

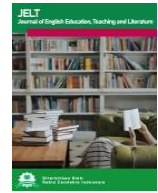


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Education Article

A Study of Listening Skills Through Movie

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A B S T R A C T

Listening and speaking are related to spoken language, and reading and writing are related to written language. In acquiring language skills, usually through a regular sequence, namely from the ability to listen/listen to a speech that is around him, then from the results of listening will be done imitation, namely by speaking. After being able to speak, humans will try to learn to read, by recognizing letters, syllables, and words, then learning to write, namely writing letters that have been recognized into syllables, and sentences that express ideas and desires. So the four skills are one unit, namely language skills both oral and written. Pasaribu, G. R. (2021). Through unstructured interviews, twenty-six participants shared their perspectives on watching movies as an alternative medium for learning English. The results showed that three students had the same opinion that watching English movies could improve their ability to learn English, especially listening. They further said that they gained some new vocabulary after watching the movie.

INTRODUCTION

Listening and speaking are related to spoken language, and reading and writing are related to written language. In acquiring language skills, usually through a regular sequence, namely from the ability to listen/listen to the speech around him, then from the results of listening will be done imitation, namely by speaking. After being able to speak, humans will try to learn to read, by recognizing letters, syllables, and words, then learning to write, namely writing letters that have been recognized into syllables, and sentences that express ideas and desires. So the four skills are one unit, namely language skills both oral and written. Pasaribu, G. R. (2021).

In language learning. Language skills consist of four aspects, namely: listening skill, speaking skill, reading skill, and writing skill. Hasanah, N., & Munawaroh, S. (2023). The four aspects of language skills above should be mastered if someone wants to master a language well. For example, listening skills are closely related to speaking skills because listening skills are the basis or main capital for speaking. In teaching English as a foreign language, applying potentially helpful technologies, encouraging student autonomy, and creating engaging lessons is often complex. In this type of education, teachers and students must have sufficient access to the Internet, computers, and other technological means currently referred to as entertainment. Therefore, it is easier to understand by using YouTube videos as teaching aids. Pasaribu, G. R., Salmiah, M., Sulistyaningrum, S. D., & Napitupulu, F. D. (2023).

According to Daeng in Saepudin (2014), someone who has good listening skills can be sure that his speaking skills are good too. Conversely, someone who has poor listening skills, for example because his hearing device is less functional, will also appear to have less speaking skills.

According to Richards and Theodore in Saepudin (2014), the English language used today is the result of a fairly long language development. The development of the English language is divided into three periods: first, starting from ancient English (Old English) in 800 AD until England was conquered by the Normans from France in 1066. Second, Middle English began in 1066-1500. Thirdly, Modern English from 1500 to the present day.

Learning English is very important because English is an international language spoken all over the world. In Indonesia, English is considered a foreign language, but it is required as part of the school curriculum (Katemba, 2022). According to Tarigan in Syamsia. K (2019), there are four components in language skills, usually we go through an organized relationship. Starting from listening then speaking, and after that we learn to read and write. The four skills are one unit. According to Sembiring & Katemba (2023), Listening will be more difficult if the recorded conversation is made by native speakers with different accents and speaking speeds.

According to Abdulrahman (2018), the capacity to absorb and understand signals well in the communication process is generally understood as a fundamental and receptive talent of listening. Cunandar (2020), states that listening must be done effectively so that students can absorb information well. On the other hand, Mubarakah et. Al, (2022), states that the act of listening is a form of communication that asks the recipient to understand what is being said. It is known that listening skills are the first skills that humans need to understand to acquire the other three skills.

According to Shalah Abdul Majid in Saepudin (2014), suggests that listening skills are the ability to analyze language symbols into the meanings intended by the speaker without any addition or subtraction. According to Yudhi Munadi in Halimatus Sa'adah (2017), audiovisual media is media that involves the senses of hearing and vision at the same time in one process of audible and visible visual messages that can be presented through audiovisual programs such as documentaries, and others. According to Metruk, R. (2019), listening is a very important skill, that needs serious attention from EFL teachers and learners, and one way how foreign language learners can improve this skill is to practice extensive listening. Therefore, in developing listening skills, it is necessary to take measures to increase students' motivation to learn English as a foreign language. For several other reasons, EFL students lose focus and desire over time and become less motivated (Minalla, 2022).

According to Rustamova (2023), movies can add creativity and adaptability to the language classroom by expanding the range of instructional strategies and materials available, assisting students in developing all four communication skills. A movie or series of movies, for example, can be used to practice listening and reading skills, as well as a model for speaking and writing. According to Syaiful Bahri Djamarah and Aswan Zain in Joni Purwono (2014) audiovisual media are divided into two, namely: Still audio-visual, which is media that displays sound and images such as sound frames, and motion audio-visual, which is media that can display elements of sound and moving images such as movies and videos. Here else, according to Atoel in Joni Purwono (2014) states that audio-visual media has several advantages or uses, namely: Clarify the presentation of messages so that they are

not too verbalisation (in the form of words, written or oral), overcome the limitations of space, time and sensory power, such as: objects that are too large are replaced by reality, pictures, frame films, films or models, and audio-visual media can play a role in tutorial learning. Due to the difficulty of practicing listening skills along with the development of various platforms around the world, learners also want to know how methods can improve listening skills. There are many ways to teach English, and one of the most popular methods to teach English is by using English movies.

A research gap identified in previous studies is that watching English movies can be used as one technique to increase students' interest. This study aims to fill this gap by investigating how students can improve their listening skills through the use of audiovisuals, namely watching English movies.

The results of this study are also supported by Azimah, A. (2018), watching English movies can be used as one of the techniques to increase student interest. As a solution to develop students' listening skills, we can increase their learning motivation through English films, with the intention that students are more interested in learning English as a foreign language with a fun learning process and as an innovation to facilitate teachers in teaching by utilizing technological developments. According to Arono. (2014), innovation in learning methods will affect the learning media used and is expected to improve the quality of learning.

The results of this study are also supported by Yudar, RS. Aditomo, DT, & Silalahi, NS (2020), movies are one of the media that can greatly help students' speaking skills because they are actively involved and have fun imitating the audio-visual impressions they receive. The strategy that teachers can use in the online learning process is to use learning media, especially audio-visual media. Watching a Movie is one of the audiovisual parts, namely motion audiovisual. Using several platforms such as YouTube/Netflix or various videos containing English, as a utilization of learning videos and watching many videos using English subtitles help the process of improving listening skills in English. And an activity that many people use to improve listening skills is watching movies that they like, such as : Frozen, My Little Pony, and Harry Potter. Etc.

With the advancement of the times, engineers have found many new breakthroughs by creating a platform to further improve listening skills by watching movies that are easily accessible without even needing to use the memory already in the smartphone's internal application, one of which is YouTube. Equivalent findings have a tremendous impact on the learning process as students will realize a more vibrant and inspiring educational environment (Pratama Et Al., 2020). Related to this, is evidenced by statements from previous researchers who say students feel more interested and motivated to learn listening comprehension by using YouTube videos as learning media during the teaching and learning process that takes place in class. Thus, it can be concluded that the application of YouTube videos has had a positive and significant effect on students' listening comprehension performance. (Qomariyah Et Al., 2021). Several case studies have thoroughly explored this issue as a reference to prove that the use of emerging and popular platforms, especially in watching movies while listening, can motivate the spirit of learning with exciting and fun methods, and most importantly can help improve English listening skills.

METHOD

This study used 26 students of Semester 1, TBI 3 class, semester students of the English language education study program at the Islamic University of North Sumatra as the target population, because they will pursue studies that focus on the advancement of children's education in the field of English language skills. The author distributed questionnaires to students to study the impact of watching movies either through the YouTube application, Netflix, or others on the development of their listening skills. This research is expected to be useful for universities, lecturers, and students, in the operation of technology and students to have a better understanding of the material taught. From the aspect of research methodology, this research uses qualitative research. The data collection technique

used in the research is using a questionnaire. According to Sugiyono (2017), the questionnaire or questionnaire used in this study is a type of closed questionnaire or questionnaire, because the respondent only needs to mark one of the answers that is considered correct.

In this study, researchers will use a qualitative research design using a questionnaire data collection method. According to Arikunto (2014), the sample is a representative part of the population (part or representative of the population studied). The research sample is part of the population taken as a data source and can represent the entire population. The population in this study were UINSU students majoring in English language education and the sample was 26 students in the TBI 3 class. This questionnaire data collection was carried out for one day, on Friday, November 17, 2023 by asking eight questions, the following eight questions in the data collection process:

1. Do you think watching English movies helps improve your listening skills? Why?
2. What is your experience in using movies as a medium to improve listening skills in English language learning?
3. What type of movie do you think is most effective in helping you improve your English listening skills?
4. How do you feel about using movies as a tool to improve listening skills in English language learning in the classroom?
5. Do you think movies help you to understand more natural language contexts and improve your listening skills? Why?
6. Do you feel watching movies helps you to identify accents and intonations in English? Why?
7. How do you think movies can help in expanding vocabulary and understanding grammar in real-life contexts?
8. Do you have any suggestions to improve the effectiveness of using movies as a tool to improve listening skills in English language learning?

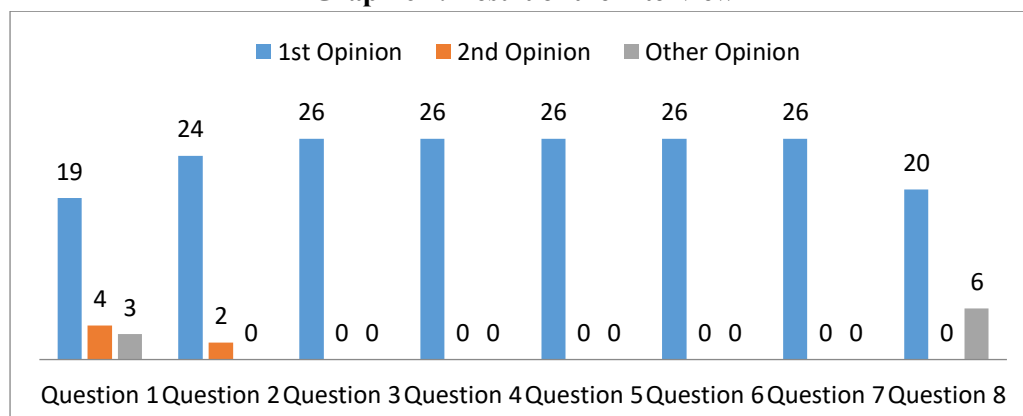
Then the researcher analyzed the data by using the Questionnaire method. The data from this study was analyzed based on the experience of the sample.

RESULTS AND DISCUSSION

RESULTS

In the results of this study, the researcher describes and discusses the research data from the questionnaire method. The results of twenty-six students are as follows :

Graphic 1. Result of the interview



The results of the graph above show that in the first question, 9 students argued almost the same as the answers that the researchers had concluded, their answer was Yes, because by watching automatically listening besides that watching entertaining and fun movies watching movies can improve listening skills. 4 students argue, that they are too engrossed in watching movies so they forget to improve their listening skills. and 3 students argue otherwise. The results of the second

question, 24 students argued almost the same as the answers that the researchers had concluded the answer was that they preferred to watch their favorite movies and it helped them improve their listening skills. The other 2 students have different opinions. The results of the third question, in the 8 types of movies, 20 students liked romance movies and 6 students liked science fiction movies helping students improve their listening skills. The results of the fourth question, all students had almost the same opinion as the answers summarized by the researcher, the answer was that watching movies is not only entertaining and fun, but they also gain knowledge such as knowledge in the film and increase vocabulary. The results of the fifth question, All students argued almost all with the answers that the researcher had summarized the answer was Yes, because watching a movie is not only fun, but also getting new vocabulary and improving listening skills. The results of the sixth question, all students argued almost the same as the answers that had been concluded by the researcher, the answer was Yes, because watching their favorite movies by choosing films that use English accents can add insight into learning English. The results of the seventh question, all students argued almost the same as the answers that the researcher had concluded, the answer was that by watching English movies they added new vocabulary and practiced it in everyday life. The results of the answers to the last question, 20 students suggested watching English movies, watching movies that make them happy and don't forget to bring a pen or notes from a cellphone to make it easier to write new vocabulary and 6 students had other opinions.

DISCUSSION

This study describes the use of audiovisuals, namely watching favorite movies to improve listening skills. The results show that most respondents rated positively that the effective way to improve listening skills is to watch their favorite English movies. This positive response may indicate that students understand how to improve their listening skills. Respondent data shows that students are very happy to practice their listening skills by watching their favorite movies in English besides helping their listening skills, they also think they can increase their knowledge and vocabulary. This can be seen from students' interest in improving their listening skills by watching movies.

As shown by Azimah, A. (2018), watching English movies can be used as a technique to increase student interest. As a solution to develop students' listening skills, we can increase their learning motivation through English films, with the intention that students are more interested in learning English as a foreign language with a fun learning process and as an innovation to facilitate teachers in teaching by utilizing technological developments.

This information is by the description provided by Azimah, A. (2018). Azimah said watching English movies can be used as one of the techniques to increase students' interest. This statement is consistent with previous research by Yudar, RS. Aditomo, DT, & Silalahi, NS (2020) and Pratama Et Al., (2020).

This information revealed that most respondents reacted positively to their conclusions about improving their listening skills while watching their favorite movies. In addition, the students revealed that after watching their favorite English movies, some students could pronounce English words better by noting the vocabulary they rarely heard so the students thought that their English vocabulary increased and their writing skills became better. By Rustamova's research (2023), movies can add creativity and adaptability in the language classroom by expanding the range of instructional strategies and materials available, assisting students in developing all four communication skills. A movie or series of movies, for example, can be used to train listening and reading skills, as well as a model for speaking and writing.

Based on the results of the research above, all participants in this study know about how to improve listening skills by watching movies, then they also know the purpose of watching movies to improve listening skills, some students have different opinions. Some students understand and immediately practice strategies for improving listening skills. Watching movies is very easy to access, it can be through applications that are already in the Play Store, such as YouTube, Netflix, etc. Students who watch their favorite movies feel happy when learning English, especially in listening

activities. Therefore, listening activities by watching movies produce a lot of knowledge and improve listening skills. By previous research proven by the opinion of Yudar, RS. Aditomo, DT, & Silalahi, NS (2020), movies are one of the media that can greatly help students' speaking skills because they are actively involved and have fun imitating the audio-visual impressions they receive. In addition, watching English movies can be trained early on by watching children's favorite movies, namely their favorite cartoon movies.

The results of this study prove that watching movies can improve listening skills efficiently so the impact of this study can help students to use a fun and not boring method, namely learning while watching movies.

CONCLUSION

Based on the results of the above research, the researcher concludes that students' listening skills are closely related to learning that is not boring, one of which is watching favorite movies. At a teenage age when students are more interested in watching than just learning in class with theory and material alone, learning will feel very monotonous and boring. Learning listening through English movies is not only listening, through English movies, we can also learn pronunciation, new knowledge, and new vocabulary. The research A Study of Listening Skills Through Movie received a fairly good response from students, but there needs to be further research that can make students in hope that they will further improve their listening skills for learning.

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