

**IMPROVING STUDENTS' LISTENING SKILL THROUGH WATCHING ENGLISH  
MOVIE AT TENTH GRADE OF SMK NEGERI 1 SIBORONGBORONG  
IN ACADEMIC YEAR 2023/2024**

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*Abstract*

*English serves as one of the languages spoken worldwide that numerous individuals used on a daily basis all over the world. Listening skill is important for learning, because it enables the students to get insight and get information, also to obtain success in communicated with others. Inside and outside the school or other place gave many listening opportunities, but some students had failed to capture what they listen to because they let their mind wander or they may only concentrate on what they want to say rather than listen to what speaker saying. This study presents a research report on improve students understanding of listening skill by watching English movie through cinema education method. This research was conducted by using Classroom Action Research. This research was conducted on the tenth grade students of SMK Negeri 1 Siborong-borong. There are 5 classes of tenth grade, but this research using purposive sampling, and choose X TKJ2 as a subject according to discussion with school. There are 36 people in class X TKJ2. The subject was taught using by watching English movie. Quantitative data was collected by providing 15 multiple choice and 5 essay test questions that calculate the student's average. And the average score on the Cycle 1(pre-test) is 66,7, and the average on the Cycle 2 is 79. Based on the average scores of these students, it can be seen that there is an increase of students improve listening skills by watching English movie. Based on the results of the study, there were 29 students out of 36 students who had complete or achieved a score of > 75. Qualitative was collected based on the observation sheet and questionnaire. And based on result, that the students were active and enthusiastic during the teaching and learning by watching English movie.*

**Key Words:** *Movie, Improving, Listening, Skills.*

## **INTRODUCTION**

### **The Background of the Study**

English serves as one of the languages spoken worldwide that numerous individuals used on a daily basis all over the world. As a result, utilizing English is the most covenanted way to communicated with individuals from the differenced nations about many elements of human existence, including technology, economics, social issues, and politics. Listening, speaking, reading, and writing are all interwoven skills that learned when studying

the English language. However, listening has become an important part of learning the English language According to Nunan (2003), "listening is a skill that is very important in the foreign language classroom". Learners was never be able to interact effectively. It referred to the development of spoken language proficiency as well as receptive skills.

According to Brown (2004) states that, "Listening is often implied as a component of speaking". In other words, the students can speak English because they were listening before. They have to listen to sounds, words,

and speech patterns first. Therefore, in learning a language, the first step to be acquired was listening. According to Dhamarullah (2015) in Abdullah (2011), Listening means "To pay attention to somebody/something that you can hear and to take notice of what somebody says." The listening activities develop a wide variety of listening details, and inferring meaning from context. Listening skill is important for learning, because it enables the students to get insight and get information, also to obtain success in communicated with others.

Inside and outside the school or other place gave many listening opportunities, but some students had failed to capture what they listen to because they let their mind wander or they may only concentrate on what they want to say rather than listen to what speaker saying. Listening is a very vulnerable problem for students or English language learners. Many failures to learn language are found because the learning process do not improve the listening skills of students. Listening skill is an important point for successful language learning because by mastering listening, students may become professional speakers who may speak speed, and become professional in pronouncing words in English. The value of listening skill is almost never perfected compared to students' value of writing, reading and speaking. Due to this reason, it is necessary to conducted teaching of listening skills, so that the students' abilities in listening may increase.

Based on several school that the researcher saw and observed during teaching activities, most of students has diffculted of listening skill. Making students learning English is difficult job for English teachers. Sometimes student confused about material given by the teacher in teaching and learning process because the student does 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.

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 radio. 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 was felt 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. Because students' communicative competency runs in tandem with their good listening skills.

### **The Problem of the Study**

Based on the background of the study above, the writer formulated the research questions as follow: "Does watching English movie improve students' listening skill at the tenth grade of SMK N 1 Siborong-borong in academic year 2023/2024?"

### **The Objective of the Study**

Based on the background of the study, the objective of the study is to find out whether watching English movie improve students' listening skill at the tenth grade of SMK N 1 Siborong-borong in academic year 2023/2024.

### **The Scope of the Study**

The scope of this research is limited to the teaching and learning listening skill at the tenth grade of SMK N 1 Siborong-borong in academic year 2023/2024 by watching English movie especially Animation movie.

## REVIEW OF RELATED LITERATURE

### Definition of Listening

Listening is part of communication, human are involved in various listening situations in everyday life, with listening we give our attention to what people are saying and trying to understand what it means. There are many definitions of listening by scientists, according to Selin, he stated that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication, listening also developing communicative and cognitive skills.

Listening is the activity of paying attention to and trying to get meaning from something we hear and to listen successfully to spoken language, we need to be able to work out what the speakers mean when they use particular words in particular ways on particular occasions, and not simply understand the words themselves, it means that we have to understand the words based on the situations, for example: someone says 'you're late', in this situation maybe you have arrived late, or complaining because she/he has had to wait, or expressing surprise because she/he did not expect you to arrive late.

Nunan (2003) defined listening as an active, conscious activity of making sense of the information we hear. Listeners consider not only what they hear, but also how it connects to other information they already have. By blending the information, they hear with their own thoughts and experiences, listeners are "creating the meaning" in their own minds.

According to Lestari (2019), throughout the listening process, both the speaker and the listener are directly engaged in communication. Listeners not only listen but also intend to grasp the meaning in order to develop such wonderful communication. In other words, listening skills entail listening, receiving, and comprehending the information gained, and then providing a meaningful response to the information obtained. According to Brown (2004), The fact that listening is often included as an element of communicating (speaking) is one explanation for this attention. How could you understand a language unless you listen? Thus, listening skills are interwoven with speaking abilities since we cannot communicate in the target language (English) unless we first listen to it. Then he emphasized the importance of aural-

oral input in successful language acquisition. As a result, in order to be successful in learning a new language, listening and speaking cannot be separated. Additionally, Harmer (2007, p.133) stated in his book that another reason for mastering listening skills, particularly in English, is that the majority of learners desire to comprehend what others say to them in English, whether it's in person, on Television or the radio, in film theatres or cinemas, on audio-speaker, CDs, or other recorded media. For this reason, students strive to be able to understand what they hear in English as well as talk in English. Furthermore, he explained that listening is also beneficial to our students' pronunciation because more frequently they are exposed to the English language being spoken, the better they acquire appropriate pitch and intonation, stress, and word sounds associated with individual words as well as how they blend together in connected speech. In simple terms, the more students listen, the better they develop at both listening and communicating.

According to Wilson (2008), the fundamental aims of human listening are information collection and enjoyment, although there are other motivations, such as empathy, appraisal, and criticism. As a result, students listen not only for information but also for enjoyment and reactions to what they heard. According to the notions presented above, listening is a very active practice that fosters communication. While listening skills is a technique for understanding what is being said by considering how something is stated as well as the nonverbal clues that precede it. It also serves a number of purposes. As a result, developing listening skills is critical because it allows you to communicate and learn new languages. Listening is one of major skills that every English the students must had. Practically, there are still many people who lack of listening than other skill, and it is the common problem the mostly EL student had. For the example students could speak English fluently but could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast nor the low responses skills what they heard. As defined by Wikipedia, listening is when a person receives and understands information or an instruction from others, and then chooses not to comply with it or to agree to it, because it is done by choice. It is the interpretative action someone takes to understand and potentially make

meaning of something they hear. Listening is like reading and writing. In deed all communications skills need practice and can be improved. The skills for the teacher involved motivating students to listen involves more than telling them to listen hard and trying to pick out all of the important points.

### **Cinema Education Method**

The cinema education method or method of therapy using film media is a method developed from the bibliotherapy method (Mamahit, 2013). The cinema education method is an innovative method and development of cinematherapy (Packer, 2007; Mamahit, 2013). The cinema therapy method is a method that uses films as a learning medium for students to gain learning experiences. Film is a form of communication at the medium level (Mamahit, 2013; Mojdeh, Zamani, Kooshki, & Jafari, 2013). This is because films use moving images to evoke memories, show behavior, evoke emotions, and generate perceptions for the audience. Perception is associated with dynamic real life (Packer, 2007; Mamahit, 2013).

Through the cinema education method, there are several advantages that can be obtained by students as illustrated by Champoux (1999), namely that films are an economical substitute for field trips or other visits to obtain information; films can offer a powerful experience for students, especially those who do not like the concept of learning in "classrooms"; students can understand abstract concepts and theories that are not easily taught just by lecturing, but through films can be explained in real terms and in language that is easy to understand; and another advantage is that students can see, learn and gain experiences from other people, especially if the parts in the film are different from their local environment, but face the same situation or dilemma. (Champoux, 1999; Mamahit, 2013).

### **Media**

In the 20th century the term of Modern Media was used to define everything related to it like Internet and interplay between technology, images and sounds. In fact, the definition of Modern Media changes every then and now and it is still in development continuously. In other words, Modern Media refers to mass communication characteristics of recent times or the contemporary

communication related to a recently developed or advanced technology. Modern Media is followed by postmodern media which is related to mass media that enables human beings to cater to their needs at in anytime, anywhere, on any digital devices.

### **Movie**

According to Thomson (2002) movie, also called a film, motion picture, moving picture, or photoplay, is a series of still images that, when shown on a screen, create the illusion of moving images. This optical illusion causes the audience to perceive continuous motion between separate objects viewed in rapid succession. Understanding film is a cultural result and an artistic expression tool. (Affendi,1986) "Film here is considered as mass communication which is a combination of various technologies such as photography and sound recording, art both art and theater arts literature and architecture and the art of music.

## **METHODOLOGY OF RESEARCH**

### **Research Design**

This research used classroom action research C A R. In general, classroom action research is research conducted by teachers based on the problems encountered in the teaching and learning process carried out. The purpose of this classroom action research is to find a solution to the problems of the existing teaching and learning process so as to produce a method of improvement to improve the quality of learning. Classroom action research consists of several cycles, each of which consists of the stages of preparation, action, observation and reflection. Cycles can be stopped when the desired results are obtained as stated by Kemmis and Mc Taggart (1998) that classroom action research consisted of a continuous cycle until the researcher achieves satisfactory results and feels confident to stop research activities. This study was designed in two cycles by using cinema education method to improve listening skills of English students in the Listening for Lecture class. The stages in this study, in each cycle include planning, action, observation, a reflection.

### **The Subject of the Research**

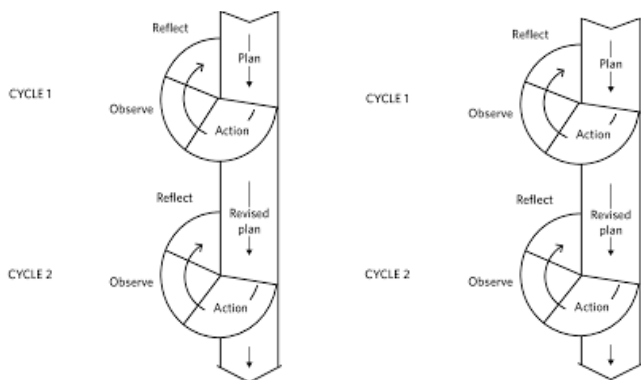
According to (Sugiyono,2019), the research subject is the party related to the research (informants or sources) to obtain information regarding the research data which

constitutes a sample of research. The research subject could provide information about the research data that could describe the characteristics of the subjects of research. Based on the statement, the researcher used purposive sampling technique to determine the subject of the research.

According to Sugiyono (2013:218) purposive sampling technique is a data source sampling technique with certain considerations. The sample is part of the existing population, so for sampling you have to use a certain method based on existing considerations. In research, the researcher was taken one class of the tenth grade at SMKN 1 Siborong-borong. The subject of this research is students' tenth TKJII grade in SMK N 1 Siborong-borong in academic Year 2023/2024.

**The Procedure of the Research**

The Classroom Action Research (CAR) procedure used in this research is Kemmis and McTaggart's design. It consists of two cycles, each of which contains four action research components: planning, acting, observing, and reflecting. After the completion of the first cycle, some new problems may have been found. Therefore, with the emergence of new problems from the first cycle, it was necessary to continue to the second cycle, which had the same concept as the first cycle.



Kemmis and McTaggart Action Research Design

**Technique of Data Collection**

In collecting data, the researchers was used: Observation, interview, Pre-Test & Post-Test, and Documentation. Each technique was

followed by the instruments. Observation, Interview, Pre-Test, Post-Test.

**Technique of Data Analysis**

The data was collected in the form of qualitative and quantitative data. The quantitative data refers to the empirical research which data in the numbers form whereas the qualitative data describes the condition, situation, and response of the students during teaching learning process. In this research, the researcher was used qualitative data (experience-based) and quantitative data (number based). The qualitative data was consisted of observation within the physical activity in the classroom and interview to be presented for the teacher and several students. On the other side, the quantitative data uses pre-test and post-test. The quantitative data was analyzed by computing the score of listening test. The data was collect from pre-test and post-test. The data was calculated through means that was consisted of the average score of students' ability in listening tests. The sums of total score was divided by the number of the students. The mean of the students' score for each cycle that obtained using the application of the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$  : Means of the students' score

$\sum X$  : Total score of the students

N : The number of the students

Next category the number of the students who has competent in listening, the application of formula:

$$P = \frac{R}{T} \times 100\%$$

Notes :

P : The class percentage

R : The total of students who passed the KKM

T : The total number of the students

According to Wallance, 2000, qualitative data is using to describe data is which are not amenable to being counted or measure in an objective way therefore subjective. The qualitative data were analyzed from observation sheet and questionnaire sheet.

## DATA AND DATA ANALYSIS

### The Data

This Classroom Action Research was conducted at SMK Negeri 1 Siborongborong which is located at Balige KM 2.2, Pohan Tonga Village, Nort Sumatra. The location and atmosphere of this school is quite strategic and quite conducive to the learning process teach. From a physical perspective, the SMK building is in good condition. This research involved quantitative and qualitative data. The quantitative data were obtained from listening test, and the qualitative data were obtained from questioner sheet, observation sheet. The data were taken from a class consisted of 36 students. The data were taken from the students who came from the first until the last meeting.

### The Data Analysis

Classroom Action Research (CAR) is considered appropriate and effective because this research focused on learning problems that occur in class. This research was also conducted to improve learning problems and improve the teaching and learning process in the classroom. Classroom Action Research (CAR) is easy for researchers to do because it doesn't require a comparison of learning models and time.

The main objective of listening skill learning is to increase students understanding of listening by watching English movie strategy. This research was conducted in Tenth grade of SMK N 1 Siborong-borong. This research was conducted in two cycles.

### Quantitative Data

#### Pre-Cycle

The scores of Pre-tests were collected from 36 subjects under study. And the score of pre-tests (IR) was 2330. In this pre cycle, there are 7 students complete the study, or reached the KKM, or only 19,4% of reached the KKM and 80,6% have not passed the KKM. That is, it still needs to be continued in next cycle.

### CYCLE I

After that the researcher again conducted a test to see the percentage of increasing or decreasing students score in improving students listening skill with cinema education method by watching English movie, and the scores were collected (RI) from 36 students is 2730. In this cycle, there was an increase, there were 22 students who had

achieved the KKM or 61% of the number of students, and the another 49% had not passed the KKM, and still needed to be continued to cycle II.

### Cycle II

In cycle II, there is increasing the number of reached KKM. There are 32 students reached the KKM or 88% of students reached the KKM. Based on the percentage results reviewed from the Pre-cycle (IR), cycle I (RI), cycle II (R2) it can be concluded that their score had increased. An increased score proves that using cinema education method by watching English movie can improve students listening skill.

### Qualitative Data

#### a. Questionnaire

The following are the results of the first questionnaire:

The percentage of option A =  $\frac{237}{545} \times 100 \equiv 43,48\%$

The percentage of option B =  $\frac{276}{545} \times 100\% = 50,64\%$

The percentage of option C =  $\frac{32}{545} \times 100\% = 5,88\%$

The percentage of option D =  $\frac{0}{545} \times 100\% = 0\%$

And from the percentage of questionnaire above, researcher make conclusion the researcher concludes that use watching English movie greatly influences students' understanding and they are interested in this method.

#### b. Observation

Percentage is calculated using the formula:

Percentage of option  

$$= \frac{\text{the number values that selected the option}}{\text{the number of grand total}} \times 100\%$$

Based on the results of observation obtained by researcher that, with the cinema education method, tenth grade of SMK N 1 Siborong-borong become more active in the learning process in class, as evidenced by results of observation obtained by researcher.

### Conclusion

Action research had created a positive change learning process. How to improve the students listening skill by using watching

English movie at tenth grade of SMK N 1 Siborong-borong. The researcher used a cinema education method to improve listening skills by watching English movie. Students were more active in participating in the learning process as evidenced by the number of to ask and respond to questions other students. Many students felt more comfortable learning using cinema education method to improve listening skills by watching English movie.

The grand mean of Pre-test is 64,7%. The grand mean of pre-test (IR) clearly shows that the improving listening skill in students of Tenth TKJII grade at SMK NEGERI 1 SIBORONG-BORONG is still low, because the minimum score criterion used by the school is 75. Grand mean score of the first cycle post-test (RI) was 75,8% and cycle II (R2) 85%. The findings of this classroom action study convincingly state the improving students listening skill by watching English movie can effectively improve the low listening skill of Tenth grade at SMK NEGERI 1 SIBORONG-BORONG.

This is increasingly supported by the percentage of student achievement that achieves a good standard of minimum achievement scores from the pre-test (IR), cycle I (R1), cycle II (R2). The percentage of students who achieve the Minimum Achievement Standard (KKM) is 19,4% in the Pre-Test (IR) while in cycle I (R1) is 61% and Cycle II (R2) is 88,8%.

So, it was showed the significant improvement in teaching listening skill by using watching English movie. Thus, the use of the cinema education method in this class has indeed succeeded in improving the ability to listening skills by watching English movie with the methods applied as long as it is fun and easy for students to understand.

### Suggestion

#### 1. To the Teacher

It was recommended for English teacher for tenth grade students to teach using watching English movie with the aim that students are more interested in new learning methods to increase students' understanding and also in expressing the result of their thinking ideas related to the lessons they find based on data analysis, it shows that students are interested in the use watching English movie in learning listening skills.

#### 2. To the Students

They are advised to be able to influence themselves to improve their English skills so learning English must be more serious not only during English lessons in the classroom but also outside the classroom. For example, tutoring in English, or practicing it in everyday life. The reseacher hopes that all students can study diligently and hard, especially English, because there are already many media that provide online-based learning, for example YouTube, Ruang guru, Tiktok and etc. The same is true for the method the author uses in teaching English to improve listening skills through YouTube media.

#### 3. To the other Researchers

The researcher hopes that other researchers was conducted better research related to the use watching English movie to improve students' listening skills. This teaching technique is cinema education method that has various types of visual and audio-visual media that can be applied not only for teaching listening skill but also for other topics that benefit from teaching skills, effectiveness and other components. This is an appropriate technique in teaching listening skill based on the finding that students' grades, motivation, self-confidence and their listening skills increase after the application of the use of watching English movie in teaching-learning process.

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