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Improving Students' Listening Skills Through Watching English Movie for Vocational High School

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Abstract

The study aimed to examine and explain how watching English-language films helped tenth-grade students at SMK Alam Karya Sukawangi Bekasi develop their listening abilities. The X OTKP class, which included 22 pupils, is the focus of this study. Classroom Action Research (CAR) is the methodology used in this study, in which the author works with an English instructor. The action research processes of Kemmis and McTaggart—planning, acting, observing, and reflecting—were followed in the conduct of this study. Cycles of the examination were conducted. Every cycle had between three and five meetings. The statistics gathered for this study came from the observation, interview, check, and teacher's logbook. The study's findings suggest that the students' listening proficiency has improved. At the end of the cycle, most students consistently achieved appropriate ranks. The English lesson's Minimum Mastery Criterion (KKM) score was 71.00. Ten students, or 45.45% of the student body, passed the KKM in the pre-test, with a mean score of 62.42. With a mean score of 67.22, 13 students, or 54.54%, have passed the KKM in cycle one, according to the results of post-test 1. Subsequently, the post-check 2 result from the second cycle shows that sixteen students, or 72.72%, passed the KKM with a mean score of 78.45. The English teacher and the students responded well to the activity, and the classroom environment during the teaching-learning process was good. In summary, pupils' listening abilities can be enhanced by watching English-language films.

Keywords: *Listening Skill, Vocational School, English Movie, Action Research*

Abstrak

Tujuan penelitian ini adalah untuk menguji dan menjelaskan bagaimana menonton film berbahasa Inggris membantu siswa kelas sepuluh di SMK Alam Karya Sukawangi, Kabupaten Bekasi, mengembangkan kemampuan menyimak mereka. Metodologi yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK), di mana penulis bekerja sama dengan guru Bahasa Inggris. Proses penelitian tindakan Kemmis dan McTaggart—perencanaan, tindakan, observasi, dan refleksi—diikuti dalam pelaksanaan penelitian ini. Siklus pemeriksaan dilakukan. Setiap siklus terdiri dari tiga sampai lima pertemuan. Statistik yang dikumpulkan untuk penelitian ini berasal dari observasi, wawancara, pengecekan, dan buku catatan guru. Temuan penelitian menunjukkan bahwa kemampuan menyimak siswa telah meningkat. Di akhir siklus, mayoritas siswa secara konsisten mencapai peringkat yang sesuai. Nilai Kriteria Penguasaan Minimal (KKM) pelajaran Bahasa Inggris adalah 71,00. Sepuluh siswa atau 45,45% dari seluruh siswa lulus KKM pada pra-tes dengan nilai rata-rata 62,42. Berdasarkan hasil pasca-tes 1, 13 siswa atau 54,54% lulus KKM pada siklus pertama dengan nilai rata-rata 67,22. Selanjutnya, hasil pasca-tes 2 pada siklus kedua menunjukkan bahwa enam belas siswa atau 72,72% lulus KKM dengan nilai rata-rata 78,45. Guru bahasa Inggris dan siswa menanggapi kegiatan ini dengan baik, dan lingkungan kelas selama proses belajar mengajar juga baik. Singkatnya, kemampuan mendengarkan siswa dapat ditingkatkan dengan menonton film berbahasa Inggris.

Kata Kunci: Kemampuan Menyimak, Sekolah Kejuruan, Film Bahasa Inggris, PTK

INTRODUCTION

English is now widely utilized across the globe in a variety of contexts, including commerce, technology, education, and diplomacy. Being able to speak effectively in an international setting is made possible by having a strong English education, which is becoming more and more vital. Thanks to technology, there is now much more access to English learning resources than ever before. People may now enhance their English abilities anywhere in the world by using online courses, mobile apps, and other self-learning platforms.

As a result, both individuals and organizations must understand the value of practicing active listening. This entails figuring out doable methods to enhance hearing as well as highlighting how crucial listening is in a variety of contexts. People can strengthen their relationships, become better communicators, and succeed more in both their personal and professional lives in this way. The development of listening comprehension is a crucial aspect of learning English. Proficiency in language understanding is a prerequisite for effective communication in both academic and professional settings. Learning English is one of the main goals of SMK Alam Karya, Sukawangi, and Kabupaten Bekasi's efforts to

equip students for the demands of a globalized world. However, the classroom's capacity for listening the dearth of media, and the diversity in listening instruction in schools exacerbate this problem.

The school is now adopting the 2013 syllabus for English classes, according to the author's preliminary study at SMK Alam Karya in Sukawangi and Kabupaten Bekasi. Consequently, high school graduates can succeed because they can represent a nation that is significant to global society and culture. The 2013 curriculum states that the development of English language proficiency is a lifelong process that begins with an understanding of the genre, conventions, and organization of texts and progresses to the planned and spontaneous development of oral and written communication abilities. Additionally, it fosters language development, civility, and an awareness of language's beauty. It is also fluid and organized.

Using Google Forms, the writer performed an informal online interview with Class X OTKP students to confirm whether the curriculum was implemented successfully in the classroom. According to survey data, 5% of students enjoy their English classes, while the remaining 35% find them occasionally enjoyable and unpleasant. This response has a different explanation, but it is generally excellent for English classes since students study the language to use it for everyday communication, which is crucial to improving their lives. Because of the teacher's instruction, the remaining 60% of students assessed whether or not the English sessions were enjoyable. If students enjoy the learning process, they will enjoy learning, and vice versa.

Furthermore, the author inquired of the students whether they were pleased with the way the English instructor was teaching in the classroom. The results indicated that 5% of the students thought the teacher was doing a good job, 35% were dissatisfied, and 60% were unsure. There are three primary questions, even though the causes of these results differ. First of all, learning and teaching are flat processes that include taking notes, paying attention to the teacher's explanations, which aren't always clear and comprehensive, and responding to textbook questions. Second, they believe the instructor has any prior teaching expertise. Third, ideas from the students cannot be incorporated into the lesson by the teacher. Regarding the medium the instructor uses to teach English in the classroom, this is the final question posed. The media used to teach English varies depending on the curriculum the teacher teaches; examples include audio CDs, the internet, books, and media. However, the answers to the questions also vary. In the classroom, whiteboards are

used 95% of the time, books are used 90% of the time, and laptops without projectors and speakers are used 25% of the time.

Based on initial observations, it may be inferred that a majority of 10th-grade (X OTKP) students believe English to be a challenging subject, particularly when it comes to listening comprehension. Four main aspects contribute to the perception of hearing as a challenging skill: the teacher's style of instruction, the speaker's accent, vocabulary knowledge, and audio speed. It is recommended that teachers incorporate the viewing of English-language films into their English lessons as a solution to the difficulties raised above. Additionally, because they have direct interaction with the target language, the movie's features—which include audiovisual, gestures, voice, intonations, etc.—benefit students' listening skills as well as their motivation and vocabulary expansion.

They employed a post-test, and using the data from the two post-tests, they examined the differences in the students' views of the movie vocabulary. The results of the study demonstrated that watching movies while learning English helps learners advance their skills more quickly and effectively. One participant informed the researchers that while seeing the film, students might be able to memorize the lines and mimic them in their heads. When learning a language through books alone, learners comprehend it more quickly and accurately. The findings also demonstrated that watching movies improves speaking and listening abilities. Students learn how to pronounce words correctly and use vocabulary appropriately based on the scenes in movies starring native speakers.

Consequently, seeing English-language films while studying the language helps students become better listeners, and further study is needed to determine whether these strategies apply to Indonesian students as well. Therefore, rather than enhancing the standard of English language instruction, this study offers teachers workable ways to get around the challenges associated with teaching listening. Lastly, the primary goal of this research is to determine how valuable it is for students to watch English-language films to increase their knowledge. The outcomes of this study should be able to significantly contribute.

RESEARCH METHODOLOGY

Classroom Action Research is the research approach used in this study (CAR). This kind of study is an organized program run by educators for other educators in educational establishments to gather information and enhance the way teaching and learning are integrated into education (Creswell, 2012). According to Kemmis and McTaggart,

conducting action research requires practitioners to plan, carry out, observe, and think in a far more methodical manner than they do in their regular lives. Planning, acting, observing, and reflecting are examples of processes. The Kemmis and McTaggart design is the Classroom Action Research (CAR) method applied in this study. Action research is divided into two cycles, with planning, acting, observing, and reflecting as its constituent parts. Some additional issues might have surfaced after the first cycle was finished, therefore to address these issues, it was necessary to move on to the second cycle, which used the same premise as the first cycle (Burns, 1999).

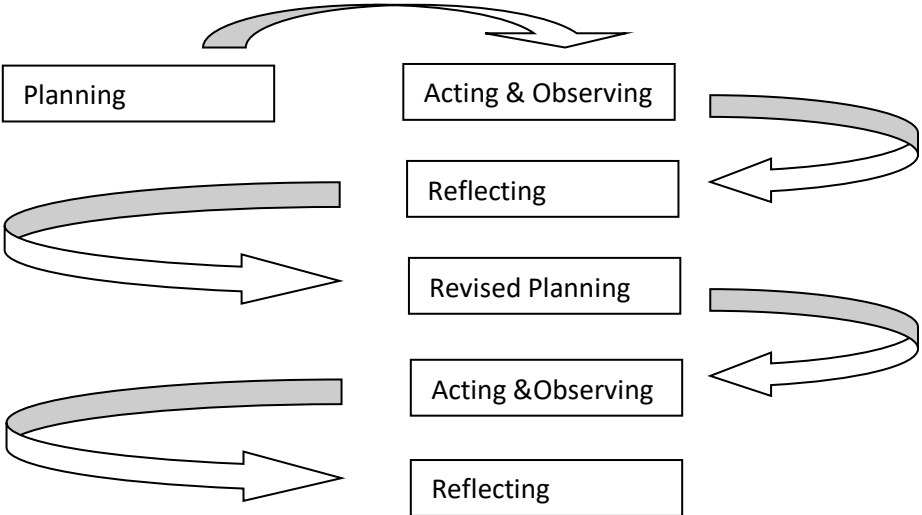


Figure 1. McTaggart and Kemmis Action Research

The author modified Kemmis and McTaggart's research design from cycle 1 to cycle 2 in the following ways, drawing from their work:

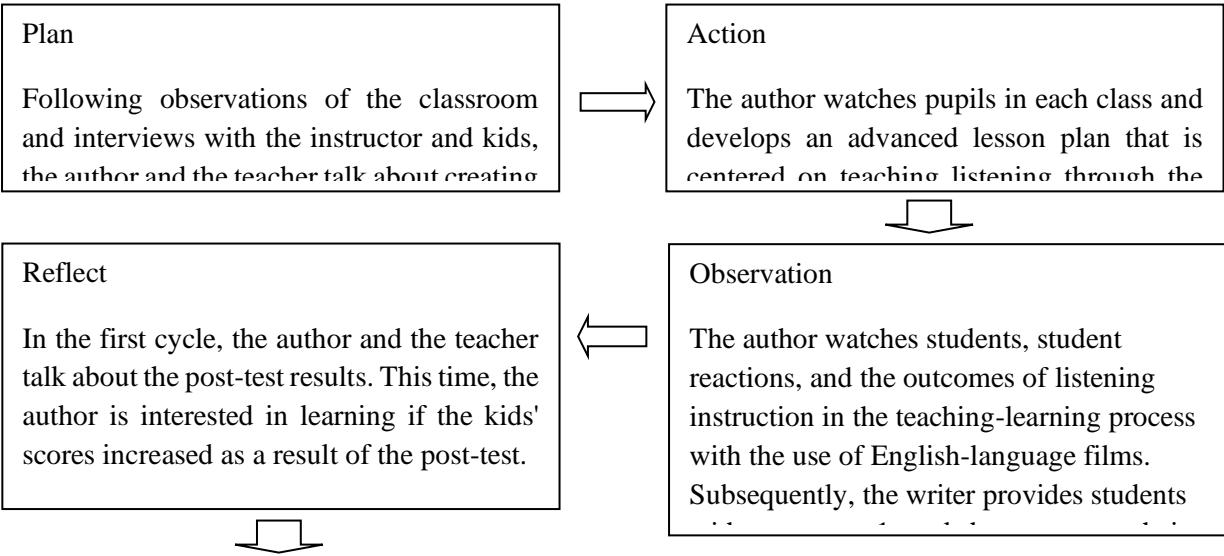


Figure 2. Action Research Design used by the author, modified from Kemmis and McTaggart (1st Cycle)

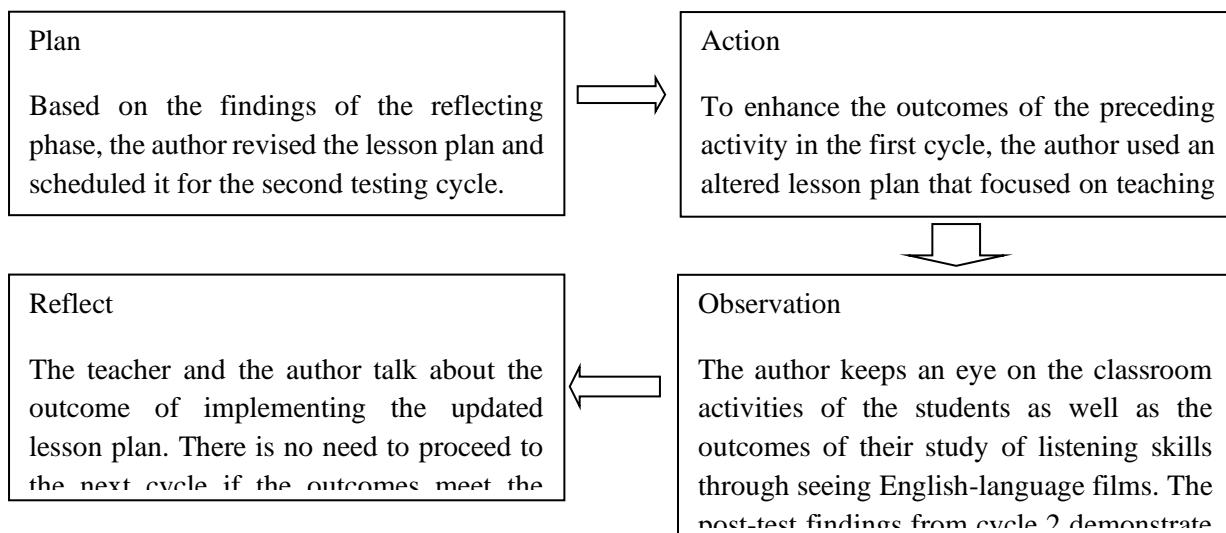


Figure 3. Action Research Design used by the author, modified from Kemmis and McTaggart (2nd Cycle)

Since this is action research conducted in a classroom, cycles must be present. There are two cycles, with a final test after each. Action research is conducted in four steps. They are planning—making plans to utilize a movie—acting—using the movie to teach—observing—watching students engage in classroom activities and the teaching-learning process—and reflecting—a real English instructor.

She discovered the institution as a research object to carry out the preliminary study before entering the cycle by looking through the English teacher's classroom syllabus and interviewing students from X OTKP. Following the completion of the pre-cycle research, the following stage entails acting, planning, observing, and reflecting.

RESEARCH RESULTS AND DISCUSSION

Research Results

1. The preliminary study's findings

Before Classroom Action Research (CAR) was implemented, a preliminary test was carried out. The date was April 22, 2024. It began at 1:00 pm and ended at 01:45 pm. The listening abilities of the kids were assessed with a pre-test. Pupils were required to view a film and respond to a series of questions regarding the whole film.

Table 1. The Outcome of The Pre-Test Listening Scores of The Students

No.	Standards	Regularity
1	KKM failed (score ≤ 70)	12
2	KKM passed (70 < score ≤ 80)	8
3	KKM passed (score > 80)	2

First, as can be seen below, the author determined the mean score:

$$\bar{X} = (\sum x)/N$$

$$\bar{X} = 1374/22$$

$$\bar{X} = 62.45$$

Next, use the following to determine the class percentages that met the KKM (Criteria of Minimum Completeness):

$$P = F/N \times 100\%$$

$$P = 10/22 \times 100\%$$

$$P = 45.45\%$$

Based on the pre-test results, the statistics indicated that the pre-test mean was 62.45. Merely 10 Students, or 45.45%, achieved a score higher than the minimal completion requirement (KKM). The 12 others, meanwhile, are not the requirement. The least impressive performance received a 50.00. Based on an analysis of the early study results from the pre-test, the majority of SMK Alam Karya OTKP's tenth-grade pupils have hearing issues. Twelve of the students failed the KKM, according to the pre-test scores. As a result, it was necessary to identify the methods to deal with this issue. The author taught listening through movies. The activity was necessary to help the children become better listeners. Two rounds of action research were carried out. Every cycle adhered to the action research protocols, which included planning, acting, observing, and reflecting.

2. The First Cycle Study's Findings

The collaborator further assisted the writer in observing the instructional and learning process.

Using post-test 1, the observer witnessed the teaching-learning process throughout this phase as well. According to the results of post-test 1, the class mean score was 67.22, and 13 students met the Minimum Mastery Criterion (KKM), which was 71. The comprehensive test findings from the first cycle were as follows:

Table 2. The Outcome of The Pupils' Post-Test 1 Listening Scores

No.	Standards	Regularity
1	KKM failed (score ≤ 70)	9
2	KKM Passed (70 < score ≤ 80)	12
3	KKM Passed (score > 80)	1

The author computed the pre-test results before determining the students' initial post-test results. The writer must first compute the mean to determine the outcome of the pupils' listening. simply applying this formula to the data.

$$\bar{X} = (\sum x)/N$$

$$\bar{X} = 1479/22$$

$$\bar{X} = 67.22$$

The results of the post-test 1 calculation indicated that the test's mean score had improved to 67.22. The author computed the improvement in percentage using the following formula to determine:

$$P = (y_1 - y)/y \times 100\%$$

$$P = (67.22 - 65.45)/65.45 \times 100\%$$

$$P = 27.04\%$$

Then, 12 students passed the KKM in the first cycle of post-test 1. If converted to a class percentage, it was obtained using the following formula:

$$P = F/N \times 100\%$$

$$P = 12/22 \times 100\%$$

$$P = 54.54\%$$

The information above demonstrated that students had improved between the pre-test and post-test 1. The improvement was not that great. Many students were still behind schedule on their assessments, and some were still puzzled and finding it hard to follow the English-language films. The noise from outside the classroom interrupted the class while the pupils were taking the test. Thus, the writer continued the action to the next cycle.

3. The Second Cycle Study's Findings

During this stage of the study, the author observed the students' activities in addition to teaching the lesson in class. The power supply failure in cycle 2 was the only significant issue; there were no other significant issues. The only question they asked the writer was

whether or not their sentences were correct. Using post-tests 1 and 2, the writer additionally monitored the teaching-learning process during this phase. The comprehensive test findings from the second cycle were as follows.

Table 3. The outcome of the pupils' post-test 2 listening scores

No.	Standards	Regularity
1	KKM failed (score <70)	6
2	KKM passed (score > 71-80)	8
3	KKM passed (score >80)	8

The listening post-test 2 mean for the students was determined to be 79.80. It originated with:

$$X^{-} = (\sum x)/N$$

$$X^{-} = 1726/21$$

$$X^{-} = 78.45$$

The writer received the mean score on this second post-test. As a result, the author calculated the following percentage:

$$P = (y_2 - y_1)/y_1 \times 100\%$$

$$P = (78.45 - 65.45)/65.45 \times 100\%$$

$$P = 19.86\%$$

According to the data, there was a 19.86% improvement from the pre-test to the post-test 2. Sixteen students were able to pass the KKM in the second round of post-test 2. If expressed as a percentage, it came out to be 72.72% using the following formula:

$$P = F/N \times 100\%$$

$$P = 16/22 \times 100\%$$

$$P = 72.72\%$$

According to the data test mentioned above, 16 students, or 72.72% of the student body, passed the KKM, and the average listening achievement for this cycle was 78.45. Conversely, six pupils failed the KKM. This cycle's improvement was significant and satisfied the CAR action research criteria, which called for at least 70.00% of students to pass the KKM. The writer discontinued this research based on the cycle's outcome and decided not to proceed with the following one.

Following the receipt of the listening test score, the reflection was completed. Both

the researcher and the English teacher departed feeling that their attempts to help the students become better listeners had been partially successful. With the use of English-language films as the teaching medium, the students could follow and appreciate the English lesson. Their increased scores from the pre-test to the post-test 2 demonstrated it. The author chose to end the CAR since it had already been successful after reaching the goal research, which required at least 70% of the students to pass the KKM. As a result, there was no need for the writer and the actual teacher to edit the plan.

Based on the evaluation results shared by the writer and collaborator, it can be inferred that the use of movies to enhance students' listening skills as part of CAR was appropriate and feasible given the previously discussed planning and ability to carry out the listening activities successfully. The graphic of the students' mean scores is the result of all the computations above. The diagram below shows the percentage of pupils who passed and the percentage of students whose scores improved:

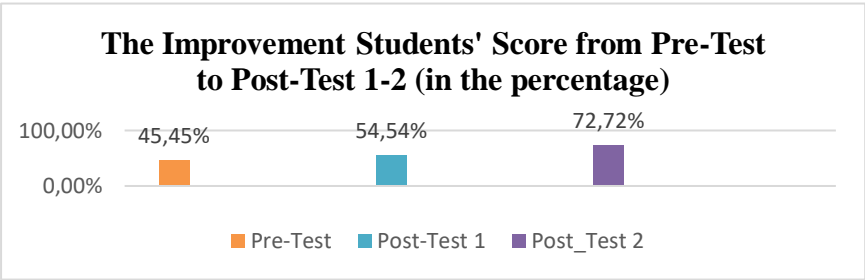


Figure 4. Graph of The Pre-Test - Post-Test Mean Score for Students

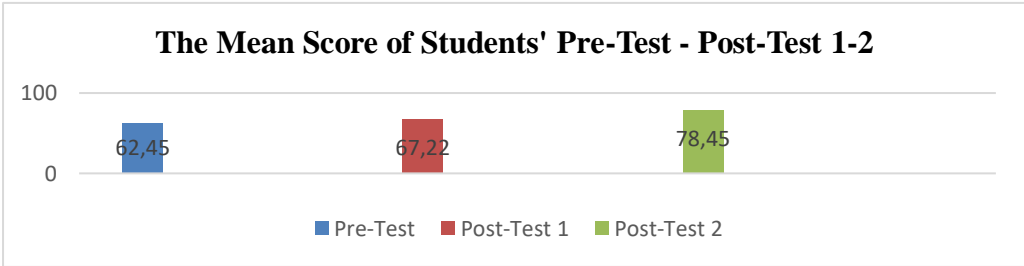


Figure 5. Graph of The Pre-Test – Post-Test 1-2 Passed Students

Discussion

Certain information is described below, based on the methodology used in the research and data calculations. There were 22 students in the pretest. Table 4.1 demonstrates that just two students met the minimal requirement, and before the action research was conducted, the students' pre-test mean score was 62.42. Forty-five percent of the class met the minimum requirement. Students were required to view the movie "Moana" as part of the pre-test, and then they had to respond to questions based on the film. They have thirty minutes to complete the pre-test. Harmer defines comprehensive listening as a

listening activity that can be completed both within and outside of the classroom, with students free to select the content based on their interests. Watching a movie falls under this category (Harner, 2007).

Additionally, the practice of watching English-language movies helps students' language proficiency, particularly in the area of listening (Ismaili, 2013). The films introduce the students to the English language, which is their target language. They also help the students understand spoken languages better, pronounce words correctly, and unconsciously adjust to the grammar and sentence structures of the language.

Based on the issues raised during the interview and the results of a pretest, the lesson plan for the first cycle was created by the writer. The lesson plan was separated into two meetings, and the implementation phase was the following stage. In the first meeting, a brief film on the lesson's issue of bullying was shown to the kids, who were then invited to form an opinion based on the film. The writer went over the previous meeting's content in the second meeting and read out their written opinion. The other students were required to listen and then provide feedback. Post-test 1 was administered following the viewing of the film "Zootopia" as the next task. The author discovered that the student's mean score on the first pre-test was 67.22, indicating that their listening achievement still met the minimum requirement of 71.00. The class percentage that met the minimal requirement in the first cycle was 54.54%, indicating that the progress was still insufficient. As a result, the author carried out action research into the following cycle.

The lesson plan that would address the issue from the first cycle was created by the writer for the second cycle. The lesson plan's implementation came next. Hopes and Dreams were the focus of the lesson during the first meeting. Following the identification of the sentences, the author engaged the students in interactive explanations of the content and requested group work to create a discussion based on certain guidelines. The author discovered that the post-test 2 mean score was 78.45, indicating that the student's listening achievement met the minimum requirement of 71.00. The class percentage that met the minimal requirement in the second cycle was 72.72%. It indicates that significant progress has been made since the pre-test. The writer decided to halt the investigation after cycle 2's findings and not go on to the next one. Additionally, the additional issues discovered in the first cycle did not surface in the second cycle, despite the writer experiencing a technical issue in cycle 2—a power outage. The results of cycle 2 demonstrated that students' listening skills had greatly improved, that their post-test scores had increased from both the pre- and post-tests, and that there was no other element influencing the cycle 2 process.

In conclusion, pupils' listening abilities significantly improved after seeing English-language films. The students gain a lot of exposure to the target language, which is English, become accustomed to and understand spoken English, and can respond to listening questions with ease. Additionally, the students who saw English-language films were thought to be entertaining, useful, and fun—especially the tenth-grade students at SMK Alam Karya in Sukawangi and Kabupaten Bekasi.

CONCLUSION

The results of Chapter IV demonstrated that watching English-language films can help students in the eleventh grade at SMK Alam Karya Sukawangi enhance their listening skills. It was evident that the student's average scores had gone up. The pre-test had a mean score of 62.42, and cycle 1's post-test 1 had a mean score of 67.22. This indicated that further work was required, thus the author carried out cycle 2, which was concluded by post-test 2. Post-test 2's mean score was 72.72. As can be shown, the mean score significantly improved between the pre-test and post-test 2. It can be said that watching English-language films helps enhance students' listening abilities. Additionally, the post-interview result validated it, and cycle 2 shows no unfavorable trends. Finally, it can be said that students' listening skills can be greatly enhanced by watching English-language movies. Moreover, each test's mean score showed a noteworthy improvement. It was also mentioned that since students enjoy studying English, teaching listening skills through English-language films could be enhanced. The aforementioned explanation leads to the conclusion that students in SMK Alam Karya, Sukawangi, and Kabupaten Bekasi's tenth grade (X OTKP) can greatly enhance their listening skills by participating in English movie-watching activities.

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