing null hypothesis as follows:

$t_o \geq t$ = rejected null hypothesis.⁵

$t_o \leq t$ = receive null hypothesis.



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⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (1st Print.; Jakarta : PT. Raja Persada, 2000), p. 291.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

This chapter deals with the description of SMKN 3 Palopo, finding of research and discussion of the finding. This chapter will be talking about the result of the research, show the improving students' ability in listening through watching movie.

1. The analysis of test

Table 1
The mean score in Pre test

Number of Students	Score
01	4
02	4
03	9
04	9
05	9
06	9
07	9
08	9
09	9
10	9
11	9
12	9
13	9

14	9
15	9
16	9
17	9
18	9
19	9
20	4

$$\begin{aligned}
 M_{x1} &= \frac{\sum X}{N} \\
 &= \frac{165}{20} \\
 &= 8,25
 \end{aligned}$$

From the table above (the mean score of pre test) it can see that the mean score of experimental class students before giving treatment their mean score is 8,25. But after giving treatment their mean score have very good progress, it can see on the table 2.

Table 2

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The mean score in Post test

Number of Students	Score
01	9
02	25
03	16
04	16
05	9

06	9
07	9
08	16
09	9
10	16
11	25
12	9
13	16
14	9
15	16
16	9
17	16
18	9
19	9
20	16

$$\begin{aligned}
 M_{x1} &= \frac{\sum X}{N} \\
 &= \frac{268}{20} \\
 &= 13,4
 \end{aligned}$$

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From the table above (the mean score of post test), it can see that the mean score of experimental class students after giving treatment their mean score have very good progress from 8,25 to be 13,4.

Table: 3

The result score of pre-test and post test

No	The Number of Students	The Result Score of Study	
		Pre-Test (X_1)	Post-Test (X_2)
1	01	4	9
2	02	4	25
3	03	9	16
4	04	9	16
5	05	9	9
6	06	9	9
7	07	9	9
8	08	9	16
9	09	9	9
10	10	9	16
11	11	9	25
12	12	9	9
13	13	9	16
14	14	9	9
15	15	9	16
16	16	9	9
17	17	9	16
18	18	9	9
19	19	9	9
20	20	4	16

To know there is or not comparison from the result score study of student in question-answer method and discussion method, so we have to do some steps as follows:

Table: 4

No	The Number of Students	The Result Score of Study		$D = (X_1 - X_2)$	$D^2 = (X_1 - X_2)^2$
		Pre test (X_1)	Post test (X_2)		
1	01	4	9	-5	25
2	02	4	25	-21	441
3	03	9	16	-7	49
4	04	9	16	-7	49
5	05	9	9	0	0
6	06	9	9	0	0
7	07	9	9	0	0
8	08	9	16	-7	49
9	09	9	9	0	0
10	10	9	16	-7	49
11	11	9	25	-16	256
12	12	9	9	0	0
13	13	9	16	-7	49
14	14	9	9	0	0
15	15	9	16	-7	49
16	16	9	9	0	0
17	17	9	16	-7	49
18	18	9	9	0	0
19	19	9	9	0	0
20	20	4	16	-12	144
Total		268	165	$\sum D = 103$	$\sum D^2 = 1209$

The consideration to get “t” in tested of hypothesis about there is or not significant different of the result score study from the second year students’ of SMK N 3 Palopo.

1. From the table 4, we had gotten $\sum D = 103$ and $\sum D^2 = 1209$. After got $\sum D$ and $\sum D^2$, the next looking for different of standard deviation between variable x and variable y, as follows:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}} \\
 &= \sqrt{\frac{1209}{20} - \frac{(103)^2}{(20)}} \\
 &= \sqrt{60,45 - 5,15^2} \\
 &= \sqrt{60,45 - 26,52} \\
 &= \sqrt{33,93} \\
 &= 5,824
 \end{aligned}$$

2. After got standard Deviation of Different (SD_D) About 5, 824. The next looking for standard error of mean Difference (SE_{MD}) Between variable x and variable y as follows:

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{5,824}{\sqrt{20,1}} \\
 &= \frac{5,824}{\sqrt{19}} \\
 &= \frac{5,824}{4,359} \\
 &= 1,366
 \end{aligned}$$

3. After got Standard Error of Mean Difference (SE_{MD}), the next looking for t value (t_0) with the formula as follows:

$$T_0 = \frac{M_D}{SE_{MD}}$$

4. The formula for M_D is as follow:

$$\begin{aligned} M_D &= \frac{\sum D}{N} \\ &= \frac{103}{20} \\ &= 5,15 \end{aligned}$$

5. Looking for the difference between the to variables with observed t value as follow:

$$\begin{aligned} t_0 &= \frac{M_D}{SE_{MD}} \\ &= \frac{5,15}{1,336} \\ &= 3,854 \end{aligned}$$

6. Based on the “ t_t ” standard of significant 5% with $df = 19$, got 2,09 and standard of significant 1% with $df = 19$, got 2,86. From the result above, the writer give interpretation that t table (t_t) is smallest than t value (t_0).

$$2,09 \leq 3,854 \geq 2,86$$

Where 2,09 is smallest than 3,854 and bigger than 2,86.

2,09 = the result of t table from 5% with $df = 19$

3,854 = the result of value

2,86 = the result of t table from 1% with $df = 19$

Based on paired of sample statistic and sample test above, the result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted.

It can be seen from mean score of post test is more highly (13,4) than pre test (8,25). It means that, watching movie is effective to improve students' English and made the process learning and teaching is more important, especially in improving listening ability.

B. Discussion

This section presents the result of data analysis. It aim describing that there was a significance different pre test and post test. The result of t table (t_t) with significant 5% we got 2,09 and t table (t_t) with significant 1% we got 2,86.

With comparing “ t ” which we had got in ($t_o = 3,854$), the writer gives interpretation “ t_o ” is bigger than “ t_t ”. It is showed as follow:

$$2,09 \leq 3,854 \geq 2,86$$

Since “ t_o ” is bigger than “ t_t ”, the score of student listening ability before and after treatment is significant. It means that the null hypothesis (H_o) is rejected, and it means watching movie is effective to improve the students' listening ability.

C. The students' attitude toward Watching Movie

After doing research at SMK N 3 Palopo, the writer found the students attitude according to the watching movie method they are:

1. The result watching movie method

Table: 5

Watching Movie can improve listening ability in learning English.

No	Option	Frequency	Percentage
1	Strongly agree	3	15%
2	Agree	12	60%
3	Undecided	4	20%
4	Disagree	1	5%
5	Strongly disagree	-	-

Based on the table above, the finding indicated that 3 students (15%) strongly agree, it caused by high students motivation in learned English specially in improving listening. 12 students (60%) agree it cause students sometimes was not understand and sometimes the movie was not interested, 4 students (20%) undecided it cause students dislike watched English movie than these students haven't motivation to improve their listening ability, 1 student (5%) disagree, this student was lazy to watch and was liker play with the other friends. and none student strongly disagree.

Table: 6

Watching movie can improve bravery and mentality students in listening test.

No	Option	Frequency	Percentage
1	Strongly agree	7	35%
2	Agree	10	50%
3	Undecided	1	5%
4	Disagree	2	10%
5	Stronglydis agree	-	-

This table indicated that, 7 students (35%) strongly agree, these students can fell from their selves by watching movie can improve their bravery in listening test, 10 students (50%) agree, these students have opinion agree because they fell sometime bravery and mentality can apply when the test was easy, 1 student (5%) undecided, this cause this student fell there isn't influence watching movie or not, 2 students (10%) disagree, this students fell disagree because this students was lazy to study by watching movie and there isn't influence with their bravery and mentality, and none student strongly disagree.

Table: 7

Watching movie can improve knowledge and listening ability

No	Option	Frequency	Percentage
1	Strongly agree	3	15%
2	Agree	15	75%
3	Undecided	1	5%
4	Disagree	1	5%
5	Strongly disagree	-	-

This table indicated that, 3 students (15%) strongly agree it cause because they fell their knowledge and listening ability was very improve than before study English with watching movie, 15 students (75%) agree it cause their knowledge and listening ability sometimes improve, 1 student (5%) undecided it cause this student not to care with knowledge and listening ability, 1 student (5%) disagree it cause the

student think there isn't influence in knowledge and listening ability although study listening through watching movie, and none student strongly disagree.

Table: 8

Practice our English through watching movie is more interest and comfortable.

No	Option	Frequency	Percentage
1	Strongly agree	7	35%
2	Agree	9	45%
3	Undecided	3	15%
4	Disagree	1	5%
5	Strongly disagree	-	-

This table indicated that, 7 students (35%) strongly agree these students fell there is more interested when they study with watching movie, 9 students (45%) agree these students always practice their English through watching movie but they sometimes fell the interested and comfortable this method, 3 students (15%) undecided this cause every practice these students not to serious and they was liker play with the other friends, 1 student (5%) disagree this student always lazy to study, and none student strongly disagree.

Table: 9

Learning through watching movie is easier to improve listening ability

No	Option	Frequency	Percentage
1	Strongly agree	8	40%
2	Agree	8	40%
3	Undecided	2	10%
4	Disagree	1	5%
5	Strongly disagree	1	5%

This table indicated that, 8 students (40%) strongly agree it cause these students fell their listening ability can improve with easy because study with watching movie no make student bore to study, 8 students (40%) agree it cause students fell study with watching movie sometimes easy and sometimes difficult, 2 students (10%) undecided this students mean there isn't something interest study with watching movie than this students mean watching movie wasn't easy , 1 student disagree this student fell that study listening was difficult, and 1 student strongly disagree this student fell study watching movie was very bore.

Table: 10

Practicing English special in listening ability through watching movie is interesting and easy to get idea and knowledge.

No	Option	Frequency	Percentage
1	Strongly agree	10	50%
2	Agree	5	25%
3	Undecided	4	20%
4	Disagree	1	5%
5	Strongly disagree	-	-

This table indicated that, 10 students (50%) strongly agree it cause these students was comfortable and enjoy with their process study with watching movie, 5 students (25%) agree these students fell sometimes watching movie can make students interesting and sometimes easy to study, 4 students (20%) undecided these students fell there wasn't interested in study English by watching movie, 1 student (5%) disagree this cause because this student not serious every parctice, and none student strongly disagree.

Table: 11

Watching movie to improve listening ability is more bore than other method

No	Option	Frequency	Percentage
1	Strongly agree	-	-
2	Agree	1	5%
3	Undecided	8	40%
4	Disagree	8	40%
5	Strongly disagree	3	15%

This table indicated that, none student strongly agree, 1 student (5%) agree this cause because this student always think about play with the other friends, 8 students (40%) undecided this student not too think the influence study with watching movie and the other, 8 students (40%) disagree these students always feel interested and motivated when study listening with watching movie, and 3 students (15%) strongly disagree these students fell study listening with watching movie was very interested .

Table: 12

Watching movie can't increase self confidence cause of same to other participant

No	Option	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	2	10%
3	Undecided	4	20%
4	Disagree	10	50%
5	Strongly agree	3	15%

This table indicated that, 1 student (5%) strongly agree this student felt the self confident increase when study listening with watching movie, 2 students (10%) agree it cause these students always see in the movie people speak and by this method make students their self confidence increase, 4 students (20%) undecided these students felt sometimes their self confidence increase, 10 students (50%) disagree it cause because they didn't feel there wasn't influence their self confident although they study with watching movie, and 3 students (15%) strongly disagree it cause these students always afraid and shy than these students difficult to increase their self confidence.

Table: 13

Study in watching movie only spend much time.

No	Option	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	1	5%
3	Undecided	1	5%
4	Disagree	10	50%
5	Strongly agree	7	35%

This table indicated that, 1 student (5%) strongly agree it cause this students dislike study English with watching movie, 1 student (5%) agree it same with student chosen strongly agree , 1 student (5%) undecided this students fell sometimes watching have more advantage, 10 students (50%) disagree these students fell that study English with watching movie was interested, and 7 students (35%) strongly disagree these students fell that study English with watching movie was very important and can improve their listening ability.

Table: 14
Watching movie done everyday

No	Option	Frequency	Percentage
1	Strongly agree	5	25%
2	Agree	6	30%
3	Undecided	7	35%
4	Disagree	1	5%
5	Strongly disagree	1	5%

This table indicated that, 5 students (25%) strongly agree these student have schedule to watching, 6 students (30%) agree these students always watch but they try to watched something make their knowledge improve, 7 students (35%) undecided it cause this students when their film play and they might not leave it, 1 student (5%) disagree this students mean they watch when interested and can make listening ability improved, and 1 student (5%) strongly disagree this student fell watching movie can make negative influence if watch a adult film.

Basically, the students at SMK N 3 Palopo show the positively attitude toward watching movie in application. It can be seen from the table as follows:

a. The result questionnaire of watching movie.

- 1). Watching Movie can improve listening ability in learning English (65%), 2). Watching movie can improve bravery and mentality students in listening test. (60%), 3). Watching movie can improve knowledge and listening ability (65%), 4). Practice our English through watching movie is more interest and comfortable. (55%), 5). Learning through watching movie is easier to improve listening ability (55%), 6). Practicing English special listening ability through watching movie is interesting and easy to get idea and knowledge. (60%), 7). Watching movie done every day (55%).

Based on the explanation above, it shows that watching movie is more effective and interesting than the other method in English learning, especially in improve listening ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Some conclusions can be drawn after analyzing the result of watching movie, as follow:

1. Watching movie is one of effective method to teach English, because by watching movie students can be more enjoy able in learning and teaching process and based the analyzing watching movie can improve students' listening ability, It can be seen from mean score of post test is more highly (13,4) than pre test (8,25). It means that, watching movie is effective to improve students' English and made the process learning and teaching is more important, especially in improving listening ability.

2. From the result of questionnaire, showed that the students were interested and have motivated to learn listening by using video and more of the students have average percentage 60%.

B. Suggestions

Based on the conclusion above the writer puts forward some suggestions as follows:

1. To improve quality in listening ability, the teacher should apply effective method or way for example watching movie method.

2. The teachers should apply many methods in English teaching, so that the students do not feel bored in teaching learning process.

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APPENDIX

ANGKET IMPROVING LISTENING ABILITY THROUGH WATCHING MOVIE SMKN 3 PALOPO

Keterangan : Daftar pernyataan ini bertujuan untuk mengumpulkan data tentang pengajaran kosakata melalui reading short story. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Kejujuran dan kesungguhan anda merupakan sumbangan anda dalam penelitian ini. Atas partisipasinya diucapkan banyak terima kasih.

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.
2. Pada setiap pernyataan disediakan lima (5) poin yaitu sangat setuju (SS), setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
3. Berilah tanda checklist (✓) pada pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket ini.

NO	PERNYATAAN	SS	S	RR	TS	STS
1	Menonton filem dapat meningkatkan kemampuan mendengar dalam pelajaran bahasa inggris					
2	Menonton filem dapat meningkatkan keberanian dan mental siswa pada test mendengar					
3	Menonton filem dapat meningkatkan pengetahuan dan kemampuan mendengar					
4	Melatih bahasa inggris kita melalui menonton filem lebih menarik dan menyenangkan.					
5.	Belajar melalui menonton filem adalah lebih mudah untuk meningkatkan kemampuan mendengar.					
6.	Latihan bahasa inggris terkhusus pada kemampuan mendengar melalui menonton filem adalah mudah dan menarik untuk memperoleh ide dan pengetahuan.					
7.	Menonton filem untuk meningkatkan kemampuan mendengar adalah lebih membosankan disbanding dengan metode yang lain.					
8.	Menonton filem tidak dapat menambah percaya diri karena sama dengan peserta didik yang lain.					
9.	Belajar dengan menonton hanya menghabiskan banyak waktu.					
10.	Menonton filem merupakan pekerjaan setiap hari.					

PRE TEST AND POST TEST

1. Excuse me
2. I'm your new local buyer
3. Pleased to meet you
4. This is my husband
5. Very well thank you
6. That's mine
7. The rad one
8. Thank you very much for picking me up
9. For helping wtih my heavy bag
10. Don't mention it
11. Will you want a new paper in the morning ?
12. Will you need a map of city ?
13. Enjoy your stay
14. Here's your key
15. I hope I will
16. Can i make an appointment ?
17. When would you like to come in ?
18. Is tomorrow ok
19. I can see you at ten o'clock
20. What time is it please ?

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