STUDENTS’ PERCEPTION ABOUT IMPROVING ENGLISH LISTENING SKILLS USING MOVIES AMONG THE VOCATIONAL HIGH SCHOOL STUDENTS

Irvan Bagus Aji Pamungkas *
Private English Teacher in Malang, Indonesia
Alumnae of the Department of Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia

Sugeng Susilo Adi
Department of Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia

*Email: irvanbagus46@gmail.com

ABSTRACT
Nowadays, teaching media is developed well in many kinds especially for English listening skill. Listening is the first communication skill human acquired. It is an important process which has vital role in the daily activity. The example of teaching media to be used in listening class is English Movie. The researcher conducted watching English movie activity in the class and he realize that the teaching media is interesting to be used because students are easy to get bored when they have listening activity without visual media. Then, he wants to know the students’ perception about the use of English movie. This study aims to know students’ perception about the use of English movie to improve listening skill in SMKN 10 Malang. The subject of this study are eleventh grade students of SMK Negeri 10 Malang 2019/2020. The researcher takes 100 participants. The method of the study was survey with qualitative descriptive. The data was collected from online questionnaire answered by the students. The researcher used online questionnaire through Google Form to ease him in collecting and analyzing the data. The result of this study showed that students have positive responses on using English movie that they believe that using English movie can increase their listening skill. The students of eleventh grade at SMKN 10 Malang support this idea and agreed that English movie is a profitable tool as a listening media. It can be concluded that students’ perception about the use of English movie to improve listening skill is positive.

KEYWORDS
Student perception, English movie, listening skill

INTRODUCTION
Using media is the most familiar tool to teach students in learning process. It helps students to understand the material easier. Hence, they need something new in their English learning process. Based on Brown (2000), students have less planning, have limited diction, have difficulty stating goals and organizing materials. Thus, teachers have to share the materials using media to make students feel enjoyable, comfortable, and absolutely easy to understand the materials. So, the teachers need to have some methods of teaching which are used to make students more
interested in English learning process. In using teaching media, listening skill has many variations of teaching media depends on its genre.

For human being listening is the first communication skill they acquired. It is an important process which has vital role in the daily activity. That is the reason why the researcher chose listening skill for this study. Vandergrift (2002) said that listening is a complex and active process of interpretation which listeners matched what they hear with what they already know. According to Helgesen in Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. It is ability to understand what people say include understanding about accent, grammatical, pronunciation, and also finding his meaning. There are many various of listening media such as movie, music, cartoon, etc.

Listening skill using other language skills needs students to practice a lot not only in the classroom but also in the outside. The listening activity which was discussed in this thesis is watching English movies inside or outside the classroom. Porcel (2010) stated that the students can getting a lot of benefit from watching English movie. They can improve their speaking especially for their listening comprehension, they can enlarge their vocabulary knowledge and they can make their vocabulary and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had. According to Flowerdew (2005) general viewing of videos can be exploited especially for learners. They can be encouraged to employ their extensive listening skills by having group or individual after watching a particular of movie. In addition, subtitle may be included in the movie to help those students easier when watching movies.

One of the most interesting media to improve listening skill is watching English movie. English movie is one of interesting listening media to be used because it can attract and interest the students. Chan (2010) argued that visual literacy (the ability to interpret and create visual and audio media) is a fundamental form of literacy in the 21st century. Forney in Smith (2009) argued that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. Using movie in the classroom activities provide an ideal vehicle for active learning as well as encouraging interaction and participation. In asking students to watch the movies, the teachers need to aware of some potential problem including the contents of a movie. Flowerdew (2005) says that provides an overview of some of the problems in choosing appropriate movies. Such thing as sex and nudity, violence, profanity, slang, and controversial issues may all cause offense to some learners. Thus, teacher is an important actor to make this activity success or not based on choosing the genre of the movie and as a keeper in the learning process.

Using movies to improve listening skill have been researched by Cahyanta (2013), Pratama (2017), Aua (2017), and Qiu (2012). Cahyanta (2013) concluded that that using film clips can improve the students listening comprehension ability. He used Classroom Action Research as the method and took 36 students of XI Social 2 of SMA Negeri 1 Sleman in the academic year of 2013/2014. Pratama (2017) concludes that there was improvement of the students' skill listening. He used classroom action research to conduct her research in 11 MIA 1 of SMA Negeri 1 Manggar, Bangka Belitung. Whereas Aua (2017) conducted her research in UIN Ar-Raniry at the
second semester. She used experimental research design including pre-test and post-test. Her conclusion was movie can help students to construct their ideas in practicing pronunciation better than before. And then Jiaosheng Qiu (2012) in his research "The Effect of English Movies on College English Listening Teaching" He used survey as his instrument using two questionnaires for post pre-experiment and took 90 students as participants in Taishan University, China. The researcher concluded that he founded a significant greater improvement in student subjects who received movie-aided listening teaching. So, the gap between the previous studies with this study is the research method. Mostly the previous researcher used Classroom Action Research as their method, but in this study the researcher used survey as his research method.

In this article, researchers use survey research design with 100 participants which aimed at understanding students’ perception about English movie to improve listening skill. The finding of this research will be beneficial for the teacher since it will provide solution by knowing students’ perception. Thus, the teacher will know what the students need and students can utter what they want in learning process especially for improving listening skill through movie.

LITERATURE REVIEW

English Movie for Language Learning
In this era of globalization, people watch movies not for an entertainment purpose only, but they also do it for pedagogic purposes. Movies are often used in other fields, such as Biology, Chemist, History and etc. in ESL/EFL classes, the use of movies also receive positive feedback from teachers. Goldwyn (1993) stated that English teachers seem to have liked movie because of its artistic seriousness which in turn meant that is worth studying, pupils also liked this rather out of the ordinary treat so different from most of their lesson in school. There are many experiments stated that movie can develop students’ listening and communication. One of the experiments is Forney (2009) in Smith argued that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. She sees the value in these methods of learning, but she also thought that a student can get a real active picture of material from a movie, such as watching a counseling subjects’ progress over time in film. According to Harmer (2006), using good viewing and interesting listening activities attract the students’ attention. However, watching movies in foreign languages are beneficial for students, such as their speaking skill increased, their pronunciation improves, they get new vocabulary from the movies, they can develop self-expression ability, and absolutely their listening skill increase. Movies also provide students with authentic English language with its unique characteristics. Watching movies in the classroom is not only enjoyable for students, but it gives 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.

Listening
Listening is a one of important part to do communication that people do in daily activity. For human being, listening is the first communication skill they had. It is a vital aspect for communication. Based on Owen (2012) research had showed that adults spend 45%-55% of their daily life communication by listening which is more than any other form of communication such as speaking. That research had been provided with evidence that listening has been an important
role in life as a human being, especially in communication aspect, it is impossible for someone not to do this activity.

There are many definitions of listening by many experts. Based on Underwood (1989) listening is the activity of paying attention to and trying to get meaning from something we hear. Yagang (1993) argued that it is the ability to identify and understand what people are saying. This include understanding a speakers' accent, his grammar, his vocabulary and the main part is to taking his meaning. According to Vandergrift (2002) said that listening is complex and active process of interpretation which listeners match what they hear with what they already know. Thus, listening is part of communication need listeners to participate the process.

Based on theory of communication, Rost (2002) views listening as a part of transactional process in which all participants are simultaneously 'sending' and 'receiving' messages. He said listening consist of four part based on the perspective or orientations. First, from the perspective of receptive, listening is viewed as receiving what the speaker said. Second, from the perspective of constructive, listening can be defined as constructing and representing meaning. Third, looked from collaborative perspective, listening is negotiating meaning with speakers and responding it. The last, from the transformative perspective, it means making meaning about involvement, imagination and empathy. Looking by the definitions, listening was categorized based on the perspective mentioned above.

Wilson in Adnan (2013) defined the process of listening comprehension into two part; bottom-up processing and top-down processing. Bottom-up processing means the listeners’ decoding of the incoming message by analyzing it at the level of sounds, words and sentences. Top-down processing refers to the listeners’ use of background knowledge such as previous knowledge of the topic, situational or contextual clues stored our long memory. However, comprehension can only occur when the listener can place what is heard in the context.

Concerning with the using film as media to improve listening skill, the students are asked to watch movies in or out of the classroom, then students will try to listen carefully to get more positive effect. More practice is better to increase listening comprehension of the students. Thus, students will be accustomed with listening material.

Perception
Perception is a people judgement about something around them. Each people have individual perception through the thing. Jacobs et al (2004) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Hamacheck (1995) defines perception as how individual experience stimuli by the sensory receptors, from the world around them. People’s experienced is not always same as what is experienced auditorily, visually or tactically. Perception someone is affected by the way in which they view the world around them. However, individuals’ interpretation of sensory stimuli will be affected by their own views (Hamachek, 1995).

Based on Muchinsky et al (2006) people preconceive views also influence the way in which information is processed. These views help people to process large amounts of data. Data is
eliminated or ignored during information process if the information does not fit with people’s preconceived views. Information was taken as much as possible, and value judgement tends to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views.

The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen, 2003). Viljoen (2003) refers to McKenna’s (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Hamachek (1995) argued that the way individuals view the world around them greatly influences what they focus on and what they ignore. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli.

In this research, perception played as vital role, as data was collected from respondent in order to determine how they perceived and experienced classroom and clinical evaluation of their teaching skill. Some researchers have conducted studies relating to the use of movie to improve students’ listening skill. To support this study, there are some researchers which are related with this study. Based on Nawal Alafia (2017) in her research “Using Movie to Increase Students’ Pronunciation”. She used quantitative approach and used a pre experimental research design including pre-test and post-test. The research was conducted in UIN Ar-Raniry at the second semester of English department students. Her finding was movie is really effective in teaching pronunciation.

RESEARCH METHOD

The researcher used this method because he thinks that using survey can ease his research and it can minimize the time. Using survey method is a simple method and it related with this study which is students’ perception. Thus, the researcher wants to know their perception and to collect their opinion, the researcher used this method. Based on Sugiyono (2011), survey research was used to find out the data from certain place naturally, but researchers do such a way of treating to collect the data, for example distributing the questionnaire, test interview, etc. According to Sukardi (2007), the implementation of survey research would be variant complexity, from using unpretentious analysis technique to using relation analysis among complex variables. It can be concluded that survey research is a research design which is used to collect the data from participants’ perception and information. This research design was chosen to find out the students’ perception of the eleventh grade at SMK Negeri 10 Malang on using movie to improve listening skill. The data was collected from the response of online questionnaire written by the students. Firstly, the researcher spread out the link of questionnaire through Whatsapp group in each class of eleventh grade in SMK Negeri 10 Malang. Secondly, the students downloaded the link and answered the questionnaire that the researcher shared. Thirdly, the researcher kept up the respondents answer by remembering them to filled out the questionnaire. Then, the researcher would collect the data by downloading responses from Google form if the data have completed to be processed. The last step was the researcher concluded based on the data that have been collected.

RESEARCH RESULTS AND DISCUSSION
This study used questionnaire as the instrument to collect the data, it was served in Bahasa Indonesia to make students easier to understand the question and to minimize student’s misunderstood. It has been validated by Dian Novita, M.Li. The expert was categorized from their teaching media while they are teaching in the class. Using media in their class had indicated if they are an expert of teaching media in the program. Then, lecturer who teach teaching media will be chosen as the expert for the researcher’s research instrument. It was given to the students of the eleventh-grade behalf on 100 students at SMK Negeri 10 Malang as a single group. The questionnaire was asking the students to answer the question. The researcher presented and analyzed the data through the answer of the participants.

This section presents the students’ perception about the use of English movie to improve listening skill. The researcher used questionnaire to present and analyze the students’ perception. The questionnaire had been divided into 4 dimension which are frequency, students opinion towards media, students’ opinion towards teaching technique, and students’ opinion on learning experience. Each dimension has two variables and it was spread out into 18 questions. The subject administrated 100 students of the eleventh grade at SMK Negeri 10 Malang.

This section answers the research problem that have been stated in Chapter 1 which written “What are the students’ perception about the use of English movie as a media to improve their listening skill?”. To answer this research problem, the researcher took questionnaire for 100 eleventh grade students in SMKN 10 Malang to participating answer the questionnaire.

Based on the data, it can be concluded that the use of English movie to improve listening skill had a positive answer. It was provided by the result of the data which was written in Table 1 and 2. The first finding is English movie can reduce their difficulties on learning listening with 81% positive answer. Thus, English movie can help students easier to learn listening. It can be a great tool for students learning activity in/out the class. Using English movie can decrease their difficulties in listening process. The second finding is English movie is an interesting media to be used because it can attract and interest the students. It is a great and good media to teach listening for listening process. It can be seen on the table 2. Respondents argued that English movie is a good and great tool media. It is easier to understand and helps students while in learning process. This finding relevant with Harmer theory. Harmer (2006) stated that using good viewing and interesting listening activities attract the students' attention. So, based on this theory, English movie is one of good viewing and interesting listening activities for students. It can motivate students to learn listening easily because of interesting teaching media. It makes students interest to learn listening and they feel comfortable when they are on listening class.

In conclusion, most of the students had positive perception about the use of English movie to improve listening skill. It could be seen from the data that comes from open ended – questionnaire filled by the students as the respondents. The use of English movie makes the students easier to learn listening because it provides a visual media and they can imagine the condition of the speaker. Fornay (2009) in Smith argued that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. She sees the value in these methods of learning, but she also thought that a student can get a real active picture of material from a movie, such as watching a counseling subjects' progress over time in film. Then, the second perception is English movie is one of interesting listening
media to be used because it can attract and interest the students that supported by the theory Brown (2006).

Using English movie as a teaching media to improve their listening skill is on of an alternative ways in learning. The questionnaires about English movie have been filled by respondents. The questionnaires that have been filled in this part based on the frequency dimension. It is defined how often the respondent doing something based on the question of the questionnaire. It is divided into three question. The first question is “How often do you watch English movie?”. The data shows that mostly of the respondents stated “rarely” within 28 respondents. The second is “often” with 20 respondents’ answer and the next is “very often” with 13 respondents’ answer. The researcher has a parameter for those question in this part. The first is students doing something up to twice a week indicated “very often”. Second, students doing something once a week indicated “often”. The last is students doing something less than twice a month indicate “very rarely”. Hence, based on the table above most of students are watching English movie less than twice a month because they answered “rarely” for this question. The data shows that mostly of the respondents stated “not very often or rarely” within 31 respondents. The second is “rarely” with 25 respondents and the next is “very often” with 17 respondents’ answer. Based on the table above, it indicated most of respondents use English movie as a learning media less than twice a month.

Students’ Opinion about Media
Using media is most familiar as a tool to teach students in learning process. It helps students easier to understand the material. Hence, they need something new in their English learning process. After their learning process, basically they have opinion/perception about the media. This is what the researcher needs for his data of this study. This part of this study is based from the dimension “Students’ Opinion about Media” which have two variables and five question. The first question is “What is your opinion about the use of English movie for learning listening?”. The data shows the respondents’ answer about their opinion. Most of the respondents stated “great, good, and easy to understand” within 33 respondents. The second answer is “quite helpful in assisting learning listening” with 27 respondents. The next answer is students argued “challenging and interesting” for English movie within 13 respondents. Based on the data of respondents’ opinion, it indicates if English movie get positive answer from the most of respondents. The next questionnaire’ question that the researcher take for this study is “Do you like to watch short movie or film?”. The data shows that 94% of the respondent stated that the accent of native speaker is easier to understand if it is loaded in film, but the 4% respondent vote “no” for this question. The next questionnaire based on the respondents’ teacher media. The question was made to know what media that their teacher used to teach listening in class. The question is “What media that your teacher used for listening class?”. Most of the students said “speaker and recording” as their teacher’s media with 33 respondents. The second answer is “speaker, LCD and laptop” with 26 respondents. The next answer is “songs” with 19 respondents and “speaker and video” with 16 respondents.

The next questionnaire’s question is “Do you think that your teacher media is interesting?”. The result of this question can be seen on Table 1 below.
Table 1. Student Opinion about Media Use

<table>
<thead>
<tr>
<th>Variable</th>
<th>Question</th>
<th>Answer of respondents</th>
<th>Percentage</th>
<th>Number Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher media</td>
<td>Do you think that your teacher media is interesting?</td>
<td>1. Yes: 72</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No: 28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that 72% of the respondents think that the teaching media that their teacher used is interesting for learning listening and 28% of the respondent vote that the teaching media is not interesting for students in learning listening.

Students’ Opinion about Teaching Technique.

Technique can be well defined as the skills you have acquired with experience and applying it as per requirement. Teaching technique can also be called as the methodology or the skill a teacher is using while teaching in the class. This part is divided into two variables which are “movie for learning listening” and “learning process”. It consists five question for this part. The first question is “Do you like using English movie for learning listening?”. The result of this question can be seen on Table 2 below.

Table 2. Students’ Opinion about Teaching Technique

<table>
<thead>
<tr>
<th>Variable</th>
<th>Question</th>
<th>Answer of respondents</th>
<th>Percentage</th>
<th>Number Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie for Learning Listening</td>
<td>Do you like using movie for learning listening?</td>
<td>1. Yes: 89</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No: 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that 89% of respondents vote that they like using Movie to learn listening and 11% of the respondents vote that they don’t like using English movie to learn Listening. The table shows that 97% of the respondents vote that English movie make Listening class more fun and interesting. Thus, 3% of the respondents vote that English movie can’t make Listening Class more fun and interesting.

The next questionnaires’ question is “Does the use of English movie can help to imagine the condition on learning listening?” The result of the question can be seen on the table below. The table shows that 100% of the respondent vote that using English movie can help to imagine the condition on learning listening and no one respondent who disagree with this question.

The next questionnaire’s question is “Based on your opinion, it’s easier to learn listening by using movies or learning activities as usual?”. The data shows that 68% of the respondent thought that it’s easier to learn listening by using movie and 32% of the respondent vote that learning activities as usual is easier to learn listening.

The last question in this part is opinion of respondents about teaching method that they want in the future. The question is “What learning method that you expect in the future?”. The data of this question can be seen on the table below. Based on the data, 26 respondents argued “metode yang lebih mudah dipahami dan menyenangkan”, 18 respondents argued “menggunakan film/video English”, 13 respondents stated “belajar dengan santai” and 12 respondents said...
"menggunakan alat elektronik seperti handphone/laptop tanpa menggunakan buku". According to the data above, there are many answered form the question. The researchers found that using English movie have 18 respondents for learning media that they want in the future. This is the second answer which is chosen the respondents. The first answer is learning method that easier to understand and fun with 26 respondents.

Every student learns in a wide variety of settings and ways, the term is often used as a more accurate, preferred, or inclusive alternative to terms such as course, assignment, learning media, etc. learning experience refers to any interaction course, program, or other experience in which learning takes place.

CONCLUSION

Based on the previous chapter, findings of the research result. It shows that students are interested using English movie to improve their listening skill and more motivated to learn listening. They also agreed that they got easier to learn listening using English movie. Moreover, they supported the idea on using English movie as a listening media to improve their listening skill. To conclude, the students give positive responses on using English movie as a listening media to improve their listening skill. The students of eleventh grade at SMKN 10 Malang support this idea and agreed that English movie is a profitable tool as a listening media. It can be concluded that students’ perception about the use of English movie to improve listening skill is positive.

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