

## The effectiveness of using films in the teaching of listening to improve the students learning achievement and enhance the students learning motivation

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**Abstract:** This research study was aimed (1) to investigate the difference in students learning achievement. (2) To investigate the difference in the students learning motivation level. This study was a quasi-experimental design with pretest-posttest control group. The population consisted of all third-year students in the second semester of academic 2015/2016 of the English Education Department at Champasack University, Laos consisting of 60 students as the sample. The data were collected using listening comprehension pretest, posttest and a questionnaire for students learning motivation. The data was analyzed by using descriptive statistics and inferential statistics. The result of MANOVA indicated that (1) The students' learning achievement in listening increased significantly after learning with films,  $F = 4.961$  with  $p = 0.030$ . (2) The students' learning motivation level increased significantly after they learned with films,  $F = 5.909$  with  $p = 0.018$ , which is lower than 0.05. This study found a significant difference in listening achievement and learning motivation levels of the third-year students.

**Keywords:** Films media, achievement in listening and learning motivation.

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### INTRODUCTION

Nowadays, English is considered as one of the international languages used as a means of communication around the world. Hence, English is used for various purposes. It is used by some countries as the second language while others use it as a foreign language. In relation to that, Lao people use English as a foreign language. In addition, it is also useful for persons to accept the globalization challenges for the academic purpose, business to become a modern nation. Thus, English is taught formally in primary schools until university since English contributes an important role in communication, and understand what people say (Sourivongsa, Rany, Abidin, & Mei, 2013, p.182).

The importance of English, teaching and learning are not only the process of giving knowledge to students, but also show the role of teachers and students who participate in the activities in the classroom or outside through their duties and activities. Now, the roles of teachers teaching at the University are very important because teachers become the main key in providing the knowledge to their students. This means that students will be introduced to the foreign language early so they can communicate with the native speakers.

The teaching of English to Lao students has a limited success over many years. This is despite numerous attempts by the Ministry of Lao Education to develop curriculum to help students to improve their English skills. Listening is one of the four skills which are taught in English. It is one of the language skills that should be acquired by students. Therefore, the listening process is revived, interpreted, and responded (Anonymous, 2012, p. 261). In this point, it means that if learners do not understand what the other person says, they are not able to respond to him or her.

According to Vandergrift (2008, p. 84) listening is the most difficult skills to learn because the learners need to pay more attention to listen to the recoding and need to understand the spoken passages. Ardila (2013, p. 54) states six factors that can affect the students' listening skills are motivation, paralinguistic feature (accent, noise, pronunciation, and intonation), vocabulary, concentration, teacher's methods, and materials used learners' background.

When Lao students are listening to some conversations, they got some problems because listening is an active process and it is the activity of paying attention to also attempt to get meaning from what they are hearing. In addition, it is quite hard for them to comprehend the conversation; the native speakers talk very fast and they thought that the spoken passages are difficult to comprehend. Moreover, the students had a poor ability to listen. Additionally, the students do not know more vocabulary. So when they listen to conversations, students need to pay more attention to words in order to comprehend the meaning of all of the messages because they lacked background knowledge.

Teaching English has become more challenging than the past. In order to help the students improve their proficiency of language skills, English teachers should provide a qualified teaching, engage, update and ensure the learning process. Teachers who teach in the universities should use qualified materials in teaching and learning processes to help students improve their listening skills and learning motivation.

Motivation is something that supports or stimulates us to do something. However, motivation is the influential factor in teaching and learning process of listening. The students will be successful in learning when they have higher motivation because it can encourage them to reach learning goal (Abdussalim, 2008). Besides that, he suggests that teachers should improve students learning motivation and consider three factors; they set the interesting materials in the teaching and learning process of listening, set goals that are meaningful, feasible, and achievable for the learners, and set an interesting environment.

The classroom activities will have a great chance to be successful if teachers give some beneficial feedback to students because they expect some cognitive or affective reward from teachers. The students participate in the course because it is fun, interesting, and challenging. The students do not only need to get some knowledge from listening but also need some reward from teachers. So providing authentic listening materials will definitely motivate them to engage in listening class. Additionally, the reward can encourage them interested in the learning process of listening (Brown, 2000, p. 59).

Media is important to use in the classroom teaching. Recently, technology has played an increasingly important role in the methods of instruction. Film is a media which all teachers use in the teaching of English language. In order to improve students learning achievement and enhance students learning motivation in learning listening teachers should employ films in the teaching of listening.

Using films in the teaching of listening is good for students since this media can increase students learning motivation and students achievement in listening. Visual information in film plays the important in the teaching and the learning process, especially, in teaching second-language listening. Visual support can help language learners, especially, the learners who have less proficiency, and are particularly helpful with more difficult text. Furthermore, video as media that combines both audio and visual supports is a perfect media for learners who are auditory and visual learners (Buck, 2001, p. 42). Harmer (2001, p. 282) proposes that learners' motivation will increased when they learn language using video. Most of them will show an increase level of interest when they have a chance to see language in use as well as they listen to it. The use of authentic material can enhance students' learning motivation too. Then, Harmer (2007, p. 308) states that using films allows the learners to see the language in use, see the reaction, culture, listen to native speaker pronunciation in differently, learn the language that uses in the real-world, and grammar. Besides that, it's helpful to stimulate and motivate the students to pay attention in listening and speaking. Today, technology is the main point in communication. The learners can learn from the website, and YouTube. YouTube has good videos for learning English. As the results, the use of film or movie is widely employed as an instrument to practice listening skill in English teaching and learning. For these reasons, the aims of this study were to investigate the effect of using films in the teaching of listening to enhance students' learning motivation.

However, the film is a media or a teaching tool which can enhance students' listening experience by listening to the auditory stimulates and pay attention to the visual stimulus, learners can catch the message from the spoken as well as. The film defines as moving the picture. Usually it is shown in a cinema or on television and often telling a story. In addition, film and movie have the same meaning.

However, Film is a type of video that teachers use in teaching to help the learners get more details from the context.

Movies provide a narrative model frame in emotions and images that also was grounded in students' familiar, everyday universe. In addition, when they watch films or movies, they can learn language components such as vocabulary, grammar, pronunciation (Shapiro, 2006, p. 94). Films can help the learners to understand more on details and comprehension by enabling them to listen to exchanges and see visual supports as facial expression. Additionally, the films provide a context for language learning to learning to take place by reinforcing what learners would learn in a classroom in a dramatized, authentic production. Again, when the learners watch film, they can see how people communicate with each other in different situation since movies can bring the outside world into the classroom (Haghverdi & Adpur, 2013, p. 29). Besides that, using film in the classroom can give a chance for the learners to gain background understanding to combine with their own understanding a story (Ismaili, 2013, p. 123).

There are many kinds of useful listening resources such as titles of CD recording and links to variety of internet audio and video texts (Vandergrift & Goh, 2012, p.205). In addition, using video can be much richer than using audio. Video not only produces sound but also moving picture. Students can see the native speaker talk, the action or movement of their body can tell the meaning of content and the location where they were. Furthermore, the background information can be filled in visually (Harmer, 2007, p. 308). Buck (2001, p. 47) asserts that visual support can help language learners, especially less proficient learners and is particularly helpful with more difficult text. Actions, emotion which the learners observe in the video clip provide an important visual stimulus for language production and practice. Usually, teaching listening by using video can help the learners to avoid the general problems in the classroom such as boring, weariness, not understanding the relevance of the information, and incorrect modalities for learning.

Based on the details above, she concludes that listening is very important for learners in their daily life since it can motivate them to speak, communicate and understand correctly. In addition, listening is the process that allows the listeners to understand a determinate message. Besides that, while teaching listening skills teachers should use media to encourage the learners in learning such use audio visual or films because it would encourage the learners an interested in the lesson. Additionally, they can see or hear native speakers. While using the media, teachers have to find the best and appropriate ways to their students' knowledge which are not too easy and not too difficult to their understanding.

The objectives of the study were (1) To investigate the difference in listening achievement between students who are taught by using films and those who are taught without films. (2) To investigate the difference in learning motivation level after applying films in the teaching of listening.

There were some research studies which related to this study. Wuri (2012, p. ii) conducted a study concerning the effectiveness of using movies and print pictures media in learning vocabulary for 5 th grade students of Elementary Schools in the district of Martapura. The results revealed that. (1) There was a different effectiveness of using movies, print pictures media and textbook in learning English vocabulary, (2) The use of movies media was more effective than the use of textbook in learning English vocabulary, (3) The use of print picture media was more effective than used of textbook in learning English vocabulary, (4) the use of movies media was more effective than the use of print pictures media in learning English vocabulary.

Ismaili (2012, p. 121) conducted a study on the effectiveness of using movies in the EFL classroom. The result revealed that there were significant differences between experiment group and control group of the students on integrated skills, which means that movies attract students' attention, present language in more natural way that found in course-book.

Woottipong (2014, p. 200) conducted a study on the effect of using video materials in the teaching of listening skill for University students. The result revealed that. (1) The students' English listening comprehension ability increase significantly after learning with video and (2) Students had positive attitudes towards using video in teaching listening skills. So we can conclude that the use of video materials to develop listening comprehension seemed to be effective.

### METHOD

This study adopted pretest-posttest control group quasi-experimental design. The study consists of two groups as a control and experimental group. Control group did not use film but use traditional media in the teaching such as audio files whereas the experimental group used treatment as films in the teaching of listening. Both of groups were measure their listening comprehension and learning motivation by giving pre-test and posttest.

Group E	O <sub>1</sub>	X	O <sub>2</sub>
Group C	O <sub>3</sub>	-	O <sub>4</sub>

**Figure 1.** Research Design (adapted from Kish, 2010, p. 316)

The study was conducted at Champasack University, Laos which located in the Chat Sanh Village, Pakse District, Champasack Province, Laos. It conducted from February to March in the second semester of academic year 2015/2016. It involved 6 periods of an hour each. Two periods were used for the pre-test and post-test and the other 8 periods were used for the experimental.

The sample of the student population for this study was 60 third-year English Education in the second semester of academic 2015/2016 at Champasack University, Laos. The sampling technique was cluster sampling which nonrandomized.

In order to decide the control and experimental group, the researcher consulted the English teachers to choose the groups and asked them to throw a coin. The result was that EN3/1 became the experimental group, and EN3/1 became control group. Each group consisted of 30 participants.

There were two variables in this study, namely dependent variable and independent variable. Independent variable is the use of film in the teaching of listening and dependent variables are the students' achievement in learning listening and the students' learning motivation.

The procedure of collecting data divided in three steps. Those were try-out, test and implementation of the study and scoring. The instruments were conducted on 8<sup>th</sup> to 12<sup>th</sup> February 2016. The try-out was applied to each other respondents who were not sample of population. The test of listening and test of questionnaire were conducted in third year students' Savanakheth University. The Test of listening was done on Tuesday 9<sup>th</sup> February 2016 with 52 participants and a questionnaire was given to them on Friday 12<sup>th</sup> February 2016 with 58 participants. After finishing the pilot study, the researcher continued to calculate the data to check the validity and reliability of instruments. Test and implementation: Both groups got the same pre-test and post-test. The control group was conducted on 29<sup>th</sup> February 2016. In the control group, the researcher used only audio sound of conversations to teach them and these conversations were downloaded from the internet. The students had to practice for 3 weeks. In a single week, the writer met them two times, on Monday and Thursday. In addition, the learning procedures and learning objectives were described to the students step by step. Meanwhile, the experimental group was conducted on 3<sup>rd</sup> March 2016. In this class, the researcher used film in the teaching of listening, and the practices achieve the students conducted 3 weeks period. In a single week, the writer met them two times, on Thursday and Friday. Both groups were taught by the researcher. After implementation, the researcher conducted post-test and test of questionnaire and both group got the same post-test and the same test of questionnaire. The result from test of listening and questionnaire were used to calculate the mean and MANOVA.

There were two types of instruments were used to collecting data, namely test of achievement and a questionnaire to measure the perceptions of students with regard to learning motivation. The pre-test of this study contained a listening comprehension test. The listening pre-test covered elementary level the listening skills test. This test was multiple-choices. The test consisted of 35 questions. A questionnaire was used to measure the students learning motivation. It was primarily Likert-style with four-point Likert scale.

Validity and Reliability: (1) Pre-test and post-test of listening comprehension: the language was consulted to check the content and validity of the test. The content validity was done by doing several steps. First, prepared the test items based on the blueprints made from the English second semester syllabus of year three in Champasack University. The second consulted with the expert judgement. Third, test the instruments to non-sample third year of Savannakheth University, Laos. Fourthly, analyze

the result by using SPSS 22 for windows to decide the validity of the test items. The test was tried out with 52 third year students to check the level of difficulty of test item and test the discrimination index. The criteria of difficult are between 0.20-0.80 and the discrimination index is higher than 0.20 were selected. And the Cronbach's Alpha value ( $\alpha$ ) of this study was 0.945. (2) Questionnaire: the language was consulted to check the congruence between the questionnaire items. The value of index of Congruence was more than 0.50. The students were required to rate the statements on a four point scale from "strong disagree" to "strong agree". The initial questionnaire was tested and improved to make it more comprehensive, reliability and valid for collected data. Then, the questionnaire was administered with new group of students to study their learning motivation after applying film in the teaching of listening. This test was tried out to 58 students of third year of Savannakhet University in Laos. The Cronbach's Alpha value ( $\alpha$ ) of this study was 0.793. Then, the data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test and the questionnaire.

The researcher employed two kinds of statistic to analysis the data, namely descriptive statistic (explained about highest score, lowest score, mean, median, mode and standard deviation) and inferential statistic (explained about normality, homogeneity and hypothesis). Before the descriptive and inferential were explained, the next explanation proved the categorization of students' achievement listening and students' learning motivation based on the ideal mean and the ideal standard deviation and the categorization divided into five categories (Wagiran, 2015).

**Table 1.** The Categorization of the Students' Achievement Listening

No.	Interval	Category
1.	> 25.594	Very Good
2.	19.19 – 25.94	Good
3.	12.80 – 19.19	Fair
4.	6.40 – 12.80	Poor
5.	< 6.4	Very Poor

**Table 2.** The Categorization of the Students' Learning Motivation

No.	Interval	Category
1.	> 54.4	Very High Motivation
2.	44.8 – 54.4	High Motivation
3.	35.2 – 44.8	Fair Motivation
4.	25.6 – 35.2	Low Motivation
5.	< 25.6	Very Low Motivation

Meanwhile hypothesis was used to measure the significant different between the experimental group and control group and the researcher employed Two-way MANOVA to analyze the data.

## RESULT AND DISCUSSION

The data obtained from the pre-test and posttest in the control group covered maximum score, minimum score, mean, mode, median standard deviation and categorization.

**Table 3.** Comparison Pre-Test and Post-Test of Listening Comprehension Achievement for Control Group

No.	Data	Achievement of listening	
		Pre-test	Post-test
1.	Maximum	20	26
2.	Minimum	10	9
3.	Mean	15.33	16.2
4.	Median	16	16
5.	Mode	15	10
6.	Standard Deviation	3.273	5.07
7.	Categorization	Fair	Fair

Table 3 shows that the mean score of pre-test and post-test listening increases from 15.33 to 16.20 or increases 0.87 point and the standard deviation also increases. If it is consulted to the table of

categorization, then it is clear that the mean of listening comprehension achievement score of students of control group did not improve. They still had fair category.

**Table 4.** Comparison Pre-Test and Post-Test of Listening Comprehension Achievement for Experimental Group

No	Data	Achievement of listening	
		Pre-test	Post-test
1	Maximum	21	27
2	Minimum	12	9
3	Mean	16.66	19.03
4	Median	17	20
5	Mode	16	15
6	Standard Deviation	2.795	4.774
7	Categorization	Fair	Good

Table 4 shows the mean score of pre-test and post-test have increased from 16.66 to 19.03 or 2.37 point, then the standard deviation of experimental group also increases. If it is consulted to the table of categorization, then it is clear that the mean of listening comprehension achievement score of students of control group improved from the fair category to the high category.

**Table 5.** Comparison Pre and Post Learning Motivation of Control Group

No.	Data	Learning Motivation	
		Pre-test	Post-test
1.	Maximum	49	52
2.	Minimum	25	38
3.	Mean	37.33	45.36
4.	Median	35.5	45.5
5.	Mode	34	42
6.	Standard Deviation	7.662	4.089
7.	Categorization	Low Motivation	High Motivation

Table 5 shows the mean score of pre-test and post-test had increases from 37.33 to 45.36 or increased 8.03 point. If consulted with table of categorization, then it was clear that the mean of learning motivation score of students of control group improved from the low motivation category to high motivation category. Based on the standard deviation of control group decreased from 7.662 to 4.089 or decreased 3.573 point. It indicated that the variation of the data scores around mean was more high homogenous.

**Table 6.** Comparison Pre and Post Learning Motivation of Experimental Group

No.	Data	Learning Motivation	
		Pre-test	Post-test
1.	Maximum	52	55
2.	Minimum	26	40
3.	Mean	38.96	47.83
4.	Median	38	49
5.	Mode	50	49
6.	Standard Deviation	8.6	3.652
7.	Categorization	Fair Motivation	High Motivation

**Table 7.** Test of Distribution Normally

Variables	P values	$\alpha$	Interpretation
Listening (Pre-test Control)	0.200	0.05	Normal
Listening test (Pre-test Experimental)	0.200	0.05	Normal
Listening test (Post-test Control)	0.061	0.05	Normal
Listening test (Post-test Experimental)	0.200	0.05	Normal

Table 6 shows the mean score of pre-test and post-test learning motivation had increases from 38.96 to 47.83 or increases 8.84 point. If it is consulted the table categorization, it is clear that the mean of learning motivation score of the students of experimental group improved from the fair motivation

category to the very high motivation category. Based on the standard deviation of experimental group decreases from 8.640 to 3.652 or decreases 4.988 point. It indicates that the variation of the data scores around mean is more high homogenous.

The pre-test of the control group and experimental group, P values are more than  $\alpha$  ( $.200 > 0.05$ ), then P values of post-test of control group and experimental group also more than  $\alpha$  ( $0.061, 0.200 > 0.05$ ). So it can be concluded that the data of pre-test and post-test of control group and experimental group are normal distribution.

**Table 8.** Test of Distribution Normally

Variables	P Values	$\alpha$	Interpretation
Motivation (Pre Control)	0.172	0.05	Normal
Motivation (Pre Experimental)	0.117	0.05	Normal
Motivation (Post Control)	0.2	0.05	Normal
Motivation (Post Experimental)	0.063	0.05	Normal

Table 8 shows that the p value of pre learning motivation in the control group is more than 0.05 ( $0.172 > 0.05$ ) and p value in the experimental group also more than 0.05 ( $0.117 > 0.05$ ). Besides that, the p value of post learning motivation in the control group is more than 0.05 ( $0.200 > 0.005$ ) and p value in the experimental also more than 0.05 ( $0.063 > 0.05$ ). So based on these result, the researcher concludes that the pre and post learning motivation in both groups are normal distribution.

**Table 9.** Homogeneity Test for Pre-Test and Post- Test Listening

	Levene Statistic	df 1	df 2	Sig	Interpretation
Listening Test (pre-test)	0.97	1	58	0.328	Homogeneous
Listening Test (post-test)	1.83	1	58	0.931	Homogeneous

Table 9 shows that the significance value of *Sig.* of pre-test (0.328) is greater than the level of significance (0.05) i.e.  $0.328 > 0.05$ . Besides that, the value of *Sig.* of the post-test (0.931) is also greater than the level of significance (0.05) i.e.  $0.931 > 0.05$ . This means that the sample variance of the data in the two classes is homogenous.

**Table 10.** Test of Variance Homogeneity for Students' Motivation in Learning.

	Levene Statistic	df1	df2	Sig.
Pre_motivation	1.078	1	58	0.303
Post_motivation	0.98	1	58	0.326

Table 10 shows that the significance value of *Sig.* of pre motivation (0.303) is greater than the level of significance (0.05) i.e.  $0.303 > 0.05$ . Then, p value of post-test motivation (326) is greater than the level of significance (0.05) i.e.  $0.326 > 0.05$ . It means that the sample variance of the data in both is homogenous.

**Hypothesis**

The result of this study find out that, the alternative hypothesis ( $H_a$ ) of students' achievement in learning listening is "there is a significant difference achievement in learning listening among the third year students' Champasack University who are taught by using film and those who are not taught by film" and the alternative hypothesis ( $H_a$ ) of the students' learning motivation was "there is a significant difference in student's learning motivation between the third year students' Champasack University who are taught by using film and those who are not taught by film"

The data of Wilks' Lambda had a significance (F-value = 5.025) and sig =  $0.010 < 0.05$ . It means that, films can affect students' achievement in learning listening and student's learning motivation after getting treatment, i.e. using film in the teaching of listening to enhance the students' learning motivation. It is presented on the Table 11.

Hypothesis 1. There is a significant different in learning listening achievement between the students who are taught by using films and those who are taught without films.

Table 12 shows that the F-value is 4.961, and the value of Sig. is 0.030 which lower than 0.05. Then,  $H_0$  is rejected and  $H_a$  is accepted. In this cause,  $H_a$  is accepted. It means that, there is a significant difference achievement in learning listening.

The determinant coefficient (R Square) is 0.063. It means that the effect of using film in the teaching listening is 6.3%. It can be concluded that the effect of other factors on students' achievement of listening is 93.7% (100% - 6.3%).

Hypothesis 2. There is a significant different in learning motivation level between the students who are taught by using films and those who are taught without films.

**Table 11.** The Multivariate Analysis of Variance

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.994	4491.367 <sup>b</sup>	2	57	.000
	Wilks' Lambda	0.006	4491.367 <sup>b</sup>	2	57	.000
	Hotelling's Trace	157.592	4491.367 <sup>b</sup>	2	57	.000
	Roy's Largest Root	157.592	4491.367 <sup>b</sup>	2	57	.000
Group	Pillai's Trace	0.15	5.025 <sup>b</sup>	2	57	0.01
	Wilks' Lambda	0.85	5.025 <sup>b</sup>	2	57	0.01
	Hotelling's Trace	0.176	5.025 <sup>b</sup>	2	57	0.01
	Roy's Largest Root	0.176	5.025 <sup>b</sup>	2	57	0.01

a. Design: Intercept + Group

b. Exact statistic

**Table 12.** Tests of Between-Subjects Effects

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Y1	120.417 <sup>a</sup>	1	120.417	4.961	.030
Intercept	Y1	18620.817	1	18620.817	767.178	.000
Group	Y1	120.417	1	120.417	4.961	.030
Error	Y1	1407.767	58	24.272		
Total	Y1	20149.000	60			
Corrected Total	Y1	1528.183	59			

a. R Squared = .079 (Adjusted R Squared = .063)

**Table 13.** The Test of Between-Subjects Effects Motivation

Source		Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Y2	88.817 <sup>b</sup>	1	88.817 <sup>b</sup>	5.909	.018
Intercept	Y2	130200.42	1	130200.42	8662.437	.000
Group	Y2	88.817	1	88.817	5.909	.018
Error	Y2	871.767	58	15.03		
Total	Y2	131161	60			
Corrected Total	Y2	960.583	59			

b. R Squared = .092 (Adjusted R Squared = .077)

Table 13 shows that the F-value is 5.909, and the value of Sig. is 0.018 which lower than 0.05. Then, Ho is rejected and Ha is accepted. In this cause, Ha is accepted. It means that, there is a significant difference in students' learning motivation.

The determinant coefficient (R Square) is 0.077. It means that the effective of using film to enhance students' learning motivation is 7.7%. It can be concluded that the effective of other factors on students' learning motivation is 92.3% (100% - 7.7%).

## Discussion

Using films in the teaching of listening is interested in making the learners more interested in listening. This media can help them to comprehend the materials especially listening to a spoken narrative text. Based on the result of using films in the teaching listening skills, there are some researchers who assert that films can affect students' achievement in the learning of listening. Using authentic video materials can enhance students learning comprehension ability because the combination of visual images and sound can stimulate the student's perceptions (Isaza, Zuluaga, & López, 2013, p. i). In addition, (Woottipong, 201, p. 209-210) finds out that using video as materials to teach listening skills can develop listening skills as well. Moreover, video can change the atmosphere in the class and then the students motivate to learn from video than follow the activities in a textbook. Further, using video as materials to teach listening skills can develop listening skills as well. In addition, video can change the atmosphere in the class and then the students motivate to learn from video than follow the



activities in a textbook (Ismaili, 2013, p. 128). However, using film to teach listening can allow the learners to see the language in use and how each other people in the world communicate (Harmer, 2007a, p. 308).

There are some researchers who argue that watching movies or films can motivate the learners to learn listening. It is the line with the research result done by Yaseen & Shakir. They find out that watching movies can enhance the students' learning motivation in learning listening as well as learning speaking (Yaseen & Shakir, 2015, p. 34). Then, Isaza, Zuluaga, & López (2013, p. 92) study about the use of authentic videos for listening comprehension in a private school in Pereira. The result shows the improvement of the listening skill through the exposure of the authentic videos, as well as how the students' motivation to practice listening on their own increased. In addition, movies can develop the atmosphere for enhancing motivation as well. Besides that, Stempleski, (1992), Allan (1985), Lonergan (1984) cited in Haghverdi & Abdpur (2013, p. 27-38), also argue that film can affect the learners' motivation to learn. On the other hand, films can help them comprehend to listen to exchanges and see the visual supports the expression that use in the real-life (Haghverdi & Adpur, 2013, p. 36). Harmer (2001, p. 282) also states that learners' motivation will increase when they learn language using video. Most of them will show an increased level of interest when they have a chance to see language in use as well as they hear it. The use of authentic material can enhance students' interest in classroom activities and will increase their learning motivation too.

Although, this study also found that the using of films can affect students' learning achievement in listening. Based on the result of MANOVA find out that, Wilks' Lambda has a significant (F-value is 5.025) and Sig. is  $0.010 < 0.05$ . Besides that, the test Between-Subject Effects shows that F is 4.961 and Sig. is 0.030. It is less than the significance level of 0.05. So that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. In the conclusion, the use of films in the teaching of listening can make a significant in the students' achievement in listening. In addition, the mean score of pre-test and post-test of control group increase from 15.33 to 16.20 or increase 0.87 point. But the score mean of the students of control group not improve, they still have fair category. Meanwhile, the mean score of pre-test and post-test of experimental group increase from 16.66 to 19.03 or increases 2.37 points. The mean of listening achievement scores of the students of experimental group improve from the fair category to good category. Meanwhile, the mean of listening achievement scores of the students of control group do not improve. They still have fair category.

The use of films can enhance the students' learning motivation. The result of MANOVA shows that, the F is 5.909, and Sig. is 0.018. It is less than the significance level of 0.05. So that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. In the conclusion, the use of films in the teaching of listening can make a significant in the students' learning motivation. In addition, the mean score of pre-test and post-test of students' leaning motivation of control group increase from 37.33 to 45.36 or increases 8.03. The mean of learning motivation scores of the students of control group improve from fair motivation to high motivation category. Then the mean score of pre-test and post-test of experimental group increase from 38.96 to 47.83 or increase 8. 87 point and the mean of learning motivation scores of the students of experimental group improve from the fair motivation category to very high motivation category.

In the conclusion of this study, she concludes that the using films in teaching listening can develop the ability of learning listening. In addition, it can enhance students' learning motivation. So, she can say that the films have relationship with the process of teaching and learning because it can improve and increase the ability in learning listening and also motivate the learners interested in learning listening.

The limitation while doing the research, the research faces that are (1) Due to the lack of using media in the teaching of listening, teachers still use the old media to teach the students. So when the researcher uses new media to teach them, they got confused and could not follow the video, but then they can follow the video and understand what they are. (2) In addition, the learners lack listening skill because of the sound of native speakers are different from their teachers and they do not know more vocabularies so it makes them lack listening skills and this case made them have low motivation in learning listening. (3) Besides, this school doesn't have a laboratory room for listening so when the researcher teaches them it was quite difficult because it was troubled with noise from the outside.

## CONCLUSION

The finding of this study revealed that the use of film in the teaching of listening can improve students learning achievement especially improving listening comprehension in learning new vocabulary, phrases, expression and idioms. Meanwhile, film also can enhance the students learning motivation of third year English education students seemed to be effective, as indicated by the post-test score of listening and learning motivation which were significant.

The use of films can affect students learning achievement especially in listening. It can be seen from the data of Wilks' Lambda. It has a significance (F value is 5.025) and sig is  $0.010 < 0.05$ . In addition, the test of between- subject effects shows that F-value is 4.961 and the value of sig. is 0.030, which is lower than 0.05. On the other hand, the mean value of pre-test and post-test of control group increases from 15.33 to 16.20 or increases 0.87 point. But the mean value of the students of control group does not improve; they still have fair category. Meanwhile, the mean value of pre-test and post-test of experimental group increases from 16.66 to 19.03 or increases 2.37 points. The mean of listening achievement scores of the students of experimental group improves from the fair category to good category.

The use of films can enhance the students' learning motivation. It can be seen the data of Wilks' Lambda; it has significance (F value was 5.025) and sig value is  $0.010 < 0.05$ . In addition, the test of between- subject effects shows that F-value is 5.909, and the value of sig. is 0.018 which is lower than 0.05. On the other hand, the mean value of pre-test and post-test of students' leaning motivation of control group increases from 37.33 to 45.36 or increases 8.03. The mean value of learning motivation of the students of control group improves from fair motivation to high motivation category. The mean value of pre-test and post-test of the experimental group increases from 38.96 to 47.83 or increases 8.87 point. The mean of learning motivation of the students of experimental group improves from the fair motivation category to very high motivation category.

Based on the result of this study, it can be implied that film can contribute positively to language learning and processing. It can help the learners in developing listening skills, in learning new lexical, terms and in encouraging autonomous learning. On the other hand, the films can use as the materials in the teaching of listening because it can avoid the learners' boredom. They are enjoying learning and success in the learning listening. Furthermore, the film can attract the students' motivation. The motivation will help them to learn as well as and learn quickly in the listening process. The learners are easy in understanding of the context which the actors or actresses talk, when they motivate to follow the lesson. In addition, the use of film in the teaching of listening provides a full context of language to help students develop their ability in listening skills. Moreover, the technique of teachers in the teaching listening can make the students aware about the importance of using film and also how to use of the abilities of the listening skill. So the teachers should use the same technique to solve the problems' student while teaching listening.

Therefore, this study is needed to find out other solutions more effective. In addition, further investigation should compare with other skills such as in the teaching of vocabulary, pronunciation and reading to see the achievement of learning.

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