The Use of Movie Trailers as Learning Media to Improve Students Listening Comprehension

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ABSTRACT
This study aimed to investigate movie trailers as learning media to improve students listening comprehension among the tenth-grade students of SMK Negeri 4 Kendari. This study’s objective was to determine whether there was an improvement in students’ listening comprehension using movie trailers among the tenth-grade students of SMK Negeri 4 Kendari. This study employed a descriptive quantitative design. The population of this study was 88 students, while the sample was 27 students taken from class "Tehnik Komputer dan Jaringan" (TKJ) C using a purposive sampling technique. The researcher used listening tests as the instrument of this study. The data was analyzed by using Microsoft Excel Software and SPSS 2.0. The result of this study showed that students' pre-test average score was 53.62, and the post-test average score was 74.55. In addition, the value of sig. one-tailed was 0.00, which was less than the alpha value (0.05), and tcount obtained was 12.674, which was more than ttable at the 1.706 level of significance to the line df= 26. Therefore, it could be concluded that there was a significant improvement in using movie trailers on students’ listening comprehension in the tenth grade of SMK Negeri 4 Kendari. The obtained score of students in the pre-test and post-test proved it.

Keywords: listening, movie trailers, learning media.

1. Introduction
The importance of listening for second or foreign language acquisition has been underlined by Feyten (1991). Rost (2002) also stated that listening is figuring out what the speaker means. Listening comprehension is utilized in oral presentations to teach new content to students. If students make an effort with listening comprehension, they will study material presented orally. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. Then, Susilowati in Nurlianti (2022) added that listening learning has many challenges, such as choosing the right learning media and simplifying material preparation but not reducing the material's quality and the right teaching strategies. Therefore, good listening skills are needed to increase empathy and understanding with the students and to evaluate whether they understand what they are being taught.

In learning to listen, students can easily feel bored and lazy when they have to listen without the picture on the screen all the time, which makes them not enjoy the learning process. The importance of listening is acknowledged by Brown (2001) that listening is the major component in language learning and teaching because in the
classroom learners do more listening than speaking. Schwartz (1998) also noted that the greatest challenge or tape is integrating the listening experiences into classroom instruction and keeping students interested and motivated. In addition, Mendelson in Ndowali et al. (2022) added that listening is a basic skill that must be possessed in language learning because students need the skill as the main role in communication activities. In this case, teachers preserve used media to teach listening, namely movie. Movies are believed to be more effective for teaching listening and making learning more interesting and enjoyable for students.

A movie trailer is a part of the movie which gives the audience the outline of the full movie without giving the end of the story. It can give advantages for teaching in the classroom. Movie trailers are pieces of the movie to attract the audience's attention before the full movie. Movie trailers are the form of advertising that most significantly impacts young people's desire to see a given film. In terms of the factors that make younger people interested in movies, a film begins to advertise, and many young people decide they want to see it. According to Amasaka et al. (2012), movie trailers are the form of advertising that most significantly impacts young people's desire to see a film.

According to Bordwell & Thompson (2008), a trailer is a short preview of an upcoming movie. Kaser & Oelkers (2008) added that trailers are the advertisements of the movies shown in theaters in the form of videos that precede the featured movie. The term trailer comes from originally being shown at the end of a feature movie screening. The goal of the researcher is to use the movie trailer because the duration is only 3 minutes so that students can easily memorize the vocabulary in the trailer because the duration is short and can be time efficient to answer the test given after watching. Watching English movies or movie trailers is expected to affect students' listening comprehension positively.

The purpose of the movie trailer on listening comprehension is an important part of the movie to attract viewers' interest and use sentences that are easily understood, so students can easily listen or understand what the movie means. In watching, students can be influenced or motivated to watch full movies. Thus, students' listening skills improve, especially in understanding the movie trailer being watched. Other research has proven that watching English movies is an enjoyable activity and creates fun, meaningful learning. Therefore, the students safely assume that watching English movies improves their listening skills. It is important to prove this assumption by implementing the English movies watching activity in the language classroom to improve students' listening skills. This research took students in SMKN 4 Kendari at class TKJ C as the sample. Based on the background described above, the research question of this study was, "is there any improvement in students listening comprehension using movie trailers?"

2. Methods

This study used a quantitative method with a pre-experimental design. According to Sugiyono (2014), a pre-experimental design is a design that involves only one group or class that is given pre and post-test. The pre-experimental design involved one group pre-test and post-test. The researcher compared pre-test and post-test and gave treatment to class "Tehnik Komputer dan Jaringan" (TKJ) C, totaling 27
students using movie trailers to improve their listening comprehension in five meetings.

The researcher used a listening test as the instrument of the study. The listening test was taken before treatment (pre-test) and after treatment (post-test). The form of the test was multiple choice. The test was adapted from the "Beauty and The Beast" movie trailer. The treatment tests were adapted from "Shrek," "Finding Nemo," and "Incredibles 2" movie trailers. To analyze the data, the researcher compared students' scores on the pre-test and post-test in order to find out whether movie trailers could improve students listening comprehension or not. The researcher used Paired Sample Test by using SPSS 20 for windows to know the improvement in students' listening comprehension using movie trailers at tenth-grade students' of SMK Negeri 4 Kendari. A statistical analysis of paired samples test was performed to test whether or not pre-test scores were significantly different from the post-test scores. The student achievement data was taken from pre-test and post-test results.

3. Result

Pre-Test Score Analysis

The complete distribution of students' marks on the pre-test can be seen in the table below:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>Very High</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>61 - 80</td>
<td>High</td>
<td>9</td>
<td>33%</td>
</tr>
<tr>
<td>41 - 60</td>
<td>Average</td>
<td>15</td>
<td>55%</td>
</tr>
<tr>
<td>21 - 40</td>
<td>Low</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>0 - 20</td>
<td>Very Low</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>Σ</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

The pre-test is conducted before the treatment through teaching listening in the movie trailer. The aim of conducting a pre-test is to know students' listening comprehension before treatment. From the test, it is found that the majority of the students respond that 0% of the students obtain very high, 33% of the students obtain high, 55% of the students obtain average, 7% of the students obtain low, 4% of the students obtain a very low score.

The Post-Test Score Analysis

The complete distribution of students' marks on the post-test can be seen in the following table below:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 - 100</td>
<td>Very High</td>
<td>11</td>
<td>41%</td>
</tr>
<tr>
<td>61 - 80</td>
<td>High</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>41 - 60</td>
<td>Average</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>21 - 40</td>
<td>Low</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0 - 20</td>
<td>Very Low</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>Σ</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

The post-test is given after giving the treatment to the students. It is designed to confirm the effectiveness of the treatment. The post-test has the same form and contains a pre-test. Above, the table shows an increase in students'
scores obtained after treatments. 41% of students have a very high score, 48% of students have a high score, and 11% of students have an average score, while with a low score and a very low score, no one chooses that category.

The Comparison of Pre-Test and Post-Test Scores
The comparison of students in class XI TKJ C of SMKN 4 Kendari before and after applying movie trailers as audio media can be seen in the following chart.

The chart above shows the differences in students' listening comprehension before getting treatment and after being taught by used movie trailers. It shows that the students who get "Very High" criteria in the post-test 11 students (41%), while 0 students get a "very high" score on the pre-test (0%), students who get "high criteria" in the post-test are 13 students (48%), while in pre-test are 9 students (33%), students who get "average" score in post-test are 3 students (11.%), while in pre-test are 15 students (55%), students who get "low" in post-test are 0 students (0%), while in pre-test are 2 students (7%), students “very low” in post-test are 0%, while in pre-test are 1 student (4%). In other words, using movie trailers can improve students listening comprehension in the tenth grade of SMKN 4 Kendari.

4. Discussion
This study is conducted to confirm whether there is a significant increase in students' listening comprehension when using the movie trailer as a learning medium. It is confirmed based on the descriptive analysis in which students' pre-test average score (mean) is 53.6296 before treatment, while the mean of post-test is 74.5556 after treatment or using a movie trailer applied. Moreover, the result of hypothesis testing shows that the T-test (12.674) is more than T-table (1.706) at α 0.05 (df: 26). Thus, the T-test > T-table means that H0 is rejected and H1 is accepted. It means that using movie trailers positively improves students' listening comprehension.

Listening is an active, purposeful process of making sense of what we hear. Hamouda (2013) defined listening comprehension as an interactive process in which listeners construct meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation,
and other linguistic or non-linguistic clues. This significant effect on the students' listening comprehension in this study does not directly occur without some influence but rather affected by supporting factors. The use of movie trailers in this study was one of the major effects of the improvement besides other factors, such as motivation, interest, material, etc. In addition, classroom activities and facilities must be considered. Each student has different knowledge, learning strategies, and different understanding skills. Therefore, the researcher must make students more attentive and active in learning by providing interesting material using learning media such as movie trailers.

On the first meeting, the students still needed clarification on what they had to do in listening class under the movie trailer. They wondered what to do when they saw the movie trailer played. This condition caused ineffective learning. They should have been more focused on the movie trailer played. However, in the next meetings, the listening learning was more controlled than in the previous meeting because the researcher explained to students so that they really understood what they had to do before listening to the movie trailer, so the students were not confused anymore, already focused in listening, can answer the question given after watching the movie trailer, and have an interest in learning English. In line with Pimsamarn's (2011) statement, the English movie trailer is one of the media that can improve students' listening skills. The influence of watching English movies is improving students' listening. Learn English using media movie trailers, so students are interested in learning and enjoy the lesson.

The improvement of students' listening comprehension results from implementing the movie trailer. Applying movie trailers as a medium in teaching listening passages and training students to understand what they listen for. It can be useful in supporting students to improve their listening. The improvement of students' listening under the movie trailer is good. From the first to the last meeting, the condition of the class can be controlled even though there are some obstacles to learning at first. In line with Kim's (2015) statement, movies as a learning medium can provide a much more interesting, attractive, and useful experience than common material printed in books and audio material on tape. The purpose of the movie trailer on listening comprehension are movie trailer has an important part of the movie to attract viewers' interest and use sentences that are easy to understand, so students can easily listen or understand what the movie means.

Furthermore, one of the ways to get a successful teaching and learning process is by creating good interaction in the class because it can influence students' achievement. Krashen et al. (1979) stated that activities in the classroom focus at all times on topics that are interesting and relevant to the students and encourage them to express their ideas, opinions, emotions, and feelings, especially when watching movies. Movies are an enjoyable source of entertainment and language acquisition (Ismaili, 2013). For this reason, many researchers and EFL practitioners prefer to watch movie adaptations of famous and current novels as additional sources to the reading. The practice has shown that reading an entire book can be annoying and boring, while an audio-visual experience can be more entertaining and engaging to students. King (2002) indicated that movies are invaluable and rich resources for teaching because they present colloquial English in real-life contexts rather than artificial situations, a
chance of being exposed to different native speaker voices, stress, accents, and dialects.

Overall, this study shows that movie trailers can give teachers and students an advantage. Movie trailers as a media can be used by the teacher as a solution to teaching listening in the classroom, while for students, it can increase listening comprehension. Moreover, this study proves that students accept movie trailers. It can be seen from students' attitudes and interest in learning to use movie trailers. They are enjoyed and enthusiastic when they learn this way. The atmosphere in the classroom is quite relaxed because there is good interaction between the researcher and the students.

5. Conclusion

After conducting the research and analyzing the data, the result of this study shows that students' pre-test average score is 53.62 and students' post-test average score is 74.55. In addition, the value of sig. one-tailed is 0.00, which is less than the alpha value (0.05), and tcount obtained is 12.674, which is more than ttable at the 1.706 level of significance to the line df= 26. Therefore, it can be concluded that there is a significant improvement in using movie trailers on students' listening comprehension in the tenth grade of SMK Negeri 4 Kendari. It is proven by the students' scores in the pre-test and post-test. This study expects the teacher to use popular movie trailers in teaching listening. It is also expected that the next researcher can observe other strategies, techniques, or media in teaching listening so that teachers can have many choices to apply those in teaching listening. The teacher should use movie trailers in teaching listening skills because students are interested in learning to use media. It also has much value in language and can create students' motivation. This study used a multiple choice test as an instrument, for further researchers can use a test with varied models such as fill-in-the-blank or other test models.

References


