

IMPROVING STUDENTS' DICTATION ABILITY USING ANIMATED SHORT MOVIE *THE FANCY GENTLEMEN* AS A MEDIA OF LEARNING

Ronaldo Jonathan Kindangen, Jim Ronny Tuna, Fivy A.Andries

*English Education Department
Faculty of Language and Arts
Universitas Negeri Manado
Tondano, Indonesia
Email:ronaldojk@gmail.com*

Abstract : The purpose of this research to find out the effectiveness of using the movie as a media of learning to improve students listening skills especially in Dictation. The researcher uses Pre – Experimental Research and the sample of the study is the 9th grade students in SMP Anugrah Tondano and the total number of the sample are 20 students. The instrument of this study is an answer sheet consist of 20 numbers that students have to fill with word. The data were calculated by the result of students' Pretest are 41 and Posttest are 77. The students gained scores from Pretest to Posttest are 36. The result of this research showed that using a movie as a media of learning to improve students listening skills especially in dictation is effective.

Keywords : *Movie, Dictation, Listening, Fancy Gentlemen*

1. INTRODUCTION

In learning English, students are expected to master and have a good quality in all English skills: listening, speaking, reading, and writing. The researcher focuses on listening skill especially in dictation. There are many definitions of Listening proposed by many experts. Listening is the activity of paying attention to and trying to know the meaning of something we just hear (Underwood 1989). It is the ability to recognize and interpret what other people is saying (Yagang, 1993).

This involves knowing a speaker's accent or pronunciation, his grammar and vocabulary and also figure out his meaning (Howatt and Daikin in Saricoban, 1999).

From the definitions above the researcher believe that listening is a process that pay attention, recognize and understanding the meaning of something we just hear. The researcher also believes that Dictation is the activity that can represent students to

improve students listening skills, that's because Dictation is the activity where students have to hear carefully and then write down accurately the word that they just hear. In addition, Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to and oral text and writes down what they hear, the passage may be presented more than once in segments and information units.

English in Indonesia taught as a Foreign Language, even though the researcher in this research only want to improve students listening and focus on how good students dictate the words they hear, there are also difficulties which are the students have less interest if the teacher only uses some regular learning media like listen to the listening instruction, listening passage or some recorder tape. These things are decrease students motivation to learn because according to Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective

ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers. They are always told to listen to the same kind of things over and over again.

In this research, the researcher applies Movie as a teaching material that has a rich culture and real-life context. Many scholars have revealed that movie used in EFL classroom can become an important part of the curriculum. This is based on the fact that movie provide exposure to real language, used in authentic settings and in the cultural context in which the foreign language is spoken. They also have found that movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasyati, 2004 Luo, 2004)

The objective of this research is to find out the effectiveness of using movie as a media of learning to improve students listening skills especially in Dictation.

2. REVIEW OF LITARATURE

Listening skill is the first communication skills that we have as a human. Rost (1994) defines listening as an invisible mental process that has a prime role in daily lives. Human listen for different purposes such as getting important information, entertainment, or academic purpose.

There are many definitions of Listening according to many experts. Listening is the activity of paying attention to and trying to understand meaning from something we hear (Underwood, 1989). It is the ability to recognize and understand what people are saying. (Yagang, 1993). This involves knowing a speakers accent or pronunciation, his grammar, and his vocabulary and interpreting his meaning.

Saha (2008) expresses that even though hearing and listening are related, listening involves an active process that need an analysis of sounds, but hearing only passively receive sounds. Also, Harmer

(2001) expresses that listening is a receptive skill where people get the main idea according to what they hear. In addition, Oxford advanced learners dictionary defines listening as the process to pay attention to somebody/something that you can hear, to take notice of what somebody say to you follow their advice, or trust them.

The process of Listening Skill

Listening is not a passive activity as many people thought but it is active process activities that also have an internal process. According to Underwood (1989), the process of listening passes three stages. First, the sounds go into echoic memory for a very short time to be organized into meaningful units based on the knowledge of language the listener already has. Second, the information is then processed by a short time. In just a second, word are checked and compared with information already held in the long-term memory and meaning is extracted.

Dictation

Flowerdew and Miller (2005: 200) defines dictation as a simple technique that the listener listens to an oral text and write down what they hear, the passage may be presented for many times and it needs to be presented in segments or Information units.

Dictation is an important activity to improve students listening skills. Davis and Rinvoluceri, 1995, Montalvan, 2006 told that the students do not only pay attention to the sound of the words read by the teacher or play by a media but also understand the meaning and be able to transfer the dictated passages to their graphical representations. The students are expected to comprehend the contents of the passage and recognized all the words and sentences being read. During and after the dictation, all the students are active.

Movie

Gagne states that animation is moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lays the necessary foundation for learning

(Gagne,1969) Lowe adds animation can help the process of information received that is can make difficult content easier to understand (Lowe,2004). Furthermore, Harmer defines Animation movie is series of image that is projected onto a screen to create the illusion of motion in the form of animation (Harmer,2002).

The Important of Watching Movie in Listening Class

Movie will be used as a media of learning. The idea to ask students to watch the movie is inspired by Norris (1993). He states that teachers need to make activities to presents the practice of the listening skills, based on students' knowledge about the characteristics of the informal oral English language, to help students succeed in their learning. Thus watching movies could become a motivating activity of learning a foreign language especially in listening skill since students like watching movies.

3. RESEARCH METHODOLOGY

This is Quantitative Research, the researcher conducted a Pre - Experimental Method. The Pre - Experimental Method is the simplest form of research design. In a pre-experiment, either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change.

The researcher used One-group pretest-posttest design to see if the students listening skills improving or not. One-group pretest-posttest design is a single case is observed at two-time points, one before the treatment and one after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

The researcher conducted this research in two processes using pre-test and post-test design. The first process will be a pre-test to see the students listening ability in the beginning of the research before giving the treatment. The second process will be a post-test in order to see the result of the students listening skills especially in dictation after given a treatment,

The researcher compared the score between pre-test and post-test to find out the effectiveness of using this treatment in this Research.

The test illustration of one group pre-test and post-test design is seen in this table (Sukardi, 2003:184).

The Illustration of Research Design.

Pre-test	Independent variable	Post-test
Y1	X	Y2

- X** : Using Movie as a Treatment
- Y1** : Students' listening skills on dictation before taught by English Animated Movie
- Y2** : Students' listening skills on dictation after taught by English Animated Movie

$$M = \frac{\sum X}{n}$$

- n** : Total Sample
- $\sum x$: Total Score of students
- M** : Mean Score

(Hatch and Farhady, 1981, p, 55)

4. FINDINGS AND DISCUSSION

The sample of this research consists of 20 students. This research was Quantitative Research which was carried out in a pre-experimental method. This research used one group pre-test and post-test design. The pre-test was given before giving the treatment and the post-test after giving the treatment.

Before analyzing the data the researcher conducted research at SMP Berea Tondano. First meeting the researcher gave a pretest design which dictates a Short story that the teacher read. In this pretest, the researcher gives an answer sheet that students have to

fill with word that they just hear from the short story has been read by the researcher. The answer sheet consists of 20 number to fill as much as they can and the story read twice by the researcher. The time given was 15 minutes. During the pretest, the researcher noticed that students have problems dictating the words properly from the short story also the student was hard to understand the meaning in the short story. After the time is up the researcher collected the answer sheet. Then the researcher explained the meaning of the short story that they just hear also the researcher gave a chance to students to ask the question that they do not understand and the researcher will give an answer to their questions.

Furthermore, at second meeting the researcher gave a posttest by start giving the treatment by using Movie as media of learning. The researcher gave an answer sheet that also consists of 20 number to fill as much as they can by dictate the words from the movie played by the teacher. The movie has 3 minutes 30 seconds duration and it will be played twice and the time given to fill the answer sheet was 15 minutes. During the posttest, the researcher sees that students are active to watch and dictate words that they hear from the movie. And then when the time is up the researcher collect all the answer sheet. After that, the researcher gave a chance to the students to ask questions about the movie that they do not understand and the researcher answer all of their questions. At the end of the meeting the researcher ask all the students about what media of learning that they prefer to learn in dictate words properly is it Short Story or Movie, and all of them answered that Movie is the best media of learning that works well for them to dictate the words properly.

After conducted research at SMP Anugrah Tondano researcher have collected pre-test and post-test data from all the students as a sample of this research. The data referred to are presented below.

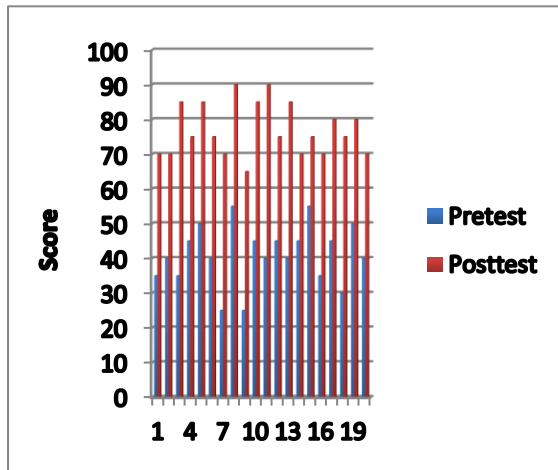
Table 4.1. The scores of the students in Pre-test and Post-test.

Students number	Pre-test	Post-test	Gained score
1	35	70	35
2	40	70	30
3	35	85	50
4	45	75	30
5	50	85	35
6	40	75	35
7	25	70	45
8	55	90	35
9	25	65	40
10	45	85	40
11	40	90	45
12	45	75	30
13	40	85	40
14	45	70	25
15	55	75	20
16	35	70	35
17	45	80	35
18	30	75	45
19	50	80	30
20	40	70	30
Total	820	1,540	720

The data of all the samples in Table 4.1 show that the smallest score in the pre-test was 25 and the highest score was 55. On the other hand, the highest post-test score was 90 and the lowest was 50. The sample total score in pretest are 820. Meanwhile the sample total score in posttest are 1540, and the sample total gained score are 705. Those scores obtained after applying English Animated Short Movie the Fancy Gentlemen as a treatment in improving students listening skills especially in Dictation. In means that there was a significant difference between students' improvement of pretest and posttest.

All the sample scores from Table 4.1 show by the histogram in Figure 4.1 below.

Figure 4.1 Score of Pretest and Posttest.



The Computation of Mean Score in pretest and posttest are show below.

The computation of Pretest mean score:

$$N = 20$$

$$\sum x = 820$$

$$M = (\sum X)/N$$

$$= 820/20$$

$$= 41$$

The Mean score of Pre-test are 41.

The computation of Posttest:

$$n = 20$$

$$\sum x = 1.540$$

$$M = (\sum X)/N$$

$$= 1.540/20$$

$$= 77$$

The Mean score of Post-test are 77

Note : n = Total Sample

$\sum x$ = Total Score

M = Mean Score

Table 4.2. The Mean Score of Pre-test and Post-Test.

Mean Score (M)	Pre-test (Y1)	Post-test (Y2)
	41	77

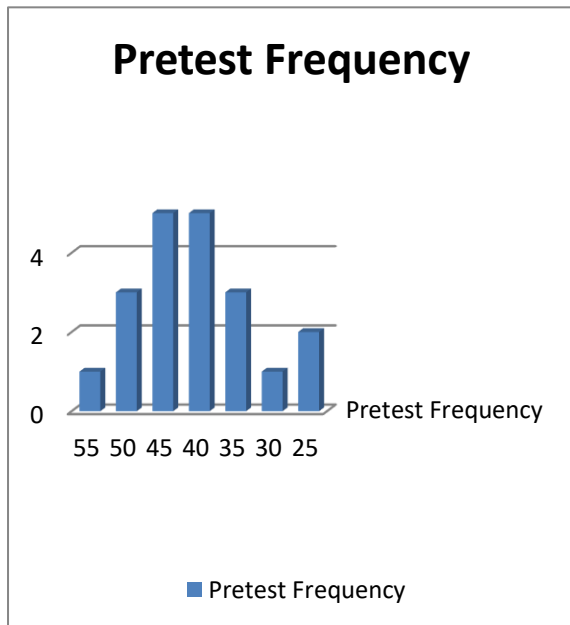
The calculation result on Frequency distribution of Pretest was presented in Table 4.3 below.

Table 4.3 Frequency Distribution of Pre-test.

Score Pre-test	Tally	Frequency	Freq %	Cumulative proportion	Cumulative presentation
55	<i>I</i>	1	5%	20	100%
50	<i>III</i>	3	15%	19	95%
45	<i>V</i>	5	25%	16	80%
40	<i>V</i>	5	25%	11	55%
35	<i>III</i>	3	15%	6	30%
30	<i>I</i>	1	5%	3	15%
25	<i>II</i>	2	10%	2	10%

Based on the table 4.3, Frequency distribution of Pre-test is presented in polygon figure 2 below:

Figure 4.2 Frequency Polygon of Pretest.



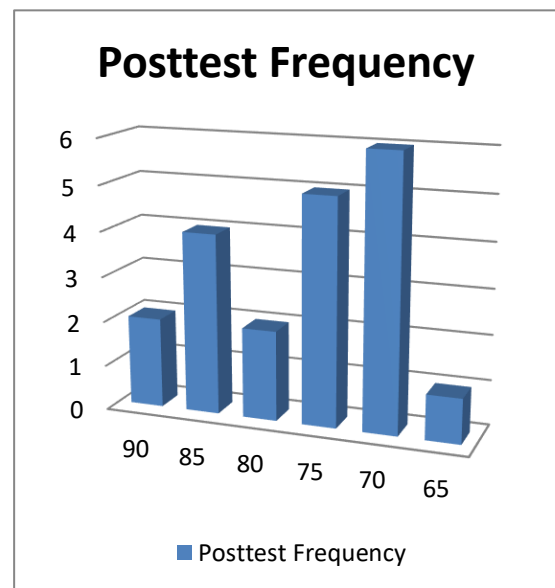
The calculation result on Frequency distribution of Posttest was presented in Table 4.4 below.

Table 4.4 Frequency Distribution of Posttest.

Score Post-test	Tally	Frequency	Freq %	Cumulative proportion	Cumulative presentation
90	<i>II</i>	2	10%	20	100%
85	<i>III</i>	4	20%	18	90%
80	<i>II</i>	2	10%	14	70%
75	<i>V</i>	5	25%	12	60%
70	<i>VI</i>	6	30%	7	35%
65	<i>I</i>	1	5%	1	5%

Based on the table 4.4, Frequency distribution of Pre-test is presented in polygon figure 3 below:

Figure 4.3 Frequency Polygon of Posttest.



After analyzed all the data from the sample which are Students in 9th Grade of SMP Anugrah Tondano the researcher found that students have a higher score in post-test than in a pre-test. In Pre-test the highest score was fifty-five (55) achieved by one (1) student, the lowest was twenty-five (25) achieved by two (2) students, fifty (50) achieved by three (3) students, forty-five (45) achieved by five (5) students, forty (40) achieved by 5 students, thirty-five (35) achieved by three (3) students, thirty (30) achieved by one (1) student. In Post-test the highest score was ninety (90) achieved by two (2) students, the lowest was sixty-five (65) achieved by one (1) student, eighty-five (85) achieved by four (4) students, eighty (80) was achieved by two (2) students, seventy-five (75) achieved by five (5) students, seventy (70) achieved by six (6) students, The total score from all students in Pre-test was 820 while the total score from all the students in Post-test was 1.540. The mean score from Pre-test was 41 on the other hand the mean score in Post-test was 77.

Based on the data analysis the researcher found that students' performance in Post-test is better than Pretest, this also showed that students listening skills especially in Dictation are had a good improvement. The interval of both mean scores is $77 - 41 = 36$, it improved from 41 (poor) to 77 (good). This indicates that the treatment taught by using English Animated Short Movie : The Fancy Gentlemen influenced students listening skills especially in Dictation.

Based on the result of this research when comparing the score before giving treatment and after giving treatment, the researcher found that English Animated Short Movie is an effective media of learning to improve students listening skills especially in Dictation.

During this research the researcher also found that: 1) Students lack of vocabulary, affected their quality in dictate words, 2) By giving a visual media like movie students are easier to dictate words correctly, 3) Students are having a better excitement to study while they watching Movie.

5. CONCLUSION

Based on the result of research data analysis that has been conducted on 9th Grade of Anugrah Tondano Junior High School Students, it can be concluded that using English animated short movie: The Fancy Gentlemen is effective in improving students listening skills especially in dictation. This can be seen by the gained score of Post-test when received treatment by using by English animated short movie was higher than Pre-test before receiving treatment.

After conducted this research the researcher would give this suggestion the might be useful for :

The teacher should choose a media of learning that can bring fun and excitement for students in order for them to active in doing their learning activity, For example using movie cause it gives them a visual media that can motivate them. The teacher also should choose the appropriate genre of movie which suitable for all the students in the class. For example, an animated short movie or a cartoon movie usually fits for students in general can they will be provided by visual media that give pleasure to learn.

Hopefully, the result of this research can be useful as a piece of information for other researchers who want to conduct a study/research that relates with improving students listening skills especially in Dictation using English animated movie as a media of learning.

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