

The Effect Of “Harry Potter and The Chamber Of The Secret” Movie Towards Listening Skill At SMAN 1 Bangkinang Kota

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ABSTRAK

This research was motivated by the low listening skills observed among students at school. This experimental study was conducted in class XI of SMAN 1 Bangkinang Kota, aim of determining the effect of films on students' listening skills. The research employed a quasi-experimental design, with a sample of 72 students, consisting of 36 students from class XI.2 and 36 students from class XI.4. Data collection techniques included tests and documentation, with the data analyzed using SPSS version 26. Based on the research findings, it can be concluded that films can improve the listening skills of students in class XI.2, particularly on fantasy material. This improvement is reflected in the post-test average score of 84.42. Furthermore, the results of the Paired T-Test at: a 5% significance level showed Sig. (2-tailed) 0.000, which is less than (0.025), indicating a statistically significant improvement.

Keywords: Listening Skill, Quasi Experimental, Harry Potter and The Chamber of The Secret Movie

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INTRODUCTION

The primary skill in language acquisition is listening. Listening skills crucial for effective communication and strong interpersonal relationships. Similar to infants learning their first language, individuals initially listen to the language spoken by those around them, then gradually begin to imitate what they hear, and eventually develop reading and writing abilities. This process is no different for individuals learning English as a second language. Additionally, listening is crucial as it aids students in gaining a thorough understanding of the language Sudrajat et al., (2021).

According to Assaf (2015), listening involves the skill of recognizing and comprehending others' speech, encompassing understanding accents, pronunciation, grammar, and vocabulary to grasp their intended message. Listening comprehension refers to understanding spoken words at a regular pace in informal settings. It's more of an art than a science, involving mentally absorbing spoken content rather than just hearing it superficially. Developing listening skills is essential for becoming a great listener.

Listening means actively tuning in to someone or something to catch what they're saying, whether it's spoken words, music, or other sounds. (Solak & Alta (2014) states it's like really paying attention and trying to make sense of it all. The more you listen, the more you get the hang of it. Even

though it might seem like just sitting back and hearing stuff, it's actually pretty active because you're not just hearing; you're processing and making connections with what you already know. So, as you listen, you're not just taking it in; you're piecing it together with what you already know to figure out what it all means. There are several categories of listening: intensive, selective, interactive, and extensive. Intensive listening requires a focus on phonology, syntax, and lexis, with learners closely attending to the spoken words. Selective listening involves concentrating on main ideas and completing predetermined tasks, with learners extracting key information for meaningful utilization. Interactive listening emphasizes active engagement, as learners verbally interact with others to acquire information or negotiate solutions. Extensive listening entails continuous listening and managing large quantities of input, with learners listening to extended passages and completing tasks related to content and meaning (Nemin Kaharuddin et al., 2021).

Traditionally, people ignore the role of listening, but overemphasize it the role of reading and writing in learning. Listening is something that is very necessary language skills. As a kind of input, listening is the foundation of speaking and write. Wang (2013) state if a student does not receive effective listening feedback, he or she may not perform well in writing and speaking due to both output capabilities harder. Listening is important because it helps students organize the basics of speaking and writing. Through listening, students can benefit good pronunciation and learn many useful words, phrases and sentences. Listening facilitates students in acquiring detailed comprehension, enhancing their confidence and fostering greater expectations of success when engaging with a foreign language. Small group listening activities stimulate students to utilize their imagination, engage in critical thinking, and promote verbal expression (Bilal Huri Yaseen, 2015). The close relationship between listening and vocabulary empowers students to gain diverse experiences across different listening levels and contexts. Students deeply engaged in listening tend to learn more effectively and make informed judgments about the content they hear. Additionally, proficient note-taking serves as a valuable complement to listening skills.

According to Sudrajat et al., (2021) anxiety, stress, a sense of loss, or a lack of confidence can impede the process of listening comprehension. Another challenge encountered by students in listening courses is their difficulty in comprehending spoken content, particularly when it involves native speakers. They often find themselves needing to listen to the material multiple times to grasp the conversation fully. This difficulty arises from their unfamiliarity with English accents, expressions, idioms, and slang phrases.

Based on observations made by researchers at SMAN 1 Bangkinang Kota, by conducting interviews with English teachers there. Researchers obtained information that students still feel anxiety and doubts in learning English, especially in listening skills. He also said that poor self-confidence also affects students' listening abilities. Researchers also conducted interviews with several class XI students at SMAN 1 Bangkinang Kota and obtained information that students found it

difficult to learn English, namely listening. They argue that hard work and a strong understanding are required in applying listening skills. Students also said that accents and spoken words were rarely heard by students.

From the problems found, the researcher will try to take an approach using "movie" as an alternative solution. One of the most effective and enjoyable ways to enhance listening skills is by watching English movies. Movies are particularly useful for second or foreign language learners because they offer entertainment while also serving as valuable teaching tools for English in a natural way. Watching English movies serves as a means of enhancing listening skills. It captures students' attention, fostering their ability to comprehend spoken English. According to Sinaga (2020) watching English movies is one way to jazz up students' learning vibes, especially when it comes to listening class. Those who dig English flicks usually end up chatting a lot in English because, while watching, they tend to parrot what the characters say and try to crack the meaning of those lines. Movies allow students to access to more information in listening. Selected English TV series, movies, advertising, could increase student motivations as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore, he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context.

There are several reasons why the researcher chose movies for the research. Firstly, watching English movies is both interesting and motivating as students find entertainment in doing so. They might encounter their favorite actors or actresses, or even their idols, which enhances their engagement. Moreover, they can actively listen, learn, and mimic the pronunciation of words, phrases, or sentences from the characters. Secondly, movies offer opportunities to grasp the context of various phrases or sentences. Thirdly, students can derive moral lessons from the movies. Therefore, by watching English movies, students are effectively trained to comprehend spoken English. Due this fact, the researcher used the movie as media in teaching and learning process and hoped that the movie could motivate the students and improve student's listening ability.

Based on the explanation above, the research conducted experimental research by the title: The Effect of "Harry Potter and The Chamber of The Secret" Movie Toward Listening Skill (An Experimental Research at the Eleven Grade of SMAN 1 Bangkinang Kota).

Materials and Methods

1. Design of the Research

This study employs a quantitative research approach with an experimental design utilizing two groups: an experimental group and a control group. In quantitative research, the researcher identifies a research issue either by observing patterns within the field or by recognizing the necessity to elucidate causation. Defining a trend implies that the research problem is most

effectively addressed through a study wherein the researcher aims to ascertain the general inclination of individual responses and to observe how this inclination differs among individuals. For instance, one might investigate how voters articulate their perspectives regarding a bond proposition. Findings from such research can provide insights into how a broader population perceives an issue and the range of perspectives within it (Creswell, 2019). The objective of this study is to investigate the significant impact of movies on improving listening skills among eleventh-grade students at SMAN 1 Bangkinang Kota.

The research design includes a listening test administered to both groups, with one group exposed to movie-based learning media (experimental group) and the other group not exposed to it (control group). Only students in the experimental group receive movie-based instruction during the listening activities as part of the research treatment. Data are collected from pretest and post-test scores. This study makes two classes as an experimental and control group. For experimental class, movie given as treatment to students in the learning process. For the control class, they are only given a test. After it was held posttest for investigate results from difference treatment from second group.

2. Results

This research was conducted on May 10, 2024 to May 20, 2024 at the eleventh grade of students at SMAN 1 Bangkinang Kota. This research used two classes, namely class XI.2 as an experimental class by using movie media, while class XI.4 as a control class by using text media. The purpose of this research was to obtain data on students' listening skills after learning by using movies on fantasy material. In this research, researchers wanted to find out the difference in results between XI.2 using movie and XI.4 without using movie. The main focus of this study is to describe the listening skill of students at SMAN 1 Bangkinang Kota. This shows that movie affect the listening skill of students in experimental classes.

The percentage increase in the post-test scores for the group that received the movie treatment compared to the group that did not is approximately **29.32%**.

This study consists four meetings in the experimental class and four meetings in the control class. In the first session of the experimental class, the researcher administered a pre-test to the students. In the second and third meetingss, the researcher applied treatment by teaching fantasy using movie as a media learning for the students. In the fourth session, the researcher conducted a post-test for the students. In the control class, the researcher taught without using movie for four sessions. In the first session, the researcher administered a pre-test. Then, in the second and third sessions, the researcher taught fantasy without using movie. In the fourth session, the researcher conducted a post-test for the students. Based on the results of the research that has been carried out,

the acquisition of pre-test scores calculated using the SPSS program version 26, where there is a lower experimental class score than the value of the control class.

To find out whether there are significant differences in Harry Potter movie on listening skills using tests in class XI. 2 and XI.4 at SMAN 1 Bangkinang Kota, researchers used the Independent Sample T-Test. Before analyzing the data, researchers conducted normality tests and homogeneity tests which will be explained as follows:

Table 1. Test of Normality

Class	Sig.Value	Information
Experimental Class	0.790	Normal distributed data
Control Class	0.445	Normal distributed data

A significance value of 0.790 was obtained in the experimental class and 0.445 in the control class, which showed that the posttest data of the experimental class with Sig. $0.790 > 0.05$ and the control class with Sig. $0.445 > 0.05$. Then it can be concluded that H_0 rejected and H_a accepted, so that the posttest data of the experimental class and the control class come from a normally distributed population.

Table 2. Test of Homogeneity

Class	Sig value.	Information
Experiment Class and Control Class	0,511	Data has the same variance (homogeneous)

The significant value (Sig.) between the experimental group and the control group was 0.511. As a result, data can be considered homogeneous if the significance value is more than the significance threshold (0.05). As a result, it can be determined that the data from the experimental and control groups are homogeneous because they are more than significant ($0.511 > 0.05$).

Table 3. Paired T-Test Results of Experimental Class and Control Class

Class	Sig value.	Information
Experiment Class and Control Class	0,000	There is a significant difference

Values Sig. (2-tailed) = $0,000 < (\frac{1}{2} \alpha = 0,025)$, So H_0 rejected. This shows that movie affect the listening skill of students in experimental classes.

Mean of Treatment Group = 84.42

Mean of Non-Treatment Group = 65.28

Percentage Increase = $\left(\frac{84.42 - 65.28}{65.28} \right) \times 100$

$$\text{Percentage Increase} = \frac{19.14}{65.28} \times 100$$

$$\text{Percentage Increase} = 0.2932 \times 100$$

$$\text{Percentage Increase} = 29.32\%$$

The percentage increase in the post-test scores for the group that received the movie treatment compared to the group that did not is approximately **29.32%**.

Discussion

Research data was obtained from the pretest and posttest results of students. Judging from the average score of Pre-test listening skill in the experimental class of 64.41 and in the control class 65.38. The results obtained indicate that the listening skill in the experimental class is lower than the control class. Therefore, to improve listening skill in the experimental class, treatment is given using Movie. After being treated using Movie in the experimental class and conventional methods in the control class, the listening skill of students showed improvement. This is evidenced by the results of the average posttest score of listening skill in the experimental class of 84.42 and the control class of 65.28. From the acquisition of pretest and posttest scores in experimental and control classes, it has increased. The percentage increase in the post-test scores for the group that received the movie treatment compared to the group that did not is approximately **“29.32%”**.

Based on these general statistical, the experiment group shows higher average scores and greater variability in scores compared to the control group. This suggests potential improvements in several micro-skills of listening, such as, watching English movie helps students recognize and distinguish different sounds in English as they hear various pronunciations and accents. Students watching movie often need to remember language chunks to understand the storyline, which can enhance their short-term memory. Movies provide direct examples of stress patterns, rhythm, and intonation used in real conversational contexts, helping students recognize and understand these elements. Movies encompass various speaking speeds, from fast-paced dialogue to slower speech, helping students practice processing speech at different rates.

The data provided show improvements in several indicators of listening skills that are more influenced by the experimental treatment. The results of this study are in line with research conducted by Tengah & Hawari (2023) with the title “The Student Perception on the Use of Harry Potter Movie in Listening Class At MTSN 6 Lombok Tengah”. This study states that there are differences in listening skill ability before and after being treated in class using movie and the effect on increasing students' listening skill.

Conclusions

The findings revealed that Regarding the research findings, it can be concluded that learning using movies has an influence on students' listening skills at class XI students of SMAN 1 Bangkinang

Kota on text material fantasy. The percentage increase in the post-test scores for the group that received the movie treatment compared to the group that did not is approximately 29.32%. Students experienced an increase in indicators of recognizing differences in voices and accents in movies, being able to remember the storyline in movies, helping students understand the context of movies, and movies covering various types of speaking rates and also helping students process speech in different ways speed. The results of the Paired T-Test hypothesis test with a significance level of 5% or 0.05 obtained a sig value. (2-tailed) namely $0.000 < (1/2 \alpha = 0.025)$ in the experimental class and control class.

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