

THE UTILIZING INSTRUCTIONAL IN ENHANCING STUDENTS' LISTENING ABILITY THROUGH MOVIE REPORT AT LISTENING III

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Abstract: This paper is to discuss the utilizing instructional of movie report as one of the ways in enhancing student's listening ability. Listening is the ability to identify and understand what others are saying. It is a first communicative skill that acquired for human being. It is an invisible mental process that plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. Listening is the activity of paying attention to and trying to get a meaning from something we hear (Underwood, 1989). Listening as a part of transactional process in which all participants are simultaneously "sending" and "receiving" messages (Rost, 2002). Listening is an active process that not only what people hear but also how people connect it to other information they have already known (Helgesen in Nunan, 2003). There are some learner's problems in Listening III at English Department Faculty of Education and Teacher Training State Institute for Islamic Studies Imam Bonjol Padang such as; lacks of control over the speed at which speakers speak, not being able to get thing repeated, the listener's limited vocabulary, failure to recognize the "signals", problems of interpretation, inability to concentrate, established learning habits. To solve the problem the writer use student's work sheet adapted from Flowerdew (2005) with revision based on the students needs by watching movies. According to Norris (1993) Movies can be good authentic learning materials for listening skill because they contain dialogues from highly proficient English speakers which could contribute to an easier understanding of their pronunciation. It is stated that the students can get some benefits in watching films in English. They can improve their listening and speaking skills and they can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better.

Keywords: *Utilizing; Enhancing; Listening Ability; Movie Report*

A. INTRODUCTION

Listening comprehension is one the four language skills needed for effective communication in everyday conversational and academic contexts and it is also a source for obtaining the necessary input for language development. In language study the first stage is students have learned to read well, it is by listening that they can have the most direct connection to meaning in the new language. A wide range of listening tasks for different purposes and for all proficiency levels that the teachers can find listening activities to promote learning at every stage. Through listening, learners can build awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills. We learn to listen and we listen to learn.

Teachers who want to provide the most effective classroom experience for their second language students about there is no type of language input is as easy to process as spoken language, received through listening. Through listening, learners can build awareness of the interworking of language system at various levels and thus establish a base for more fluent productive skills.

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enable learners to interact in spoken communication. Listening is the first language mode that the basic learner acquire. It provides the foundation for all aspects of language and cognitive development and it plays a life-long role in the process of communication. According to Martin (1987), he found that people listen 45 percent of the time they spend, 30 percent of speaking, 16 percent reading and 9 percent writing.

According to Howard and Dakin (1999), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehending of meaning. An able listener is capable of doing these four things simultaneously.

One of the main sources of listening for students is the voice of their teacher. However, it is important, where possible, for students to be exposed to more than just that one voice, with all its idiosyncrasies. Listening is good for our student's pronunciation in that they more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening text are good pronunciation models, in other words, and the more students listen, the better they get.

Most students want to be able to understand what people are saying to them in English, either face to face, on TV or on a radio, in theaters and cinemas, or on tape, CD's or other recorded media. Anything we can do to make that easier will be useful for them. Depends the statement, one of the ways in enhancing students' listening ability is watching movie or film. Watching movie or film is one of material in teaching listening and it is not difficult. They can be exploited in language classroom because movies and films are contextually rich source of authentic materials. By watching movies students are introduced to the real context of language and a wide range of vocabulary that they can not get in classroom. In this activities, they will listen to the correct pronunciation, stress, intonation and useful expression. After watching the film, they are expected to be able to comprehend and enhanced their ability in listening comprehension.

B. THEORETICAL REVIEW

Teasley and Wilder (1997), assert that few students, if any, have had formal training in film analysis, whereas students usually come to the English classroom with different levels of reading skill. Using film as a text in the English classroom helps to level the playing field as most students are equally inexperienced in film analysis. Pirie (1997), Film can benefit struggling populations, it falls sort of challenging of level students.

Vetrie (2004), notes that the students with low motivation are more willing to think, talk, and write about films than about a book, regardless of which skill in Bloom's taxonomy are being employed. Film can also be utilized as a tool to help students to understand how literary devices are used in prose. Choo (2006), mentioned that media are effective as a flat form for the application of literary skills. They can also apply plot sequencing and narrative techniques in the production of short film. While using films, it put struggling readers at less of a disadvantage and incorporates elements of English language and literature.

Muller (2006), using films favor students with a strong grasp of narrative analysis skill, for it focuses mostly on the elements that films shares with literature, not on the unique ways a film expresses its narrative. Films as a literature approach ignores the facts that a directors has created a film text as related to their life expressions.

Harmer, J (1991) says that if we want to build students' competence in communication, we need to lead them to integration of four skills, showing how in real life one skill cannot be performed without another. Listening is the activity of paying attention to and trying to get a meaning from something we hear (Underwood, 1989).

Listening as a part of transactional process in which all participants are simultaneously "sending" and "receiving" messages (Rost, 2002). Listening is an active process that not only what people hear but also how people connect it to other information they have already known (Helgesen in Nunan, 2003).

C. DATA ANALYSIS AND DISCUSSION

Different definitions of listening comprehension focused on different aspects of the skill. Rost (2002) defined listening as a process of receiving what speakers actually says , constructing and representing meaning negotiating meaning with the speaker and responding and creating the meaning through involvement, imagination and empathy. He views listening as a part of transactional process in which all participants are simultaneously "sending" and "receiving" messages. The definition of listening based as four orientation or perspective. First, what the speakers actually says. Second, listening can be defined as

constructing and representing the meaning. Third, it is negotiating meaning with speakers and responding to it. Fourth, it is creating meaning through involvement, imagination and empathy.

One important use of listening is the presentation of new material. Until students are skilled readers, it is best to present new material orally. The teacher may select any part of the lesson for a listening experience. The following suggestions are means to encourage such teachers. First, listening selection should be short. Second, the teacher does not have to speak as if he or she were addressing colleagues or professional meeting. Third, It is best to add new material (vocabulary and structures) gradually. Fourth, exercises and fifth selective listening exercises or activities.

- Name of movie (They watched the movie out of class)
- Brief Summary (100 words)
- Kinds of movie; comedy/drama/horror/action/science fiction/others
- Major and Minor Characters; male/female/animals
- Setting, Plot, and Theme of the movie
- Structure ; Correct and incorrect
- State Verbs, Nouns, Adjectives and slang words
- What is the moral value of the movie
- Does the title related to the story?
- Conclusion and Recommendation
- Discussion about the movie (in class)

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