



**THE USE OF *INSIDE OUT* FILM TO IMPROVE STUDENTS'
LISTENING COMPREHENSION**

**(A Quasi Experimental Study on the Tenth Grade Students of MA N
2 Semarang in the Academic Year of 2018/2019)**

a final project

**submitted in partial fulfillment of the requirements
of the degree of *Sarjana Pendidikan* of English**

by

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2019**

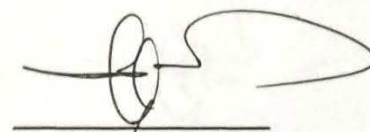
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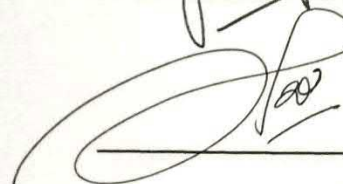
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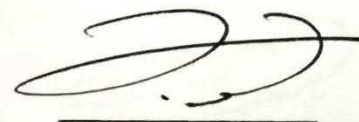
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Declare that this final project entitled is The Use of *Inside Out* Film to Improve Students' Listening Comprehension my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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MOTTO AND DEDICATION

Therefore, be patient; indeed the promise of Allah is true
-Qur'an 30:60

*To:
My dearest father (Masrukhan)
My beloved mother (Mudrikah)
My reliable brother (Albab) and sister (Nafis)
All my best friends*

ACKNOWLEDGEMENTS

First and foremost, I would like to take the opportunity to express my greatest gratitude to Allah the Almighty, for the blessing and mercy for every single thing that is given to my life. Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW. The last prophet who guides the people to God's path and brought us from the darkness to the brightness.

I am sure that the final project would never been completed without the assistance of others. Therefore, I would like to express my gratitude especially to Arif Suryo Priyatmojo, S.Pd., M.Pd, as my advisor for his meticulous guidance, encouraging comments, beneficial suggestions, vast knowledge, and patience in in regard to make this research as comprehensive as possible. My honor is also addressed to all the lecturers of English Department of Universitas Negeri Semarang for all the enormous guidance and lecture during my study. My deepest appreciation also go to the headmaster, the English teacher Erny Wahyuni, S.Pd., the teachers, the staffs, and the tenth grade students of MA N 2 Semarang for their cooperation

I also would like to dedicate my sincerest gratitude to my dearest father Masrukhan, and my super mother Mudrikah, not to mention my beloved brother and sister for their endless patience, unconditional love, bunch of supports and prayers through the journey of my life.

Last but not least, my sincere thank goes to my friends for being my one call away, great listeners and always be in my support system. May God bless you all.

ABSTRACT

Muna, Atiqotul. 2019. The Use of *Inside Out* Film to Improve Students' Listening Comprehension (A Quasi Experimental Study of Tenth-Grade Students of MA Negeri 2 Semarang in Academic Year of 2018/2019). Final Project. English Department. S1 Degree of English Education. Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Keywords: *Inside Out* Film, Listening Comprehension, Experimental Study.

Listening is one of the crucial skills in communication. Unfortunately, English teachers mostly use conventional method in teaching listening which is boring and monotonous. Hence, I try to use *Inside Out* film as the media in teaching listening. The objectives of this study were to find out whether or not *Inside Out* film improves students' listening comprehension.

This study was a quasi-experimental research using quantitative data as the instrument for collecting the data. The pre-test post-test nonequivalent group design was applied as the research design. The subject of this study was the tenth grade students of MA Negeri 2 Semarang in the academic year of 2018/2019. In obtaining the data, the researcher conducted pre-test, treatments, and the post-test. In the treatment activity, the students in experimental group were taught by using *Inside Out* film. On the other hand, the students in control group were taught by using conventional method. The instrument of this study is listening comprehension test in the form of multiple choice.

The result of the data showed that the mean scores of experimental group pre-test was 73.22, and the control group was 73.56. After both groups received the treatments, the mean scores of both groups increased. The mean score of experimental group post-test was 86.22, and the control group was 79.44.

After analyzing the data, I found that there were differences of the score between the students who were taught by using *Inside Out* film and the students who were taught by using a conventional method. Even though the experimental group got higher improvement than the control group, it can not be concluded that the improvement was because of *Inside Out* film since the film used in the pre-test and post-test was *Moana* which is not related to *Inside Out* film. Furthermore, the instrument used to measure the students' listening comprehension was about *Moana* not *Inside Out* film.

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CHAPTER I

INTRODUCTION

This chapter elaborates background of the study, reasons for choosing the topic, statement of problem, objectives of the study, significance of the study, statements of hypothesis, limitation of study and outline of the report.

1.1 Background of the Study

Language is used by human beings to express ideas, messages, and wishes in communication. At first, people use mother tongue to communicate with others. Mother tongue means the first language that is learned by people since they were born. Then, they need to learn other languages to communicate with people in other countries. One of those languages is English.

English is used to communicate worldwide as a second language or foreign language, and also as an official language in some countries. Since English has become an international language, it is necessary for us to learn it as early as possible. In Indonesia, English is one of the subjects taught in junior and senior high school. Most of the elementary schools have included English in their curriculum, but some schools have not. We undeniably have to master four language skills in English namely listening, speaking, reading, and writing.

Listening as the simplest language skill is the first skill that humans use in language learning. The primary purpose of human listening, then, are information-gathering and pleasure, though there are the other reasons, such as empathy, assessment and criticism (Wilson, 2008). If we do not have a good listening skill,

the chance of misunderstanding in communication is enormous. It holds a very vital role in language acquisition.

Listening is one of the crucial skills in communication. Wilson (2008) stated that listening takes place over time, not space, the gaps between words that exist in writing do not exist in speech, so the listener imagines them into being. This segmentation of words from the flow of speech (recognizing word boundaries) is often problematic for listeners and occasionally amazing. This is one of the reasons why students often feel difficult in English listening.

The process of listening for English as foreign language (EFL) students probably start from their classroom because the language they use in daily life is not English. In here, the EFL students will get a chance to listen to English use such as in conversations, short functional texts, or even monologue. The aim of a listening activity is basically to make the students get used to the English sound, words, phrases, sentences, paragraphs, and they are also expected to be able to comprehend what lies behind those linguistics aspects such as, the strands of meaning context and so on. Teaching English nowadays has become more challenging than ever. Teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn in order to help the learners' mastery (increase the proficiency) of language skills.

In language learning about listening comprehension, basically some teachers still focus on the conventional model; the students just listen to the teacher voice or listen to the cassette and answer the teacher's questions correctly. It can

make listening become boring and monotonous. In the listening activity, the teacher usually gives the material while the students are listening and writing. It is also often the teacher playing an audio while the students are listening and doing the exercises. Those techniques make listening activity become uninteresting and get minimum attention from the students. This can give effect to their score from listening test, and the result of their listening test is not satisfying for the teacher.

I think that the students need variety in listening activity than just listen to the teacher's voice or cassettes. Media hold an important role that can influence the effectiveness of teaching learning activity. In this globalization era, it is no doubt that some conventional media for teaching are left behind. Students are now provided with interactive media which give them many benefits and improvements from technology in the teaching and learning process.

Students need something different in learning English. They will be motivated and pay maximum attention if they find that English is fun. Teachers can use an interesting medium such as game, video, film, etc. to gain students' attention. In teaching listening, most of teachers only use audio media, whereas film is rarely used. Here, I try to use film as the media in teaching listening. I want to find out whether film can improve students' listening abilities or not.

Different with audio media, film is more attractive since it contains motion picture that can gain students attention easily. Besides, they can listen to language used in context, it will be enjoyable for the students to learn through a story. When they are listening to a story, they will feel that they are brought into the story so that their interest will be maintained. Students not only listen to the audio, but also see

the motion pictures so that it assumes make them easier to understand the material through a story by using film.

In this study, I will introduce *Inside Out* film as audio-visual media to teach listening comprehension. The stories are fun and appropriate with the age of tenth grader students. The gesture and facial expression of the characters in film can help students guess what they are talking about. Learning through watching film will make them curious about the story line of the film so that it will maintain their interest. If they are interested in material and media used by the teacher, their motivation in learning will improve so that their listening ability will improve as well.

1.2 Reasons for choosing the topic

There are several reasons which become the focus of choosing this topic. The reasons are as follows:

1. Currently, the use of the English word is increasingly widespread in daily conversation. In order to avoid the misunderstanding and the interaction goes well, a good skill of listening is really needed. That is why teaching listening is very important.
2. English teachers need an attractive medium that can improve students' listening ability effectively and significantly. Unfortunately, many teachers still use conservative teaching media which are monotonous and boring that make the students have less motivation in listening activity.
3. Film is a suitable medium in teaching listening since it can be a fun and enjoyable media for students so they will not get bored easily. *Inside Out* is an appropriate

film for tenth grader students as it tells a story about an adolescent girl who tried to manage her emotion just like the tenth grader students who are entering their puberty age. Furthermore, the speech pace of the *Inside Out* film is not too fast and quite easy to follow. So, the students find that listening is not too difficult that makes their motivation and interest in listening will be higher. The moving picture can entertain the students as well so they will not get bored in teaching learning process.

1.3 Statement of problem

Based on the background of the study and the identification below, the problem is stated as follow:

How significant is using *Inside Out* film to improve the students' listening comprehension?

1.4 Objectives of the study

The objective of this study is to find out how significant is using *Inside Out* film in improving the students' listening comprehension.

1.5 Significance of the study

The result of this study is expected to be able to give the following benefits and information:

1. Theoretical significance

Inside Out film can be a good media in teaching listening in fun and interesting way since it is an animation film which is colorful and attractive so it can help the students understand the material easier. This also can be as innovation and

variation in teaching so the teaching learning process is not boring, especially in teaching listening.

2. Practical significance

The English teacher can get additional information from the result of this study in improving their teaching, especially in finding appropriate media in teaching listening. This study is aimed to straightly contribute to improve the students' listening ability. Moreover, it can improve students' motivation in language learning process as well.

3. Further research

This study will be expected to be a reference for those who want to conduct a research especially related to teaching listening in senior high school.

1.6 Statements of hypothesis

Based on the statements of the problem above, the hypothesis is stated as follows:

(1) Working Hypothesis (Ha)

The use of *Inside Out* film improves the students' listening comprehension.

(2) Null Hypothesis (H0)

The use of *Inside Out* film does not improve the students' listening comprehension.

1.7 Limitation of the study and outline of the report

In this study, I limited the scope of study on the use of *Inside Out* Film in improving students' listening comprehension. This research was conducted in MAN 2 Semarang in the second semester of the academic year of 2018/2019. The class used was class X IPA 1 and X IPA 3.

This final project will be divided into 5 chapters that will be explained as follows:

Chapter I is an introduction. It deals with background of the study, reasons for choosing the topic, statement of problems, objectives of the study, significance of the study, limitation of the study and outline of the report.

Chapter II consists of the theoretical foundation of the study obtained from reviewing related literature which discussed about listening, media, film, and Barbie film.

Chapter III includes method of investigation, which consists of population in sample, sampling technique, techniques of data collection, and technique of data analysis.

Chapter IV involves the analysis and the discussions of the research findings.

Chapter V deals with the conclusions of the research and suggestions based on the results of the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses review of the previous studies which presents several researches that have been conducted by the previous researchers, review of theoretical studies found in the references used in this research, and framework of analysis.

2.1 Review of the Previous Study

There have been a number of researchers conducted in the area of teaching listening using audio visual media. One of the studies is written by Apriyanti (2011). The objective of this study is to find out how effective the use of Barbie films is in improving students' achievement in listening. Experimental research is applied in this study to obtain the data and information. The population that is used to conduct the research was the eighth year students of Junior High School of SMP N 1 Jakenan in the academic year of 2010/2011. There are seven classes of the eighth year students and each class consists of 36 up to 40 students. The total population of the eighth year students of SMP N Jakenan is 266 students. In selecting the sample, the researcher took one class randomly. It was VIII G that consists of 36 students. It is equal to 14.5 percents of the population. After comparing and calculating the significance of the pre-test and post-test result using t-test, the researcher found there was improvements in post-test result. The post-test result was 74.26, which is higher than the pre-test result 59.35. It means that there is a significant improvement in students' listening skills. The significance differences between this study and

Apriyanti's study are on the design and the subject of the research. This study used quasi experimental design and the subject was senior high school students. Meanwhile, the previous study used pre-experimental design and the subject was junior high school students.

The second study was conducted by Cahyaningrum (2010). The objectives of this study is to identify the effectiveness of using video in teaching listening of oral narrative text. Experimental method is used in this research. The population of this study is the eighth grade students of SMP N 1 Sawit, Boyolali in the academic year of 2009/ 2010. The sample of this research comes from two classes (VIII F and VIII G) of the eighth grade of SMP N 1 Sawit, Boyolali in academic year of 2009/2010 chosen randomly by using Cluster Random Sampling. After comparing and calculating the significance of the pre-test and post-test 2 the use of teaching media, video, in teaching listening of oral narrative text brings a significant difference in students' listening achievement. The result of the research shows that students taught by using video has a better achievement in listening than those taught without using video. So it can be conclude that watching English movies activity can significantly improve the students' listening skill. The significance differences between this study and Cahyaningrum's study are on the sampling and the subject of the research. This study used non-random sampling and the subject was senior high school students. Meanwhile, the previous study used Cluster Random Sampling and the subject was junior high school students.

The next research was done by Mulyadi and Mutmainna (2015). The goals of research are to find out the improvement of students' listening ability through

using English movie with English subtitle and to know how listening instruction using English movie with English subtitle affect student attitudes and performance in listening. The research design of this study is classroom action research with three cycles. The population that is used to conduct the research is students in semester IV of English Education Department at Semarang Muhammadiyah University in the academic year of 2014/2015. In selecting the sample, the researcher took listening comprehension subject as the sample. This research shows a significant relationship between students' learning by English movie with subtitle related to their listening skills as shown in their improvement of post-test and positive responses of students. In other word, English movie *Akeelah and the bee* with English subtitle can improve students' listening ability. The significance differences between this study and the previous study above are on the design and the subject of the research. This study used quasi experimental design and the subject was senior high school students. Meanwhile, the previous study used Classroom Action Research and the subject was college students.

The forth research is done by Sulikan (2008). The objectives of the study are to know the students' achievement in learning vocabulary by using *Teletubbies* film in teaching vocabulary in the fifth grade of MI Al-Iman Banaran Sekaran Gunungpati Semarang and to decide whether the use of *Teletubbies* film can improve the students' mastery of vocabulary in the fifth grade of MI Al-Iman Banaran Sekaran Gunungpati Semarang. The research design of this study is classroom action research. The population that is used to conduct the research is students of MI Al-Iman Banaran Sekaran Gunungpati Semarang. This research

shows a significant relationship between students' learning by Teletubbies Film related to their vocabulary skills as shown in their improvement of post-test and positive responses of students. In other word, Teletubbies film can improve students' vocabulary abilities. The significance differences between this study and the previous study above are on the design and the subject of the research. This study used quasi experimental design and the subject was senior high school students. Meanwhile, the previous study used Classroom Action Research and the subject was elementary school students.

Lestari also conducted a research in 2016. This study aimed to reveal the effect of learning media (using video and picture) towards students' motivation on the students of Eight Grade of SMPN 8 Tangerang Selatan. The method implemented in this study was the quantitative method by using quasi-experimental design. The population that is used to conduct the research is students of the eighth-grade students of SMPN 8 Tangerang Selatan. In selecting the sample, the researcher chooses the VIII 4 as the first class by using video and VIII 5 as the second class by using picture technique. Both of the class are consisted of 32 students. This study proves that there was significance difference on listening comprehension who were taught with Video than those who were taught by picture. However, video is more effective than picture to enhance students' listening comprehension. The significance differences between this study and the previous study above are on the type of research design and the population of the research. This study used non-equivalent pre-test post-test group comparison quasi experimental design and the population was senior high school students.

Meanwhile, the previous study used post-test only quasi experimental design and the population was vocational high school students.

Based on some studies conducted by some researchers above, I tried to use *Inside Out* film as the media in teaching listening for senior high school students to find out whether *Inside Out* film is effective to be used as the media in listening for senior high school students or not. In this study, the skill that I concern is listening.

2.2 Review of Theoretical Studies

In this study, the media that I used is *Inside Out* film. I will explain the concept of film as follow.

2.2.1 Film

In this study, I used film as the media in teaching listening. Film, also called a movie, motion picture, moving picture, or photoplay, is a series of moving pictures which usually shown in a cinema or on television and often telling a story (<https://dictionary.cambridge.org/dictionary/english/film>). Nowadays, film is considered to be an important art form and a powerful medium for educating citizens. Its visual basis gives it a universal power of communication. The use of dubbing or subtitles to translate the dialog into other languages makes some films have become popular worldwide attractions. Barsam and Monahan (2010) stated that the way the story in a movie is told is called its narrative. The narrative structure of a movie has several elements, they are:

- (1) Story and plot. Story means the whole universe where the events of the movie take a place, whereas plot is the parts of that universe that is presented on the screen.

- (2) Order. It is the way the events in the movie are sequenced.
- (3) Events which refers to what happen in the movie.
- (4) Duration. It refers to the story duration, which is the implicit amount/length of time the whole events happen. There are two kinds of duration: plot duration and screen duration. Plot duration is the amount of time the plot happens while screen duration is the length of the movie itself.
- (5) Suspense and surprise. Suspense refers to what audience expect to happen but does not happen, whereas surprise is what audience do not expect to happen, but happens.
- (6) Repetition means the number of times an element recurs in the plot.
- (7) Characters refers to the individuals who are involved in the movie story.
- (8) Setting is the time and place in which the story occurs.
- (9) Scope means the range of time and place from which to which the plot occurs.
- (10) Narration and Narrator. Narration is the story telling of the movie. It can be visually (by camera work) or orally (by narrator).

Genre is a term results of classification of film based on the recurring elements or pattern in them. Some film focus on one genre, while some others mix the genres by adding elements from other genres to make the movie more appealing and interesting. Basically, there are 11 main genres as mentioned below:

- (1) Action movie, usually has antagonist versus protagonist characters energetic actions, with elements like chases, rescues, escapes, battles, and fights in a spectacular pacing. The examples of such genre are Rambo and John Wick.

- (2) Adventure, is similar to action genre which focus more on travels, explorations, quests, treasure hunts, etc. Notable example is *The Martian*.
- (3) Animation or animated films are made from drawing or illustrations which are photographed and projected in rapid succession. It usually intended to attract younger audience though some animated movies use more complex and mature themes. The examples of animations are *Frozen*, *Toy Story*, and *Up*.
- (4) Comedy. It usually has simple and amusing plots with dialogues, situation, and characters that invoke laughter from the audience. Some examples are *White Chick* and *Johnny English*.
- (5) Drama, usually provides serious and realistic stories which show characters and their relationship with themselves, other people, or life and nature. Some examples of dramatic films are *To All the Boys I Loved Before*, and *The Shawshank Redemption*
- (6) Fantasy. This kind of genre entertains audience by serving imaginative stories with elements like magic, mythology, and fairy tales. The examples are *Game of Throne* and *The Lord of the Rings*.
- (7) Horror, aims to frighten the audience. Usually, there is a presence of supernatural elements, like ghosts, possession, monsters, etc. The frightener can also be in the form of a homicidal maniac. Some examples are *Annabel* and *The Conjuring*.
- (8) Musicals, usually have characters that express themselves by singing and/or dancing. The examples are *Pitch Perfect* and *Les High School Musical*.

(9) Romance, are dramas that focus on romantic relationships between characters.

Some examples are *Me before You* and *A Little Thing Called Love*.

(10) Science fiction or sci-fi, mainly focuses on humanities relationship with advancement of science and technology, such as robots, time-machine, or outer space. Most science fictions are also about speculative fantasy life beyond humanity, like aliens or disasters. Some examples of this genre are *Replicas* and *Terminator Genesis*.

(11) Thriller, aims to thrill the audience by creating suspense and anxiety which usually involves mystery and characters that are in possible danger like homicide or terrorism. The examples of this genre *Jaws* and *A Quiet Place*.

Film can be a good media in learning, especially language learning. Beside it makes conveying a message easier, it is interesting and fun as well so the learners will not get bored. Champoux (2007) stated that some films lend themselves to inclusion in experiential exercises. Using films instead of print materials adds the advantages and unique qualities of film to the exercise. Moreover, using film clips allows students to see a whole of paralinguistic behavior, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer: 2007). Hence, I choose film as the media in teaching listening since it can be a good media in language learning.

2.2.2 *Inside Out* Film

Inside Out is a 3D computer-animated comedy-drama film produced by Pixar Animation Studios. This film was directed by Pete Docter and released by Walt Disney Motion Pictures. It tells about a story of five characters that describe five

emotions, namely Joy which acts as happiness, Sadness which acts as sadness, Anger which acts as anger, Fear which acts as fear and the latter Disgust which acts as disgust. The five emotions control the life of an 11-year-old girl named Riley. All emotions are described in the form of imaginative characters, such as the concept of long-term memory, personality concepts, dream concepts and others.

Inside Out began to be released in US theaters on June 19, 2015 and began to enter Indonesian cinema on August 19, 2015. *Inside Out* has gotten a lot of praise and received many awards as the concept or the way of the story was very good and interesting. The film's producers consulted numerous psychologists who helped revise the story by emphasizing the neuropsychological findings that human emotions affect interpersonal relationships and can be significantly moderated by them. I think that this film is suitable for tenth grader students as they are in the process of entering their puberty age. Krecko (2018) stated that it could be beneficial and feasible for faculty and personnel in schools or after-school programs to integrate *Inside Out* as a part of a curriculum in teaching healthy and adaptive emotion regulation. This film can give the students examples of how to manage certain emotion with appropriate treatment. Furthermore, the speakers of the film does not talk too fast which make it still understandable for them with or without subtitle.

2.2.3 Listening Skills

According to Rubin (1995) as cited in Helgesen and Brown (2007), Listening is an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers

are trying to express. When listening, you are hearing what others are saying, and trying to understand what it means. Brown (2007) stated that listening is a very active skill. It requires the active attention and an active intention on the part of the hearer. Listening is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. It seems simple but actually the act of listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback. Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text. Petty and Jensen (1981) in Cahyaningrum (2010) stated that there are four steps of listening process as follows.

- (1) Hearing: the listeners hear a series of sounds, the actual words and sentences.
- (2) Understanding: the listeners understand the meanings of these words and sentences in the context in which they have heard them.
- (3) Evaluating: the listeners evaluate the meanings and accept or reject the total communication.
- (4) Responding: The listeners respond to what they have heard.

Listening is not as easy as it looks as listening requires not only ears to receive the information but also thinking and prior knowledge to understand and interpret the spoken input correctly. Brown (2004) stated that listening is often

implied as a component speaking. Though listening is more than adsorbing the information, yet the primary purpose is to maintain social interaction in understanding spoken discourse. Helgesen and Brown (2007) stated that to understand listening, we have to know how people process the input. It is called as bottom-up and top down processing.

a. Bottom-up processing

Bottom-up processing is trying to comprehend of what we hear by focusing on different parts; the grammar, vocabulary, sounds, etc. Yet, it is difficult to get good whole parts. And when you try to understand what the speaker says by only looking at the vocabulary or grammar, which you do not understand as you are learning a new foreign language, then you can not focus on what you are listen to.

b. Top-down processing

Top-down processing begins with background of knowledge called schema. Schema is categorized into two namely content schema and textual schema. Content schema is general knowledge based on life experience and previous learning while textual schema is the knowledge of language and content used in a particular situation: the language you need at the school is different with what you need when socializing with friends.

In listening activity, listeners can use bottom-up or top-down process. If the listeners apply bottom up process, they focus on the vocabulary, grammar, and sound. Hence, they try to process the sound into the words. They may miss the

detail, but they know the general meaning of the sound. On the other hand, if the listeners applying bottom-up process, they only focus on the detail.

2.2.4 Teaching Listening

As the first skill applied in language learning, listening become one of the crucial skills in communication. Rost (1994) in Cahyaningrum (2010) stated that there are several reasons that make listening so important in language learning. Those reasons are as follows.

1. Listening is vital in the language classroom as it provides input for the learner. If there is no understandable input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. As learner must interact to achieve understanding, access to speakers of the language is important. Furthermore, learner's failure to understand the language they hear is a stimulus, not an obstruction, to interaction and learning.
3. Authentic spoken language presents a challenge to attempt to understand language for the learner as it is actually used by native speakers.
4. Listening exercises provide teachers with a means for getting learner's attention to new form in the language.

Helgesen and Brown (2007) stated that there are three main stages that we should construct in teaching listening. They are Pre-listening, listening tasks, and post-listening.

(1) Pre-listening

Pre-listening is warming up activity before the learners have the real listening tasks. It is how teacher can help the students achieve the balance between top-down and bottom-up processing. Pre-listening task deals with setting the context, activating current knowledge, and activating vocabulary or language (www.teachingenglish.org.uk). In using film as media, setting the context can be done by giving idea to the students about the theme, the characters, setting of place and time of the film. In activating current knowledge, students are asked some questions related to the film. Activating vocabulary or language can be done by providing vocabulary that they may find in the film. The aim of pre-listening activity is to make the students easier in real listening activity as they will find difficulties to listen something without having any idea of what they are going to listen to.

(2) Listening tasks

There are three types of listening task; they are listening for gist or global listening, listening for specific information, and inferencing. These three types of listening activities can be covered by using film as media in teaching listening. For an instance, students asked to listen to particular scene from the film in which there is conversation between two people who talk about going to school. We can make a listening for gist or global listening type by asking “what is the topic of the conversation?”. The students only have to get the point of the conversation and no need to listen to every single word that is spoken. If the question is “when will they go to school?” it refers to listening for specific information. Students have to find and remember that specific information that is mentioned in the conversation.

Whereas, for inferencing type of question can be asked with “Will they go to the school together?”. The students should conclude by themselves based on the conversation as the answer of this question is not clearly stated.

(3) Post-listening

Post-listening is like a discussion session about students’ answer in listening task. According to Helgesen and Brown (2007: 17) post-listening may be as simple as checking the answers to comprehension questions, either by teacher telling the students what the correct answers are, by eliciting answer from the students themselves, or by having students compare their answers in pairs or in small groups. The teachers have to know the characteristics of the students themselves to decide which method or strategies that is suitable for them.

In creating a successful listening, it is very important to expose a variety of listening activities to the students. Brown (1994) in Cahyaningrum (2010) stated that there are some types of listening activities as follows.

- (1) Reactive: It requires little meaningful processing. Individual drills that focus on pronunciation is the only role that reactive listening can play in an interactive classroom. The role of listener as merely a ‘tape recorder’ must be very limited.
- (2) Intensive: It focuses on components (phonemes, words, intonation, discourse markers, etc.) in its requirement that students single out certain elements of spoken language. It includes the bottom-up skills which are important at all levels of proficiency.
- (3) Responsive: A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

- (4) Selective: Its purpose is not to look for the global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information.
- (5) Extensive: Its purpose is to develop a top-down, global understanding of spoken language.
- (6) Interactive: This listening activity can include all five of the above types as learners actively participate in role-plays, discussions, and other pair and group work. It must be integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

From the explanation above, it can be concluded that listeners' understanding of a passage depends on their purpose of listening. Rost (1990) stated that the purpose of listening helps the listener to select appropriate strategies for seeking specific clarification, for noting down certain details, for scanning for the intent of the speaker and etc. Hence, the students need to select an appropriate role, and purpose to guide them as they listen.

2.2.5 Film as Media in Teaching Listening

These days, film is not a media for entertainment purpose only, but also for learning inquiries. Other subject beside language learning such as math, biology, history, etc. also make film as one of the media in the teaching learning process. The use of film in ESL and EFL classroom receives positive feedback from teachers. An experiment entitled *The Effectiveness of Using Movies in EFL Classroom* by Ismaili (2013) shows that movies can enhance students' listening and communication skill. In addition, there are some benefits of watching film in

foreign language. For an instance, it can increase the ability in understanding spoken language, improve pronunciation, acquire new vocabulary, develop students' self-expression ability, and unconsciously adapt to the language's grammatical forms and sentence patterns in context. Film is an appropriate medium which can provide authentic English language with its unique characteristics. Yaseen and Shakir (2015) stated that watching movies in the classroom not only enjoyable activity and give benefits in language skill for the students, it also get the students get acquainted with diverse culture and learning about diverse perceptions to certain phenomena. Champoux (2007) said that films with a solid plot and coherent story will work well as a case. Scenes from a well acted and well directed film present material more dramatically and engagingly than a print case. Helgesen and Brown (2007) stated that in most cases, learners have grown up with TV and movies. Visual stimulation is part of their daily lives that makes more like real life. In daily communication we can see directly the situation, notice gestures, facial expressions, body language, and physical proximity of speakers. Video can bring these kind of elements into the classroom in ways audio can't.

From the statements above, we can draw a conclusion that we can use film as a media in teaching language especially teaching listening as students do not merely hear a language but also they can see the gestures, facial expressions, and other visual clues of the characters that can help them interpret the meaning easier. Through film, students also can see situations, setting, and characters beyond their classroom. Gerlach and Elly (1980) stated that film can bring the world to the classroom. Listening class will be more attractive as the colorful picture, motion,

and the story of the film can make them curious to listen carefully to know what the characters in the film is talking about in order to understand the story. Thus, film can make the teaching learning process become fun and maintain the students' interest better. It also helps the students comprehend the material easier.

2.2.6 Micro- and Macro-Skill of Listening

Brown (2004) stated that microskills is attending to the smaller bits and chunks of language, in more of a bottom-up process, while macroskills is focusing on the larger elements involved in a top-down approach to a listening task. The micro- and macro-skills provide 17 different objectives to assess in listening as follows (adapted from Richards, 1983):

Micro-skills:

- (1) Discriminate among the distinctive sounds of English.
- (2) Retain chunks of language of different lengths in short-term memory.
- (3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- (4) Recognize reduced forms of words.
- (5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- (6) Process speech at different rates of delivery.
- (7) Process speech containing pauses, errors, corrections, and other performance variables.

- (8) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- (9) Detect sentence constituents and distinguish between major and minor constituents.
- (10) Recognize that a particular meaning may be expressed in different grammatical forms.
- (11) Recognize cohesive devices in spoken discourse.

Macro-skills:

- (1) Recognize the communicative functions of utterances, according to situations, participants, goals.
- (2) Infer situations, participants, goals using real-world knowledge.
- (3) From events, ideas, and so on, described, predicts outcomes, infer links and connections between events, reduce causes and effects, and detect such relations as main idea, supporting idea, new information, give information, generalization, and exemplification.
- (4) Distinguish between literal and implied meanings.
- (5) Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- (6) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of word from context, appealing for help, and signaling comprehension or lack thereof.

In this study, I applied the micro skills of listening that is recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement,

pluralization), patterns, rules, and elliptical forms. This research focus on listening to the use of verb in the narrative film.

2.3 Theoretical Framework

After reviewing previous study and literature before, this research formulates, is expected that there is a positive significant result using *Inside Out* film that can improve students' listening comprehension effectively. This framework is aimed at focusing this research study on the problem concerned. I realized that to be a successful learners, pupil need to master all the language skills including listening. Listening within ESL or EFL context is somewhat difficult since it is not seriously taught in schools. Teachers need to develop a modern yet enjoyable media to improve students' listening comprehension as it is not an easy activity. The previous study shows that film as the media is actually worked and improve not only listening comprehension as the main concern of this study, but also the other language skill such as the ability in understanding spoken language, pronunciation, acquire new vocabulary, etc. Film can draw the students' attention better than audio recording only as well. Furthermore, watching English film has been proven that it is fun activity and creates meaningful learning. Hence, I assumes that *Inside Out* film will improve students' listening comprehension and it is crucial to prove this assumption by implementing the *Inside Out* film as the media in the language classroom in order to develop students' listening comprehension.

Before I gave a treatment, the pre-test was given for both experimental and control group to measure students' basic ability on listening. After giving the treatment, I gave post-test in both experimental and control group to measure the

significant differences of students' listening comprehension between experimental group and control group. After finding the result of the test, I applied the t-test formula to calculate the computation of the mean score. The mean scores were compared to find out if there was a significant difference between pre-test and post-test of the two groups or not and to find out which strategy was more effective to teach listening. The theoretical framework of the research visualized below,

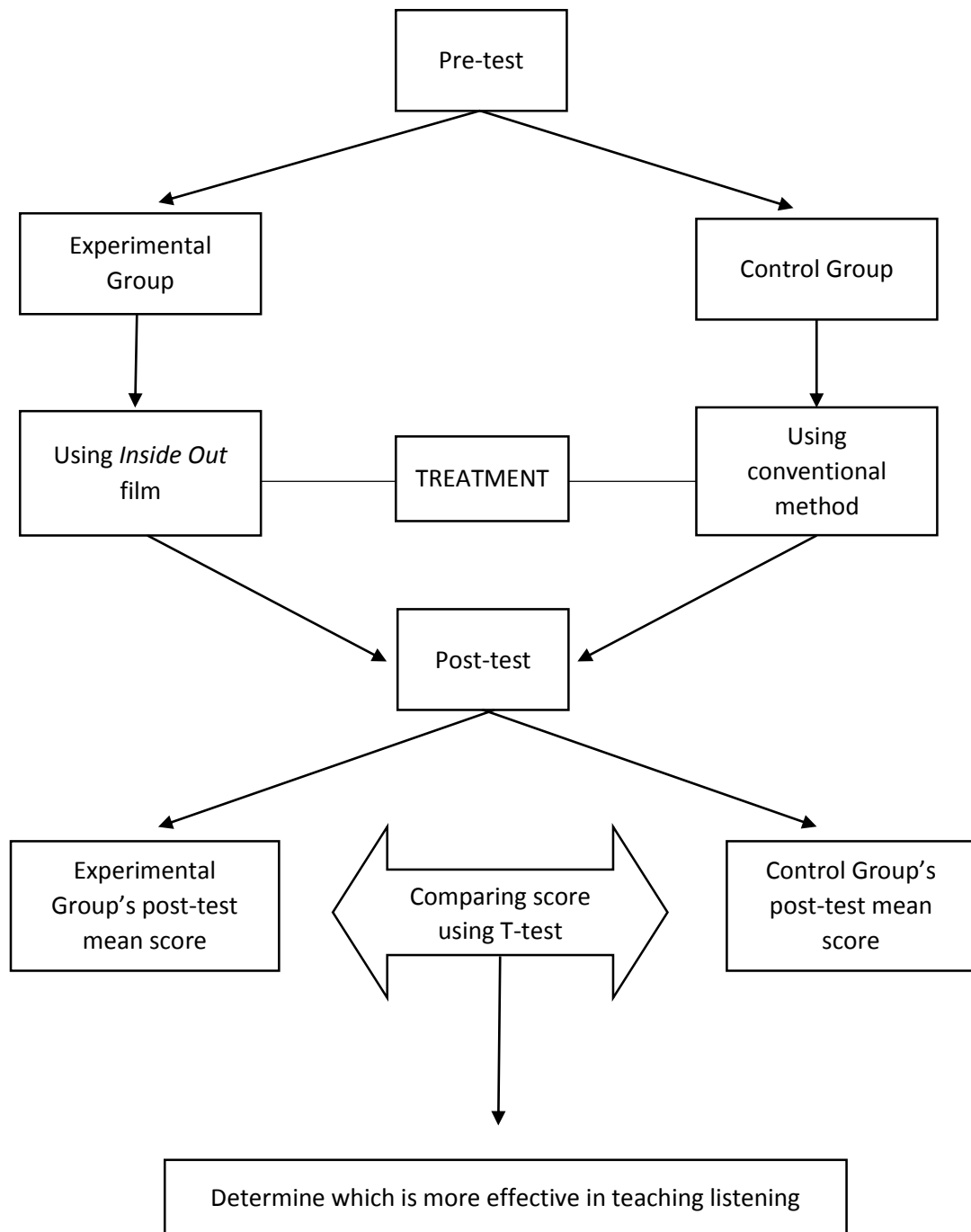


Figure 2.1 The Theoretical Framework of the Study

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of what have been discussed in the previous chapters, and also the suggestions for language teaching.

5.1 Conclusion

According to the data obtained in this research, it could be concluded that the use of *Inside Out* film does not improve students' listening comprehension. The result of the data shows that there was significance improvement of the students' scores of experimental group in the post-test. The mean of students' score in experimental class improved from pre-test to post-test, from 73.56 to 86.22 while the control group improved from 73.22 to 79.44. After both of groups applied different treatments, the mean score of the experimental group increased 12.66 points to be 86.22 while the control group increased only 6.22 points to be 79.44. I also calculated the score using t-test in IBM SPSS 25th version. The result showed that the score of the t_{value} (3.163) was higher than the t_{table} (1.672) for $\alpha = 5\%$ and $df = 58$; Sig (2 tailed) value 0.002 was lower than 0.05. Since the t_{value} was higher than the t_{table} , and Sig (2 tailed) value was lower than 0.05, it could be concluded that there was a significant difference between the experimental group and control group. Even though the experimental group got higher improvement than the control group, it can not be concluded that the improvement was because of *Inside Out* film since the film used in the pre-test and post-test was *Moana* which is not related to *Inside Out* film. Furthermore, the instrument used to measure the

students' listening comprehension was about *Moana* not *Inside Out* film. Thus, Ha “using *Inside Out* film improves students' listening comprehension” is rejected and consequently H0 that states “using *Inside Out* film does not improve students' listening comprehension” is accepted.

5.2 Suggestion

One of the important things that should be considered by teachers in delivering their lesson is how to make their students interested in their lesson. It will be easy for teachers to deliver their lesson if the students are interested and enthusiastic in following the lesson. According to the conclusions and implications of this study some suggestions are presented as follows:

1. *Inside Out* film can be used by English teachers in teaching listening because it is a teenage film and the story is enjoyable. Furthermore, the speech pace of the conversations on the film is not too fast so that it will not too difficult for senior high school students.
2. It is suggested to find other films which are appropriate with the material that will be learned. The film should be effective, appropriate, and interesting for the students to improve their interest and motivation in listening.
3. The next researchers who want to do research in same field, that is using films in teaching listening, have to design appropriate instrument which is related to the film.

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