



## USING ENGLISH MOVIES FOR ENHANCING STUDENTS' LISTENING COMPREHENSION

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### ABSTRAK

Kemampuan mendengarkan dalam bahasa Inggris adalah hal utama yang penting untuk dimiliki oleh seseorang terlebih pada siswa. Hal tersebut menjadi alasan dilakukannya penelitian ini. Tujuan penelitian ini yaitu untuk meningkatkan kemampuan mendengarkan siswa melalui penggunaan film bahasa Inggris. Melalui penggunaan film bahasa Inggris dapat menarik perhatian siswa dalam belajar serta membuat mereka mudah dalam memahami pembelajaran yang disajikan. Penelitian ini menggunakan jenis kuantitatif dengan metode Preeksperimen dengan melibatkan 30 orang siswa dari kelas VII sebagai sampel penelitian. Teknik pengumpulan data dalam Penelitian ini menggunakan pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa pada hasil pre-test nilai mean yang dimiliki adalah 29.80 yang menunjukkan bahwa kemampuan siswa pada pre-test masih sangat rendah sedangkan nilai mean pada post-test adalah 52.00 yang menunjukkan bahwa kemampuan mendengarkan siswa mulai meningkat. Hasil data yang dianalisis dengan menggunakan independent sample t-test, menunjukkan bahwa Sig.(2-tailed) adalah 0.000 lebih rendah dari 0.05 sehingga hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Peneliti membuktikan bahwa ada peningkatan pada kemampuan mendengarkan siswa melalui penggunaan film bahasa Inggris. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa penggunaan film bahasa Inggris dapat meningkatkan kemampuan mendengarkan siswa kelas VII SMPN 02 Bambang.

**Kata kunci:** Kemampuan Mendengarkan; Film; Peningkatan.

### ABSTRACT

The ability to listen in English is the main thing that is important for someone, especially students. It is the reason for conducting this research. The purpose this study was to improve students' listening skills through the use of English movies. Using English movies can attract students' attention to learning and make it easy to understand the lessons presented. This research used a quantitative type with a pre-experimental method involving 30 students from class VII as the research sample. Data collection techniques in this study used a pre-test and a post-test. The result of this study indicated that in the pre-test result, the mean value was 29.80, which suggests that the students' ability in the pre-test was still very low, while the mean value in post-test was 52.00, which indicated that students' listening skills were starting to improve. The data result were analyzed using an independent sample t-tests, showing that Sig. (2-tailed) was 0.000, lower than 0,05, so the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. The researcher proved an increase in students' listening skills through English movies. Based on the result of this study, it can be concluded that using English movies can improve the listening skills of class VII students of SMPN 02 Bambang.

**Keywords:** Listening Comprehension; Movie; Enhancing.



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## INTRODUCTION

Listening is one of the skills of language that an individual get in daily life and the one that they use most of their life. Listening skill is the capability to recognize and understand what others are saying. According to Aulia, (2022), Listening is one of the first phases in learning a foreign language, which means that for a language learner to understand a language, the learner must hear how the words sound and the speech pattern in that foreign language. Rikkonen et al., (2022) also stated that listening is devised as a communicative process of sensemaking, relationship maintenance, and overt behavior. The goal is to improve understanding of this process in the context of mass personal communication.

Listening is a crucial skill that students must acquire because it is widely used in daily life. The importance of listening is to gain people's insight, understand knowledge or information, and achieve success in communicating with others. Rahman, (2020) also stated that listening is very important because it helps students establish vocabulary, develop language proficiency, and improve language usage. People can communicate properly, meaningfully and naturally if they hear various types of English continuously and repeatedly. It means that without hearing people cannot to gain language because listening provides language input.

However, in this reality listening to the English language is hard work for people, especially for school students. According to Hussaeni et al., (2020) for some English language learners, listening is the most difficult skill to be achieved. The students is difficult in understand the spoken English word because the English language has a different accent and pronunciation.

Besides that, many students feel bored and unenthusiastic about learning English. It also happened in seventh-grade students at SMPN 02 Bambang. Based on the observation at the school, the researcher received information that students' listening skills were still lacking due to a lack of enthusiasm and desire in learning so they often felt bored and uninterested. In this case, the teacher plays an important role to help and facilitate the students in the teaching-learning process.

Based on the problems above, the teacher needs something interesting which can motivate the students to be interested in the educational and learning process, especially in learning the English language. Being a teacher in the globalization era should be teaching in creative and innovative way. The teacher should be follow the students' era by use the technology as media in the teaching learning process to increase the student's motivation while learning the material. As used by Sukmawati & Nensia, (2019) that teachers need to be able to use the various technologies and also be able to design, compile, guide, and assess student projects. By using technology, the teacher can make an enjoyable environment around the classroom.

Therefore the researcher thought that using English movies as a media tool in teaching can enhance their listening skill. Louw et al., (2021) stated that movies present language in a way that is often more natural than that found in course books, the fantastic visual context aids understanding and boosts listening, and students just simply love them. Using English movies consists of several features that make listening fun and interactive. Johnsrude & York, (2021) mentioned that a movie could be a useful teaching tool to enhance students' various language skills. It means that the teacher can

use movies as a learning media to deliver the material easily and the make the students interested in learning process. Movie can make students more understand the material easier instead of only listening to the audio. It is also entertaining the students and forestalled them from getting bored easily.

## **METHOD**

This study is used quantitative research with a pre-experimental design. According to Ladjagang et al., (2022), Quantitative research addresses relationship, cause, and effect, or current state questions that researchers can answer by collecting and statistically analyzing numerical data. The researcher used a pre-test Experimental design with one group pre-test and post-test. The design involved one group as pre-test (O1), treatment (X), and post-test (O2. The design involved a group with the pre-test, got treatment, and did the post-test. It aims to know whether English movies can enhance the student's listening comprehension.

This research was conducted at SMPN 02 Bambang which was located in west Sulawesi. The population of this study was 30 students and the sample was 30 students. This school has several facilities including the principal's room, teacher room, classrooms, computer room, offices, a canteen, and schoolyard. Then in the class, some instruments are used in the learning process such as LCD, whiteboard, chair, table, marker, 32 erasers, and other attributes such as the president's and hero's photo. This research was conducted for the seventh grade in the academic year 2022/2023.

The researchers collect data through tests (pre-test and post-test), treatment, and documentation. The pre-test was given to find out how the student's listening comprehension was. They are given a Pretest before doing the treatment, while the post-test were given to know the influence of the treatment. In both of test, the researcher asked the students to answer the TOEFL junior standard for around 60 minutes with a total of 42 numbers. In this test, the students were asked to listen carefully to the question that played on the speaker. While listening, the students were required to answer the questions of the test to know whether the students understood about what they had listened to. The test was run for 60 minutes. Then, the researcher checked the students' answers to see whether or not they answered with the correct answer.

The treatment was using English movies. The way to enhance students' listening comprehension is by using English movies. The movies were played without subtitles to improve students' listening comprehension without looking at the subtitles that have been provided. The movies that the researcher chose were Sweet Porridge, The lazy girl, Red Shoes, and The Mouse and the Lion movies. The treatment was given after doing the pre-test. Treatment was given at least four meetings.

In analyzed the data there are 3 types of data to be tested in this research. The statistics are the normality test, homogeneity test, and hypothesis test. (1) Normality test is used to understand whether the distribution data is normal or not. In this study, the researcher used the Shapiro-Wilk concept. The data is said to be normally distributed if the significance value is more than 0,05 ( $\text{sig} > 0,05$ ). (2) The homogeneity test is used to determine whether or not the score of the pre-test and post-test have the same variation or no longer. (3) In t-test analyzed data based on the hypothesis test. The hypothesis test is used to compare the students' listening skills before teaching by

using an English movie and the student's listening skills after teaching using an English movie.

## FINDINGS AND DISCUSSION

### Finding

#### 1. Descriptive Statistical analysis

**Table 1.1** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	16	53	29.80	9.144
Posttest	30	26	77	52.00	13.298
Valid N (listwise)	30				

Source: IBM SPSS Statistics Version 22

Based on Table 1.1, it can be seen that N = Valid 30 and 0 students are missing from the class. The mean of the pre-test was 29.80 and the post-test was 52.00. The minimum pre-test was 16 and the post-test was 26. The maximum of the pretest was 53 and the post-test was 77. Based on the data we can know that there was an improvement between students pre-test and post-test.

#### 2. Classification of Assessing Test

**Table 1.2** students classification assessing

Indicator	Mean score		
	Pre-test	Post-test	Improvement
Ability to focus	1.30	2.27	75%
General understanding	1.40	1.97	45%
Listening for detail	1.37	1.93	41%
Accuracy of answer	1.37	2.33	70%

Based on Table 1.2, we can see the mean score of Ability to focus on the pre-test was 1.30, and post-test 2.27, the improvement was 75%. For general understanding, the mean score in the pre-test was 1.40 and the post-test was 1.97, the improvement is 45%. Listening for details, the mean score of the pre-test was 1.37 and the post-test was 1.93, the improvement was 41%. Then, for accuracy of answer, the mean score of the pre-test was 1.37 and the post-test was 2.33 the improvement was 70%.

#### 3. Inferential Statistical Analysis

##### 1) Normality test

**Table 1.3** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic		Sig.	Statistic		Sig.
	c	Df		c	Df	
Pre-test listening comprehension	.097	30	.200	.958	30	.276

Post-test listening comprehension	.115	30	.200	.969	30	.506
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*a. Lilliefors Significance Correction*

Based on Table 4.4, it can be seen that the result of the data is t value (Sig.) > 0.05. It means that the variables are normally distributed. So, because all the data is normally distributed then the analysis can be continued.

**2) Homogeneity test**

**Table 1.4 Test of Homogeneity of Variances**

Listening Comprehension			
Levene Statistic	df1	df2	Sig.
2.931	1	58	.092

Based on Table 1.4, it can be seen that the sig P value is 0,092. It means that the sig t value > 0.05 so the data is homogeneity and the data analysis can be continued with parametric statistics.

**3) T-Test**

**Table 1.5 Paired Samples Test**

		Paired Differences					Sig. (2-tail ed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					t	Df	Lower	Upper	
Listening Comprehension	Pretest - Posttest	-22.200	14.194	2.591	-27.500	-16.900	8.566	29	.000

Based on Table 1.5 above, it can be seen that the t value was -8.566 and the df value is 29 with a significance value of t (sig) 0,000 < 0.05 then, this shows that there is a significant difference. In other words, accept the alternative hypothesis ( $H_a$ ) and reject the null hypothesis ( $H_0$ ) to test.

From the results of hypothesis testing, it is proven that “using English movies enhances students' listening comprehension for the seventh-grade students of SMPN 02 Bambang.”

**DISCUSSION**

This research was conducted to determine whether the use of English movies can enhance students' listening comprehension for seventh-grade students at SMPN 02 Bambang. The researcher was using English movies as media in improving the students' listening to make the students interesting and easy to understand the lesson.

In this research, the researcher used a Pre-experimental design by using the One Group Pretest-Posttest Design. The purpose of this research is to attest to the enhancement of using English movies for students' listening comprehension at SMPN 02 Bambang. The population in this research was all seventh-grade students. The sample of this research was 30 seventh-grade students

In this research, there were four meetings in doing treatment by using audio-visual as a media tool namely movies. The students were given a movie with the title sweet porridge, the lazy girl, red shoes, and the Mouse and the Lion. The researcher was given movies to make the students enjoy learning. The movie involved some examples of daily conversation to make it easy to understand the lesson.

In the listening, there were four listening assessment criteria that the researcher used, namely ability to focus, general understanding, listening for detail, and accuracy of answer. The purpose of applying the listening assessment was to find out the types of ability criteria possessed by the students.

From the data classification, the researcher found the mean score for the assessment criteria of the student's scores. The mean score of the assessment criteria shows that general understanding and listening for detail was the most of the criteria that still lack in students' listening skill. Then the ability to focus and accuracy of answer was the most criteria that students have in listening skill. It is shown in Table 1.2 that the mean score of ability to focus on the pre-test improved by 75% in the post-test. Then the mean score of accuracy of answer on the pre-test was improved by 70% in the post-test.

Based on the result of the research regarding the comparison of statistical value, the pre-test scores were carried out by 30 students in which 3 (10%) students entered the poor category and 27 (90%) students entered the very poor category. It showed that no one student got the minimum completeness criteria. In the pre-test score, the lowest value was 16 score and the highest value was 53 score with an average was 29.80. It means that students' ability before being given treatment is still very lacking. Based on observation before, it happened because most of them were unenthusiastic and got bored with listening and learning.

Meanwhile, on the result of the students' post-test, 3 (10%) students entered the good category, 6 (20%) students entered the fair category, 14 (47%) students in the poor category, and 7 (23%) students entered the very poor category. It showed that there are 3 (10%) students who meet the minimum completeness criteria. The lowest value in the post-test was 26 score and the highest value was 77 score then the average was 52.00 which means that there was an enhancement in listening comprehension after watching movies. English movies make it easier for them to understand the material and make them enjoy learning.

From the results of the data analysis, it can be concluded that there are enhancements in students' listening comprehension after being taught using English movies. It can be said that the hypothesis is accepted, namely that using English movies is effective in teaching listening comprehension to seventh-grade students at SMPN 02 Bambang.

The previous ideas are in line with Aulia, (2022) who stated that movies can be good authentic learning materials for listening. The students can be interested in

learning, especially in improving their listening skills. By using movies, they can see the movie scene by scene and infer what the scene's context is about.

## CONCLUSION

Based on the findings and discussions, it is shown that the use of English movies can enhance students' listening comprehension for the seventh-grade students at SMPN 02 Bambang. The improvement can be seen by the students' mean scores that increase in the post-test. Besides that, students' pre-test scores showed that no student got the minimum completeness criteria, while in the post-test 3 students passed the minimum completeness criteria. Furthermore, from the listening assessment criteria, we can conclude that the best ability of students in listening assessment is the ability to focus and accuracy of answer criteria. It can be seen in the improvement in the post-test. In short, the result of this study indicated that movies can be applied in the teaching and learning process, especially in improving students' listening comprehension.

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