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An Analysis of the X.BHS.1 Students' Listening Comprehension Achievement Tested by Using Entertainment Movie Clip at SMA Muhammadiyah 3 Jember

Ikhsan Is Hardian Syarif, **Sugeng Ariyanto**, **Eka Wahjuningsih**
FKIP, The University of Jember

Abstract: This research was intended to describe students' listening comprehension at secondary schools. The research design was Descriptive Research. The research area, SMA Muhammadiyah 3 Jember and the research respondents, the X.BHS.1 students were chosen purposively. The data were collected by using, interview, listening test, and documentation. The result showed that the students' listening comprehension test scores were categorized good, and their mean score was 76,5. In details, the students' ability in comprehending general information was 72,8% in which their ability was categorized as "fair". Meanwhile, the students' ability in comprehending specific information was 78,4% in which their ability was categorized as "good". It can be concluded that using the entertainment movie clip promotes the students' performance in listening comprehension.

Keywords: Students' Listening Comprehension Achievement, Movie clip, Descriptive Research.

English becomes a language that is learned as a foreign language by students in Indonesia. It has been given to be learned at elementary school, junior high school and senior high school. There are four language skills that have to be mastered by the students. They are listening, speaking, reading and writing. Besides, there are three language components that must be learned integratedly, namely grammar, vocabulary and pronunciation. According to Tarigan (1986:2), among the other skills, listening is considered to be the first skill acquired because children learn

listening skill unconsciously and naturally first, before learning other skills. In other words, it can be said that listening is a fundamental skill in language learning.

Listening itself has many definitions from many different experts who have done some researches. According to Vandergrift (1999:168), listening is a complex, active process in which listener must discriminate between sound, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance."From this statement, it can be summarized that listening is complicated that both kinds of physical and mental processes are included. In other words, hearing and comprehending are two activities that cannot be separated from listening process and sometimes people are confused with the difference among them.

According to Abdulmajid (2005:3), hearing is a passive, generally involuntary process in which the brain receives and interprets sounds from the external environment. This means that hearing is the first thing to do in listening. It is always done by the listener before they start to listen to the verbal knowledge. They will discriminate the sounds well, blend sounds together, and hold the sequences of sounds in memory correctly. Further, Tyson (2014:2) defines comprehension as an act of constructing meaning through interaction and involvement with spoken or written text. It can be said that comprehension is information processing which involves an interaction between the listener or reader, the text, and the activity. In listening comprehension, the listener should concentrate or focus on what they listen to because it is a process with full attention to decode, understand, interpret, and respond the verbal knowledge properly. Therefore, in Indonesia, listening is not neglected anymore. It becomes a major of being tested in national examination

(UNAS) for junior and senior high school. Yet, the students still experience difficulties in achieving listening comprehension. For example, they do not understand the spoken language from the material given by the teacher or having difficulty to maintain concentration during the lesson and recognizing unfamiliar words.

Related to the condition, movie clip can be used as authentic materials in teaching and learning listening to help the students master listening comprehension. It provides both sound and vision. In line with this, Lonergan (1984:4) states that the combination between sound and vision is dynamic, immediate, and accessible. Here, dynamic means stimulating some input in a context. Meanwhile, immediate and accessible mean gaining information instantly. The students will easily perceive and get the knowledge they need within learning process by using movie clip.

Based on the result of interview to the English teacher of SMA Muhammadiyah 3 Jember that was conducted on Monday, 12th January 2015, the use of movie clip was used by the teacher to teach narrative texts in the listening class for the tenth grade students. The movie used by the teacher was entertainment movie because this kind of movie provides some positive contents, such as humor. Ishihara and Chi (2004) state that providing humor is an effective way to maximize language learning. A comedy movie is a good choice for students. In addition, Loubna (2007) states that the use of humor in the classroom can reduce tension, improve classroom climates and increase enjoyment. From those statements, it can be inferred that the humorous content in the use of movie clip reduced the students' problem of boredom, while they were in the process of comprehending the spoken listening text. Moreover, the English teacher said that the movie clip was helpful for the students to comprehend the general and specific information in a story through

some listening tasks after they had watched and listened to the movie clip given in the classroom. Further, the descriptive research on the use of movie clip was never conducted at SMA Muhammadiyah 3 Jember. Therefore, it was still necessary to conduct a research on students' listening comprehension achievement tested by using Entertainment Movie Clip at SMA Muhammadiyah 3 Jember.

Research Method

The design of this research was descriptive research. Arikunto (1995:245) states that descriptive research is not intended to prove hypothesis, but it is intended to describe situation accurately and factually. This means that descriptive research is a type of research that tries to describe the real condition in the field. Dealing with this, the research area and the research respondents were chosen purposively. SMA Muhammadiyah 3 Jember was determined as the research area. Meanwhile, the students of X.BHS.1 were chosen as the respondents of the research as also recommended by the school teacher. Based on the information from the English teacher and the school documents, there were 25 students who were allowed to participate in this research.

In this research, the method for collecting the research data were listening test, interview, and documentation. The test was used to measure the students' listening comprehension achievement tested by using the entertainment movie clip covering finding the general and specific information. Meanwhile, the interview was used to investigate the teaching of English listening taught by using the entertainment movie clip conducted by the English teacher. Further, the documentation was used to get the data about the names of the research respondents that was class X.BHS.1 students, the curriculum used in SMA Muhammadiyah 3 Jember, and the teacher's lesson plan that were also related to the research.

Data analysis was needed to be done by the researcher in purpose of interpreting the information about the students' listening comprehension achievement. The result of their listening comprehension test was analyzed by using the following formula: $E = \frac{n}{N} \times 100 \%$, where E is the percentage of the students' scores of the listening comprehension achievement; n is the total of the students' gained scores; and N is the total of the students' scores (Ali, 1998:189)

Research Result

The result of the research showed that the ability of the students in comprehending main idea and specific information varied. The students' listening comprehension mean score in the listening test was 76,5. The mean percentage of the students' correct answer in comprehending the general information was 72,8% in which it was categorized as "fair". While, the mean percentage of the students' correct answer in comprehending the specific information was 78,4% in which it was categorized as "good".

From the result of data analysis, it was found that the ability of the students in comprehending listening material was good. It was proved from the students' listening comprehension mean score that was 76,5. However, there was a problem in the process of the message transmission that influenced the students' listening comprehension achievement. The problem dealt with the quality of the media. During the test, the quality of the loudspeaker was not in good condition and it affected the students' comprehension because the spoken language delivered by the speakers in the movie could not be heard clearly by the students. The researcher helped the students to comprehend the listening material by playing the movie clip 3 times.

Discussion

The research result showed that the X.BHS.1 students' listening comprehension of the specific information on the movie clip was better than that on the general one. This happened because in finding the general information, the students should summarize the information they received from the movie clip. This condition demanded the students to understand the whole content of the story in the movie clip. As Hennings (1997:156) states that listening for finding the general information is listening for finding the substance or the gist of the message. In other words, the general information is the facts or ideas that are implied or not purely stated in the story. Therefore, the students experienced more difficulties in answering the general information questions. They needed to think deeper to know and answer the questions of the listening comprehension test.

Besides, the English teacher in the interview said that the students were motivated and helped by watching the visual cues of the movie clip when they practiced listening. The pictures on the movie clip were interesting for the students, and they made the subjects they thought and illustrated the general idea and the forms of an object or action which were specific to a particular culture. In addition, it was also supported by Champoux (1999:11) who states that students can hone their analytical skills by analyzing movie scenes related to the theories and concepts they learned. Hence, by using visual cues on the movie scenes, and parts of spoken dialogue, such as facial expressions and gestures which was done through listening, the students could comprehend both kinds of the general and specific information.

Conclusion

Based on the research result and discussion, it can be concluded that the X.BHS.1 students at SMA Muhammadiyah 3 Jember were relatively good in comprehending the listening material through movie clip although their comprehension in both kinds of the general and specific information varied.

Therefore, the English teacher of the school should give the students more listening practices in order to make them familiar with the spoken English language. This means that they should practice more to develop their listening comprehension. Further, the future researchers should conduct further research by using different research design.

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