

## USING ADOBE FLASH MOVIE TO IMPROVE STUDENTS VOCABULARY ABILITY OF NARRATIVE TEXT TO THE EIGHT GRADERS

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### Abstrack

The aims of the research is to know whether watching English flash movie can improve students' listening skill. The study is oriented towards: 1) To find out the effectiveness of using flash movie to improve the students' listening skill; 2) To find out the advantages of using flash movie in improving student's listening skill.

In order to achieve the aim of research, the researcher used experimental quantitative method. Experimental quantitative designs are commonly employed in the evaluation of educational programs. Although experimental quantitative designs need to be used commonly, they are subject to numerous interpretation problems. In this study, the researcher took the students of SMP Negeri 1 Waru Sidoarjo as population. The samples are be forty students in the Eight grade which are divided into groups are experimental and control group.

The data needed was taken from a test. The test is used to identify the students' achievement. The test is objective test. In the term pairing items consist of 10 items. After observing the data, that is the score of pre-test and post test. The writer calculating the mark of t-value and at least gives the interpretation of the calculation.

Data : The scores of pre-test and post test.

Analysing Data : The writer count the value of t,

The researcher used two groups as the sample, each group consists of 20 students, and the degree of freedom (df) is 19 for each group. Since the two groups were chosen as representative subjects. The total df  $\{<Nc-1\}+{\{Nc-1\}}$  is 38. The t-observation is 2.674. This t-observation greater than t-critical (2.674>1.6S). Consequently, it is quite safe to reject the null hypothesis. It means that the two groups have different scores on the post-test, and the difference is statistically significant. So, this fact support the claim that students who were taught listening by using flash movie get better scores than those were taught conventionally. The experimental teaching program" can improve the students' listening skill effectively (2.90) from trial what they got in the pre-test, while control group can improve the students" listening skill less than the experimental group (2.70).

The conclusion of this research is watching to the flash movie contributes the improvement of students' listening skill, makes English lesson live, make change from the of teacher and text book, helps the students feedback has been very positive and they are enjoying the benefit of flash movie, so listening practice becomes more effective. The researcher would like propose her suggestion that teachers should try to use flash-movie in listening lesson, because watching flash movie is one type of listening experience that is interesting.

**Key words:** *Adobe Flash Movie, Vocabulary Ability, narrative text*

### INTRODUCTION

An English teacher must be creative to improve, adapt, and adopt or create something new about teaching technique/method applied while teaching the students. Each teacher definitely uses some certain teaching methods or techniques for their guidance, but each the teaching method/technique also has strength and weaknesses. Based on general fact found on the field, there are many Indonesian English teachers that still use the old method for all of parts of language teaching and learning which is inappropriate to use nowadays. It has happened since long time ago and whether there are many new teaching methods techniques that have been found nowadays, it doesn't change the fact that Indonesian teachers seem like to use those old method. And sometimes teachers will face many problems in the middle of their teaching process and it could come from many factors.

Today the technology has been improved and developed in our life; people use the technology to support their activities. Almost of humans life has been

supported by technology and it happens in education filed too, in this case especially for English language teaching. Sebastian Brooke (2003;<http://iteslj.org/techniques/Brooke-Movie.html>) in Internet TESL Journal alsostated that; "The English language teaching profession is one that consistent seizes upon and adapts new technologies to classroom use. Today, most classrooms have monitors and movie players available for teachers to make use of in their lesson planning and students' feedback regarding the use of movieclips and films in the language class is very positive.

Teaching listening is one of the duties that has to be conducted by teachers of English to improve the students' listening ability in English.

In School Base Curriculum 2006, there are some competence standards and basic competences which have to be reach by students in learning English. In the eighth grade of junior high school, for listening skill, the students have to understand the meaning in simple oral transactional and interpersonal conversation to interact in daily context as competence standard.

"The important of listening in language teaching can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Is it any wonder, then that is recent wars the language teaching profession has placed a context emphasis on listening comprehension?" (Brown,1994:233)

According to Sheath Rixon (1986;1), the aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life, but their is a large variety of different types of listening in real life.

Rost (1991:4) says, successful listening involves an integration of these component skills. In this some, listening is a coordination of the component skills, not the individual skills themselves. This integration of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills and synthesis skills is what we will call a person's listening ability.

In learning English sometimes the students are bored with certain teaching atmosphere. There are also various media used for teaching English and improve their listening skill which could make the students feel interest to the learning process and enjoy it, such as pictures, sound of music, English songs, and also English adobe flash movies. To overcome the problems above, the researcher wants to give a solution especially to use certain media that will help teacher in making the students understand English in order to improve their English skill. The solution is the teacher can use adobe flash movie. The content that found on adobe flash movie as an audio-visual media could be evaluated well. It is important to give stimulus for students. Besidethat, the use of adobe flash movie could help teachers to present the material easily. There are also many existent features in adobe flash movie that make students become more interest like; cartoon, animation, funny music, etc definitely chosen to be able to give stimulusto the student. Tatsuki(2004;<http://itelslj.org/Lessons/Tatsuki-MovieinLL.html>) in Interest TESL Journal stated that; "Most well equipped language labs have adobe flash movie as a technical resource. It is possible to incorporate movie into many different aspects of language teaching and learning".

## METHOD

This study is experimental quantitative research. It is to find out whether there is a significant improvement on students' listening ability in eight grade after the implementation of adobe flash movie. Thisstudy is intended to find out the effect of using Adobe Flash moviein listening class. Adobe Flash movie was designed for education and also there are some stories include in it

which are suitable for eight grade students, especially in narrative text.

The purpose of this study is to identify the differences between the experimental group and control group. The experimental group would be treated by using Adobe Flash movie in the teaching of listening, then for control group would be treated without Adobe Flash movie.

The data of this study would be the students' score of the test. The teacher would give pre-test first before she explained the material and post-test after she hadexplained the material to the students. All of the tests here would be constructed by the researcher and the teacher in order to prepare a valid test item to test the students ability in listening. The treatment which would be given after the test would be designed by the researcher through revised lesson plan.

To see whether the instrument could be used as a pre-test and post-test, the try out would be conducted. The try out was held before pre-test and post-test. It would be given to the pilot group. The try out test was made by researcher. The researcher woulduse "multiple-choice" test type. It was considered as an easier type of test in finding out the score and easier type to analyze. The test format made the students more aware of the nature of the task. For that reason, the test was presented in multiple choice consisting of 10 (ten) items. Each item had 4 (four) answeroptions under the form alphabet of A, B, C and D. The time allotment for this try out, pre-test, and post-test was 20 minutes. In constructing the test, the researcher would see to it that the test had the validity and reliability. A good test was considered to be valid, reliable, and practical. Under some try-outs and measurement, the researcher woulduse content validity and KR-21 formula (Kuder-Richardson 21) to calculate the reliability. Besides finding out the validity and reliability of the test, the researcher also calculated the level of difficulty and discriminating power of test items.

Reliability was one of the important criteria which makes a test could be considered qualified. A test was reliable if it could be trusted, consistent or stable. In other words, while preparing a test, those things have to be taken into consideration. It was supported by Gronlund (1982:212) who says that "Reliability refers to the consistency of test scores, i.e. the test was consistent are from one measurement to another". In general, the most consistent score was (from one measurement to another) the greater of reliability it would be. The steps to determine the reliability of the tests are by making tabulation of the testers' scores, measuring the mean of the testers' scores, and measuring the standard deviation (Arikunto : 2006).

The researcher uses the formula projected by Heaton (1975: 157) because itwas simple to use than other method of estimating reliability and it avoids troublesome correlation and involves only the mean and the standard deviation of the test scores.

After the researcher obtained the data, which are pre-test and post-test score, then it would be analyze in order to get the empirical evidence of the research. The researcher would analyzed the score quantitatively by using t-test to answer whether the hypothesis could be confirmed or rejected. Then, he calculated the t-test to find out the t-value by using t-formula.

## RESULT AND DISCUSSION

### Result

In order to measure the reliability and validity of the test instrument, the instrument was tried out to another class before enrolling the program and pretest. The class consisted of 20 students. The result of the calculation of the test instrument reliability computed through the Pearsons Product Moment formula to get the correlation coefficient, and the figure 0.095 was obtained. Then this result calculated by using Spearman-Brown formula to find its coefficient reliability. The coefficient reliability ( $r_{11}$ ) is 0,774. According to the criterion of coefficient reliability with df 18,  $\alpha$  level 5% = 0,465. However, it can be summarized that the reliability of the test is reliable enough. (Arikunto,2006:180)

Author analyzes the validity by using the sampling distribution formula of correlation coefficient, the results were consulted with r-product moment table. (Sudjana, 2005:377) Because the r-count value of each items are greater than r-table value (0.444), then the whole items can be declared valid to be used as research instrument.

Students' listening level at the beginning of the research is one of possible intervening variables. It is very crucial as a starting point to ensure that the experimental group and the control group have an equal level in listening. The result of pre-test data analysis describes that the two groups are similar in the terms of subject's knowledge background. Moreover, t-obs of pre-test is less than t-critical ( $1,611 < 1,68$ ). It means that the null hypothesis of no different is accepted. Therefore, it indicates that both groups have similarity in listening level.

The post-test was carried out to both groups at the end of the program to find out whether there are any differences between the experimental group and the control groups' achievement. The writer used two groups is the sample, each group consists of 20 students, and the degree of freedom (df) is 19 for each group. Since the two groups were chosen is representative subjects The total df  $\{(N_e-1)+(N_c-1)\}$  is 38. The t-observation is 2,674. This t-observation greater than t-critical ( $2,674 > 1,68$ ). Consequently, it is quite safe to reject the null hypothesis. It means that the two groups have different scores on the post-test. So, this fact supports the claim that students who were taught listening by using flash movies get better scores than those were taught conventionally.

### Discussion

The experimental and the control groups, at the beginning of the research, had similar background, and this was considered as a potential variable.

After carrying out the program and calculating the result of test, the result of the investigation answer the research question. The conclusions are as bellow:

1. Using flash movies able to improve student's listening skill.

The experimental and the control groups were analyzed differently. The experimental group was observed directly by the writer to know their progress in the program. The students' score of post-test and pre-test were compared to gain the students' achievement on the listening skill. The calculation of improvement shows that the score experimental group is higher than the control group. It means that the experimental group could improve their listening skill better than the control group.

2. The advantages of use flash movies is better than teaching conventionally in improving student's listening skill. As was mentioned before that flash movie is one of the visual aids or visual materials where it is the most effective in use. Because by seeing themovies students can know and understand about the message from the text directly. Movies can be used to explain the meaning of vocabulary items. Teaching listening by using flash movies, especially for children can be the one way to help them in learning process. It was showed by interview to all research subjects after they followed the treatment by using flash movies. This interview consisted of five questions include of difficultness on English teaching learning activity, Media on English teaching learning activity, and their opinion about flash movies itself. This interview processed to all the research subjects. Not only experimental group, but also control group. Based on their answers, it can be concluded that flash movies can improve students listening skill and more effective than teaching conventionally. But, teaching English by using flash movies is rather difficult in rural environments, due the minimum ability of English teacher in operating computers

## CONCLUSION AND SUGGESTION

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Having done the research by calculating the result of the test given to the students, the result of the investigation answer the research question as follow:

1. Using flash movies is able to improve student's listening skill.

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experimental group could improve their listening skill better than the control group.

2. The advantages of using flash movies that is better than teaching conventionally in improving student's listening skill. As was mentioned before that flash movie is one of the visual aids or visual materials where it is the most effective in use. Because by seeing themovies students can know and understand about the message from the text directly. Movies can be used to explain the meaning of vocabulary items. Teaching listening by using flash movies, especially for children can be the one way to help them in learning process. It showed by interview to all research subjects after they follow the treatment by using flash movies. This interview consist of five questions include of difficultness on English teaching learning activity, Media on English teaching learning activity, and their opinion about flash movies itself. This interview processed to all the research subjects. Not only experimental group, but also control group. Based on their answers, it can be concluded that flash movies can improve students listening skill and more effective than teaching conventionally. But, teaching English by using flash movies is rather difficult in rural environments, due the minimum ability of English teacher in operating computers.

### Suggestions

From the finding, the writer will like propose her suggestion as follows:

1. Teachers should try to use flash movies in listening lesson, because watching flash movies is one types of listening experience that is interesting.
2. Nowadays, the use of technological aids in the teaching of language such as radio-cassette, movie and television is likely to increase not diminish. So, the writer thinks now is the time for teachers and students to learn using them.
3. Teachers also should be smart and creative in using flash movies in the classroom because successful language learning depends on the teacher's technique to use the flash movies, since the teacher is the fundamental classroom aid to language learning.

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