

Improving the Listening Skills of the First Semester Students of PAI Program of Hamzanwadi Islamic Institute of Pancor through Watching English Movie

Syamsul Rizal

IAI Hamzanwadi NWDI Pancor, Indonesia

syamsulrizalrensing@gmail.com

Masjudin

IAI Hamzanwadi NWDI Pancor, Indonesia

masjudinfaras@gmail.com

Abstract:

This research was intended to know how the technique using watching English movie can improve listening skill of the students. The technique required the students to realize causes of their listening problems in order to find out appropriate way of improving listening comprehension. This research involved 35 first semester students of PAI Program of Hamzanwadi Islamic Institute of Pancor. The objective of the research is to apply watching English movie technique to improve the students' listening skill. The method applied in this research was a classroom action research. The data of the research were gathered through observation checklist, questionnaire, and listening test. The finding showed that watching English movie technique was successful in improving students' listening skill. The improvement could be seen from the improvement of students' scores in listening test. Besides, the finding also showed that watching English movie technique can improve the students' involvement and enhance their interest in learning English, especially in listening.

Key words: *watching English movie technique, listening skill*

Introduction

Listening is critical for language learning¹. Human learn a language through listening. When he/she understand what is heard, language is acquired. To understand language, somebody is supposed to be familiar with how the language is used and topic of speech. In a context of English as Foreign Language (EFL) learning, understanding to spoken message is not that easy as learner's lack of language knowledge may influence comprehension. In tertiary level, lack of language knowledge was commonly found.

The teaching of EFL listening in PAI Program of Hamzanwadi Islamic Institute of Pancor tend to apply product based approach in which students listen to text and then merely answer optional comprehension questions. The students were drilled with recurrent listening tests, for example, the students were given repetitive tasks to complete listening tests such as in TOEFL, IELTS, and TOEIC.

¹ Rost, M. 2002. *Teaching and Researching Listening*. London: Longman.

For the students with low level proficiency the approach failed to improve listening comprehension skills.

Result of preliminary study taken in September 2021, showed the students' low ability in listening comprehension. The achievement results reached the mean score of 60 out of 100 suggesting that the class was dominated by low proficient students. In addition to the results, the investigative attempt on students' learning problems in the class discovered that language knowledge was the main building block of understanding. Small number of vocabulary, weak grammar competence and pronunciation discrepancy including bad intonation and stress noticeably indicated their lack of language knowledge which was significantly correlated with relatively low level of listening comprehension².

Lynch (1996) states that language knowledge works to help students interpret meaning of individual words and then synthesize chunks of words. Suffered with this inadequacy, the students often 'lost' when listening to English listening text in normal delivery and most of them relied on random guessing to find a correct answer. Thus, the teaching approach obviously delayed the prospect of Listening Comprehension course in that based on *Silabus*, students were expected to be able to listen and comprehend English discourse spoken by native speakers and to enhance micro-skills of listening comprehension skill³.

That was not a single problem in the class, as the emphasis of EFL textbooks recently used in the institution had been on developing top-down listening processes, the teaching of listening had relied more on practicing top-down strategies. For example, the students were frequently instructed to listen for gist, main idea, note taking, etc. There were good reasons for this given that students need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the students understand very few words from the incoming signal, even knowledge about the context may not be sufficient for them to understand the context, and the students can easily get blank in meaning. Indeed, less proficient students might simply not have enough vocabulary or knowledge of the language yet, but teachers will be familiar with the situation in which higher-level students may also fail to recognize known words in the stream of fast connected speech. These situations somehow may lead

² Meccarty, F. 2000. Lexical and Grammatical Knowledge in Reading and Listening Comprehension by Foreign Language Learners of Spanish, *Applied Language Learning*, 11 (3): 323-348.

Richards, J.C. 1983. Listening Comprehension: Approach, Design, Procedure. *TESOL Quarterly*, 17 (2): 29-240.

³ Lynch, T. 1996. *Teaching Listening Communication in the Classroom*. Oxford: Oxford University Press.

students to a frustration state and eventually influenced their motivation to improve listening skills.

Moreover, Based on observation in the school, most of students have difficult of listening skill. Making students learning English is difficult job for English teachers. Sometimes student are confused about material given by the teacher in teaching and learning process because the student do not understand what the teacher said. The students need new motivation to uplifting in learning process. To support students in teaching and learning process, the researcher needs to provide the media that is appropriate for student such as visual or audio visual media. Broughton (2003) states that, "Visual stimuli- maps, photographs, pictures, cartoons, even slides and films-are another useful source of oral language practice⁴.

According to Wilson (2008) in Abdullah et al. (2011) mentioned the different sources of listening based on teaching listening. They are: teacher talk, students talk, guest speakers, textbook recordings, songs, television, video, DVD and radio⁵. It means that, many kinds to learning English process in listening skill. The researcher only focuses on video, especially for movie. Watching English movie can become as a media for them learn. By watching English movie, can stimulate the viewer to do the same what they have seen and what they heard in term of how to talk, how to pronounce, what they talk about and etc. in order to solve this problem, the teacher needs to find new media for teaching listening. Watching English movie is one of media that can motivate the students learning activity, especially in listening subject. Usually student who has interest in watching English movie also have a lot of a chance to speak English because the students when they are watching, sometimes repeat their utterances that the character said and try to find out what the meaning utterances.

There some the reason why the researcher choose movie for the research; first, watching English movie is interesting and motivating because the students will feel entertaining by watching English movie. They may see their favorite actor/actress or even their idols. They can listen, learn and imitate how the characters pronounce the word, phrases or sentences. Second, they also can learn the context of the phrases or sentence. Third, students can get moral lesson of the movie. So, by watching English movies, the students are trained to listen and understand English spoken language.

⁴ Broughton, G. (2003). *Practical English Language Teaching* (david nunan, ed.). Singapore: Mc Graw Hill.

⁵ Abdullah, U., *et.al.* (2011). The correlation between students' habit in watching movie and listening skill. 97–107.

Based on the advantages of using watching English movies in motivating students and getting them more interested in listening, the researcher would like to use the watching English movies technique to improve the students' listening skill at PAI Program of IAI Hamzanwadi NW Pancor by conducting Classroom Action Research.

Method

The design of the research is Classroom Action Research. Referring to the procedure of Action Research, the researcher carried out the research in cycle. The cycle consists of four steps: planning, acting, observing and reflecting. The research applied Action Research model proposed by Kemmis & Mc Taggart (1988:15)⁶

The research started with a preliminary study which is intended to know the real condition of the students and the problems in classroom. It is done by doing an observation to the class activities and by giving questionnaires to students. To support the data about students' listening skill, the researcher conducted a listening test.

After doing the preliminary study, the researcher planned an action to solve the problems encountered based on the early findings. The activities in planning stage involved a) preparing the teaching strategy, b) designing the lesson plan, c) setting the criteria of success, and d) designing research instruments.

In preparing the teaching strategy, the researcher used English movies in teaching listening. The English movies was prepared by the teacher. The English movies were selected from any sources. The English movies was presented with LCD related to the selected title. In presenting the material, the teacher showed the English movies without the text and by watching the movie out.

The lesson plan is designed as guideline for teacher in implementing the action. The lesson plan is developed by considering the following item: 1) the objectives of the lesson, (3) instructional material and teaching media, (4) the procedure and (5) evaluation to determine whether the objectives have been achieved or not. In designing the lesson plan, the researcher refers to *Minimum Passing Grade*. The researcher developed the objectives of the lesson based on Standard Competence, Basic Competence and Indicators for teaching listening.

To determine whether the cycle is successful or not, the following criteria are set up: a) Students can comprehend the conversation of the actor or actress in that English movies and identify the detailed information. It will be indicated from the data found in students' answer sheets. If more than 80 % students can

⁶ Kemmis, S., & McTaggart, R. (Eds). 1988. *The Action Research Planner*. Victoria: Deakin University press.

arrange the jumbled sentences in correct order based on the English movies and answer multiple choice questions with 65 % correct or more, it is considered successful, b) The improvement of students' score on the listening test. If more than 80 % students can reach 65 or more on the listening test, it is considered successful, c) Students have good response to the implementation of watching English movies in the listening activities It can be seen from the result of observation and students' questionnaires. If more than 80 % students have good response toward the listening activities, it is considered successful.

The instruments used in this study were listening tests, questionnaires and observation checklist. There were two kinds of listening tests used in this study. The first was jumbled sentences and the second was multiple choice.

Observation checklist was used for collecting data of the activities during the teaching of listening through watching English movies technique. The observer observed the students' activities as well as the teacher's performance during the teaching and learning process. The observation checklist for the students' activities included the activities during the implementation of watching English movies technique. To know the students' responses to the implementation of watching English movies technique in the listening activities, every student was given a questionnaire. The questionnaire concerned the application of watching English movies technique in teaching listening. It is in the form of multiple choice

In implementation stage, the researcher prepared the strategy of teaching listening through watching English movies technique. The process of teaching and learning followed three-phase activities: pre-listening, whilst-listening, and post-listening for each meeting. The researcher was assisted by one of the English teachers at IAI Hamzanwadi NW Pancor as the observer in the implementation of the research. The researcher acted as a teacher who taught listening using watching English movies technique, while the observer observed the activities in the implementation of the action.

Observation was intended to obtain data related to the teaching and learning activity during the implementation of the action to solve the problem. The data referred to the criteria of success. This activity was done by the observer. The researcher provided observation guideline so that the observer knew exactly the aspects that she/he must observe.

Reflection was the activity to analyze, interpret and explain the data obtained in the implementation activity. The purpose was to know whether the action has succeeded to solve the problem and to provide the basis for the revised plan. The data were compared with the criteria of success to see whether the data meet the criteria or not. The data were obtained from the researcher's note, the observer's, and from the students' test score. The result of this reflection was used to revise the action to be applied in the next cycle. The revision was made to get the better result.

Results

Based on the students' learning process and the result of the test, it was found out that the students' achievement in listening was improved. In preliminary study, only 15 (33%) students got more than 65. The students achievement was improved in first cycle when 25 (62%) got more than 65. However, the result of students' achievement in the first cycle has not achieved the criteria of success yet, that the researcher should continue to the next cycle. In the second cycle, there was an improvement. Based on students' listening score on the post test, it was found that 35 students (86%) got more than 65. It means that the criteria of success have been achieved. Therefore, this research was conducted in two cycles.

The finding also showed that most of the students have good responses on the implementation of watching English movie technique. From the result of observation and students' questionnaires it can be seen that 88% students like learning strategy by watching English movie, 84 % students like watching English movie, 83% students consider that watching English movie technique helps them to comprehend the conversation and the story of movie, 83% students consider that watching English movie technique helps them to identify the detailed information in the movie, 78% students think that watching English movie motivates them in listening, 83 % students think that listening and watching English movie entertains them, 90% students think that watching English movie can make the class interesting and fun, 85% students think that their vocabulary improved, 80% students think that the listening task is easy to accomplish by watching English movie, 75% students think that by watching English movie, their listening skill improved. In conclusion, 84% of the students have good response toward the listening activities. 15% of the students have fairly good response, and 1 % have bad response toward watching English movie activities.

Discussion

As Ur (1984:22) stated that when planning listening exercises, it is essential to pay attention on the difficulties the students are likely to encounter and need practice to overcome⁷. The examples of difficulties the students have when listening to a foreign language are difficulties to understand native speech in a tape recorder and the difficulties to keep up the information from the text they listened. Further, Ur suggested that the listening exercise should provide practice in some specific aspects that are problematic for learners and interesting to do in

⁷ Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

classroom. The watching English movie Technique has been proven to overcome the students' difficulties in listening. The idea to ask students to watch the movie is inspired by Norris in Adnan (2014) thought. She states that teachers need to design activities to facilitate the practice of the listening skills, based on students' knowledge about the characteristics of the informal oral English language, in order to help students succeed in their learning. Thus watching movies could become an interesting activity of learning a foreign language especially listening skill since students like watching movies.⁸. Movies also introduce children to language items and sentence constructions without their necessarily having to use them productively. Another important point is that watching English movie is an interesting activity because students are entertained by the movie itself. When the students did not understand part of the movie, they can guess from the gestures given by the actors or actresses.

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 said that a good idea is to choose scenes that are very visual. 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 had⁹.

Barsam & Monahan (2010) states that a movie is a story, captured in a set of celluloid strips/films, which are shown on a screen with certain speed to give the impression of moving. Most of moviemakers lately have been shooting their movies digitally, but the main characteristics of movies remains the same, a movie is a motion picture. Movies have been a big part of human life. Barsam & Monahan (2010) also state that movie is the most popular art form. That is influential movies are. Therefore, Movies not only a big part of humans' life but also culture to the point that it is undeniable to the people, even the most reclusive ones, must have watched a movie at least once in life

Barsam & Monahan (2010) states that, there are types of movie:

⁸ Adnan, Aryuliva. 2014. *Improving Students' Listening Ability through Movie Report*. Padang: SELT 2014

⁹ Porcel Carme. 2010. Learning English through Films. Humanising Language Teaching. Retrieved from: www.hltmag.co.uk/jun10/less02.htm.

1. Narrative Movie
2. Documentary movie
3. Experimental movie¹⁰

The watching English movie technique was designed to achieve the objective of teaching narrative. The objectives are to demonstrate knowledge of the characteristics of narratives (e.g., sequence of the movie) and identify detailed information in the story of movie. The first objective can be achieved by arranging sentences to represent the sequence of the story. The second objective can be achieved by choosing the option based on the information in the story.

The teaching procedure consisted of pre listening, whilst listening, and post listening. Pre-listening activity is intended to lead the students to the story of the movie. Before utilizing the watching English movie technique, teacher made a preparation to gear the students to the story of movie. The preparation included provide the selected movie. This activity provided the background knowledge for students to comprehend the movie. The English movie as media supported the activation of the students' background knowledge. The students could construct their imagination about the movie before they watch and listen it. A movie can be used as a specific reference point or stimulus and can attract students' interest and motivation. Therefore, the movie must obviously be good quality of the voice and clear enough to be seen and recognized by the students.

In order to give stimulus before watching English movie, the teacher asked questions about the movie and gave the words that would be used in the movie. The questions can be in the beginning or in the middle of the movie. In the beginning of the movie, the questions are used to help students predict the story of the movie. The teacher stopped in the middle of the movie or whenever it seems appropriate and asked what the students think is going to happen next. It helped the students to construct the sequence of the story of the movie. The teacher also picked out the words which are essential to the movie and which the children may not know. The teacher decided to teach the new words before the movie to help the students comprehend the story of the movie.

In whilst listening, the activities were watching English movie and doing listening exercise for the students. The teacher played the movie without text, standing and acting out the parts. The teacher played the movie twice. In the first time, the students only watched English movie without writing anything. After they watched the movie, they did the listening exercise. In the second time, the students check their answers.

¹⁰ Barsam, R., & Monahan, D. (2010). *LOOKING AT MOVIES*. New York: W.W. Norton & Company.

In post listening, the teacher gave an opportunity for students to express their feeling and opinion about the movie. This activity was intended to check their attention and their interest in the movie. This activity did not have score. It means that there was no right or wrong answer. Students can say anything about the story of the movie or the character they like or dislike.

To know whether the teaching and learning process has achieved the objectives or not, it is necessary to conduct evaluation. There are two kinds of evaluation used in this research. The first evaluation is dealing with the process of implementation of the action. It was done by observing the teaching and learning process. The second evaluation is dealing with the result of the implementation of the action. It was done by assessing the listening test. The difficulty of listening test was graded from less difficult to more difficult. In preliminary test, the students had to arrange five sequences of a story of the movie. In listening test after cycle 1 and 2, the students had to arrange ten sequences of a story of the movie. The result was used to identify the students' achievement in listening using watching English movie technique.

The watching English movie Technique has been in line with the study conducted by Aryuliva Adnan (2014) about improving the students' listening ability through movie report¹¹. The result of the study showed that by watching movies students can learn the correct pronunciation, useful expressions from native speakers. Beside those activities, the students are also asked to write a synopsis of the movie, find the meaning of useful expressions, understand the moral lesson of the movies and present their own reports

The watching English movie technique can improve the students' listening skill in the terms of comprehending and finding detailed information in the story of the movie. It is in line with Ur (1984:63) statement that stories of the movie can be used as a basis for comprehension questions, for teaching vocabulary or grammar and a for literary analysis¹². The listening exercise which consisted of arranging sentences and multiple choice was conducted to check the students' comprehension about the sequence and information in the story of the movie. Based on the result of students' listening exercise, it can be seen that their listening score was improved.

In relation with the use of watching English movie, this study is also in line with the study conducted by Maydina Putri and Juwita Boneka Sinaga (2020). Their study was promoting the effect of watching English Movie to improve

¹¹ Ibid.

¹² Ibid.

students' listening skill¹³. As research purposed to find out the significant effect of watching English movie to improve students' listening skill at tenth grade of SMAN 16 Batam. After collecting of the data, the researcher analyzed the data. The result of calculation in post test showed that there was significant different based on experiment class and control class after receiving treatment. The value of T obtain was 3,269 while the value of T table was 1,990. Its means Alternative Hypothesis (Ha) was accepted with stated that there is significant effect of mean score between experimental class and control class and Null Hypothesis (Ho) was rejected with stated that there is no significant effect of mean score between experimental class and control class.

In watching English movie (experimental class), the research her have example of narrative through movie to make students practice listening activity. Then, the researcher explained; what the movie and how to do. After that, the researcher gave students a listening test to know wheter watching English movie effect to improve students' listening skill. While, in control class was used conventional method. In this class, the researcher gave material about narrative. After explaining the material, the researcher gave listening test. It made the the students were passive and confused because the researcher explanation was not clear. It makes is harder for the students to understand the material.

Based on the implementation above, it can be summed up that using watching English movie is effect to students' listening skill, especially for tenth grade students of SMAN 16 Batam.

Conclusions and Suggestions

Conclusions

After two cycles consisting of two meetings each were conducted, the appropriate model of watching English movie technique in teaching listening included the following steps: first, showing the English movie to the students. Second, asking about the the English movie. Third, giving the students guided vocabulary related to the English movie. Forth, practicing the pronunciation of the vocabulary. Fifth, asking the students preliminary questions to check their understanding about the English movie. Sixth, watching the English movie twice to make it truly comprehensible to the students. Seventh, asking the students about their opinion and feeling toward the English movie.

By following the adapted procedure in watching English movie, the students of the first semester of PAI Program can improve their listening skill.

¹³ Putri, Meydina & Juwita Boneka Sinaga. 2020. *The effect of watching English movie to improve the students' listening skill*. Anglo Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris.

Based on the students' scores on the listening tests, there was an improvement made by the students after the implementation of watching English movie technique. The improvement was in the form of comprehending the English movie and finding detailed information in the movie.

The watching English movie technique also can improve the students' involvement and enhance their interest in learning English, especially in listening. In this case, a movie is used as a media to gear the students interest in learning English. The movie helped students to make description and prediction about the listening materials. The implementation of watching English movie technique can make the students more actively involved in the teaching and learning process. From the result of the questionnaire, it can be seen that most of students have good responses to the teaching of listening using watching English movie technique.

Suggestions

Since the research has proved that the use of watching English movie technique can improve the students' listening skill, English teachers are recommended to implement watching English movie technique in teaching listening or other language skill such as speaking. Teachers can show a movie regularly, for example twice a month. Then, at the end of the semester, students can select the most favorite movie to be displayed in a wall magazine or present the movie in the form of drama or role play.

Other researchers are suggested to conduct research by implementing the watching English movie technique in other language skills, such as speaking and writing or language elements such as vocabulary and grammar. Different research on the use of movie by using other media such as song and poem is also recommended to be developed in the teaching of English. Another research design can also be applied on the use of watching English movie to improve the teaching and learning process and the students' achievement as well.

Material developers are recommended to develop materials by using watching English movie for university students by considering their specific characteristics. The movies can be religious movies but still relevant to the students' needs, interest, socio-cultural and psychological aspects as well as the curriculum. In this case, the moral value of the movie should be considered. So that the students not only can learn English through the movie, but also can learn the positive value from the movie.

The institution principal is suggested to provide facilities and conduct events related with the use of watching English movie. In this case, the institution principal can provide various kinds of English movie and local movies in the library to give opportunities for students to know the movies and motivate them in

watching movies. The event such as role play competition is worth conducting to improve the students' interest in English movie¹⁴ and also in the English language itself.

References

- Abdullah, U., Islam, U., Alauddin, N., Rahman, I. F., Islam, U., & Alauddin, N. (2011). The correlation between students' habit in watching movie and listening skill. 97–107.
- Adnan, Aryuliva. 2014. *Improving Students' Listening Ability through Movie Report*. Padang: SELT 2014
- Barsam, R., & Monahan, D. (2010). *LOOKING AT MOVIES*. New York: W.W. Norton & Company.
- Broughton, G. (2003). *Practical English Language Teaching* (david nunan, ed.). Singapore: Mc Graw Hill.
- Kemmis, S., & McTaggart, R. (Eds). 1988. *The Action Research Planner*. Victoria: Deakin University press.
- Lynch, T. 1996. *Teaching Listening Communication in the Classroom*. Oxford: Oxford University Press.
- Meccarty, F. 2000. Lexical and Grammatical Knowledge in Reading and Listening Comprehension by Foreign Language Learners of Spanish, *Applied Language Learning*, 11 (3): 323-348.
- Ningtyas, F. 2006. *Using Visual Media in Storytelling Technique to Increase the Interest of the Fifth Grade Students of SDN Banjararum III in Learning English*. Unpublished Sarjana Thesis. Malang: Faculty of Letters, State University of Malang.
- Porcel Carme. 2010. Learning English through Films. Humanising Language Teaching. Retrieved from: www.hltnmag.co.uk/jun10/less02.htm.
- Putri, Meydina & Juwita Boneka Sinaga. 2020. *The effect of watching English movie to improve the students' listening skill*. Anglo Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris.
-

- Richards, J.C. 1983. Listening Comprehension: Approach, Design, Procedure.
TESOL Quarterly, 17 (2): 29-240.
- Rost, M. 2002. *Teaching and Researching Listening*. London: Longman.
- Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.