

## **Improving Students' Listening Skills Using Watching Movie**

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### **ABSTRACT**

This essay explores a strategy for teaching pupils to listen better. It necessitates that students practice listening both within and outside of the classroom. Several activities can be carried out, and various media can be employed to provide children with listening activities to hone their listening abilities. Watching movies is one of the students' favorite pastimes. Students are introduced to the language's context and vocabulary through the film. The task of writing a film report was given to the class after the movie. Giving pupils the task of watching movies and writing reports, since many individuals enjoy doing so on what they viewed, greater enjoyment is anticipated. But before they write a report, they must comprehend the movie itself. Before creating and presenting a film report in class, they may need to watch the movie twice or even more to comprehend it fully. To complete this activity, the students must hear the characters' words, expressions, and sentences. This activity has a variety of advantages. Students can learn pronunciation and practical phrases from native speakers by viewing movies. Along with these tasks, students had to compose a summary of the movie, decipher the meaning of useful words, comprehend the story's moral, and give their reports.

**Keywords:** Listening; Watching; Film Report

### **INTRODUCTION**

In learning English, sometimes students get bored with the teacher's teaching. There are various techniques that teachers can use to teach reading, speaking, writing, and listening. Teachers can use many interesting media to teach them skills in English. For example, using English songs and movies or chatting in

interesting English. Students' language skills will increase if the quantity and quality of vocabulary also increase. Therefore every teacher teaching lessons in Indonesian must try to enrich student vocabulary. There are many ways to stimulate students' brain work in expanding Indonesian vocabulary. Considering the very important lessons of Indonesian, namely as the language of unity of the Indonesian nation, which is taught to students. Sub-materials can help teachers assess the extent of student's ability to speak and the extent of students' speaking skills, student stories will be helped in increasing vocabulary, practicing speaking and conveying inspiration, and it can also help students in the process of actualizing themselves. The fact that now students have a low interest in storytelling activities; they prefer to watch and see stories that are aired on television; students are not interested in trying to tell their own stories because precisely by telling stories will increase and expand students' vocabulary through the process of speaking, seeking inspiration and imagination. Watching English movies as one of the teachings and learning media in language lessons helps increase students' sensitivity to understanding the language. But only a few students still need help understanding, not even understanding the words or sentences spoken in the English language orally by the interlocutor. It means that they still need to gain the skill of listening (Listening) in English, and the vocabulary they control still needs to be improved.

Here, the author examines one of these components: Listening (Listening). The writer chooses this listening skill because the writer believes that they must understand what other English speakers are saying before speaking. After all, by being good listeners, they can also become good language speakers. So deep is what the author intends to study about the ability to listen. This

It is because students of all ages find movies very interesting. There are stories to read and watch. Both teachers and students will find the teaching and learning process to be more interesting and interesting as a result. Subtitles are one of the things that a teacher needs to pay attention to when watching English films. A key component of learning English is listening. Many English teachers around the world are now focusing their attention on improving their listening skills. Listening is usually seen as the simplest method for learning spoken language and is also considered the most quickly acquired skill, taking far less time than speaking, writing, and reading. One thing supporting this picture is the process of listening in the mother tongue (language) which seems simple and fast. Since they were children, everyone has specially studied their native language. They must be able to communicate in their mother tongue and other languages, especially English, which is more difficult to achieve given our limited abilities in other languages. This corresponds to a more sophisticated and constantly changing world.

Students' speaking and listening abilities improve if they watch an English movie once daily in their free time since they are learning the spoken language and seeing how the characters interact to replicate it. The advantages of listening well

for kids apply to several subjects besides language learning. According to research, being a good listener means that kids can learn a lot just by hearing, which is the main purpose of listening. To show the benefits of paying close attention while listening. Although listening is a challenging skill to master, it has benefited the students' language development in a number of ways. Furthermore, because English is taught to students in Indonesia as a foreign language rather than as a second language, the quality and quantity of the input provided by the teachers cannot make up for the fact that the students lack access to real spoken and written English as the intended language.

The author's preliminary research indicates that SMA Mulia Pratama used the 2013 curriculum. The language of instruction in this curriculum is English, which is recognized for its value in exchanging ideas with people outside the Republic of Indonesia and in absorbing ideas from other countries that can be applied to the good of the country and the nation. Writing, reading, speaking, and listening are all part of having proficient English language abilities, according to the 2013

Curriculum. As stated in the 2013 curriculum, the English course's goals must be continuously taught to students. After studying the present curriculum followed at SMA Mulia Pratama, the author found the English curriculum the teacher used for the eleventh grade. According to a review of the syllabus, it is up to date. It is believed that the media, the subject matter, and the approach utilized to teach English language proficiency—particularly listening—are acceptable and sufficient for improving students' listening skills. Since audio CDs and the internet are the primary sources for most of the topics in the syllabus, this is advantageous since it allows students access to more real-world information. The author next performed an unstructured, offline interview with students from XI IPS in the eleventh grade to determine whether or not the material was correctly followed in the classroom. The interviews revealed that 65% of the students valued the English curriculum, while the remaining 35% did so sometimes.

The study's findings demonstrated that learning English while watching movies helps students advance their skills more quickly and effectively. One participant told the researchers that students could reproduce the sentences in their brains while watching the movie. Students comprehend language more quickly and accurately than learning solely through books. The findings also indicated that watching movies improves both speaking and listening abilities. Students observe how native language actors pronounce words and use appropriate vocabulary depending on the scene context when they watch movies starring those actors.

As a result, seeing English-language movies while learning the language helps pupils improve their listening abilities. A study should be conducted to determine whether these movies are successful in the context of Indonesian students. From the logic above, the author came to the final conclusion that it is necessary to teach English listening by watching English movies. Based on these concerns, the writer is curious to learn how viewing English affects pupils' listening abilities in the eleventh grade.

## **LITERATURE REVIEW**

### **Movie**

According to Barsam and Monahan, a film is a tale preserved in a predetermined celluloid strip or film and shown on a screen at a specific speed to create the illusion of motion. Filmmaking has also been influenced by the film industry, which has grown rapidly alongside technology. Today's filmmaking is more computerized than it once was, replacing celluloid strips, but the fundamental elements of a film—namely, that it is a "moving picture"—remain the same. As a means of expression, the film is analogous to other art mediums since the qualities of other media are woven into its own rich fabric, according to Boggs and Petrie, who accepted this. Line, shape, mass, volume, and texture are compositional characteristics in the film. As one of the largest industries in this industrialized world, the film business has given rise to numerous successful and well-liked filmmakers and movie stars. Movies have the potential to generate millions of dollars in revenue. There is no doubt that movies have influenced society and culture greatly. People must have seen a movie at least once in their lives, not just those living in large cities but also in the most rural locations. Since the advent of technology, everyone may now easily access movies. The majority of movies are also distributed with subtitles or dubbing for international distribution, allowing viewers who don't understand English, for instance, to still watch movies in their native tongue.

### **Learning Interest**

Before we know interest in learning, we must know it understands interest and learning. Etymologically, the word interest comes from language English is "interest," which means like, attention (inclination of the heart on something), and desire. So, in the learning process, students must have an interest or preference to participate in ongoing learning activities because interest will encourage students to show attention and activity and their participation in ongoing learning. Interest is also a tendency of the soul, marked by the existence's attention to a particular object. In this sense, activities that someone is interested in will be noticed continuously, accompanied by happiness.

According to Wina Sanjaya, Interest in learning is an aspect that can determine a person's motivation in carrying out certain activities. According to Abdul Rahman Saleh and Muhib Abdul Wahab, they are interested in learning is the tendency to pay attention and action towards the person, activity, or situation that is the object of interest accompanied by a feeling of pleasure from some of the opinions above. Interest is an exuberant pleasure and concern for what is interesting, and what is of interest are pleasant activities.

## **METHOD**

## **Design and Samples**

This research used qualitative design. The sample of this research is eleventh-grade students and the English teacher of SMA Swasta Mulia Pratama.

## **Instrument and Procedure**

Researchers use data collection methodologies to collect data for research. Researchers use various methods in this method to collect data. Especially observations, interviews, questionnaires, and documentation.

### **1. Observation**

Observation in this study is to see the object directly in the field. In this case, the researcher directly observes the behavioral process of students who are affected by the movies they watch.

### **2. Interview**

In this method, the interviewer asks questions either face-to-face to the respondent. In a face-to-face interview, the interviewer asks the interviewee questions and records their responses. The researcher interviewed the English teacher and some eleventh-grade students class at the SMA Swasta Mulia Pratama. Done before, during, and after the action is done already implemented.

### **3. Questionnaire**

A questionnaire is a series of printed questions, both open and closed. Respondents were asked to answer based on their knowledge and experience of the problem. The questionnaire is part of the survey, while the ultimate goal of the questionnaire may or may not be a survey.

### **4. Documentation**

Document and record-based research use existing data for research. Attendance records, meeting minutes, and financial records are just a few examples of this type of research. Using documents and notes can be efficient and inexpensive because you mostly use completed research. However, because the researcher cannot control the results, documents, and records can be an incomplete data source.

## **Data Analysis**

The techniques that the researcher uses to analyze the data are:

1. First, the researcher observes the school to choose the class to be selected for research.
2. Second, interviewing students and classroom teachers

3. Third, the researcher makes some introductions and informs the objectives of this research.
4. Fourth, the researcher gave the material to each student.
5. Fifth, the researcher showed the film to the students.
6. Sixth, after students finished watching the film that was shown, students were given time to fill out a questionnaire.
7. Seventh, several students were interviewed.
8. Eighth, data analysis.

## RESULT AND DISCUSSION

This study has distributed questionnaires to students at SMA Swasta Mulia Pratama. The identification of the respondents, presented below, is explained by gender and class to determine how respondents will be studied at SMA Swasta Mulia Pratama in the 2021 – 2022 academic year.

**Table 1**  
**Identification of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>
Female	13
Male	9
Total	23

Based on Table 1, it is known that from all respondents who were able and quick to observe that listening to and watching films, there were more female respondents than male respondents, namely 13 students and 9 students.

### **Influence of Movie**

As we know, western or foreign films are in great demand by the public, especially among teenagers. There are many genres of Western films that you can watch, such as horror, thriller, and action. Everyone will choose Western films to watch for various reasons, such as plots that are not boring and messages that can be taken from Western films, as well as to improve their English skills. In watching Western films, of course, you will pay attention to what the actors of the film say and do. Indirectly, western films will improve one's mastery of English language skills.

1. Improve vocabulary mastery

In watching Western films, of course, some people watch them with or without subtitles. The use of subtitles makes it easier for the audience to understand what

the film conveys. The audience will certainly pay attention to the words conveyed; this will help in increasing mastery of English vocabulary.

## 2. Improve English listening and pronunciation skills.

Watching Western movies also helps to improve English listening and pronunciation skills. Viewers can watch Western films without using subtitles to focus on what is conveyed, thereby helping to practice English listening and pronunciation skills.

### **Summary of Respondent's Response Results**

Researchers conducted an analysis of respondents through interviews and questionnaires.

#### 1. Interview

The interview analysis will be held on October 12, 2022, showing that most of them feel motivated and enthusiastic about listening lessons and understanding because of educational values and morals conveyed from the 'Moana Movie.' They are also very easy on the inside to listen to conversations and language dialogues between native English speakers thoroughly in English films after researching subtitles related to English films.

#### 2. Questionnaire

Based on a questionnaire distributed to class XI IPS students, the question, "Can watching English films improve your English skills?" Twenty respondents answered "YES," and 3 respondents answered "NO," with a total of 23 respondents.

#### 3. Impact of Watching Movie

From the interviews and questionnaires that the researchers conducted with several respondents, several impacts arose from watching movies.

### **Positive Impact**

According to Yulin Nainggolan, class XI IPS student response to the process of listening comprehension learning with English film/film language media English comes with English subtitles as reference for improving strategy learn to listen to understanding and student learning outcomes. According to Denny Marco Purba, class XI IPS without realizing it, watching movies trains our brains and ears by introducing foreign languages' accents. Of course, hearing the dialogue of people in movies often will add to your understanding of various accents. So, the most effective practice of listening comprehension is watching movies. The positive

impact of watching movies is an impact that can be said to be beneficial or a good influence on its users, in contrast to the narrative of Siti Nurhayati Br Sembiring (17 years), who said that: By watching films, I can add to my vocabulary in everyday life and learn a lot of cultural values.

### **Negative Impact**

According to Jesfriend, class XI IPS, watching Western films can adopt things not by Eastern customs. According to Ananda Safira class, XI IPS student response, the influence that the audience will feel is following scenes that smell of violence and have a sexual smell. According to Nadya Angelica, class XI IPS negative impact of watching the movie could be better eyes, spending much time on cellphones, and being lazy.

### **Impact of Watching Films on Interest in Learning**

The rise of the development of the internet world brings a lot of influence on students. One of them is watching movies. Users can find out what information can be seen when watching a movie. Nike Oktaviana Sihalo (16 years), a class XI-IPS student, said, "I can understand and see many foreign cultural values, and that makes my interest in learning English increase." Interest in learning is one factor that determines the effectiveness of learning or the preferences of each individual, both in oneself and in the influence of others. A person's self-thinking factor can determine how he can judge what can be said to be true, what can be wrong, and what should take precedence and what should not. When a student can think well and wisely, it creates a positive interest in learning to fulfill all his rights and obligations. So that with the entertainment media used today, students can control themselves and rethink what their initial goals and life plans are going forward.

### **CONCLUSION**

Based on the development process explained in the previous chapter, we get the following conclusions. This study shows an important relationship with learning. The student holding a movie with English subtitles Skill related listen to them like this Their improvement was demonstrated through interviews and positive student responses. The questionnaire shows that 75% of students find it easy to understand Listen to material written by native speakers. As a result, He believes that the learning process of English movie lessons with English subtitles is recommended for better learning process Students listening comprehension in the classroom English.

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