



The Use of Movie to Enhance Undergraduate Students' Listening Comprehension Ability

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ABSTRACT

This study aims to determine the extent to which movie might enhance students' listening ability. The participants in this study were seventh-semester undergraduates from the Department of English Language Education at The University of Muhammadiyah Malang. Five of the class A students were selected to participate in the study. This study used a pre-experimental design for its investigation. Participants in the study were instructed to watch four Sherlock movie from the third season and then write a synopsis of each episode. Further, the synopsis data would be evaluated by software called P LEX to determine the extent to which the movie improves the listener's vocabulary. The result of the test indicates that watching movie significantly improves students' vocabulary acquisition. Among all research participants, vocabulary levels 1, 6, and 7 indicated the least improvement, ranging from 9 to 25.6 percent, while vocabulary level 3 demonstrated the greatest improvement, ranging from 99.1 to 143.5 percent. Furthermore, it can be seen from the data set that students comprehended the vocabularies effectively as they recalled the movie scenes and make an infer on what the scene's context is about.

INTRODUCTION

Listening is an important skill to teach in the English language when compared to speaking, writing, and reading ability, because listening is significant to connect interlocutors. Listening comes first as a phase in learning a foreign language, which means that in order for a language learner to comprehend a language, the learner must first hear how the words sound and the speech pattern in that foreign language. A good listening skill is essential because without one, a person cannot communicate effectively with others. People require listening comprehension skills in order to comprehend what the other person is saying (Sihombing, 2018). Anderson and Lynch (2002) stated that it is quite arduous for a person to communicate with another person if one of them could not understand what the other is saying unless two types of skills is developed in tandem.

Hence, it will be difficult for people to communicate with each other if they do not have proper listening skills, because in order to have effective communication, people must understand the concept of what the other person is saying, unless their communication has been developed one after the other (Yuzar, 2020). The focus of this research is to see whether watching movies could indeed enhance undergraduate students' listening abilities (Fussalam, 2019). Giving new knowledge to adult learners is easier because they tend to have better attention and cognitive abilities than young learners. Furthermore, adult learners have a greater ability to engage in abstract thought processes, as well as a better understanding of how a language is supposed to work. Hammer (2007) and Yang et al., (2020) stated that compared to young learners, adult learners have a tendency to have superior cognitive competences and conceptual complexity. Adult learners also have a decent capability of being cooperative and their cooperative behavior comes as a regular consequences action towards instructional situation that they are in. Frentiu & Cozma (2013) stated that this way the lecturer does not oblige

to camouflage learning by using entertaining activities, although it might possibly be advantageous towards elder generation of students. In other words, since adult learners have better cognitive abilities, it will be easier for them to understand the lecturer's instruction. Additionally, because they are adult learners, the lecturer does not need to create a camouflage learning method, unlike with young learners, where learning will be more effective when it is hidden behind the entertaining activities and provide educational value (Alhadad, 2021; Erlidawati & Rahmah, 2022).

The use of film to improve listening skills has been the subject of two prior studies. First, Cahyanta (2014) demonstrated that film clips can be utilized to improve students' listening comprehension. In addition, video snippets could assist instructors in teaching course material in the classroom. By using accurate references and facts, students demonstrate more comprehension and make fewer errors in their work. Second, Rahayu (2005) examines the use of animated films to enhance students' narrative text listening skills. The study discovered that teaching listening via animated films is an efficient method for enhancing students' narrative text comprehension. Both studies conclude that it is possible to improve students' listening comprehension with the appropriate method, materials, and resources. This research focuses on improving students' listening comprehension through the use of film (Sihombing, 2018). In what ways could a film assist students in improving their listening and comprehension of the conversation and story concept? Based on the explanation provided by the researcher, the study question is "To what extent could movies improve students' vocabulary listening skills?" Strictly speaking, the goal of this study is to determine whether or not students can comprehend the words spoken by the movie's speaker through the movie.

METHODS

This study employed quantitative approach. According to Sugiyono (2016), there are three research methods and those are experiment, survey and naturalistic. To gain the data, the researchers used an experiment method. Moreover, there are four designs for experiment method which are pre-experimental, true-experimental, factorial experimental and lastly quasi-experimental. Participants in the study were drawn from the University of Muhammadiyah Malang. They are from English Language Education Department's students in the 2018 academic year. The researchers chose class A as the subject of the research because they been exposed to listening activities or course in the second semester at interpretive listening course. There are approximately 39 students in class A, five students were chosen randomly to be the research participants in this pre-experimental design research.

The researchers used pre-experimental method, One-Group treatment test, to identify the significant, the researchers compared all scores of the treatment tests. Further, the researchers investigated and analysed whether movie might enhance the participants' listening ability or not. The movie that they are going to watch is chosen as the treatment activity. There will only one meeting conducted per participant, thus, it took five days meetings and five treatment tests for the researcher to gather the data from all participants. According to Ary et al., (2010), a set of provocations presented to an individual to provoke responses on the basis in which a numerical score can be assigned is called a test. Based on the research scheme, the instrument that would be used for this research is a test. The researchers are using test to assess the research participant's listening comprehension ability.

Moreover, the movie in which the researcher would be using is British movie. The movie that are going to be used for the treatment activity are Sherlock Season three Episode one: "Empty Hearse", Sherlock Season three Episode two: "The Sign of Three", Sherlock Season three Episode three: "His Last Vow", and finally Sherlock Season three Episode four: "The Abominable Bride". The reason why the researcher is using four



series is because that is the entirety of the third season of the movie in which the research participant would be watching, some of the participants have watched the second season of the movie therefore the researcher chose the third season of the movie for the research participant to watch, so there would not be any spoiler. Furthermore, the reason why the researcher is using those British movie is because the research participant is particularly struggling with listening to British movie, the next reason of why the researcher is using the Sherlock movie and not another British movie is because, the research participant will be more common to listen to. Thereafter, the researchers asked the participants to write four synopsis from four different third season Sherlock episodes. In collecting the data, the researcher gathered all of the movie synopsis in which the participant have generated.

Furthermore, the researcher would then assess the data using software called P_Lex. According to Meara (2018), P_Lex is a software that are designed to assess the vocabulary used by learners when they are creating texts, furthermore, the programs divides a text up into ten-word segments and counts the number of arduous words on each segments. Normally, P_Lex is best used to process texts in which are no longer than 300 words, the program would still works for extended texts however the displays are designed for shorter texts. The reason why synopsis creation is being used as the research instrument for this research is because a synopsis creation could be used to test the research participant listening comprehension ability in vocabulary enrichment. Moreover, the way that a user would use P_lex software is by first load the text that have been created to the P_lex workspace, P_lex software would ignore almost every punctuation that exist within the writing, second after the user see the words that is shown on the P_lex workspace the user could start press submit to turn their writing work on to the software, after that P_lex would show the user words that are going to be assess by the software the user could also alter words that are going to be assessed by the software, third after the user feels certain about the words in which the software would assess the user could press confirm to begin the assessment process, fourth after the assessment process has been completed by the software the software would show the user a graph that shows how much difficult vocabulary that the user have used on their writing in numerical order from zero to ten, those number behave as a vocabulary level where zero means the lowest level of difficulty and ten as the highest, the highest score that the user could reach is 1.0 and the lowest being 0. The result of the synopsis would be turned into a data that later would be compared by the researchers.

The research procedure would only takes about four days due to the third season of movie only having four episodes, therefore, the research participant are required to watch the movie at least one episode per day and make the synopsis with it. Moreover, the researcher would conduct the treatment activity tab to the research participant via WhatsApp chat group.

Activity	
Meeting with the research participant	
Opening Activity	<p>Researcher gives explanation on how the research will go to the research participant.</p> <p>Researcher explains about what movie that the research participant is going to watch and how much time it would take for them to watch the movie.</p>
Main Activity	<p>Researcher shows the research participant about the movie that they are going to watch.</p> <p>Researcher gives test in which the research participant require to make synopsis of.</p> <p>(https://docs.google.com/document/d/1qa0cLdRcfBoIZr19qlMr5ikerjSHj9G7pG8Xq1seIXk/edit?usp=sharing)</p>

	The researcher would also tell the research participant to put the synopsis that they have created on Microsoft word document file.
	The researchers would also give the research participant an access to watch the movie.
Treatment activity	After the researchers have informed the research participant about the research activity, the researcher would conduct a treatment activity, in which the research participant would watch four movie episode.
Closing Activity	The researchers then told the research participant to send all of their work via WhatsApp group so that the synopsis that they have created could be collected by the researcher.

Table 1. Experimental Activities

RESULTS AND DISCUSSION

In this table, the green square shows the original data that were being assessed by the P_lex software while the brown square define the improvement of the research participant vocabulary level. The highest number that P_lex software can reach is one as seen on research participant NC chapter two and level four on the green square. This means the number of the P_lex assessment could also be inferred as percentage which means 1 is equal as 100 percent. The number on P_lex resembles how much vocabulary level they are using on their writing for example, on chapter two and level four P_lex software assess participant NC with the score of 1 and on chapter one and level one P_lex software gave participant NC the score of 0,153. Here if we translate the number on P_lex as percentage, on chapter two and level four research participant NC is using level four vocabulary 100% while on chapter one and level one research participant NC only using level one vocabulary by 15,3 percent. On the table below the researcher has gathered the maximum improvement of the research participant vocabulary level growth in which can also be seen on the Improvement table with the color brown.

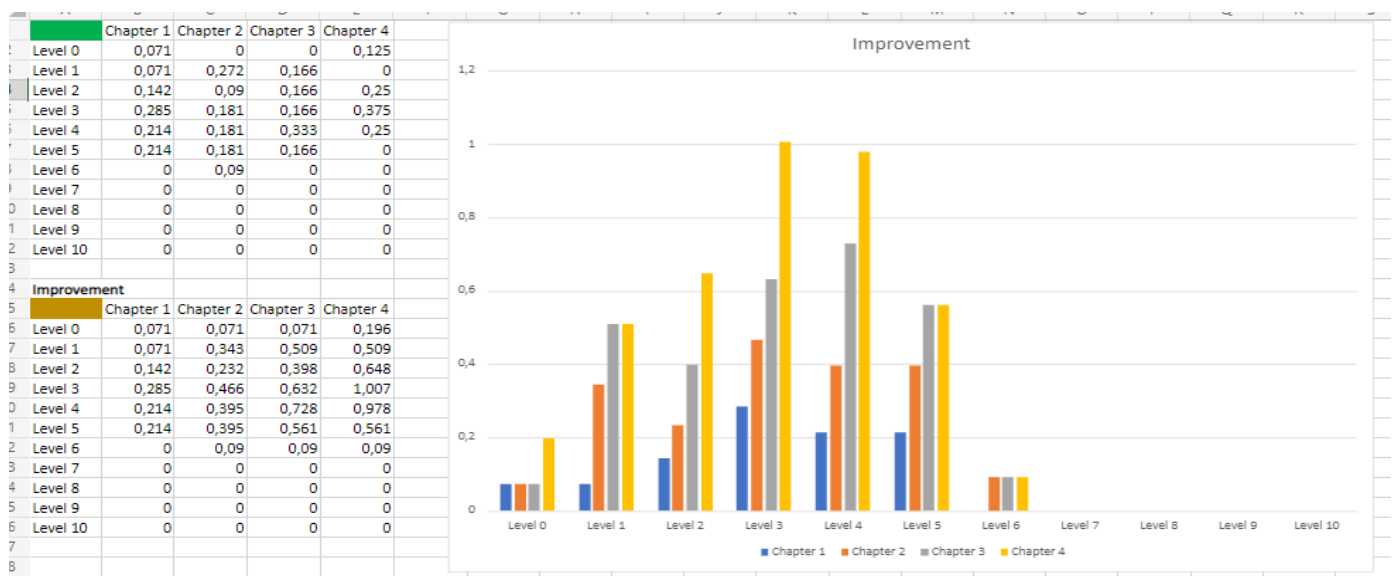


Figure 1. Participant 1 (AD)

Based on the data, we can observe that Level 0 has improved by $0.196=19.6$ percent. Level 1 has improved by 0.509 , or 50.9 percent. Level 2 has gained $0.648=64.8$ percent progress. Level 3 has improved by $1,007$ percent (100.7 percent). Level 4 has gained $0.978=97.8$ percent progress. Level 5 has improved by 0.561% , or 56.1 percent. Level 6 has improved by $0.09=9.9$ percent. Level 7 has gained $0=0$ percent improvement. Level 8 has gained $0=0$ percent improvement. Level 9 has gained $0=0$ percent improvement. Level 10 has gained $0=0$ percent improvement. Furthermore, according on the research participant AD graph, the lowest level vocabulary gain is just 9 percent, while the highest level vocabulary growth is 100.7 percent.

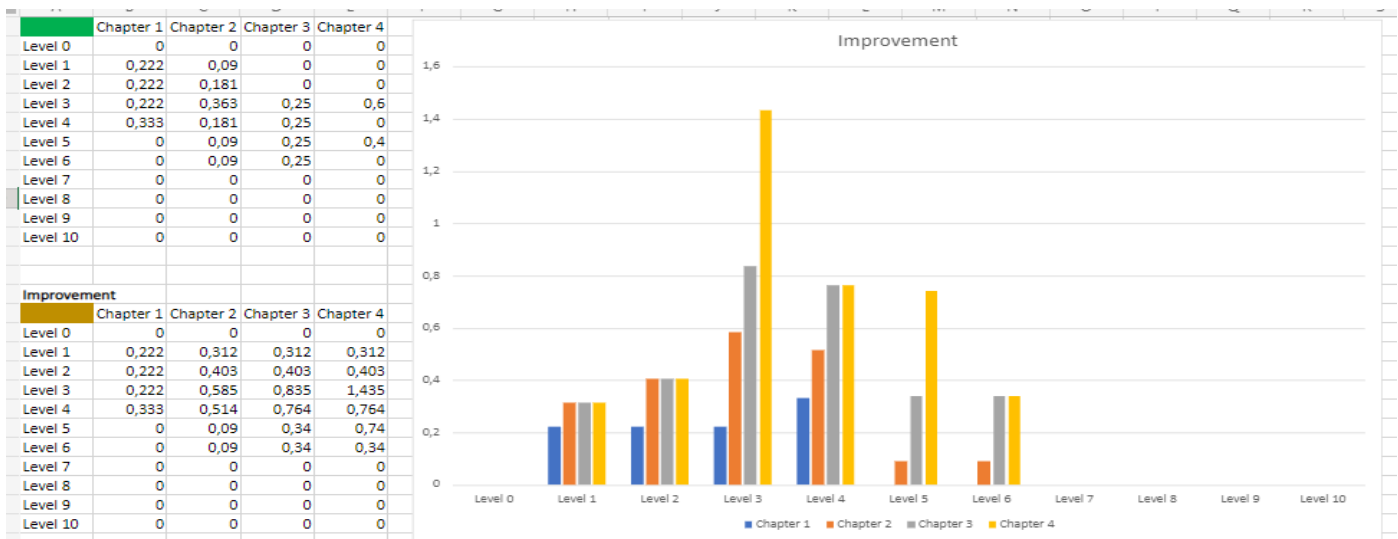


Figure 2. Participant 2 (DA)

According to the data above, Level 0 has improved by $0=0$ percent. Level 1 has improved by 0.312 percent (31.2 percent). Level 2 has improved by 0.403 percent (40.3 percent). Level 3 has increased by $1,435=143.5$ percent. Level 4 has gained $0.978=97.8$ percent progress. Level 5 has increased by $0.7644=76.4$ percent. Level 6 has gained $0.74=74$ percent improvement. Level 7 has gained $0.34=34$ percent improvement. Level 8 has gained $0=0$ percent improvement. Level 9 has gained $0=0$ percent improvement. Level 10 has gained $0=0$ percent improvement. According to the research participant DA graph, the lowest level of vocabulary development is level 1 vocabulary, which is only 31.2 percent, and the highest level of vocabulary improvement is level 3 vocabulary, which is 143.5 percent.

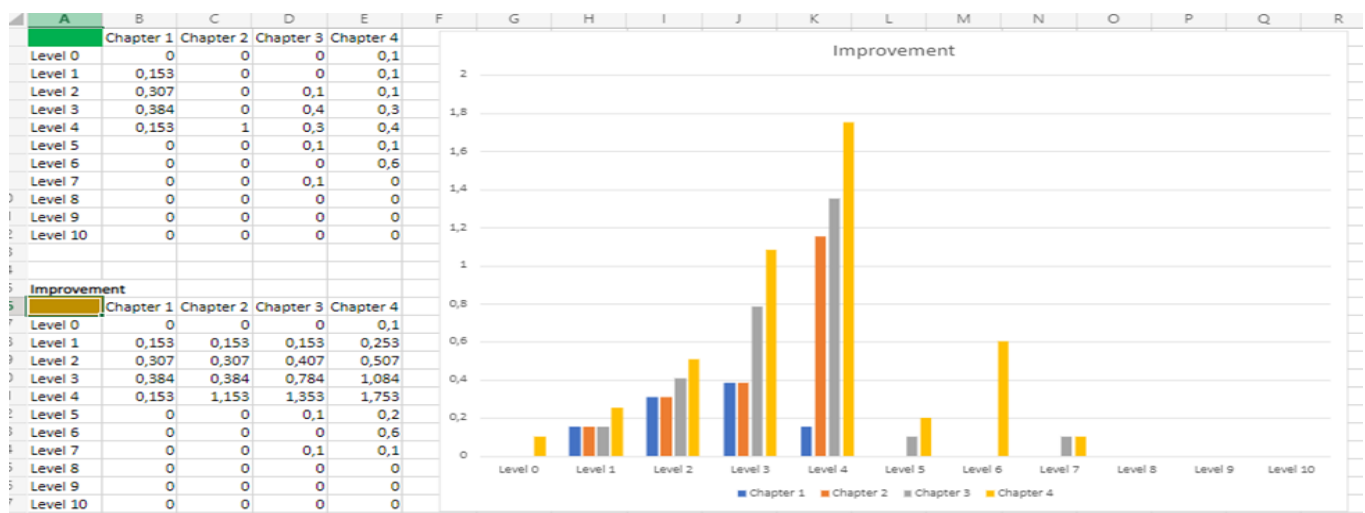


Figure 3. Participant 3 (NC)

In the data display, we can see that Level 0 has gained 0.1 percent progress. Level 1 has gained 0.253=25.3 percent improvement. Level 2 has improved by 0.507 percent (50.7 percent). Level 3 has improved by 1,084 (108.4 percent). Level 4 has increased by 1.753=175.3 percent. Level 5 has gained 0.2=20 percent improvement. Level 6 has gained 0.6=60% improvement. Level 7 has improved by 0.1 percent. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Furthermore, according to the research participant NC graph, the lowest level vocabulary development score is level 7, which accounts for just 10% of the total, while the greatest level vocabulary improvement score is level 4, which accounts for 175.3 percent.

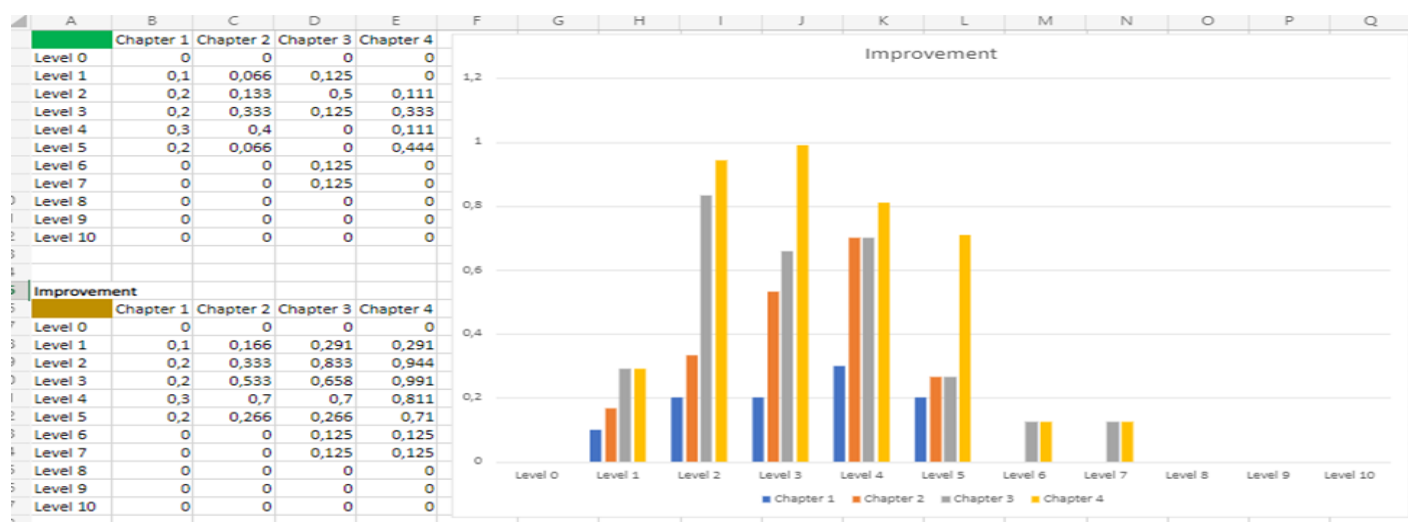


Figure 4. Participant 4 (AU)

Level 0 has gained 0=0 percent improvement in the given data above. While, Level 1 has gained 0.291=29.1 percent improvement. Level 2 has improved by 0.944 = 94.4 percent. Level 3 has gained 0.991=99.1 percent improvement. Further, Level 4 has improved by 0.811%, or 81.1 percent. Level 5 has gained 0.71=71 percent improvement. Level 6 has gained 0.125=12.5 percent progress. Level 7 has gained 0.125=12.5 percent progress. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Furthermore, according to the research participant AU graph, the lowest level vocabulary improvement score is level 6 and 7, accounting for just 12.5 percent, while the highest level vocabulary improvement score is level 3, accounting for 99.1 percent.

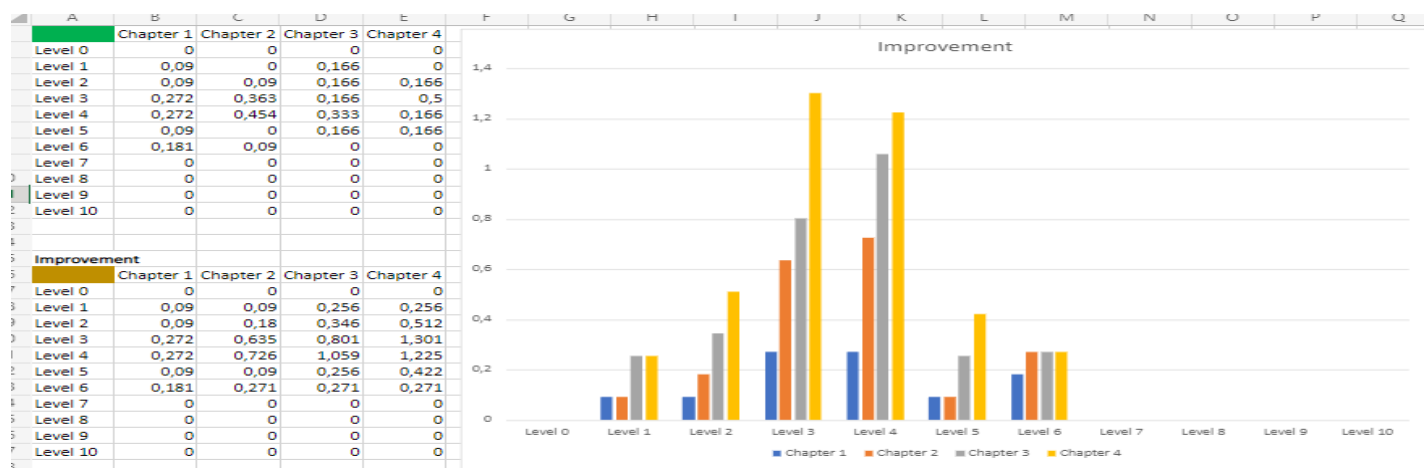


Figure 5. Participant 5 (JE)

Level 0 has gained 0=0 percent improvement. Level 1 has gained 0.256=25.6 percent improvement. Level 2 has improved by 0.512 = 51.2 percent. Level 3 has increased by 1.301=130.1 percent. Level 4 has increased by 1.225=122.5 percent. Level 5 has gained 0.422=42.2 percent improvement. Level 6 has gained 0.271=27.1 percent progress. Level 7 has gained 0=0 percent improvement. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Finally, according to research participant JE, the lowest level vocabulary development score is just 25.6 percent, while the greatest level improvement score is 130.1 percent. Finally, the lowest level of improvement from all of the research participants is level 1,6, and 7, which range from 9 percent to 25.6 percent, while the highest level of vocabulary improvement is level 3, which ranges from 99.1 percent to 143.5 percent. Finally, the lowest level of improvement from all of the research participants is level 1,6, and 7, which range from 9 percent to 25.6 percent, while the highest level of vocabulary improvement is level 3, which ranges from 99.1 percent to 143.5 percent.

CONCLUSION

Based on the findings of the study, it is fair to suggest that watching movies can improve listening comprehension capability in terms of vocabulary. The largest level of vocabulary development among all research participants is level 3, ranging from 99.1 percent to 143.5 percent. From all of this, it can be contended that there is a significant improvement in the research participants' listening ability; by using movies, students could comprehend vocabulary effectively since they can see the movie scenes by scene and infer what the scenes context is about, and from there they understand the meaning of the vocabulary that the movie characters are attempting to deliver.

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