THE EFFECT OF ENGLISH MOVIE IN PRE-TEACHING
OF TRANSACTIONAL AND INTERPERSONAL CONVERSATIONS
TOWARD STUDENTS' LISTENING ACHIEVEMENT

(An Experimental Research at SMAN 2 Padang)

THESIS

Submitted as A Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree

Risda Asfina

12249/2009

Advisors:

Dra. Aryuliva Adnan, M.Pd.

Havid Ardi, S.Pd, M.Hum.

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2014

HALAMAN PERSETUJUAN SKRIPSI

THE EFFECT OF ENGLISH MOVIE IN PRE-TEACHING
OF TRANSACTIONAL AND INTERPERSONAL CONVERSATIONS
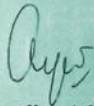TOWARD STUDENTS' LISTENING ACHIEVEMENT

(An Experimental Research at SMAN 2 Padang)

Nama   : Risda Asfina
NIM / BP   : 12249 / 2009
Program Studi   : Pendidikan Bahasa Inggris
Jurusan   : Bahasa dan Sastra Inggris
Fakultas   : Bahasa dan Seni

Padang,   Februari 2014

Disetujui oleh,

Pembimbing I   Pembimbing II

Dra. Aryuliva Adnan, M.Pd.   Havid Ardi, S.Pd, M.Hum.
NIP. 19630701 198803 2 001   NIP. 19790103 200312 1 002

Mengetahui,

Ketua Jurusan

Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI
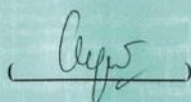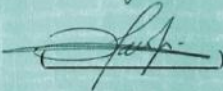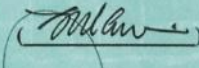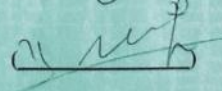
Dinyatakan Lulus setelah Dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

**THE EFFECT OF ENGLISH MOVIE IN PRE-TEACHING
OF TRANSACTIONAL AND INTERPERSONAL CONVERSATIONS
TOWARD STUDENTS' LISTENING ACHIEVEMENT**

(An Experimental Research at SMAN 2 Padang)

Nama	: Risda Asfina
NIM / BP	: 12249 / 2009
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang,   Februari 2014

Nama	Tim Penguji	Tanda Tangan
1. Dra. Aryuliva Adnan, M.Pd.	Ketua	
2. Havid Ardi, S.Pd, M.Hum.	Sekretaris	
3. Dr. Zul Amri, M.Ed.	Anggota	
4. Dra. Yenni Rozimela, M.Ed, Ph.D.	Anggota	
5. Yuli Tiarina, M.Pd.	Anggota	

ABSTRAK

Asfina, Risda. 2014. "The Effect of English Movie in Pre-teaching of Transactional and Interpersonal Conversations toward Students' Listening Achievement (An Experimental Research at SMAN 2 Padang)." *Skripsi.* **Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk melihat apakah penggunaan film berbahasa Inggris pada *pre-teaching* percakapan transaksional dan interpersonal memberikan dampak yang lebih baik terhadap pencapaian menyimak siswa.

Penelitian ini adalah penelitian eksperimen dengan desain *posttest-only*. Populasi penelitian ini adalah siswa kelas X SMAN 2 Padang tahun pelajaran 2012/2013. Dua kelas yang diasumsikan memiliki kemampuan sama pada tes homogenitas kemudian dijadikan sampel penelitian, yaitu kelas X.4 sebagai kelas eksperimen dan kelas X.5 sebagai kelas kontrol. Pada *pre-teaching* menyimak percakapan transaksional dan interpersonal, kelas eksperimen diberikan film berbahasa Inggris sedangkan kelas kontrol diberikan pertanyaan-pertanyaan pemancing untuk membangun latar pengetahuan siswa tentang topik pembelajaran. Di akhir penelitian, siswa diberikan *post-test* menyimak yang hasilnya digunakan sebagai data penelitian.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa kelas eksperimen lebih tinggi dari pada kelas kontrol. Berdasarkan analisis statistik dengan menggunakan rumus *t-test*, ditemukan bahwa nilai t-hitung adalah 3,06 yang mana lebih besar dari t-tabel (2,003) dengan tingkat signifikansi 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis yang menyatakan "penggunaan film berbahasa Inggris pada *pre-teaching* percakapan transaksional dan interpersonal memberikan dampak yang lebih baik terhadap pencapaian menyimak siswa" dapat diterima.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

CHAPTER 2: REVIEW OF RELATED LITERATURE

CHAPTER 3: RESEARCH METHOD

CHAPTER 4: RESEARCH FINDINGS

CHAPTER 5: CONCLUSIONS AND SUGGESTIONS

LIST OF APPENDICES

LIST OF TABLES

LIST OF GRAPHICS

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Listening is one of the skills in language learning other than speaking, reading, and writing, and it is also highly influenced by language components such as vocabulary, pronunciation, and grammar. Listening as a language skill cannot be separated from those language components. It is impossible for the students to have listening comprehension without having the vocabulary in their mind, the pronunciation ability to recognize the words spoken by the speakers and the grammar competence to know the structure of the sentences. Listening skill and those language components are integrated so that the listeners can catch and understand the ideas and messages of what they listen to.

Nunan (1998) states that listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages. Thus, the listeners are doing an active process of understanding the meaning when they are listening. They need to decipher and construct meaning from both the speakers' talking (verbal) and the situation of the conversations (non-verbal) that they hear. Consequently, in order to make the students have good listening ability, the teachers should pay attention to the method and strategy that they use either in pre-teaching, whilst-teaching, or post-teaching of listening. It is supposed that the goals and objectives of learning in listening can be reached through those three parts of teaching.

A very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension (Brown, 2006:2). Based on this theory, it is important to build the students' background knowledge in pre-teaching to get listening comprehension. Basically, pre-teaching is the introduction of the lesson where there is an extraction of grammatical or lexical items and the meaning before coming to activities in whilst-teaching.

Properly, in teaching listening specifically transactional and interpersonal conversations, building the students' background knowledge in pre-teaching really needs to be concerned by the teachers. Since the transactional and interpersonal conversations are the conversations that involve the exchange of goods / service / information, personal and social relations, they need to have direct involvement to the students' real life. Therefore, besides knowing the language used for the conversations, the students also need to understand the context and situations when and how to use the expressions in the conversations. For this case, having background knowledge about the lesson in pre-teaching will help the students to understand the conversations that they are going to listen and help them to have listening comprehension.

In the preliminary observation at SMAN 2 Padang, the students had difficulties in getting the ideas and messages of the conversations due to their lack of vocabulary, pronunciation and grammar ability about the lesson that actually should be overcome in pre-teaching. They had problems in understanding the

transactional and interpersonal conversations in their learning because their background knowledge was not yet activated in pre-teaching.

The result of the observation showed that the teachers still ignored the importance of activating the students' background knowledge through pre-teaching. The students were only asked some triggering questions related to the expression of transactional and interpersonal conversations that they were going to learn, such as "What do you say when you get a gift from your friend? What do you say when you are helped by your friend? etc". The teachers did not use media in pre-teaching. Thus, the students had low motivation and low interest to learn the lesson. And when the researcher asked question to the students what they think about listening, most of them said that listening is difficult and boring.

Based on the phenomenon above, actually the teachers have role as facilitators and motivators in the class, so they have to make an improvement in their teaching by using good media to help the students have their background knowledge in pre-teaching. There are some media that can be used to build the students' background knowledge and improve their listening achievement such as movies, videos, songs, pictures, etc. One of the media that can be used by the teachers is English movie.

Movie turns out to be an effective teaching device to develop the EFL learners' listening skills and stimulate their imagination simultaneously (Kusumarasdyati, 2004:9). English movie as an audio-visual aid in language learning contains authentic material where the teachers can develop materials of the lesson based on it. In teaching transactional and interpersonal conversations,

the English movie used in pre-teaching includes the expression that is going to be learnt and it can be a short cut of movie with. Then, there can be a brief class discussion about the movie before coming to listening activities in whilst-teaching.

As an audio-visual aid in language learning which contains authentic materials, English movie will help the students to improve their listening achievement. They will be helped to understand the context and situations when and how to use the expressions in the conversations. Also, they can directly personalize the movie with their own lives. Besides, the students will be motivated to listen to English conversations and to learn pronunciation from native speakers. It can keep their interest and enthusiasm to learn. Furthermore, the use of English movie in pre-teaching will introduce the students some vocabularies and grammatical rules that will guide them to understand the materials of their learning.

Based on the facts above, this research wanted to see the effect of English movie in pre-teaching of transactional and interpersonal conversations toward students' listening achievement.

1.2 Identification of the Problem

Based on the background of the problem above, there was no media used by teachers in pre-teaching of listening to transactional and interpersonal conversations. Some activities done to build the students' background knowledge in pre-teaching were: the teachers asked the students some triggering questions

related to the lesson that they were going to learn; the students had dialog in pairs; or the students shared their experiences about the expression. However, the students were not motivated and interested in those activities.

Considering those facts, it is needed attention from the teachers to use media in pre-teaching to build the students' background knowledge to make the students get motivated and interested in the lesson and then to improve their listening achievement.

1.3   Limitation of the Problem

The discussion of the problem is limited to the inexistence of media used by the teacher in pre-teaching of listening. There are numorous media which can activate the students' background knowledge in pre-teaching of listening, such as: movies, videos, songs, pictures and so on. One of the motivating and interesting media is English movie as an audio-visual aid in teaching listening.

In this occasion, the study in this research is limited to the effect of English movie in pre-teaching of transactional and interpersonal conversations to improve students' listening achievement at level of senior high school students.

1.4   Formulation of the Problem

In accordance with the limitation of the problem above, the problem in this research is formulated in the following question: "Does the use of English movie in pre-teaching give better effect on students' listening achievement in transactional and interpersonal conversations?"

1.5   Purpose of the Research

The purpose of this research is to see whether the use of English movie in pre-teaching gives better effect on students' listening achievement in transactional and interpersonal conversations or not.

1.6   Significance of the Research

This research is expected to be beneficial for both English teachers and students. It is hoped that this research can give information to the English teachers about using English movie in pre-teaching of transactional and interpersonal conversations to improve students' listening achievement. Practically, this research finding is also expected to contribute on giving better effect to the students' listening achievement especially in transactional and interpersonal conversations.

1.7   Definition of Key Terms

1. English movie   : The movie in this research is the short cut of English movie containing authentic materials derives from western countries which is played for 2-3 minutes in pre-teaching.

2. Pre-teaching   : A phase in teaching which introduces the lesson and there is an extraction of grammatical or lexical items and the

meaning before coming to activities in whilst-teaching.

3. Transactional and interpersonal conversations : The conversations that involve the use of expressions of the exchange of goods / services / information, personal and social relations.

4. Listening achievement : The listening ability measured from the score of the listening test which is achieved by the students after going through listening lesson with some efforts and listening skill.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research findings that have been discussed in the previous chapter, it can be concluded that:

1. The mean of listening score of the students who were given English movie in pre-teaching of transactional and interpersonal conversations was higher than those who were asked some triggering questions about the expression by the teacher. By using statistical analysis, it was found that there was a significant difference in listening achievement between those two groups. Thus, it can be said that the use of English movie in pre-teaching of transactional and interpersonal conversations gives a better effect on the students' listening achievement.

2. From the observation in the learning process, the researcher also noticed some points although they are not included in the research question:

   - By using English movie, the students' attention span on the lesson increased and they involved actively in their learning. It attracted their interest, motivation, and enthusiasm to listen and learn pronunciation from native speakers. Furthermore, it avoided their boredom to study.

   - There were more senses working while the students were watching the English movie and they got to see "language in use" so that it could build their background knowledge.

5.2   Suggestions

Based on the results of the research, the researcher would like to give suggestions as consideration for some problems existing in teaching listening for senior high school students. Teachers can use English movie in pre-teaching of transactional and interpersonal conversations as a media to increase the students' listening achievement. It is recommended for English teachers to use English movie in pre-teaching to build the students' background knowledge. It is also suggested to use English movie in pre-teaching of listening to any other kinds of text. As a recommendation for the next research, the researcher proposes to see the correlation between English movie and the students' motivation.

BIBLIOGRAPHY

Brown, H. Douglas. (2010). *Language Assessment: Principles and Classroom Practices* (2nd ed). New York: Pearson Education, Inc.

Brown, H. Douglas. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice-Hall, Inc.

Brown, Steven. (2006). *Teaching Listening*. New York: Cambridge University Press.

Brown, Steven. (2011). *Listening Myths: Applying Second Language Research to Classroom Teaching*. Michigan: University of Michigan Press.

Buck, Gary. (2001). *Assessing Listening*. New York: Cambridge University Press.

Champoux, Joseph E. (2007). "Film as A Teaching Resource" in *Journal of Management Inquiry,* 8(2): 240-251.

Cramer, Ronald L. (2004). *The Language Arts: A Balanced Approach to Teaching Reading, Writing, Listening, Talking, and Thinking*. Boston: Pearson Education, Inc.

Creswell, John W. (2012). *Educational Research* (4th ed). Boston: Pearson Education, Inc.

Depdiknas. (2006). *Kurikulum 2006: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA*. Jakarta: Pusat Kurikulum Balitbang Depdiknas.

Eriana, Uut. (2007). *The Effectiveness of Using English Movie in Listening Comprehension at Tenth Grade Students of SMU Negeri 2 Ponorogo in Academy Year 2006/2007*. Unpublished Thesis. Ponorogo: Library of Ponorogo Muhammadiyah University.

Fisher, Douglas., & Nancy Frey. (2012). "The Perils of Preteaching" in *Principal Leadership*, 12(9): 84-86.

Friend, Marilyn., & Lynne Cook. (2010). *Interactions: Collaboration Skills for School Professionals* (6th ed). New Jersey: Pearson Education, Inc.

Gay, L.R. (2000). *Educational Research*. New Jersey: Prentice-Hall, Inc.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York: Pearson Education Limited.

Hughes, Arthur. (2003). *Testing for Language Teachers* (2nd ed). New York: Cambridge University Press.

Koncara, E.L. (2009). *Teaching Listening Skill through Watching English Movie*. Unpublished Thesis. Subang: STKIP.

Kuo, Yihsiang. (2010). "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners' Listening Comprehension" in *Asian EFL Journal. Professional Teaching Articles*, Vol. 47 October 2010.

Kusumarasdyati. (2004). *Listening, Viewing and Imagination: Movies in EFL Classes*. Retrieved from www.ierg.net/confs/2004/Proceedings/Kusumarasdyati.pdf in November 29, 2011.

Madsen, Harold S. (1983). *Techniques in Testing*. New York: Oxford University Press.

Marzano, Robert J. (2004). *Building Background Knowledge for Academic Achievement*. Virginia: Association for Supervision and Curriculum Development.

McErlain, Tricia. (1999). "The Nature of Listening: the Need for Listening in English for Academic Purposes" in *IbÉrica*, vol 1:77-81.

Mendleson, Jack L. (1982). "The Value of Pre-teaching in Role Playing" in *Developments in Business Simulation & Experiential Exercises*, vol 9:128-129.

Meskill, Carla. (1996). "Listening Skills Development through Multimedia" in *Journal of Educational Multimedia and Hypermedia,* 5(2):179-201.

Nakao, Hirokazu. (2000). *A Study of the Effects of Pre-listening, While-listening, and Post-listening Activities on Listening Comprehension*. Hyogo: Hyogo University.

Nunan, David. (1998). *Language Teaching Methodology*. London: Prentice-Hall, Inc.

Paxton, Jackie., & Teresa Shoemake. (2007). "Fun Ways to Increase Children's Attention Span" in *ACEI International Conference: Tampa, Florida*.

Potosi, L.J., Edwin A.G., & Ana C.L. (2011). *Using Video Materials as A Teaching Strategy for Listening Comprehension*. Pereira: Universidad Tecnologica De Pereira.

Republik Indonesia. (2007). *Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007 tentang Standar Proses*. Jakarta: Badan Standar Nasional Pendidikan.

Seilstad, Brian. (2012). "Using Tailor-Made Youtube Videos as a Preteaching Strategy" in *Teaching English with Technology*, 12(4):31-47, http://www.tewtjournal.org.

Sonhaji, Ahmad. (2012). *The Listening Comprehension of the Eleventh Grade Students of SMA 1 Jekulo Kudus Taught by Using Podcast in the Academic Year 2012/2013*. Unpublished Thesis. Kudus: University of Muria Kudus.

Tafani, Vilma. (2009). "Teaching English through Mass Media" in *Acta Didactica Napocensia*, 2(1):81-96.