

THE USE OF ENGLISH MOVIE TO IMPROVE STUDENTS' LISTENING SKILL

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Abstract

In recent years, learning media has developed very well in various types one of which is media in improving students' listening skills. Examples of possible media used is an English movie. By using this English movie there are many benefits obtained by students, namely, students can learn good English pronunciation directly from movies that is broadcast, students can add new vocabulary, students can learn good grammar and correct and also students can practice their listening skills. Apart from that, this movie can be used as a medium that can make students more active in taking classes, not boring and interesting so learning can go well. The aim of this research is to find out how much effective use of movie in improving students' listening skills in the field of language studies students' English, and also to find out students' perspectives on the use of movie as a medium learning. In the research conducted, the researcher used the literature study method with collect some data from various related journals for review in collecting data. The conclusion of this research is that the use of English movie improves abilities Listening to students is very effective. According to the student's perspective, the use of this film is very helpful them in learning.

Keywords : *Listening Ability, English movie, English.*

INTRODUCTION

Language has an important role in every human being's daily life, because as we already know, language is our way of communicating with the people around us. Everyone can express their feelings, opinions and what they want to do using language. Without language then it will be difficult for everyone to understand the meaning of other people's words. Talking about language, English is the number one language in the world which is used by several countries as a daily language. Although not all countries use it as their daily language, there are around 53 countries and more than 400 million people who use it as their daily language. According to the British Council, in 2020 there will be around two billion people in the world learning English. Likewise, in Indonesia, English is the second language studied by students after Indonesian.

In learning English, there are four main abilities that are required students mastered, namely: speaking, listening, writing and reading skills. But in reality, not every student can master these four skills well, for example like this, there are students who are very good at speaking English but have difficulty writing in English, there are also students who are good

at writing and reading in English, but they have difficulty to listen to conversations or sentences in English. This means that each student has different abilities in understanding and learning English. Of the four skills mentioned above, listening ability is one of the important things that students must learn and master. And as I know, the ability to listen is part of that quite difficult for students to learn.

Listening is an important part of communication that everyone does in their daily activities. Listening is the first communication skill that humans have. Based on research from Owen (2012) that adults spend 45%-55% of their daily lives communicating by listening, this exceeds other communication activities such as speaking. This research has proven that listening has an important role in human life, especially in the communication aspect, because it is impossible for people not to do this listening activity. Apart from that, according to (Gilakjani and Ahmadi, 2011) listening ability has an important role in communication because it is said that, of the total time spent communicating, listening takes up 40-50%; speaking, 25- 30%; reading, 11-16%; and writing, about 9%. However, in reality, many students still cannot

understand words or sentences spoken in English orally by other people or native speakers. In general, they have difficulty understanding English expressions or sentences. This means that their listening skills in English are still very poor. Lack of students' listening skills can occur due to several factors, such as students' lack of motivation in learning listening skills, students' lack of time to practice their listening skills, students' difficulties in understanding what is conveyed by native speakers, and other factors. The most important thing is that the methods and strategies used by teachers are not appropriate to the problems experienced by students.

Over time, many learning media innovations have been discovered that teachers can use to overcome students' difficulties in listening skills, one of which is the use of audio-visual media, namely movies or videos in English. Watching English movies as a learning medium can help increase students' sensitivity in understanding language. There are various stories that can be followed and observed, making the teaching and learning process more interesting and enjoyable for teachers and students. Apart from that, there has been a lot of research which states that

watching movies can develop students' ability to listen and communicate. Forney (2009) believes that movies are an appropriate method or tool to improve students' listening abilities, because with this students can experience a different learning process than is usually carried out in class, such as reading books, listening to the teacher speak, etc. He saw that students could not only enjoy movies, but also that they could get grades. And also from watching movies, students can see a real picture of what they are learning.

Watching English movies also has various benefits felt by the students, such as their speaking skills improving, their pronunciation in English also improving, students can also discover new vocabulary from the movie. And the most important thing is that students can improve their listening skills. By watching movies, the learning process feels more interesting and enjoyable. Also, watching movies can get students used to hearing native speakers talk so that they understand more easily because they have been trained. Watching movies in class is not only fun for students, but provides benefits in language skills for students, movies can also introduce students to diverse cultures and

students can learn about various perceptions of certain phenomena.

Based on some information related to listening skills and the media used above, this research explores how to develop students' listening skills through film media. This is also intended to increase teacher and student awareness of these actions appropriate to improve students' listening skills in life daily.

METHODS

In the research that will be carried out, the researcher will use the literature study method by collecting several important data from various journals related to the research that will be carried out which will then be studied in collecting the data. Literature review is examining or examining in detail and critically the views, insights or discoveries contained in a body of academic-oriented literature, and outlining its theoretical and methodological role in a particular discussion (Taylor, 2010). The literature study method in research uses secondary sources. Sources can be in the form of journals, books, encyclopedias, and also research results to obtain information or research data without requiring Field Research. Researchers look for secondary data that can

support research and to find out about scientific developments related to their research. There are several aspects that are important to pay attention to when selecting sources in a body of literature, namely: (The UCSC University Library, 2015)

1. Source (Provenance), is an explanation of the author's argument supported by evidence.
2. Objectivity, is the author's point of view. Is the author's perspective objective or prejudiced?
3. Persuasiveness, is the nature of convincing. Is the author's writing included in the group that can be trusted?
4. Value, is the confidence of the author's argument. Are the author's arguments and conclusions convincing? Whether the work ultimately makes a significant contribution to the understanding of the subject.

The results obtained from reviewing several related journals will later be used to describe the influence of using English language film media in improving students' listening skills. Literature Review Technique which involves analyzing data by reviewing, summarizing related journals and summarizing several books, journals and magazines related to topic of discussion. The data that has been obtained is analyzed using the following

stages: (1) Organize, organizing the literature to be reviewed or studied based on subject; (2) Synthesize, create a related synthesis of the literature studied or observed; (3) Identify, identifying the problem that is becoming a polemic; (4) Formulate, in this final stage the researcher formulates questions for further research purposes.

RESULT AND DISCUSSION

A. RESULT

The results of research related to the use of English language movies as a medium to improve students' listening skills are briefly as follows:

Journal 1 research that has been researched by Dodi Mulyadi et al., (2015) with the title "Penggunaan Film Berbahasa Inggris Dengan English Subtitle Dalam Keterampilan Listening". The objects of this research were 15 fourth semester students of English Language Education at Muhammadiyah University Semarang 2014/2015. This research was conducted with the aim of finding out whether watching movies with English subtitles can improve students' listening skills and to find out and prove whether watching movies with English subtitles can be effective in students' learning strategies in listening skills. The results of the research conducted

state that the teaching and learning process using English movie media with English subtitles can improve understanding and is very effective in improving students' listening skills. Apart from that, most of the students felt motivated and very enthusiastic in taking part in this listening lesson, they also found it easier to listen to English conversations or dialogue from live native speakers in the movie (movie used: *Akeela and the Bee*) and the subtitles provided are also great to help students understand the story content of the movies provided. (Dodi Mulyadi et al., 2015).

Furthermore, in the second journal, research was conducted by Maria Asumpta (2016). With the title "Using English Movies as an Attractive Strategy to Teach Senior High School Students English as a Foreign Language". This research was conducted with the aim of providing information about how English movies are used as an interesting strategy for teaching English to high school students and also what benefits can be gained from using this movie medium. The results of this research state that the strategy that can be used with this movie media is to go through 3 stages: Pre-watching, while-watching, and post-watching. In

the pre-watching stage, the teacher can ask students first whether they already know the movie or related issues with the movie they are going to watch. After pre-watching, the teacher can play the movie at the while-watching stage. After watching the movie, the teacher can distribute students' worksheets containing several questions related to the movie (post-watching). These stages are very effectively applied to students in learning listening skills using film media, this can sharpen students' brains and also make them familiar with the pronunciation of native speakers, and most importantly students feel more relaxed and enjoy learning. Apart from that, this movie media not only provides benefits to listening skills, but other abilities also benefit from this movie media, such as speaking skills, students can practice their speaking skills following the movie, they also get new vocabulary in the movie and Students can also practice their reading and writing skills through this movie medium. (Maria Asumpta 2016).

Next, namely the 3rd journal, this research was carried out by Sugeng S, Adi 2020. With the title "Students' Perception About Improving English Listening Skills Using Movies Among the Vocational High

School Students". This research aims to understand students' perceptions of English movies to improve listening skills. The findings from this research will be useful for teacher because he will provide solutions by knowing perceptions. In this way, teachers will know what students need and students can express what they want in the learning process, especially to improve listening skills through movies. This research was conducted on SMKN 10 Malang students by using a questionnaire to present and analyze student perceptions. The questionnaire questions were divided into 4 dimensions, namely frequency, student opinions on media, student opinions on teaching techniques, and student opinions on learning experiences. Each dimension has two variables and is divided into 18 questions. Based on research The results of this research were that the use of movie media to improve students' listening skills had positive results. The first finding in the questionnaire results is that English movie media can reduce students' difficulties in learning to listen with a percentage of 81% positive answers. Thus, English movies can help students more easily improve their listening skills. Using English movies can reduce students' difficulties when

learning to listen. Movie media is also a very effective medium and can attract students' interest in learning. Apart from that, students believe that movie is a very suitable medium, easy to understand and very helpful for students when learning listening (Sugeng S, Adi 2020).

The fourth journal, namely this research, was conducted by Ni Nengah Budiasih 2020. With the research title "Penggunaan Media Film Untuk Meningkatkan Kemampuan menyimak (Listening) Bahasa Inggris Bagi Siswa Kelas XII MIPA 1 SMA Negeri 1 Ubud Pada Semester 1 Tahun Pelajaran 2017/2018". This research had two stages, in the first stage the researcher gave a pre-test first with different media. This was aimed at finding out how far the students' listening abilities were. The results stated that the students' listening abilities were 65%. After that, the researchers used English movies media and it turned out that there was an increase of 14.75% from the initial average of students' English listening ability from 65.81 to 75.52 in cycle 1, and a percentage increase of 5.18% in ability. students' English listening from an average of 75.52 in cycle 1 to 79.43 in cycle 2. This fact proves that the application of movie media in English language learning can effectively improve

students' English listening skills (Ni Nengah Budiasih 2020).

Furthermore, in the 5th journal, this research was conducted by Dewi Nurmala 2019. With the research title "Media Film Berbahasa Inggris dalam Pembelajaran Listening" the aim of this research was to find out whether English movies media can improve students' English speaking skills and listening ability (listening). The objects of this research were 14 second semester students of the Faculty of Letters, Nusantara Islamic University. Based on research, the results of observations using interview questionnaires distributed to students found that English movies media can improve students' English listening skills in listening lessons and improve students' speaking skills because listening skills are one of the supporting factors for being able to speak English fluently.

B. DISCUSSION

The results of the research stated that students felt difficulties when learning to listen before using movie media, a lack of motivation to learn and also inappropriate methods made it difficult for them to improve their listening skills, but after applying English movie media during learning, quite significant

changes were felt. the students. They find it easier when using this movie method, motivation to learn increases, and the level of boredom during learning decreases. Apart from that, by using English movies media, students can become more accustomed to listening to pronunciation from native speakers so that they do not feel confused or don't understand when they hear conversations from native speakers directly because they have been trained.

Apart from students who feel the development of their listening skills using this movie medium, teachers also feel the same thing. Because According to the teacher, movie media is a medium that is easy to obtain and its benefits are not only improving students' listening skills, but also the life values that students find when watching movies. Apart from that, as the research results from the journal above show, the benefits of using movie media are not only to improve students' listening skills, but also the other skills.

As with speaking skills, students can learn how to speak English well and correctly, they can learn the accent too, how to pronounce sentences properly according to the pronunciation of native speakers and they can follow/imitate conversations from

the movie to practice their speaking skills. Not only speaking and listening skills, the use of English movies can also add new vocabulary to students, they can know how to read English writing correctly, and students can practice their writing skills. Next, there are several things that teachers must pay attention to before implementing movie media with students:

1. Teachers must consider the movie that will be shown to students, the movie must be adapted to the age of the students. Does not contain elements of pornography, racism, harsh language, violence, etc.
2. Teachers should provide English/Indonesian subtitles to help students more easily understand the contents of the movie.
3. The movie that will be shown must be appropriate to the learning topic that will be presented.
4. The movies shown have moral messages/cultural values that students can benefit from.
5. Teachers must consider the duration of the movie shown in relation to the learning time. Use short movies so that when showing the movie it doesn't exceed the learning time provided.

These are several things that teachers must pay attention

to before applying movie media to students. Apart from the things above, there is something that is no less important, namely, teachers are required to ask students several questions after showing the movie to students, such as what moral message is contained in the movie, what roles are in the movie, what things students learn from the movie, and what new English vocabulary the students get from the movie. This serves to hone students' abilities concentrate when listening to the movie being shown and so that new knowledge can be gained from the movie being shown.

CONCLUSION

Based on the findings and discussion that have been described, it can be seen that the use of English movies as a medium for improving students' listening skills is very effective. We can see from the research results that before students used movie as a medium for learning listening, they had difficulty improving this ability, but after implementing movie as a media for listening learning, it became easier for students to learn it. This movie media is very appropriate to apply to students to improve their listening skills, because through In this movie medium, students have

experienced quite significant developments compared to before. The benefits obtained are various, such as increasing new English vocabulary, students can hear the pronunciation directly from native speakers so that it is easier for them to practice it, students can practice their listening skills through English movies so they will get used to it, students They can also learn new things from the movies shown and they can take life lessons that are applied to their daily lives. The most important thing in using movie media is that students do not feel bored during learning because using movie media makes students enjoy and relax more while learning. So using this movie medium is not only to hone students' listening skills, but also as a form of entertainment for them, so that they attend class with a pleasant feeling.

Apart from all that, there are several important things that teachers must pay attention to before applying movie media to students, such as the movie shown must be appropriate to the age of the students, not contain elements of violence, etc., be related to the material to be presented, and contain moral and cultural values. So it can be concluded that English movies media is very effective and

efficient to apply to students in improving students' listening skills.

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