

The Effect of Film on Listening Comprehension of the XI Grade Students

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Abstract. This study aimed to research an experimental research in teaching English listening material using English film for the Eleventh grade students of SMK Full Day Bustanul Ulum, The design English Teaching Material to improve the listening skill's students in SMK Full Day Bustanul Ulum. The research in this study is designing English teaching material using English film to increase students' listening skill. In this context of the research the researcher designed the listening material in the vocational high school especially in SMK Full Day Bustanul Ulum by focused on quantitative data of Experimental research. The data in this research were taken with a round of the object study. The steps of the study are pre and posttests, plan, implementation and questionnaires. The data were analyzed as the teaching materials for designing listening teaching materials that relevant with the vocational school. And then, the syllabus was designed based on the curriculum 2013.

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INTRODUCTION

English language becomes an important language. It is used not only as an international language but also as a means of communication in the world. English is learned in many countries including Indonesia. In Indonesia, English is learned as a foreign language. It is taught as a compulsory subject for junior and senior high school, and as a local content subject in elementary school and even in kindergarten. Furthermore, it is also given at the university level. This is in line with the 2006 curriculum for the English subject of Senior High School. The curriculum states that the teaching of English aims at developing communication both in the spoken and written forms covering listening, reading, speaking and writing (Depdiknas,2006:1).

Listening English is difficult for students. This is supported by Ridgway (2000: 179) that listening in a foreign language is a task at a high level of difficulty in cognitive term, and therefore demands full attention. Flowerdew also (2008) claims that listening is the most difficult task for almost all learners of English as a foreign language. One of the causes is the wrong method used, such as translating. It results a barrier between the listener and the speaker because while a person is listening to another person speaking English, the temptation is to immediately translate into his native English. This temptation becomes much stronger when the word is not understood. Another problem is that students rarely listening in the target language as English is not used every day. Moreover, teaching activities does not stress on listening. The next causes are related to the difference of culture and geography between the learners' first language and English-speaking country. Learning language means learning culture. It means that the lack of cultural knowledge will cause misunderstanding. Next, English learners sometimes misinterpret the meaning as they think that the geography in English speaking country is the same as their country.

Listening comprehension skill is related to speaking and writing skill. Listening skill on the foreign language learning is divided to two situations; those are direct and indirect situation. Direct situation is such as conversation directly, speech, films and etc., and indirect situation is such as listening on conversation on the cassette. Nowadays, listening comprehension has improved. For example, new technology has supported for the skill such as cassette, VCD, video and etc. that can improve listening comprehension skill. In the language learning, basically the teacher still focuses on the old learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon happened in the almost country in the world. It is a great duty for the language teacher. The most important element and fundamental for the interaction is the ability to understand what the speaker has said. In the daily life, we often meet listeners who cannot listen their mother tongue and foreign language well, maybe it is caused by the lack of focus or concentration, or egocentrism. Most of people has been estimated spend many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to write (Iskandar wassid and Dadang Sunendar, 2008:229-230).

Listening can be done by using media, which is supported by sound, like film. According to Harmer (2007:308), audio-visual such as film, video or DVD can be used as media in learning listening. Films provide sound or spoken language and moving pictures that can be used to learn listening skills. Moreover, film as media in learning language should be encouraging at least to four pedagogical values: listening, speaking, reading and writing.

From those statements above, Films have a great tendency to attract people attention. Especially for the senior high school students, it is hoped that by wathing films are useful for the students who are learning English.

Film

Based on Kirkpatrick defines film as “a series of connected cinematographic images projected on a screen”. Coulson also states that “film is story, incident, etc, recorded on film in moving picture”. Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Film can be effective media in teaching learning process. Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. It indicates that film is a useful way to improve students’ listening skills. Choosing the right film is very important too. A lesson will be much easier and interesting if we use film.

Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. Based on those definitions of film, it can conclude that film is a work combining a story, scenes, history, incident, and music, it is recorded on film shown as a motion picture in cinema, TV, etc.

Genres of Film

Documentary

A documentary film purpose to present factual information about the world outside the film. This in turn leads us to assume that the persons, place, and events exist, and that the information presented about them is trustworthy. The documentary attempts to depict essentially true stories about real life situation of people. For example, primary asks us to sale it as a factual account of John Kennedy and Hubert Humphrey campaigning to win the 1960 democratic presidential nomination.

Animated

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Instead of continuously filming an ongoing action in real time, animators create a series of images by shooting one frame at a time. For example, *The Adventure of Prince Achmad*, *Daffy Duck*, *The Star of King Kong*. *Beauty and the Beast*, etc.

Horror

A horror story is told to deliberately scare or frighten the audience, through suspense, violence or shock. H. P. Lovecraft distinguishes two primary varieties in the "Introduction" to *Supernatural Horror in Literature*: 1) Physical Fear or the "mundanely gruesome" and 2) the true Supernatural Horror story or the "Weird Tale." The supernatural variety is occasionally called "Dark Fantasy," since the laws of nature must be violated in some way, thus qualifying the story as "fantastic."

Romance

Traditionally, a romance story involves chivalry, adventure and love. In modern writing, a story about character's relationships, or engagements (a story about character development and interpersonal relationships rather than adventures). It has produced a wide array of subgenres, the majority of which feature the mutual attraction and love of a man and a woman as the main plot and have a happy ending. This genre, much like fantasy

fiction, is broad enough in definition that it is easily and commonly seen combined with other genres, such as comedy, fantasy fiction, realistic fiction, or action-adventure.

Adventure

An adventure story is about a protagonist who journeys to epic or distant places to accomplish something. It can have many other genre elements included within it, because it is a very open genre. The protagonist has a mission and faces obstacles to get to her destination. Also, adventure stories usually include unknown settings and characters with prized properties or features.

Suleiman (1985:17) states that teaching by using adventure film is able to convey the meaning or information more concrete and evident than the material that is spoken, copied or written only. According to Ganesan (2003:305), adventure film facilitates to incorporate text, graphic, animation, real life with opportunities to bring various real-life situation which otherwise cannot be brought to classroom. He also states that adventure film is effective in the teaching communicative skill like listening and reading. So, from the statements above, it can be understood that adventure film is related to the teaching process.

In this research, the researcher uses adventure films and that focuses on the element of fiction. In giving the test to the students, the film which the material has not too long duration like the other film.

Listening Comprehension

Listening comprehension is one of the most important and fundamental of the four skills in language learning. Scott and Ytreberg (1990:21) states that when the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is the main source of the language. It means that through listening one's understanding of life derives. Until recently this skill of listening comprehension had been somewhat neglected since the teaching of audiolingualism had been to make students listen and repeat rather than listen and understand.

METHODS

Research Design

The kind of this research is experimental namely pretest-posttest control group design of True Experiment because the objective of the research tries to investigate the effects of film on listening comprehension of the first-grade students at SMK Full Day Bustanul Ulum Bulugading Bangsalsari. The design of this research pretest-posttest control group design. Subjects are assigned to the experimental and control groups by random assignment and are given a pretest on dependent variable. The subject divides into two group, they are experimental group and control group. The experimental group will get a treatment and each group is given the same test, pre-test and post-test.

Data Collecting Method

This research uses listening comprehension test as the instrument to obtain the data. The researcher uses the objectives test to measure the students' listening comprehension and to find whether there was really a significant difference in their listening achievement. The listening test also served as a listening input on which participants could reflect with regard to their mental strategies while completing the questionnaire items. The test consists of 35 items of questions about listening comprehensions. The test materials were covered listening for doing gap-fill, listening for specific information and recognizing context. The perceived use of strategies was measured using a listening comprehension strategies questionnaire.

Data Analysis Methods

In this research, the researcher uses the control group pre-test and post-test design. This design is used to compare between the experimental group that get treatment in a certain time and those of the control group that do not get treatment in a certain time. In this research, the researcher works on statistically in analysis to process and analysis the data collected by employing the formula of t-test.

FINDINGS

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs).

This section deals with the research findings. The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. The findings section consists of description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

Table 1. Pre test and Post test Score Table of Control Group

No	Pre test X	Post test Y	X - Y (C)	C ²
1	20	23	3	9
2	10	18	8	64
3	9	17	8	64
4	11	19	8	64
5	13	20	7	49
6	16	19	3	9
7	16	18	2	4
8	17	20	3	9
9	13	18	5	25
10	11	16	5	25

11	21	25	4	16
12	16	20	4	16
13	20	21	1	1
14	16	19	3	9
15	21	25	4	16
16	15	20	5	25
17	21	26	5	25
18	18	20	2	4
19	12	17	5	25
20	15	18	3	9
21	13	21	8	64
22	19	23	4	16
23	11	18	7	49
24	19	22	3	9
25	14	20	6	36
26	12	17	5	25
27	15	18	3	9
28	17	20	3	9
29	13	16	3	9
30	17	21	4	16
Σ	461	595	134	17956

From the table above, it's known that the students' mean score was 134. It means that the students' listening skill was still low. Most of them got score under 50. Only one student got moderate score, four students were failure, and the others got low score.

During pre-test, the researcher also observed students' attitude in answer the question. They enjoyed the test given but they were still confused in identifying the missing words in the questions. From the observation and the students' score in pre-test, it indicated that listening by using film could create the students' motivation. It was a successful effort, but it still needed the treatment of suitable film activity in order to get the higher score.

Table 2. Pre test and Post test Score Table of Experimental Group

No	Pre test X	Post test Y	X - Y (E)	E ²
1	9	23	14	196
2	17	24	7	49
3	11	23	12	144
4	10	23	13	169
5	16	27	11	121
6	15	22	7	49
7	18	21	3	9

8	12	27	15	225
9	20	28	8	64
10	13	25	12	144
11	17	27	10	100
12	9	20	11	121
13	18	30	12	144
14	15	21	6	36
15	18	21	3	9
16	17	26	9	81
17	19	24	5	25
18	13	22	9	81
19	16	24	8	64
20	18	25	7	49
21	15	23	8	64
22	18	21	3	9
23	16	22	6	36
24	11	21	10	100
25	21	26	5	25
26	10	22	12	144
27	10	21	11	121
28	21	27	6	36
29	17	29	12	144
30	17	26	9	81
Σ	457	721	264	69696

The data above was shown that students have higher motivation than before. It indicated that students' interest and enthusiast to the material. There was also one student got very good score and two students got good score. The next cycle wouldn't be done because the moderate score was enough to do a post-test. From the table above, the students were got mean score 264 . So, there was a significant different between the score of students' listening skill in pre-test and post-test.

From the data above, the computation of t-test on the students' listening comprehension as follows:

Experimental Group

$$NE = 30$$

$$\sum E = 264$$

$$\sum E^2 = 69696$$

Control Group

$$Nc = 30$$

$$\sum C = 134$$

$$\sum C^2 = 17956$$

- Calculating the mean score of the experimental group and the total individual score deviation square of ME:

$$ME = \frac{\sum E}{NE} = \frac{264}{30} = 8.8$$

$$\sum E^2 = \sum E^2 - \frac{(\sum E)^2}{NE}$$

$$= 264 - \frac{(264)^2}{30}$$

$$= 264 - \frac{69696}{30}$$

$$= 264 - 2323.2$$

$$= 316.8$$

- Calculating the mean score of the control group and the total individual score deviation square of My:

$$MC = \frac{\sum C}{Nc} = \frac{134}{30} = 4.5$$

$$\sum C^2 = \sum C^2 - \frac{(\sum C)^2}{Nc}$$

$$= 710 - \frac{(134)^2}{30}$$

$$= 710 - \frac{17956}{30}$$

$$= 710 - 598.5$$

$$= 111.5$$

- Calculating t-test of the listening comprehension:

$$t = \frac{M_E - M_C}{\sqrt{\left(\frac{\sum E^2 + \sum Y^2}{N_E + N_C - 2}\right)\left(\frac{1}{N_E} + \frac{1}{N_C}\right)}}$$

$$\begin{aligned}
 &= \frac{8.8 - 4.5}{\sqrt{\left(\frac{316.8 + 111.5}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{4.3}{\sqrt{\left(\frac{428.3}{58}\right)\left(\frac{2}{30}\right)}} \\
 &= \frac{4.3}{\sqrt{(7.38)(0.067)}} \\
 &= \frac{4.4}{\sqrt{0.49}} \\
 &= \frac{4.3}{0.70}
 \end{aligned}$$

$$= 6.14$$

It is also the first value of the students before giving treatment and there is little differentiate between the pre-test value in control and experimental group. In this case both of the result that before giving treatment while the result of post-test the mean score of control group was 19.83 meanwhile, the mean score of experiment group was 24.03. So, there was a significant different between the score of students' listening skill in pre-test and post-test.

According to purwanto (2002:120) states that if the value of t-test is higher than t-table value at significant level of 5%. So that the hypothesis alternative (Ha) is not rejected and the hypothesis null (Ho) is rejected. It showed that the result of this research is (6,14 > 2,05). So, the hypothesis alternative (Ha) is not rejected, and hypothesis null (Ho) is rejected.

The data collected from the listening test and participants responses gathered through the listening comprehension strategies questionnaire were used to investigate the following hypotheses:

1. Both control group and experimental group learners use cognitive, metacognitive and affective strategies.
2. Experimental group use more metacognitive strategies than control group.
3. Experimental group use more top-down (i.e. inferencing and elaboration) strategies than control group.

To sum up, the results related to our first hypothesis demonstrated that both experimental group and control group learners use three types of listening comprehension strategies: cognitive, metacognitive, and socio affective, suggesting that our first hypothesis has been confirmed. As shown early, each type of strategies was represented by a number of items in the Listening Comprehension Strategies as follows:

There were 8 items (1, 2, 4, 5, 6, 7, 9, and 10) indexing the first type of Listening Comprehension Strategies, the cognitive. All items made reference to the cognitive strategies, and learners rely on their personal knowledge when they listen to a new text. These 8 items accounted for 24.24% of the total variance. Eight items (3, 8, 11, 14, 16, 18, 19, and 20) reflected the second type of listening comprehension questionnaire, metacognitive strategies. These strategies accounted for 13.41% of the total variance. Finally, four items (12, 13, 15, and 17) comprised the third listening comprehension questionnaire component, socio affective strategies, which were related to feelings about listening and accounted for 11.25% of the total variance.

DISCUSSION

Based on the result of the data analysis, the value of t-test is higher than the critical value at significant level of 5% ($6,14 > 2,05$). According to Purwanto (2002:120) states that if the value of t-test is higher than t-table value at significant level of 5%. So that the hypothesis alternative (H_a) is not rejected and the hypothesis null (H_o) is rejected. It showed that the result of this research is ($6,14 > 2,05$). Thus, the hypothesis alternative (H_a) is not rejected and hypothesis null (H_o) is rejected.

The result of this research was supported by same experts who stated that there is an effect of Film on listening comprehension. Like Karim and Hasbullah (1986:625) says that films can motivate the student in learning language, especially the weak students. Furthermore, Monreal (1982:44-45) has define that English films add variety to a lesson, adds the enjoyments of learning language and aids motivation, helps the learners to remember the language and provide valuable reinforcement of the language learner.

After conducting the treatment for the group, it can be proven that teaching listening by using Films are able to develop the students' listening comprehension. It can be seen from the result of post-test, that the score of post-test is higher than the score of pre-test. Its's just like Karim and Hasbullah said that (1986:5:33) film can be used to arouse the students' motivations and avoid boredom in learning vocabulary achievement.

CONCLUSIONS

The result of data analysis above had shown that there was significant effect of using film on the second year student's listening comprehension achievement of SMK Full Day Bustanul Ulum Bangsalsari. It was proved that the test result which was achieved by class XIA as the experimental group was better than the test result which was achieved by class XIB as the control group. So it could be concluded that the using of film has significant effect on the students listening comprehension achievement. Based on the result of this research, some suggestions are given to the English teachers, students and the other researcher. The teacher is suggested to use adventure movie in the teaching of listening. They must be able to create and provide the appropriate material in the teaching of listening by using adventure movie to make the listening situation more alive. The result is useful for students as information to know their listening comprehension achievement by using adventure movie, so they will be motivated to improve their listening comprehension

achievement. The result of this research is suggested will be useful for the other researcher as an input to improve or apply a lot of amusing teaching media in the classroom.

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