

Improving Students' Listening Skill Through the Movie Clips Media

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Abstract

This final project is a classroom action research. In this study, the researcher limited the study into how to improve students' listening skill through the Movie Clips Media. The results of the study can provide a deeper understanding of The Movie Clips Media and improving students' of listening skills. Researcher takes classroom action research into two cycles, in each cycle there are four steps: planning, acting, observing, and reflecting. There are 39 students who helped with the study. Researcher takes data from observations, interviews, and tests. The test used is a listening test to see the student's understanding in English. In the results of the study it was revealed that the grades of the students on each cycle increased. In the first cycle only 13 out of 39 students managed to achieve the set grades, and in the second cycle there were 34 students who manage to pass the test even they exceeded the set grades. It can be seen that the motivation and confidence of students in listening skills increases. At the end of the cycle, 87% of the total students pass the test.

Keywords: listening skill, movie clip media, students, teacher as researcher.

1 INTRODUCTION

Listening is one of the essential skills in English language. Mastering listening skills will help students to understand the interactions in daily life. Listening is an activity that requires students to understand the speaker's information. In the listening process, there are aspects related to each other. These are the sender, message, and receiver. Listening is a psychological process because when the learner receives a message from the sender in listening, the learner must understand the message sent by the sender only after knowing the meaning of the sender's message can help the learner respond.

The problem is that some students have issues with listening skills. Researcher found the student's listening skills were low. Why listening scores are low, because students do not master language components well, especially components listening skills, for example; students do not master pronunciation well, do not master vocabulary well, do not master grammar well, do not master fluency well, do not master punctuations well, do not master comprehension well.

On the other hand, students have very little interest in learning, are not confident, do not have a study group, lack parental support. Even learning listening is drab, so it is necessary to increase learning motivation.

Solutions to the problems mentioned above, namely by using learning media. Media can play an important role in the learning process. Excellent teaching media can stimulate and encourage students to participate in the learning process. From various media such as the use of film is a very suitable medium to use in the classroom because movies can distract students, especially when the class is listening.

Media is an essential component that shows the effectiveness and efficiency of learning activities in the learning process. The use of media conveys messages or information to stimulate students' attention and interest in learning. The media can use certain words or

sentences to represent content that teachers find challenging to say. It is easier for students to digest material than without media help. Therefore, teachers need to develop creativity to improve the learning process in schools. One of the efforts of teachers to enhance learning is to use the correct learning media to convey their message. The media will make it easier for students to receive notifications from teachers.

Based on the above concerns, the researcher attempted to find strategies for developing students' listening skills using movie clips as a learning tool. Students can see a wide range of paralinguistic actions, pick up several cross-cultural hints, and join various other contact realms by using movie clips. Therefore, they can convey the meaning after watching movie clips.

By watching English movies as a medium of teaching English helps improve students' hearing sensitivity. The influence of watching English language movies is improving students' listening skills. Many children and adolescents love movies, and researchers are trying to simplify the learning process. They will be interested and happy to learn and watch movies, with the proper selection of English movies can improve their listening skills. We can use media in pairs or groups. "classroom" may be interpreted to include any equipment teacher may be using. The researcher gives the students 3-5 Minutes movie clips for them to watch together. They can create groups and discuss together so that when the researcher asks about a movie clip, they can give the correct answer, and the researcher can download the movie from the internet.

The researcher uses movie clips as a medium to identify factors that influence students' inability to understand listening activities, as identify factors to consider, such as students who have low grades in learning materials, and develop action plans based on influencing factors. Furthermore, implement action plans to understand strategic actions and explain the importance of film clip media to improve their listening skills.

1.1 Listening Skill

Listening is the first skill and essential ability in learning a new language that beginners have to learn. It is a receptive skill that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening, as a result, they will understand and even have a good competency in productive skills, namely speaking and writing (Nurmala, 2019).

This is an active process of receiving and responding to voice messages. In this process, listening requires concentration to understand well. Listening to something that has undoubtedly been learned since the start of school, beginners learn to hear when the teacher mentions some vocabulary. If students continue to learn to listen to a few words, they will be easy to know for the next stage.

"Listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing—there is no spoken language without listening—listening is also an area that is interconnected with numerous areas of inquiry and development (Rost, 2013). According to the statement described above, listening is an important topic to learn in learning English; without listening, we will not know how to read every vocabulary that exists. Therefore everyone is obliged to learn to listen to run a good process.

Listening is an active and interactional process within which a listener receives speech-sounds and tries to connect aspiring to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to verbal communication. They listen and hear a unit thought about as physical, passive, and natural processes, attending physical and mental, active and learned process and is defined as a skill (Solak & Erdem, 2016).

Listening is a complex and dynamic interpretation process, during which the listeners will match what they hear with the known content. Listening is a kind of creativity. This means that we understand the sound that falls on the ear and use the original material of the word, the arrangement of the words, and the ups and downs of the sound, and create meaning based on this material, so we can say that listening is like a cooking process, there are recipes, and then we collect the ingredients, start cooking, and finally eat them.

If we prepare the correct dose and listen, the process will be successful. If we listen and know all the sentences, then we can get the correct words.

Based on the argument of scientists above, the researcher can write a synthesis that listening is the ability to recognize and understand what others are saying. This is also a complex activity, and students can understand what they have heard by activating their previous knowledge. Listening is an active process, because listening is not just a matter of hearing, listening includes many processes. Listen to determine the meaning and information of the sound.

1.2 Learning Media

Media is a means of expressing messages and information. When the media carries information or teaching information that contains learning purposes, it can call learning media, which is a tool to stimulate learning patterns to support the success of the learning process. "Learning media is a tool of the learning process both inside and outside the classroom. It further explained that learning media is a component of learning resources or physical rides that contain informative material in the student environment that can stimulate students to learn." (Azhar Arsyad, 2011).

Media is every kind of tool that conveys information or news from one place to every place. On another site, the media should also make the process efficient and exciting in the teaching and learning process. This section describes teaching media, the function of learning media, and the types of learning media. Generally, teaching media refers to all the tools that teachers can use in the teaching process to provide students with teaching materials to achieve specific learning goals.

Media is one of the communication components as a carrier message from the communicator to the communion. Communication will go well if the listener responds to what the speaker talked about. In the classroom, students are expected to respond to what the teacher has said so that the learning process can run as it should. The media can be a tool for teachers and students (Megawati, 2017).

1.3 Movie Clips

Movie clips are animated computer programs that contain short or partial pieces of movies that have a duration of about 3 to 5 minutes. The clip can consist of news reports, music videos, TV programs, movies, or camera footage (Susila, Dambayana, & Wedhanti, 2017). This movie clip is a short audio-visual work with short, dense story content, reflecting one particular theme of the movie or video taken.

A movie clip can be used as a basis to practice language skills such as listening, speaking, vocabulary, and pronunciation. The use of movie clips in the learning made the students had quite a positive attitude towards the application of movie clips in teaching new idioms (Tabatabaei & Gahroei, 2011).

Teachers can improve students' language skills through three stages of learning, namely previewing activities, viewing activities, and post-viewing activities. At the previewing activities stage, students are required to watch a video to learn the background of the topic to be discussed, interest students on the topic, and reduce students' fear of foreign vocabulary by predicting the content of the film. At the viewing activities stage, students are required to focus on understanding important things such as factual information, film plot, and language used in certain situations. Furthermore, in the post-viewing activities stage, students are required to practice the content of film clips obtained by means of discussion, role-playing, debate, writing activities, and reading other references related to the topic being discussed (Syahrozi, Rochsantiningsih, & Handayani, 2018).

Movie clips can be used effectively in the learning process, depending on the teacher's ability to convince students that the message conveyed from the film relates to the material provided by the teacher. The use of this learning media serves to educate, entertain, and inspire the audience so that students will focus on the learning process because they are not only learning the material but can get entertainment sessions while watching movie

clips. The use of this clip is in accordance with the development of information and communication technology so as to support the learning process and create learning opportunities in-depth and education by presenting various learning data simultaneously such as images, movements, and sounds. Movie clips can train the development of students' vocabulary so that the use of learning media through film clips significantly affects students' abilities and performance. Therefore, learning media conducted through movie clips can provide good benefits for teachers and students (Susila et al., 2017).

A good media for learning using videomovie should have short duration that is approximately 3 until 6 minutes, less than 10 minutes (Putriani, Sukirlan, & Supriyadi, 2013). It caused by the students have a limitation to memorize and to concentrate with the material. Generally, the students feel tired and bored when the movie that they watched were too long (Putriani et al., 2013).

English movies can be suitable authentic learning materials for listening skills because they contain dialogues from highly proficient English speakers, contributing to an easier understanding of their pronunciation (Sihombing, 2018). Students can see how intonation matches facial expressions and what movements accompany a particular phrase. The movie allows students to enter other worlds of communication. For example, they see how different people stand when they talk to each other. The use of movies is fascinated for students in understanding long texts in the learning process.

Learning from a movie is motivating and enjoyable; this is one of the most important factors determining the success of second language acquisition. Movie and TV show are an indispensable part of a student's life, making sense to lead them to learn the language. As motivation, the movie also makes the language learning process more interesting and fun.

The use movie clips can make students actively participate in learning activity, they will achieve the goals of the teaching process. The real picture they can see and learn in addition to hammering the book. Researcher can combine learning media (such as movies) with certain learning activities, it may be very useful to show media in the classroom. Some activities, such as film-based discussions or practicing language skills, can increase students' activeness to learn especially in listening to learning. Students can learn languages in a fun and engaging way through the media. Movies or videos are one of the good media that can be realized in English learning.

Another advantage of using movie is that it provides authentic and diverse language sources. This movie provides students with examples of English used in "the real situation outside the classroom, especially the interactive language-dialogue language in real life". This movie exposes students to natural expressions and natural speech flow. If they are not living in an English-speaking environment, perhaps only movies and television can provide learners with this authentic language input.

In addition, the movie clips also provide an effective opportunity for audio activities to improve fluency. The important issue of effective use of movie depends on the teacher's ability to persuade students to receive movie information so that the movie information is associated with the material provided by the teacher. And that using movie clips in the learning process improves students' vocabulary because using movie clips can improve students' motivation to learn English. (Mahdiloo, A., & Izadpanah, S. 2017)

The movie clip is a good choice in English teaching for students, especially listening. Teaching movie clips will stimulate motivation and help students to learn English by watching because by watching movie clips students can listen directly and see the correct pronunciation, and also with the selection of the right film clips. The researchers can use movie clips in groups or pairs to do some activities to stimulate students' interest. Usually, they prefer to work together rather than work alone.

Besides choosing a suitable movie clip, teachers should prepare what is needed to learn when they want to do the learning, including any equipment that can help the learning process. The equipment for using movie clips must be precise. There are computers, audio, projectors, and nice rooms. If the equipment works effectively, it is better to follow the activities provided by the teacher. Students should now take class activities based on cooperation rather than an individualistic approach to learning. The role of a teacher as a

facilitator helps students in doing sports. It will create a positive atmosphere in the teaching and learning process and can help students in learning.

Base on some theories above, the researcher can write a synthesis that movie clips media is a piece of a video or movie that is 3-5 minutes long, and this film clip can be used as a media tool for language practice to help improve students' skills, especially in listening. Learning English from a movie clip will help attract students' attention; students can learn accents and how to pronounce from the film clip. That's why movie clips are one of the good mediums for learning English especially improved listening skills.

1.4 Framework of Thinking

Teaching listening skill means delivering some material through an understanding of the language system. It also involves applying the knowledge of the language system to understand or convey meaning and how we apply specific skills to understand and convey meaning. We must practice constantly to make us more familiar with listening and eventually master it.

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Base on the conceptals above, the researcher can assume that "In learning teaching process by using a movie clips media can improve the students' listening skill." The research process will be conducted at MTS Muhammaduddarain Bekasi"

2 RESEARCH METHODS

The objective of the research is to improve students' listening skill by using a movie clips media. This research is going to be conducted at MTS Muhammaduddarain Bekasi. The field research in this research uses classroom action research. Then, it will conduct at the eighth grade of MTS Muhammaduddarain Bekasi, in the academic year 2021/2022. It is located at Bintara stree rt.11 rw.07, Bintara, Bekasi regency, West Java. Telephone number: 021-86604374. After the researcher visited the school and asked a teacher who taught at the school, and the teacher said that the school lacked learning media. Furthemore, the researcher wants to do research using such a method, the teacher as a collaborator in this research. This research is planned to be conducted from August till October (3 months) in the first semester of the academic year 2021/2022. Those are chosen as a consequence of the right time to teach students with the techniques used. The research method uses a qualitative paradigm with the Classroom Action Research method. In this research uses three cycles and four steps; there are planning, acting, observing, and reflecting.

3 RESULT AND DISCUSSION

In this section, several sub-sections are presented, starting from the pre-action description to cycle II.

3.1 Pre-Action Description

This is an action research project. It seeks to learn about real actions that can help students improve their listening skill. Taking place at MTs Muhammaduddarain Bekasi and the headmaster of MTs Muhammaduddarain Bekasi is H. Zikrulloh Lc. the subject of the research is the students of eight grade of MTs Muhammaduddarain Bekasi which consist of 39 students.

In this pre-action description, researcher observed listening classes, the students of some students have difficulty in listening skill, such as lack of vocabulary, lack of confidence, lack of grammar, they were afraid of making mistakes, they are less active, and they found English difficult for them. The learning process is less interactive because they lack the motivation to learn English. Based on the observation the researcher conclude that the researcher applied.

3.2 Cycle I

Planning, the planning stage was about researchers and collaborators prepare things related to the teaching and learning process such as, drawing up lesson plans, making instruments to be used for the cycle I, preparing learning materials, making observation sheets of student activities, identifying problems at the beginning and end of activities. After that, researchers plan to evaluate to see the student's progress on the material that has been given. Based on the results of discussions with collaborator on August 16, 2021, several attempts are planned to solve the problems identified above. This effort focuses on improving students' listening skills through movie clips media.

Acting, the cycle I consists of two meetings. The first meeting was to explain the medium of movie clips. Researcher explains to students about the purpose and how to understand oral texts using movie clips. In the second meeting, the researchers asked students to practice and answer questions after watching a movie clip, and then the researchers supervised their assignment. The completeness of the actions in each meeting will be discussed as follows.

Meeting I, the first meeting is on Wednesday, August 18, 2021, from 10:40 a.m to 11:40 a.m. Researchers and collaborators come to the classroom, then collaborators introduce the researcher to the student and send the class to the researcher. Previously the researchers prepared the projector tool, after all was ready, the researcher started the class by greeting the students. At first, the students were not very enthusiastic. There were some students talking to their friends, some just put their heads on the table, but when the researchers presented the media to watch the movie clips and that's when the students seemed enthusiastic and wondering about what they were seeing. The media support of movie clips with good moviequality and interesting topics can attract students, especially when researchers are trying to explain to them.

Before the researcher explains the descriptive texts, they brainstormed by asking the students about their experiences while watching these movies to check the students' knowledge of certain movies in the form of images on the projector. An example of a movie clip called "Toy story 2" was provided to students by providing illustrations of the topics discussed and introducing the movie clips used.

The Researcher uses movie clips in the process of learning to teach listening. An explanation of the steps of looking at movie clip techniques, how to use them, and the benefits of the techniques provided to students. Once students understood, researchers asked students to watch and listen carefully to some of the movie clips. Then, the researchers asked students to identify generic receipts from oral texts and answer questions given based on movie clips by practicing techniques and guidance from researchers. After the student completes the task, the researcher asks the student to answer the question before the researcher and the student discusses the answer of the given task, and all students appear active to answer the question from the researcher.

The first meeting went smoothly, and all students were active in answering questions according to the movie clips they had watched. Because the lesson time has run out, the researcher ends the class, previously the researcher summarizes the material and examines the student's understanding of the given material. Then, the researchers said thank you and left the class.

Meeting II, the second meeting was held on Thursday, August 19, 2021. The students looked happy when the researchers came to their classes again. Researchers greet, asked their circumstances, and check attendance. Once all students look ready to start the lesson, researchers begin the teaching and learning process by asking about the last material they

have learned and reviewing it. The goal is to build their memory and confidence in learning to listen to English. Then, the researchers asked students to create 4 groups of 5 persons, aiming to see the student's cooperation with their friend. Researchers began playing movie clips and researchers asked students to identify some information by answering questions on student worksheets. The researchers walked up to students and monitored the students' activities, as well as helping students who asked about vocabulary they didn't understand by explaining those equations.

The students seemed to be busy with each other's groups while answering questions given by the researchers, they discussed about the film clips they had watched, some looked confused because they did not understand, researchers tried to ask what parts they did not understand, and there were also students who continued to ask researchers for help. The class sounded noisy as they continued to talk to their group during the teaching and learning process. Although some students who seemed to be silent and not very active when the researcher explained, but the teaching and learning process at the second meeting went smoothly, and did not forget the researcher asked students to focus on the task given by the researcher.

After they completed their group tasks, one person from each group advanced to give the results of their assignment and the researcher ended the class. They asked about the value given to group tasks at the next meeting. The researcher announces the value of the group task by showing the writing, after the researcher provides the value.

Meeting III; The third meeting was held on Wednesday, August 25, 2021. Researchers entered and greeted, asked the circumstances and checked the attendance list of students as usual. Researchers gave back the results of listening assignments for each group, then researchers and students discussed previous listening tasks and applied movie clips together so that students could observe their answers.

In the third meeting, the researchers prepared several assignments for the students. In this case, they should focus on working individually. The researcher examine the readiness of the students first, once the students are ready, the researchers give several tasks to each student. The researcher asked the students to answer some questions and shoot the movie clips in individually spoken text. Mobile researchers examine their work and help the students when they get into some trouble. After the students complete the task, the researchers and the students discuss the task together. The researchers appointed some students to write their answers on a whiteboard. The use of movie clips aims to attract the attention of students and dare to show the results of their work. The students got the opportunity to revise their answers, after everything was done revising, then the researchers gave some snacks as a reward for students who were active in listening lessons.

The researcher found students sometimes struggled with vocabulary when it came to answering questions. The researcher asked students to always open their dictionary and help each other by translating words they found difficult and writing them on the board for all students to see. This activity is not really good, because the students see each other's answers or talk to their friends, as it was like group activities. Researchers always go around to see the results of their assignments and remind the students to work alone, they go back to work on their own and it doesn't last long. They talked to their friends again, some even approached their friend's bench.

The bell rang, some students who hadn't completed the task asked the researchers for a little time, and they were seen trying to finish their task. The researchers asked the students to submit their task even though it had not been completed, then the researchers informed about their grades to be given at the next meeting.

Observing, in observation to the observer's actions, this action presented two meetings in cycle I learning to know and understand oral texts in movie clips to improve the listening skills of the students. The researcher have explained the characteristics and what to use for the exercise, but the students still look confused and have difficulty knowing the oral text in movie clips. the second meeting, researcher explained about listening skills in movie clips before assigning assignments to students. Then this second meeting, it appears that

the students began to be active and interested in the learning process of listening. In post test 1, 13 out of 39 students scored well. Although only 10 students passed and had not reached the maximum number, the student test results were better than the pretest before being given treatment by researcher, and it proved an improvement.

Reflecting, reflection is done after applying previous actions, researcher and English teachers who as collaborators, discuss to make reflections about the actions taken and evaluate actions. Based on the researcher's observations in cycle I, researcher did not have too much difficulty delivering lessons, although not all students achieved the prescribed scores. The researcher noticed that the students had demonstrated their abilities with an increased understanding of listening from pretest to posttest 1, and the data was recorded as follows.

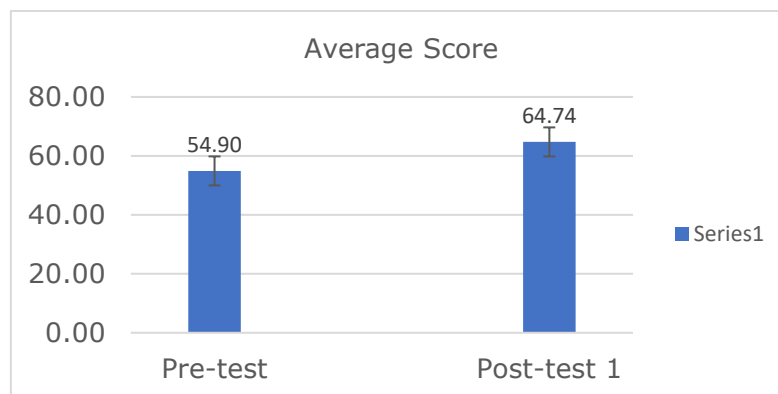


Figure 1.

At the beginning of cycle I, most students are still confused and clueless at the time of learning to listen to English. As a result, some students are less active in the learning process. Based on reflection researcher provide additional material and film clips to gain students' learning interest.

Based on the chart above shows that the difference in average score between pretest and post test is not far, and is said to have not been successful to meet the success rate of research at 80%. Therefore researcher and collaborators continue on cycle II which consisted of planning, acting, observing, and reflecting.

3.3 Cycle II

Planning, researcher and collaborator review the results in the first cycle, for this cycle, researcher discusses with collaborator to determine the follow up actions to be implemented in the class. The researcher focuses on the problems found in cycle I and the researcher still uses the same teaching method. Seeing the problems in the previous cycle, the researcher looks for ways to make the learning and teaching process more fun, the researcher will improve the movie clips by choosing more interesting clips and doing some new actions for the students. It is hoped that it will attract more students' attention to learn to listening in cycle II.

Acting, the action performed in cycle II consists of two meetings. Researcher performs a time lag between cycle I and cycle II, used to evaluate the results of cycle I and create lesson plans, materials and tasks to be given to students. During the first meeting of cycle II, there are activities when reviewing and reminding material about movie clips. The students were asked to answer questions about movie clips they had already watched, a second meeting, researcher asks students to answer questions and practice individually by watching movie clips, and revise their work. Details for each meeting will be discussed as follows.

Meeting I, the first meeting of the second cycle is on Wednesday, September 8, 2021, at 10.40 am to 11.40 am. The students are delighted when the researcher comes back to their classrooms. Researcher as usual did not forget to ask their news and prepare the

media as a learning tool at this meeting, researchers conducted a quiz by asking the students about the meaning of the vocabulary that the actress in the movie clips mentioned, researchers asked students to listen and see how actresses mentioned the vocabulary. After the researcher's warming up before starting the learning, the researcher explains again about descriptive text and the note taking technique to students, also gave an example by watching movie clips.

Before the researcher explained about descriptive text and note taking, researchers examined students' knowledge of some of the movies shown on the projector by asking about students' experiences while watching movies. The researcher provided illustrations of the topic being discussed and introduced the movie clip used, namely the movie clip titled "Toy Story 3".

Then the researcher asked students to identify generic structures in movie clips and answer questions that had been given by researcher based on movie clips and practice movie clip techniques with guidance from researcher. After the students completed their assignments, The researcher asked for some to answer the questions according to the answers they had written. This activity becomes fun because the students are actively engaged in listening activities, they alternately want to answer the question and pay attention to the friend who answers the question. The researcher saw that they were able to identify generic structures and answer questions based on a given movie clip. And there are still some students who are still confused by the movie clip, researcher explained it again about the movie clip until they understood.

Meeting II, the second meeting was on Thursday, September 9, 2021, from 10:40 am to 11:40 am. in this meeting researcher asked students to create 5 groups, the researcher asked the students to watch movie clips and write their understanding of movie clips, The movie clips using vocabulary commonly used every day so that students can understand the contents of movie clips. This meeting is quite a time consuming for the students as they also have to discuss with their friends after watching the movie clip. The researcher also asked students to write the vocabulary they got, so they could use it; after they completed their assignment, the researcher and students discussed understanding the movie clips that had been aired.

The researcher again showed the movie clip "The smurf lost village" and asked the students, "what's their name?" they replied "she is Smurfette, and the researcher asked students to describe Smurfette attitudes, some students can answer with their own language and confidence. The researcher asked the other students who seemed to be silent, and the students were few able to answer, but all the students had tried well in listening learning.

Before the learning ended, the researchers told the students that at the next meeting, the researcher is going to do the test again as their second posttest, with the researcher asking students to learn English at home, especially by learning to use movie media, in order to help students' listening become more better,

Observing, in each learning process, researcher and collaborators made a discussion about the result of observations starting from the first cycle to second cycle. This is to find out the performance of researcher and the response of students to listening learning. The researcher recorded everything that was found, especially the changes in the students' listening skills, the activeness of students in the learning process. There is an increase in learning with the use of strategies used by researcher, the topics used are also more interesting to students than before, and it can take students' attention and they can also work well with their groups. The students can be more confident to answer questions from researcher, on the one hand there are students who still feel confused, but other students can help it well and asked researcher actively.

Most students have been active in the learning process. It is not only dominated by intelligent students but also students who at first seem passive, and this cycle they have been more active than before in learning listening process.

Reflecting, the reflections seen in cycles 1 and 2 increase in each cycle. Based on the above observation that the performance of the students appeared to improve from day to

day, the aspect showed success reached 80% taken from the student test, 34 out of 39 students got 70 and even more than 70 as the minimum standard set by researchers at MTs Muhammaduddarain, while 5 out of 39 students had a score below 70. Students who get a grade below 70 are given improvement and additional assignments so that students can improve their scores. The result of students' test showed in Figure 2.

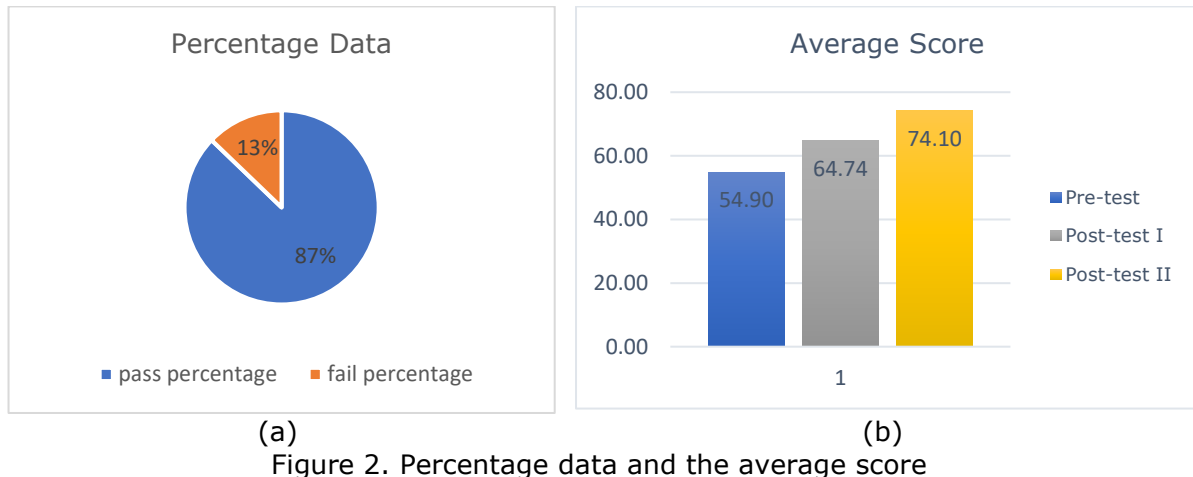


Figure 2. Percentage data and the average score

Based on the observation result and discussion with the collaborator, students who get a grade below 70 have some problems in school. There are those who are often absent or do not enter the classroom, and there is one child who has a weak brain. For this problem, researcher plans to provide remedial and additional tasks so that students can improve English learning, especially listening. In addition, they will get personal motivation from researcher and collaborator who are assisted by their parents.

Based on the results of the test, observation sheet, interview conducted on student Syeira Cahyaning Wulan, she said "when learning to only use books feels very boring, I become a little sleepy. But when miss come and learn while watching a movie, it's so much fun! I became excited to learn, when miss spoke English or by listening while watching a movie, I became somewhat understanding. And I can answer a little bit in English, so I'm not afraid than before. "And it was verified in English teachers as collaborators for this research, that the students experienced improvements in their performance and achievement in the learning process. The researcher decided to end the cyclical procedure until cycle II. This research stopped due to the limited time given by the school. From the analysis above, It can be concluded that the use of movie clips can improved and be used as an effective learning medium used in teaching and listening to MTs Muhammaduddarain Bekasi.

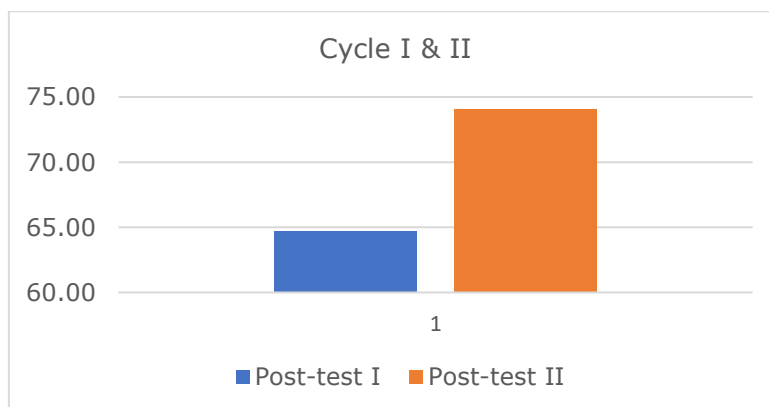


Figure 3. Posttest achievement on Cycle I and II

From the data above it is explained that there is an increase in listening to students with the use of movie clips as a learning tool that can attract attention and motivate students to listen in learning English, and learning using the media is said to have been successful. In the observation and data taken, researcher can see that the students were more active while studying, they did not feel embarrassed when asked to use English. Researcher follow the way from Xhemaili who has used movies as a medium of learning in class, it is known that movies have certain genres and plots that can attract students to learn, and can arouse the interest of students, thus will generate discussion between teachers and students after watching a movie. Putriani et al. (2013) uses movie clips as a learning tool in class, by airing movie clips for 3-6 minutes so that students do not feel tired and bored. The researcher followed those suggestions to help students to facilitate the learning process.

However, researcher can say that learning to listening by using movie clip media can improve listening skill in MTs Muhammaduddarain Bekasi. Because every cycle there is an improvement student learning in listening skill, researcher finally decide to end the cycle until cycle 2 and the action hypothesis is accepted.

4 CONCLUSION

Based on the result of discussion and the research above, then the researcher can conclude that, "In the processes of teaching and learning using the media of movie clips can improve the listening ability of students at MTs Muhammaduddarain Bekasi." Therefore, movie clips can be used as an interesting media in the teaching and learning process because movie is a media that is very preferred by everyone, and students do not have to focus only on books, and also the use of movie clips made them easier to understand the material. This made students more motivated and more active in learning, especially in improving listening skills. Then students can improve vocabulary and know how to pronounce correctly, as they learn to listen to using this media. Movie clips can help teachers develop the aspects needed in teaching and learning. It is clear that movie clips can be used to improve students' listening skills.

The impacts of the result of the research, because each cycle can increase students' listening skill by using the media of movie clips as follows; 1) students' pronunciation mastery can increase, 2) students' vocabulary mastery can increase, 3) students' grammar mastery can increase, 4) Student motivation can increase 5) student confidence to learn English increases 6) student fluency increases from previous 7) student listening increases by supporting their parents.

The results of the study, there is an increase in listening students who are previously lacking in understanding grammar, pronounce, lack of understanding of a sentence, limited vocabulary makes them not confident and have no motivation to learn English because they think English is very difficult to understand, after being brief on students on how to learn grammar, how to pronounce.

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