

## THE EFFECTIVENESS OF WATCHING MOVIE IN IMPROVING STUDENTS' LISTENING COMPREHENSION AT SMAN 2 PEKANBARU

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### ABSTRACT

This research actually analysed how the students understand about listening comprehension by watching movie. It not only entertains the audience, but also as the media for learning English in this case listening comprehension. Students can enhance their vocabularies, improve their pronunciation and accent. In this research, the researcher used pre-experimental test to collect the data from pre-test and post-test. In the test, the researcher used Listening Comprehension question that consist of 28 questions as the instrument to know how far the students' listening comprehension in English. Then, the researcher also wants to know how effective the movies can improve the students' listening skills. Thus, the researcher is keen on conducting the research entitled "The Effectiveness of Watching movie in improving students' listening comprehension at SMAN 2 Pekanbaru."

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### INTRODUCTION

The 21st century is marked as the century of openness or the century of globalization, meaning that human life in the 21st century has undergone fundamental changes that are different from the order of life in the previous century. It is said that the 21st century is a century that demands quality in all efforts and results of human work. Nowadays, using technology in the learning process is necessary (Habibu et al., 2012). By using technology, people can easily do many jobs either at home or in their office. Computer learning media as a tool in the form of physical and non-physical which are used as intermediaries between teachers and students in understanding subject matter more effectively and efficiently (Intan et al., 2022). The 21st

century is also known as the knowledge age, in this era, all alternative means of fulfilling life's needs in various contexts are more knowledge-based.

Karakaş & Sarıçoban (2012) assumes by watching movies with English subtitles can be easier to get the meaning of the movie in foreign language. With visual media equipped with English may facilitate the level of understanding of students in their English listening. Students can start to learn listening skills from listening to the conversation of the actors of the movies they watch. Watching English movies may help the students' ability to understand language. Hence, movies should be interesting enough for students in any age. There are a lot of kinds of stories in movies that students follow and observe.

Listening is a process by which listeners share their mutual beliefs. In English listening, the listeners are expected to understand vocabularies and grammatical structures to interpret the meaning of language input from the text in their mind in which the communication takes place. Based on the theory of communication, Rost in Susiani et al. (2020) views listening as a part of the transactional process in which all participants of the research are simultaneously responded by sending and receiving messages. Mentioned in his research, the listening section comprehension has the most average lower than the test portion another.

In listening test in TOEFL, TOEIC, and IELTS, many students got failed in Listening session because they did not use to listen to American accent. It is assumed by Chairuddin & Ulfa (2018) that there are a lot of students are difficult in passing listening section of TOEFL at Samudra University (UNSAM). Disclosed by Aprino et al. (2022) in his research, listening comprehension is the most important part difficult for the test takers to get new solve in TOEFL questions. Part which is considered the most difficult in listening. These comprehensions sequentially are long conversed narration (talking), and short conversations.

In this research, the researcher used pre-experimental test to collect the data from pre-test and post-test. In the test, the researcher used Listening Comprehension question that consist of 28 questions as the instrument to know how far the students' listening comprehension in English. Then, the researcher also wants to know how effective the movies can improve the students' listening skills. Thus, the researcher is keen on conducting the research entitled "The Effectiveness of

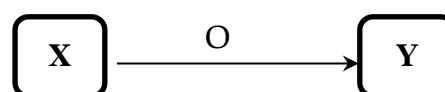
Watching movie in improving students' listening comprehension at SMAN 2 Pekanbaru."

## METHODS

According to Mulyadi (2013), research design is one of the processes that must be created and carried out in order for the researcher to achieve its objectives. In this research, the researcher used Quantitative as the research design.

In a quantitative research study, there are consist of three kinds of experiment, those are pre-experimental, true-experimental, and quasi-experimental designs. Based on those explanations, the researcher chose pre-experimental design as the methods of this research. Farooq et al. (2016) defined that pre-experimental design uses pre-test and post-test. In this research, the researcher collected the data by doing pre-test before the treatment. Afterward, special treatment is given by the researcher.

In the last session, researcher did post-test questions to know is there any significant improvement in students' listening comprehension or not. In this study, researchers just compare the results according to pre-test and post-test scores of the students. The one-group pre-test and post-test design involves in a single group that is pre-test (X), treatment (O), and post-test (Y). The research's design is shown in Table 1 as follows.



X: Pre-test

O: Treatment

Y: Post-test

## RESULTS AND DISCUSSION

The objective of this research is to find out the effectiveness of watching movie in improving students' listening comprehension at SMAN 2 Pekanbaru. The researcher developed 28 questions of Listening Comprehension. The students were asked to hear the audio of Listening and answers the questions. Based on Brown (2004), assumed that multiple choice is the most popular method in the test. Pre-test and Post-test had been conducted. Pre-test was conducted to find out the students' listening comprehension before treatment given. Meanwhile, post-test was conducted after treatment applied.

### The Result of Pre-Test

Pre-test is intended to find the achievement of the students' listening comprehension before treatment was applied. In this Pre-Test, there are 3 students got very good criteria, 2 students got good criteria, 12 students got low, and 19 students got very low at Pre-test. It can be seen as the table 1 below:

**Table 1. The Result of Pre-Test**

Interval	Frequency	%	Category
85 - 100	-	0%	Excellent
70 - 84	3	8%	Very Good
60 - 69	2	6%	Good
59 - 50	12	33%	Low
50 >	19	53%	Very Low
<b>TOTAL</b>	<b><math>\Sigma F = 36</math></b>	<b><math>\Sigma P = 100\%</math></b>	

From table above, the pre-test result of the pre-experimental classroom can be described that there are three students who are very good (8%), two students are Good (6%), 12 students are low (33%), and 19 students are Very Low (53%). The

descriptive statistic of Pre-Test can be seen at table 2 below:

**Table 2. The Pre-Test Result Of The Pre-Experimental Classroom**

Pre-Test	Mean	N	Std. Deviation	Std. Error Mean
	50.9872	36	9.56905	1.59484

Based on Table 2, the mean score of students was 50.9872. Meanwhile, the minimum score that students reached in pre-test was 39.28 and the maximum score was 82.14. The standard deviation based on the pre-test score is 9.56905, and standard error mean is 1.59484.

### The Result of Post-Test

Post-test is intended to find the achievement of the students' listening comprehension after treatment was applied. Post-test was conducted to find out the effect of the students' listening comprehension after the treatment using watching movie. Based on this table, 14 students got Very Good criteria, and 22 students got Excellent criteria for the Post-test. The frequency is showed at the table 3 as follows:

**Table 3. The Result of Post-Test**

No	Interval	Frequency	%	Category
1	85 - 100	22	86%	Excellent
2	70 - 84	14	14%	Very Good
<b>TOTAL</b>		<b><math>\Sigma F = 36</math></b>	<b><math>\Sigma P = 100\%</math></b>	

Based on table 3 above, the post-test result of the pre-experimental classroom is described that 22 students got Excellent (61%), and 14 students got Very Good (39%). Based on that, the Mean, Std. Deviation, and Std. Error Mean showed at table 4 as follows:

**Table 4. The Post-Test Result of The Pre-Experimental Classroom**

	N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	36	84.5553	5.70477	0.95079

Based on the table 4 the mean score of 36 students was 84.5553. Meanwhile, the minimum score which students got in post-test was 71.42 and the maximum score was 92.8.

### The Result of T-test

T-test was carried out to compare the pre-test and post-test results in determining whether the alternative hypothesis ( $H_a$ ) could be accepted after the treatment using movie method could give a statistically significant improvement of students' score in pre-test and post-test. Based on both averages, it raised 33.56806 after the researcher did the treatment using movie. From all explanations, the paired sample statistics is described based on the table 7 as follows:

**Table 5. The Result of T-test**

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	50.9872	36	9.56905	1.59484
Post-Test	84.5553	36	5.71198	0.95200

Based from this output, the paired samples statistic table showed that pre-test mean score is 50.9872 and post-test mean was 84.5553. In this table, N refers to the sample's total that consist of 36 students. In standard deviation, it shows the heterogeneous occurred of the data above. The standard deviation for this table is 9.56905 for the pre-test, and 5.71198 for the post-test. Standard error mean before and after treatment were 1.59484 and 0.95200. From this table, it concluded that using movie as the treatment for improving students' listening comprehension gave a

significant improvement. Meanwhile, the Paired Sample Test can be seen at the table 6 below:

**Table 6. The Paired Samples Statistic**

Paired Samples Test								
Paired Differences					t	df	Sig. (2-tailed)	
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre Test – Post Test	-33.56806	9.77763	1.62961	-36.87633	-30.25978	-20.599	35	.000

As described at the calculation of the Paired Samples t-test above, Table 8 showed a significant result. The mean was 33.56806. The standard deviation was 9.77763. The standard error mean was 1.62961. The lower interval was 36.87633, and the upper interval was 30.25978. In addition, the result of the t-test was 20.599. The degree of freedom was 35, and significant (2-tailed) was  $0.000 < \alpha$  (0.05). According to this study, significant differences can be inferred if the significance score is less than  $\alpha = 0.05$ . The findings show that using the movie as a teaching tool improves students' listening comprehension.

The aim of this study is to investigate the effectiveness of watching movie in improving students' listening comprehension at SMAN 2 Pekanbaru. The main finding in this research result is that there is a significant improvement of students' listening comprehension by watching movie in listening comprehension of the learning process at SMAN 2 Pekanbaru. The function of movie in improving language skills for EFL learners is realised as an effective learning media (Kaboocha, 2016). To support this study, the researchers tried to compare any previous studies in improving listening comprehension using movie.

Hamidah & Hadi (2021) in their research did the study by using Frozen 2

movie on enhancing students' listening comprehension. The sample of their research was 16 students. The researchers used pre-test and post-test result as the data. Based on their result, they got a significant impact that approved the result of  $0.003 < 0.005$ . according to Sudarman, (2015), in t-test formula,  $H_0$  is rejected if the p-output (sig.2-tailed) is less than 0.05. Moreover, Safranji (2015) focuses on the improvement of listening comprehension through films. He also used quantitative data with survey of 25 item questionnaire and also qualitative data survey by doing oral interviews.

From all related study above, this research focus on improving students' listening comprehension by using movie. From the result above, It was successfully shown that teaching senior high school students in listening comprehension at SMAN 2 Pekanbaru by using movies has a significant impact. The majority of students are more likely to favor different techniques than normal, such as using only native speakers' audio (recording). Aulia & Adityo (2022) added that watching movies could help improve a lot of things, such as improving listening skills. It can be helpful because students can learn how to comprehend English words. It can also help them speak the language more accurately because they can focus on the actress or actor while they speak. Finally, it can help them write the language more accurately because we can ask the students to repeat what they saw so they can improve their grammar, learn new vocabulary, use of articles, placement of adverbs, and many other skills.

Based from all explanations and related studies mentioned above, the researcher can conclude that movie is a good media for learning process. Nassim (2018) suggested that students should be

facilitated with meaningful learning activities before they moved to the listening main activities. It is can give benefit not only for the students who want to learn English, but also the teacher who are teaching in class. Moreover, this also can imply that movie could be a good media to help teachers to teach English especially listening comprehension skills in the classroom. Movie not only make students feel entertained, but also as the learning tools that more enjoyable. Movie has many genres that teacher can choose what kind of genre that related based on the learning topic.

As an acknowledgement, the instrument test of this research still used TOEFL Listening exercise that consist of 28 questions. This research does not use the real TOEFL Listening Comprehension for the instrument test because the focus of this research is for improving students' listening comprehension. The researcher hope in the next research who will conduct the similar topic can use the better question about listening comprehension and can choose better sample, population, and context of the research.

According to the researcher's experience when the research was applied, the researcher found some weaknesses in the research. First, some students are still difficult to listen to the conversation because they are not used to hearing English conversations. Second, students become bored when they watch the movie that is not suitable with their favorite genre. As the solution, the researcher did the student-centered class that made the students more active in the learning activity. The researcher pointed random students to answered the question given and gave appreciation using small gift to improve their spirit. Ice

breaking also used to activate their focus and their mood at the learning process.

## **CLOSING**

### **Conclusion**

Defined as the study carried out around SMAN 2 Pekanbaru, the result of pre-test and post-test have a significant difference. Based on the both result, it proved that the average of pre-test is 50.9872 and 84.5553 for average's score of post-test. Therefore, the researcher can conclude that watching movie is effective way to teach students' listening comprehension. It can be proved from the t-test result in paired sample test that the score of the tobtained is -20.599 and tcritical at the significance level  $(p) = 0.05$  is 1.688.

Meanwhile, if tobtained  $\geq$  tcritical at the significance level  $(p) = 0.05$ , the null hypothesis  $H_0$  is rejected and the alternatives hypothesis ( $H_a$ ) is accepted. Then, the significant (2-tailed) is equivalent to 0.000 with a significant level  $\alpha = 0.05$  (2-tailed). Since the score is  $0.000 < \alpha (0.05)$ , it can conclude that  $H_a$  was approved and  $H_0$  was refused. Based from the explanation above, it proved that watching movie can give effectiveness in improving students' listening comprehension.

### **Recommendation**

Based on the result of the study, the researcher gives suggestion and recommendation as follow:

#### **For the Students**

Movie is the good media of study that effective and can help students to improve their listening comprehension. In order to achieve the learning objectives using movie, students are expected to follow the teachers' direction during the learning process using movie. Besides,

they are also be able to understand and enjoy the learning because besides it gives the knowledge, it also makes them not boring and create the good atmosphere of the class.

#### **For the Teacher**

Based on the result of the research, it showed that movie is an effective media that recommended for improving students' listening comprehension. Based on that, the researcher recommended movie for the teacher to use for learning process and help their students in improving their listening comprehension.

#### **For Future Researchers**

The researcher hopes that this research can be a reference for the future's researchers who will conduct the research on similar topics. The researcher hopes the next researcher can do better research, especially in terms of population, contexts, and the sample of the study.

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