**THE IMPLEMENTATION OF**
**HARRY POTTER AND THE CHAMBER OF SECRETS MOVIE**
**AS LEARNING MEDIA TO IMPROVE STUDENTS LISTENING COMPREHENSION**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMPUNG**

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**ABSTRACT**

**THE IMPLEMENTATION OF  HARRY POTTER AND THE CHAMBER OF SECRETS MOVIE  AS LEARNING MEDIA TO IMPROVE STUDENTS LISTENING COMPREHENSION**

**By**

**Hanung Windu Bestari**

This research aims to find out whether the implementation of the *Harry Potter and the Chamber of Secrets Movie* can improve listening comprehension in class XI Science 3 at SMAN 1 Bandar Sribhawono. The instrument used to obtain data was a listening test. The data was analyzed using SPSS 23. From the results of the data analysis, the mean score improvement between the pre-test and post-test was 22.89 (the mean score of pre-test improve from 61.37 to 84.26 at pos-test). The t-value was higher than the t-table (33.081>2.034). The significant level value from the results of the paired sample t-test analysis is 0.00<0.005, it is inferred that Hypothesis 1 is accepted, and there is a significant improvement in students listening comprehension after students being taught through *Harry Potter and the Chamber of Secrets Movie* at class XI Science 3 of SMA Negeri 1 Bandar Sribhawono. The implementation of English language movie in listening learning activities help students absorb and relate the material taught through movie and facilitates students in improving their listening comprehension.

Keywords: listening comprehension, improvement, harry potter and the chamber-of secrets.

# THE IMPLEMENTATION OF
# HARRY POTTER AND THE CHAMBER OF SECRETS MOVIE
# AS LEARNING MEDIA TO IMPROVE STUDENTS LISTENING COMPREHENSION

**By:**

**HANUNG WINDU BESTARI**

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**In**

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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Research Title : **THE IMPLEMENTATION OF HARRY POTTER AND THE CHAMBER OF SECRETS MOVIE AS LEARNING MEDIA TO IMPROVE STUDENTS LISTENING COMPREHENSION**

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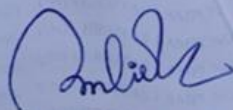Study Program : **English Education**

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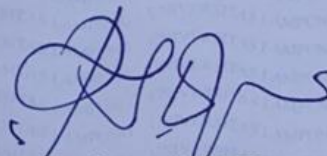
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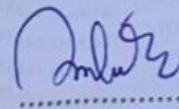
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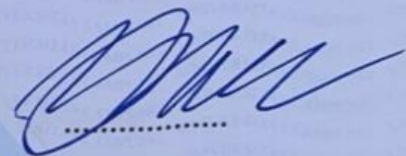1. Examination Committee

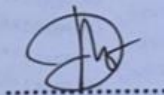Chairperson          : **Lilis Sholihah, S.Pd., M.Pd.**          ...............

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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya saya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa peryataan saya ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 13 Juni 2024

Yang membuat pernyataan,

Hanung Windu Bestari

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# CURRICULUM VITAE

Hanung Windu Bestari was born in  Bandar Sribhawono on April 24 2002. She is the second child of Tugiyo Saputro and Triyatmi. She also has 1 sibling, her older brother. She started her study at Al-Islam kindergarten in 2008. After that she continued her  study at SDN 1 Bandar Sribhawono and graduated in 2014. After graduating from elementary school, she continued her study at SMPN 1 Bandar Sribhawono and graduated in 2017. Then, she continued her study at SMAN 1 Bandar Sribhawono and graduated in 2020. After graduating from high school she continued her undergraduate study majoring in English Education, at University of Lampung.

During her study at Lampung University, She joined the Society of English Education Students (SEEDS) organization as Public Relation Staff in 2021. She also joined the BEM FKIP organization as Service and Network staff in 2022. Then, she joined the UKM-U English Society (ESo) as Human Resource Development staff in 2022.

In the 6th semester she took part in Merdeka Belajar Kampus Merdeka (MBKM) program, namely Kampus Mengajar at SDN 1 Sukajawa, Bandar Lampung. She also carries out community service, namely KKN, in Munca village, Teluk Pandan District, Pesawaran Regency, Lampung Province. Then, take part in Pengenalan Lingkungan Persekolahan (PLP) activity at SMP Wiyata Karya Natar, South Lampung.

To complete her undergraduate study, she conducted research at SMAN 1 Bandar Sribhawono entitled "The Implementation of *Harry Potter and the Chamber of Secrets Movie* as Learning Media to Improve Students' Listening Comprehension"

# DEDICATION

The writer dedicates this script to:

Her beloved parents, (Alm) Tugiyo Saputro and Triyatmi

Her dearest sibling, Adhi Bagus Saputra

Her honorable lecturers of English Education Study Program

Her Alma mater, University of Lampung

**MOTTO**

*"Always think positively with everything that happens in life, because your own mind will lead you to the reality you think. And always remember that ALLAH SWT is the best planner of your life"*

# ACKNOWLEDGEMENT

All Praises Only for Allah SWT, The Almighty God, for all the grace and guidance given to the writer so that the writer is able to complete this script entitled "The Implementation of *Harry Potter and the Chamber of Secrets Movie* as the Learning Media to Improve Students Listening Comprehension".

This script is presented to the English Language Education Program, Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as the one of fulfillment of the requirements for S-1 degree.

During her studies and period time of writing this script, the writer experienced many phases of difficulties, however thanks for the people involved in the study period of the writer and during the script writing period by providing motivation, suggestion, and enthusiasm for the writer to complete her studies well. The writer wants to express her respectful gratitude and sincere to:

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13. Hanung Windu Bestari, thanks to myself for surviving all this time and have tried the best to face everything I experienced during this life well. Let's upgrade ourselves to be better person than before and live happily.

Bandar Lampung, 06th May 2024
The Author

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# 1. INTRODUCTION

This chapter discusses several points as an initial basis for the information in this research. The points consist of background of the research, research questions, the objectives of research, the uses of research, the scope of the research, definition of terms, and research gap.

## 1.1 Background of Research

Language is extremely important in our life. It serves as a medium of communication, an instrument for thinking, a source of creativity, and a source of enjoyment. A comprehension of language and the capacity to use it effectively provides students with access to knowledge, allows them to participate actively in society, and contributes to their personal development. Human beings' most valuable possession is language. It is a technique for humans to express themselves and deliver information.

Learning English is essential because English is an international language that is used all over the world. In Indonesia, English is considered a foreign language, but it is required as part of the school curriculum (Katemba, 2022). English remains a difficult subject among Indonesian students. As a result, they must employ a variety of learning techniques in order to maximize their chances of learning the language (Damanik & Katemba, 2021).

Listening skill is a process than hearing which involves merely perceiving should in a passive way while listening occupies an active and immediate analysis of the stream of sounds. In other words, it can be elaborated that listening skill is not just the process of hearing the sounds but it is a process of construction interpretation to speakers' utterances.

Listening is a complex and active process of interpretation which listeners matched what they hear with what they already know Vandergrift (2002). According to Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. It means that, we should interpret the meaning from what we hear.

Based on Brown (2000), students have less planning, have limited diction, have difficulty stating goals and organizing materials. Thus, teachers have to share the materials using media to make students feel enjoyable, comfortable, and absolutely easy to understand the materials. So, the teachers need to have some methods of teaching which are used to make students more interested in English learning process.

In using teaching media, listening skill has many variations of teaching media depends on its genre. The students can get a lot of benefit from watching English movie. They can improve their speaking especially for their listening comprehension, they can enlarge their vocabulary knowledge and they can make their vocabulary and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had Porcel (2010).

A movie, commonly known as a motion picture (or cinema), is an audio-visual form of art to present stories for audiences. Movie could be viewed as a combination medium of image, story, and sound that has a context of a personal story. It also could be viewed as a popular culture that is bound up in a particular social and cultural context. Movies allow the viewers tobe entertained and gain deeper insight from a story that reflects a problem in society. It also allows the viewers to connect the motion picture to the broader fields, such as in the educational context. Movie is not only a form of entertainment but also an audio-visual for pedagogic purposes.

Movies are often used as supplementary media in delivering materials from a subject or skill. Moreover, movies are also used as a medium to acquaint learners with diverse cultures and perspectives to certain phenomena (Yaseen & Shakir, 2015).

These facts show that films bring a different impact on the classroom learning process because they have the power to motivate the audience to pay attention to the target language.

### 1.1.1 Problem of Research

Listening is one of the four basic skills (listening speaking, reading, writing) that need to be mastered in learning a foreign language. The learning of listening encounters some fundamental problems. Lots of students learn English as foreign language probably deal with problems in listening comprehension. There are several reasons why students often find difficulties to listen pronunciation from native speakers. First, due to some vocabularies that has similar sound, such as see and sea. Second, due to students' vocabulary mastery is limited. Third, students' ability to translate language is also limited since English is rarely used in daily life.

The background for conducting this research is that the researcher previously noticed difficulties in understanding listening comprehension tests at the researcher's school, SMA Negeri 1 Bandar Sribhawono. This issue arose because the English lessons provided by the teachers did not sufficiently support the students' listening comprehension skills. The teachers only gave explanations through presentations without being supported by effective learning media. Furthermore, when the researcher reconfirmed the listening comprehension teaching and learning activities with the students of class XI Science 3 at SMA Negeri 1 Bandar Sribhawono for the 2024/2025 academic year, they confirmed the same difficulties. Therefore, the researcher conducted this study to determine whether the film "Harry Potter and the Chamber of Secrets" as a learning medium can improve students' listening skills.

The researcher choose English movie which is Harry Potter and the Chamber of Secrets as the medium for this study. The usage of English movie stimulates students' hypothesis and prediction, which might lead to schemata in listening comprehension.

To ensure that the teaching and learning processes operate smoothly, students should be encouraged to use all of their senses, and teachers should encourage students to use their senses. Students'attention and motivation are also increased through video.

According to the explanation above, listening is one of the language skills that learners in foreign language classes must develop. It is also conceive that using video as medium in listening classes can increase students' listening comprehension. As a result, the title of this study is "The Implementation of *Harry Potter and the Chamber of Secrets Movie* as Learning Media to Improve Students Listening Comprehension"

## 1.2 Research Questions

In response to the issues raised above, the researcher developed the research question:

1. Is there any significant improvement in students listening comprehension after being taught through *Harry Potter and the Chamber of Secrets Movie*?

## 1.3 The Objectives of the Research

Referring to the issues and research questions mentioned above, the following is the goal of the research:

1. To find out whether there is significant improvement in students listening comprehension after being taught through *Harry Potter and the Chamber of Secrets Movie*.

**1.4 The Uses of the Research**

The research might be useful for a variety of applications, both theoretical and practical. The following are the uses of this research:

1 Theoretically, it can be used as information to the readers about the effect of English Movie on Students' Listening Comprehension. Moreover, this research can be used as a reference for the English teacher and the researchers interested in conducting future research in the same field.

2 Practically, it may assist English teacher in providing sufficient information and activity in teaching listening by utilizing a listening class through movie.

**1.5 The Scope of the Research**

This study used a quantitative research approach. This research was conducted at SMA Negeri 1 Bandar Sribhawono. The population in this study is Class XI Science 3 students of SMA Negeri 1 Bandar Sribhawono. This study focused on the use of English movies entitled *Harry Potter and the Chamber of Secrets* as a medium to improve students' listening skills.

Researcher used *Harry Potter and the Chamber of Secrets* as a medium in teaching listening comprehension. The material provided concentrates on macro aspect of listening by considering the narrative text as the learning material. By using this material, the researcher expects students will be able to get an increase in capturing information from movie. The listening comprehension test was given in the form of multiple choice questions.

**1.6 Definition of Terms**

**Listening**

Listening understands the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message.

Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. (Bowen, Madsen, and Hilferty, 1985).

**Movie**

A movie also referred to as a film, motion picture, moving picture, or photoplay, is composed of a series of still images. When these images are projected on a screen in rapid succession, they create an optical illusion that makes the audience perceive continuous movement between the individual images (Thomson, 2002).

**Comprehension**

Comprehension involves the construction of a mental representation of the information that is being processed, which requires the integration of new information with existing knowledge (Kintsch, 1998).

**Improvement**

Senge describes improvement as the continual enhancement of an organization's ability to accomplish its objectives through continuing learning and adaptation in the setting of learning organizations (Senge, 2006).

**1.7 Research Gap**

Although some research has been conducted on using English Movie as learning media to improve students' listening comprehension skills, there is still a lack quantitative research exploring the use of the "Harry Potter and the Chamber of Secrets" movie as a teaching media to improve students' listening comprehension.

Previous research has mostly been qualitative, and there is a noticeable absence of specific research comparing learning outcomes between students exposed to this movie and those using traditional teaching methods. Contextual factors in English language learning, the role of technology and student engagement also need further clarification.

Therefore, this study aims to significantly contribute to understanding the effectiveness of using the "Harry Potter and the Chamber of Secrets" movie as learning medium.

Those are discussions about the background, research questions, the objectives of the research, the uses of the research, the scope of the research, definition of terms, and research gap in this chapter.

## 2. LITERATURE REVIEW

This chapter discusses vital things in this research that consists of previous study, definition of listening, aspects of listening, listening comprehension, narrative text, teaching listening comprehension, teaching listening comprehension, definition of English movie, definition of *Harry Potter and the Chamber of Secrets Movie*, teaching listening through English movie, procedure of teaching listening through *Harry Potter and the Chamber of Secrets movie*, advantages and disadvantages, theoretical assumption, and hypothesis.

### 2.1 Previous Study

A similar study was conducted by Putri & Sinaga (2020) at *The Effect of Watching English Movie to Improve Students' Listening Skill.* The target of the research was to see if huge impact of watching English movie to further develops students' listening comprehension at SMAN 16 Batam in school year 2019/2020. The researcher utilized quantitative strategy and focused on quasi experimental. The population in this research is all of 10th grade student's that comprised of 400 students that chose by utilizing random sampling technique. The subject of the review was grade X social 1 and X social 4. The researcher directed research in two classes as experimental class and control class.

The researcher utilized quantitative information by giving pre-test and post-test measure the students listening ability. The after effect of the computing t-test was t-count > t-table (3,269 > 1,990). It implies that Invalid theory was dismissed and elective speculation was acknowledged.

Subsequently, in that research was a huge impact of watching English movie to further develop students' listening comprehension at 10th grade of SMAN 16 Batam. Additionally, watching English movie was gave constructive outcome to further develop students' listening ability. Watching English movie could motivate the students and interested on mastering listening comprehension.

Then, in 2015 similar study was done by Mulyadi & Mutmainah (2015) at *Using English Movie (Akeelah and the Bee) With English Subtitle to Improve Students' Listening Ability.* The research was directed utilizing homeroom activity research in the undergrad program of the Division of English Schooling at Muhammadiyah College Semarang in the 2014/2015 scholarly year. Information assortment utilizes polls, execution perception notes, pre-test and post-test. The research was directed utilizing a repeating model through the means of arranging, execution, perception and reflection. The consequences of this review show a huge connection between students' learning with English movies with captions connected with their listening abilities as displayed in their improvement from the posttest and positive reactions from students.

The survey showed that over 75% of students found it straightforward listening material from native speakers. Accordingly, he proposed that the educating and growing experience utilizing English movies with English captions is prescribed in the educational experience to further develop listening' listening abilities in English classes.

Another similar study was also conducted by Megawati (2024) at *The Correlation Between Students Interested in Watching Harry Potter And The Philosophers Stone By J . K Rowling Movies and Their Listening Comprehension*. The main aim of this study was to determine: (1) whether students are interested in watching the movie "Harry Potter and the Philosopher's Stone" by J.K. Rowling and its impact on their listening comprehension, and (2) if there is any correlation between students' interest in watching this movie and their listening comprehension skills.

The study was conducted with class XI Science students of SMA Mutiara Palabuhanratu. A quantitative method was used, employing the Pearson product-moment correlation to address the research questions. The population consisted of 30 students from class XI IPA during the 2021/2022 academic year, with the sample encompassing the entire population. Data was collected through tests and questionnaires. Upon collecting the data, the researcher corrected and analyzed the results using the Pearson product-moment correlation. The findings indicated a significant correlation between variables X and Y, with the correlation value rcount = 0.481 exceeding the rtable value of 0.374 at a 5% significance level (df = 28). This demonstrates a medium correlation between students' interest in watching the "Harry Potter" movie and their listening comprehension. Consequently, the null hypothesis (Ho) stating "There is no relationship between students' interest in watching the Harry Potter movie and their listening comprehension" was rejected, while the alternative hypothesis (H1) asserting "There is a positive relationship between students' interest in watching the Harry Potter movie and their listening comprehension" was accepted.

Based on the previous study above, the researcher intended to discuss students listening comprehension after being taught through movie. In this study, the researcher conducted a research by using quantitative approach to see whether English movie as learning media can improve students listening comprehension or not.

## 2.2 Definition of Listening

One of the most crucial and fundamental abilities in language acquisition is listening. Listening skills are required to assist listeners in understanding what someone says before responding or replying. Listening is generally considered as receptive skill, it plays a role as an active skill and based on speaking.

Brown (2007: 3) states: "Listening is conceived of as an active process in which listeners select and interpret information which come auditory and visual clues in order to define what is going on and what the speakers are trying to express."

Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information.

Interpret means that in trying to make senses of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

Listening is a skill which can be improved by practice. In other word, it is the active process of receiving and responding to spoken language. According to Broughton (2003) "listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something". It's mean that the listeners can think and understand things as higher levels than what they have heard. When they listen not only what they hear but also connect it with other information they have already known. The listeners will combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring some kinds of meaning in their own mind.

Based on the explanation above, it can be conclude that listening as the ability to recognize and comprehend what others are saying. It is a challenging activity as well, but by drawing on their existing knowledge, we may aid students in understanding what they hear. Because listening involves more than just hearing, it is an active process. Understanding a sound's significance and message requires listening.

**2.3 Aspects of Listening**

Listening comprehension includes a combination of micro-skills and macro-skills that contribute to the listener's overall ability to understand spoken language.

These skills are essential for effective listening in a variety of contexts, including language learning, communication, and research.

Hughes (1991) proposes two listening skills that collaborate and involve. They are the macro and micro listening skills.

Aspects of listening comprehension can be divided into two main categories: listening macro (macro) and listening micro (micro). This helps in understanding the larger and smaller components of listening comprehension. Here is a brief explanation of this category:

1. **Listening Macro (Macro)**

a. **Main Ideas**: This macro part of listening comprehension is related to the student's ability to identify or summarize the main idea or main message in the conversation, lecture, or material being listened to.

b. **Supporting Details**: This involves the student's ability to recognize supporting details, facts, or examples that support the main idea. This helps strengthen comprehensive understanding.

c. **Inference**: The ability to make inferences or conclusions from the information provided in the listening material. This includes connecting implied information, identifying reasons, and making estimates.

d. **Context**: The ability to understand messages or information in a broader context. This can include understanding the background, the purpose of the communication, or the situation that influenced the conversation.

**2. Listening Micro (Micro):**

a. **Phonemic Discrimination**: The ability to recognize and differentiate between the sounds or sounds of different languages, such as the pronunciation of certain letters or consonants.

b. **Intonation and Stress Patterns**: The ability to understand and recognize intonation and stress patterns in language that influence the meaning and meaning of speech.

c. **Word Boundaries**: The ability to recognize where one word ends and another begins, especially in languages that tend to have closely related speech.

d. **Vocabulary Recognition**: Recognizing words and phrases in context, including the introduction of words that may not have been previously known.

e. **Grammar and Syntax**: The ability to recognize and understand sentence structure, use of verbs, tenses, or other grammatical forms.

f. **Listening to Different Accents**: Recognize the differences in pronunciation and intonation between various accents of English or other languages.

In order to increase students' listening comprehension, the researchers used macro listening aspects. The reason behind this is that the use of English language movie will generally support understanding the overall message or content conveyed in the movie, such as narrative, dialogue and visual context.

In listening comprehension tests that use films as content, researchers include questions that assess overall understanding of the plot, characters, messages and visual context in the film. This will help assess the extent to which students can understand and extract information from the movie.

## 2.4 Listening Comprehension

Listening is identifying and comprehending what speakers say in order to grasp the message of the oral text. The listener focuses on the message delivered orally by the speaker. Comprehension is the process through which a person comprehends the meaning of written or spoken language.

Furthermore, according to, listening comprehension relates tocomprehending spoken language. Thus, hearing comprehension refers to the ability to decipher and comprehend the meaning of spoken words.

According to Chastain (1988), there are four components of listening that must be taken into consideration in order to properly receive the information from listening activity and achieve the goals of listening skill. According to Chastain (1988) there are four parts to listening comprehension. The first is the ability for differentiating between every sound, intonation pattern, and voice quality in the second languageand those of the same sounds in the native language.

The second understands an individual speaker's entire message. According to Rivers (1981), understanding spoken messages depends on understanding semantic meaning, moving from what is understood in the sound sequence in relation to syntax knowledge only when the meaning cannot be understood.

The third skill is the ability to retain the message in the auditory memory until it can be processed. Teachers need to be aware that students should hear as much language as possible to improve their auditory memory. This means that the majority of class time should be spent using the language that is being taught. The content's level of complexity and presentation pace must be tailored to the audience. Auditory memory is boosted by understandable language activities. The idea of improvement is key in this context.

Sentences should gradually become more complex as they progress from simpler to more complex ones. Depending on the students' comprehension, the delivery pace should be accelerated (Chastain, 1988). Thus, the last components is comprehension that involves different stage which is the receipt of speech at the syntactic, lexical, pragmatic, and discourse levels.

The first stage is to create the context, which comprises several phases. In order to duplicate the speaker's message, the listener needs to be aware of the communicative context within which real language occurs. The second stage is to activate relevant prior information and make use of it to anticipate any potential thoughts the communication may include. The third stage is to foresee the message's overall content. An attentive listener must anticipate what is coming by looking ahead. They are examining the information they have been given rather than attempting an unexpected or hasty interpretation (Kaspar, 1984). The fourth stage is sampling the key meaning-bearing elements of the content. It takes more effort on the part of the listener to comprehend content about unknown subjects, and as a result, they depend more on language cues to make up for their lack of prior knowledge. The last stage is to use the samples to validate or disprove the earlier predictions.

The samples are accepted as accurate when they match the listeners' expectations. When the samples fall short of their expectations, they should reevaluate either their expectations or the content in order to make the message meaningful (Kaspar, 1984). Hence, during the learning, the students should consider those components as the quality of students listening skill.

According to Hedge (2000), there are two types of listening processes, namely bottom-up processes and top-down processes.

1. **Bottom up process**

The decoding process is referred known as the bottom up procedure. Language decoding is the process of converting sounds waves into meaningful units.

The listener responds to the message's language, which is a mix of sounds, words, and grammar that generates meaning. 1) Listening for exact information, 2) identifying word order pattern, and 3) recognizing cognate are all examples of bottom-up processes.

### 2. Top down process

The listener pulls into background knowledge of the topic, the circumstance or context, the kind of text, and the language in the top down process. Background knowledge triggers a set of expectations that aids listeners in interpreting what they hear and anticipating what will happen next. 1) Forecasting, 2) identifying  the speaker, 3) analyzing the themes, 4) locating the primary concept, 5) discovering the supporting details, 6) forming inference, and 7) understanding the gist of the phrase are all part of the top down process.

According to Wong (2005:4), top down processing refers to the method of learning listening that focuses on how to grasp the primary concept, the gist of meaning in hearing material even when it is evident that the learners have not been able to detect any speech sounds. This method will assist students in identifying or locating the primary concept, particular information, inference, and terminology in order to improve their listening skills. The researcher will concentrate on the top  down method since it is ideal for developing their listening comprehension.

### 2.5 Narrative Text

Narrative text is a structured form of storytelling that represents events, actions, and experiences in a sequence. The significance of narrative structure is guiding the audience through the story, ensuring coherence and meaning. Bal asserts that narrative text not only tells a story but also organizes it in a comprehensible manner. The sequence of events and their presentation are essential for understanding the narrative's overall impact (Bal, 2009).

There are differentiation between the story (the content of the narrative) and the discourse (how the story is told). Narrative text as a communication mode could conveys a story through a combination of events, characters, and settings. Chatman's work underscores the dual aspects of narrative: what is being told and how it is being told, providing a thorough understanding of narrative construction. Additionally, audiovisual narratives use both visual imagery and sound to create a cohesive story, engaging viewers by blending spoken words, music, and visual cues to convey meaning and evoke emotional responses (Chatman, 1978).

Narrative text as a form of representation that organizes events and characters into a coherent plot, helping readers make sense of the depicted experiences and actions. The role of narrative in shaping human understanding and memory, suggesting that narratives are fundamental to how individuals perceive and remember their experiences (Abbott, 2020).

### 2.6 Teaching Listening Comprehension

The goal of teaching listening skills is to prepare students to properly absorb the meaning of sentences or words. We cannot just teach what was heard, but also the circumstances we face. The instructor teaches listening by putting students in situations relating to the topic so that they have background information.

According to Dawes (2008), "Listening is key to learning in classrooms, and yet how often do we say of a child – or a whole class – they just don't listen!" (p. 41) the key to comprehending is the ability to listen. All students' ability to acquire knowledge and skills in a variety of circumstances would probably benefit if listening skills were specifically taught to them. As we shall see, teaching listening skills is a relatively simple process. Therefore, it is crucial that educators and school administrators treat the instruction in listening seriously.

There are general guidelines for teaching listening comprehension, according to Morley and Lawrence (1971).

1. Listening comprehension lessons should have definite goals and they should be clearly stated.

2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to "what to listen for, where to listen, when to listen, and how to listen."

3. Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.

4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson.
   This is done by giving the learners the writing assignment before they listen to the material.

5. Listening comprehension lessons should emphasize conscious memory work. One of the objectives of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.

6. Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

It is hoped that teachers would be able to assist students in maximizing their listening ability in order to have better performance in listening by taking those theories into account and applying them in the teaching and learning process.

## 2.7 Definition of English Movie

Professor Mark Jancovich of the University of East Anglia teaches film studies, and he states that "English-language cinema encompasses a wide range of genres and styles, reflecting the diversity of English-speaking cultures and their global influence" (Jancovich, 2015). This viewpoint emphasizes how English-language films function as a vehicle for cross-cultural expression and communication in addition to being an entertainment medium.

English movie can be classified into various categories, including:

1. Hollywood movie: These are movies produced by the American film industry, known for their significant influence on worldwide for cinema.
   Hollywood produces a wide variety of films, from big-budget block busters to independent films.

2. British movie: movies made in the United Kingdom, including those from the British film industry, which has a rich history of producing diverse and critically acclaimed films.

3. International English-language movie: movies produced in other English-speaking countries such as Canada, Australia, New Zealand, and contributing to the global English-language film scene.

English movies are characterized by the use of English for dialogue, although they may include characters and settings from many different regions of the world. English movies are often intended for release in theaters, but they may also be distributed through a variety of media platforms, including television, streaming services, and home video.

## 2.8 Definition of *Harry Potter and the Chamber of Secrets Movie*

Harry Potter and the Chamber of Secrets is a movie fantasy genre that is adapted from the second novel in the Harry Potter series that is released in 2002, which is a fantasy genre novel by British writer J. K. Rowling.

This movie is set at a magical school, namely Hogwarts, and the language used in this movie is English with a British accent. The storyline in this movie is not much different from the novel version, where the *Harry Potter and the Chamber of Secrets Movie* tells the story of Harry and his friends in their second year at Hogwarts School of Witchcraft and Wizardry, a series of terror messages on the walls of the school corridor warning Hogwarts residents that "The Chamber of Secrets" has been revealed and someone will kill all the students who do not come from families that are all wizards or are of mixed descent between ordinary humans and wizards, and it will be the "heir of Slytherin" who will do that. This made Harry and his friends, namely Ron and Hermione, investigate the various attacks.

## 2.9 Teaching Listening Through English Movie

Movies can be an entertaining and motivating tool for students. Using movies has brought authenticity, variety, reality and flexibility into EFL classrooms. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. Ruusunen (2011) explains that there are several reasons to use English movies in EFL classroom.

Some of these reasons are authenticity, the quality and amount of input provided by movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films which also affects student's motivation.

According to Alberta (2013) English movies usually subordinate narrative technique to keep the audience focused on character and story. This characteristic opens the opportunity for English teachers in Indonesia to bring movies into EFL classroom since the current curriculum that is Curriculum 2013 emphasizes on genre-based texts as English subject material, and one of them is narrative genre.

Teachers of English can use some kind of narrative English movies such as action, drama, comedy, romantic, horror, science fiction, suspense or thriller, commentary, and nonfiction.

The Implementation of Films in Listening Comprehension based on previous research, it is proved that many factors can influence the films' effectiveness level in the listening comprehension process. To maximize and fully develop the use of visual aids in this process, teachers should pay attention to several aspects during the implementation process.

The next few aspects that will be explained in later paragraphs are about what teachers should prepare or do in implementing films in the listening comprehension process.

The first and the essential step before implementing films in the listening comprehension process are choosing the listening materials. The teachers' film choices often result in students' problems in comprehending listening content or improving their skills. This happens due to the films have complex language arrangements or conversations. Therefore, teachers should be more careful in choosing films.

According to Chen (2015) he recommends teachers use life, humorous films and avoid pornographic films in the language learning process. With this, learners will receive not only spiritual enlightenment but also avoid bad influences in understanding the films' contents. Aside from that, the writer also recommends using films with British or American accents since the pronunciations are more accessible to be understood. The learners also are able to pick up the content and imitate them in other skills, including in speaking class. Another important aspect of film implementation is about making a reasonable arrangement of time. This aspect is specifically leaned more to non-English primary students or middle and high school students, who rarely have a particular time to see and hear English contents outside the class (Chen, 2015).

In order to make the English content succeeds in the listening comprehension process, teachers should be able to find the time to make the learners appreciate the English films themselves. To do this, the teachers can give the film to the students as a material that should be preceded at home, so that the student can review the contents in the film and grasp the real meaning in the next listening class session

The final step is designing proper teaching steps in using films. This step can be divided into three steps: before watching the film, while watching, and after watching it. During the first step, the teacher should choose on film that fits with the context of the Listening class theme and the learners' ability to comprehend the content. Afterward, the teacher will give several points that the learners should write and pay attention to during the film listening process, such as the keywords, the plot, expressions, and others.

After watching the films, the teacher can use the rest of the learning session by testing the students' understanding of the film through tests such as questions, discussions, reports, or presentations.

Teachers can also ask students to evaluate the use of films in the listening comprehension process and attach the importance of visual aid in the listening comprehension process (Chen, 2015).

According to (Hruby, 2010), audiovisual media, such as movies, can boost student motivation and make them more engaged, joyful, and motivated when performing listening activities. According to (Lonergan, 1984), movies can be used as a teaching instrument to impart a fully communicative mindset. For language learners, the best and most appealing movie presentation despite their low comprehension, students will still watch. Another factor making the movie more lucrative than other authentic media is the way it depicts real-life communication. Teachers frequently use dialogue from books or audiotapes in their lessons. The communication in this film is, nevertheless, more contextual (Allan,1985).

In line with that previous research, the researcher was motivated to do the study concerned with the implementation of *Harry Potter and the Chamber of Secrets Movie* in teaching listening. The researcher thought that movie might be utilized as the media for students to learn listening as they could fulfill the important components of listening skill.

Therefore, the researcher curious about the effect of teaching listening through *Harry Potter and the Chamber of Secrets Movie* as the learning media.

## 2.10  Procedure of Teaching Listening Through Harry Potter and the Chamber of Secrets Movie

The researcher will show the use of *Harry Potter and the Chamber of Secrets Movie* as medium in teaching listening comprehension in order to improve students' listening comprehension. The study's goal is to improve students' listening achievement in listening comprehension.

The steps for teaching listening comprehension using a *Harry Potter and the Chamber of Secrets Movie* are adapted and developed by researcher with considering the general guidelines for teaching listening comprehension according to Morley and Lawrence (1971), below is the procedure of teaching listening through Harry Potter and the Chamber of Secrets movie:

1.  **Pre-Activity**
    - The teacher greets the students, checks the attendance list, prays to start the learning and teaching activity, and gets the class ready.
    - The teacher asks some questions to test the students' prior knowledge related to the material.
    - The teacher stimulates the students' brainstorming by asking material-related questions.
    - The teacher explains what will be acquired.

2. **While Activity**

- The teacher introduces the lesson theme and learning objectives to the students.
- The teacher gives the students learning material about narrative text.
- The teacher shows the students a clip of "Harry Potter and the Chamber of Secrets."
- The teacher asks the students to form groups of 2 people to discuss and complete student's worksheets meeting 1 and 2.
- In the $1^{st}$ meeting students fill out a worksheet focusing on generic structure of narrative text and supporting details.
- In the $2^{nd}$ meeting students fill out a worksheet focusing on inferences and context.
- In the $3^{rd}$ meeting students fill out a worksheet focusing on main ideas.
- The teacher asks the students to complete the student worksheet.

3. **Post Activity**

- The teacher conducts a discussion session about the tasks the students have completed.
- The teacher gives feedback and evaluates the students' work.
- The teacher reviews the activity by asking the students about their experiences during the class.
- The teacher gives a conclusion about the material and closes the class.

The current study was a quasi-experimental research that took place in classroom. The learners took a pre-test to determine their baseline listening comprehension. The learners received instruction on how to approach various activities in the pre-test. The data is examined quantitatively.

Following the pre-test, a post test activity has been given to see how far students' knowledge after being taught using movie. Quantitative comparisons were made between the data from the pre-test and the post-test.

### 2.11   Advantages and Disadvantages

There must be advantages and disadvantages in applying any kind of media in teaching according to Sari & Sugandi (2015). Since this research used movie in learning process, it was needed to understand the benefits and the drawbacks of it in the term of learning activity.

**Advantages**

Students can be inspired by movies to take up language learning.

Because movies combine the target language with sounds and sights, they can attract students in developing their comprehension abilities. Students  can make educated guesses about the meanings of new words and concepts with the aid of visuals.

1. Movies can increase students' vocabulary.
2. English movies can help students to usually listen English language and help student usually hearing English language, so that English language become familiar to them.
3. Movies can be used at all educational levels.
4. Combining both audio and visually makes movie a comprehensive tool for language teaching.
5. Movies may transform ideas that are abstract into ones that are real.
6. Movies can be used in groups or individually.
7. Movies can demonstrate how items move and make noise.
8. Watching movies also makes for a pleasant and comfortable learning atmosphere.
9. Movies can add fun and excitement to lessons.

**Disadvantages**

1. Previewing authentic movies takes time for the teacher.
2. It is tough to find and pick movies, as well as to plan exercises for learners.
3. The utilization of video is determined by the electrical problem.

4.  Overuse of video can be monotonous, and it does not promote interaction among students or between students and teachers if the teacher enables video management.
5.  The activity is unable to be carried out unless the school provides technology assistance such as an LCD and speaker sound.

After all, by knowing the advantages and disadvantages of the utilization of English movie it hoped that the researcher can maximize the strong point and dismiss the drawbacks of *Harry Potter and the Chamber of Secrets Movie* when conducting the learning process. Therefore, all of the activities can run well based on the procedure.

## 2.12  Theoretical Assumption

Some media can assist the teacher in achieving the goal of teaching the learning process when teaching listening. Teaching listening comprehension requires the use of engaging media. One form of media, particularly in the area of listening, which might inspire students to learn, is movies.

Movies can be used to teach listening comprehension since they can engage students in the learning process and get them involved. In order to teach listening, video movies can be a useful and engaging medium. Additionally, according to the study, using video movies to teach listening fosters a positive learning environment in the classroom, keeping students from getting bored and preventing them from realizing when their performance in the listening skill might be improved.

Therefore, the researcher determines to use movie as a teaching medium. The researcher believes that using movie will assist students comprehend the meaning of the text and create a positive mood in the classroom. The researcher expects that students listening comprehension will increase.

## 2.13   Hypothesis

The researcher develops the following hypothesis based on the theoretical assumption:

**H$_0$**: There is no significant improvement in students listening comprehension after students being taught through *Harry Potter and the Chamber of Secrets Movie* at SMA Negeri 1 Bandar Sribhawono's XI Science 3 grade students.

**H$_1$**: There is a significant improvement in students listening comprehension after students being taught through *Harry Potter and the Chamber of Secrets Movie* at SMA Negeri 1 Bandar Sribhawono's XI Science 3 grade students.

Therefore, the vital things discussed in this chapter that consists of previous study, definition of listening, aspects of listening, listening comprehension, narrative text, teaching listening comprehension, teaching listening comprehension, definition of English movie, definition of *Harry Potter and the Chamber of Secrets Movie*, teaching listening through English movie, procedure of teaching listening through *Harry Potter and the Chamber of Secrets movie*, advantages and disadvantages, theoretical assumption, and hypothesis.

## 3. METHODS

This chapter presented a discussion relating to the research methodology namely research design, population and sample, instruments of the research, validity and reliability instrument, level of difficulty, discrimination power, data collection, data analysis, and hypothesis testing.

### 3.1 Research Design

The researchers used a One Group Pretest-Posttest Design for this study. The researcher goals to find out whether there is a significant improvement in students' listening comprehension achievement before and after utilizing movie as a learning medium. The researcher selected one class in this study. According to the design, students are given a pretest to assess their listening capability before the researcher administers treatments and a post-test. As a result, the research design formula is shown below.

$$\boxed{\text{T1 \; X \; T2}}$$

T1 = Pre-test

X = Treatment (using video as teaching media)

T2 = Post-test

(Setiyadi, 2006: 133)

## 3.2 Population and Sample

The population of this research is the 11th grade students of SMAN 1 Bandar Sribhawono in the second semester. The researcher takes one class as the sample in this research, namely class XI Science 3. The class are consisting of 35 students who taken as the sample of the research. The XI Science 3 class students are given a pre-test, treatment through *Harry Potter and the Chamber of Secrets Movie*, and pos-test to measure students' listening comprehension.

## 3.3 Instruments of the Research

The quantitative research instrument in this research is the listening test. In this research researcher want to find out students' comprehension improvement in listening comprehension before and after being taught through *Harry Potter and the Chamber of Secrets Movie*. Researchers administered a try-out test in order to prove whether the test has good quality or not.

The tests are given in the form of multiple choice questions in the identical types. The students were given 36 questions during the pretest and posttest of listening comprehension.

## 3.4 Validity and Reliability of Instrument

In this study, the researcher aimed to assess students' improvement in listening comprehension before and after being taught using Harry Potter and the Chamber of Secrets movie. To validate the effectiveness of the test, a try-out test was administered, consisting of multiple questions distributed during the initial session. The quality of the test was evaluated based on criteria including validity, reliability, level of difficulty, and discrimination power.

### 3.4.1 Validity

The test is deemed to be legitimate if it measures the thing to be assessed and it meets the criteria (Hatch, 1982; 250). The researcher assesses the test's quality using content and constructs validity.

### i. Content Validity

Content validity refers to the requirement that the test should accurately reflect the intended content area, or what was meant to be assessed. According to Bachman (1990), teachers should be able to align the test items with the course goals and syllabus design, since content validity assesses if the test's material aligns with the study's course content.

It is crucial for the researcher to confirm that the study materials align with the school curriculum in order to guarantee the validity of the research. Hatch and Farhady (1982:251) have noted that content validity pertains to how the test appears and should encompass a representative sample of the topic matter.

The test in this study was thoughtfully created by the researcher using the curriculum that SMA Negeri 1 Bandar Sribhawono's 11th grade students follow that is Curriculum 2013. The listening test used in this research fulfill the content validity because the researcher used Curriculum 2013 and basic competencies that are in accordance with student learning activities in that semester as a reference and basis for developing listening test questions. Additionally, to evaluate content validity, the researcher intends to develop a listening specification table to ensure the test accurately represents the content being taught as follow:

**Table 3.1 Table of Specification of Listening Test of Try-out**

| No | Aspect or content | Number |
|---|---|---|
| 1. | Identifying main ideas | 10, 14, 23, 24, 27, 29, 34, 39, 45, 49, 50. |
| 2. | Identifying supporting details | 3, 11, 13, 15, 18, 19, 25, 31, 35, 40, 43, 47, 48 |
| 3. | Understanding the inference | 1, 12, 16, 20, 22, 28, 30, 33, 38, 41, 44 |
| 4. | Understanding the context | 2, 5, 7, 8, 9, 17, 21, 26, 32, 36, 37, 42, 46 |

## ii. Construct Validity

Construct validity, according to Brown (1996), is the body of evidence that validates the interpretation of what a measure represents. This idea state that atest designed to assess students' cognitive abilities and knowledge must address construct validity. Construct validity pertains to the kind of assessment tool utilized to gauge skills, particularly in cases when the study employs several indications.

According to Setiyadi (2006:26), the construct validity of an instrument that measures a single construct and the item accurately measures the specified construct, then the construct validity of the instrument is deemed adequate. In this case, listening can be assessed by analyzing the test's components.

The researcher used a Listening Test as the fundamental instrument. All of the test's items were thoughtfully created to measure listening comprehension by pay attention to the macro aspects of listening, namely main ideas, supporting details, inference, and context. These macro aspects can support the achievement of learning objectives and it's guaranteeing that the construct validity was satisfied.

To examine construct validity, researchers used an inter-rater approach with three English teachers at SMAN 1 Bandar Sribhawono. Based on the validity assessment results, the teachers acknowledged that the listening test had good quality content validity, and it was also relevant to and in compliance with the 2013 curriculum and the 11th grade English syllabus utilized at SMAN 1 Bandar Sribhawono.

Furthermore, the teachers believed that the listening test had good construct validity and addressed four aspects of Listening.

**Table 3.2 Table of Specifications of Listening Pre-test and Pos-test**

| No | Aspect or content | Number |
|---|---|---|
| 1. | Identifying main ideas | 9, 16, 17, 19, 22, 27, 33, 36 |
| 2. | Identifying supporting details | 2, 6, 8, 12, 15, 20, 28, 31, 35 |
| 3. | Understanding the inference | 1, 7, 10, 14, 18, 21, 24, 25, 26, 29, 32 |
| 4. | Understanding the context | 3, 4, 5, 11, 13, 23, 30, 34 |

**3.4.2 Reliability**

In this study, researchers were used test-retest reliability. Test retest reliability is an approach that involves measuring the same ability at different times to measure the extent to which measurement results are consistent over time. In the context of this research, this would help assess whether consistent use of movies influences students' listening comprehension abilities. Reliability relates to how constant the test's score is, and it indicates how accurate the test score is (Hatch and Farhady, 1982: 244). In other words, how far it can measure the topic at different times while producing the same result relatively (Setiyadi. 2006:113).

The extent to which a test gives consistent findings when administered under similar conditions is characterized as reliability (Hatch and Farhady, 1982: 244). The researcher was used formula that is often used to calculate test-retest reliability namely the Pearson correlation coefficient (r).

Here's the formula:

$$\text{Pearson } r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}} \sqrt{\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notes:

| | |
|---|---|
| r | = pearson correlation coefficient |
| $\Sigma XY$ | = the sum of the products of X and Y scores |
| $\Sigma X$ | = total score X |
| $\Sigma Y$ | = total score Y |
| $\Sigma X^2$ | = sum of squares of X scores |
| $\Sigma Y^2$ | = total score Y |
| N | = number of participants (score pairs) |

Criteria:

0,90 = High

0,70 = Low

## 3.5 Level of Difficulty

The level of difficulty of the task indicates how easy or hard it is for the participantsto complete. These kinds of tasks shouldn't be overly easy or difficult for students. Todetermine the test's difficulty level, the researcher applies the following formula:

$$LD: \frac{R}{N}$$

Notes:

LD = level of the difficulty

R = number of the students answer correctlyN = total number of the students

The criteria of level the difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985)

## 3.6 Discrimination Power

The level to which the test's items distinguish between students at high and low levelsis known as discrimination power. A good item is one in which every student met the criteria, with good students performing well and bad students failing.

The formula for this is:

$$DP = \frac{Upper - Lower}{1/2N}$$

Notes:

DP = discrimination power

Upper = proportion of "high group" students getting the items correct

Lower = proportion of "low group" students getting the items correct

N = total number of the students

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = enoughDP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

(Shohamy, 1985).

## 3.7 Data Collection

To collect research data researcher used the test method. Tests are in the form of questions or exercises as well as other tools to measure skills, intelligence knowledge,abilities or talents possessed by individuals or groups (Arikunto, 2002).

In this study, tests was conducted to measure students' abilities, so the tests used were a form of achievement test (learning outcomes), namely tests used to measure someone achievement after learning something. The tests are given after the person learns things that are in accordance with what willbe tested (Arikunto, 2002).

In this study the tests used included two types of tests, namely pre-test and post-test. Both have the same questions, the difference is the time of implementation, the pre=test is carried out at the beginning before the treatment while the posttest is carried out after the treatment is finished. The test used in this study was in the form of multiple choice questions.

**Pre-test**

The pretest was given to the students before the treatment during the initial appointment. The purpose of this test was to determine the students' current level of listening comprehension. The XI Science 3 class is subjected to this test. It comprises 36 multiple-choice items (A, B, C, and D). The researcher does not utilize movies as the material in this test.

**Treatment**

A treatment using a *Harry Potter and the Chamber of Secrets Movie* as the medium of teaching listening comprehension was delivered to the students after the pre-test had been completed. Since there was an ongoing learning process, some learning activities like providing feedback and having a discussion were also made availablein the classroom.

**Pos-test**

The post-test is the test that is given to students after they have received treatment. It assesses students' listening comprehension after they have been taught through *Harry Potter and the Chamber of Secrets Movie*. The post-test and pre-test employ the same test, which consists of 36 amended multiple-choice items. The difficulty of the post-test is the same as that of the pre-test.

## 3.8 Data Analysis

The data is statistically analyzed by the researcher using paired sample t-test. Because this study contrasts aspects of listening and uses only one class. It is a statistical test that is used to compare more than two means in order to determine how significant the improvement in the listening comprehension is.

The following techniques are use by the researcher:
1. Pre-test and post-test scoring
2. Tabulating the test results and determining the mean of the pre- and post-test
3. Drawing a conclusion from the tabulated pre-test and post-test findings, and then analyzing the data using SPSS 23 for *Windows* to see whether there is a significant improvement in students listening comprehension after being taught by *Harry Potter and the Chamber of Secrets Movie* as learning medium.

## 3.9 Hypothesis Testing

The hypothesis testing is use to prove whether the hypothesis process in this research is accepted or not. The hypothesis for this research question was analyzed using paired sample t-test of Statistical Package for Science (SPSS) version 23.

$H_0$: There is no significant improvement in students listening comprehension after students being taught through *Harry Potter and the Chamber of Secrets Movie* at SMA Negeri 1 Sribhawono's XI Science 3 grade students.

$H_1$: There is a significant improvement in students listening comprehension after students being taught through *Harry Potter and the Chamber of Secrets Movie* at SMA Negeri 1 Sribhawono's XI Science 3 grade students

Those are all the discussions in this chapter that focuses on the research methodology, which includes research design, population and sample, instruments of the research, validity and reliability instrument, level of difficulty, discrimination power, data collection, data analysis, and hypothesis testing.

## 5. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions from the research results and also suggestions from researcher for other researchers and English teachers who want to implement listening learning media using a movie.

### 5.1 Conclusions

After carrying out research procedures in class XI Science 3 SMAN 1 Bandar Sribhawono, the researcher obtained the results from the data analysis and conclusions as follows:

Learning media using movie really helps students improve their listening comprehension, this is proven by the significant increase in students' listening comprehension abilities, where the students' pre-test and post-test results have increased. The student's mean score from the pre-test before they received treatment was 61.37 and the mean score after treatment increased to 84.26, which means the student's score increased by 22.89. In addition, the significant level is lower than 0.05, and the t-value is higher than the t-table (33.081>2.034). This proves that the learning process using *Harry Potter and the Chamber of Secrets Movie* as a learning medium is able to help students understand the listening comprehension test.

## 5.2 Suggestions

In this research, the researcher acknowledges several shortcomings in the implementation and preparation of this study. Based on the findings from the conducted research, the researcher want to provide suggestions for future researchers who may undertake studies on similar topics, as well as for teachers who wish to implement teaching using the same topic or media. The following are suggestions that can be given, as follows:

1. For Future Researcher

   a. In this study, the validity is still weak due to the absence of measurements from the validation tests conducted. For future researchers, it is advisable to consider conducting absolute and appropriate validity measurements in line with the research being carried out.

   b. In this study, researchers only used the film Harry Potter and the Chamber of Secrets as a learning medium. Researchers in the future can use films with other genres or other titles and can combine them in their implementation to enrich learning media sources that are more interactive and attractive.

   c. Researchers in the future can strengthen learning materials and learning activities to better explore students' potential and abilities in listening comprehension.

   d. Future researchers can expand the scope of the research to get broader results. Researchers in this study only used a sample of 1 class of 35 11th grade high school students. Researchers in the future can increase the level of research samples, for example university students in certain departments or faculties such as the English literature department or English language education.

2. For English Teacher

a. Teachers can choose English language films that are interesting and appropriate to the students' age as a medium for listening learning so that students are enthusiastic and not bored during the learning process. Teachers can choose whether they want to use live action or animated films.

b. Teachers can prepare learning materials carefully and manage time so that learning activities remain conducive to completion. For example, by choosing film clips that are important and exciting and not showing film clips that seem unnecessary and a waste of time.

c. Teachers must prepare equipment that supports implementing films as learning media in the classroom. Such as preparing the classroom with an adequate projector, adequate laptop devices so that when the video is played there are no problems such as traffic jams and so on, and the most important thing is audio speakers that support the sound so that sound can be heard clearly throughout the classroom.

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