

## THE EFFECTIVENESS OF ISLAMIC FILM AS MEDIA TO TEACH LISTENING AT MA ARRAHMAN JOMBANG

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**Abstract:** Listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement, so it is very difficult to teach especially as foreign language, and needs appropriate media to teach it. This research is aimed to know whether or not Islamic film as media to teach listening effective. And what steps to teach listening using Islamic film as media. This research is mix method; the data was collected using test, questionnaire, interviews, and observation. The data then analyzed by paired sample t-test, the data had been obtained was clarified by analyzing the results of the questionnaire and in-depth interviews, and observation. The result show that there is significant difference students listening ability before and after giving film as media. As proved by the score of  $t_{\text{account}} > t_{\text{table}}$  using one-tailed, and degree of freedom 63 ( $19.516 > 1.68023$ , and the result of (P-Value) is also lower than alpha ( $0.000 < 0.05$ ). The steps of teaching listening using Islamic film as media: First, the teacher was providing films in accordance with students' characteristic; the teacher then can skipped the one that was a bit pornographic. The next, the teacher determined time for listening subject, and created conducive atmosphere. The teacher then gave warming up to the students. After that the students were asked the teacher to watch film with subtitle. The next, the teacher asked students to note vocabulary at film that they didn't understand the meaning, then looking the meaning on the dictionary or internet to know the meaning. The teacher then implement the film by asking students to watch film without using subtitle without being crowded. At the end of the lesson, the teacher asked some questions about the topic of the film, and evaluates them.

**Keywords:** effectiveness, Islamic film, media, listening

**Abstrak:** *Listening* merupakan proses aktif di mana pendengar membangun makna melalui penggunaan tanda dari informasi kontekstual dan pengetahuan yang ada, sambil mengandalkan beberapa sumber daya agar mampu memperoleh informasi yang dimaksud oleh pembicara, sehingga mengajar *listening* sebagai bahasa asing sangat sulit dan membutuhkan media yang sesuai karakter siswa. Penelitian ini bertujuan untuk mengetahui apakah media film Islam efektif atau tidak dalam mengajar *listening*. Dan bagaimana langkah-langkah mengajar *listening* dengan menggunakan film Islam sebagai medianya. Penelitian ini merupakan penelitian metode campuran; Pengumpulan data dilakukan dengan menggunakan tes, angket, wawancara, dan observasi. Data yang diperoleh selanjutnya dianalisis dengan uji *Paired Sample T-test*, data yang diperoleh diperjelas dengan menganalisis hasil angket dan wawancara mendalam, serta observasi. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada kemampuan *listening* siswa sebelum dan sesudah diberikan media film Islam. Terbukti dengan nilai  $t$  hitung  $>$   $t$  tabel dengan menggunakan satu sisi, dan derajat kebebasan 63 ( $19,516 > 1,68023$ , serta hasil (P-Value) juga lebih rendah dari alpha ( $0,000 < 0,05$ ). Adapun langkah mengajar *listening* menggunakan film Islam sebagai media antara lain: Pertama, guru menyediakan film yang sesuai dengan karakteristik siswa, kemudian guru menghapus film yang bernuansa pornografi, selanjutnya guru menentukan waktu mendengarkan mata pelajaran, dan menciptakan suasana yang kondusif, memberikan pemanasan kepada siswa. Setelah itu siswa diminta guru untuk menonton film yang ada subtitlenya. Selanjutnya guru meminta siswa untuk mencatat kosakata pada film yang kurang dipahami artinya, kemudian mencari arti  $t$  pada film tersebut dari kamus atau internet. Guru kemudian mengimplementasikan film tersebut dengan meminta siswa menonton film tanpa menggunakan subtitle dengan tenang dan tidak ramai. Di akhir pembelajaran, guru mengajukan beberapa pertanyaan tentang topik film Islam tersebut, dan mengevaluasinya.

Kata kunci: keefektifan, film islam, media, *listening*

## INTRODUCTION

English in this globalization era as universal language that mostly used by people in the world as daily conversation, and Indonesia as a developing country has taken part to use it as a foreign language<sup>1</sup>. English is learned only at schools and people do not speak the language in the society<sup>2</sup>. Most of schools in Indonesia have

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<sup>1</sup> Daar, GF. *Problems of English Language Learning In Context* (Based on Some Studies in Manggarai, 2020),1.

<sup>2</sup> Bambang Setiyadi,. *Teaching English as Foreign language*. (2020), 18.

applied this policy. English has been taught as the 1<sup>st</sup> foreign language in Indonesia since 1990s<sup>3</sup>.

There are four skills taught in English, they are listening, speaking, reading, and writing<sup>4</sup>. Listening is the first language and very important skill that an individual acquires and used in daily life, and it is the most widely used<sup>5</sup>.

Listening also has an essential role in the communication process, it is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which mean that listening makes easy to develop other language skills<sup>6</sup>. By mastering listening, the students will be easy to master another skill (speaking, reading, and writing).

Listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement<sup>7</sup>. Listening is not about hearing someone speaks, but it is about understanding what someone says. If one recognizes what speaker says, she or he will get the message or information.

There some advantages to master listening, such as students will have better understanding and be able to answer questions in listening-based exams delivered by native speakers. If they only study the important points, it will not be easy to understand. Furthermore, each speaker has a different accent in speaking English, so learning to listen will avoid wrong or misunderstandings because of the pronunciation of English words.

The above explanation means that mastering listening skill is very important. This statement is supported by Solak<sup>8</sup>. And Cheung, Y. K at Fatih Yavuz et.al that

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<sup>3</sup> Rosmia Citra Lestari. "The Use of English Subtitle in Movie to Improve Students' Vocabulary" *International Journal AJES*, 1 (1) (2018): 31 – 36

<sup>4</sup> Furwana, Dewi. "Validity and Reliability of Teacher-Made English Summative Test at Second Grade of Vocational High School 2 Palopo". *Journal of Language and Literature* 13(2) April (2019)

<sup>5</sup> Darti. *Analyzing Students' Difficulties Toward Listening Comprehension Of English Education Department Of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar*. Makassar, (2017). 211.

<sup>6</sup> Sabouri, et.all. "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". *English Language Teaching*; Vol. 9, No. 6 (2016).

<sup>7</sup> Ahmadi, S. M. "The Importance Of Listening Comprehension In Language Learning". *International Journal of Research in English Education*, 1 (1), (2016). 7-10.

<sup>8</sup> Solak, E., & Altay, F. "Prospective Efl Teachers' Perceptions Of Listening Comprehension Problems In Turkey". *Journal of International Social Research*, 7(30). (2014).

listening is prerequisite to other skills and it should be the primary skill to be acquired in language learning<sup>9</sup>.

However, the implementation of listening in the class often finds difficulties. There is a difference between a native speaker and non-native speaker, where the speed of speech varies. Students can meet with difficulties in determining the meanings of words, idioms, and phrases of colloquial languages, and pronunciation<sup>10</sup>. The students faced difficulties in listening comprehension were related into three categories, they were the listening material, the listener, and the physical setting<sup>11</sup>.

Such researchers who found the students low of listening ability as: Wisra Saputra said that the students got difficulty in recognizing the words sound, the meaning, the content of English when they heard the spoken version<sup>12</sup>. Based on the above finding about difficulties and the importance of mastering listening, the teacher needs to use method, strategy, technique or media to teach listening. One of the media is film or movie.

Film is a communication tool to help the learning process becomes effective. What is seen by the eye and heard by the ear, faster and easier to remember than what can be read or heard<sup>13</sup>". Films also increase students' motivation in learning English<sup>14</sup>.

Students' perceptions of learning to listen using movie are very effective; besides, a movie is not only increasing listening but also other English skills<sup>15</sup>. By

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<sup>9</sup> Yavuz. F & Celik. O "The Importance Of Listening In Communication". Global Journal of Psychology Research: New Trends and Issues Volume 07, Issue 1, (2017), 9.

<sup>10</sup> Mapurosa, et.all. Improving listening and speaking skills in mixed level groups (on the material of *New English File*). Procedia - Social and Behavioral Sciences 199 ( 2015 ) 276 – 284.

<sup>11</sup> Lini Dora. "An Analysis Of Students' Difficulties In Listening Comprehension: A Descriptive Study At English Language And Literature Department FBS UNP". Journal of English Language Teaching Volume 9 No. 1 (2020)

<sup>12</sup> Saputra, W. "Improving Students' Listening Comprehension Using Cloze Dictation Technique". Unpublished Thesis of Universitas Muhammadiyah Makasar.

<sup>13</sup> Widiani, Darmawan, & Ma'mur. Penerapan Media Film Sebagai Sumber Belajar Untuk Meningkatkan Kemampuan Mengolah Informasi Siswa Dalam Pembelajaran Sejarah. Jurnal Sejarah dan Pendidikan Sejarah. Jakarta: Universitas Pendidikan Indonesia. Vol. 7 (1) (2018)

<sup>14</sup> Herlina, L. "Efektivitas Penggunaan Film Dalam Mengajar Pronunciation". Jurnal BELAINDIKA. Volume 02 Nomor 02 (2020), 1 – 9.

<sup>15</sup> Evita Meilina, "Students' Perception To Use Movie In Teaching Listening At Tent grade of SMA al Islam 1 Surakarta". Unpublished Thesis Universitas Muhammadiyah Surakarta (2020)

watching English movie, students listening skill is improved<sup>16</sup>. By using movie to teach English, most of students have a positive perception of the use of subtitled movies to learn English. The effect of movie is students understand the context of a movie; they learn new vocabulary, and the students are distracted from the scene<sup>17</sup>.

Based on the above explanation, it can be said that movie is effective to teach listening, and other communication skills. Furthermore watching movies in foreign languages give some benefits for students, such as increasing their understanding spoken language, pronunciation, new vocabulary, they can develop students' self-expression ability, and they unconsciously adapt to the language's grammatical forms and sentence patterns in context. Movies are a medium through which ESL/EFL students can get exposed to the target language and receive a comprehensible input. Movies also provide students with authentic English language with its unique characteristics.

Watching movies in the classroom not only enjoyable activity and give benefits in language skill for the students, it also get the students to be acquainted with diverse cultures and learning about diverse perceptions to certain phenomena<sup>18</sup>. The use of film/movie in the teaching listening is also able to increase students learning achievement especially listening comprehension in learning new vocabulary, phrases, expression and idioms. Film also can enhance the students learning motivation significantly<sup>19</sup>.

The above statement is in line with Dodi research result that there is significant relationship between students' learning by English movie with subtitle related to their listening skills as shown in their improvement of post-test and positive responses of students. The questionnaire shows that more than 75% students felt easy to

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<sup>16</sup> Zezens Pratama. Improving Students' Listening Skill Through Watching English Movies (A Classroom Action Research at the Eleventh Grade of SMA Negeri 1 Manggar, Bangka Belitung. Unpublished Thesis UIN Syarif Hidayatullah. Jakarta. (2018)

<sup>17</sup> Widi Andriani & Patricia Angelina. English Language Education Students' Perception of the Use of English Subtitled Movies. Indonesian Journal of English Language Studies (IJELS) Vol. 6, No. 2, September (2020)

<sup>18</sup> Bilal Huri Yaseen and Hani Shakir. Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur, *International Journal of Education & Literacy Studies*, 3, (Australia: Australian International Academic Centre), 2015), 31.

<sup>19</sup> Thiphachanh Nouthaphone, Widyastuti Purbani. "The Effectiveness Of Using Films In The Teaching Of Listening To Improve The Students Learning Achievement And Enhance The Students Learning Motivation". *LingTera Journal*. 7(1), 61-71.

understand listening materials from native speakers. Consequently, it was suggested that teaching learning process using English movie with English subtitle is recommended into learning process to improve students' listening skills in English language classroom<sup>20</sup>.

## METHOD

Design of this research was mix method. Mixed methods is a research method that combines two methods between quantitative and qualitative methods to be used together in a research activity, in order to obtain data that is more comprehensive, valid, reliable, and objective<sup>21</sup>. The strategy used was explanatory sequential, in this case the researcher was collecting and analyzing quantitative and followed by qualitative data which was built based on the quantitative data results<sup>22</sup>. The qualitative analysis used in this research was interactive model Miles, Huberman & Saldana that is display, condensation, and verification data<sup>23</sup>. The research sample was students of MA Arrohman Jombang about 45 students. In collecting data the researcher used test, questionnaire, interviews, and observation. There were two kind questionnaires, which was questionnaire about the students' perspective of implementation of film in the listening classroom, and using film as listening media. The data then analyzed by paired sample t-test, the data had been obtained was clarified by analyzing the results of the questionnaire and in-depth interviews.

## FINDING AND DISCUSSION

### A. The Result of Pretest and Posttest

| Data      | Total | Mean  | Standard deviation | Lowest score | Highest score |
|-----------|-------|-------|--------------------|--------------|---------------|
| Pre-test  | 2425  | 53.89 | 12.381             | 20           | 80            |
| Post-test | 3468  | 77.07 | 8.601              | 60           | 100           |

<sup>20</sup> Dodi Mulyadi & Yulia Mutmainnah. Penggunaan Film Berbahasa Inggris Dengan English Subtitle Dalam Meningkatkan Keterampilan Listening. The 2nd University Research Coloquium (2015)

<sup>21</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung : Alfabeta, 2018)

<sup>22</sup> Creswell, John W & J. David Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*. SAGE Publications, Inc. (2018)

<sup>23</sup> Miles, M. B., Huberman, A. M. and Saldana, J. *Qualitative Data Analysis. (Fourth Edi)*. SAGE Publication. Ltd. (2018).

Based on the above table, it can be concluded that the students score of post-test is higher than pre-test, or the students listening score after giving film as media is higher than before giving the film, from 53.89 to be 77.07, there is an improvement of mean about 23.17. The students' highest score was increasing about 20, before giving treatment (film) was 80, and after the treatment was done the highest score were 100. Likewise the lowest listening score there was an increasing about 40, in which before they were given film as media in learning listening was 20, and after giving it became 60.

The Frequency Distribution of Students' Listening Score before Using Film

| No                | Category  | Students' listening score |           |                |
|-------------------|-----------|---------------------------|-----------|----------------|
|                   |           | Interval                  | Frequency | Percentage (%) |
| 1                 | Very high | $X \geq 72.46$            | 2         | 4.5%           |
| 2                 | High      | $60.08 \leq X < 72.46$    | 5         | 11%            |
| 3                 | Middle    | $47.69 \leq X < 60.08$    | 27        | 60%            |
| 4                 | Low       | $35.32 \leq X < 47.69$    | 9         | 20%            |
| 5                 | Very low  | $X \leq 35.32$            | 2         | 4.5%           |
| Total             |           |                           | 45        | 100%           |
| Mean              |           |                           | 53.89     |                |
| The highest score |           |                           | 80        |                |
| The lowest score  |           |                           | 20        |                |

The above table shows that students who got very high (more than 72.46) were two, or 4.5% from 45 students. 5 students got high score (60.08-72) or 11% from total respondents. Those who got middle score (47.69-60.08) were 27 (60%). It is the most score which they had got. Meanwhile the students who got low score (35.32-46) were 9 or 20%, and the last students who gained very low score (less than 35) were about 2 (4.5%) from all respondents.

**B. The Frequency Distribution of Students Listening Score After Using Movie**

| No | Category  | Students' listening score |           |                |
|----|-----------|---------------------------|-----------|----------------|
|    |           | Interval                  | Frequency | Percentage (%) |
| 1  | Very high | $X \geq 89.97$            | 3         | 6.6%           |
| 2  | High      | $81.37 \leq X < 89,97$    | 10        | 22.2%          |
| 3  | Middle    | $72.76 \leq X < 81.37$    | 21        | 46.7%          |

|                   |          |                        |       |      |
|-------------------|----------|------------------------|-------|------|
| 4                 | Low      | $64.16 \leq X < 72.76$ | 9     | 20 % |
| 5                 | Very low | $X \leq 64.16$         | 2     | 4.5% |
| Total             |          |                        | 45    | 100% |
| Mean              |          |                        | 77.07 |      |
| The highest score |          |                        | 100   |      |
| The lowest score  |          |                        | 60    |      |

The above table can be seen that there are 3 students (6.6%) got very high (more than 89.97). 10 students got high score (81.37-89) or 22. 2% from total respondents. The middle score (72.76 - 81) was achieved by the most students that was 21 (46.7%). The low score (64.16- 72) was achieved about 9 students (20%), meanwhile students who got very low score (less than 64) were about 2 (4.5%) from all respondents.

#### Paired Samples Correlations

|        |  | N  | Correlation | Sig. |
|--------|--|----|-------------|------|
| Pair 1 | Before giving film & After giving film | 45 | .769        | .000 |

The result of correlation is 0.769 means that there is correlation of students listening score before and after they were given film as media. Based on the sig. show 0.000, means the correlation is significant because it is lower than 0.05 ( $0.000 < 0.05$ ).

#### Paired Samples Test

|        |  | Paired Differences |                |                 |   |         | T       | Df | Sig. (2-tailed) |
|--------|--|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
|        |  | Mean               | Std. deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |    |                 |
|        |  |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Pair 1 | Before giving movie - After giving movie | -23.178            | 7.967          | 1.188           | -25.571                                   | -20.784 | -19.516 | 44 | .000            |



The result of t-test paired sample t-test shows that  $t_{\text{account}}$  (-19.516). In this case the researcher used one-tailed to compare  $t_{\text{account}}$  and  $t_{\text{table}}$ , with degree of freedom 63 is 1.6694. So  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  ( $19.516 > 1.68023$ ). Comparing with (P-Value), shows that  $0.000 < 0.05$ , means the difference is significant. It can be said that either comparing with  $t_{\text{table}}$  or P-Value there is difference score of students listening before and after giving film as media. Or film influence the improvement of students listening ability.

### C. The Result Of Interview

In this case, the researcher interviewed 5 persons consisted of English teacher, and low and high levels of self-esteem students from eleven<sup>th</sup> grade was (S-21 & S-9) and twelfth<sup>th</sup> grade (S-25 & S-39) of MA Arrahman Jombang who had got treatment film in learning listening as media, and their listening ability had increased drastically. The result of analysis as follow:

S-21 was students with low level of self-esteem who had got listening score of 20 before giving film, but after giving film she got score of 76. The reason of increasing her listening score was: when she had pre-test using MP3 she didn't understand what the speakers were saying at all, she was also confused to answer question number 1, 2, 3, and 4, she understood the meaning of question number 5, but she couldn't answer well, so her answers were wrong, after watching short film, she paid attention to what the actors said, and supported by their expression and style, so she could guess the answer. Related to wrong in writing, she told that she just wrote what she heard, because she forgot what she watch on the subtitle.

S-25 was students with low level of self-esteem who had got listening score of 30 before giving film, but after giving film she got score of 78. The reason of the increasing his score was he disliked of English, even listening, so when he got pre-test he answer carelessly, after watching short film he got the mind, because film is coherent, the story is predictable, supported by the actors' expressions and movements. So he could answer, however, he was wrong in writing.

The result of S-9 work (student with high level of self-esteem) in which before giving film he got score of 70, and after watching film he got 94. His increasing listening score was by watching short film he could get the mean easily, because he could see the scene directly, so he understood the story, and could answer the questions easily, however, he forgot how to write vocabulary that had showed at subtitle, so there was still wrong writing.

According to S-39, Film is better for teaching listening because the students will be easily to understand the meaning, mind idea, and everything on the film, so she could answer the questions easily, even the students were given opportunity to watch using subtitle, noted the difficult words, looking for them in dictionary, and learn it, it will help them to understand the content of the film.

#### **D. The Result Of Questionnaire**

The students' responds of teaching listening using film as media. The questionnaire was consisted of 10 statements. The first statement was about the students interesting towards film as media to teach listening. The result showed that 30 students (66, 7 %) highly agreed, 14 students (31%) agreed, a student (2, 2%) said doubt, and none one of students stated disagreed or highly disagreed. The second statement was about film helps the students to understand English vocabularies pronounced by native. The result was 12 students (26, 7%) students answered highly agreed, 14 students (31, 1%) agreed, 5 students (11%) doubt, 7 students (16 %) disagreed, and 7 students (16 %) highly disagreed.

Third statements was film is appropriate media to teach listening, the students answer was 10 students (22, 2%) stated highly agreed, 20 students (44, 4%) said agreed, 7 students (16 %) was doubt, 5 students (11 %) disagreed, and 2 students (4 %) highly disagreed. The fourth statement was about the more film types the more successful in learning listening, and the questionnaire result was 11 students (24 %) said highly agreed, 21 students (46,15 %) said agreed, 8 students (17,7%) was doubt, 3 students (6,67%) said disagreed, and 2 students (4 %) stated highly disagreed.

The statement number five about film can increase students motivation, seemed most of students stated highly agreed, that was about 35 students (78 %) who stated highly agreed, the 9 students (20%) stated agreed, only one student (2 %) stated doubt, and no one who stated disagreed or highly disagreed. The next statement was about film is able to improve students listening ability. The result of questionnaire was 15 students (33, 3 %) claimed highly agreed, 17 students (37, 7 %) agreed, 4 students (8, 8 %) claimed doubt, 6 students (13 %) stated disagreed, and 3 students (7%) highly disagreed.

The following statement was about film can eliminate boredom, and the student responds were 24 students (53, 3%) expressed highly agreed, 21 students (46, 7%) agreed, and no student who claimed doubt, disagreed, even highly disagreed. The eighth statement was about students' activity in questioning when they did not understand, the questionnaire result was 8 students (17 %) stated highly agreed, 20 students (44 %) said agreed, 7 students (15%) doubt, 8 students (20 %) disagreed, and 2 students (4%) stated highly disagreed.

The ninth statement was the students answered the teacher's questions about the film content, the students responds were 19 students (42, 2%) stated highly agreed, 17 students (37, 7) explained agreed, 4 students (8 %) was doubt, 4 students (8%) disagreed, and a student (2%) stated highly disagreed. The last statement was about the students' preference of short duration film in teaching listening, and the questionnaire result was 25 students (55,5%) said highly agreed, 16 students (35, 5 %) sad agreed, 4 students (8%) was doubt, no student said disagreed, or highly disagreed.

#### **E. The English Teacher Strategy To Teach Listening Using Film As Media.**

The result of interview with English teacher and students supports. In this case, the researcher interviewed 5 persons consisted of English teacher, and Low and high levels of Self Esteem students from eleventh, and twelfth grade of MA Arrohman Jombang who had practiced film to tech listening as media.

##### **1. Preparation**

According English teacher, in preparing listening lessons using film, the steps had taken by the teacher were providing appropriate films with students' characteristic, it seemed the MA student like films that smell of teenage love, the teacher then found this film, and skipped the one that was a bit pornographic. According to her, she had collected some teenagers' film. When the researcher asked about conversation test on the audio, she asked, for the first she will give her students film, the next she also try her students using audio. Related to kind of chosen film, this was confirmed by student (S-9) who said the film resonated well with her and her friends; she then explained we enjoyed so much. It means that the English teacher made careful preparations for learning listening using films.

The next, the teacher determined time for listening subject, and created conducive atmosphere. In this time the teacher didn't directly implement the film, but she still gave warming up to her students, the reason was, it was the first time for her students to learn listening using film. In this phase the students were asked the teacher to watch film with subtitle, so that students who didn't know the meaning of film conversation could understand it a little. This statement is justified by student S-25 that he and his friends watched film with subtitle. And the answer was approved by students S-21 and S-9.

The teacher then explained that she asked her students to note vocabulary at film that they didn't understand the meaning. After that they were asked to look for the meaning on the dictionary or internet then understanding the meaning. This explanation is confirmed by student S-25 that the teacher asked to take down the difficult words from conversation in the film, but the students wrote wrong writing as the heard from the film, because he couldn't write like what speakers had spoken.

## 2. The Implementation of Film As Media To Teach Listening

The result of interview concerning about the learning process was the teacher asked her students to watch film without using subtitle. In this stage

students were asked to listen carefully so that they understood the contents of the film the teacher then asked her students not to be crowded when viewing a film without a title.

It was in accordance with the result of observation, in which at that time the atmosphere was still crowded because the students who didn't understand were confused about the meaning, then the teacher again told them to stay calm, she said at the end they would also understand the content. The researcher also saw that the teacher was calming students who were busy because of anxiety and lost concentration as they did not know what native speakers meant., then the film was stopped for a moment, here some students read the notes that had been written before, so they could understand a little of the conversation.

This above statement was supported by the answer of students S-39, and S-25. Both of them stated that watched the film without subtitle. According to them, watching film without subtitle is usual for them, since they liked so much watching western film. However, for other friends they felt anxious and confused.

The teacher then asked her students to continue watching the film and listen carefully the conversation of the film. The purpose was students could understand of the film content. According S-25, he and his friends were asked by their teacher to listen to conversation on the film carefully. This statement was also be agreed by S-21 and S-39. The eighth statement was about the teacher requested to her students to remain quite, though watching film without subtitles. This statement was in line with S-9 statement that his teacher many times said to stay calm and not to panic though we didn't know the meaning. Besides, S-21 and S-39 also were nodding their head indicating they agreed with S-9 statement.

The next statement about the English teacher asked her students to continue watching film for about 30 minutes, this explanation in accordance with statement of S-25 and S-39 that after watching film without subtitle, then they watched again the film. The teacher then at the end of the lesson

asked about the topic of the film, and asked students' opinions about film as media for listening, and the average of students liked it. Before finishing the material, the teacher asked students about the contents of the film, some of them could answer, and some of them could not.

The result of interview was in accordance with observation result; the teacher closed the lesson by asking some questions included the students feeling, opinion, topic or content of that film, and most of students liked so much. Then the teacher informed for the following week was test about listening based on the film. And most of students agreed, and view of them were sigh.

### 3. Evaluation

According to English teacher at MA Arrahman, the evaluation was carried out the following week, and the material was about films that had been screened previously. However, the step was different, in this part, the students were again asked to watch the previous film, but the duration of this film was longer than the previous, because only a few of action on the film were skipped by the teacher, the aim was to make the material reliable. Or not biased, because there were additional conversations, but these additions were not tested. The result of the test showed there was increasing of students' average score after using film media for listening. Or there was difference mean between before and after giving film as media.

The above explanation was in line with statement of S-21 and S-25 that the following week they were given test based on the topic of the film, but lite different, and they liked so much because their score were highly increased, though before they didn't like English, even listening.

## **E. Discussion**

The result of pre-test and post-test shows that the pre-test score is higher than post-test or the students listening score after giving film as media is higher than before giving the film, from 53.89 to be 77.07, there is an improvement of mean about 23.17. The students' highest score was also increasing about 20, before giving film their mean was 80, and after giving film the score were 100. It

also occurred on the lowest listening score that was increasing about 40, before giving film their listening score were 20, and after giving it was 60.

The Frequency distribution of students listening score who got very high more than 72.46 were only two, (4.5%) from 45 students. And increased after giving treatment (film as media) that is 3 students (6.6%) got very high, and the score also more than 72.46 but 89.97.

There were five students got high score (60.08-72) or 11% from total students, and after treatment was done, it was increasing to be 10 students who got high score (81.37-89) or 22.2% from total respondents, and the students who got middle score (47.69-60.08) before treatment were 27 (60%). It became to increase 21 (46.7%) with range score of (72.76 - 81) Meanwhile the students who got low score (35.32-46) before treatment were 9 (20%), and after treatment were 9 students (20%) with range score of (64.16- 72), and the last students who gained very low score (less than 35) were about 2 (4.5%) from all respondents, after treatment was given, were about 2 (4.5%) from all respondents with range score of less than 64.

The result of correlation is 0.769 means that there is correlation of students listening score before and after giving film as media. Based on the sig. show 0.000, means the correlation is significant because it is lower than 0.05 ( $0.000 < 0.05$ ).

The result is supported by result of paired sample t-test that has showed  $t_{\text{account}}$  (-19.516). In this case the researcher used one-tailed to compare  $t_{\text{account}}$  and  $t_{\text{table}}$ , with degree of freedom 63 is 1.6694. So  $t_{\text{account}}$  is higher than  $t_{\text{table}}$  ( $19.516 > 1.68023$ ). Comparing with (P-Value), shows that  $0.000 < 0.05$ , means the difference is significant. It means that either comparing with  $t_{\text{table}}$  or P-Value there is the influence of film as media towards the students listening ability.

This result is in accordance with Dodis' research result that there is significant relationship between students' learning by English movie with subtitle related to their listening skills as shown in their improvement of post-test and

positive responses of students<sup>24</sup>. Film is a communication tool to help the learning process becomes effective. What is seen by the eye and heard by the ear, faster and easier to remember than what can be read or heard<sup>25</sup>. Students' perceptions of learning to listen using movie are very effective; besides, a movie is not only increasing listening but also other English skills<sup>26</sup>.

Meanwhile, the steps used to teach listening using film is as follows:

For preparation, the teacher was providing appropriate films with students' characteristic, it seemed like films that smell of teenage love, the teacher then found this film, and skipped the one that was a bit pornographic.

The next, the teacher determined time for listening subject, and created conducive atmosphere. In this time the teacher didn't directly implement the film, but she still gave warming up to the students, the reason was, it was the first time for them to learn listening using film. After that the students were asked the teacher to watch film with subtitle, so that students who didn't know the meaning of film conversation could understand it a little.

The teacher then asked students to note vocabulary at film that they didn't understand the meaning. After that the students were asked to look for the meaning on the dictionary or internet to know the meaning.

In the implementation of film as media to teach listening, the teacher asked her students to watch film without using subtitle. In this stage students were asked to listen carefully so that they understood the contents without being crowded when viewing a film without a title. The teacher then asked her students to continue watching the film and listen carefully the conversation of the film. The purpose was students could understand of the film content. At the end of the lesson, the teacher asked about the topic of the film, students' opinions about film as media for listening.

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<sup>24</sup> Dodi Mulyadi & Yulia Mutmainnah. Penggunaan Film Berbahasa Inggris Dengan English Subtitle Dalam Meningkatkan Keterampilan Listening. The 2nd University Research Coloquium (2015)

<sup>25</sup> Widiani, Darmawan, & Ma'mur. "Penerapan Media Film Sebagai Sumber Belajar Untuk Meningkatkan Kemampuan Mengolah Informasi Siswa Dalam Pembelajaran Sejarah". Jurnal Sejarah dan Pendidikan Sejarah. Jakarta: Universitas Pendidikan Indonesia. Vol. 7 (1). (2018).

<sup>26</sup> Evita Meilina, Students 'perception to use movie in teaching listening at Tent grade of SMA al Islam 1 Surakarta. Unpublished Thesis Universitas Muhammadiyah Surakarta . (2020)



The evaluation was carried out the following week, and the material was about films that had been screened previously. However, the step was different, in this part, the students were again asked to watch the previous film, but the duration of this film was longer than the previous, because only a few of action on the film were skipped by the teacher, the aim was to make the material reliable, or to avoid bias.

## CONCLUSION

Film is very effective media to teach listening, because film is interesting, can be chosen based on the students characteristic, it makes the students enjoy studying, film also appropriate to increase students listening ability, because it enable them to remain the topic easily. Based on the result of the study using paired sample t-test, the students listening ability is increasing, it was proved by the score of  $t_{\text{account}} > t_{\text{table}}$  using one-tailed, and degree of freedom 63 ( $19.516 > 1.68023$ ). besides, the result of (P-Value) is also lower than alpha ( $0.000 < 0.05$ ), so there is significant difference students listening ability before and after giving film as media.

The steps of teaching listening using film as media are as follow: First, the teacher was providing films in accordance with students' characteristic (teenage love), the teacher then can skipped the one that was a bit pornographic.

The next, the teacher determined time for listening subject, and created conducive atmosphere. The teacher then gave warming up to the students. After that the students were asked the teacher to watch film with subtitle. The next, the teacher asked students to note vocabulary at film that they didn't understand the meaning, then looking the meaning on the dictionary or internet to know the meaning.

In the implementation stage, the teacher asked students to watch film without using subtitle. The students were asked to listen carefully so that they understood the contents without being crowded when viewing a film without a title. At the end of the lesson, the teacher asked some questions about the topic of the film, students' opinions etc. The last the teacher conducted evaluation about the content of the film by adding same dialogues to avoid bias.

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