
A STUDY OF LISTENING SKILLS THROUGH MOVIE: A REVIEW OF THE CURRENT LITERATURE

Yahfenel Evi Fussalam¹⁾, Renda Lestari²⁾, Rensi Yu Anggelia³⁾
STKIP Muhammadiyah Muara Bungo
emails: yahfenel88@gmail.com¹⁾, renda_nofriza@yahoo.com²⁾,
rensiyuanggelia04@gmail.com³⁾

ABSTRAK

Keterampilan mendengarkan dianggap sebagai faktor utama dalam pembelajaran dan pengajaran bahasa karena keterampilan itu memainkan peran penting dalam proses komunikasi. Meskipun, beberapa media untuk meningkatkan keterampilan mendengarkan siswa seperti audio, visual, dan audio-visual telah dikembangkan sejak beberapa dekade yang lalu, banyak siswa dan guru tidak memperhatikan pentingnya media pembelajaran di kelas mereka. Dalam artikel ini, peneliti meninjau beberapa masalah penting mengenai penggunaan media audio-visual yaitu film sebagai titik awal untuk mengembangkan keterampilan mendengarkan. Hal ini dimulai melalui diskusi singkat tentang definisi mendengarkan, menganalisis beberapa masalah dalam pemahaman mendengarkan, meninjau kategori dan struktur film yang direkomendasikan, kiat untuk belajar bahasa Inggris melalui film, dan diskusi hubungan antara menonton film dan keterampilan mendengarkan. Hasil penelitian dari tinjauan literatur menunjukkan bahwa film menjadi media yang cocok untuk membantu guru menjelaskan materi secara menyeluruh dan konkret. Menonton film sebagai media dalam proses belajar mengajar memungkinkan siswa untuk memahami bahasa dalam bentuk konteks alami, karena mereka dapat menganalisis penggunaan bahasa dan membuat hubungan antara kata dan gambar.

Kata kunci: *Keterampilan mendengarkan, media pembelajaran, film*

ABSTRACT

Listening skill is considered as a major factor of language learning and teaching since it plays an important role in communication process. However, some media to improve student's listening skill such as audio, visual, and audio-visual had been developed since past view decades, many students and the teachers do not pay enough attention to its importance media in their classes. In this article, the researchers review some important issues concerning the use of audio-visual media namely movie to provide a starting point for developing listening skill. It starts through a brief discussion of definition listening, analyzing some problems in listening comprehension, pursued by reviewing recommended film category and the structure of movie, tips to learn English through a movies, and discussion the relationships between watching movie and listening skills. The research result from the review of literature indicated that movie is the suitable media to help teacher explain the material thoroughly and concretely. Watching movie as media in teaching and learning process allows the students to understand the language in a form of natural contexts, since they can analyze the use of the language and make connections between words and images.

Keywords: *Listening skill, Learning Media, movie*

INTRODUCTION

Listening plays an important part in communication as it is said that listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendhelson, 1994). No body who deny the importance of listening skills in second and foreign language learning since it's become the key to receive information from source language. (Rost, 2002) stated that listening is essential in language classrooms because it provides input for learners.

There are a lot of theories that mentioned the essential of listening for language learner. According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in. In the same line, Wolvin and Coakley (1988) proposed that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. In addition, (Ferris & Tagg, 1996) argued that listening comprehension is considered as the way for success in academic settings. In brief, numerous studies indicated that the effect of listening skills contributed factor to academic success.

In spite of listening is very importance in foreign language learning, the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in the level of education (Mendelsohn:1994). By the time learning media inovation had influenced learning media used and it is smoothly improve learning qualities. One of them is the use of movie as media in teaching and learning listening.

There are many choices of listening media and materials such

as CD, DVD, or video applied in the classroom. Movies is an integral part of students' lives so it makes perfect sense to bring them to learn English through movie. Movie, as a motivator, also makes the language learning process more entertaining and enjoyable. And then, through watching movie, it will make them familiar with the spoken language and help them to understand more, because the student have practice a lot.

Movie provides students with examples of English used in 'real' situations, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech, by watching movie, students are introduced to the real context of language and listen to the correct pronunciations, stress, intonations, and expressions.

By looking at the close relationship between listening and movie, it can be concluded that listening skill is a process in language skill that needs practice by using audio-visual through technology such as a research done by Embi and Latiff (2004) in using E-learning as a tool for learning ESL/EFL. After practicing, the students agreed that comprehension of listening ability had been increased significantly. Moreover, in Hong Kong, Chapple and Curtis (2000), adopted strip film as teaching material for ESL which had 31 EFL students and got answer 67,8% students said that they had positive impact in listening skill within 13 weeks learning. Therefore, teaching of intensive multimedia could raise students' EFL listening skill comprehension. It could be seen that there were many less developed students in

listening English skill applied internet, computer, or multimedia could help students" EFL/ESL (Chapelle, 2000). Some listening activities have been applied in listening practice but most of them used listening material from cassette, television, and radio whereas using technology was seldom in learning listening.

The combination of utilization of media such movie could create the latest listening learning media product. According to Meskill (1996) multimedia could improve listening skill focused on: (a) visual and text roles as a tool to organize language in aural texts; (b) video motivation aspect as a profit for language teaching; (c) a fact that those media combinations could reach language target so that they could give important input to language acquisition process (d) comfortable environment to describe chart and discourse strategy for the students.

Based on the some information related to the listening skill and media above, this research explore library studies about developing listening skill through movie. It is also intended to raise teachers' and students' awareness of the appropriate treatment to develop their daily listening comprehension.

METHOD OF THE RESEARCH

This research is a qualitative research carried out literature study (Research library) that uses books and other literature as the main object (Creswell, 1996: 23). The type of research used is qualitative, ie research that produces information consists notes and descriptive data contained in the text delivered

(Nunan, 2008: 76). In library research, the method used for collect research data in the form of library data that already selected, searched, presented and analyzed.

The sources of data in this research were collected by looking at library data whose substance requires processing philosophically and theoretically. It is carried out through books, journals, and scientific works on listening skills, learning media, and films. Then selected, presented and analyzed as well processed so that it is concise and systematic. Furthermore, the data were analyzed by using content analysis.

RESULT AND DISCUSSION

Definition of Listening

Listening is the active process of receiving and responding to spoken and sometimes unspoken messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis.). There are many definitions of Listening proposed by many experts. Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood 1989). It is the ability to identify and understand what people are saying (Yagang, 1993). "This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning" Howatt and Dakin in Champoux (1999). Based on theory of communication, Rost (2002) "views listening as a part of transactional process in which all participants of the research are simultaneously responded by sending' and 'receiving' messages." Listening is also an active process which requires the

listeners to participate in that process (Yang 1999). In addition, Vandergrift(2002) added "is a complex, and active process of interpretation which listeners match what they hear with what they already know.

The Process of Listening

The process of listening comprehension into two categories: bottom-up processing and top-down processing. Bottom-up processing refers to the listener's decoding of the incoming message by analyzing it at the level of sounds, words and sentences. Top-down processing refers to the listener's use of background knowledge such as previous knowledge of the topic, situational or contextual clues, schemata or script stored in long term memory" (Adnan, 2014). However, comprehension can only occur when the listener can place what is heard in a context. according to Underwood (1989) has three stages of listening process. The stages are:

1. The sounds go into echoic memory for a very short time to be organized into meaningful units according to the knowledge of the language the listener already has.
2. The information is then processed by the short time memory. In a matter of seconds, words are checked and compared with information already held in the long-term memory and meaning is extracted.
3. The meaning extracted is stored in the long-term memory for later use.

The Types of Listening

Here are several kind of types of listening:

1. Discriminative listening
Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.
2. Comprehension listening
The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. The same is true, of

course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel. Comprehension listening is also known as content listening, informative listening and full listening.

3. Relationship

Relationship listening is a therapeutic listening type, because the ultimate goal of the listener is to be a sympathetic ear, without requiring detailed verbal responses. The best example is helping a friend talk through a problem, and is critical as a base for building strong interpersonal relationships. Being the person that's there for a friend when they need to "get things off their chest" is what can make your friendship even stronger.

4. Critical

When listeners have to evaluate a message and respond with their opinion, this is called critical listening. You need to scrutinize what is being said, and play an active role because it usually requires you to make a decision, form an opinion or solve a problem. Making a judgment requires you to assess the situation, and requires you to both listen to what's being said while analyzing it at the same time.

5. Appreciative

The final type of listening is listening for the sake of pure enjoyment. This includes music,

theater, television, radio and films, where the ultimate response is the one from the listener (not the speaker).

Problems in Listening

The speed of delivery can be quite fast and of course there is no possibility of asking the speaker to repeat or clarify. However there are certain factors which should be less problematic. Moreover Underwood adds that many learners believe that their greatest difficulty with listening is their inability to control the speaker's speed. But the teachers can see that the other problem faced by the students in listening, such as being not familiar with words or pronunciation and do not understand the context of the language. According to Yagang (1993) listening difficulties comes mainly from four sources:

- a. The message to be listened to. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening materials may deal with almost any area of life. It might include street gossip, proverbs, new product and situation unfamiliar to the students. Also in a spontaneous conversation speakers frequently change the topics.
- b. The listener. Foreign language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example to know that

rosyoften collocates with cheeks nor to predict the last word will be something like rage whenthey hear the phrase he was in a towering... Lack of socio cultural, factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch in Yagang (1993)).

- c. Physical Setting. Noise, including both background noises on the recording and environmental noises can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.
- d. The speaker. Ur in Yagang (1993) points out that —in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasing, self-corrections, elaborations, tautologies and apparently meaningless additions such as I mean or you know

Definition of Movie

According to Thomson (2002) movie, also called a film, motion picture, moving picture, or photoplay,

is a series of still images that, when shown on a screen, create the illusion of moving images. This optical illusion causes the audience to perceive continuous motion between separate objects viewed in rapid succession. Understanding film is a cultural result and an artistic expression tool. (Affendi,1986) "Film here is considered as mass communication which is a combination of various technologies such as photography and sound recording, art both art and theater arts literature and architecture and the art of music. Film is a moving image (Moving Picture)." In other definition of film by HimawanPratista (2008), "Film is an audio-visual media that combines two elements, namely narrative and cinematic. The narrative element itself is related to the theme while the cinematic elements are the flow paths or the storyline." And other expert said about film is "Film is a media in the form of videos that are started or produced in real ideas, then in it must be cloudy elements of entertainment and meaning. This element of entertainment and meaning lies in the condition of making films which can sometimes be in the form of comedy as well as in the form of history."

Michael Rabiger (2009) Movies have been a big part of human life. Barsamand Monahan also stated that movie is "the most popular art form". As a form of art, movies are on a par with other artistic forms. Boggs and Petrie acknowledge this fact by stating that: "As a form of expression, the motion picture is similar to other artistic media, for the basic properties of other media are woven into its own rich fabric. Film employs the compositional elements of the visual arts: line, form, mass, volume, and

texture. Like painting and photography, film exploits the subtle interplay of light and shadow. Like sculpture, film manipulates three dimensional space. But, like pantomime, film focuses on moving images, and as in dance, the moving images in film have rhythm. The complex rhythms of film resemble those of music and poetry, and like poetry in particular, film communicates through imagery, metaphor, and symbol. Like the drama, film communicates visually and verbally: visually, through action and gesture; verbally, through dialogue.

Movie is not only a form of art and expressions, movies also provide a promising career opportunity. Because movie industry is one of the biggest industries in the world this industry has produced a large number of successful and popular moviemakers and movie stars. In terms of commercial success, a movie can earn millions of dollars. For example, the recent movie titled Jurassic World has earned over 1.5 billion of dollars worldwide. Even a classic movie like Titanic still earns money to this day, making it the second highest-grossing movie of all time with over 2 billion dollars. Movies like Star Wars franchise, do not only earn money from ticket sales, but also the sales of merchandise like action figures and costumes.

Recommended Film Category and the Structure

Movies can be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. That is,

the learners can listen and see what is happening at the same time (Potosi undated). According to Gallacher in Potosi —A good idea is to choose scenes that are very visual. The more visual the video is, the easier it is to understand – as long as the pictures illustrate what is being said. Selected English TV series, movies, advertising, could increase student's motivations as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore, he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context.

Miller in Amelia (2003) says that non-verbal behavior or paralinguistic features of the spoken text are now available for the learners, so the learner can develop their listening skills in a richer context. It is because of the movies contain a lot of setting, dialogues, meaningful expressions, wide range of vocabularies, phrases, and also sentences. In addition movies also have correct pronunciation, since it is stated or dubbed by native speakers. The previous ideas are in line with Porcel (2010) ideas. She states that the students can benefit a lot from watching films in English. They can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had. Related to asking students to watch and make the movie report in Listening class, it needs students to understand the movie. To be able to understand the movie, the students

need to watch the movie several times. It is needed because the students have to report the movie they watched written and spoken. Even though the students are asked to write only seventy five words for their reports but their understanding of the movies are needed. It is because they also have to fill the work sheet provided that needs their understanding of the movie. According to Flowerdew (2005) "general viewing of videos can be exploited. Learners can be encouraged to employ their extensive listening skills by having group in or out the class after watching a particular movie. In addition, generic worksheets may be developed to help those students who would like more focused attention when watching movies. Barsam and Monahan state that the way the story in a movie is told is called its narrative. The narrative structure of a movie has several elements (Richard Barsam and Dave Monahan:1998),, which are:

1. Story and plot. Story refers to the whole universe where the events of the movie take a place, while plot is the parts of that universe that is presented on the screen.
2. Order is the way the events in the movie are sequenced.
3. Events are what happen in the movie.
4. Duration can refer to story duration, which is the implicit amount/length of time the whole events happen; plot duration, which is the amount of time the plot happens; and screen duration, which is the length of the movie itself.
5. Suspense and surprise. Suspense is what audience expect to happen but does not happen, while surprise is what audience do not expect to happen, but happens.
6. Repetition is the number of times an element recurs in the plot.
7. Characters are the individuals who are involved in the movie story.
8. Setting is the time and place in which the story occurs.
9. Scope is the range of time and place from which to which the plot occurs.
10. Narration and Narrator. Narration is the story telling of the movie. It can be visually (by camera work) or orally (by narrator).

The definition and examples of several genres and subgenres areas follows:

1. Action movie, usually include energetic actions, with elements like chases, rescues, escapes, battles, and fights in a spectacular pacing. These actions usually involve the traditional good versus bad characters. The examples of such genre are James Bond and Fast and Furious Franchise.
2. Adventure, is similar to action genre which aims to entertain the audience with energetic actions. However, adventure movies usually focus more on travels, explorations, quests, treasure hunts, etc. Notable example is Pirates of the Caribbean franchises.
3. Animation or animated films are made from drawing or illustrations which are photographed and projected in rapid succession. Animations are often mistaken as a genre while in fact, animation is a filmmaking technique.

Animated movies are usually intended to attract younger audience even though quite animated movies use more complex and mature themes. Well known examples of animations are produced by Walt Disney studio and Pixar such as Home, Frozen, Moana, UP, and Zootopia.

4. Comedy, usually have simple and amusing plots with dialogues, situation, and characters that invoke laughter from the audience. Some examples are The Wedding Ringer, Grown Up 1 & 2, and The Three Stooges.
5. Drama, serves mostly serious and realistic stories which show characters and their relationship with themselves, other people, or life and nature. This genre is perhaps the largest and broadest genre because it can expand to other subgenres, like historical drama, melodrama, family drama, etc. Some examples of dramatic movies are The Help (2011), and The Proposal 1 & 2.
6. Fantasy, entertains audience by serving imaginative stories with elements like magic, mythology, and fairy tales. Notable examples of this sub genre are Harry Potter trilogy and The Lord of the Rings trilogy.
7. Horror, aims to frighten the audience. Usually there is a presence of super natural elements, like ghosts, possession, cults, monsters, etc. The frightener can also be in the form of a homicidal maniac. Some examples are Conjuring 1 & 2 and Insidious.
8. Musicals, usually have characters that express themselves by singing or dancing. Notable examples Hair spray and Les Miserable.
9. Romance, are dramas that focus on romantic relationships between characters. Some popular examples are The Fair Lady and Titanic.
10. Science fiction or sci-fi, mainly focuses on humanity's relationship advancement of science and technology, like robots, time-machine, or outer space.

Relationships Watching Movie with Listening Skill

In this particular study, movie-watching activity is refers to the activity of looking and paying attention to a movie. The watching activity here can be done by using any possible media, and with or without the aid of subtitle. The movie here refers to all genres of motion pictures that use English language in their narrative. However, the movies that have been dubbed to languages other than English are not included in the scope of this study. "Movies are typically used in English classes, but it can also be used in other fields, including Biology, Chemist, and History. In ESL and EFL classes, the use of movies also receives positive feedback from teachers. An experiment titled The Effectiveness of Using Movies in EFL Classroom shows that movies can develop students" listening and communication skills." (Meritalsmaili, 2013). Use film as resources in teaching the language for some reasons. (Chan, Deborah, 1999) argues that visual literacy (the ability to interpret and create visual and

audio media) is a fundamental form of literacy in the 21st century. Through watching movie it can be improve a several material such as:

1. Training the listening skill
Familiarize our ears to hear words in English so that the ear catches the words in high English. With good capture power will facilities us in English.
2. Training the speaking skill
In speaking skill is for the adult or listener to be able to speak English accurately, fluently and contextually, the listeners should focus more on actress or actor' speaking activities during the movie go on.
3. Training the writing skill
By using English movies, also teach writing skill in a ways the grammar, new vocabulary, use of articles, adverb placement, and adjective comparison.

Tips to Learn English Through a Movies

According to (Kusumaningrum, Deny, 2016) in conducting an attractive classroom activities, teacher should be able to use suitable English movie. Therefore, there are some points to consider during teaching and learning process, they are:

- 1) Find the genre that make you interested, choose a film with a storyline that tends to be light, so you can better digest the conversation in the film.
- 2) Use a subtitle, if you choose English movie, you need to use English subtitle. Because with that will know how to pronounce it clearly, to know how to write the word, also

you will get a new vocabulary.

- 3) Practice speaking, beside watching movies, you should to practice speaking English with people around you. If you are not confidence, you can practice by your self in front of mirror.
- 4) Make a timeline that summarizes your learning process, this technique I useful for knowing the extent to which you understand tenses, how much vocabularies you know, the level of fluency in English.

CONCLUSION

English as a foreign language should not make us negligent in learning it. Because there are many advantages that can be obtained when we learn the language, with a lot of practice is not impossible thing for us to be able into implement it. In an era that sophisticated and modern as it is today is not difficult and must be impossible to find learning material to elevate the skill, one way is by watching movies. By watching movies the student can be learn how to pronounce the word correctly and clearly, useful the expression thought that movies, get the new vocabularies, also learn about grammar.

BIBLIOGRAPHY

- Adnan, A. (2014). *Improving Students' Listening Ability through Movie Report*. Proceedings of 2nd International Seminar on English Language Teaching (ISELT). 2(1), 7. ISSN 978-602-17017-3-7

- Champoux E Joseph. (1999). *Film as a Teaching Resource*. 8(2), 240–251. <https://doi.org/10.1177/105649269982016>
- Chan, Deborah, et. al. (1999). *Using Film to Teach Languages*. Retrieved from <https://drive.google.com/file/d/0B07JDta9Ke4YLWFJX3RQUklJeFk/view>
- Kusumaningrum, Deny, A., Maria. (2016). *Using English Movie as an Attractive Strategy to Teach Senior High School Students English as A Foreign Language*. 18(1). <https://doi.org/10.24071/lt.2015.180102>
- Rost, M. (2002). *Teaching and Researching Listening* (Second Edition). Retrieved from [http://dinus.ac.id/repository/docs/ajar/\(Applied_Linguistics_in_Action\)_Michael_Rost-Teaching_and_Researching_Listening-Pearson_Education_ESL_\(2011\).pdf](http://dinus.ac.id/repository/docs/ajar/(Applied_Linguistics_in_Action)_Michael_Rost-Teaching_and_Researching_Listening-Pearson_Education_ESL_(2011).pdf)