

**IMPROVING STUDENTS' LISTENING SKILL USING FILMS AT THE
ELEVENTH GRADE OF SMA NEGERI 1 BRINGIN ; CLASSROOM
ACTION RESEARCH**



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Abstract

The general objective of this research is to improve students' listening skill. While, the specific objectives of this research are, to describe the implementation of listening skill using films, and to identify the improvements of the students' listening ability at SMA 1 Bringin. In achieving the objectives of the research, the researcher uses classroom action research (CAR). Each cycle of the action consists of four steps: planning, acting, observing, and reflecting. The research was held on SMA 1 Bringin Semarang. The subject of this study is (11th class of IPA) students of SMA 1 Bringin hat consists of 29 students. The researcher analyzes the data by using interactive analysis and descriptive comparison, the data are observation, documentation, and tests in analyzing the data.

There are two cycles in this action research in which each cycle is conducted in two meetings. After analyzing the data, the writer describes the result of the research in which in pre - test of 29 students only 11 students scored 65 and 18 students scored below 65 with the average grade 42.36. This means mastery 58.82% of students completed the success criteria. Cycle 1 the students who completed is 64.7% and 35.3% did not complete a repair after the implementation of the learning cycle I. Formative test results the second cycle, the level of completeness reaches 100%. The students also show positive responses. They look enthusiastic, energetic, braver, and more confident to listen. Thus, it can be said that the teaching listening to the Eleventh Grade students of SMA 1 Bringin is successfull.

Keyword: listening, classroom action research, films

A. Introduction

In the process of teaching and learning English, students' ability in mastering the four language skills becomes an important goal. These skills involve receptive skills; listening skill (understanding the spoken language), reading skill (understanding written language) and productive skills; speaking skill (producing spoken language) and writing skill (producing written language). Unfortunately, most of Indonesia education institutions in which English is one of first foreign languages have much concerned with the teaching of written language rather than spoken language. In fact, mastering spoken language is very important in communication. In order to master the spoken language, we must be able to speak and listen to spoken language.

In language classroom, listening tends to be neglected; many language educators assume that listening is automatically acquired while the learners learn to speak a language. Rost (1994:1) states that unlike speaking, however, through which we can record a child's first words and even measure the fluency of a person's contribution to a conversation, listening is less directly observed and less noticeable in both its development and its everyday use. However, students need to learn how to listen to improve their listening ability.

Listening is very important in language learning since students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provides the aural input that serves as the basis for

language acquisition and enables learners to interact in spoken language. Rost (1994: 148) states that teaching listening is an important part of second language teaching. Most teaching methodologies emphasize the role of listening in language learning. Listening is not a simple process. In order to understand the content of spoken language, students require some of listening skills.

Nunan (1998:6) states that in relation to listening, learners need skills in segmenting the stream of speech into meaningful words and phrases: the ability to recognise words, phrases and words classes: ways of relating incoming message to one's own background knowledge, and identifying the rhetorical and functional intent of an utterance or parts of an aural text: skills in interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone: the ability to extract the gist/or essential information from longer aural texts without necessarily understanding every word

Rost (1994:136-137) states that understanding how listening ability develops requires a comprehensive view of what it means to improve. Listening involves psychological skills, such as recognizing between sounds, parsing speech into constituent parts and processing the discourse in term of cohesion, logic and relevant underlying schemas. Rost (1994:148) also maintains that listening can be taught as component skills. Specific learning activities can be designed which target specific skills. Furthermore, students' listening ability can be improved by developing their listening skill.

Teaching listening of foreign language is the most difficult one. Foreign language students do not have native speakers' competence in using their background knowledge and for recognizing words or grammatical characteristic of spoken language easily. Listening is also more difficult than reading, a reader can cast an eye back over misunderstood phrase, but the listener gets no second time. English is a compulsory subject in Indonesia, which must be taught starting from Junior High School level until University level involving the teaching of listening. The problems which are faced by students in learning listening may be caused by many factors, such as teacher, students, teaching technique and teaching material.

A. Research Method

The type of research used in this thesis is a Class Action Research (CAR). The explanation is as follows: A *classroom action research (CAR)*, is research activity carried out in the classroom (Arikunto, 2008: 12). Supardi (2008: 22) views CAR as a form of reflective research conducted by educators themselves to the curriculum, school development, improving academic achievement, development of teaching skills, and so on.

The Subjects of research were students of class XI IPA 1 SMA N 1 Bringin, including 20 females and 9 males students and the teacher. The object of research was teaching listening to the 2nd year students of SMA 1 bringin using films classroom action research. This objectives including some important points, they are teaching objectives, materials techniques, media, and evaluation.

The data in this research are all the information or facts that will be analyzed which are the form of data itself is the calculation of scores from the tsets and information in words deriving from the observation, field note and tests. While the data sources are taken from three sources: Events, Event is the teaching and learning process of english listening through using films as a technique conducted by the researcher. Documents, Documents is writing material and other enriching the data of teaching listening using films as classroom action research planning documents, tests results, etc. Human, Human is all the participants which support the process of the action research.

In this research, the information is taken from headmaster, the teachers, the students and all the staff of SMA 1 Bringin that have correlation with the research.

B. Research Findings and Discussion

In this chapter, the researcher presents the study and discussion. The result discusses Teaching Listening to the 2nd Year Students SMAN 1 Bringin Using Films : classroom action research, the implementation, and the students responses toward teaching listening using films.

1. Findings

In this research, the researcher found some problems related to improve the students' listening ability. The most crucial problem was related to the student's listening ability that still low and the students got difficulties to identify meaning of the vocab and the sound of listening text.

a. Pre cycle

Here, for the first time, the researcher conducted pre test in order to measure the student's listening ability first. The result score of the test was used as a basic reference to plan the next cycle. The test was held on Thursdays 7 2013. The results of formative tests of 29 students only 11 students who scored 65 and 18 students scored below 65 with the average grade 42.36.

b. Cycle one

Improved learning in the first cycle, the average values obtained with the 65.58 level reached 64.7% completeness. Completeness results before improvement is 58.8% improvement was an increase in the first cycle is 5.9%. However, this increase has not been maximized because there are students who received lower scores from KKM. This suggests that the improvement of learning in the first cycle has not been successful, so there should be a second cycle of learning improvement that results are more satisfactory.

c. Cycle 2

The average grade increase has reached 81,76% from the 100% expected (mastery level). The increase in the average grade of 65.58 from the first cycle and the improvement of an average of 42.35 is revealed before repair. This is because teachers have used less props to the maximum and using less precise methods. Post test on cycle II repair cycle average values obtained with the 81.76 class reach 100% mastery level. The increase in the average grade of 65.58 from the first cycle and the improvement of an average of 42.35 before repair.

2. Discussion

The implementation of teaching listening using fimsin cycle one proves that most of the students have been active in learning. There are some students who are lack of motivation. Then in cycle 2 All of students have been actively involved in learning. Finally From the initial conditions to the final conditions, there was an increase in student creativity in the learning process of English listening.

There are some problems faced by the student of SMA 1 Bringin in listening. First, the students had limited understanding about English listening. Second, the limited facilities to support the teaching learning process. Third, many students of SMA 1 Bringin does not like English movie.

After the problems was analyzed, the researcher decided to adopt the learning using films and discussion method to overcome the problems in the research. It was effective to avoid the students' boredom and suitable to apply the teaching learning process because the films is having aractive method help the students understand the English listening skill.

C. Conclusion

The process of the implementation of the research in each cycle has some changes to get the significant improvement of the result. Before cycle, in teaching listening, the teacher only uses a traditional method without combining it with medias. While, in the cycle one, the process of teaching listening, is good enough to be implemented because it begins with an attractive method and using medias (films) that motivate students to learn. Finally in the last cycle, the process of teaching listening is succesfull to be implemented because it can overcome all the weakness faced in cycle 1. The implementation are still similar with the cycle one but there are some improvements to solve the previous problems like giving more various teaching media, exercise, and building more cooperative environment among the students. The procedures of both

cycles themselves are mostly similar, both use five steps, namely listening practice, choral imitation, correction, and exercise, but to get the improvements result, in cycle 2, the researcher adds isolation, and elicitation after individual imitation which then ended by correction and exercise.

The improvements of students listening ability could be seen from the significant improvement of the students scores. The results of pre tests of 29 students shows that only 11 students who scored 65 and 18 students scored below 65 with the average grade 42.36. This means there are 58.82% of students who completed the success criteria. An increase means students who completed a 64.7% and 35.3% did not complete a repair after the implementation of the learning cycle I. Formative test results the second cycle, the level of completeness reaches 100%.

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