THE USE OF ENGLISH MOVIE IN DEVELOPING STUDENTS' ABILITY IN
LISTENING COMPREHENSION OF FOURTH SEMESTER IN ENGLISH
DEPARTMENT OF STAIN PALOPO

A THESIS

Submitted to the English Language Studies of State Collage for Islamic
Studies (STAIN) Palopo in Partial Fulfillment of Requirement for the
Degree of Sarjana Pendidikan (S.Pd)

By,
WIDYA HASTUTI
NIM. 07.16.3.0123

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil 'Alamin, the writer would like to express her deep gratitude to the Almighty God, Allah SWT., who has been blessing her so that she could complete this thesis. Shalawat and Salam are sent to the chosen messenger the prophet Muhammad SAW.

The researcher realize that in writing thesis, many people have give their key, motivation useful advice, therefore, the writer would like to express her great gratitude and appreciation, especially to:

1. Prof. DR. H. Nihaya M, M.Hum, The leader of the State College For Islamic Studies (STAIN) Palopo, who has given the writer some advice during her study at the institute.

2. Drs. Hasri, MA as the head Tarbiyah Department of the State College For Islamic Studies (STAIN) Palopo.

3. Dr. Masruddin, S.S,. M.Hum, as the head of English Study Program of the State College For Islamic Studies (STAIN) Palopo.

4. Dr. Jumharia Djamereng, M. Hum and Amalia Yahya, S.E., M.Hum., the first and the second consultants who have spent their much time to correct, help, guide the writer during the writing of this thesis.

5. All the lecture of Tarbiyah Faculty of STAIN Palopo and Especially the other lecturers of English who have thought the writer and friends doing studying in STAIN for many years.

6. Both of the writer's beloved parents (*Muh.Husain* and *Murniati***)** and my sisters **(***Husnaini, Sri Wahyuni, Hardianti, Nurhaeda, Ulva and Citra) and my brother (Akmal)* who always pray encourage, educate, and provide countless material support, so that she could finish writing this thesis. May God, Allah Swt, always bless them all, Amen.

7. Special thanks to beloved my husband *Basri and my beloved son M. Alhafidz Faiz and Ahmad Fadlan* who always pray, help and given motivation to the writer until finished my thesis.

8. All the writer's friends in English studies program, especially for Tadris-1 as the writer's roommates, who have helped and participated in finishing this thesis, that the writer cannot mention their name one by one, who have together while the writer in learning, happiness, jokes and laugh during studying in STAIN Palopo.

Finally, the writer pray to God, my Allah give reword to all of the people who have helped the writer, and the writer hope this thesis can be useful for to other, especially the writer. Amin

Palopo ,   Januari 2013

The writer

ABSRTACT

Widya Hastuti 2013,   *The Use of English Movie In Developing Students Ability In Listening Comprehension of Fourth Semester in Engllish Department of STAIN Palopo*. Thesis of English of Tarbiyah Department STAIN Palopo. Consultants (1) Dr. Jumharia Djamereng M. Hum. (2) Amalia Yahya, S.E., M.Hum.

Key word: Movie, Listening Skill.

This thesis deals with listening comprehension about the Use of English Movie In Developing Students Ability in Listening Comprehension of Fourth Semester in English Departemen of STAIN Palopo. The main discussion is improving listening skill trough watching movie.

The research focused at the fourth semester in English Departemen of STAIN Palopo 2011/2012. The writer took this class population and sample. It means that the writer used total sampling. This study used experimental method. The instrument of the research is listening comprehension test. To find out is the english movie effective in teaching listening at the fourth semester in English Departement of STAIN Palopo.

Having analyzed the data, it was founding out the students' listening skill increased. The result of analysis of the researcher that using experimental method can improve the students listening skill. That can be shown the mean score of students in pre-test (7,15) and in post-test (11,7). The student ability in English Listening was increased after they got reflection. It means that the Use of English Movie in Developing Students Ability in Listening Comprehension of Fourth Semester in English Department of STAIN Palopo is effective.

CHAPTER I

INTRODUCTION

A. Background

English is one of the crucial language in the world as it is a means of communication which pay an important role in the international relationship. It is spoken by most people as the native language, second language or even foreign language. So that, english is supposed to overcome the difference varieties of language to avoid misunderstanding among the speakers. The essence of language learning is to communicate. The ability to communicate by using language means it has been already inquired or mastered both in spoken and writen form that have understood before. Language learning is begans at understanding proccess before the essence to learn it. Some people virtually hear and see others talked so that they can understand language. Although they cannot express it yet, but if they hear frequently and pay attention to communicant, they will be able to express it naturally. It is known, communication occurs when one comunication interact by using languge both in verbal language.

English as a subject that is taught as a general subject in all field studies based on the curriculum of educational system. Although, it has been studied since elementary untill University, degre learners are not still able to speak and listen to the english correctly. This problem relates to listening ability where they can not

understand what speaker says, as a result of comprehending intonation, stress, pronunciation.

It is to respond conversation if learners do not listen and comprehend carefully. Again, when listening to lecture it is normaly takens notes and then writing a report what of the based on lecture content. For this reasons, learners should study all language skill, those are reading, writing, speaking, and listening which are integrated skills.

Video as listening tool can enchance the listening experience for our students. We very rarely hear a sombadied voice in real life but as teachers we constantly ask our students to work with recirded conversation of people they never see. This is often necessary in the limited confines of the language school and somtimes justifiable, for example, when we give students telephone practice. However, we can add a whole new deminsion to aural practice in the classroom by using video. The setting, action, emotions gesteres, etc, that our students can observe in video clip, provide an important visual stimulus for language product and practice.

There are many thing we can do with these clips. These lesson plans refer to specific films which have been released recently, however, they could be adapted for use with similiar scene in a different film depending on availability. In the following lessons i have tried not to concentrate too much on specific dialogue thats students may not be able to pick up, this allows lower level students to be creative in the classroom using video as`a stepping stone to fun and communicative activities.

Based on the assumption above, the researcher considers that, it is necessary to find out the good method in teaching English. Therefore it is conducted the research wich is ensisted "The use of English Movies in Developing Students' Ability in Listening Comprehension of Fourth semester in English Departmen of STAIN Palopo.

B. Problem Statement

Based on the explanation above the researcher formulated the following research question "To what extent the use of English Movie Effective in Teaching Listening at fourth semester of English Department STAIN Palopo"?

C. Objective of the Research

Based on question above, the objective of this research is to develop students ability in Listening comprehension at the fourth semester of English Department. STAIN Palopo.

D. Significant of the Research

The result of the research is expected to be useful information for the students who want to improve knowledge about listening skill trough media, it can be a new contribution for all of listening comprehension lecturers of STAIN Palopo to teach trough effective media, so that all students can improve listening skill faster.

E. Scope of The Research

Based upon the problem statement and the objective of the study, the researcher restricted the scope of the study is on developing Students ability in English Listening Skill Specifically Listening for Pronunciation by Watching Cartoon Movie in Fourth Semester of STAIN Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previus Study

In writing this thesis the researcher finds some researcher related which make the writer eage to hold research, those are:

1. Rahmawati. P, Increashing The Listening Skill Trough Song (A Thesis, Unniversitas Muhammadiyah Pare-pare, 2009. P. 29. Suggest that teaching trough songs should be adjusted to the students knowledge of english and cultural background.

2. The tesis Darmawati (Improving Listening Ability trought Wathing Movie at the Tenth Year Students' of SMK N 1 Palopo) concluded that, there was the significance difference between tecnique teach trought watching movie and withouth watching movie.[1]
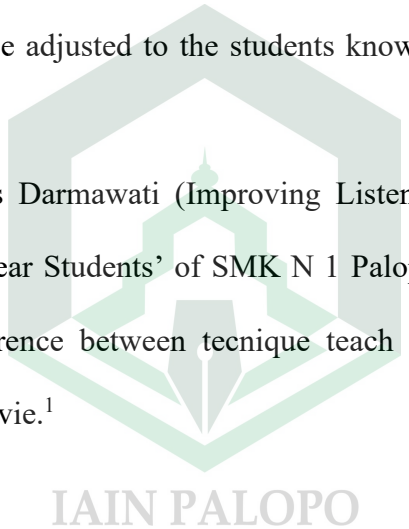
B. Concept of the Listening Comprehension

Teaching of listeningskill will aplly the some strategies as it is done in teching or reding skill. However, teching listening skill face a problem for both teacher and student which are not found in reading material. Listening

---

[1] Darmawati, *Improving Listening Ability trought Watching Movie at the Tenth Year Students' of SMK N 1 Palopo*", (Unpublished Thesis, 2008) p. 61

comprehension as skill certainly shares many similarities with reading, but the different are most importantly, the text it self different.[2]

Some people are still confused about the meaning of listening comprehension message in listening, they ought to be achieving 100 percent comprehension. And failing to catch or organize a word or expression when listening. They have such perceptin because they do not know how to understand message and how to understand message and how to comprehend message because do not know what excatly listening comprehension.

1. **Definition of listening.**

Listening is activity of paying attention and trying to get meaning from something we hear. To listening successfully to spoken language, we need to able to work out what speaker mean when the use particular words in particular occasion and not simple to understand the words them selves. Beside that listening is also directing attention to what is heard, gathering, interpreting and dicing on action. In the other hand, listening is also pay attention to what we hear.[3]

Listening unlike other language skill is an internal process that cannot be directly observed. No body can say with certainly what happens when we listening to and understand and other person. Psycolinguistic have, however, put foward some theories as to what they think happens whin one listen to language. One theory

---

[2] Jeremy Harmer, *The Practice of English Language Teaching*, (New Ed.USA: Logman,1991)p.211

[3] Nurpita, *"The Ability of the Fourth Semester's Students of English Departemen of STAIN Palopo In Listening Comprehension, (Palopo:2008)p.1*

suggest that as a person listening he is constructing a pararell mesage based on the sound clues him receiver from his interlocutor and verifying whether his message corresponds with what he hear.

As we know that study about listening is just simply listening to the teacher instruction. In fast there tecnique can has presented using in learning in order to improve foreigen language skills. Such techniquis in learning listening is using tape recorder, film, language-lab work, listening and note taking, and whispering .

From definition above, the researcher conclude the definition that listening is activity in hearing and pay attention also understand that what we have heard. And skill, we can say that listening is an ability to do well in hearing, pay attention and we can get information from what we have heard.

Before telling more and more about listening, we must know what the meaning of listening because it's not possible to know what to do for learning listening without knowing the meaning of listening.

In the following, some definition in listening proposes by some expert are cited:

a. Listening is a complex operation integrating the distinct components perception and linguistic knowledge in ways which are at percent poorly understood.

b. Listening is an active process in which the listener a very active part in constructing the overall that is eventually exchanged between listener and speaker.

c. Listening is listening with understanding. It emphasize language skill beyond basic auditory discrimination and oral grammar.

d. Listening understands of material heard whit respect to listener's grasp of the meaning of words and phrases, of main ideas and of supporting or illustrating detail.

1. Process of Listening Comprehension

Process of comprehension is sketchy, so inddeed 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:
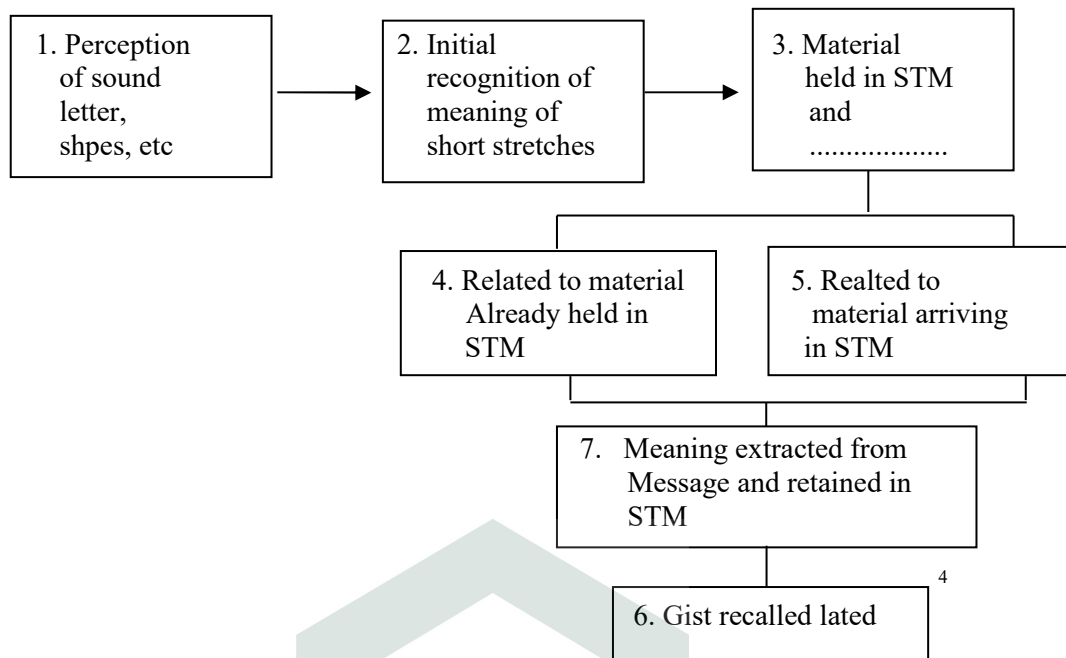
a. Perception-cracking the code

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

b. Decoding-making sense of the message

Each short stretch of meaningful material which is read or heard has to be follows:

1) Recognize as meaning and understand on reception

2) Held in the short-term memory (STM) long enough for it to be.

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

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ 1. Perception   │      │ 2. Initial      │      │ 3. Material     │
│    of sound     │ ───► │    recognition  │ ───► │    held in STM  │
│    letter,      │      │    meaning of   │      │    and          │
│    shpes, etc   │      │    short        │      │    ............ │
│                 │      │    stretches    │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                           │
                        ┌──────────────┴──────────────┐
                ┌─────────────────┐      ┌─────────────────┐
                │ 4. Related to   │      │ 5. Realted to   │
                │    material      │      │    material      │
                │    Already held  │      │    arriving      │
                │    in STM        │      │    in STM        │
                └─────────────────┘      └─────────────────┘
                        └──────────────┬──────────────┘
                        ┌─────────────────────────┐
                        │ 7.  Meaning extracted    │
                        │     from Message and     │
                        │     retained in STM      │
                        └─────────────────────────┘
                                    │                    4
                             ┌─────────────────────┐
                             │ 6. Gist recalled    │
                             │    lated            │
                             └─────────────────────┘
```

c. Prediction and selection-redudency to the rescue

Although the pracess just outlilned sounds and is complex, our task is made easier by our abiity to predict what is likely to come next and our ability to select which strethes of material we will pay maximum atetention to and which we need not bother too much about.

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

---

[4] Gerry Abbot, et all., *The Teaching of English as an International Language*, (London: Great Britain, 1981),p. 59-63.

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:

1)   All the stages in the process are likely to like linger, it take us longer to recognize familiar, element as familiar, and longer to see the relationship beetween the successive short stretches of material.

2)   At each stage we are much more likely to make 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 degre of confidents.

5)   Our STM for FL material is likely to be much less efficient.[5]

Listening skill are vital for learners. Listening in speaking are often taught together, but beginners, especially non-literature ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplying your vocabulary, using shorter sentence, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require to produce language in response are easier that those that do. The teaching of listening

---

[5] *Ibid*.p.59-63

skill will follow the methodological model in the some way as for the teaching or reading skill. But training students in listening skills presents problems for both teacher and student which are not found with reading material.

Good listening go beyond the listening task it self with related activities before and after the listening. Here is the basic structure;

a. Before listening

Prepare your learners by introducing the topic and finding out what they already know about it. A good ways to do this is to have a brain storming session and some discussion question related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activities.

b. During listening

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not making answers or other wise responding while listening, tell them a head of time what will be required after word.

c. After listening

Finish whit an activity to extent the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.[6]

---

[6] Fausiah, *"The Effectiveness of Whispering Game in Improving Students Listening Skill At Eight Year Student of SMPN 8 Palopo, (Palopo: 2008)p.1*

The following ideas will help make your listening activities successful.

a. Noice

Reduce distraction and noice during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.

b. Equipments

If you are using a casete players, make sure it produces acceptable sound quality. Accouter on the machine will aid tremendously in cucing up tapes. Bring extra batteries or are extension cord with you.

c. Repetition

Read or play the text it merely as list of items, talk about the content as well as specific language used. The material should be interesting appropriate for your class level in topic, speed and vocabulary.

d. Recording your own tape

Write appropriate text and have English speaker read onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear extract repetition or the pronunciation and pace, not just the words.

e. Video

You can play a video clip with the sound of ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the

sound without the video first, and show the video after students have quassed what is going on.

f. Homework

Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus station, supermarkets, etc. and try to write down that they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of your self with questions, dictations, or a worksheet to complet.[7]

Where teaching and learning process will be success if output can carry revolution in knowledge, knowing skill at students. So, before teaching teacher need to plan what they do in their classroom. Harmer includes the following elements in a lesson plan.

a. Description of class

b. Recent work

c. Objectives

d. Contens (context, activity, and class organization, aids, language and possible problem)

e. Addition possible

When we teach listening we need to teach not only English, but we also need to teach how it used. We need to teach both:

---

[7] Nurmi BTE. Supri. *"Teaching Listening Skill Trough English Song To Eleventh Year Students of SMAN 1. Belopa. (Palopo2008) P.23.*

1. The use of the language system, (our knowledge of language: grammar and vocabulary etc).

2. The use of the language system, (the skills of language use)

2. Type of classroom listening performance

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

a. Reactive

Sometimes teacher simply wants a learner to listen to the surface structure of an utterance for the sole surface repeating it back to you. While kind of listening performance requres little meaningful processing. It nevertelles may be a legitimate, even though a minor, aspect of an interactive classroom.

b. Intensive

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

c. Responsive

A significant proportion of classroom listening activity consist of short streches of teacher language the signed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to provide 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. Example of such discourse include:

1) Speeches

2) Media broadcasts

3) Stories and anecdotes

4) Compersation in which learners are eavesdroppers.

Tecniques promoting selective listening skill 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 short of performance, unlike the intensive processing discribe above, aims to develope a top-down , global understanding of spoken language. Extensive performance could range from listening to lengthy lectures to listening to a compersation and deriving a comprehension message or purpose extensive listening may requirethe student to invoke other interactive skill for full comprehension.

f. Interactive

Finally, there is listening performance that can inculde all five of above types a learners actively participate in discussion, debates, conversation, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the autentic give and take of communicative interchange.[8]

3. **Reason to Improve Listening Skill**

Reason to improve listening skill are:

a. To dissipate strong.

b. To learn to accept feelings.

c. To generate a feeling of caring.

d. To help people start listening to you

e. To increase the other persons confidence in you.

f. To make the other person feel important and recognized

g. To be sure you both are on the same wavelength.

h. To be sure you both focused on the same topic.

i. To check that you are on target with one another.

Beside that, there are some technique how can listening skill be improved as follows;

---

[8] H. Douglass Brown, Teaching by Principle, (San Francisco State University : Prentice Hall Regents Englewood Cliffs, 1994) p. 242-244

a. Listen carefully so that you will be able understand, comprehend and evaluate. Carefully listening will require a conscious effort on your part must be ware of the verbal and non verbal message.

b. Be mentally and physically prepared to listen. Put other thoughts out of your mind. Your attention will be diverted from listening if you try to thing answer in advance.

c. You can't hear if you do all the talking.

d. Think about the topic in advance.

e. Listen with emphaty.

f. Be courteous. Don't interrupt.

g. Avoid stereotyping individuals by making assumptions about how you expect them to act.

h. Listen how something it said. Be alert for what is left unsaid.[9]

4. Improving listening skill

The teaching of listening skill will follow the methodological model in the same way as for the teaching or reading skill. But training students in listening skills presents problems for both teacher and student which are not found with reading material. Listening teaching need other skill like as speaking, when speaker are not clear what they deliver so it can influence about imformation that will be their deliver.

---

[9] Http:/// *Coping.Org/dialogue/Listen. Htm Fiday (27,07,2011) 12.56 pm*

The basic learners almost have the same skill because they have the same capability, but every learners develops their potential by different methods and skill, many objections to the use of listening material are individual acces to tape recorders where there is teacher supervision. For example in a language laboratory or in a learning centre. If we are going to help learners develop listening skills we need to consider what tipes of material they will ultimately want or need to listen to.

a. Listening with video

Video tapes have many of the problem we have already discussed for audio tapes, but of course the major advantage is that students can (somtimes) see people speaking and can have a visual contect for what is being said. As we know every media has lack and superiority and it depends how we use these media. The principles for using video are very much to same as those for using listening, and there is an especial need for teachers to set motivating and challenging task

b. Listening to confirm expectations

Just as we can ask student to reas to confirm expetations, so we can ask to listen for as it has fore the same reason. The tecnique has the same adventage for listening as it has for reading. By using other skill, it can be wasy procces to mastering skill, and all of the skill have significant correlation.

c. Providing feed-back

One should be attention in teaching is when deliver some material, it must be clear so learners can understand and knoe the orientation of teacher explanation.

Students need to be given some ideas of how well they have understood something they have seen, this maybe unrealible.

d. Listening to extract specific information

The skill of listening to extract information is as important as it is for reading, the speech phenomena we mention and other difficulties associated with tape recorder use it can be extremely difficult. The task is simple but the listening extract it self is fairly complex with some difficult contruction and some extra vocabulary.

As a design listening task, that complete recall of all the information on aural text is unrealistic expectation to which even native speakers are not ussualy held. Listening exercises that are meant to train should be success-oriented and build up student's comfidence in theire listening ability.

5. **Factor that cause difficulty in listening material**

Many objects to use   of the listening comprehension are met, also by individual acess 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 have such difficulties is limited, however, the difficulties inherent in the use of llistening in clasroom lead us to a number of conclusions how such llistening 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 likely to put

a panic barrier, between them selves and the tape recorder. It is vital too that they should be interested in what there are goingto 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 create 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 studentd 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.[10]

Determining difficult in listening conprehension 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 resent years on the factors which create difficult for listener and speaker.

---

[10] Jeremy Harmer, *The Practice of English Language Teaching*, loc. Cit.,p.213

Suggest that there are four clusters of factor which can affect the difficulty of oral language task, 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 reapone 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 languange

2. The purpose in listening comprehension

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.[11] In a series of experiment of Anderson and Lynch in

---

[11] David Nunan, *Language Teaching Methodologi*, (Sidney: Prentice Hall International, 1981), p.24-25

nunan david found that the difficulty of listening comperhension was particularly influenced by the following;

1. The organization of information

2. The familiarity of the topic

3. The explicitnes and sufficiency of the information

4. The type referring expression used

5. Whether the text described "static" relationsip or dyamic relationship[12]

6. Factor that cause difficulties in listening

If someone wants to improve his/her listening comprehension skill, a number of special characteristic of spoken language need to be taken into consideration second language learners need to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they are attended to. In the other words, they can make the listening process difficult. The following six characteristic of spoken language are adapted from several sources.

1. Clustering

Clustering means that the listener sometime doesn't understand what was said because they can't catch the words were said so fast. So, the listeners can catch what the speaker says to them. It has been explained in the above that clauses are

---

[12] *Ibid.*

common constituents, but phrases within clauses are even more easly retained for comprehension.

2. Redundancy

Redundancy means that the speaker sometime involves in redundancy of words. For beginning learner, he/she can't understand what the speaker says if the speaker repeats the word again and again as they are heard.

3. Reduce form

Reduce form means that for the native speaker, they always use abbreviation word. For example, "I'd like to" means that "I would like to". If we don't want to get mistake in abbreviation words that always are abbreviated in daily speaking of the native speaker, sometimes they don't follow grammatical rule.

4. Performance variable

In written form the utterance looks like gibberish but it's kind of language we hear and process all them. Learners have to practice by themselves in listening for meaning in the midst of all these distracting performance variable.

Everyday casual speech by the native speaker also commonly contains ungrammatical forms. Some of these forms are simple performance slips, for example, "is something arises out of dialect differences ("I don't get any respect") in which the foreign language learners are likely, to hear them sooner or later.

5. Colloquial language

Means that native speaker have colloquial language as our languages has. Sometimes we don't understand what they mean as a result of that colloquial

language. Colloquial language is not fixed to grammar for example, songs, sometimes we don't understand the meaning because the use of colloquial language.

6. Rate of delivery

Virtually every language learner initially thinks that native speaker speak too fast! Actually as Richards (1983) point out, the number and length of pauses used by a speaker is more to comprehension than sheer speed.[13]

7. Stress, rhythim, and intonation.

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

7. 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 far diagnostic testing purpose, enabling the teacher to concentrate later on specific pronunciation

---

[13] H. Douglas Brown, *Teaching by Principle*, loc. Cit.,p.238-240.

difficulties. The items are perhaps more useful when test have the same first language bacground and when a constrastive analysis of the mother tongue and the target language can be used. Most of the item describedare short, enabling the tester to cover a wide range of sounds.

b. Sensitivity to stess and intonation

Although features setress, intonation, rhythm and gesture are generally considered more importante 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 previus section

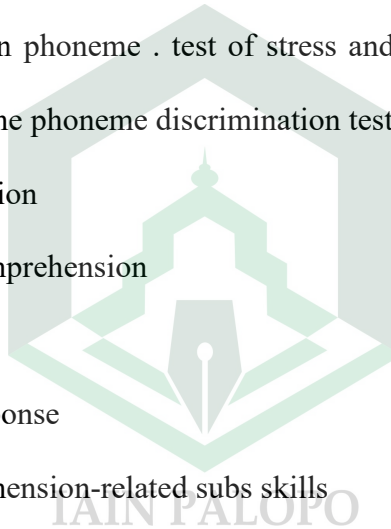c. Global comprehension

d. Discrete –point comprehension

1. Restantement

2. Appropiateresponse

e. Aural/ oral comprehension-related subs skills

1. Literal Recognition

2. Iterance

3. Evalution

4. Appreciation

5. Task performance

f. Task performence

1. Directions

2. Instructions[14]

C. *Listening Strategies*

Listening strategies are tecniques or activites that contribute direcly to the comprehension and recall of listening input. Listening Strategies can be clasified by how the listener process the input.

Top-down Strategies are listener based the listener taps into background knowledge of the topic, the situation of context, the context, and the language. This background knowledge activities a set of wxpectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

a. Listening for the main idea

b. Predicting

c. Drawing inference

d. Summarizing

Bottom up strategies are text based, the listener relies on the language in the message that is the combination of sounds, words, and grammar that creates meaning. Bottom up include:

---

[14] Muhammad Basri Wello dan Amin Hafsah J. Nur, *English for Specific Purpose*, (Makassar: CV. Sunu Baraya, 1999),p. 80-83.

a. Listening for specific details

b. Recognizing cognatez

c. Recognizing word-order pattern

Strategies listeners also use met cognitive strategies to plan, monitor, and evaluate their listening.

a.   They plan by deciding which listening strategies will serve the best in a particular situation.

b.   They monitor they comprehension and the effectiveness of the selected strategies.

c.   They evaluate by determining whether they have achieved they listening comprehension goals and whether the combination of listening strategies selected was effective one.
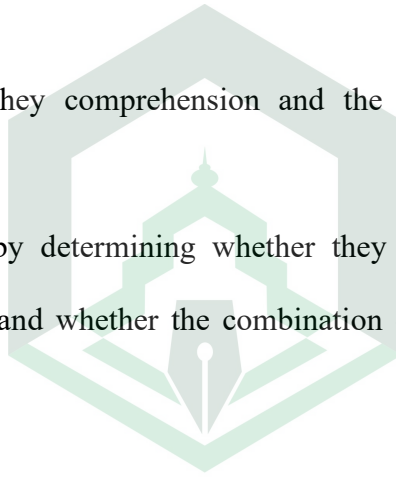
D. The Concep of Media

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 hear for more information.

1. **Definition of Media**

Media is all the form that utilize to the process of information channeling. Media is thing that can be manipulated, seen, read, hear, or the instrument that use in learning process, can influence the effectiveness of instruction program. In the

meantime, implicitly say that educational media include a tool that physically is used for telling content of subject matter, which consist of book, tape recorder, cassette, video, camera, recorder, film, slide, photo, picture, graphic, TV, and computer. So, we would say that media is the source of learning component a physical vehicle that content instructional is surrounding of students that can stimulate students interest.[15] Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.[16]

2. The function of media

H. Asnawir and M. Basyiruddin Usman stated that the internal factor media can be used to increase efficiency learning of students because it has potential and capability to stimulate learning process. Far example: by 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 trough media students will get more experience. So, there perception and understanding more exact and will rise to desiring and new motivation to learning.

From explanation above, H. Asnawir and M. Basyiruddin Usman take a conclusion that media can solve the behavior factor of learning namely internal

---

[15] Azhar Arsyad, *Media Pengajaran*. (Jakarta, PT Raja grafindo Persada, 2003) p.4

[16] Danin Sudarman, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 1995), p7

factor and external factor. Through the media, teacher can give same perception through one thing or certain even to the students in the class.[17]

The function of media are:

a.   Media can be implementation the right basic concept, real and realistic. In using media like picture, films, modeling graph, ect.

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 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.[18]

3. Kind of Media

Media are classified into our kind namely:

a.   Visual. Visual aids are things that can be seen. For example: film strip, transparencies, micro projection, block board, picture, illustration, chart and globe.

b.   Audio. Audio aids just can be listened for example: photograph, recorder, radio, act.

---

[17] H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1 Print; Jakarta: Ciputat press, 2002), p.29

[18] *Ibid.* p.29

c.   Audio visual. Audio visual aids can be listened and sighted. For example: film and television.

d.   Dramatize, example: role play, socio, drama, pantomime and so on.[19]

Arsyad (*media pembelajaran*) 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

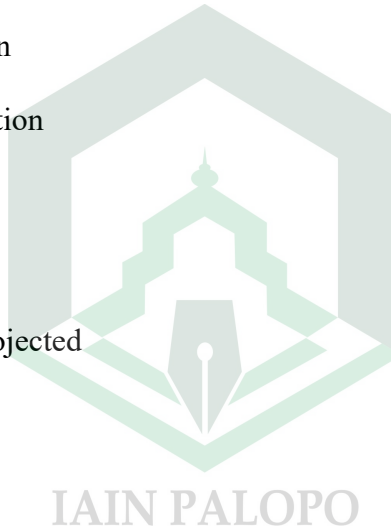(b)   Over head projection

(c)   Slider

(d)   Film strips

2) Visual not projected

(a)   Picture, poster

(b)   Picture

(c)   Charts, graphic, diagram

(d)   Show

3) Audio

(a)   Recorder

(b)   Cassette, reel, catridge

4) Multimedia show

---

[19] Hatika, *"The Use of GAP Filling Practice Trough Short Story In Improving Student's Listening At The Twelfth year students of SMUN 2 palopo, (Palopo, 2008)p.*

(a) slide + voice (tape recorder)

(b) multi image

     5) Dynamic visual which is projected

(a) Films

(b) TV

     6) Printed

(a) Text book

(b) Module programe

(c) Hand out, etc.

b. Modern media

     1) Media based of telecomunication

a. Teleconference

b. Study of for distance

     2) Media based on microprocessor

a. Computer assisted instruction

b. Computer player

c. Inteligent tutor system

d. Interactive

e. Hiper media

f. Compact disc.[20]

---
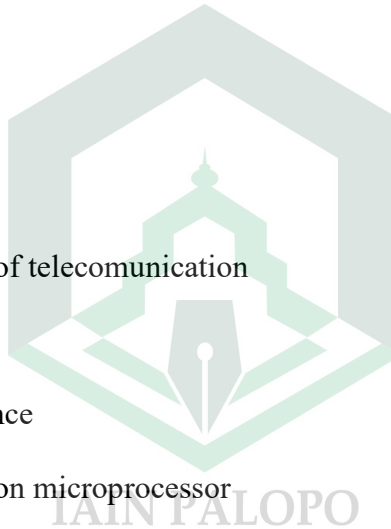
[20] Ashar arsyad, *Media Pembelajaran*, p.35.

4. The Function and Use Full Media

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

Classified media into our four kinds, namely:

a.   Attention function of visual is a core, namely lead and draw students attention to concentrate to the contain of subject matter which related with meaning that a been showed.

b.   Affective function of visual media can be showed from the level of the student enjoy when they learn or read a text that have picture.

c.   Cognitive function of visual media can be showed from the research impervious explanation that visual sign or picture speed to gain explanation that visual sign or picture to gain a goal in or ti understand and remember an information or message that contain in the picture.

d.   Compensatory function of educational media can be showed from the result of the research that visual aid or media that give a context to understand the text help the low students in reading to organize the information in the text remember any way.

Contain the useful education media have been explain by the researcher even though we had already aware that there are many useful of using education media, its receiving and integrating into educational programs going to be late. The explained same the result of research that point out positive effect of using media in learning process.

Advantage of educational media in teaching learning process, as follows:

a.   Can draw students' result in order to the students' will be motivated.

b.   The subject matter is learner so the students' can understand easily in order to gain goal.

c.   Teaching method will be more variety not only use verbal communication trough teachers explanation, so the students' not feel bored and teacher will not lack of fewer.

d.   The students' more active because they are not only listen teacher's explanation but also do something demonstrate.

E. *The Concept of Watching Movie*

1. Definition of film

Film is a movie as audio-visual equipment for lessons, lighting. Many things that can be explained through film among others, about the processes that occur in our bodies or that occur within an industry, the even of nature, procedure life of a

foreign country. A good film is a call meet the needs of students in relation to what is learned.

Films is education is considered effective for use as teaching aids. Film is shown before the students must be an integral part of teaching activities. The film has a value specifically tasked, as can complement the basic experience, fishing new information, attract attention, presenting more, either because it countains the values of reaction, can show the actual treatment of object as a complement to the record, explain abstract things, overcome barriers etc.[21]

The texs to be presented as they actually occure, in the particular medium which is appropriate to their message. Television text (for example, new broadcasts, magazine, and chat-shows report). Should appear on the television screen. Using classroom video: a radio magazine program from in the students on audio tape, newsof 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 text in a course book.[22]

If we are going to help learners to developed listening skill we need to consider what types of material they will ultimately want or need to listen to.

Listening with video have many of problems we have already discussed for audio tapes, but of course the major advantage is that students can (sometime) see

[21]

[22] Cristhoper R. Candim, *The Communication Teaching of English*, (1 Ed; singapore: Presented by Britain, 1983),p.53
.

people speaking and can have a visual context for what being hard. As we know every media have lack and superiority an it depend how we to using this media. The principles for using video are very much the some as those for using listening and there is an especial need for challenging task.[23]

2. Characteristic of film

In assessing whether good or not good a film, Oemar hamalik argue that the good film can be characterized as follow:

a. Can be interesting the child.

b. True and authentic.

c. Up to date within the setting clothing and environment.

d. In accordance with the degree of maturity of an audience.

e. Vocabulary use correctly.

f. Unity and it's fairly regular sequency.

g. The technique used enough to meet the requirements and is satisfactory

We are careful to choose films without subtitle so that we care forced to try to comprehension everything in English. We and our teacher hope that this practice encourage us try to catch everything from the soundtrack and not to rely on subtitle when they see American and British films at the local theatre.[24]

---

[23] Hatika, " *The Use of GAP Filling Practice Trough Short Story In Improving Student's Listening At The Twelfth Year Students of SMUN 2 Palopo*, (palopo,2008) p. 22

[24] Jan demming Montsir, *Forum*, Volume XV No. 3 (1991), p.14

We can watch films through every audio visual media namely computer assisted onstruction, computer player, inteligent tutor system, interactive, hiper media, compactdish, film and television. One of the most popular media among them is television. The television has been placed in virtual instantaneous contract with the entire world. Today, trough these means of communication, numerous opportunities for entertainment culture and information are available to you. But because of the great variation in quality, you should choose you programs wisely to get full enjoyment.

3. The advantages and disadvantage of film

There are many advantages that can be obtained in the use of film as a medium to convey the lessons of students.

The advantages as follows:

a. Film can describe a procces. Example the procces making a second hand skill.

b. Can create the impression of space and time.

c. Sound generated can cause the reality on the image, in the form of pure expression.

d. Can convey the sound of someone expert at once by the looks.

e. Can describe the theory and animation design.

f. More forgiving of expose problem.

g. Film can take up a lot of space.

h. Film still higher resolution.

i. More forgiving of minor focusing.

Besides the advantages mention above, the film also has some disadvantage as follow:

a. Silent film can not be interspersed with clear signs pronounced when the film started, stop the play back will distract an audience.

b. Audience will not be able to follow the well if the film is playing too fast.

c. What has passed difficult to turn back repeated expect as a whole.

d. Manufacturing coast and relatively high an expensive equipment.

Educational film is package of stories has clear objective to provide a spectacle based on the realities of public life. Film is more efficient then other media, because film is basically able to create creativity, as well as a method of learning for student discussion are an effective tool to develop listening students. And for the support it needs a medium that can provide an appropriate contribution in the learning procces of film media. With the film media, the learning procces can be run effectively and efficiently.

4. Why use Watching Movie

Films presented the dynamics of communication between people using language which can be watch and listen. It makes a link to the learners' visual and auditory experience and convey stories, social events, facts and opinions with the aid of pictures. Language is portayed in this social context and situation. Learner can see who the speaker are, what their particular moods suggest, and especially hoe

their behavior and gestures support, what they are saying trough this teaching 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.[25]

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

Film is one of multifunction media where could be as an entertaintment and learning media. Most people use films as entertainment, but for learners, films is used as learning media also. Film can improve our listening skill and speaking skill.

5. **Watching to video**

Jeremy Harmer stated that 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 of us, watching television as a from 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.[26]

[25] Ibid.

[26] Jeremy Harmer, *The Practice of English Language teaching*, loc. cit.,p.214

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

a.   Silent viewing

According to Jeremy harmer, one of the commonest tecniques 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 cheeck whethere 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 caracters 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 exract to see if they were right.
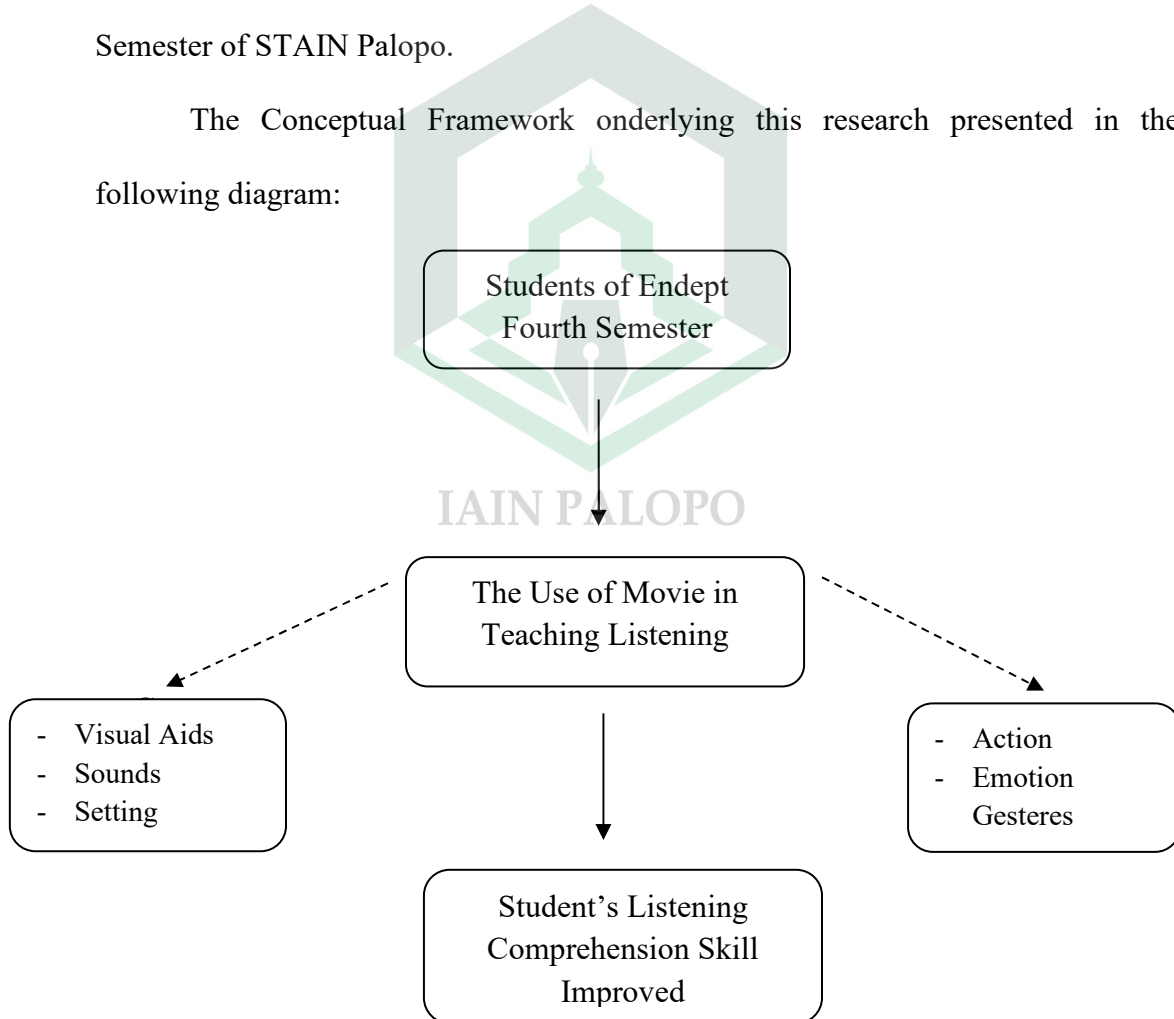
d.   Jigsaw viewing

We have already seen jigsaw reading in action and we will see its use with listening material. With video, one tecnique is to late 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.

F. The Theoretrical Framework

The conceptual framework In the process of listening, the research explain the students are trying to understand and get information and the idea by listening what the speaker says. The process of understanding will be easier when focusing. In this case the watching movie make them able focus and understand listening.the researcer chose the English Movies that can influence English Listening Skill Specifically Listening for specific information by Watching Movie in Fourth Semester of STAIN Palopo.

The Conceptual Framework onderlying this research presented in the following diagram:

```
            ┌─────────────────────┐
            │  Students of Endept │
            │   Fourth Semester   │
            └─────────────────────┘
                      │
                      ▼
            ┌─────────────────────┐
   ┌────────│  The Use of Movie in│────────┐
   │        │  Teaching Listening │        │
   ▼        └─────────────────────┘        ▼
┌──────────────┐       │           ┌──────────────┐
│ - Visual Aids│       ▼           │ - Action     │
│ - Sounds     │                   │ - Emotion    │
│ - Setting    │                   │   Gesteres   │
└──────────────┘ ┌──────────────┐  └──────────────┘
                 │  Student's   │
                 │  Listening   │
                 │ Comprehension│
                 │ Skill        │
                 │ Improved     │
                 └──────────────┘
```

Based on the diagran above:

Input : Refers to the pre-test that given to the student to identification first listening capability in wathing movie are presented three times. At the first present, the students asked to listen carefully only. At the secon and the third present, the student answer the question. After three times watching to the movie, the students are given three minutes to complete their answer.

Process : In the diagram above refers to the treatment was given to the student through movie. The process in done in the second meeting until five meeting. So, the total meeting for the treatment is 6 times and every meeting the student's answer the question.

Output : Refers to the post-test of sdtudents listening achievement after watching movie. This test is given to the students in the sevent meeting (last meeting) to identify improving students listening achievement after giving treatment in movie class. There is a text in this section that presented three times. The first, students asked to listen carefully and twice presented after that to complete the missing parts sentences.

Listening is activity of paying attention and trying to get meaning from something we hear. Beside that listening is also directing attention to what is heard, gathering, interprating and dicing on action.

H. Asnawir and M. Basyiruddin Usman stated that the internal factor media can be used to increase effeciency learning of students because it has potential and capability to stimulate learning procces, the external factor, media can increase

desire and interest of students because trough media students will get more experience.

Using suitable short films (less than minutes in length) are a weak in class is one way in learning comprehension. Films are always interesting, and the provide a natural context in which to earn to listen efficiency.
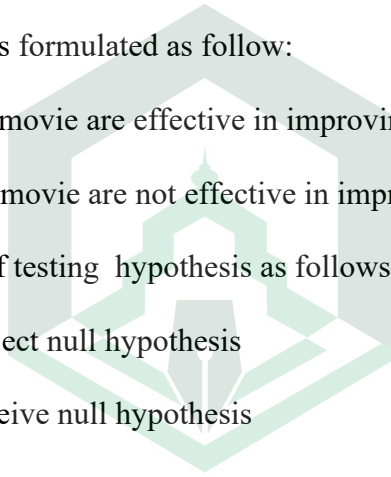
G. Hypotesis

The hypothesis is formulated as follow:

Ha : Watching movie are effective in improving student listening skill.

Ho : Watching movie are not effective in improving students listening skill.

The criteria of testing hypothesis as follows:

If $= t_o > t_t$ reject null hypothesis

If $= t_o < t_t$ receive null hypothesis

CHAPTER III

RESEARCH METHOD

A. *Research Design*

The research would be used is an experimental design. At this research involves one group of the student and using total sampling technique. The research chose one class as a sample and took 20 students. In this research used an experimental design to find out whether by the using English Movie to improve student listening skill specifically listening in pronunciation . the research used listening test trough watching movie that consisted of pretest and post test. The design of the research is showed as follows :
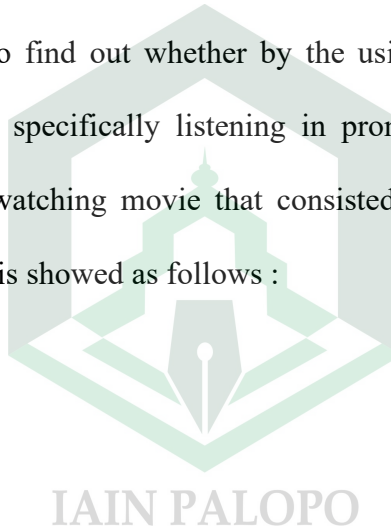
$E = O_1 \times O_2$

Where:

E   =   Experimental Group

O_1 =   Pre-test

X   =   Treatment

O_2 =   Post-test

B. Population and sample

According to Ary et al says that population is all numbers of well defined class of people, events or object.[1]

The population in this research is the fourth Semester of English Departement STAIN Palopo, total number of population is 20 students in 2011/2012 Academic year.

Sample is has been formed population as example that takes by user certain method. The sample of this research took by using total sampling technique. The research chose one class as a sample and took 20 students.

C. Instrument of the Research

The researcher used listening test trough watching movie that consisted of pre-test and post-test. The pre-test intended to find out the students ability on listening command before treatment while the post-test is administrated to know the effect of method in improving listening skill.

D. Procedure of Collecting Data

In collecting data the researcher use some procedures as follow:

1. Pretest

The researcher gave task and then the students were asked to fill the missing parts sentence based on what they had listened. There are 10 missing parts sentence that are taken from the movie that had been answered by the students.

---

[1] Sukardi, Metodologi Penelitian Pendidikan, (Cet. I, Jakarta: Bumi Aksara 2003), p.53

2. Treatment

a. First Treatment

The first treatment preparing to introducing the topic and finding out what they already know about it, or make brain storming session. then the student were asked to fill missing part sentence based what they had listen.

b. The second treatment

The second treatment the researcher train the student practice accustomed to answer the question or complete the sentence by watching movie about 10 minutes and the researcher give 3 missing part sentence that are taken from the movie, this took 30 minutes to complete their answer.

c. The third treatment

The third treatment the researcher gave task and then the students were asked to fill 2 missing part sentence based on what they had listen.

d. The fourth treatment

The researcher train the student practiced accustomed to answer 3 missing part sentence based on what they had listen. The students are given three minutes to complete their answere, and toke 30 minutes.

e. The five treatment

The researcher train the student practiced accustomed to answer 3 missing part sentence based on what they had listen and took 30 minutes.

f. The six treatment

The researcher train the students practice accustomed to answer 4 missing parts sentence based on what they had listen and the students can given three minutes to complete their answer.

g. The seven treatment

The researcher give the task were they had fill the missing part sentence and the researcher gave the correct answer. After that the researcher ask the students about what factor that cause difficulty in listening.

Scoring process was done after every pre-test, treatment, and post-test. Respondent were asked to change their answer with their friends answer to be cheked. The researches gave the correct answer and all of respondents gave score for the answers are cheked by them. The scoring was done appropriate with the scoring criteria. And the last, all respondent report the scores have been gotten.

3. Post-test

Post-test was conducted to measure last result of the student's treatment. In this session, student' will be asked to fill is the missing parts sentences that were taken from the movie based on what they have watched. In the post-test the researcher will give it to the students after doing the treatment. In this test is just the same as pre-test namely the writer will find the improvement of listening after giving treatment.

E. Technique of Data Analysis

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

1. Scoring the students

$$\text{Score:} \quad \frac{\text{Student Correct Answer}}{\text{Total Number}} \times 10$$

2. Classifying students scores by using percentage

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

Where:

P = Percentage

F = Frequency

N = Number of sample

To understand the level of student scores the following classification are used:

- The score 9,6 – 10 classified as excellent.

- The score 8,6 – 9,5 classified as very good.

- The score 7,6 – 8,5 classified as good.

- The score 6,6 – 7,5 classified as average.

- The score 5,6 – 6,5 classified as fair.

- The score 3,6 – 5,5 classified as poor.

- The score 0 – 3,5 classified as very poor.

3. Calculating the mean score of the students

$$M = \frac{\sum X}{N}$$

Which: M   = Mean score

$\sum X$ = Total of raw score

N   = total number of respondents

4. The data abtained will be analyzed quantitatively by using statistic test

called " t " test it aims to exam the truth or fail null hyputhesis.

$$To = \frac{MD}{SEmd}$$

$$MD = \frac{\sum D}{N} \qquad D = x - y$$

$$SEmd = \frac{SD}{\sqrt{N-1}}$$

$$SD = \sqrt{\frac{\sum D}{N} - \frac{(\sum D)}{N}}$$

Where :

To   = test of significance (t-test)

MD   = mean of difference

Semd = standart error of mean differences

SD   = standart deviation

N   = number of class

$\sum D$ = amount of differences between score of variable X and Y

5. Criteria of hypothesis acceptability

If = to > t_t = reject null hypothesis and receive alternative hypothesis

If = to < t_t = receive null hypothesis and reject alternative hypothesis.

IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussions about the improving students listening comprehension trough audio visual media (movie). Before the data is present, below is the result frequency of the research.

A. *Findings*

1. The Students' score`

a. The students score in pre-test

Table 1

The score of students in the Pre test

Respondent	Correct answer	Score
R1	7	7
R2	6	6
R3	9	9
R4	9	9
R5	7	7
R6	5	5
R7	5	5
R8	7	7
R9	6	6
R10	9	9
R11	5	5
R12	8	8

Respondents	Correct answer	Score
R13	8	8
R14	9	9
R15	10	10
R16	9	9
R17	7	7
R18	6	6
R19	6	6
R20	5	5

From the table 1 above, the highest score of the students is 10 and the lowest score is 5, there were 4 students who got the lowest score 5, there were 4 students who got score 6 , there were 4 students who got score 7, there were 2 students who got score 8, and there were 5 students who got score 9, there where 1 students who got the highest, 10.

b. **The students score in post-test**

<div align="center">

Table 2

The score of students in the Post test

</div>

Respondents	Correct answer	Score
R1	10	10
R2	12	12
R3	10	10
R4	9	9
R5	9	9
R6	15	15
R7	15	15
R8	10	10

R9	10	10
R10	13	13
R11	12	12
R12	14	14
R13	14	14
R14	13	13
R15	11	11
R16	11	11
R17	13	13
R18	12	12
R19	10	10
R20	11	11

The table 2 above shows that the students have good progress after given treatment the highest score is 15 and the lowest score is 9. There were 2 students who got score 9, there were 5 students who got score 10, there were 3 students who got score 11, there 3 student who got score 12, there 3 student who got score 13, there 2 student who got score 14, and there were 2 students who got the higher score 15.

2. **Classification and percentage of the students' score**

The students' score of pretest and postest are clasified into some criteria. The criteria and percentage of the students' score of pretest and posttest are presented as follows:

a. **The rate percentage of pre-test**

Table 3

The rate percentage of Pre test

No	Score	Classification	Frequency	Percentage
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very good		-
3	7,6 – 8,5	Good	6	30%
4	6,6 – 7,5	Fairly good	6	30%
5	5,6 – 6,5	Fair	4	20%
6	3,6 – 5,5	Poor	4	20%
7	0 – 3,5	Very poor	-	-
	Total		20	100%

Based on the table 4.1.3 above indicate that there were 6 students (30%) got good score and there were 6 students (30%) got fairly good score and there were 4 students (20%) got fair, and there 4 students (20%) got poor score.

b. The rate percentage of post-test

Table 4

The rate percentage of Post test

No	Score	Classification	Frequency	Percentage
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very good	4	20%
3	7,6 – 8,5	Good	6	30%
4	6,6 – 7,5	Fairly good	3	15%
5	5,6 – 6,5	Fair	5	25%
6	3,6 – 5,5	Poor	2	10%
7	0 – 3,5	Very poor	-	-
			20	100%

Based on the table 4.1.4 above indicate that after give treatment. There were 4 students (20%) who got "very good" score, there were 6 students (30%) who got "good" score, there were 3 students (15%) who got "fairly good" score, there 5 students (25%) who got "fair, and 2 students (10%) who got "poor" score.

3. The Difference of Mean Scores in Pre-test and Post-test.

In order to know wheter there is improvement in students' listening skill, the researcher calculated the mean score and standart deviation.

a. Mean score in Pre-test

Table 5

The mean score of movie class students in pre-test

Number of students	Score
01	7
02	6
03	9
04	9
05	7
06	5
07	5
08	7
09	6
10	9
11	5
12	8
13	8
14	9
15	10
16	9
17	7
18	6
19	6
20	5

The mean score of the pre – test as follows

$$MX = \frac{\sum X}{N}$$

Where : $\sum X_1$ = 143

N   = 20

$$M = \frac{143}{20}$$

$$= 7,15$$

From the table 5 and formula above, it was indicated that the means score of movie students' before giving treatment is 7,15 score.

b. **Mean scores in post-test**

Table 6

The mean score of movie class student in post – test

Number of student	Score
01	10
02	12
03	10
04	9
05	9
06	15
07	15
08	10
09	10
10	13

11	12
12	14
13	14
14	13
15	11
16	11
17	13
18	12
19	10
20	11

The mean score of the postest as follows:
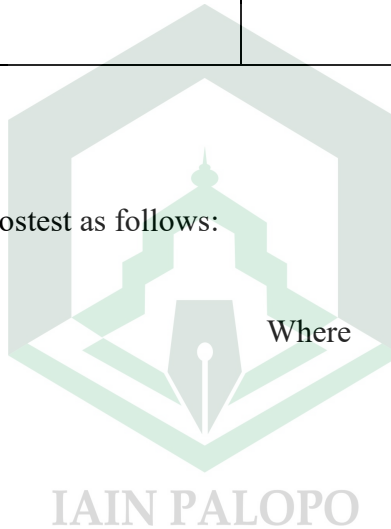
$$M = \frac{\sum X_2}{N} \qquad \text{Where} \qquad \sum X_2 = 234$$

$$N = 20$$

$$M = \frac{234}{20}$$

$$= 11,7$$

The table 6 and formula above indicated that the means score of movie class after giving treatment is 11,7.

4. Standard Deviationof pre – test and post – test

Table 7

Standart Deviation of Pre – test and Post – test

Respondents	Pre-test	Post-test	Gain (D)	D²
1	(X1)	(X2)	(X2-X1)	(Squared Gain)
01	7	10	3	9
02	6	12	6	36
03	9	10	1	1
04	9	9	0	0
05	7	9	2	4
06	5	15	10	100
07	5	15	10	100
08	7	10	3	9
09	6	10	4	16
10	9	13	4	16
11	5	12	7	49
12	8	14	6	36
13	8	14	6	36
14	9	13	4	16
15	10	11	1	1
16	9	11	2	4
17	7	13	6	36
18	6	12	6	36
19	6	10	4	16
20	5	11	6	36
	$\sum X1 = 143$	$\sum X2 = 234$	$\sum D = 91$	$\sum D^2 = 557$

The table above shows that the minimum gain (D) of the student'n score is 1 and the maximum gain (D) is 10, where the number of sample N=20, the sum of pre test score ($\sum X1 = 143$), the sum of post test score ($\sum X2 = 234$), the sum of gain $\sum D = 91$, and the sum of gain ($\sum D^2 = 557$)

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

Where :

$\sum D$ (the sum of gain) = 91

$\sum D^2$ (the sum of squared gain) = 557

N (the number of sampel) = 20

$$SD = \sqrt{\frac{557}{20} - \frac{91}{20}}$$

$$SD = \sqrt{27,85 - 4,55}$$

$$SD = \sqrt{23,3}$$

$$SD = 4,82$$

5. The t-test

$$To = \frac{MD}{SEmd}$$

Where, $MD = \frac{\sum D}{N}$

$$\text{MD} \quad = \frac{91}{20}$$

$$\text{MD} \quad = 4.55$$

$$\text{SEmd} \quad = \frac{4{,}82}{\sqrt{20-1}}$$

$$\text{Semd} \quad = \frac{4{,}82}{\sqrt{19}}$$

$$\text{SEmd} \quad = \frac{4{,}82}{4{,}35}$$

$$\text{SEmd} \quad = 1{,}10$$

$$\text{To} \quad = \frac{MD}{SEmd}$$

$$\text{To} \quad = \frac{4{,}55}{1{,}10}$$

$$\text{To} \quad = 4{,}13$$

Looking for t_{table} by using

(df) = N-1

Standard significant (α)=0,05

$T_{table} = t \left(1-\frac{1}{2}\alpha\right) (df)$

df = N-1

= 20-1

= 19

$$t_{table} \quad = t(1-\frac{1}{2}\alpha)\,(df)$$

$$= t\,(1-\frac{1}{2}\,0{,}05)\,(19)$$

$$= t\,(1-0{,}025)\,(19)$$

$$= t\,(0{,}975)\,(19)$$

$$= 2{,}09$$

The data analysis above presented that the mean score of students' listening skill in postest (X2=234) is greater than mean score of students listening skill in pretest (X1= 143). It means generaly the students listening skill was improved. In continuation of t-test the researcher uses the level of significant (p)= 0,01 and degree of freedom 19 (df=N-1). Thus, the result of t-test (4,13) is greater than the value of t-table (2,09), it means there I significant difference between student's listening skill in pre-test and post- test. In other word student's listening skill improved.
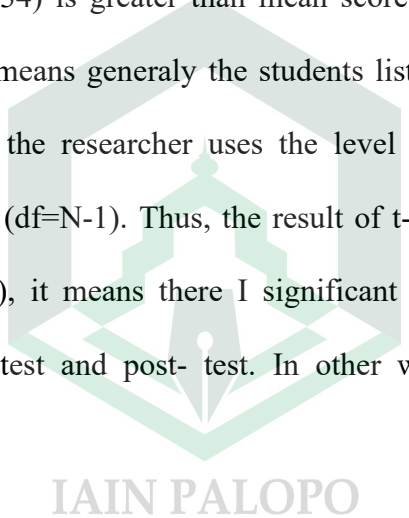
B. Discussion

From the data analysis above, the researcher concludes that:

1. The mean score in postest (11,7) is greater than the mean score of pretest (7,15), this fact shows that there is significant change that happened after the picture cues were applied in learning and teaching proccess. The greater differences of the score that the students got in postest than in pretest proves that listening with watching movie are effective in improving students ability.

2. In measuring the t-test, the researcher applies level of significant p = 0.01 and the level of freedom 19 (df=N-1). So the t-table is 2.09.

In complience with the hypotesis accepbility the researcher applies the criteria as follows:

Criteria of hypotesis accepbility

If $= t_o > t_t$ = reject null hypotesis

If $= t_o < t_t$ = receive null hypotesis

The criteria of hypotesis accepbility above explains that t-test is greater than the t-table ($t_o > t_t$), the null hypotesis is rejected and alternative hypotesis is accepted. On the other hand, if t-test is smaller than the t-table ($t_0 < t_t$), the null hypotesis is received and alternative hypotesis is rejected.

The fact is that t-test (4,13) is greater than t-table (2,09). Concering that fact, it means the null hypotesis (Ho) is rejected and alternative hypotesis is accepted.
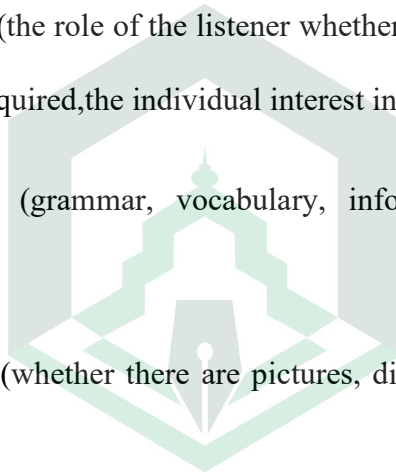
The fact above indicate that watching movie in learning and teaching process is effective in improving the students' listening skill. Although the researcher got problem that cause difficulty in listening material. There are factor cause difficulty in listening material as follow:

a. Lead-in

b. The use of visual material

c. Listening task

d. The equipment

In finding section, the researcher got students problem in listening by watching movie.

Suggest that there are four clusters of factor which can affect the difficulty of oral language task, 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 reapone 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 languange
2. The purpose in listening comprehension
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.[1] In a series of experiment of Anderson and Lynch in nunan david found that the difficulty of listening comperhension was particularly influenced by the following;

1. The organization of information

2. The familiarity of the topic

3. The explicitnes and sufficiency of the information

4. The type referring expression used

5. Whether the text described "static" relationsip or dyamic relationship[2]

As we have already said, listening can cause problems. A number of special characteristic of spoken language need to be taken into consideration second language learners need to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they are attended to. In the other words, they can make the listening process difficult. The researcher got the difficult in listening:

1. Clustering

Clustering means that the listener sometime doesn't understand what was said because they can't catch the words were said so fast. So, the listeners can catch what the speaker says to them.

---

[1] David Nunan, *Language Teaching Methodologi*, (Sidney: Prentice Hall International, 1981), p.24-25

[2] *Ibid.*

2. Redundancy

Redundancy means that the speaker sometime involves in redundancy of words.

3. Reduce form

Reduce form means that for the native speaker, they always use abbreviation word. For example, "I'd like to" means that "I would like to". If we don't want to get mistake in abbreviation words that always are abbreviated in daily speaking of the native speaker, sometimes they don't follow grammatical rule.

4. Colloquial language

Means that native speaker have colloquial language as our languages has. Sometimes we don't understand what they mean as a result of that colloquial language.

5. Rate of delivery

Virtually every language learner initially thinks that native speaker speak too fast! Actually as Richards (1983) point out, the number and length of pauses used by a speaker is more to comprehension than sheer speed.[3]

In assessing whether good or not good a film, Oemar hamalik argue that the good film can be characterized as follow:

a. Can be interesting the child.

---

[3] H. Douglas Brown, *Teaching by Principle*, loc. Cit.,p.238-240.

b. True and authentic.

c. Up to date within the setting clothing and environment.

d. In accordance with the degree of maturity of an audience.

e. Vocabulary use correctly.

f. Unity and it's fairly regular sequence.

g. The technique used enough to meet the requirements and is satisfactory

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter the researcher makes conclusion and based on findings and discussion related to already applied research.

a. Conclusion

Based on the findings, data analysis and discussion of the findings, it can be concluded the use of movie in the classroom motivate the students to attend lessons and pay attention in class. Concept of the use of English movie in listening comprehension embodied in the visual aids, sound, setting, action, and emotion gesteres. Movie is more efficient then other, because learner can see the speaker are, has a value specifically tasked, as can complement the basic experience, fishing new information, and attract attention.

The effectiveness of using movie can also be seen the mean score in postest (234) is greater than the mean score in pretest (143), it means there is improvement of the students' listening skill.

b. Suggestion

Based on the conclusion above the writer would like to present to all reader and especially for the students and lecture of STAIN Palopo.

1.   The teacher should motivate the students in order to be active and provide them with comprehension of the importence of studying listening.

2.   The teacher should analyze the students' need most importantly the need in the clasroom such as media reality etc.

3.   The researcher suggest to the teacher who has the student with listening use English movie as media as one of method to solve the problem in improving students' listening skill.

4.   We may use English movie as media in improving listening skill.

IAIN PALOPO