IMPROVING STUDENTS' LISTENING COMPREHENSION OF NARRATIVES BY USING MOVIES AS MEDIA AT GRADE XI IPA 5 OF SMAN 2 BANGKINANG

THESIS

By

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Submitted to fullfill one of the requirements to get
Master Degree of Education

ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2015

ABSTRAK

Lusi Marleni, 2015, Menggunakan *Film* Sebagai Media Untuk Meningkatkan Kemampuan Menyimak Teks Naratif Siswa Kelas XI IPA 5 SMAN 2 Bangkinang". Tesis. Program Pascasarjana, Universitas Negeri Padang.

Siswa kelas XI IPA 5 SMAN 2 Bangkinang memiliki masalah dalam menyimak teks naratif. Tujuan penelitian ini adalah untuk mengetahui apakah *film* dapat meningkatkan kemampuan siswa dalam menyimak teks naratif dan faktor-faktor yang mempengaruhi peningkatan kemampuan siswa tersebut. Penelitian ini dilaksanakan dari 10 Oktober – 12 Desember 2013. Partisipan penelitian ini adalah 32 siswa kelas XI IPA 5 SMAN 2 Bangkinang. Penelitian tindakan kelas yang dilaksanakan dalam dua siklus ini mencakup *perencanaan, tindakan, observasi dan refleksi.* Data penelitian ini dikumpulkan melalui lembar observasi, catatan lapangan, wawancara serta tugas dan tes. Penelitan ini menemukan bahwa penggunaan *film* dapat meningkatkan kemampuan siswa dalam menyimak teks naratif. Kesimpulan ini didasarkan pada peningkatan nilai rata-rata siswa dalam menyimak teks naratif maupun pada setiap aspek indikator menyimak teks naratif. Nilai rata-rata siswa telah di atas kriteria ketuntasan minimal mata pelajaran Bahasa Inggris yaitu 70. Hal ini terbukti dengan peningkatan nilai rata-rata siswa dari 40.63 sebelum dilaksanakan penelitian ini, meningkat menjadi 58.98 pada siklus 1, dan 73.83 pada siklus 2. Faktor-faktor yang mempengaruhi peningkatan pemahaman siswa dalam menyimak teks naratif terdiri dari materi, media, kegiatan pembelajaran, dan pengelolaan kelas, pendekatan guru dan strategi mengajar. Kesimpulannya, penggunaan *film* dapat meningkatkan pemahaman siswa dalam mendengarkan teks naratif.

ABSTRACT

Lusi Marleni, 2015, "Improving Students' Listening Comprehension Of Narratives By Using Movies as Media At Grade XI IPA 5 Of SMAN 2 Bangkinang". Thesis. Graduate Program, State University of Padang.

The students of grade XI IPA 5 Of SMAN 2 Bangkinang had problems in listening comprehension of narratives. The purposes of this research are to find out whether the movies can improve the students' listening comprehension of narratives, and the factors that influence the improvement of the students' listening comprehension of narratives by using movies. The research was conducted from October 10th, up to December 12th, 2013. This research is a classroom action research which was conducted in two cycles with planning, action, observation, and reflection. The data were gathered from observation sheets, field note, interview and listening comprehension tasks and tests and hey were analyzed through quantitative and qualitative analysis. The research findings were movies could improve the students' listening comprehension of narratives. This conclusion based on the increasing of the mean score of the students in listening narrative text as well as the increasing of mean score of students in listening indicators of narrative text.The mean score reached the standard minimum score of English which was 70. It was proven from the improvement of the mean score of listening comprehension from 40.63 before the research become 58.98 in cycle 1, and 73.44 in cycle 2. The factors that influenced the improvement of students' listening comprehension of narrative text consisted of material, media, classroom activity, and classroom management, teacher's approach and teaching strategy. In conclusion, the use of movies can improve of students' listening comprehension of narrative texts.

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ACKNOWLEDGEMENT

Praise and thanks to Allah SWT, the most gracious and the most merciful who has given healthy and opportunity to the researcher in finishing this thesis entitled: ***Improving Students' Listening Comprehension OfNarratives By Using Movies At Grade XI IPA 5 Of SMAN 2 Bangkinang***. Praise and blessing is also sent to the prophet Muhammad SAW who has brought us from the darkness to the lightness.

The researcher would like to express the gratitude from the deepest thank to many elements, especially the advisors, the examiners, the family, and also all friends and partners both in the institution where the writer worked and followed the study in the graduate program of University of Padang who has devoted their contribution and always give a lot of information and guidance to complete this thesis. Thus, she would like to express her sincere appreciation to the followings for their valuable contributions:

1. Prof. H. Anas Yasin, M.A. and Dr. Desmawati Radjab, M.Pd. as her advisors. Great thanks go for them for providing much attention, encouragements, valuable time, suggestions, guidance and constructive comments in accomplishing this thesis.
2. Prof. Dr. Hermawati Syarif, M.Hum. Dr. Refnaldi, and Prof. Dr. Gusril, M.Pd as contributors who gave meaningful inputs and criticisms.
3. Director of Graduate Program of State University of Padang, all of lecturers, especially those of English Language Education Section, and all of the Staffs of State University of Padang.
4. My beloved parents, my husband, my brother and sisters, and all of my family who had given their valuable understanding and supports in finishing this study.
5. The principal of SMAN 2 Bangkinang, Drs. H. Damhuri, who gave the researcher a chance to take the study, and all teachers and students of SMAN 2 Bangkinang

Although the researcher has given her best effort in completing this thesis, it might be possible that there are still some mistakes that can be found. Therefore, critics and suggestions are expected. Thank you.

Padang, February 2015

The Researcher,

Lusi Marleni

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the language skills that needs to be acquired by students in learning English is listening. It plays an important role in learning the language. It helps the students to enhance their knowledge because the students learn many things through listening. Listening also supports the students to master other language skills, such as speaking, reading and writing. Listening enables them to get new information which makes them easier to communicate in that language. In addition, listening can entertain the students, because it is not only applied for academic purposes, but also helps the students to refresh their mind. In another word, listening is very crucial in teaching and learning the language.

One of the materials in teaching English based on curriculum for grade XI of Senior High School is narrative text. It is a genre which is taught in the first semester. In listening class, the students learn to understand the explicit and implicit meaning of narratives. In this case, the students learn to identify the specific information in the story, such as characters, setting, and etc. They also learn to get the general description of the story, communicative function, moral value of the narratives, and to infer situation based on the story. It means the students learn to have good listening comprehension of narratives.

At SMAN 2 Bangkinang, the students are also taught to get good listening skill. However, it is not easy to help them because it needs more practices.

Based on the researcher experience in teaching the students, the researcher found that the grade XI of IPA 5 students got difficulties in comprehending narrative text.

There were some reasons why it was difficult for the students to comprehend the spoken narratives. It was caused by several factors. In this case, there were limited facilities in the school. The teacher used only one media in listening class. She only used recording as the media in the listening class. The students got more difficulties when listening to the recording. Furthermore, the teacher used the same recording in several times. It was not an interesting media for the students.

Based on the listening comprehension test on 15th May 2013, the researcher found a fact that many students had difficulties in comprehending narratives. The test was taken from the English book entitled *English Zone for Senior High School Students Year XI.* The book is written by Eka Mulya Astuti in 2010, and published by Erlangga in Jakarta. There were about 28,13% or only 9 students who got more than 70. There were about 71.87% or 23 students got low score. In this case, the minimum standard score is 70. From this data, it could be seen that many students have difficulties to answer the questions based on the spoken narratives.

Therefore, the students got difficulties to find out the simple information in narratives they listened to. They were confused on what they listened to. They got difficulties in finding the general description of the story, the explicit

and implicit information on the spoken narratives. The students got difficulties in finding the characters of the story. They also got difficulties in identifying the setting of the story. There were many misunderstanding on the information that the students got after the listening activity. It was hard for them to identify the problem and the resolution of the story. Therefore, the students were not motivated in the listening activity. It became a boring activity for the students. Finally, the class did not run well.

In this case, the teacher should have new media in teaching their students. The appropriate media and the materials in listening class are important to motivate the students in listening class. Therefore, the teacher should be creative in providing the interesting media to improve the students' listening comprehension of narratives. Hopefully, the students would get improvement on their listening comprehension.

One of the media in listening class is movie. There were some reasons for choosing movies as the media in teaching of narratives. The first, movie is obtained to show real life conversation. The moving pictures give some benefits for the students to get more information during listening process. The learners could listen to the voice and look at the moving pictures. Therefore, they could understand the story easily. It was an interesting media in teaching English.

Furthermore, movie is a modern storytelling that can be used in teaching English. The moving pictures helped the learners to understand the narratives,

because they provided the real communication and situation to the students, and gave the students an opportunity to find the characters, some events in the story, and etc. Therefore, it provided different situation in the listening class. Then, the visual learning style, hopefully would also give contribution to the students in comprehending the spoken narratives. Therefore, the students understood the story completely.

Based on the explanation above, the researcher was interested to investigate the improvement of the students' listening comprehension of narratives by using movies at XI grade IPA 5 of SMAN 2 Bangkinang. A classroom action research related to this field would help the researcher became understand and solve the students' problems in comprehending the spoken narratives.

B. Identification of the Problem

Based on the background of the problems above, it could be identified the problems which caused the students became confused in understanding the story in spoken text. First, the lack of facility in the school was one of the problems for the teacher in preparing different media in teaching the students. Second, there was only recording that the teacher used as the media in teaching listening comprehension of narratives. It was not an interesting media for the students. Therefore, they got difficulties in finding the general description of the story, and the explicit and implicit information on the spoken narratives. The students got difficulties in finding the characters of the story. They also

got difficulties in identifying the setting of the story. There were many misunderstanding on the information that the students got after listening activity. It was hard for them to identify the problem and the resolution of the story.

Therefore, it seemed that the students were unmotivated in their listening class. They were bored in their listening class and got low comprehension of spoken narratives. Finally, the researcher assumed that it was important to solve those problems by using movies as the media in teaching and learning narratives in the listening class. It was reasonable to use movie as the media in listening class, because the movie has real life situation which was an interesting and modern storytelling. Therefore, the students could listen to the real communication clearly.

C. Limitation of the Problem

Based on the identification problems above, the researcher thought that the main problem that had been faced by the grade XI IPA 5 students of SMAN 2 Bangkinang in listening comprehension of narratives was caused by the uninteresting media in listening class. Movie was useful to help the students in increasing their listening comprehension of narratives. Therefore, the researcher helped the learners to improve their listening comprehension of narratives by using movies in listening class.

D. Research Question

Based on the statement of the problem, the research questions were:

1. To what extent can movies improve the students' listening comprehension of narratives at XI grade of IPA 5 of SMAN 2 Bangkinang?
2. What factors influence the improvement of the students' listening comprehension of narratives by using movies at XI grade of IPA 5 of SMAN 2 Bangkinang?

E. Purpose of the Research

Based on the research questions, the purposes of the research were stated:

1. To find out the extent of movies improve the students' listening comprehension of narrative at grade XI IPA 5 of SMAN 2 Bangkinang.
2. To find out the factors influence the improvement of students' listening comprehension of narratives by using movies at the grade XI IPA 5 of SMAN 2 Bangkinang.

F. Significance of the Problem

By doing this research, the researcher expected that theoretically, the findings of this research give contribution in the development of the empirical prove of the use of movies as media in teaching listening comprehension of narratives, and practically, the findings of this research give contribution to the teacher who interested in analyzing teaching listening of narrative text. The researcher hopes it can give contribution and becomes a reference in improving the teachers' ability and competence in teaching and learning English,

especially narrative text. The researcher also hopes this research can give clear understanding about the process of using movies in listening class to the readers.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it was necessary for the writer to define the following terms:

1. **Listening comprehension**

   Listening comprehension in this research is limited to the ability to understand the meaning of spoken narratives which is called as the extensive listening or meaning focused listening which concerned on the understanding of meaning with a top down approach as the basic skill to master other language skills. Saricoban (1999); Brown and Abeywickrama (2010); Nation and Newton (2009).

2. **Narratives**

   Narratives are the stories which consist of a series of events either in fiction, non-fiction or both of them with the purposes to entertain and make the audience to think about an issue, and give the moral value with the generic structures; *orientation, complication, and resolution*. Cavanagh (1998); Ward (2001).

3. **Movies**

   Movies are the animated or moving pictures which have stories, which are downloaded by the researcher from the internet.

4. Media

Media are something which are used by the teacher to transmit information for the students from many resources.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

Based on the finding and discussion of the research, the researcher concluded two main points:

1. The use of movies in teaching listening comprehension of narrative can improve the students' listening comprehension of narratives at grade XI IPA 5 of SMAN 2 Bangkinang. It was found that 71.88% students at grade XI IPA 5 of SMAN 2 Bangkinang were successful in listening comprehension of narratives by using movies. Using movies gives positives contribution and better outcomes to improve the students' listening comprehension of narrative texts.
2. The factors that supported the students' improvements in listening comprehension of narratives through movies at grade XI IPA 5 of SMAN 2 Bangkinang are material, media, classroom activities, classroom management, teacher's approach and teacher strategy. In this case, all factors play dominant role in increasing the students' listening comrheension of narratives by using movies.

B. IMPLICATION

Movies can be chosen as media to help the students in improving their listening comprehension of narratives because using movies lets the students to

add their ability in identifying the general information, communicative function, the characters, the setting, problem, the resolution of the narrative, making inference, and finding the meaning of words based on the narrative text. The result of the research can be considered by the English teachers because it has been proved the effectiveness of movies as media to improve students' listening comprehension of narratives.

C. SUGGESTION

1. The researcher as an English teacher suggests to the other teachers who have the same problem with the researcher to use movie to improve the students' listening comprehension of narratives.
2. The researcher as an English teacher has to continue conducting further research and using movies to other language skill such as, speaking, reading and writing.
3. The educational institutions should introduce movie as one of good media that can be used by teacher in the classroom in order to improve the teaching and learning quality in the class.
4. English teachers should be creative and able to download appropriate movies from the internet as the media in teaching English for the students.

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