



## IMPROVING STUDENTS' LEARNING SKILLS AND OUTCOMES BY USING LEARNING MEDIA OF ENGLISH MOVIE AT THE 11<sup>th</sup> SCIENCE CLASS 3 OF MAN 3 BANJARMASIN IN 2018/2019

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### ABSTRACT

This research aimed to study impact of using learning media application of English movie to overcome the students' low listening skill and learning outcomes of the 11th science class at MAN 3 Banjarmasin on English subject. It's also aimed to find out how the teacher and student responses to using that media. It used a class action research (CAR) design with 2 cycles. Each cycle consists of planning, implementing actions, observing and evaluating as well as analyzing and reflecting. Data collected using observation techniques, written tests and questionnaires. Then the data was analyzed with the techniques of quantitative descriptive and qualitative analysis. The results showed that using English movie learning media in the learning activities can improve the teacher and student activities, students' listening skill, and learning outcomes which the students give a good impact on the application of English movie learning media.

**Keywords:** learning media, *English movie*, teacher activities, student activities, listening skill, learning outcomes, English.

### INTRODUCTION

The Ministry of Education and Culture has one of its visions, namely the realization of international - standard schools that produce graduates who have national identity that are able to develop their local excellences and compete internationally. Seeing the description above, this is the reason why students need to learn English.

Each student has different abilities and needs that are unique in learning English. There are many skills that can be learned in English, one of which is the ability to listen (listening

skill). According to Farimah and Naffisi (2016), listening is a process that is considered as the simplest way to receive the language spoken by others and the easiest skill to master because it only requires a short amount of time when it is compared to other skills such as speaking, writing, and reading. However, as a matter of fact this is not entirely true as above expressed, especially if English is not the mother tongue of the country.

Listening is one of the important skills which students must learn in learning English. It actively can build vocabulary and improve the language use.

In addition, listening skill also has the potential to build pronunciation, vocabulary and acquisition of student syntax. In addition, listening facilitates students to get 45% of total student competence in language

According to Habib (2015), listening skill in English particularly can affect other language skills such as reading, writing and speaking. For example, if students watch an English-language film once a day in their free time, their listening skill may improve and so does their speaking skill because when they watch, they do not only listen to the language being spoken but also they see how the characters in the film speak so they can mimic it. Students who have good ability and mature in listening are considered better in other language skills such as reading, conversation, speaking and writing when they are compared to students who do not have good and advance listening skill.. Another advantage is that if an individual has good listening skill, he can obtain wider and more diverse information. This certainly will affect the cognitive development of the individual (Judi, 2012).

Based on the description above, listening skill provides many benefits for the development of student's language acquisition. However, as explained earlier the ability to listen is not something that is mastered. This is due to differences in dialect. The difference is not only in terms of pronunciation but also in culture. It can also grammatically causes the misunderstanding between speaker and listener. In addition, in Indonesia, English is taught as a foreign language not as a second language.

Based on preliminary tests conducted, it is known that most students of the 11<sup>th</sup> Science Class 3 at MAN (Islamic Senior High School) 3 Banjarmasin considered English to be a difficult subject, especially in learning to listen. The average outcome for listening is 50.82% while the value of listening competence reaches a minimum completeness value of only 10.34%.

Speaking to those, it can be said that the conditions of learning outcomes and the listening skill to students in English subject is still relatively low. The low learning outcomes and students' listening skills are influenced by several factors including: (1) lack of students' English knowledge, (2) lack of students' vocabulary, (3) lack of students' English communication exercises in daily life, (4) lack of understanding the activities in English, (5) poor quality of student assignments and (6) inadequate techniques used in learning.

Responding to these problems, the teacher's role as an educator is needed to be creative and innovative to find solutions in improving the quality of learning outcomes. In this case, those are students' learning outcomes and listening skill. One technique to improve students' listening skill and learning outcomes is through audio-visual.

Audio-visual is a very interesting technique in the learning process. Therefore, this technique aims to make students able to understand the target language, speak with grammatically acceptable and correct pronunciation as well as be able to understand the material presented. Suleiman (2005) said that audio-visual is a media that can be seen and heard in carrying out the commu-

nication process. One of audio-visual that is used is video. The video can be played according to the material needed. In this case watching a movie which can improve students' understanding and listening skill.

According to a research conducted by Yassen and Shakir (2015) states that films can sharpen students' audio-visual skills in language. This is because when we watch movies, we can see overall body language, tone of voice, speech style, texts, and others. These are certainly not only beneficial for improving students' listening skill but also increasing students' motivation and vocabulary development because they have direct contact with the language. Therefore, the researcher is interested in conducting research in improving listening skill and learning outcomes of the 11<sup>th</sup> students of class 3 of MAN 3 Banjarmasin with English movie learning media in the 2018/2019 academic year.

## RESEARCH METHODS

This research was designed and carried out using Classroom Action Research (CAR). According to Kunandar (2013), CAR is a form of self-reflection activity carried out by education practitioners in educational situations to improve rationality and fairness about: (a) their educational practices, (b) their understanding of the practices, and (c) the situation in which these practices are carried out.

The study was conducted in September 2018. The research was conducted in the 11<sup>th</sup> Science Class 3 at MAN 3 Banjarmasin. The research subjects of the class were 36 students consisting of 24 female students and 12 male students, while the objects in this study were teacher activities, student

activities, students' learning outcomes, students' listening skill and students' responses to the learning in the class.

Data on cognitive learning outcomes were collected through written tests consisting of 20 multiple choice questions at the end of the cycle. Just like cognitive learning outcomes, the data regarding students' critical thinking abilities are collected through written tests in the form of 15 multiple choice questions given at the end of each cycle. Then, the data of teacher activities, student activities and affective learning outcomes of students were collected through non-test namely observation sheets at each meeting and student responses were collected through student response questionnaires at the end of cycle II.

The assessment of observational aspects in the teacher activities observation sheet uses a score of 1-5 accompanied by an assessment rubric that measures 15 items of teacher activity. The categories for teacher activities can be seen in Table 1.

**Table 1. The categories for teacher activities**

| Score   | Category  |
|---------|-----------|
| 10 – 18 | Bad       |
| 19 – 26 | Poor      |
| 27 – 34 | Fair      |
| 35 – 42 | Good      |
| 43 – 50 | Excellent |

(Sudjana, 2014)

The assessment of the observational aspects in the student activity observation sheet uses a score of 1-5 accompanied by an assessment rubric that measures 12 student activities. The categories for student activities can be seen in Table 2.

**Table 2. The categories for student activities**

| Score   | Category      |
|---------|---------------|
| 8 – 15  | Inactive      |
| 16 – 21 | Less active   |
| 22 – 27 | Active Enough |
| 28 – 33 | Active        |
| 34 – 40 | Very Active   |

(Sudjana, 2014)

Analysis of cognitive student learning outcomes aims to determine the level of mastery of student concepts. In accordance with MAN 3 Banjarmasin Mastery Learning Criteria (KKM), students who score more or equal to 75 are declared complete learning. The success of students in mastering English subjects is shown by the average value of students overall  $\geq 75$ , absorptive capacity  $\geq 75$  and mastery learning  $\geq 75$ . To describe the success of students in learning can be seen in Table 3.

**Table 3. The categories for student cognitive learning outcomes**

| Score            | Category  |
|------------------|-----------|
| $x < 65$         | Very Low  |
| $65 \leq x < 75$ | Low       |
| $75 \leq x < 85$ | Fair      |
| $85 \leq x < 95$ | Good      |
| $x \geq 95$      | Excellent |

(Sudijono, 2010)

The assessment of observational aspects in the affective learning outcomes observation sheet of students uses a score of 1-5 that measures 4 affective aspects which are honesty, discipline, responsibility and confidence. The categories for affective learning outcomes of students can be seen in Table 4.

**Table 4: The categories for affective learning outcomes**

| Score   | Category  |
|---------|-----------|
| 0 – 3   | Bad       |
| 4 – 7   | Poor      |
| 8 – 10  | Fair      |
| 11 – 13 | Good      |
| 14 – 16 | Excellent |

(Sudjana, 2014)

The assessment of students' listening skill uses a written test with 15 multiple choice questions in which students play English-language audio first before working on existing questions. The categories of students' critical thinking skills while listening can be seen in Table 5.

**Table 5: The categories of students' critical thinking skills**

| Score            | Category  |
|------------------|-----------|
| $x < 65$         | Bad       |
| $65 \leq x < 75$ | Poor      |
| $75 \leq x < 85$ | Fair      |
| $85 \leq x < 95$ | Good      |
| $x \geq 95$      | Excellent |

Then the assessment of students' responses to English movie learning media conducted in a questionnaire using a Likert scale 1-5 containing 10 questions with a choice of answers, such as strongly disagree (STS) = 1, disagree (TS) = 2, doubt (RR) = 3, agree (S) = 4, and strongly agree (SS) = 5. The following categories of student responses can be seen in Table 6.

**Table 6: The categories of student responses**

| Average Score | Category      |
|---------------|---------------|
| 10 – 18       | Bad           |
| 19 – 26       | Poor          |
| 27 – 34       | Fair          |
| 35 – 42       | Good          |
| 43 – 50       | Very Positive |

(Widayoko, 2014)

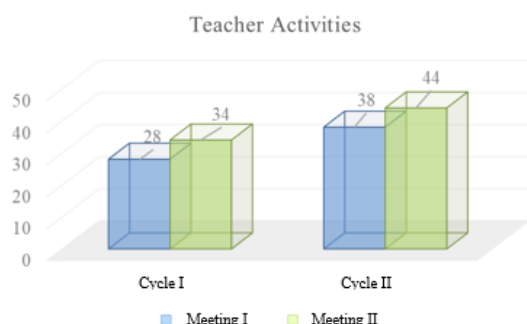
Indicators of the success of this study are (1) teacher activities are increasing if it is at least classified in the good category, (2) student activities are increasing if it is at least classified in the active category, (3) the ability to hear students' listening skills are increased if each aspect measured is classified in either category, (4) the average value of students' cognitive learning outcomes of at least 75,

the standard of minimum learning score (KB) of at least 75% of the total number of existing students and absorbency (DS) of at least 75%, (5) of students' affective learning outcomes in carrying out learning can increased by a minimum of good categories and (6) student responses were included in both categories.

## RESULTS AND DISCUSSION

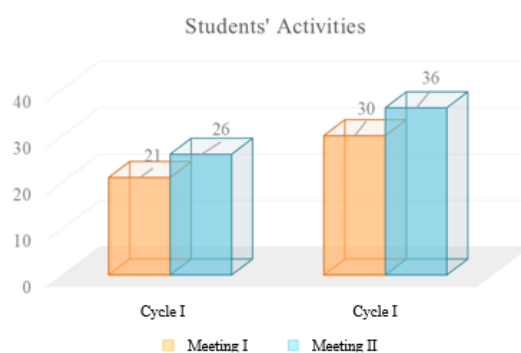
### A. Research Results

The results of the evaluation and observation of research in the first and second cycle in the form of teacher activities, student activities, students' listening abilities, student learning outcomes and student responses to learning with English movie learning media. The increase in teacher activity scores in cycle II when it is compared to cycle I can be seen in the Picture 1.



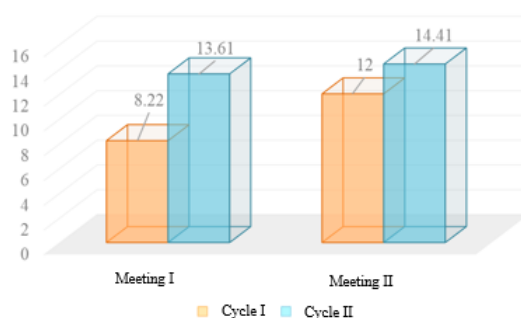
**Picture 1: The Increase in Teacher Activity Scores at Each Meeting**

The increase in student activity scores in cycle II when it is compared to cycle I can be seen in Picture 2.



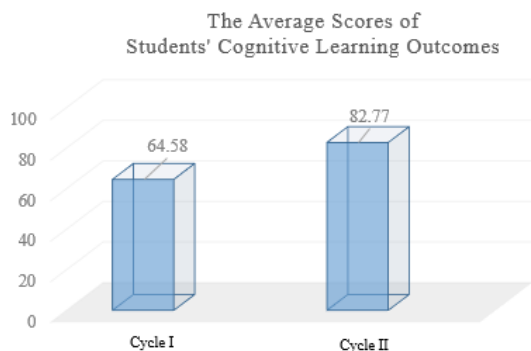
**Picture 2. The Increase of student activity scores at each meeting**

The increase of affective learning outcomes scores of students in the second cycle when they are compared with the first cycle can be seen in Picture 3.



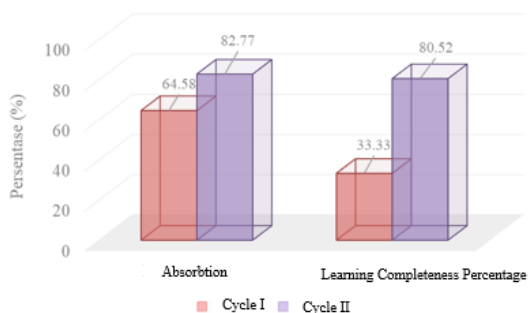
**Picture 3. The increase of students' affective learning outcomes scores**

The increase in cognitive learning outcomes data in this study was seen from 3 aspects namely the average value of learning outcomes, absorption and the standard score of learning completeness. Following the increase in the average value of students' cognitive learning outcomes in cycle II when they are compared with cycle I can be seen in Picture 4.



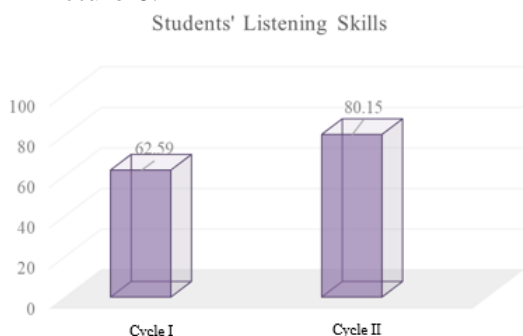
**Picture 4. The increase of the average scores of learning outcomes in each cycle**

Then, to increase the absorption and learning completeness in the second cycle when they are compared with the first cycle that can be seen in Picture 5.



**Picture 5. The increase of absorption and learning completeness percentage**

The increase in the scores of students' listening skills in cycle II when they are compared to cycle I can be seen in Picture 6.



**Picture 6. The increase of students' thinking skills to listen**

Response questionnaires were given to the students after the second

learning cycle. This questionnaire aimed to determine the response of 36 students of 11<sup>th</sup> Science Class 3 at MAN 3 Banjarmasin to learn using English movie learning media. The calculation results showed 80.15% gives a good response to the use of English movie learning media in the learning process.

## B. DISCUSSION

This class action research was conducted using English movie learning media as an effort to improve listening skills and student learning outcomes. This is proven by an increase in student learning outcomes and listening skills from cycle I to cycle II. In addition, there was also an increase in teacher activity, student activity, and student affective in each meeting based on the assessment of observations made by 34 observers. This research was conducted in two cycles with each cycle consisting of two meetings.

### 1. Analysis of Teacher Activity Assessment

Overall, the learning process in the first cycle has been going pretty well based on the teacher activity assessment sheet. But even though it is good enough, there are still some things that are lacking like the teacher is still lacking in conditioning students to ask questions against the explanation given by the teacher.

In addition, learning at this first meeting takes a lot of time so that the whole learning phase cannot be carried out which the teacher and students cannot help conclude the learning material together. This is in line with Warsono and Hariyanto (2013) which states that the shortcomings in implementing learning with media are often time consuming.

The scores of teacher activity at this first meeting was 28 and included in the quite good category. To be able to carry out the next learning process, the observers provided an input so that the teacher is more creative in encouraging students to ask questions. In addition, in managing time, the teacher should be able to manage time well so that the learning steps can be implemented well.

At the second meeting of the first cycle, all suggestions and input provided by the observer were carried out by the teacher so that there was an increase in the teacher's activity score to 34 with quite good category. The teacher is good enough in all aspects of teacher activities in carrying out learning such as encouraging students to ask questions, conditioning students to ask questions, give direction to students to discuss and so forth. Overall, the score of the teacher's activity even though it is in the quite good category, but the score does not meet the standard of the teacher's activity score to be expected by the teacher as a researcher. Therefore, the assessment of teacher activity in cycle I was used as a reflection material in cycle II. The assessment of teacher activity is continued to cycle II.

In this second cycle the teacher is better able to manage the class and manage the time so that the learning steps that have been planned can be implemented well. In addition, teachers are also more capable in making the learning process more fun and meaningful so that students become more motivated in learning. This is consistent with the opinion of Roberto (2015) that a fun and dynamic learning process can increase learning challenges for students so that student learning outcomes are better.

Teacher activity in each cycle II meeting continued to increase. In the second cycle the first meeting the teacher activity score was 38 in the good category and increased in the second meeting in the second cycle to be 44 with the same category. Compared to cycle I, the teacher's activity score increased by 10 points from 31 with a good enough category increasing to 41 with a good category in cycle II. Increased teacher activity in each cycle is seen in Picture 3.

## **2. Analysis of Student Activity Assessment**

According to the observations, students' activities at the first meeting of the first cycle showed that they were quite active with a score of 21. However, although they were classified as quite active, there were some things that needed to be improved. The thing that needs to be improved is that there are still some students who do not understand the sentence in the film. This is because students are not accustomed to watching movies without using Indonesian subtitles. In addition, students are still relatively passive, especially when the teacher gives direction to them to ask questions and discuss.

To get the better implementation of the learning process at the next meeting, the observers provided some advices and input. Based on the advice given, the teacher should be more creative in building the learning media used to transfer the material from the teacher to the students well. The improvement effort made by the teacher gives an influence on student activities where there is an increase in scores at the second meeting by 5 points from 21 at the first meeting to 26 at the second meeting. Overall, student

activity in the first cycle is quite active with an average score of 23, but the average score obtained in the first cycle does not meet the standard student activity scores that expected. Therefore, the assessment of student activities in cycle I was used as reflection material in cycle II. The assessment of teacher activity is continued to cycle II.

By observing the results of observations of student activities in cycle I, the implementation of learning in cycle II was further enhanced by correcting deficiencies during the learning process of cycle I. Things that are not optimal in teacher activity are also improved so that it is expected to have an impact on increasing student activity.

Overall, from the initial stage, the core and final learning activities of students are classified as good. Students looked more motivated in learning. Students began to actively discuss with the group, students also appeared to be active in asking questions when they had difficulty or there was material that they did not understand. This was because students were getting used to the learning patterns implemented by the teacher. In addition, an increase in student activity scores occurred because students were more motivated in participating in learning by using English movie media. When students are motivated, students will become active in learning activities.

If we look at each cycle, student activity from cycle I to cycle II has increased where in cycle I the average score of 23.50 with the moderately active category increased in cycle II to 33 with the active category. This is in line with the results of Ariyanti's research (2015) which states that using English language film

learning media can increase the average percentage of student activity by 74.40% at the end of cycle II. Similarly Pratiwi's research (2014) using film media amounted to 76.25% of students having high learning activities. Comparison of student activities in each cycle can be seen in Picture 4.

### **3. Analysis of Students' Listening Ability Assessment**

Listening ability of students in the first cycle and second cycle increased from an average score of 62.59 in the first cycle with a less category to 80.15 in the second cycle with a good category. The increase occurred because through the film media used can build students' listening and communication skills. This is consistent with research conducted by Merita (2014) the use of film as a medium provides several benefits to students, namely (1) increasing students' ability to understand spoken language, (2) practicing students' pronunciation skills, (3) enriching students' vocabulary, (4) build students' ability in expression and (5) train students to understand the structure and correct rules about the use of the language being taught.

This is in line with the research that conducted by Dodi and Yulia (2015) which states that there is a significant difference in the listening ability of students who learn with film learning media and students who do not go through learning with film learning media. Comparison of students' listening skills in cycles I and II can be seen in Picture 6.



#### **4. Analysis of Student Cognitive Learning Outcomes Test Assessment**

After the learning process in the first cycle is complete, then at the end of the cycle a cognitive learning achievement test is performed to determine the students' ability to absorb the material that has been discussed. Based on the results of the study, the average value, absorption and completeness of learning increased from cycle I to cycle II where the average value increased by 18.19 from 64.58 in cycle I to 80.52 in cycle II. Then the absorption has increased by 18.19% from 64.58% in the first cycle to 80.52% in the second cycle and mastery learning has increased by 47.19% from 33.33% in the first cycle to 80.52% in cycle II.

The application of English movie learning media makes students look more active and happy in following the learning process. The active and pleasant learning process makes the knowledge gained more meaningful and makes it easier for students to understand the subject matter delivered by the teacher, so that student learning outcomes improve. This is in accordance with the research of Zaini, et al (2017) which states that using film learning media in the learning process can produce an increase in student achievement in learning. Likewise, Mardiah's research (2018) concludes that film media can make student learning outcomes complete classically.

#### **5. Analysis of Student Affective Learning Outcomes Assessment**

In addition to cognitive learning outcomes, this study also assessed learning outcomes of students' affective aspects. The affective aspects of students assessed in this study are honest,

confident, disciplined and responsible. The affective aspects of students are assessed in each learning process using an observation sheet that has been accompanied by an assessment rubric.

Affective learning outcomes of students as a whole in the first cycle of 10.11 with quite good categories. Because the results obtained are still not in accordance with the desired target, further learning is held in the second cycle. In cycle II, improvements were made so that there was an increase in the affective aspects to 14.01 with good categories.

It can be said that the English movie learning media has a positive influence on students' affective learning outcomes. This is in line with Pratiwi's research (2014) which stated that an increase in the attitudes of students shows that through the learning process with English movie media can cause students to have enthusiasm and motivation towards the learning process, so that the attitudes expected of students can arise in learning process.

#### **6. Analysis of Student Responses to Learning**

Based on the results of the assessment of student responses to learning by using English movie learning media, most students gave good responses. Good responses given by students are shown by the number of students who gave very good and good responses compared to adequate, not good and very bad responses.

The student's good response indicates that learning by using English movie learning media makes students more interested and motivated to participate in learning and makes it easier

for students to understand the material being taught.

According to the discussion above, this research has answered the existing action hypothesis that the use of English movie learning media has succeeded in improving the learning process so that it can improve students' listening skills and student learning outcomes (cognitive and affective) in cycle I and cycle II. In addition, students also showed a good response to learning by using English movie learning media. With the application of English films as learning media, students find it easier and better to understand English. Students can answer questions in listening tests and learning outcomes more easily and also learning can be carried out with more fun and meaningful.

## CONCLUSION

Based on the results of research conducted, it can be concluded that:

(1) the activity of teachers in learning to use English movie learning media has increased quite well in the first cycle then to be good in the second cycle, (2) the activities of students in learning to use English movie learning media has increased the category of quite active in the first cycle to be active in the second cycle, (3) the students' listening skills in learning to use English movie learning media has increased into fair categories in the first cycle then to be good in cycle II, (4) affective learning outcomes of students in learning to use English movie learning media has increased into fair categories in the first cycle and to be good in cycle II, (5) student cognitive learning outcomes in learning to use English movie learning media has increased from the first

cycle is 64.58 (low category) becomes 82.77 in the second cycle with a good category and (6) students give a good response to learning with English movie as a medium of learning.

## SUGGESTION

Based on the research that has been done, it can be suggested as follows (1) teachers and other researchers who will use the English movie learning media in learning activities should be able to manage their time better so that the implementation of the learning process can run smoothly and well and (2) English and in other subjects in general are expected to be able to make learning media of English movie as an alternative in improving listening skills and student learning outcomes.

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