

## ABSTARCT

**Nurliza.**2015. The Use of English Movie in Listening Class For Eleventh Grade Students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013. A Thesis, English Education Departement Faculty of Education State Islamic College of Ponorogo. Advisors 1 Dr.Hj. Siti Maryam Yusuf, M.Ag. Advisor 2 Tintin Susilowati, M.Pd

### **Key Words: Listening and English Movie**

Basically, teaching is a transmission process of knowledge, skills, and attitude to the students. In the process, it is necessary to provide the students with the concrete teaching situation. Media movie is one of the tools in teaching and learning process. To develop listening ability to the Eleventh Grade school need to be applied an interesting learning media, namely the movie English. The problem statements on this research are: How is the process of using English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013? What are the advantages and disadvantages of using English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013?

This research uses qualitative approach. The instruments for collecting data are interview observation and documentation. The data are about the information of the used English movie in listening class for the eleventh grade student of MA Darul Huda Mayak Ponorogo in academic year 2012/2013. In analyzing the collected data, the researcher applied the step of qualitative data covering data reduction, data display, and conclusion.

The results of the research shows that the process of use English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo 2013 are: (1) teacher reviews the last material and presenting material, (2) giving questions to the students related the material given, (3) the teacher gives a movie related by materials, (4) Explaining the content of the film, (5) giving opportunity to the students to write the simplified story and news vocabulary (6) explaining the grammar that used in text (7) asking to the students to tell story watched and practice their listening and (8) the teacher discuss with the students.

The advantages using of movie are: The students showed great interest to be actively involved and practiced in the teaching listening, pronunciation and mastering vocabularies, gave ideas as material to practice listening, helped to develop short-term memory, helped the students to built students motivation to study and helped the students to practice listening and writing. The disadvantages of use English movie in listening class is the teacher has to prepare and select the movie which is interesting to watch then needed more attentions and high motivation to guide the students to focus on movie.

Based on result above, the researcher suggests that English movie teachers are better to use English movie as media in their class.

# CHAPTER I

## INTRODUCTION

This chapter discusses: background of the study, focus and limitation of the problems, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

### **A. Background of study**

Language is central role in developing intellectual, social and emotional students. And it is supporting a success in learning of subject matter. Language learning hoped be helping students introduces the culture.<sup>1</sup>

English has become an international language. It is also considered as the first foreign language to be taught in Indonesia. English is one of the important languages, which is used as a means of communication in the world. Language learning is also concerned with becoming proficient certain skills which are perfected through practice. It is to think of there being four language skills: listening, reading, speaking and writing.<sup>2</sup>

Basically, teaching is a complex of activities, strategies, mechanism, invitations, stimuli and historical ploys designed to help the student's learn and

---

<sup>1</sup> Kahleen M. Bailey. Practical English Language Teaching Speaking ( America, The McGraw-Hill Companies, 2005)

<sup>2</sup> Roger, Gower, Teaching Practice Handbook, (Thailand: McMillan Publisher ,1995),v

to become better learners.<sup>3</sup> In addition, teaching is an active process of transferring the knowledge of someone who educated more to the learner situation in order to make understand the lesson. The teaching of English has gone through many phases over the years, with many various methods being hailed as the solution to improving literacy levels. Some school concentrated on reading, others on writing or literature. However, generally the trend had been promote experimentation and creativity, and to focus less on grammar.<sup>4</sup>

Listening is one developed skills in English learning. It is the skill that children acquire first. It becomes a vital primary stage of language acquisition. If students do not listen or learn to listen well then the latter stages of the complex pattern of language acquisition within a productive frame work in the communicative classroom will simply not happen.<sup>5</sup>

In teaching listening, sometimes the teacher gets difficulty in his class in terms of material management. Some listening activities in the class make the students bored and do not concentrate on the lesson. Therefore, the teacher should consider the best ways that he can motivate the students to listen confidently and what the best strategies or method to help them to concentrate on the lesson.

---

<sup>3</sup>Ellie Chambers and Marshall George, Teaching And Learning English Literature ( London: SAGE Publication ltd, 2006), 40

<sup>4</sup> Andrew Goodwyn & Jane Branson, Teaching English: A Handbook For Primary And Secondary School Teachers, (London and New York: RoutledgeFalmer, 2005) 25

<sup>5</sup> Peter Lucantoni, Teaching and Assessing Skill in English as a Second Language (Cambridge: university press), 29

In teaching and learning process, the important thing is education media. Education deals with all communication media and includes the printed word and graphics, the sound, as the moving image, delivered on any kinds of technology.<sup>6</sup> It is enable to understanding the communication media used in their society and the away to operated and to acquire skills.

Film enhances the learning process, by illustrating organizational behavior theme, in a graphic and memorable manner and by providing entertainment which can motivate students and stimulate interest.<sup>7</sup>

From the observation on 26 April, movie media can be of alternatives in teaching listening it is an attractive media that attract student attention. From movie, student have chance to listen and watch the materials directly. So it is easier for them to get the point. The core of creative teaching activities by watching the movie accompanied by a teacher may increase students' knowledge. Film could actually be a source of new knowledge and the actual. Films generally have the impression of higher learning related to the facts. The use of video films, students can obtain a variety of experiences as well as their interest and make learning fun. Films can also be used to reinforce the teaching strategies used by teachers.<sup>8</sup>

---

<sup>6</sup> Alexander Ferodov. Media Education And Media Literary: Experts Opinion, UNESCO 2003

<sup>7</sup> Huczynski Anderzej, Buchanan David. Journal of Organizational Behavior Education (Neilson Journal publishing) 2006

<sup>8</sup> Irfa Amri, (interview), MA Darul Huda, Ponorogo, April 9<sup>th</sup>, 2013/08.30

In this case, hopefully the students will feel something new and different from what they usually get in their class. The writer hopes that with the use of English movie they will become more active as participant and more confident in express their feeling.

Based on the background of the study above, the researcher takes the title **“The use of English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013”**

## **B. Research Focus**

To avoid a far-arranging discussion, this study just focus on the process, advantages and disadvantages the use of English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in Academic Year 2012/2013.

## **C. Statement Of The Problem**

Regarding the background and the limitation of the study, this study focuses on some concern identified as follows:

1. How is the process the use of English movie in listening class for the eleventh grade student of MA Darul Huda Mayak Ponorogo in academic year 2012/2013?

2. What are the advantages and disadvantages of using English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013?

#### **D. Objective of the Study**

Concerning with the problem statements, this study has some objectives described as follows:

1. To know the process the use of English movie in listening class for eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013.
2. To know the advantages and disadvantages of using English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013

#### **E. Significance Of The Study**

The result of this study is expected to be beneficial for teacher and student described as follow:

1. Teachers

This study is expected to give teachers, particularly English teachers, an input concerned with the use of teaching media. English movie is one of the teaching media may applied in teaching listening class.

## 2. Students

This study is expected to give students, particularly for the eleventh grade students of IPA E MA Darul Huda Mayak Ponorogo in academic year 2012/2013 and awareness of increasing their listening skill by English movie media.

## 3. Readers

This study expected to give contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with the use English movie in teaching listening skills.

## **F. Research Methodology**

This point present the research methodology used in this study. The existence of the research methodology has the goal of guiding the research in order to work systematically. This research methodology cover o set of research activities conducted by the researcher. It involves the research approach, *research's role, research location, data source, technique of data collection, data analysis, checking of data collection, research procedure, and organization of the thesis.*

### **1. Research Design**

Qualitative research is applied in this research. For this case, according to Mc. Millan and Schumacher in Syamsuddin Damaianti's book say that

“research qualitative is an approach also called approaches investigative, because usually researcher gather data manner face time directly and interest with people in research place.”<sup>9</sup> Another point of view Syamsuddin and Damaianti argue, “With qualitative research, researcher involved un situations, phenomena being studied...”<sup>10</sup> based on statement, it can be stated that a qualitative has the natural setting. The research data are collected naturally by observing phenomenon while it’s happen and by conducting a verbal communication with the respondents. A qualitative research also promotes human (researcher) as the research instruments. A qualitative research also takes into account the process rather than the outcomes the product.

The research also applies a descriptive research. For this case, Syamsuddin and Damaianti argue, “Basic aim of this research is depict, studying and explain phenomenon...” thus, descriptive research does not examine a hypothesis. The purpose this research is describing study, and explaining phenomenon.

In this research, the data are collected naturally by observing the use of English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013 and by conducting an

---

<sup>9</sup> Syamsuddin AR. M.S dan Vismaia S. Damaianti. *Metodology Penelitian Pendidikan Bahasa* (Bandung: PT. Remaja Rosdakarya, 2006). 73

<sup>10</sup> *ibid*, 74

interview with the English teacher of the school. The researcher plays a role as an observer and interviewer. Then the data are analyzed and presented in a form of description.

## **2. Researcher role**

Qualitative research is not separable from observation, but the role data determiners the overall scenario<sup>11</sup>. For researcher in research. Researcher acts as a key instrument, a full participant at the same time collecting data, other than as a supporting instrument.

## **3. Research location**

### **a. Place of the Research**

This research takes place at MA Darul Huda Mayak Pnorogo. The reasons of selecting of school are:

- 1) The school is reachable. It enables the researcher to conduct the research effectively.
- 2) Movie media is applied in the school. Particularly in teaching listening.

### **b. Time of Research**

This research is conducted from 26 March 2013 to 5 May 2013.

## **4. Data source**

---

<sup>11</sup> Lexy J Moleong, Methodoly Penelitian kualitatif (Bandung: PT. Remaja Rosdakarya, 2000) 3

According to Arikinto, “data source is subject where the data acquired”.<sup>12</sup> Moleong assumed “the principle of data source in research is word and action, the other addition such as document etc”.<sup>13</sup> Data source is subject or somebody who give data materials of analysis for research. Data is obtained from population that determined by sample. “Data source can be seen from subject data. And there are data source related with all population research samples”.<sup>14</sup>

Based on statements above, the researcher uses research sample by using some of population as research subject. The data sources in this research are the English teacher, headmaster, staffs and the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013. Data source elated with the students, the researcher uses purposive sampling. The researcher takes the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013 as the sample.

## **5. Technique of Collecting Data**

Qualitative approach is applied in this research. Syamsuddin and Damaianti point out, “for researcher qualitative phenomenon is properly understandable if conducted through interaction with subject through

---

<sup>12</sup> Suharsimi Arikunto, *Procedure Suatu Pendekatan Praktek* (Jakarta: Rieneke Cipta, 2002).

122

<sup>13</sup> Lexy J Moleong, *Methodoly Penelitian kualitatif* (Bandung: PT. Remaja Rosdakarya, 2000). 117

<sup>14</sup> Suharsimi Arikunto, *Procedure Suatu Pendekatan Praktek* (Jakarta: Rieneke Cipta, 2002).

102

interviews. Besides, effort can do through observation on backlight place, phenomenon underway.”<sup>15</sup> Based on the statement, interview and observation is applied in this research. And then the researcher adds documentation as the technique of collecting data. In this research hopes the data is perfect.

#### a. Observation

In this research, the researcher uses observation as a one of the techniques of collecting data. Observation is kinds of technique collecting data used to observe and write or notes the object research directly and systemically.<sup>16</sup> It means every information related must be observed by seeing or hearing phenomena while it is happening.

In this research, observation is applied to get more the data of the use English move in listening class for the eleventh grade students MA Darul Huda Mayak Ponorogo.

#### Interview

Interview is one of the techniques of data collection. Interview is media to collect data by asking and answers some question orally. The special characteristic of interview is direct contact to interviewer who gives question and interviewer who answer the question.<sup>17</sup> In interview, the researcher may

---

<sup>15</sup> Syamsuddin AR. M.S dan Vismaia S. Damaianti. *Metodology Penelitian Pendidikan Bahasa* (Bandung: PT. Remaja Rosdakarya, 2006).100

<sup>16</sup> Margono, *Metodology Penelitian* ( Jakarta: PT. Rieneke Cipta, 1997) 158

<sup>17</sup> Ibid, 65

obtain information by asking question to get some answer about what the researcher needs to find the problems dealing with the research.<sup>18</sup>

The interview is conducted to get more information about the process of the use English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo. And the informations are: the English teacher of eleventh grade, the students, the headmaster and the administrator of MA Darul Huda Mayak Ponorogo.

b. Documentation

Documentation is one of the techniques to collecting data. To collect data in documentation technique, the researcher may get information from notes, books, transcripts, newspapers, etc.<sup>19</sup>

In this research, documentation is used to get description data of MA Darul Huda Mayak Ponorogo. It includes the historical background, geographical location, vision and mission, organization structure, teacher and staffs of MA Darul Huda Mayak Ponorogo, facilities and also the data the teacher's role in creating the use English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo.

## 6. Data Analysis

---

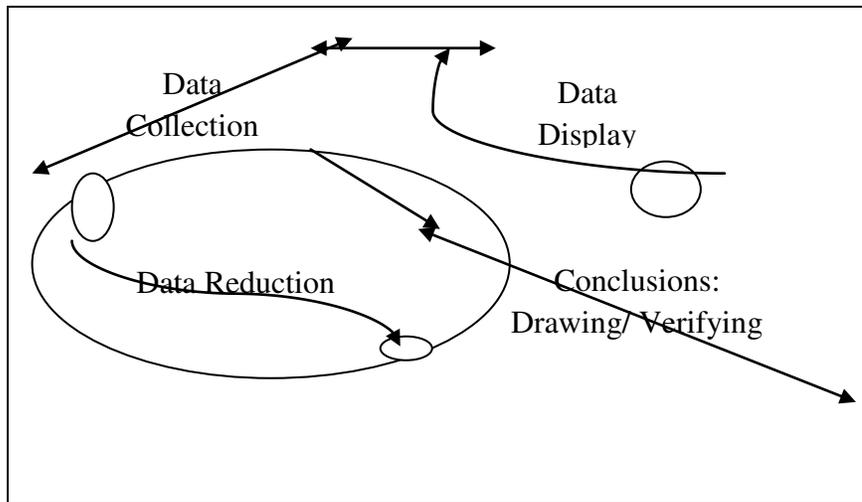
<sup>18</sup> Norman K. Denzim & Yvonna S. Lincoln, Handbook of Qualitative Research.....361

<sup>19</sup> Suharsimi Arikunto, Procedure Suatu Pendekatan Praktek (Jakarta: Rieneke Cipta, 1996).

The data analysis in this research is descriptive qualitative. The purpose of this research is to describe research finding elaborately. After the researcher got the data form observation and interviewee, the next step that must be done by the researcher are analyzing the data and presented in a good form. Moleong stated that:

“data analysis is the process of systematically searching and arranging the interview transcript, filed notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what your own understanding of them and to present what you have discovered to others.”<sup>20</sup>

The stages of the qualitative data analysis consist of three stages. They are data reduction, data display and conclusion/verification.<sup>21</sup>



---

<sup>20</sup> Lexy J Moleong, Methodoly Penelitian kualitatif (Bandung: PT. Remaja Rosdakarya, 2005). 248

<sup>21</sup> Sugiyono, Memahami Penelitian Kualitatif, ( Bandung, Alfabeta, 2005). 91

Each for the stages is presented in the following;

a. Data reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things, the researcher needs to separate the accurate data from inaccurate data. Through the data reduction, the researcher may focus on the data will be analyzed.

b. Data display

Data display is a stage of organizing data into patters of relationship and the data display can make the collected data easier to be understood.

c. Conclusion/Verification

In this stage, the researcher makes conclusion. The conclusion can be in a form description. The conclusion is the answer to the researcher problems that have been formulated.<sup>22</sup>

## **7. Checking the Legality of Findings**

Lexy Moleong stated that: The data validity is the urgent concept that is renewed from the validities and rehabilitees concept".<sup>23</sup> In this research data credibility test doing with:

---

<sup>22</sup> Aristo Hadi Sutopo, Terampil Mengolah Data Kualitatif dengan NVIVO (Jakarta: Kencana Prenada Media Group, 2010). 11-15

- a. The strenuously observation. It's meant that the researcher find the characteristics and elements in this situation that relevant with the chosen issue. The researcher conduct he observation by:
- 1) Observing the use English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo in academic year 2012/2013.
  - 2) Studying it specifically until the researcher finds the data. Application of the researcher in this observation is very important to prove the research.
- b. Triangulation is aimed to make the study of the data investigated become more comprehensive. In addition, triangulation also keep the study from accusation that is finding simply and artifact of single method, single data source or of simply investigator's bias.<sup>24</sup> In this research, the researcher uses the triangulation technique with the data source. It's meant the researcher compares and checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by: (a) the corporation between result of observation and result of interview. (b) The corporation between public and individual opinion. (c) The corporation between the opinion of the public about research situation

---

<sup>23</sup> Lexy J Moleong, *Methodoly Penelitian kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005). 99

<sup>24</sup> Susan Stainback, et al.. *Understanding and Conducting Qualitative Research* (Lowa Kendal Hunt Published Company, 1988). 78

and the opinion of a long time. (d) The corporation between result of interview and related of document. Classification of triangulation: by Danzin Fourt Models such as sources, methods, investigation and theories.<sup>25</sup> And Susan Stainback stated that “ the aim is not determine the truth about social phenomenon, rather the purpose of triangulation is to increase one’s understanding of whatever is being investigated”<sup>26</sup>

## **8. Research Procedure**

In this research, the researcher uses some procedure which must be done. They are preparation, application and reporting.

### **a. Preparation**

Before doing the research activity, the researcher has to prepare the research material. The preparation in this research activities are:

- 1) Making a research proposal
- 2) Getting permission letter from institution
- 3) Getting permission letter and approval from the school that will be researched
- 4) Arranging the research instrument

### **b. Application**

In application step, the researcher is doing activity such as:

---

<sup>25</sup> Lexy J Moleong, Methodoly Penelitian kualitatif (Bandung: PT. Remaja Rosdakarya, 2005).177

<sup>26</sup> Ibid, 178

- 1) Observing and collected data of the implantation multimedia in teaching and learning English
- 2) Analyzing the data
- 3) Making conclusion and suggestion of the data analysis

c. Reporting

In this section, the researcher writes a result of research report in the form of thesis about the reasons of the teacher using English movie in listening class, the use English movie in listening class (preparation, application, evaluation) and the advantages and disadvantages the use of English movie in listening class for the eleventh grade students of MA Darul Huda Mayak Ponorogo.

**G. Organization Of Thesis**

Chapter 1 is Introduction. It consists of: background of the study, focus and limitation of the problems, statement of the problems, objective the study, significance of the study, and organization of the thesis.

Chapter II is Review of Related Literature. This chapter consists of: theoretical background; English movie and Listening

Chapter III is Research Methodology that consist of; the data of the research location and data description involving how is the process of use

English movie in listening class and what are the advantages and disadvantages of using English in listening class.

Chapter IV is Research Result that covers of data analysis process of using English movie for listening class and the analysis of the advantage and disadvantages the use of English movie in listening class

Chapter V is Conclusion. It includes the conclusion and recommendation of this research.

## CHAPTER II

### LISTENING AND MOVIE

#### A. Teaching Language

##### 1. Definition of Teaching

Great teaching is an art. In other arts painting, sculpture, the writing of the novels, great masters leverage proficiency with basic tools to transform the rawest of material (stone, paper, ink) in the most valued asset in society. This alchemy is all the more astounding because the tools often appear unremarkable to others.<sup>27</sup>

Teaching in the Foundation Stage is based upon the premise that positive, respectful relationships between children and adults are essential for children's well being now and success in the future. In order to take on new challenges children need to be secure and to experience close and warm relationships with adults. The aim of teaching is to extend each child's learning by identifying their current level of understanding and planning activities, experiences and explorations that will take them on to the next stage of understanding.<sup>28</sup>

---

<sup>27</sup> Lemov, Doug, *Teach Like A Champion*, (San Fransisco, Jossey-Bass 1967) 1

<sup>28</sup> Pascal Chris *Definitions Of Teaching And School Readiness* 2011, 1

Teaching is very important in educational system. Its play important role in which an interaction between a teacher and students occur. They are many definition of teaching defined from many different points of view.

Teaching is guiding and facilities learning, enabling the learner to learn, and setting the condition for learning. In another hand, it can defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>29</sup>

From some definition above, it can be said that teaching is process to help someone getting knowledge and learning to do something. It cannot be separated from educative activities and must be viewed as a process of systemizing, conditions, task material and opportunities in order to help students and construct knowledge.

## **2. Listening Comprehension**

### **a. Definition of Listening**

Hearing is deferent from listening. Hearing refers to the actual perception and processing of sound. Historically, learning a foreign language meant learning to read and write. Listening was virtually ignored. It featured action and oral presentation of new language in which the teacher would make a series of statement, and would carry

---

<sup>29</sup> Douglas Brown, Principle Of Language Learning And Teaching ( Newyork;Longman,2000)7

out the action so that students could map what they saw on to what they heard.

Listening is a skill that should be taught since eighty percent of what you know is learned by listening<sup>30</sup>. Listening skill is receiving, analyzing and interpreting oral signal that comes to someone are creating messages of the speaker<sup>31</sup>.

Listening is an active, purposeful process of making sense of what we hear. Listening is often compared to reading, the other receptive skill. While the two to share some similarities, two major differences should be noted from the start. Firstly listening usually happens in real time. That is people listen and have to comprehend what they hear immediately. Secondly although listening is receptive, it very often happens in the midst of a conversation something which requires productive, spoken response.<sup>32</sup>

Listening is an active activity that involves receiving, deciphering, and perceiving a message with intent to respond. Listening skill demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must

---

<sup>30</sup> Effective Listening and Note taking, Student Support Center North Shore Community College, 2

<sup>31</sup> Douglas Brown, Principle Of Language Learning And Teaching (New York; Longman, 2000) 16

<sup>32</sup> Nunan, David. Practical English Language Teaching, 2003, 24

actively contribute knowledge from both linguistic and non-linguistic sources. Listening is an active process in which the receiver assumes a responsibility. The psychological process of listening begins with some own awareness or and attention to sounds or speech pattern, proceeds through identification and recognition of specific auditory signal and ends in comprehension.<sup>33</sup>

From the definition above, it can be said that listening is the active activity including receiving, deciphering, analyzing and perceiving the message to respond.

**b. Listening Purpose**

There are various kinds of listening. The first, in listening refer to conversation of a personal kind in which listening is reciprocal or participatory. Another kind of participatory listening is small-talk at a formal gathering where the purpose is to enjoy the gossip and to contribute the occasional amusing comment or anecdote. Sometimes the main purpose or participatory listening is to get information needed to something specific, such as getting directions from a passer-by or asking a clerk how to complete the detail needed on a booking form. Brown and Yule used term ‘instructional’ to describe the purpose of communication and ‘transactional’ to describe the purpose

---

<sup>33</sup> Heinic, Robert, *Instructional Media and The News Technologies Of Instruction*, (McMillan Publishing Company, 1982).121

of exchanging information. Listening to small-talk at a party exemplifies the first, and listening to follow direction the second. However, it would be mistaken to assume that all listening can be neatly divided into these two categories. A conversation in a village store between a customer and shopkeeper who are members of the same community and old acquaintances could move between one purpose and the other<sup>34</sup>.

**c. Process of Listening**

1. Bottom-up processes in listening

In the bottom-up part of the listening process, using knowledge of language and ability to process acoustics signals to make sense of the sounds that speech present to listeners. In other words, using information in the speech itself to try completed the meaning. The segment speech into identifiable sounds and impose a structure on these in terms of words, phrase, clauses, sentences, and intonation patterns. At the same time, whatever clues are available to infer meaning from the developing speech. These clues are of several kinds:

---

<sup>34</sup> Tricia, Hedge, Teaching And Learning In The Language Classroom(Oxford; University Press, 2003),235

- a) In the English language, the placement of stress on the meaningful words, the use of pauses which the edge of sense groups and relationship of stressed to unstressed syllables, plus increased tempo, clipped enunciation, frowning, all provide listeners with information as to the meaning, function, and implicit emotion of a message.
- b) Employee lexical knowledge to assign meaning to words and use logical reasoning to infer relationship between them.
- c) The hurricane example also shows how to using knowledge of syntactic structure to infer meaning.

As the listener infers meaning from what is heard, using these strategies, this will determine expectation about what might come next.

## 2. Top-down processes in listening

Top-down comprehension strategies involve knowledge that a listener brings to text, sometime called inside the head information, as opposed to the information that is available within the text self.

Top-down listening, then infers meaning from contextual clues and from making links between the spoken message and various types of prior knowledge which listener hold inside their heads. Contextual clues the meaning come from knowledge of the particular situation, the speakers or speakers, the setting, the topic,

and the purpose of the spoken text, and from knowledge of what has been said earlier.

**d. Listening Assessment**

Assessment is the measurement of the ability of a person will be done by test, interview, questioner, or observation. It plays important in learning processes for teacher to know how the students ability in the study.

Assessment is a popular and sometimes misunderstood term in current educational practice. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whatever a student responds to a question, offers a comment or tries out new word or structure, the teacher subconsciously makes an assessment of the student's performance.<sup>35</sup>

Peter gives some basically three purpose behind assessment are:

- 1) The first is to assess student's current status and progress in order to determine what needs to be done in the future, and is commonly referred to as formative assessment. This should happen during every lesson, as the teacher listens to the student and reads their language efforts.

---

<sup>35</sup> H Douglas Brown, Language Assessment Principle And Classroom Practice ( United States Of America, 2003)4

- 2) The second purpose is to measure how much students have achieved up to certain point in time, known as a summative assessment. This will often take place at the end of school term or year, and may not be prepared by the class teacher.
- 3) The final purpose is to obtain an external qualification.

Peter said that in the listening assessment students must be able to:

- 1) Demonstrate understanding of specific details, information and semiformal announcements.
- 2) Demonstrate general comprehension of the speakers' intentions where appropriate
- 3) Identify the important points or themes of the materials they hear, including attitude.
- 4) Show awareness of major variations in register
- 5) Take notes from materials they have heard.

### **3. Teaching Media**

Teaching media is to increase students' learning processes in teaching which in turn is expected to increase study results achieved. Several reasons why teaching media to increase student learning processes, according to Kasihani "*media merupakan alat bantu yang diperlukan untuk pembelajaran bahasa Inggris terutama untuk anak-anak, media dapat dimanfaatkan antara lain*" are identified as follows:

- a. Membantu menyederhanakan proses pembelajaran bahasa dan menyempurnakannya
- b. Mengurangi penggunaan bahasa ibu atau bahasa pertama
- c. Membangkitkan motivasi atau minat belajar siswa
- d. Menjelaskan konsep baru agar siswa dapat memahami tanpa kesulitan dan salah pengertian
- e. Menyamakan persepsi apalagi kalau konsep baru tersebut mempunyai arti lebih dari satu
- f. Meningkatkan kualitas pembelajaran bahasa inggris
- g. Membuat proses belajar lebih menarik dan intraktif.<sup>36</sup>

In the process, Hamalik (1986) states “bahwa penggunaan media pembelajaran akan sangat membantu keaktifan proses pembelajaran dan penyampaian pesan dan isi pesan pada sata itu. Selain itu media pembelajran juga dapat meningkatkan pemahaman, menyajikan data dengan menarik dan terpercaya serta memadatkan informasi.”<sup>37</sup>

Moreover, it also in accordance with Asnawir idea. Who argues “dengan menggunakan media seolah-olah penagjaran yang dibrikan dapat mempunyai nilai lebih di banding hanya berceramah melulu.”<sup>38</sup>

---

<sup>36</sup> Kasihani, English For Young Learners (Jakarta, Pt Bumi Aksara, 2007)101

<sup>37</sup> Azhar Arsyad, Media Pembelajaran, 15.

<sup>38</sup> Asnawir And M Basyrudin, Media Pebelajaran (Jakarta Selatan; Pt Intermasa.2002), 125

In conclusion, the use of teaching media is very dependent on the purpose of teaching, teaching materials; ease in get the needed media and the ability of teachers to use in the teaching process.

#### 4. Media

##### a. The Definition Of Media

Basically, teaching is a transmission process of knowledge, skills, and attitude to the students. In the process, it is necessary to provide the students with the concrete teaching situation. According to Syaiful and Aswan “media adalah alat bantu apa saja yang dapat dijadikan sebagai penyalur pesan guna *mencapai tujuan pengajaran*”.<sup>39</sup> Thus, it necessary to present instructional materials as aids to effective communication, in turn to effective teaching situations. These materials are called media in the forms of objects and images used to promote meaningful communication in the teaching process. According to Romiszowki (1981:39) in Kasihani ”any extension of man which allows him to effect other people who are not in face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone.”<sup>40</sup>

---

<sup>39</sup> Syaiful And Aswan, Strategi Belajar Mengajar, (Jakarta, Pt Rieneke Cipta 2002) 137

<sup>40</sup> Kasihani, English For Young Learners (Jakarta, Pt Bumi Aksara, 2007)100

Based on the statements above, it can be stated that the media is anything that may be used to transform messages and information from the sender to the receiver. By using the media, the transmission process is expected to be more easily. In the teaching process, the media is used to stimulate the students' feelings, thoughts, and attention. The media is also used to bridge the subject matter and the students.

#### **b. The Kinds of Media**

The media has various kinds of forms and size. Some teachers may be able to buy them, more likely, they will need to make them, making them will give the teachers opportunity to use local available materials and provide exactly the kinds of media that will benefit the students.

Learning media can be classified into several classifications based on their purpose: based on the characteristic, the media can be divided into three.

- 1) Additive media ( media that is voice can be hear only) for example radio and voice recording
- 2) Visual media (media only viewable only) for example photos, drawings
- 3) Audiovisual media (media containing sound and images) for example video

To classify media, some statements can be presented in the following table:

Table 1.1 Kinds of media

| No |                                    | Kinds of media   |
|----|------------------------------------|--|
| 1. | Sadiman (2002:28-75)               | a. Printed media<br>b. Audio media<br>c. Visual media<br>d. Audio-visual media |
| 2. | Ibrahim and Syaodih (2003:115-119) | a. Printed media<br>b. Electronic media<br>c. Real object                      |
| 3. | Syaiful and Aswan                  | a. Media auditif<br>b. Media visual<br>c. Media audio visual                   |

From the list can be known that movie media included in audio visual media because it used sense of sight to receive the message of media. The following is a further discussion about audio visual media.

### c. Criteria of Choosing Media

Media is one of the tools to improve teaching and learning process. There are many kinds of media and each media has different characteristics. Choosing a media format can be very complex, there are many aspects to be considered by the teacher before choosing a media to use in teaching and learning process, they are:<sup>41</sup>

1. Media yang dipilih hendaknya selaras dan menunjang tujuan pembelajaran yang telah ditetapkan.
2. Aspek materi menjadi pertimbangan yang dianggap penting dalam memilih media.
3. Kondisi audien (siswa) dari segi subjek belajar menjadi perhatian yang serius bagi guru dalam memilih media yang sesuai dengan kondisi anak.
4. Ketersediaan media disekolah atau memungkinkan bagi guru mendesain sendiri media yang digunakan merupakan hal yang perlu menjadi pertimbangan seorang guru.
5. Media yang dipilih seharusnya dapat menjelaskan apa yang akan disampaikan pada siswa secara tepat dan berhasil guna, dengan kata lain tujuan yang ditetapkan dapat dicapai secara optimal.
6. Biaya yang akan dikeluarkan dalam pemanfaatan media harus seimbang dengan hasil yang akan dicapai.

---

<sup>41</sup> Asnawir And M. Basyirudin Usman, Media Pembelajaran ( Jakarta: Ciputat Prees, 2002),

According to statement above, teacher should find the appropriate media by considering many aspects such as: learning material, learning object, condition of students and school, estimation of cost to create media and etc. in order to the result of the study is proportional with the released cost and finance.

#### **d. Audiovisual Media**

Media that has been known today is not only composed of a single type, but it's been a lot. Classification can be seen from the type, the cover, and of the materials and how to make it.

According to Drs. Syaiful Bahri Djamarah identifies this of kind's media a still project medium. He states that "media audiovisual adalah media yang mempunyai unsur suara dan unsur gambar. Jenis media ini mempunyai kemampuan yang lebih baik."<sup>42</sup>

This media is divided they are:

1. Silence audio-visual that is display media such as sound and still image slide, movie sound and print bundle voice.
2. Motion audio-visual that is media featuring sound and moving images such as voice and video cassette films.

---

<sup>42</sup> Heinic, Robert, *Instructional Media and The News Technologies Of Instruction*, (McMillan Publishing Company, 1982).,188

## e. **Movie**

### 1. Definition of movie

Film refers to the celluloid material on the series of still images are chemically imprinted. This series of transparent images, when projected at twenty-four images (or frame) per second, is perceived by humans as a moving image. As with video, the illusion of motion is caused by persistence of vision.

In order to avoid the appearance of an incomprehensible blur on the screen, the film projector has a shutter that shut out the light while the mechanism is actually moving film from one frame to the next. Ironically, don't see the actual movement of the film, but our brain creates an illusion of movement from series of still images projected on the screen.<sup>43</sup>

According to Azhar understanding movies is “*gambar gambar dalam frame dimana frame demi frame diproyeksikan melalui lensa proyektor secara mekanis sehingga pada layar terlihat gambar itu hidup. Film bergerak dengan cepat dan bergantian sehingga memberikan visual yang kontinu.*”<sup>44</sup>

---

<sup>43</sup> Heinic, Robert, *Instructional Media and The News Technologies Of Instruction*, (McMillan Publishing Company, 1982).,188

<sup>44</sup> Azhar Arsyad, *Media Pembelajaran*,

Based on the definition of movie can conclude that movie is a photographic record of history, science, and human behaviour that projected through the projector lens and shown in the cinema or television.

## 2. Movie Format

Motion picture film comes in various widths and image sizes. For film shown in theaters 35 mm film is most commonly used. For instructional films and others types of film made to be shown in schools, 16 mm film is the most common format.

The common motion media formats for school productions and for home movies was 8 mm film. Super-8 was the preferred formats because it has a larger picture area than the original 8 mm film. However, the lower cost and greater convenience of the inch and 8 mm video tape formats have made 8 mm film obsolete. Many people with 8 mm films of personal value have had the images transferred to videotape.<sup>45</sup>

## 3. Movie Genres

In addition to understand the ratings system, it is also a good idea to recognize the various movie genres that are most dominant. While the categories below are not mutually exclusive since there are many movies

---

<sup>45</sup> Ibid 192

overlap with various genres, they will give insight into which genres might be more appropriate for creating learning activities for youth.

As a general rule of thumb, should assess movies for their “teachable” content versus pure entertainment content. When entertainment outweighs the educational components, it can most likely be eliminated from the list. Of the genres previously listed, movies with positive themes will likely emerge from the following categories:<sup>46</sup>

- a. Action (Disaster): Stories whose central struggle plays out mainly through a clash of physical forces.
- b. Adventure: Stories whose central struggle plays out mainly through encounters with new “worlds.”
- c. Comedy: Stories whose central struggle causes hilarious results.
- d. Coming-of-Age Drama: whose central struggle is about the hero finding his or her place in the world.
- e. Crime: Stories whose central struggle is about catching a criminal.
- f. Detective Story/Courtroom Drama: Stories whose central struggle is to find out what really happened to expose the truth.
- g. Epic/Myth: Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.

---

<sup>46</sup> Teaching with Movies: A Guide for Parents and Educators Developed by The F.I.L.M. Project.

- h. Fantasy: Stories that are animated, or whose central struggle plays out in two worlds — the “real” world and an imaginary world.
- i. Gangster: Stories whose central struggle is between a criminal and society.
- j. Horror: Stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).
- k. Love (Romance): Stories whose central struggle is between two people who each want to win or keep the love of the other.
- l. Science Fiction: Stories whose central struggle is generated from the technology and tools of a scientifically imaginable world.
- m. Social Drama: Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.
- n. Thriller: Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.

## **5. The Advantages and Disadvantages of Using Movie**

Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time. Media offers both cognitive and affective

experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content.<sup>47</sup>

Beside all of the above discussion of using movie, there are some expert discussed about the advantages and disadvantages of using movie.

a. The advantages movies are:

- 1) Films are comfortable familiar medium to contemporize students interest in the theories concept under discussion.
- 2) Films available on video tape and DVD have high production quality
- 3) Films also are an economical substitute for field trips and after world visit while most films are fiction they can offer powerful experience the students are unlikely to have in classroom students can hear their skill by analyzing scenes using the theories and concept they are studying.
- 4) Films offer both cognitive and effective experience, they can prove good discussion, assessment of one's values and assessment of self it the scenes have strong emotional contents.<sup>48</sup>

Other advantages are

- 1) Films built the attitudes emotions and problems

---

<sup>47</sup> <http://serc.carleton.edu/sp/library/media/why.html> 7.43 tanggal 5 Maret 2015.

<sup>48</sup> Champoux Joseph, "Films As A Teaching Resource "Journal Of Management Inquiry , Vol 8 No 2. (June 1999) 206-207

2) Message receiver will more clearly with the film because both of seeing and hearing able to combined<sup>49</sup>

Generally film used in aim of entertainment, documentation, and education, which help the students to be easier in learning process.

b. The Disadvantages using movie

There are many demerits of using videos in the classroom environment and these disadvantages are related to the wrong employment of using videos in the classroom. The distraction of the learning process that result from excessive use of low quality videos is one of the side effects of the videos in the classroom. Moreover, the technical problems which associated with the random organization of the video content are considered one of the disadvantages of applying the use of videos in the classroom.

disadvantage of the use videos inside classrooms is that the job of the teacher will be reduced. As we know, students need their teacher with them to understand such information. However, when teacher use videos most the time, the students may need to understand something they don't understand in the video and then the video will continue and the students have a misunderstanding of that thing

---

<sup>49</sup>Rohani Ahmad, Media Instructional Eductif ( Jakarta, Pt Rieneke Cipta 1997) 98

In addition to these entire disadvantages, the use of video inside classrooms will dwindle the traditional teaching. That is right the use of technology inside classroom is better than traditional teaching. However, sometime we need traditional teaching more than teaching with technological materials. And here there will be a lack of the use of traditional teaching. That means the explanation of the teacher will only depend on the video and not on his/her experience.<sup>50</sup>

However, movie language is an ordinary language which spoken on daily life, the rich-content of which contain phrases and idioms, and the fast speed, all of these would make some difficulties for students to understand even to teachers. The form of movies are all-inclusive, that means to comprehend the whole content of the movie is not very easy without enough knowledge about western countries' cultures, religius, policies atc. All above made more challenges for students and teachers to overcome the difficulties.

## **B. Previous Research Finding**

The previous study as advanced of study. This research was supported by the use of English movie in listening class. The researcher wants to know the use of

---

<sup>50</sup> <http://tech-group7.blogspot.com/2011/01/disadvantages-of-using-videos-inside.html>  
tanggal 5 Maret 2015

English movie in listening class. There are previous related studies, which related to the writer's present study, as follow:

An experimental study conducted by Happy Kholifatul Amalia tried to examine the impact of the implementation of multimedia by video in teaching integrated material of English at SMKN 1 Jenanaggan Ponorogo in academic year 2012/2013. This research uses the qualitative research. The implementations of multimedia in teaching English consist of three steps are preparation, application and evaluation.

The second research is from Izma Zahara Zubaidah, the student of English department students of STAIN Ponorogo, conducted the research by title "the use of visual media by photos in teaching English to the eleventh grade students of SMK Negeri 1 Ponorogo in academic year 2010/2011.

Students' habit in watching English movie and their vocabulary mastery for the eleventh grade students of SMAN 1 Dagangan Madiun Lili Ifa Nurrosyidah use quantities approach which use correlation. There any correlation between students habit in watching English movie and students mastery vocabulary the eleventh grade students of SMAN 1 Dagangan Madiun in academic year 2013/2014.

Furthermore, Mufrida Tsamrotul Fitri examined teaching listening (descriptive qualitative research at SMPN 2 Kecamatan Kuman Ponorogo. This research used qualitative research. The data was collected by naturally observation of the

strategy teaching listening. So that, the researcher describe teaching listening consist of objective, material, strategy, media and evaluation.

Moreover, Widya Dwi Astuti examined teaching listening comprehension using song dictation qualitative research in MA Al-Mawaddah Ponorogo. This research used qualitative research. The data was collected by naturally observation of implementation song dictation in teaching listening, interview then data analyzed. The researcher only gave advantages from listening comprehension using song dictation and not gave the disadvantages. The strength was given the implementation teaching listening skill as well as possible in order students are able to understand and comprehend the text using song dictation in teaching listening.

Based on research findings above, it can be concluded that the use of English movie in listening class was made the students interest, enjoy and understandable in learning English. So that, the researcher will describe the use English movie in listening consist of preparation and application. The researcher gave advantages and disadvantages from the use English movie in listening class. The advantages was conducted the movie media could improve another English skill like grammar, pronunciation and mastering vocabularies, gave ideas as material to practice listening, to develop short-term memory ,to built students motivation to study. The disadvantages were concluded the teacher needed more attentions and high motivation to guide the students to focus on movie.



## BIBLIOGRAFI

- Amri Irfa . Interview, MA Darul Huda, Ponorogo, April 9<sup>th</sup>,2013
- Alexander Ferodov. Media Education And Media Literary: Experts Opinion, UNESCO 2003
- Arikunto, Suharsini. Prosedur Penelitian, Suatu Pendekatan Praktik. Jakarta: Rineka Cipta, 2002.
- Arsyad, Azhar. Media Pembelajaran. Jakarta: PT. Grafindo Persada, 2006.  
Aswan,Syaiful. Strategi Belajar Mengajar. Jakarta: Pt Rieneke Cipta, 2002.
- Andrew Goodwyn & Jane Branson, Teaching English: A Handbook For Primary And Secondary School Teachers, London and New York: RoutlidgeFalmer, 2005
- Brown ,Douglas.Principle Of Language Learning And Teaching. Newyork: Longman,2000.
- Brown, H Doghlas. Language Assessment Principle And Classroom Practice. United States of America, 2003.
- Champoux Joseph, “Films As A Teaching Resource “Journal Of Management Inquiry, Vol 8 No 2. June 1999
- Chris, Pascal. Definitions of Teaching And School Readiness, 2011.
- David, Nunan. Practical English Language Taeaching,2003.
- Dough, Lemov.Teach Like A Champion. San Fransisco: Jossey-Bass ,1967.
- DR. H. Muh. Mu’inuddinillah Bashri, MA Alquran Dan Terjemah Riels Grafika Dan Indiva Klaten
- Effective Listening and Notetaking, Student Support Center North Shore Community College.
- Ellie Chambers and Marshall George, Teaching And Learning English Literature,London: SAGE Publication ltd, 2006
- Gower, Roger. Teaching Practice Handbook. Thailand: McMillan Publisher ,1995

- Hadi Sutopo Aristo, Terampil Mengolah Data Kualitatif dengan NVIVO (akarta: Kencana Prenada Media Group
- Hedge, Tricia. Teaching And Learning In The Language Classroom. Oxford: University Press, 2003.
- Horby, A.S. Oxford. *Learner's Pocket Dictionary*. New York: Oxford University, press, 2000.
- Huczynski Anderzej, Buchanan David. Journal of Organizational Behavior Education Neilson Journal publishing, 2006
- Kahleen M. Bailey. Practical English Language Teaching Speaking, America, The McGraw-Hill Companies, 2005
- Kasihani. English For Young Learners. Jakarta: Pt Bumi Aksara, 2007.
- Lucantoni, Peter. Teaching and Assessing Skill in English as a Second Language. Cambridge: university press,
- M Basyrudin, Asnawir. Media Pembelajaran. Jakarta Selatan: Pt Intermedia, 2002.
- Maleong, Lexy. Methodology Penelitian Kualitatif. Bandung: Remaja Rosdakarya, 2002
- Margono, Metodology Penelitian ( Jakarta: PT. Rieneke Cipta, 1997
- Robert, Heinic. Instructional Media and The News Technologies Of Instruction. McMillan Publishing Company, 1982.
- Rohani Ahmad, Media Instructional Eductif , Jakarta, Pt Rieneke Cipta 1997
- Roger, Gower, Teaching Practice Handbook, Thailand: McMillan Publisher ,1995
- Sabri, Ahmad. Strategi Belajar Mengajar dan Micro Teaching. Pt Ciputat Press, 2005
- Sarwono, Jonathan. Metode Penelitian Kuantitaif dan Kualitatif. Yogyakarta: Graha Ilmu, 2006
- Sugiyono, Memahami Penelitian Kualitatif, Bandung, Alfabeta, 2005
- Susan Stainback, et all.. Understanding and Conducting Qualitative Research, Lowa Kendal Hunt Published Company, 1988

Syamsuddin AR. M.S dan Vismaia S. Damaianti. Metodology Penelitian Pendidikan  
Bahasa Bandung: PT. Remaja Rosdakarya, 2006

Teaching with Movies: A Guide for Parents and Educators Developed by The  
F.I.L.M. Project.

<http://tech-group7.blogspot.com/2011/01/disadvantages-of-using-videos-inside.html>

<http://serc.carleton.edu/sp/library/media/why.html> 7.43