



Exploring Students' Perception on Using English Movie for Listening Skills Improvement

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Abstract. This study was aimed to look into students' perception of using English movie in increasing listening skills. This study was quantitative research with using survey design. The survey was a way to collect the data how students perceived the use of English movie in listening classroom. Ten questionnaires were distributed to 28 students of second grade level at Lab School Unsyiah. The obtained data was analyzed descriptively based on students' frequency. The result of this study showed majority of students felt positive with the use of English movie in developing the listening ability. The use of English movie in listening class assist students to learn and understand the speaker are saying. Therefore, the use of English movie was the preference media in learning English particularly to improve students' listening skills.

Keywords: English Movie, Listening Skills, Perception.

1. INTRODUCTION

Mastering listening is a way to obtain the competent ability in learning English since listening is one of the most important skills in English. Listening is one of the fundamental language skills. It is the ability to understand and identify what people are saying (Saricoban, 1999), and very important for developing speaking skills and very largely a task of learning language is to hear what are saying (Fries, 1945). Without a good listening skill, the successful conversation and effective communication cannot be obtained (Howat & Dakin, 1974). This indicates that listening is the main part in learning English language, without understanding the information of the speaker statements, the learning process cannot begin.

In learning listening, commonly, most of students confront difficulty in terms of listening to text directly or natives with the extremely difficult accent to understand. According to Ur (1996), there are some students' difficulties in learning listening: trouble with sounds, have to understand every word, cannot understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired. Underwood (1989) mentioned that some other kinds of difficulties that are directly related to the students themselves. Students feel bored and less motivation to catch the information of what heard. The students actually should attempt to encourage themselves to understand the speaker' text to catch the information of what the speaker saying. When they fail to get the message of that information, students must concentrate and listen more to the text despite it need more time to understand.

There are various ways to improve listening skills. Basically, students should have eagerness or motivation to master listening ability and practice a lot. For this reason, teachers play a big role to motivate students to practice listening and guide them how to comprehend the information of the speaker said. Teacher could use some media to facilitate student learning, such as video projector, audio visual (movie), tape recorder (song, lecturer), computer, and any other related tools. These media are supposed help students to focus and improve their listening skills. Brown (2000), using media is the most familiar tool to teach students in learning process. However, the media that used must be interested and attractive to gain students' intention.

The audio visual media like movie is predicted having the positive effect in increasing students' comprehension in listening. Brown & Yule (1983) indicate that English movie is one of the effective media to improve students' listening skills. Movie provides the real-life conversations and situation. By watching English movie, students will listen to the real context of English language, the real pronunciation, the real expression and the real intonation/accent. In addition, movie presents the overall picture and content that ease students understand what are saying. It is more pleasure as students could listen to the speaker and see the motion picture in the movie. In that way, students gain the comprehension of the conversation by comparing the message of what they hear and what they see. Harmer (2000) explained that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

Hence, watching English movie is a strategy to encourage students in improving listening skills due to give students opportunity to listen the authentic spoken English from the native speakers. This study, however, is not to see the effect of movie in improving listening skill but it aimed to look into students' perception of the use movie to increase listening skills. Various studies have examined the effect of using movie in improving listening skill, but a few study investigated students' perceptions on this strategy in improving listening skills. By looking into students' perception, it could explain how this strategy help to improve students' listening skills.

2. LITERATURE REVIEW

Listening Skills

According to Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Green (2004), listening requires students' awareness of the topic being spoken and enjoy to recall listening topic if they are not under pressure of the listening demand. With having good feeling, students perceived could pay attention on the listening topic. Underwood (1989), listening is the activity of paying attention and attempting to obtain the meaning of what are hearing.

Harmer (2000) explained that listening is a process of receiving, and interacting with the relevant knowledge which has to complete instantly by our mind. Harmer (2001) added that listening is receptive skills where people attempt to obtain the main idea according to what they hear. Liando et al (2018), listening involves the process to understand the speakers' accent or pronunciation, grammar, vocabulary, and comprehension all the meaning. Yagang (2019), listening is the ability to understand and identify of what people are saying. Having good listening skills assist people to comprehend what are listened and to interact with others. Students with having good proficiency in listening skill could follow the class effectively. In short, it is proven that listening skills is the essential skill that provide communication and interaction.

Listening Process

In learning listening, a good process can help students develop their listening skills. This process in listening is vital to encourage the students' focus and check students' comprehension. So, by having the process, the students become an active listener and obtain the whole understanding of what are speaker saying. Dozer (1997) proposed three processes in learning listening:

a. Pre-Listening

This purpose of pre-listening is to encourage the students to think about and discuss what they already know about the content of the listening text. This activity provides the background needed for students to understand the text, and to pay attention on what is listening.

b. Listening Task

This purpose of listening task is to encourage the students get the information of the listening texts and in immediately doing something with it. The tasks can involve labeling, selecting, drawing, form filling and completing a grid.

c. Post Listening

This activity helps the students to evaluate success in carrying out the task and to integrate listening with the other language skills. This activity asks the students to do practice outside wherever possible. Field (2010), this activity provides the students to examine or analyze the grammar of the listening texts.

English Movie

Rabiger (2009) mentioned that movie is a big part in human life. Providing movie in the classroom is the meaningful activity that can be used by a teacher to improve students' listening skills. The interesting movie in the classroom could make students enjoy the learning process in listening. Teachers must know how to make students pay attention and concentrate on the movie in order understanding what they are hearing and watching. Also, teachers should choose the appropriate movie with students' situation in the class. Chenchen (2011), if teacher cannot select the proper movie for teaching, the listening class will fail.

Liando et al (2018), movies are more sensory experience than reading, besides verbal language, there is also color, movement, and sound. Watching English movie is one of media used to increase listening skills due to show the real context of language. English movie show the real life situation and real language of the actor such as how they speak, and how they respond. Lonergan (1984) mentioned that movie is the authentic material in which it can bring the real life into the classroom. As a teacher, using movie is the efficient strategy that could lead students to develop the proficiency in learning listening.

Using movie in learning listening, indirectly, teacher has promoted students learning to develop their comprehension in learning listening. The use of movie assists student to detect the information of the speaker by looking at the motion of picture and hearing to the speaker. Snow (1996) explained that the movie let the students hear the sound as clearly as possible and let the students see the speaker in the film. Students have opportunity to see the gesture and the intonation of the speaker at the same time they could compare what they see and listen. By visual context, students could see the real conversation, the real style of the speaker, predict what the speaker wants to say so that assist students understanding and reaching the comprehension on listening skills. Williams & Lutes (2007) explained that in the English class, this can be something as simple as access to native speaker language in a natural context.

Another positive of watching movie in listening class, this activity could stimulate students focus on the lesson. When the process of learning become more interesting and exciting, the students will enjoy and pay attention to the lesson. Movie provides the audio and video that allow students not only see on the picture but also listen to the speakers. Since students could see the picture and hear to the speaker, it attracts students to keep concentrating on what are watching. Stempleski (2002), movie as a video could interest students to pay attention on the picture, gestures, and intonation.

Harmer (2000) explained in detail the using of movie as the authentic material could provide some advantages for students to develop their listening ability.

a) Seeing language-in-use

It is one of the main advantages of using video that the students do not only hear the language, but also they can see. This greatly aids comprehension that gives general meaning and moods through expression, gesture, and other visual clues. Students can observe how intonation and match with facial expression which directly ease to understand what are speaker saying.

b) Cross-cultural awareness

Video uniquely allow students to look further at situations beyond their classroom. This is especially useful for the students who want to see, the typical British such as 'body language' while inviting someone out, or how Americans speak to waiters. Video also has a great value in giving the students a chance to see such things as what kinds of food that people eat in other countries, and what they wear.

c) The power of creation

For the students, when they use video as an audio-visual which can see and hear, it creates the memorable and enjoyable situation. Meaning that, students will be easier to obtain understanding or memorize a message of the speaker from visual aid.

d) Motivation

Movie awaken a motivation for the students. Most of the students will be interested when they have a chance to see language in use as well as listen to it, which can make an effort in learning listening.

The Implication of Using English Movie

Using movie in learning listening believed could develop students' listening skills. Snow (1996), movie has a number of important virtues as an opportunity for English

practice, the picture helps students maintain interest, show the cultural, and gives students an additional set of clues to try to decipher what they are hearing.

Some studies have shown the positive view regarding the use of movie in learning listening skills. A study conducted by Bagus et al (2020) indicated that English movie is a profitable media in increasing students' listening skills because students were interested and motivated to learn, so that ease them to understand listening. Liando et al (2018) revealed that movie is an effective media to improve listening skills since it eases students to understand the conversation better in the movie due to stimulate students to see and hear. Meilina (2020) showed the positive result about using movie in learning listening in which students were assisted in learning the subject, ease in guessing the unfamiliar vocabulary, and also give enthusiasm in learning English. Last, Fussalam et al (2019), movie is a suitable media in learning listening which allow students understand the language in a form of natural contexts, since they can analyze the use of the language and make connection between images and words.

3. METHODS

This study is quantitative research with survey design. Creswell (2012), survey design in quantitative research is a way to administer a survey or questionnaire to identify opinions, attitudes, and behaviors or characteristics both in a small group and a large group of people. This study was to investigate students' views regarding the use of English movie in improving listening skills. The participant of this study was 28 second-year student at Lab-School Unsyiah, Banda Aceh. The purposive sampling was selected based on the certain consideration of the total population (Sugiyono, 2011).

The close- ended questionnaire was distributed online through English teacher. Initially, the researcher created questionnaire by using google form, then the researcher asked help from English teacher to spread the questionnaire to students. The questionnaire contained about students' perception related to the use of English movie media in listening class. The questionnaire consisted of 8 questions in the form of Likert scale questions: (1) strongly agree; (2) agree; (3) disagree; (4) strongly disagree. This Likert scale assumed ease to measure students' perception related to this topic. The Likert scale was used to assess attitudes, opinions, and perceptions of events or social phenomenon (Riduwan, 2007). The questionnaire was adapted and modified from the article (Liando et al., 2018).

After collecting the data, the data from questionnaire were transformed into numbers which included frequency and percentage, then analyzed descriptively pertaining to students' view in improving listening skill by using English movie.

4. FINDING AND DISCUSSION

This study was to investigate students' perception on English movie to improve listening skills. The result of questionnaires tends to show the positive result regarding the use of movie in learning listening. The description of data is following:

Table 1. Finding of questionnaire items

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
English movie influence on learning process in listening class	15	4	0	9
English movie is interesting media for learning and improving listening skills	13	13	2	0
English movie is good teaching media that can improve your listening skills	4	21	3	0
English movie encourage you to learn listening	5	21	2	0
English movie as an authentic material help you understand the unfamiliar word or slang word	12	9	4	3
English movie ease you understand the accents and dialects of the speaker	27	1	0	0
English movie make you learn correct pronunciation of the real context	12	9	4	3
English movie assist you to add new vocabulary	19	3	3	3
Motion picture in English movie help you understand the conversation	26	2	0	0
No difficulty in learning listening by using English movie	12	7	5	4

From the table above, it shows that English movie has influence in learning listening in the class, with 15 students highly agreed and 4 students agreed, while only 9 students who disagreed with the use of movie in listening class. Regarding to the interesting media, 13 students were fully attracted by using English movie in listening class, and the rest only 2 students who were not pleasure with the use of English movie in the classroom. Then, related to teaching media, students were also satisfied with the use of English movie to improve listening skills in the class which indicated from 21 students agreed and 4 students highly agreed, and only 3 students who rejected.

Further, English movie perceived can motivate students to learn listening with 21 students agreed and 5 students firmly agreed, while only 2 students were not in agreement with the statement. English movie was admitted could ease students to understand accents of the native speakers with 27 of students highly admitted and 1 admitted, and no students rejected. It was like no doubt, this statement confirmed that English movie as an authentic material which could ease to understand slang words or unfamiliar words in which 12 students who fully accepted and 9 students accepted, while the contradict responses were 4 (disagree) and 3 (highly disagree). The same responses were also shown by students who thought that English movie enable them to learn pronunciation correctly due to listen directly on the real speaker (native). Also, the similar result with 12 of students positively felt no difficulty in learning listening by using English movie, and 7 of students felt agree only. Compared to disagreement views in which 5 (disagree) and 4 (strongly disagree) in perceiving the difficulty in learning listening by using English movie.

Last, 26 of students positively admitted that the motion picture in English movie helped them to understand the communication of the speakers, and 2 students signed agree. The use of English movie could increase the vocabulary by showing 19 students in highly agreement, and the same views with 3 of each students felt agree, disagree, and strongly disagree. Even though 3 of students show the similar views (agree, disagree, and highly disagree), but most of students tend in agreement with the enhancement of vocabulary during watching English movie in learning listening.

The finding of this study indicates that the use of English movie is effective to develop students' ability in mastering listening skills as most students felt that English movie was the pleasure media to learn listening. Most of the student approved that the use of movie was indicated as the comfortable media that assisted them to enhance the ability of listening. When students felt entertained with the use of this media, students with ease to catch the meaning of the speaker. This finding is line with a study conducted by Bagus et al (2020) which indicated that English movie was good media to attract students in improving English listening skills.

Another finding shows that the use of English movie appeared to be beneficial for students. This seemed motivated and enthusiastic while having listening class by watching English movie. The interest of learning listening in the class by watching English movie assist students to speak like native speaker because they see directly to the native accent, and the native pronunciation. This finding is also supported by Bagus et al (2020); Meilina (2020) that indicated English movie made students motivated and interested in learning

listening. Not only that, the use of this media aided student to add new vocabulary and learn some slang words from the native. By listening more to the native speaker, it eases students understand the native speakers' conversation that consequently improve their listening ability.

The additional good point of the finding noted that the picture in the movie enabled students to reach the better comprehension. Movie as an audio-visual media in which students can see and hear to the direct motion on the movie. This way is believed can stimulate students to understand the language even though in different context conversation. In line with this, student could definitely learn and understand the communication of the speaker contextually. This result was also supported by Fussalam et al (2019); Liando et al (2018) in which the connection between images and words will make students understand the language naturally.

The overall perception of students affirmed that English movie positively accepted to use in learning listening. Almost all of them reacted strongly agree and agree with the use English movie to enhance listening ability. No doubt of students perceived that the use of English movie in the classroom bring about the negative result. It was also shown by how mostly students perceived that no difficulty at all in the class during learning listening by using English movie.

5. CONCLUSION

Listening is one of skills that cannot be neglected in learning English languages as this skill has a major contribution to understand the English language. The use of a good media in learning English is believed able to boost students' mood in learning process. This study was to investigate how students perceive the use of English movie to increase listening skills. The result of finding revealed that English movie is the accepted media in developing students listening skills. The students felt pleased, interested and motivated with the use of English movie in the classroom that help them to learn and understand more on what speaker are saying. This study might have limitation based on the participant of this study was only one school as a sample. For the next research, it is suggested to conduct research by having large group of participant to find the reliable result regarding the use of English movie in the classroom.

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