

THE USE OF ENGLISH FANTASY MOVIE CLIPS TO IMPROVE STUDENTS' LISTENING SKILLS AT SMPN 2 MAPPAKASUNGGU

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Abstract

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The aim of this research was to make sure whether the use of English fantasy movie clips was able to improve students' listening skills at SMPN 2 Mappakasunggu. This research was conducted using the quantitative method with a pre-experimental design with one group of pre-test and post-test. This research population consisted of ninth-grade students at SMPN 2 Mappakasunggu, and the research sample was IX-A class, which consisted of 24 students, selected by purposive sampling technique. The data from this research were collected through the provision of pre-test and post-test material used as a comparison to find out how to improve students' listening skills before and after using English fantasy movie clips as learning media. The results of this research showed that the use of English fantasy movie clips as a learning medium was able to improve students' listening skills and increase their knowledge of vocabulary, especially verb.. This was indicated by an increase in student scores, where the average student pre-test score was 61.07 and the average student post-test score was 82.18, indicating an increase of 34.5% in this research. Furthermore, the results of the data analysis show that the t-test value (6.59) was higher than the t-table value (2.807) and the outcome of the hypothesis test indicated that (H₁) was accepted and (H₀) was rejected. Based on these findings, it can be interpreted that there are significant differences in students' listening skills before and after they use English fantasy movie clips as a medium for the learning process.



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INTRODUCTION

Learning English is not tough in this era of quick and reliable technology. There are numerous media and methods for improving one's English. Practice your listening skills as your first step in learning English. You can do this by watching English movies, listening to English music, or watching podcasts. This helps to train your ears to be aware of English terminology and pronunciation. Watching is a fun activity that can give the impression that we are not learning anything. Watching movies can encourage us to learn through movies more frequently and diligently because it is enjoyable. This is why viewing movies while learning English is more enjoyable than reading books.

Meilina and Hidayat (2020) states that listening is a dialogue skill that humans are born with. This skill is a process that becomes the main role in daily routine. Listening is the beginning of speaking. In other words, students can speak English because they listened before. They must listen to the voice or words first. Therefore, in learning a language, the first step to be obtained is to listen. Listening skills are needed by students not only in the classroom or school area, but outside is also important. There are a wide variety of media that can be used to listen to such as movie, song, radio, etc.

Based on the explanation above, one way to improve students' listening skills is by watching movies. According to Harmer (2007) states that students will show increased interest in learning English when they see and listen to the depiction of expressions. The movie clips can convey a message about learning and understanding the English word. Students are also perceptive in understanding expressions through their views. So, the conclusion is that the use of movie clips can provide more understanding for learners, and can make students also enthusiastic about learning.

LITERATURE REVIEW

1. Listening

Listening is an ability that includes hearing, such as speech recognition so that it can be processed into sentences (Putri & Sinaga, 2020). Listening can also make a person able to understand the meaning of sentences and messages. The recipient can interact with other recipients because of their ability to listen. Even in addition by involving sophisticated emotions and actions. To effectively comprehend what a person is saying, this skill demands knowledge.

Although listening appears straightforward, it actually includes intricate affective, cognitive, and behavioral processes. Pham (2021) stated that listening is the main basic skill that is very important to be taught to practice English. Listening is the foundation for all abilities and is the primary means by which students can develop their language and social style. This ability is considered to be the main target of the most challenging tool for all foreign language learners. Therefore, the presentation of media using video and audio is expected to attract students' interest in the material presented by the teacher through text, images, and sound in various interesting themes.

2. Elements of Listening

According to Rohmatin (2019), elements of listening are discriminating between sounds, interpreting vocabulary and their grammar, recognizing expressions and combinations of utterances that produce meaning, linking linguistic cues to nonlinguistic and paralinguistic signals, using background information to predict and confirm meaning, and retaining key words and concepts are all aspects of listening.

Therefore, vocabulary is also related to listening skills. According to Hornby (2006) state that, there are four definition of vocabulary.

1. Vocabulary is defined as all of a person's known words.
2. Vocabulary which refers to all of the words in a certain language.
3. Vocabulary which refers to the words individual use to communicate.
4. Vocabulary is a collection of terms and their definitions, usually found in a language instruction book.

A person's vocabulary knowledge expands and develops throughout the course of a lifetime. Teaching vocabulary involves much more than just looking up words in a dictionary and using them in sentences. Through formal instruction in certain terminology and word-learning techniques, such as looking up words in a dictionary and applying them in sentences, vocabulary is acquired both unintentionally and actively. The accidental acquisition of vocabulary occurs as a result of indirect word exposure.

3. Movie

Sari and Aminatun (2021) states that slides and videos present information more tangibly and effectively than lectures and books. The movie is a sort of media in the form of videos that are begun or created in genuine thoughts, thus there must be some ambiguous components of amusement and meaning in it. Movies are more sensory than reading because they include color, movement, and sound in addition to spoken content.

Movie is one medium that can make it easier for students to identify something new, this has the opportunity to 'translate' their own life history (Simamora & Oktaviani, 2020). Listening to an English movie can assist in the learning of new English vocabulary. The students can more quickly assimilate the meaning of a word from the text or subtitles on the movie if they listen to it while watching it. Visuals and realism are both provided by movies. As a result, students will acquire new terminology that they did not study in English classes in school.

METHODS

The researcher used pre-experimental methods in this research. The researcher used three data collection techniques: pre-test, treatment, and post-test. The first meeting would include a pre-test. After that, the treatment would be administered in four meetings by the researcher. Following the most recent meeting, the researcher conducted a post-test. Because the aim of this study was to improve the impact of using fantasy movie clips to increase students' listening skills, the researcher used a pre-experimental research design.

RESULT AND DISCUSSION

This part consisted of findings of the research and discussion of interpretation of data analysis in detail.

A. Result

The findings of the research covered the result of the data collected about the improving the students' listening skills in terms of verb through English fantasy movie clips and discussion of the research covers further explanation of the findings.

1. The classification and frequency of pre-test and post-test

No	Classification	Pre-test		Post-test	
		F	%	F	%
1	Excellent (90-100)	0	0	3	12,5%
2	Very Good (80-89)	6	25%	16	66,6%
3	Good (70-79)	5	20,8%	1	4,3%
4	Fair (60-69)	5	20,8%	4	16,6%
5	Poor (59-fewer)	8	33,4%	0	0
Total		24	100%	24	100%

In the pre-test, there were no students who reached the category of excellent. There were 6 students in the "very good" category (25%), there were 5 students in the "good" category (20.8%), there were 5 students in the "fair" category (20.8%), and there were also 8 students in the "poor" category (33.4%).

In comparison, in the post-test that was conducted after the treatment, there were 3 students who classified into the "excellent" category (12.5%), there were 16 students into the "very good" category (66.6%), there was 1 student in "good" category (4.3%), and also there were 4 students into the "poor" category (16.6%). Based on the findings, it can be concluded that the post-test rate percentage was higher than the pre-test rate percentage.

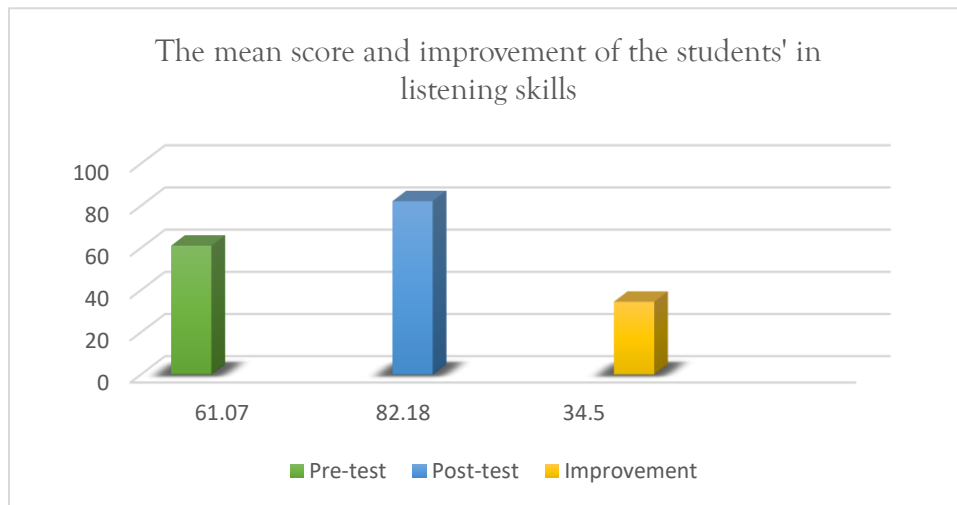
2. The mean score and improvement of the students' in listening skills

The following table shows how the students' listening skills improved as a result of watching English Fantasy movie clips.

Variable	The students' score in listening skills		Improvement
	Pre Test	Post Test	
Listening Skill	61.07	82.18	34.5%

As shown in the table above, there has been an improvement in the students' listening skills between the pre-test and post-test; in the pre-test, their mean score was 61.07 and after receiving treatment, their mean score post-test it was 82.18. So, from the pre-test to the post-test, there was a 34.5 percent improvement in the students' listening skills.

The following chart is provided to assist in comprehending how the students' listening skills have improved as a result of watching English fantasy movie clips.



From the chart data above, the students' listening achievement on the pre-test had a mean score was 61.07. The post-test results then show mean scores was 82.18. The comparison between both the pre-test and post-test was 34.5 percent. It shows how the students' listening skills were improved by the use of English Fantasy movie clips.

3. Hypothesis testing

The researcher used a t-test analysis in the level of significance p (0.01) with the degree of freedom (df) = N-1, where N number of subjects (23 students) and the significance of the pre-test and post-test for the students' listening were determined. Therefore, , the value of t-table is 2.807. Moreover, the researcher utilized the t-table to determine whether or not the mean score increased between the pre-test and post-test. The following table presents the data of the t-test calculation:

Variable	t-Test	t-Table	Comparison	Classification
Listening Skill	6.59	2.807	t-test > t-table 6.59 > 2.807	Improved (3.7)

The alternative hypothesis (H₁) would be accepted and the null hypothesis (H₀) would be rejected if the t-test value exceeded the t-table at the level of significance (0.01) and degree

of freedom (23). On the other case, the alternative hypothesis would be rejected if the t-test value was less than the t-table at the level of significance (0.01) and degree of freedom (23).

The data analysis revealed that the t-test value (6.59) was higher than the t-table value (2.087). The outcome of the hypothesis test indicated that (H_1) was accepted and (H_0) was rejected.

B. Discussion

The results of this research showed that students' listening skills increased after being taught using English fantasy movie clips in SMPN 2 Mappakasunggu. The students' mean scores improved. The students' pre-test mean score was 61.07. The students' mean score post-test after being taught with English fantasy movie clips was 82.18, with a 34.5 improvement score. Based on the findings above, it is relevant that the students' pre-test and post-test mean scores indicate that there was an increase before and after being presented with English fantasy movie clips.

The students were shown a movie clip version of the English fantasy movie. The duration of each clip appeared to range from five to ten minutes. As a result, the researcher showed the clips at least twice. In relation to the preceding statement, Saricoban (1999:121) stated that a good medium for learning using movies should have a short duration of three to six minutes (less than 10 minutes). It is caused by the students' inability to memorize and concentrate on the subject. When students watch a movie that is too long, they become fatigued and bored. Furthermore, the research was more focused on making the time efficient rather than merely spending time on the duration of the movie.

Students at SMPN 2 Mappakasunggu have never been taught through movies, so they appear embarrassed to communicate their opinions, however, the researcher tries to persuade and get closer to them so that they feel joyful and interested in taking classes.

The researcher concluded that students are more active and passionate about listening and watching after the first treatment until the last treatment. Students concentrate on the movie while attentively studying and listening to every word and language featured in the fantasy movie, and they can deduce the facts and messages provided in the movie clips.

According to the research, a significant portion of students are successful in improving their listening test scores. Additionally, significance follows the improvement. The t-test (6.59)

value is greater than the t-table (2.807). It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It is clear from the findings above that using English Fantasy movie clips improved the students' listening skills.

CONCLUSION

The use of English fantasy movie clips at SMPN 2 Mappakasunggu could improve students' listening skills, especially those in the ninth grade (IX-A Class). The utilization of English fantasy film clips encouraged students to develop their own vocabulary and viewpoints. It is demonstrated by the students' listening score, which was higher in the post-test (82.18) than the mean score in the pre-test (61.07). There was a considerable improvement (34.5%) in the students' listening skills after using English fantasy movie clips in the listening process, as shown by the significant level results of the data analysis (0.01). The data analysis revealed that the t-test value (6.59) was higher than the t-table value (2.087). The outcome of the hypothesis test indicated that (H_1) was accepted and (H_0) was rejected.

It can be stated that using English movie clips in the listening learning process helps SMPN 2 Mappakasunggu students become more interested and active in the classroom to study listening.

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