

CHAPTER FIVE

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter presents conclusion of the research findings. As mentioned in the previous chapter, this research was conducted to find the effect of using movies towards the high school students' listening comprehension, its implementation, the students' attitude toward the use of movies in teaching listening, and the reasons underlying their attitude. The result from the listening comprehension tests showed that the students' listening comprehension improved significantly after they had learned listening by viewing movies. The findings from observation and questionnaires indicated that viewing movies helped the development of the students' listening comprehension for movies consisting of visual and verbal elements which assisted the students in understanding of what the actors or actress are saying.

Moreover, the data from the observation and questionnaires confirmed previous studies that viewing movies in teaching listening build enjoyment among the students as well as make the students relax and highly-motivated in learning listening. The findings also confirmed that three stages in teaching listening; pre-viewing, while-viewing, and post-viewing shaped and developed a meaningful and effective teaching –learning process. Lastly, the findings also revealed the students' positive attitudes towards the use of movies in teaching listening. In addition, some weaknesses of this study as discussed in the limitation of the study as well as recommendation for further research are presented in the later section.

5.1 Conclusion

The findings of the recent study are in line with previous studies conducted by several researchers and scholars to universities or college students. This study strengthens previous results that movies can improve learners' listening comprehension skill and generate students' attitude towards learning English.

Based on findings and their discussions, this study concludes several points. First, the use of movies in teaching listening helps the students to improve their listening comprehension to narrative texts. Viewing movies in listening class, somehow, maintains the students' listening comprehension ability and their understanding of narrative texts as being proven in their posttest scores. Although the finding showed the students' scores decreased at some point, but overall their scores increase significantly.

Moreover, the information from observation and questionnaires also strengthen previous studies (Kusumarasdyati, 2004; Martinez, 2010; Hastings, 2012) that movies engage the students to the real situations by presenting both visual and verbal information which are needed in the real communication. Movies provide pictures as a contextual background knowledge which is needed during listening. Besides, the story and the sounds of the movies arouse the students' positive feelings which create joyful atmosphere during the teaching-learning process.

The joyful atmosphere in the class grew up due to the absence of anxiety and the drive of enthusiasm among the students.. Nevertheless, not all good and proper movies were interesting for the students. As had been showed in meeting one, some students looked sleepy while viewing *Winnie the Pooh: The Heffalump Movie*. A simple narrative and a clear message made the students getting bored easily. The while-viewing tasks seemed not enough to develop their attention to keep watching the movie. Thus, complexity of the story should be considered in selecting the movies. A simple movie may help the students to understand the story easily, but complexity in the story attracts the students' curiosity and develops enthusiasm to watch the whole movie.

Next, the effective use of movies needs preparation. the teacher cannot merely "jump" into playing the movies in the class without several preparations in advance. The preparation is including dividing the teaching-learning process into three stages, pre-viewing, while-viewing, and post-viewing, and setting up challenging tasks to be employed in pre, while and post viewing stages. The use of movies in teaching listening will give it very best if supported by a well-

planned lesson plan. The tasks give the students reasons for listening and make them stay alert and pay attention to every scene they watch.

The other important thing is that the tasks are designed to assess the students' listening comprehension than merely to test them. It gives the students space to express themselves towards the tasks given and fearless in making any mistakes or errors in their answers. Such situation contributes to self-confidence in completing the task and taking a part in class activities.

To sum up, movies are effective teaching materials for teaching listening if they are combined with a well-planned lesson plan. The elements of movies support the students in many aspects. Cognitively, they provide linguistic knowledge for learning language and affectively, they touch the students' emotion through their pictures, sounds, and stories.

5.2 Limitations

This study has some limitations. The first one is in observation. The researcher observed the teaching-learning process by using field notes which may involve researcher bias. Moreover, there was no video recording to collect, store, and record the data. The researcher relied only on her eyes, ears, and knowledge to capture what the teacher and the students did and said in the class. However, the students may or may not be aware of the researcher's presence since they were used to not notice the researcher in the room. The students may also not realize if the researcher observed their behavior and attitude. This situation made the researcher have no impediment in collecting the data from the teacher and the students' activities in the class. To make sure the reliability of the data gathered, the researcher compared and discussed (cross-checked) the observation result with the teacher's note to get the information from different perspectives.

Another limitation of this study is in connection with the materials taught during the teaching-learning by using movies. Though movies can be developed as sources or teaching media in many purposes, the learning materials of the recent study are restricted to the materials that should be taught at that semester.

according to the English language teaching syllabus; that is learning narrative texts and its generic structure. Therefore, the listening test and learning objectives were developed in accordance with the standard competence and the based competence of teaching-learning narrative texts. Despite these limitations, the findings of this study are worthy considering improving the teaching of listening.

5.3 Recommendations

This study offers some practical recommendations for the practice of English language teaching. First, teachers should not only consider movie as a ‘cosmetic’ tool to attract students’ attentions, it should become a valuable resource for teaching listening comprehension. Movies are multi-faceted sources for the students in learning a foreign language and in understanding the culture of its people. By using movies, there are many tasks or activities that can be created by the teacher in the language class.

Second, for more beneficial teaching at senior high school levels, teacher can present movies in teaching other texts genre e.g. report texts, exposition texts, discussion texts, and making reviews. Moreover, movies can be used to develop students’ critical thinking, grow their imaginations, and build cross-cultural understanding. Various movie clips available on YouTube are inexpensive and accessible to be used as an issue for opening a discussion or as a core material in engaging the students to a real context of situation under discussion. Nonetheless, teachers have to be selective in deciding appropriate and suitable movies for teaching high school students.

In the light of the study, further research related to the use of movies in foreign language teaching need to be conducted, especially in teaching listening. More focus should be put on high school students to enrich the available studies which focus on university students. The study about the difference between the use of subtitled and non-subtitled movies and its effect to the students’ achievement in listening comprehension skill need to be expanded, especially for teaching-learning English listening as a foreign language. Though movies provide a lot of chances for the teachers to diversity their teaching listening activities as

believed by Sammir and Rammal (2004), further studies to find a better activities that should be done by the students in pre-, while-, and post-viewing to improve their listening comprehension ability are suggested.

Finally, apart from attitudes, other learners' affective factors (e.g. anxiety, self-confidence, and motivation) play an important role in achieving successful teaching-learning listening (Vandergrift and Goh, 2014). This study found that movies have potential in generating students' interest in learning listening. Thus, more research about studying the influence of using movies in teaching listening towards the students' affective factors, particularly anxiety and motivation, need to be employed as well.