

## EXPLORING STUDENTS' LISTENING SKILLS THROUGH SHORT MOVIES

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### Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan menyimak mahasiswa melalui film pendek semester IV program studi Pendidikan Bahasa Inggris Universitas Khairun. Penelitian ini menggunakan metode deskriptif kuantitatif. Tes dan angket digunakan untuk mengumpulkan data. Peneliti memberikan tes untuk mengetahui hasil menyimak siswa dan angket untuk mengetahui tanggapan siswa terhadap pembelajaran menyimak menggunakan film pendek. Peneliti memberikan sepuluh pertanyaan pilihan ganda dan lima belas pernyataan kepada 25 responden. Hasil penelitian menunjukkan bahwa keterampilan menyimak mereka baik. Hal ini terlihat dari yang pertama: ditinjau dari 2 siswa (8%) kategori sangat baik, 17 siswa (68%) dalam kategori baik, 4 siswa (16%) dalam kategori cukup dan 2 siswa (8%) dalam kategori rendah. Secara keseluruhan, nilai siswa adalah 1,781 dan nilai rata-rata yang diperoleh adalah 71,24, hal ini termasuk dalam kategori nilai baik. Kedua: hasil pengumpulan data menggunakan angket pada pernyataan (i) dan (ii) dengan pernyataan negatif, ada sebelas sampai dua belas (44-48%) siswa memberikan tanggapan cukup baik. Sedangkan pada pernyataan (iii) sampai (x) pernyataan positif, tiga sampai sepuluh (40-64%) siswa memberikan respon yang baik. Dari hasil tersebut rata-rata siswa mendapat nilai dalam kategori baik dan hasil angket menunjukkan beberapa siswa memberikan respon yang memuaskan. Dengan demikian, keterampilan menyimak berdasarkan film pendek pada mahasiswa semester IV tergolong baik.

**Kata kunci:** Keterampilan menyimak, film pendek

### INTRODUCTION

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. It is a combination of listening to what other people have to say and psychological involvement with the person speaking. Listening is one of language skills. It takes a desire to understand other human beings, an attitude of respect and acceptance, and a willingness to open the mind to try and see things from another's point of view.

According to Ozbay (2016), listening skill is the first skill that human uses. In this sense, it can be said that listening skills have an important share in terms of the individual's correct perception of his/her environment and the world, and adapting to the social environment in which the individual is involved. In Hamouda (2013), a study in which the students who learn English as a foreign language try to identify the listening problem, Hamouda reveals that the use of unknown words makes the students difficult to understand. In this study of students had difficulty in understanding. The problems that cause this difficulty have been identified as follow; monotonic style, lack of emphasis and attention of the students initially, the unknown message, long and transitive sentences, the appropriateness of the text to the students level, the abstract concepts, the length of the text and the lack of attention in the students.

Based on the theories, many students have difficulty in understanding information. Giving the importance of listening skills in daily life, English learners can work hard to be better at their listening skills. Therefore, students need other alternatives to deepen their listening skills such as watching movies, listening to podcasts, youtube and others. Many students surf the internet to find references. Looking at the current era, some students will feel bored, lack of focus, and quite difficult in learning to listen if only using audio sound. In this case, the researcher uses an alternative that can make it easier for students to listen to.

Movies give us some comprehensible input to listen better in real life. Using English movies can be very pleasing, enjoyable, entertain, and interesting for the students. The movie can be an excellent media to use because from the researchers's views that, there are many students interested in movies because they watch movies as an entertainment. They can learn about language style, value, culture, history, and also the native speaker's expression. So, their listening skills will be better and they understand the message easily because of the use of interesting content of the short movie with the short duration.

Based on observation, most students have poor listening skills, feel bored, are quite difficult, have long-duration audio, and do not understand the content of the message or information when listening using audio-only. The researchers used thorough Google Forms to find out what movie content students were most interested in. In this case, most of the students chose animated movies. Therefore, the researchers used animation short movies in this research.

### **Listening skills**

Listening is to pay attention to someone or something in order to hear what is being said, sung, played, and etc. Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. The more often we hear, the more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, the process not only what they hear but also connects it with other information they have already known. Since listeners combine what they have listened to with their existing knowledge and experiences, in a very real sense, they are figuring or creating some kind of meaning in their own minds.

While, Rost (2002:177) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

According to Assaf (2015), listening is a basic of language skill and ability to identify and understand what the speakers say. The listening process includes understanding what the speakers mean by the accent, grammar, and vocabulary. It is not a simple thing because it is an important medium of information gathering in daily life. People spend most of their communication time in listening because listening plays an important role in communication, being a language skill that most frequently used, and as a primary medium of learning at all of education. *et al.* Moreover, Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. supports that listening helps learner to be "flexible listeners", to know how to listen in order to get the general idea or the specific information needed to understand videos.

Obviously listening influences other skills. It shows that the quality of an individual's listening ability will affect the quality of both their spoken and written language development.

### **Process of Listening**

Listening is more than just hearing, although children and adults often use the two terms, hearing and listening, synonymously. Hearing is only one important component of listening. Hearing is a passive, generally involuntary process in which the brain receives and interprets sounds from the external environment. In contrast, listening is an active, voluntary process in which the listener deliberately pays attention to, interprets the meaning of, and responds to a commit to user message. Listening process takes place in five stages of hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013). The process of listening occur in five stages as follows:

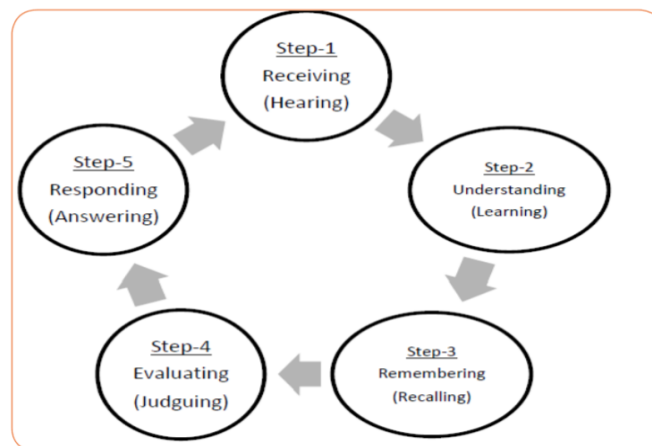


Figure 1. The Listening Process. Reprinted from "Listening: an Important Skill and Its Various Aspects," (Tyagi, 2013).

*Hearing* – It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

*Understanding*- This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

*Remembering*- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

*Evaluating*- Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

*Responding*- This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

### Short movies

A short movie is one of the visual aids that can be used in a class, it makes lessons more fun. Short movie can also teach people about history, science, human behavior and any other subjects. Some movie combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, movie is an art as well as a business, and those who make motion pictures take great pride in their creation (Mery, 2011). Meanwhile, (Azhar, 2011:49) defines movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive.

Generally there are 11 main genres, namely action, adventure, comedy, crime/gangster, drama, epics, horror, musical, science-fiction, war, and westerns; and 13 subgenres, including fantasy,

romance, biography, and thriller/suspense. The definition and examples of several genres and subgenres are as follows:

- a) *Action movie*, usually include energetic actions, with elements like chases, rescues, escapes, battles, and fights in a spectacular pacing. These actions usually involve the traditional good versus bad characters. The examples of such genre are James Bond and Fast and Furious Franchise.
- b) *Adventure*, is similar to action genre which aims to entertain the audience with energetic actions. However, adventure movies usually focus more on travels, explorations, quests, treasure hunts, etc. Notable example is Pirates of the Caribbean franchises.
- c) *Animation* or animated films are made from drawing or illustrations which are photographed and projected in rapid succession. Animations are often mistaken as a genre while in fact, animation is a filmmaking technique. Animated movies are usually intended to attract younger audience even though quite animated movies use more complex and mature themes. Well known examples of animations are produced by Walt Disney studio and Pixar such as Home, Frozen, Moana, UP, and Zootopia.
- d) *Comedy*, usually have simple and amusing plots with dialogues, situation, and characters that invoke laughter from the audience. Some examples are The Wedding Ringer, Grown Up 1 & 2, and The Three Stooges.
- e) *Drama*, serves mostly serious and realistic stories which show characters and their relationship with themselves, other people, or life and nature. This genre is perhaps the largest and broadest genre because it can expand to other subgenres, like historical drama, melodrama, family drama, etc. Some examples of dramatic movies are The Help (2011).
- f) *Fantasy*, entertains audience by serving imaginative stories with elements like magic, mythology, and fairy tales. Notable examples of this subgenre are Harry Potter trilogy and The Lord of the Rings trilogy.
- g) *Horror*, aims to frighten the audience. Usually there is a presence of supernatural elements, like ghosts, possession, cults, monsters, etc. The frightener can also be in the form of a homicidal maniac. Some examples are Conjuring 1 & 2 and Insidious.
- h) *Musicals*, usually have characters that express themselves by singing and/or dancing. Notable examples include Hairspray and Les Miserables.
- i) *Romance*, are dramas that focus on romantic relationships between characters. Some popular examples are The Fair Lady and Titanic.
- j) *Science fiction* or sci-fi, mainly focuses on humanity relationship with advancement of science and technology, like robots, time-machine, or outer space. However, very often most science fictions are about speculative fantasy life beyond humanity, like aliens, viral plague, or disasters. Notable examples of this genre are Star Wars franchise, Independence Day and Interstellar.
- k) *Thriller*, aims to thrill the audience or keep them on the edge of their seats by creating suspense and anxiety. It usually involves mystery and characters that are in possible danger like homicide or terrorism. Notable examples of this genre are Nerve, Hush, Night Crawler and Knight and Day War, takes place in the middle of a war conflict. The characters can be soldiers, or people affected by the war. Some examples are Fury, World War Z, The Imitation Game and American Sniper.

## RESEARCH METHOD

This research is a descriptive quantitative research. According to Arikunto (2013), descriptive research is research that is intended to investigate circumstances, conditions, or other things that have

been mentioned, the results of which are presented in the form of a research report. The population of this research was the fourth-semester students of the English Education Study Program, Khairun university, and 25 students were chosen as the sample. The listening test and questionnaire were used to collect the data. The questionnaire consists of ten statements. The test was used to explore students' listening skills based on the movie that they have watched. This test was taken from one of the learning video platforms available on Google, namely the ISL Language Collection. The description based on questionnaire scale which consist of 5 indicator: (SA) Strongly agree: 5 (A) Agree: 4 ((N) Neutral): 3 (D) Disagree: 3: 2 (SD) Strongly disagree: 1. Before the students answered, the researcher gave a little explanation regarding the tests and questionnaires given. In order to analyze the data obtained from the test and questionnaire, descriptive quantitative and statistical techniques were used to find out the rate of agreement and the rate percentage and frequency of the listening score on the test related to the items of listening skills.

### DISCUSSION

This research was conducted to explore students' listening skills through short movie. It prove that short movie are able to explore students listening skills. This can be seen from the result test scores and students' responses based on the statements. It can reduce students' difficulty level in listening skills because it produces satisfactory results in their listening skills. In the questionnaire data, most of the students gave an agreed response to the positive statement.

The distribution of the result test scores showed that the most of students of the fourth-semester were good. The following are explained in detail the scores obtained by students as a whole in the discussion.

Table 1. The rate percentage and frequency of the listening score on test

No	Category	Score Test	Frequency (F)	Percentage (P)
1	Very Good	85-100	2	8%
2	Good	75-84	17	68%
3	Fair	55-69	4	16%
4	Low	40-54	2	8%
Total			25	100%

The table above show that used short movie in studying listening skills there were 2 (8%) obtained very good, 17 (68%) obtained good, 4(16%) and only 2 (8%) of 25 students obtained low.

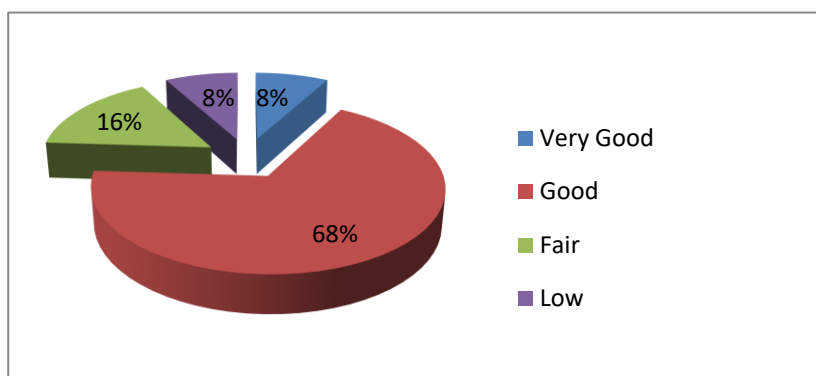


Chart 1. The percentage of the listening score on test

The diagram shows that the exploring of students listening skills quite well, when using short movies. This data is obtained from the results of examining answers from students and the researcher used the qualification and score.

### **The analysis of Questionnaire Results**

The students responses about short movie that assist for students in learning listening. The statements were used to find out students' gave good enough perceptions based on the positive statements. The analysis of those are presented below.

Item I, based on negative statement, it was found that there were 3(12%) students chose SD, 6 (42%) A, 2 (8%) N, 11( 30%) DA, 6 (20%) A . It shows that listening to use short movie is not too difficult. Item II, there were 1(4%) students chose SD, 4 (16%) N, 12(48%) DA, 6(24%) A, 2(8%) Only SA. It shows that most of students did not feel bored.

Items III-V are positive statements. The item III, there were 1(4%) chose SA, 15(64%) A, 4(20%) DA, 4(6%) N, 1(4%) SD. Most of the students like to learn listening by using short movies.

Based on the findings, in statements (I) and( II) with negative statements some students gave a fairly good response. While in statements (III) and (V), some students gave a good responses.

This research found that students' listening skills through short movie was better. The students are easier to understand when they are listening to interactive short movies with short durations of movies compared to just hearing using audio students will have quite a bit of difficulty understanding what they listen. While, data of the questionnaire consisting of ten statements and five indicators, it can be concluded that from 25 students, some students gave enough responses.

Based on what was stated by Merry (2011), a short movie is one of the visual aids that can be used in a class, it makes lessons more fun. The short movies can also teach people about history, science, human behavior, and any other subjects. Some movies combine entertainment with instruction, making the learning process more enjoyable. A short movie is any film not long enough to be considered a feature movie. Especially, the use of animation movie make students interesting and focused. It can be said that, the short movie is an alternative to explore students' listening skills because the short duration it makes the students are not easily bored, students enjoy, fun and easy to understand the message in the movie. The results of the test showed that the exploring of students listening skills through short movies was good and the questionnaire showed the most of the students gave good perceptions and shows a positive response to listening learning using short movies.

It is concluded that listening learning through short movies can explore students' listening skills and the students gave good enough enthusiastic responses. It is found that students' listening skills were classified as good. This can be seen through the scores obtained by the fourth semester students, 2 (8%) of 25 students obtained very good, 17 (68%) students obtained good, 4 (16%) obtained fair, and only 2 (8%) students obtained low. Overall, students' score was 1.781 and the average was 7.24 which was categorized as good scored.

### **CONCLUSION**

Finally, the researchers put some conclusion as follows: *First*, students' listening skills were classified as good. This can be seen through the scores obtained by the fourth-semester students, that is, 2 (8%) of 25 students obtained very good, 17 (68%) students obtained good, 4 (16%) students obtained fair, and only 2 (8%) students obtained low. Overall, students score was 1.781 and the average was 7.24 which was categorized as a good score. Even though there were two students who obtained perfect scores. On average the students scores were in a good category. Thus, exploring students listening skills through short movies were classified good.

The students are enthusiastic to learn listening by using short movies. It is proven by the data that some students gave satisfactory perception. The short movies could reduce the level of difficulty

of students because there are visually looking so that students do not get bored easily. Students enjoy listening to the movie content, and the short movie helps to make it easier for students to increase their listening skills.

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