STUDENTS’ PERCEPTION TO THE USE OF ENGLISH MOVIE IN TEACHING LISTENING AT THE TENTH GRADE OF SMA AL ISLAM 1 SURAKARTA 2019/2020 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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Surakarta, 15th August 2020
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Abstract

Videos are one of entertaining products that can used as an aid in English Language Teaching (ELT). This study concerned in student’s toward the use of videos in vocabulary teaching and learning in the language classroom. In conducting this research, questionnaire and observation were used the data collect data in tenth grade of SMA Al Islam 1 . This study concerned more about how the teacher used videos as an aid in ELT and the student’s perceptions toward that matter. This research used a mixed of quantitative and qualitative analyses to analyze the data. The findings show that most of the students stated that by using video they felt more interesting in learning the subject and they didn’t get bored during the lesson and watching videos or movies can help them to increase their vocabulary. They were the affective aspects of using video in teaching and learning, the relationship between watching videos or movies and development other English skill, and the connection between watching video or movies and vocabulary growth. The result of this study could give alternative strategy to the teacher to teach vocabulary by using video in the classroom due the positive perceptions of the students.

Keywords: students’ perception, English movie, teaching listening

1. INTRODUCTION

There are four language skills in English, they are listening, speaking, reading and writing. Listening is one of the language skills having an important role in
teaching and learning process. It is important in the language classroom since it can provide contribution for learners. Teaching listening refers to teaching listening comprehension. Listening is an activity of paying attention to and trying to get meaning from something we hear. It involves understanding a speaker’s accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to students.

Listening comprehension is an important part of language learning. Learners want to understand native speakers and a lot of multimedia like DVDs and the Internet. Listening is a significant skill to develop in second language learning (Rost, 2001; Vandergrift, 2007; Kurita, 2012). According to Rost (2001) and Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning.

In SMA Al Islam 1 Surakarta, listening was considered as the difficult skill in the teaching and learning practice. In fact, students were unable to comprehend natural spoken English. Most of the students thought that a spoken passage was difficult to understand because speakers speak too fast. To deal with this problem, the English teacher at the school has creativity in teaching listening to the students and improve their listening skill. The English teacher at the school, particularly the English teacher at the tenth grade also applied many media in teaching. One of the media that used by the English teacher is movie media.

Based on the problems of the research, then the researcher proposes the research problems, that are; How is the process of teaching and learning listening using English movie by the English teacher at the tenth grade students of SMA Al Islam 1 Surakarta?, How is the students’ perception to the use of English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta?, and What are the advantages of using English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta?.

Based on the problem statements, the research objectives can be arranged as follow: the researcher want to describe the process of teaching and learning
listening using English movie by the English teacher at the tenth grade students of SMA Al Islam 1 Surakarta, then to describe the students’ perception to the use of English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta, and to find out the advantages of using English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta.

2. METHOD
In this research, the researcher applied descriptive method that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented since the data analysis is presented descriptively. This research is intended to describe (1) the process of teaching learning using English movie by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta, (2) the students’ perception to the use of English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta, and (3) the advantages of using English movie in teaching listening at the tenth grade of SMA Al Islam 1 Surakarta.

Techniques in collecting the data are qualitative method. In qualitative method, the researcher used observational and non-observational techniques. Observational techniques consist of observation while non-observational techniques consist of interviews and document analysis. The results of the observation and interview are in the form of field notes. The result of qualitative data is analyzed in three stages namely the data reduction, data presentation/data display, and conclusion drawing. The data in this research are analyzed by using a descriptive study. It is based on the fact that researcher has made limitation of the research before conducting the research. This research is limited on the use of English movie media in teaching listening by the English teacher of the tenth grade in the 2019/2020 academic year and the students’ perceptions to the use of English movie provided by the English teacher. This data will be taken from the observation and interview.
3. FINDING AND DISCUSSION

3.1 Finding
The results of the analysis will be provided related to the research question. The first is about the data from the observation to see the process of teaching learning using English movie. Second is the students’ perception to the use of English movie in teaching listening which was obtained from the questionnaires. The third, at the end of this section, based on the data, there will be further discussion about the advantages of using English movie in teaching listening. In this research, the subjects were the tenth grade students of SMA Al Islam 1 Surakarta in 2019/2020 academic year and the English teacher who teach the tenth grade at SMA Al Islam 1 Surakarta.

Based on findings of the research result in the previous chapter, it shows the result of the questionnaire and the interview that the students agreed about their easier understanding to the subject when the teacher used videos in English Teaching Learning. They also agreed that using videos can help them in remembering the subject. Moreover, they stated that by using video they felt more interesting in learning the subject and they didn’t get bored during the lesson. it can be concluded that students’ perception on the used of videos in teaching listening comprehension is positive.

3.2 Discussion
Movies can be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. In conclusion, teachers should provide activities in which they can practice their listening comprehension. By watching movies students can learn how to pronounce the words correctly and useful expressions found in the movies.

The observation showed that most of the students were enthusiastic with the videos. Their enthusiasm can be seen by their facial expression and what they had done while doing the assignment, such as: they took notes to capture the important things from the movies, they did not chat with others when the video
was played, and they followed the teacher’s guidance. This observation result has a connection with the result of the questionnaire.

Teachers are suggested to use movie as resources in teaching the language for some reasons. Chan (2010) argues that visual literacy (the ability to interpret and create visual and audio media) is a fundamental form of literacy in the 21st century. The use of movie in the classroom or as an outside school activities provide an ideal vehicle for active learning as well as encouraging interaction and participation.

The previous researches that have conducted the similar topic of study, which is about the learning strategies applied by students in learning English as follow: the first previous study is by Nihta entitled “English Major Students’ Perceptions Towards Watching English Movies In Listening And Speaking Skills Development”. The aim of the study was to find out English major students’ perceptions towards watching English movies to develop listening skill and speaking skill. This study was conducted at one university in North Sulawesi, specifically on the students who took Listening and Speaking class. The instrument used in the data collection was a questionnaire that consists of three parts for finding out the background of the respondents, English movie watching perceptions, and level agreement towards English movies. The data were analyzed using Microsoft Excel and shown in tables of frequency, percentage and mean. The findings indicated that English major students are aware that they can improve their listening skill by watching English movies. Subtitles also can help respondents to understand conversation in the movies, and English movies are believed to be more effective than other media as teaching tools. English major students also believe that they can improve their speaking skill by watching English movies. Students think watching English movies has more direct influence to listening skill compared to speaking skill. The next research is by Selin Yildirim, 2016 entitled “The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature”. This literature review aims to review the basic concepts related to the place and importance of listening skill in learning English as second or foreign
language, and, in the light of the related literature, it focuses on listening comprehension problems experienced by second and foreign language learners. And the next researcher is Intan conducted a study entitled “The Students’ Perception on The Use of Audio Visual Media in Learning English (A qualitative study at SMPN 4 Banda Aceh).” This qualitative research was conducted to find out the students’ responses towards the implementation of audio visual media during learning English process at SMPN 4 Banda Aceh. The subject of this research were 30 second grade students chosen through purposive sampling technique. The data were collected through questionnaire items, interview and document analysis. For the questionnaire items and interview guideline, the writer adapted the theories of from Bukhsh & Rasul (2012); Cakir (2006); Eliah & Reddy (2014); Farooq (2014); Jadal (2011); Kausar (2013); Neelu (2010); Rasul, Bukhsh & Batool (2011). The data were analyzed by using the percentage formula as suggested by Sudijono (2010, p.43). The result of this research showed that most students gave positive response towards the use of audio visual media in teaching and learning process. Only 8 students disagree that the audio visual media can help, motivate and attract them in learning. In brief, the students enjoy the English learning through the audio visual media because it can easily fulfill what the students need in understanding and using the language, particularly in achieving the learning objectives.

There are some similarities and differences of this study compared to the previous studies. The differences in this research compared to the previous studies lies on the subject of the research, location, and method used in analyzing the data. This current research is mainly focus to describe the perception of students to the use of English movie by the English teacher of the tenth grade at SMA Al Islam Surakarta. Besides, this research also intended to find out the advantages of teaching using English movie. The data in this research is collected through observation, interview, and document analysis. Meanwhile, this current research is similar to the above previous studies on the topic of discussion, which is on the teaching and learning of listening.
4. CONCLUSION

The result of this study showed; (1) Students are giving positive and good good perception on the use of videos in English Teaching Learning, and (2) The advantages of using videos in English Teaching Learning; it helped the students in understanding the subject easily, it also helped them in guessing some unfamiliar vocabularies by watching the video, and it gave them enthusiasm to learn English. So it can be concluded that the use of animation videos in English Teaching Learning got the positive response from the students and it also gave them some advantages.

4.1 Implications

From the conclusion that watching movies students can learn the correct pronunciation, useful expressions from native speakers. Beside those activities, the students are also asked to write a synopsis of the movie, find the meaning of useful expressions, understand the moral lesson of the movies and present their own reports. Meanwhile, The researcher found that by watching movies students can learn how to pronounce the words correctly and useful expressions found in the movies. After watching the movie the students have to write the report of the movie on the work sheet and present it in the class. The result of this research could give alternative strategy to the teacher to teach listening comprehension by using video or movies in the classrooms due to the positive perceptions of the students.

4.2 Suggestion

Therefore, it is suggested to the teacher that they should make a good preparation to make the use of video or movies effectively to the students’ learning. By watching movies students are introduced to the real context of language and a wide range of vocabulary. After watching movie students are assigned to make the movie report. Since many people like watching movie, assigning students to watch the movie and make the report of what they have watched is expected to be more enjoyable. However they need to understand the movie itself before they make their reports. The teachers also need to be aware of some potential problem concerning the contents of a movie to be used in the learning. It is suggested for
the school to provide adequate facilities to be used by the teacher to support the process of teaching and learning. The school must consider the audio visual aid for the teaching and learning activity of English lessons. It is suggested for other researchers to conduct another research in the related topic in order that to support the results of this research. It is also suggested that other researcher can provide more evidence on the advantages of using English movie for the teaching and learning process of English in all skill area.

BIBLIOGRAPHY


