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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

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. The purpose of this study is to describe the opinions of students in watching English Movie as a medium for learning English, especially listening. 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

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.

According to Daeng in Saepudin (2014), Someone who has good listening skills can be sure 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. Third, modern English 1500-until now.

According to Saepudin (2014), this development was also influenced by countries that made English an official or national language spread across five continents from Europe, America, Africa, Australia and several countries in Asia such as: Singapore, Philippines, India, and Malaysia.

Learning English is very important because English is an international language that is 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, after that we learn to read and write. The four skills are one unit.

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, Mubarokah et. Al, (2022), state that the act of listening is a form of communication that asks the receiver to understand what is being said. It is known that listening skills are the first skills that humans need to understand in order to acquire the other three skills.

Listening skills or listening skills are a person's ability to digest or understand words or sentences spoken by certain speech partners or media. As for 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. Listening skills can be done with continuous practice to listen to the difference in the sound of word elements (phonemes) with other elements either directly from the original speaker or through recordings.

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. The audible and visible visual messages can be presented through audiovisual programs such as documentaries, and others. According to Metruk, R. (2019), listening is a very important skill, which 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 action to increase students' motivation in learning English as a foreign language. 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. 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, and as a model for speaking and writing. Movies can also serve as a springboard for subsequent activities such as conversations, debates on social issues, role-playing, creating dialogue, or summarizing. Movies serve as instructional materials for task-based projects and thus movies are integrated with course content for several reasons. Films are a meaningful source of input that can help teacher candidates to deconstruct the social practices through which forms of class, race, gender, and power are enacted. Movies are authentic materials, not made-up English: Therefore, asking learners to watch movies is a meaningful task

that provides input for top-down and bottom-up processes. According to Syaiful Bahri Djamarah and Aswan Zain in Joni Purwono (2014), audiovisual media are divided into two, namely: Silent 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 verbalistic (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.

Based on the research of Hasanah, N., & Munawaroh, S. (2023), listening is one of the four basic skills (listening, speaking, reading, writing) that need to be mastered in learning a foreign language. In learning English, listening skills are very important skills, but difficult to learn. There are several reasons why students often have difficulty in listening to the pronunciation of native speakers. First, because some vocabulary words have similar sounds, such as see and sea. Second, because of students' limited vocabulary. Third, students' ability to translate the language is also limited because English is rarely used in everyday life. According to 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. According to Arono. (2014), innovation in learning methods will affect the learning media used and is expected to improve the quality of learning. Meanwhile, Gilakjani, A.P. (2012), teachers are trying to find the most effective way to create a better foreign language teaching and learning environment through multimedia technology. According to Yudar, R.S. Aditomo, D.T., & Silalahi, N.S. (2020), movies are one of the media that can greatly help students' speaking skills because they are actively involved and have fun in imitating the audio-visual impressions they receive. The strategy that teachers can do in the online learning process is to use learning media, especially audio-visual media. Watching Movie is one of the audio-visual parts, namely motion audio-visual. 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 that help the process of improving listening skills in English. And an activity that many people use to improve listening skills is watching movies that you like, such as: Frozen, My Little Pony, 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 internal application of the smartphone, one of which is YouTube. YouTube is not only a platform that individuals use to share, upload, comment on videos; but also teachers and educators can make the best practical and effective use of it so that students can have more advantages or benefits

gained. By practicing listening skills by watching movies or through YouTube and other applications can help teachers or students to make it easier to improve listening skills. The researchers concluded that YouTube is a necessary tool in the classroom because it attracts students' attention and engages their mentality and creativity. It also helps cover a complete range of material, especially language. YouTube brings an element of fun into the classroom, by catering to students' interests. 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, it 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 takes place in the classroom. 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 with 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, and others on the development of their listening skills. This research is expected to be useful for universities, lecturers, 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 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:

**Table 1.** Result of the interview

NO.	QUESTIONS	ANSWERS
1.	Do you think watching English movies helps in improving your listening skills? Why?	Nineteen students argued almost the same as the answers that the researchers had concluded, their answer was Yes, because watching automatically listens in addition to watching entertaining and fun movies by watching movies can improve listening skills. Four students argued, that they were too engrossed in watching movies making them forget to improve their listening skills. and three students argued otherwise
2.	How is your experience in using movies as a medium to improve listening skills in English learning?	Twenty-four 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 really helped them improve their listening skills. Two other students had a different opinion.
3.	What type of movie do you think is most effective in helping you improve your English listening skills?	Action, Horror, Comedy, Drama, Romance, Fantasy, Science fiction, and Adventure. Of the 8 types of movies above, romance movies are ranked as the most effective in helping students improve their listening skills and science fiction movies are ranked last.
4.	How do you feel about using movies as a tool to improve	All students argued almost the same as the answers that have been summarized by the



	listening skills in English language learning in class?	researcher, the answer is that watching movies is not only entertaining and fun, they also gain knowledge such as knowledge in the movie and increase vocabulary.
5.	Do you think movies help you to understand more natural language contexts and improve your listening skills? Why?	All students argued almost all with answers that the researchers had concluded the answer was Yes, because when watching a movie is not only fun, but getting new vocabulary and improving listening skills.
6.	Do you feel that watching movies helps you to identify accents and intonations in English? Why?	All students argue almost the same as the answers that have been concluded by researchers, the answer is Yes, because by watching their favorite movies by choosing films that use British accents can add insight into learning English.
7.	How do you think movies can help in expanding vocabulary and understanding grammar in real-life contexts?	All students argued almost the same as the answers that the researchers have concluded the answer is by watching English movies they add new vocabulary and practice it in everyday life.
8.	Do you have any suggestions to improve the effectiveness of using movies as a tool to improve listening skills in English language learning?	Twenty students suggested that to watch English movies, watch movies that make us happy and don't forget to bring a pen or notes from a cellphone to make it easier to write new vocabulary. and six students had other opinions.

## Discussion

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. 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, there are some students who have different opinions.

According to 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. There are some students who understand and immediately practice strategies in 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. According to 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 in 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 that 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 by watching favorite movies. At a teenage age where 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 the hope that they will further improve their listening skills for learning.

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