

The Effect of Using Short Movies on The Eleventh Grade Students' Listening Comprehension Achievement

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Abstract: This research was intended to find the effect of using short movies on the eleventh grade students' listening comprehension. The research design used was quasi-experimental research design with non-equivalent class post-test design. The research context was purposive methods. The research participant was eleventh grade students of SMAN Kalisat. The data collection method was an English listening test with multiple choice and true-false question format. The result of the analysis showed that the test had high content validity with the percentage of 100% valid items. The test also very reliable with the reliability index 0.927 based on Guttman Split-Half Coefficient. The result of difficulty index of the try out test showed that in the multiple choice questions there were 3 items categorized as easy, 17 items were categorized as fair, and 5 items were categorized as difficult. In the true/false questions there are 3 items categorized as easy, 10 items were categorized as fair items, and 2 items were categorized as difficult. The T-test with equal variances assumed, $t=-3,686$ and $p=0,002(<0,05)$ showed significant difference in the means between two classes. The result of the analysis showed that the null hypothesis (H0) was rejected, meanwhile the alternative hypothesis (H1) was accepted. It means there was a significant effect between the experimental and control class after they received different treatment.

Keywords: multiple choice test, true-false test, listening comprehension test, short movie

1. Introduction

Listening is one of the skills that should be mastered by the students. According to Tarigan (1986:2) listening is the first skill human acquired for the first time among the other skills. It is because children learn listening skill unconsciously and naturally first. Related to this, Burely and Allen (in Miller, 2003:1) state that listening is a language skill that is most frequently used in everyday life because more than 40% of our daily communication time is spent on listening, 35% on speaking, 16% on reading, and 9% on writing. It means that listening become the first skill that most frequently used in daily life, also it becomes the most important skill to be mastered.

Moreover, listening had an important role in mastering English language skills. It is because listening is an English language skill that is most frequently used in English teaching learning activity, because the students' had to listen what English teacher are saying. In fact

English is just a foreign language in Indonesia. Nowadays in Indonesia, listening was not neglected anymore. It was because listening becomes important part that being tested in final examination for junior and senior high school, but students still experience difficulties in achieving listening comprehension.

2. Literature Review

Related to this condition, it was essential for English teachers to use various appropriate media to help their students' master listening comprehension. Short movie could be used an alternative instructional tool for teaching listening since it was a rich source of conversations and dialogues by English native speakers. It could be alternative media in addition to the listening materials in audio. Short movie also could greatly facilitate comprehension of pronunciation because short movie is a rich source for learning pronunciation. Secules, Herron & Tomasello (1992) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities (audio and visual input) that can motivate learners and attract the learners' attention to the aural input. The result of using movies was widely employed the movie as an instrument to practice listening skill in English language learning. Based on these reasons, the aim of this study was to gain an understanding of the effects of using short movie media in the development of listening skills in an EFL classroom.

Furthermore, some previous studies had proved that the use of short movie or video gives positive effect on the students' listening comprehension. For example studies that were conducted by Woottipong (2014); Saidu (2017); Martinez (2010); Chan, Wang Lei, and Xu Lena (2013); Ismaili (2013), those researchers conducted studies about the effect of using video on the university and junior high school students' listening comprehension achievement. The result of the studies found that video gave positive effect on the students' listening comprehension achievement score. Champoux (1999) entitled "Film as a Teaching Resource". This research showed some unique characteristics of film as a communication medium and the positive effects it has a teaching resource.

From the previous researchers above, there were similarities with this research that discuss about the effect or effectiveness of using video as media in teaching listening comprehension. In contrast, there were gaps on each previous research above with this

research. The previous research did not mention clearly about kind of the videos, the length of the videos, and those researchers were conducted on junior high school and university level only. None of them was conduct for high school students. Based on the result of the previous studies above, it showed that it was potential to apply video as media in teaching listening to university and junior high school students’.

This research had the intention to identify the students’ listening skill by using short movie especially on the skill which covers general idea and specific information. This research was implemented on the eleventh grade students which were on senior high school. The limitation of this research was to describe the effect of using short movies on student listening comprehension achievements. The idea of this research was identifying about the effect of using short movie on student listening skill.

3. The Research Method

Research Design

The research design for this study was quasi-experimental research design with non-equivalent class post-test design. The researcher measured a dependent variable following a treatment in one group and compares that measurement to a nonequivalent control/comparison group that did not receive the treatment. The post-test quasi-experimental design was used to find out the effects of short movie on the eleventh grade students’ in listening comprehension skill.

Research Context

This research was conducted at SMAN Kalisat. Thus it employed purposive method. Based on Fraenkel, Wallen, and Hyun (2012), purposive method is how the researcher applies personal consideration to get a sample that reflects the research subject. There were two reasons in selecting the test to be evaluated in this school. First, the permission for conducting the research was given by the principal. Second, short movie as teaching media had never been applied in this school.

Research Participants

The participants of this research are both of the control and experiment class of SMAN Kalisat. Both classes will be selected from the English test average scores on previous semester. The researcher will select based on the closest average score from the school document. There are 10 classes of the eleventh grade on this school. They are divided into two types, 6 classes for science or MIPA and 4 classes for social or IPS. The researcher will choose XI MIPA as the population of this research.

Data Collection Method

The data in this research referred to the students' listening comprehension achievements that are collected by conducting the developed test of listening comprehension from the participants (the experimental group and control group). The data was obtained by using the listening test and developed listening test.

Listening Test

Listening test is applied to collect the primary data after the treatment. Hughes (2003: 11), classifies four kinds of tests, those are: proficiency test, achievement test, diagnostic test and placement test. This research was decided to use achievement test to assess the students' achievement after giving treatment in the listening session. In this research, the listening test would be conducted to establish the good developed listening test.

The research used listening test which had been tried out to fulfill the criteria of a good test. Hughes (2003) mentions validity, reliability, and practicality are the criteria of having good test. In addition, item difficulty is also included to the characteristics of the test. The listening test was intended to know the validity, reliability, and the difficulty level of the test. It was using multiple choice and true-false format. The total numbers of developed listening test items needed were 30 questions in the form of 20 multiple choice and 10 true-false questions. The developed listening test would be modified from tryout test which has 40 questions in the form of 25 multiple choice and 15 true-false questions.

The analysis results was that the test validity was content validity which its content matched with the 2013 Curriculum. The reliability of the test was very reliable with the result 0,927 based on Guttman Split-half Coefficient. Djwandono (1996) stated that the test would

be high reliable if the result is more than 0.70, the category reliability coefficient could be seen as follow:

0.90	: very high
0.70 - 0.89	: high
0.50 - 0.69	: fair
0.30 - 0.49	: poor
< 0.30	: very poor

The difficulty level of the whole listening test was 0.58. It was categorized as medium since the difficulty index based on Djiwandono (1996) was between 0.20 and 0.80. The result of index of difficulty was interpreted by using Djiwandono (1996) index written as follow:

1	: very easy
> 0.81	: easy
0.20 – 0.80	: medium
< 0.19	: difficult
0	: very difficult

The test could be said was a good test if the test was not too easy or too difficult. The listening test of this research could be said as a good test, because the test was not too easy or too difficult. It was also because the result of the difficulty level index was 0.58, more than 0.20.

Data Analysis Method

Data analysis was needed to be done by the researcher in purpose of interpreting the information about the students' listening comprehension achievement test. The data were collected from the developed listening test of both the experimental and the control classes; the data were analyzed by using independent sample t-test with Statistical Package for the Social Sciences (SPSS). In order to know whether or not the difference was significant, the researcher will apply 5% of significant level. The result was showed that using short movie helped students gain more information and gave significant effect on comprehending the material.

4. Result and Discussion

Result of listening test

This section contains the analysis result of the data covering analysis of content validity, reliability and item difficulty. The results will be reported in the following parts.

The first one was the result of content validity. In order to find out the result of validity analysis, the researcher used content validity. The procedure was done by doing try out test. The basic competence is for 11th of SMAN Kalisat in the odd semester of 2020/2021 academic year. Related to the validity of the test, the researcher used content validity in relation to the listening comprehension test. The test was constructed based on the basic competence of K-13 2017 revision. The try out test was given to XI MIPA class as the research participants. Based on the result of the try-out test, the multiple choice and true-false questions made by the researcher were 100% valid based on the content validity of the test, because the indicator of the test was finding general information and finding specific information. The calculation was done by divided the valid items with the total test items and multiplied with 100%. The result of the test was 100% valid. It means the test had high validity. Therefore, it was acceptable to be employed for the research.

Second, the result of reliability test. Reliability means that the test has consistent results. In analyzing the reliability of the test, the researcher used split-half method. The procedure was done by using SPSS. The result of reliability coefficient can be seen as follow.

1. Correlation Between Forms are 0,87
2. Spearman-Brown Coefficient 0,93
3. Guttman Split-half Coefficient 0,927

Based on Guttman Split-half Coefficient, it means that the test items were very reliable as result was 0,927. Since the standard reliability coefficient of the researcher test was $\geq 0,70$ (Djiwandono, 1996:209). Hence, the researcher can conclude that the test items were very reliable.

Third, the result of difficulty index of the test. The difficulty index of each item was found by counting the number of correct answer divided by the number of test taker. The try out test had 40 items consist of multiple choice 25 questions and true or false 15 questions.

Based the result of the listening test, the researcher found that in the multiple choice questions there were 3 items categorized as easy (9, 17, and 20), 17 items were categorized as fair (2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 16, 18, 19, 22, 24, and 25), 5 items were categorized as difficult (1, 6, 14, 21, and 23). In the true/false questions there are 3 items categorized as easy (11, 13, and 15). Then, 10 items were categorized as fair items (3, 4, 5, 7, 8, 9, 10, 12, and 14), and 2 items were categorized as difficult (2 and 6).

Result of the Developed Listening Test

The developed listening test was conducted on August 15th, 2020 to both control and experimental classes. The total students were 70 students, but because there was Covid19 pandemic, only 19 students' of the total students' that could do the developed listening test. Time allocation for the developed listening test was 90 minutes. The result of the developed listening test is explained below:

Table 1. Descriptive Statistic for Developed Listening Test

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Developed	Control	10	70,7500	11,96349	3,78319
-Test	Experimental	9	87,7778	7,33617	2,44539

From table 1, it was shown that the students' mean score in XI MIPA 6 (Experimental class) higher than XI MIPA 5 (Control class). After that, the developed listening test result were analyzed by using SPSS computing system with 5% significant level to know whether there is significance different between control and experimental class. The result was shown in the table below.

Table 2. The Result of Independent Sample T-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Developed-Test	Equal variances assumed	,306	,587	-3,686	17	,002	-17,02778	4,61986	-26,77483	-7,28073
	Equal variances not assumed			-3,780	15,122	,002	-17,02778	4,50471	-26,62261	-7,43295

Based on Levene's test for equality of variances in Table 2 $F=0,36$ and $P=0.0587$ (>0.05) assumed equal variances. The T-test with equal variances assumed, $t=-3,686$ and $p=0,002$ ($<0,05$) it showed significant difference in the means between two classes. The result of the experimental class showed that using short movie helped them gain more information and gave significant effect on comprehending the material.

Based on the Table 2, it showed that the null hypothesis (H_0) was rejected, meanwhile the alternative hypothesis (H_1) was accepted. It means there was a significant effect between the experimental and control class after they received different treatment.

Discussion

The use of short movie as teaching media had significant effect on students' listening comprehension achievement. The result of the developed listening test showed a significant difference between the experimental class and control class. The mean score of experimental class was higher than the control class ($87,7 > 70,7$). From the analysis, it was found that the significant value $p=0,002$ ($<0,05$). It was lower than significant level. It means there is a significant difference between the two classes. It also proved that using short movie as media affect the students' listening score.

According to Jhoana, L., Andres, E., and Catalina, A. (2009), using videos in teaching listening are good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that were in the process of learning a foreign language. Short movie gave the teacher and the students' new experience in listening comprehension, because it never been applied in teaching listening. It gave the students' more chance in getting the information that they needed to comprehend the material.

Champoux (1999) states that film have some unique characteristics as a communication medium and the positive effects that as a teaching resource. Films are a comfortable, familiar medium to contemporary students that can keep students interest in the topic under discussion. Therefore, films are high production quality. It will engage the students' interest.

Based on the result of the analysis of the test, it could be concluded that the use of short movie was very effective in teaching listening comprehension as the mean score of the experimental class was higher than the control class. It could be seen in the table 2. The table showed that the null hypothesis (H0) was rejected, meanwhile the alternative hypothesis (H1) was accepted. The analysis meant that there was a significant effect of using short movies on the eleventh grade students' listening comprehension achievement at SMAN KALISAT in the 2020/2021 academic year.

This research had proved the result of the previous research that using short movie or video in teaching listening gave positive effects. The researcher realized that the experimental group students' were really interested in watching and listening to the short movie. They could absorb more information from the short movie. Meanwhile, the control class students' were taught by using audio only, they listened to the audio and tried to get the information without watching the actor. They listened to the audio which is the converted version from the short movie. The short movie gave some advantages to the experimental class. They had more chance in getting the information because they could see the actor, they could see the movement of the lips of the actor, and also they could see each scenes of the short movie. That was helped the students' to get more information and understand the information from the short movie.

5. Conclusion

The conclusion that could be drawn from the research result was that the use of short movies gave significant effect to the eleventh grade students' listening comprehension achievement. The audio-visual media gave more clear information rather than audio material. It also made the students pay more attention to get the information. It meant that short movie gave positive effect on the students' listening comprehension. It could be concluded that using short movie in teaching listening was better than using audio only.

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