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Using English Movie with Delay and Non Delay Subtitle to Improve Listening Skill

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Abstract

The aim of the study was to analyze and describe the process of improving students' listening skill for eleventh grade students of MAN 1 Majene, West Sulawesi Province through watching English movies. The subject of this research is XI Agama 2 Class that consisted of 16 students. The method used in this study is Classroom Action Research (CAR) which the writer works collaboratively with the English teacher. The results in this study indicate that there was improvement of the students' skill listening. Most of the students gradually gained good scores at the end of the cycle. The data were collected from a questionnaire, observation note of performance, pre-test and post-test. The study was conducted with cycle model through the steps of planning, conducting, observation, and reflection. The results of this study show a significant relationship between students' learning by English movie with delay subtitle related to their listening skills as shown in their improvement of post-test and positive responses of students than English movie with not delay. The questionnaire shows that more than 75% students felt easy to 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. In conclusion, watching English movie can improve students listening skill.

Keywords: Watching, Listening, English Movies

1. Introduction

Language as a means of communication plays an important role in social relations among human beings. One of the well-known languages is English. English has become an important means of international communication which is learned almost in every country (Nurchalis, Leman & Selle, 2018). In Indonesia English is considered as a foreign language. English has been being studied for all of school grade since at junior high school based on curriculum that been applied in our country (Permendikbud, 2014).

There are four English language skills that must be learned by the students, namely: listening, speaking, reading, and writing. These skills divided into two kinds of language, receptive and productive language (Brown, 2014). Listening and reading are receptive language skills while writing and speaking are productive

language skills. Reading and listening as receptive language are quite important to develop students' competence of language. Listening is included as one of the important skills to be learned. Richards and Renandya (2002:239) stated, "Listening is vital in language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin".

However, listening to the English language is hard work for the school students. The English language has a different accent and pronunciation from the Indonesian language, so it is difficult enough for the students to understand the spoken English words. In this case, the teacher plays an important role to help and facilitate the students in the teaching-learning process. English language learning in urban schools is supported by very complete facilities, highly professional teachers, supporting books, and even urban schools that often provide a special room as an English laboratory room (Sakka, Aswad, & Fajriani, 2018). One of the ways is providing suitable listening is with accompanying audio visual technology in the classroom such as CDs, DVD or video.

Some teachers of MAN 1 Majene get some problems when they teach. The most problems in teaching are caused by the method applied by the teacher is not fit with this skill which need a lot interaction in the classroom; the teachers are still confused to find technique which is fit with this skill especially in listening skill; and lack of tools or facilities in process learning.

Nevertheless, improving listening skill by watching movie also meets any challenges. Watching without subtitle makes confuse with the sound of new word that is never heard or seen before. Then when watching with the subtitle and the sound of speaker turn on at the same time, learners focus is divided into two objects between focus on listening or reading. And exactly the brain focuses on reading the subtitle not listening because the brain will pay attention to the easier one and reading the subtitle easier. The text on screen shows directly than listening that difficult to figure out what the meaning of sound. Beside that, the learners are lack of vocabularies. Hence, in this paper the researchers argue watching movie with *delay* subtitle might the best way because it can improve those skill reading (give additional vocabularies) and train our listening skill.

The researchers formulate a research question namely "Does watching movie with delay subtitle method in teaching improve students' listening ability?" On

this research, the researchers would like to find out whether or not watching movie with delay subtitle method in teaching improves students' listening ability at second grade students of MAN 1 Majene.

Furthermore, this research focuses on listening, fluency, and comprehension components of listening ability at second grade XI AGAMA of MAN 1 Majene by watching movie with delay subtitle debating as a teaching method. Besides, this chapter presents the theoretical framework of the current study. It is listening as one of the most important and essential skills to know what people say. The second is applying method of Watching Movie to improve listening skill. The significance of this research is try to give information to the teachers and students that watching movie with delay subtitle teaching method may give a good effect and can be applied by the teachers in the practice.

This section will explain the sub chapter contains with the definition of listening, principle of listening, listening problem, listening material.

1.1. Definition of Listening

Listening is one of the most important language skill. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in every single day. The importance of listening is acknowledged by Brown (2014) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning. As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the sender`s choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs

integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain does not automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in Nunan (2003:24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

1.2. Principles of Listening

There are principles of listening based on Harmer (2003). Firstly, the students are encouraged students to listen as often and as much as possible. The more students listen, the better they get at listening – and the better they get at the understanding pronunciation and at using it appropriately. The second is helping students to prepare listening. After that, students are asked to repeat the recording.

The teachers also encourage students to respond to the content of a listening, not just to the language. An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression

it makes on the students. Beside that, the teachers need to set different tasks for different listening stages. The last principle is playing play an audio track until the end before repeating it, because good teachers exploit listening texts to the full.

1.3. The Benefits of learning listening by movie with subtitle (Delay and Non Delay)

Watching English movies can help the viewers, specifically the students to enhance their vocabulary and for them to acquire new words. In this modern generation, film has involving on more tragic and because of the technologies they may become more ravishing movies that was produced or release in the television.

There are so many people watching foreign movies most of them are the students who are interested on it instead of reading books they become more interested on watching movies. Sometimes when they read books they got bored

especially for those people who are not creative in mind, it became bored at the same time because of lack of knowledge in deep vocabulary. But when you watch a movie you don't need to imagine, it's already happens in front of your eyes, correspondingly you will learn new vocabulary without consulting to dictionary because the character's, gesture, and the emotion are already give you an idea to what it really means.

The usage of subtitle in the video is also have their own benefit, for delayed subtitle students can improve their reading skill (additional vocabulary and pronunciation), and their listening skill. For non-delayed subtitle students focused on reading rather than listening.

1.4. Tool Prepared for Learning Listening

In the listening learning we used some medium/tool to make our teaching process easier for students to understand. Here are some of the tools that will be used in the study. Here are the tools of learning listening:

Table 1. Tools Prepared to Learn Listening

No	Tools	Descriptions
1	Laptop	A laptop computer is a portable personal computer powered by a battery, or an AC cord plugged into an electrical outlet, which is also used to charge the battery. Laptops is used for storing movie and played it.
2	LCD	A liquid-crystal display is a flat-panel display or other electronically modulated optical device that uses the light-modulating properties of liquid crystals. The LCD is used to show the movie in a big size.
3	Speaker	A device that converts analog audio signals into the equivalent air vibrations in order to make audible sound. The speaker is used for the audio of the movie, to make the students easier to listen.
4	Movie	A movie with subtitle A recording of moving images that tells a story and that people watch on a screen or television. The movie will be used as a test by using delayed and non-delayed subtitles.

1.5. Procedure of Learning by Using Movie with Subtitle (Delay and Non Delay)

Firstly, the researchers start with checking the students ability in listening skill by giving them some question. Students will be given five questions each, the questions will be about the listening sessions that they obtain from their teacher, are the session is good or not. Secondly, the researchers play the video with subtitle by using LCD, in the first session the researchers use subtitle without delay and observe how the students will obtain as much information from the movie and subtitle, in the second session the researchers will use delayed subtitle with same observation. Finally, the writers compare the result of the two sessions and also with the questions result, how the students will improve by using it for several days, and the researchers will make a conclusion of the observation by comparing and combining all the results.

Yaseen and Shakir (2018) did the research with the title “Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur”. It proved that movies help their audio-visual learning of language. The movies as a whole-gestures, voice intonation, body language, speed, context, situation, ambience etc. The movie scenes together convey the language and its meaning to the student while watching. Considering of this explanation is theoretically the features of the movies audio-visual learning of language, voice intonation, body language, speed, context, situation, ambience etc. They may improve student language skills especially listening skill.

2. Method

The writer used quasi-experimental study as the design. It is one of many types of experimental design study. Quasi-experimental design is very common in educational research field. Because the researcher of experimental study frequently use intact group in educational field, it makes the quasi-experimental study easy to be found in educational research area. It also means that the writer will select the sample from the classes already in the school.

Table 2. Category of Score

Score	Category	Define
80 – 90	Excellence	Positive effect
75 – 79	Very good	Positive effect
65 – 74	Good	A few effect
55 – 64	Under	Not given effect

3. Results

3.1 Findings

This chapter presents data collection of experimental on the eleventh grade of MAN 1 Majene where pre-test and post-test given. According to results of the inquest, students get various score. The score of pre- test and post-test will be present on the table below.

Based on the table above, results of pre-test and post-test showed that students get influence of method presented. Some students get well increase of score, and also some of students just a little get increase score, but in other act there are student that still not change score. Although the students get various score, the results showed that average of ability the students pre-test (60,82) to post-test (70,25) given good effect around (9,43). The result shows that there is a significant difference between the score before treatment and the score after treatments.

3.2 Discussion

As the results of pre- test and post-test, this research classified as below.

Table 3. Percentage of Pre-test Indicator

No	Score	Frequency	Percentage (%)	Category
1	80 – 89	0	0%	Excellence
2	70 – 79	3	20%	Very good
3	60 – 69	5	30%	Good
4	50 – 59	8	50%	Under
	Total	16	100%	

From the table, it showed that the pre-test of this research where the students not got effect yet of the treatment. There were only 20% of students

were classified very good, 20% were classified good, 60% classified of under and nothing of students were classified excellence. So, we can say that ability to listening skill the students still low and the students had difficult to get new vocabulary.

Table 4. Percentage of post-test Indicator

No	Score	Frequency	Percentage (%)	Category
1	80 – 89	3	20%	Excellence
2	70 – 79	4	25%	Above of good
3	60 – 69	8	50%	Good
4	50 – 59	1	5%	Under
Total		16	100%	

That is results that showed the score of students increased. From the class that consist of 14 students, there were 15% classified Excellence, 30% of students classified very good, 35% classified that good, and the under category 20% of them. There is a change that happen to the students after applied this method. From the percentage degree significant change happen on post-test treatment given a positive effect.

On the pre-test treatment nothing students that got excellence score, only 6 students that got above and good score, and more than those that get under score. After given by post-test treatment, there are some changes that happen to students where the students apply and accept this method well. They enjoy this lesson and don't felt pressured. The result showed that songs can be helped the students improve their vocabulary. Songs can be constructing the student's motivation to learn vocabulary easily.

4. Conclusion

Based on discussion above which showed the increasing attitudes and students learning results, it can be concluded that the use of movie with delay subtitle as the media for learning of English is appropriate. Furthermore, they were being motivated to follow the lesson because every activity for ask them to be active and did the best to solve the task given. They loved to complete each other supportively to prove their ability in English material given by the researcher. In

addition, the students also had time to have pronunciation practice during watching movie. Movie with delay subtitle also practiced the students to apply the new words in a real context, though were several students that who were able to apply them

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