

# USING ENGLISH MOVIE *AKEELAH AND THE BEE* WITH ENGLISH SUBTITLE TO IMPROVE STUDENTS' LISTENING ABILITY

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## ABSTRAK

*Penelitian ini menggunakan objek film Inggris dengan English subtitle bahasa Inggris. Menonton film Inggris dengan subtitle bahasa Inggris dapat menjadi salah satu cara alternatif dalam mengajarkan kemampuan berbahasa berkaitan dengan keterampilan listening. Akeelah and the Bee adalah film yang akan digunakan oleh peneliti untuk memfasilitasi dan memotivasi siswa dalam belajar bahasa Inggris dari keterampilan listening dengan antusias tanpa beban apapun. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan listening siswa melalui penggunaan film Inggris dengan English subtitle dan tahu bagaimana listening instruction menggunakan film Inggris dengan subtitle bahasa Inggris mempengaruhi sikap dan kinerja dalam mendengarkan siswa. Penelitian dilakukan dengan menggunakan penelitian tindakan kelas dalam program sarjana dari Jurusan Bahasa Inggris Pendidikan di Universitas Muhammadiyah Semarang pada tahun akademik 2014/2015. Pengumpulan data menggunakan kuesioner, catatan pengamatan kinerja, pre-test dan posttest. Penelitian dilakukan dengan model siklus melalui langkah-langkah perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian ini menunjukkan hubungan yang signifikan antara belajar siswa dengan film Inggris dengan subtitle yang berhubungan dengan keterampilan mendengarkan mereka seperti yang ditunjukkan dalam perbaikan mereka dari post test dan tanggapan positif dari siswa. Kuesioner menunjukkan bahwa lebih dari 75% siswa merasa mudah untuk memahami materi listening dari penutur asli. Akibatnya, ia menyarankan bahwa proses belajar mengajar menggunakan film Inggris dengan subtitle bahasa Inggris dianjurkan dalam proses pembelajaran untuk meningkatkan keterampilan mendengarkan siswa di kelas bahasa Inggris.*

## 1. Introduction

### 1.1. Background of the Research

The ability of English has pivotal role in mastering language proficiency in line with sophisticated media and ICT (Information and Communication Technology) growth recently. English as international language is very beneficial for acquiring knowledge, information sources, and online transaction. Thus, learning English language should be innovative and relevant to the current technology in order to make students enjoy and happy to master English without any burden such as we learned Indonesian language or

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local language as a mother tongue when we were young or children. The first step of language acquisition when we were children is listening skills as a receptive skill.

The researchers, therefore, try to find out how listening skill is very useful to master English ability as a media of communication. We know that using language as a communication media is part of our daily interaction activities. Unfortunately, second language students or foreign language students have perception that listening skills are very hard to learn dealing with their lack of practice and unusual activities.

Teaching listening is one of the duties that have to be conducted by teachers of English to improve to the students' listening ability in English. Listening is a skill that tends to get neglected for various reasons. They are teacher thought by learning speaking, listening skill would be acquired automatically by the students, no serious attention given to listening skill, we just give a nod or hand shake when we try to pretend that we understand others speaking, thought we are not and when teacher teaches listening skill, actually they are not. They just teach more about other skills.

There is still plenty of evidence that listening is under-valued. When there is pressure on contact hours, it is often the listening session that is cut. Students are rarely assessed on their listening skills, and the problems of many weak listeners pass undiagnosed. (Field, 2009:1). The methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction. Alternatively, a faddish commitment to an 'integrated skills' approach may result in listening being relegated to a hasty topic-driven session wedged between reading and writing, which tend to be regarded as more manageable skills.

Based on the problems above, the researchers strive to find out the effective model of teaching listening in order to make students happy and interested to follow learning process. In teaching English, the teacher has to be aware and considers the capacity, the need and the interest of the students so that the teacher can choose the best way to deliver the essence of learning to the students. Since Indonesian students learn English as a foreign language and they can be called beginner in English, learning in pleasant circumstances is very important for them. Interesting media in learning can attract their interest and help their concentration stay longer. So, their attention and motivation in learning can be maintained.

Products of creativity in all aspects of life are easily to be accessed like movies, videos, music, books, and many others in this modern technology era. Animation movie is also one of them. This movie is colorful, fun, interesting and liked by people in all ages. As a result, that existing products of people creativity can be used as media in teaching and it can be easily to get, modified, developed or even created by a creative teacher to be brought into the classroom.

The researchers focus on listening skill in this research. It has big influence of acquiring language proficiency. Burely-Allen (1995) says that more than 40% of daily communication is listening, 35% for speaking, 16% for reading and 9% for writing. Nunan (1997) suggests that mastering English language should be 50% for practicing listening skills. Hence, listening has big role for acquiring language proficiency of English language.

The process of teaching listening should be innovative and creative in order that students don't get bored to learn. There are various techniques can be used by the teacher to teach reading, writing, speaking and especially listening. Some teachers thought that listening is the easiest skill to teach, so many of material or English

handbook put it in the beginning of material. Actually we can use many interesting media to teach them those English skills such as using English Movie with English subtitle. Watching film or movie is fun learning process in comprehending language, especially English language mastery because of interesting story and plot of it.

National Innovative Technology Center and Education Technology Implementation Center (*Pusat Teknologi Inovatif Nasional dan Pusat Pelaksana Teknologi dalam Pendidikan*) (2010) assert that teaching foreign language to students by using English movie with English subtitle can give advantages such as improving their understanding and comprehension of language mastery throu fun learning, increasing their vocabularies acquisition, and upgrading their learning motivation. Using English movie with English subtitle hopefully facilitate students to identify the words they listened with the correct words and spelling of them. They will be familiar to listening native speaker by practicing that process in order that their listening ability can improve automatically. Therefore, the researchers expect by teaching-learning of listening skill through English movie with English subtitle become one of the good alternative in teaching listening.

Based on the background above, the title of the research is Using English Movie ‘Akeelah and the Bee ‘with English Subtitle to Improve Students’ Listening Ability. The scope of the study in this research is limited to English Education Department at Semarang Muhammadiyah University in the academic year 2014/2015 in listening comprehension subject and film that used in the research is educated English movie entitled “Akeelah and the Bee”.

## **1.2. Research Questions**

The research questions of the study are as follows.

1. Is there any improvement of students’ listening ability through using English movie with English subtitle.
2. How does listening instruction using English movie with English subtitle affect student attitudes and performance in listening?

## **1.3. The goal of the research**

The goals of research are as follows.

1. To find out the improvement of students’ listening ability through using English movie with English subtitle.
2. To know how listening instruction using English movie with English subtitle affect student attitudes and performance in listening.

## **1.4. Literature Review**

### **1.4.1. Listening Skill**

To define listening, Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear.

Listening is the process to pay attention somebody/something that you can hear, to take notice of what somebody say to you so that you follow their advice or believe them (Oxford advanced learner’s dictionary). The important of listening in language teaching can hardly be overestimated. Through reception, we

internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. Is it any wonder, then that in recent years the language teaching profession has placed content emphasized on listening comprehension (Brown, 1994:233).

According to Derrington & Groom (2004) there are five types of listening: Informative, which consists of information retained by the learner; appreciative, when the learner listens according to his style and feels pleasure about it. Critical is based on retaining information and analyzing it deeply. Discriminative in which the listener identifies emotions and inferences through the tone of voice. Empathic consists on non verbal behavior of the listener that is attending to what is said. All these types of listening help us to identify the kind of video material that can be used depending on the students’ style of learning, and their listening needs.

Moreover, listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristics established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment

#### **1.4.1.1. Teaching Listening using English Movie with English Subtitle**

Karakas and Saricoban (2012) show that watching movie with English subtitles the learners’ can get more benefits. This study suggests that learners may improve their spelling, word recognition ability, pronunciation of new words and words they have already acquired, their understanding of spoken language, and intonation when they watch movies with the second language subtitles.

Therefore, English movie with English subtitle can be a good technique in teaching listening. While watching a video, the person is exposed to both audio and visual inputs; for that reason, this project is based on videos to develop listening skills. Besides, Helgesen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos.

Images of videos benefit students as was found in Ting Hung (2009) study, where his participants benefit from the visual part of the video, that supported them to self- analyze their own performance; thus, students become autonomous learners and critical thinkers not only for them but for others’ learning process; focus on analyzing images, comprehend the video and identify their “weaknesses and strengths”. Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than “simple teacher correction”.

Moreover, Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning. However, videos can be used not only in a classroom, but also on distance learning settings where facilitators can interact with students via internet, as Ramal (2006) points out. In this way, through videos, an immediate feedback can be provided in addition to the opportunity to having self-monitoring and self- evaluation processes. Besides

that, English movie that was educational moral value is not only entertaining but also can motivate and encourage students to master English subject especially in mastering listening abilities from native speakers.

#### **1.4.1.2. Students' Responses**

Students' responses are students' perceptions toward the process of teaching-learning dealing with listening comprehension subject by using English movie with subtitle as one of the aspects to improve their learning achievement.

### **1.5. Research Method**

#### **1.5.1. Research Design**

The research design used by the researchers is classroom action research with three cycles. They are cycle 1 and cycle 2. As classroom action research, this study followed the design in which cycle consists of four steps: Planning of action, implementing of action, observing and evaluating and analysis and reflection. The four main steps were preceded by reconnaissance (preliminary study) and analysis and identification of problem. For discussing findings, researchers used descriptive quantitative technique. Descriptive was intended to describe the results of questionnaire and observation. Meanwhile, quantitative technique were used to define pre-test and post-test dealing with the improvement of students' listening abilities

#### **1.5.2. Subject and Setting of Research**

The research subjects are students in semester IV of English Education Department at Semarang Muhammadiyah University in the academic year 2014/2015 on listening comprehension subject. The research has been conducted in six meetings.

#### **1.5.3. The Data Sources and Research Instruments**

Data was collected in this research is as follows.

1. Written test of listening skill comprehension was intended to know the improvement of students' ability dealing with pre-test and post test. Those were carried out before treatment and after treatment.
2. The result of questionnaire was used to find out students' responses of teaching-learning process related to every treatment of each cycle.
3. Observation was conducted to know the improvement occurred during teaching-learning process in every meeting.

#### **1.5.4. Data Analysis**

Students' listening comprehension was assessed based on aspects including their understanding, accuracy and efforts based on test instrument and observation instrument. The results of them were analyzed by using comparative-descriptive analysis by comparing the improvement of each cycles based on their performance during teaching-learning process and test. Meanwhile questionnaire that was conducted in the research was analyzed by using descriptive analysis.

### **1.5.5. Research Procedure**

Conducting a classroom action research consists of two steps-preparation and application-are involved. This classroom action research was conducted by using of the cycles process. The researchers started the study with preliminary observation in search for identifying the real problem in the teaching learning. The activities in the preliminary study were conducting an observation in the classroom. The result of these collecting of data was used as consideration in planning the action to be applied. Next, the researchers conducted the study following the procedures consist of planning, action, observing and reflection (Mistar, 2006).

### **1.5.6. Classroom Action Research Application**

The result of a preliminary study shows the real problems in the teaching of the listening skill dealing with students' abilities. The researchers conducted the study by following the procedure of the action research starting from planning the action, followed by action, observation and reflection. In this step, all cycles are used to solve the same problems that have been found through the pre-test, which is related with the students' listening ability, then continued to the next step. If the problems are not solved yet, the following cycles should be continued with its revised planning, re-implementation, re-observing and re-reflecting until the criteria of success are satisfied.

#### **1.5.6.1. Planning**

Planning step consists of overall plan concerning the action that would be implemented. The plan covered the activities in designing action plan and criteria of success.

#### **1.5.6.2. Designing Action Plan**

The researchers followed the steps on doing this study. They were a) Identifying Teaching Goal of teaching listening using English Movie with English subtitle, b) Recognizing the Teach Listening Using English movie with English subtitle entitled 'Akeelah and The Bee' as education movie in order to encourage students' motivation and aptitude of learning English, 3) Determining Movie in which it could be fits fits them and easy to understand of spelling English words and education theme of the film, and 4) Designing the Test Form for Teaching Listening Using English movie with English subtitle is suitable to analyze students' ability in listening.

#### **1.5.6.3. Determining the criteria of Success**

The criteria of success of this study were emphasized on the listening process and the test result. Those criteria are determined as follows:

1. The students get the meaning of the conversation happen in the English movie with facilitating English subtitle.
2. The students are actively involved in the teaching listening using English movie with facilitating English subtitle. .
3. The students are motivated and enthusiast to follow the process of teaching listening by using English movie with facilitating English subtitle.

4. The average number of understanding language from a English movie with facilitating English subtitle by the student is 70%. So, they can understand what the movie scene talking about. By the end of these processes, the students should achieve the standard score, which is 70; if it is not, it means that the researchers should do the following cycle.

#### **1.5.6.4. Conducting action**

In this research, the researchers implemented the proposed strategy by referring to the teaching listening plan designed before and observed the activities done in the class. The teaching listening test assessment strategy is carried out in the classroom according to the existing schedule of writing class. In this stage, the researchers must obey what he had set up in the planning stage. During the implementation of the teaching listening test assessment strategy in the classroom, the researchers play a role as a facilitator to whom the students consult their problems

#### **1.5.6.5. Observation**

This stage is the process of recording and collecting data about any aspects or event which happened during the implementation of the action of each treatment. The data were analyzed by using descriptive analysis. The observer observed the teaching and learning and the assessment process focusing on the activities done by the teacher and the students. The teacher and students' activities during the implementation of the strategy were evaluated using the instrument that had been developed previously. In evaluating the process, a product evaluation was also applied. In this case, the students' listening test were collected and scored.

#### **1.5.6.6. Reflection**

The reflection stage actually covers two processes, those are the process of analyzing and reflecting on the data obtained through the reflecting stage.

#### **1.5.6.7. Analyzing Data**

The qualitative data obtained during this study were classified and analyzed in certain orders. The data obtained provided the description about the assessment process, the students' test result and the students' participations. Here are the following procedures of data analysis were conducted 1) Data Classification; the collected data were grouped on the basis of their forms in the sense that the data obtained from the students' test result were distinguished from those obtained from the field notes and so on. And 2) Data Presentation; the data presentation was based on the result of the observation, field notes, test/assessment, and the collection of the students' test result.

#### **1.5.6.8. Reflecting Data**

The reflection stage was the process of giving judgment and responses to the action. The researcher analyzed all the data obtained and compared the result of analysis with the criteria of success. If the results of test result meet with the criteria of success, the classroom action research should be stopped. If not, the strategy

should be revised; the revised strategy becomes a revised plan of another cycle of action research.

## **2. Findings and Discussion**

The results of the research shows that a good improvement by using English movie with English subtitle related to students' listening ability. It can be seen from the results of observation analysis, questionnaire and test.

### **2.1. Results from the Observation Analysis**

Before giving treatment the researchers tried to observe the whole activity in the first meeting. In this meeting, many of students still got difficulties about the listening new vocabulary without explanation first, and high speed spelling words in the English movie. Besides that, the class' condition was a little bit noisy that was caused by they are attracted to the English movie and ignoring to check English subtitle as a media for being familiar with native pronunciation.

After conducting the first meeting as cycle 1, the researcher tried to observe the whole activity in the previous meeting. In this meeting, there were only some difficulties that were faced by the students, but it did not matter because they had eagerness to follow the class and they looked enjoyed on doing the teaching-learning process. It was all because they began familiar with this method.

After conducting the second meeting as cycle II, the researcher tried to observe the whole activity in this meeting. In this meeting, the students had eagerness to listening and they looked enjoyed on doing the teaching-learning process. It was all because they really understood how to improve their listening ability by watching English movie with English subtitle.

### **2.2. The result of Questionnaire**

Questionnaire results show that more than half of the students (75%) after following treatment in cycle I and (85%) in the cycle II states that teaching-learning process using media of English movie with English subtitle are attractive and interesting media in mastering listening. Most of them have felt motivated and enthusiastic in following listening comprehension subjects because of moral education values conveyed from 'Akeela and the Bee movie'. They are also very easy in listening conversation and dialogue of English native speaker thoroughly in the English movie after scrutinizing English subtitle related to the movie.

### **2.3. The Test Results**

The test result before doing the treatment is 48,68. Meanwhile, after giving treatment in cycle I got 64,50. Furthermore, after giving the treatment in cycle II got 75,45. It means that teaching listening using English movie with English subtitle is effective for improving students' listening ability.

## **3. Conclusion**

This research shows a 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 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. The important things that the researcher found in this study was the students enjoyed joining this study. It was caused by (a) they got a new experience in which they were given a chance to improve their listening skill by watching movies, (b) behave with native speaker say in the movie scene, (c) understands more new vocabulary and its use in daily life communication, (d) learn to listen language contextually.

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