

## Fostering Auditory English Proficiency through Cinematic Exposure

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**ABSTRACT:** Students want to foster Listening in English, there are various efforts that are often made. In this context, one technique that can be applied to determine students' listening skills is through English Cinemas. This method leads students to fun learning. Not only watching a cinema but also being able to know how to pronounce a sentence delivered directly by a native speaker (Native Speaker).

This study uses a pre-experimental design with pre- and post-testing. The Pre-test, treatment, and Post-test are all completed by the students. Students in second grade at Junior High School 8 Parepare for the 2022–2023 academic year make up the population of this study. Students in class VIII.1, which included 22 students, served as the study's subjects.

The study's findings showed that the mean post-test score for students was higher than the mean pre-test score for students, which was 40.00, at 78.18. For significant levels ( $\alpha = 0.05$ ), and ( $df = 21$ ), as well as the T-table value = 1.721, while the T-test = 6.85. In other words, the T-test value ( $6.85 > 1.721$ ) is higher than the T-table value. So, there is a significant difference between the T-test scores and the T-table scores after being treated using English Cinemas to foster students' listening skills.

**KEYWORDS:** English Learning, English Cinema, Listening Skill, Teaching Strategy.

### INTRODUCTION

According to Briggs et al. (2018), English is one of the *general* disciplines taught to pupils in elementary school through university. As a result, all students must learn and understand English. Students must become proficient in four areas when studying and teaching English: speaking, reading, writing, and listening (Rao, 2019). The ability to listen is one of the necessary abilities.

One of the abilities that must be learned in English is listening, which is crucial for communication. It is also claimed that listening is a particularly challenging talent, and teachers occasionally place more emphasis on teaching pupils how to read, write, or speak (Rintaningrum, 2018). Therefore, many students say that listening is a very difficult skill to learn.

Not only must students be able to listen, but they must also be able to focus, comprehend, evaluate, and draw conclusions from the information they have heard (Agustini, 2021).

One must develop the fundamentals of English in order to become proficient in it (Andi & Arafah, 2017). One fundamental component of English that needs to be fully grasped and mastered is listening. As a result, honing and fostering our listening abilities is crucial. Because speaking, reading, and writing the other three components of language are supported by listening. In this instance, the most crucial skill that students should learn first in order to become proficient in English is listening (Djaborova, 2020). To do that, one needs to be able to assess his listening skills.

When learning to listen, students may encounter difficulties (Şakiroğlu & Kaya, 2018). We can learn from the students' performance. When compared to other language components like reading and writing, their hearing component scores remain low. The communication will flow more smoothly if the listener can react to what the speaker is saying. However, most students find that the dialect barrier hinders their ability to listen. In addition to cultural differences in pronunciation, these disparities can also lead to grammatical misunderstandings between the speaker and the listener (Suwanto, 2018).

Numerous factors contribute to students' poor listening skills when speaking English, such as the teacher's less accurate teaching methods, the students' subpar assignments, their lack of vocabulary knowledge, and their lack of practice communicating in English in daily situations (Leong & Ahmadi, 2017).

Finding a solution to this problem will require education professionals to continue their efforts. Particularly when teaching listening, teachers need to be able to use a range of teaching strategies (Suwanto, 2018).



Many attempts are frequently undertaken when students want to get better at listening in English (Pratiwi & Andriyanti, 2019). Everyone, of course, listens in their own way, according to their own talents, and they are aware of what they are listening to. When students want to foster their listening skills, they need to know how to do it and in what context (Ulum, 2015). The first is how to foster listening, whether it be through music, cinemas, conversations, videos, or anything else related to listening (Polat & Erişti, 2019). The second is what context is used as a reference when fostering listening skills.

In this regard, watching English-language cinemas is one method that can be used to assess students' listening skills (Rawanita, 2018). An engaging teaching tool is the English-language cinema (Albiladi et al., 2018). This approach makes learning enjoyable for the kids. Knowing how to pronounce a sentence that is spoken by a native speaker is just as important as seeing a cinema (Riziq, 2023). Thus, the goal of this approach is to enable students to comprehend information or messages that are delivered by native speakers.

One type of media that can be viewed and heard is an English-language cinema (Simamora & Oktaviani, 2020). You can display this media as needed. This material has the potential to enhance pupils' comprehension. In order for students to comprehend the information or message presented in an English-language cinema, they must be able to view and listen to the cinema well (Fussalam et al., 2019).

Regarding listening, a number of descriptions have been submitted. Additionally, researchers discovered a way to accurately and appropriately enhance listening skills in this study. Because if students' listening skills are a little weak, their English will not be flawless (Khamprated, 2012). Therefore, one's listening ability must be fostered through English Cinema (Karim et al., 2024).

## METHOD

A pre-experimental design research method was used for the study. A pre-experimental researcher watches and participates in the study as a major group. Pre-experimental design refers to a design where there is no control group to compare to the experimental group (Thyer, 2010). As a result, in accordance with the guidelines provided, this study only used 1 group as a sample from a random study.

Because this study design has not been classified as a true experiment, it is referred to as a pre-experimental design. Pre-Experimental Designs, according to Sugiyono, are not yet true experiments because there are still outside factors that affect how the dependent variable is formed (Anggari, 2018). Therefore, the independent variables are not the only factors that affect the experimental findings, which are the dependent variable. This occurs because this design is not yet an actual experiment and there are still outside factors that affect how the dependent and independent variables are formed.

The research methodology employed is the One-Group Pretest-Posttest Design (Ma et al., 2019), which involves conducting tests with just one particular group without using a control or comparison group. Using a pretest in this design before starting treatment. Because it can compare the pre-treatment conditions, the results of the treatment can be known with more accuracy (Hardianto & Baharuddin, 2019).

This research is a pre-experimental study with a one-group pre-test post-test design that uses one study group as the research sample without including a control or comparison group, as can be inferred from the information shown above.

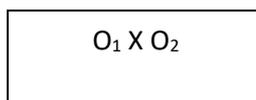
This design can be described as follows:

O1 = pretest score (before treatment)

X = Treatment

O2 = posttest score (after treatment)

Treatment effect = (O2 - O1)



## FINDINGS AND DISCUSSION

In the findings in this study is certainly be summarized as a result of the research that the researchers have done. This research involved 22 students of SMPN 8 Parepare, especially in class VIII.1. Students take a pre- and post-test conducted by researchers. To assess students' comprehension of remembering the material they had listen, a pre-test was administered prior to the treatment. The post-test was administered following the intervention in order for the findings to address the researcher's question, which is to determine whether English cinemas able to foster students' listening skills at the Second Grade of SMPN 8 Parepare.

According to the research findings, after administering the Pre-Test and Post-Test to the students, the goal was to compare the Pre-Test and Post-Test results to determine how well the students had fostered in listening before and after the treatment.

Not only that, the researcher has also summarized all the results from several supporting indicators that make this research as expected. Some of the indicators referred to include the mean score, max score, min score, median, and standard deviation which the researchers have presented below.

**Table 4.1. Student's score in pre-test and post-test**

No	Students	The Student's Score			
		Score (X <sub>1</sub> )	Classification Score	Score (X <sub>2</sub> )	Classification Score
1	S1	40	Very Poor	80	Good
2	S2	40	Very Poor	80	Good
3	S3	40	Very Poor	100	Very Good
4	S4	20	Very Poor	100	Very Good
5	S5	40	Very Poor	80	Good
6	S6	60	Fair	60	Fair
7	S7	40	Very Poor	100	Very Good
8	S8	40	Very Poor	100	Very Good
9	S9	60	Fair	80	Good
10	S10	20	Very Poor	60	Fair
11	S11	60	Fair	80	Good
12	S12	60	Fair	60	Fair
13	S13	40	Very Poor	100	Very Good
14	S14	40	Very Poor	60	Fair
15	S15	40	Very Poor	60	Fair
16	S16	40	Very Poor	40	Very Poor
17	S17	40	Very Poor	60	Fair
18	S18	40	Very Poor	80	Good
19	S19	40	Very Poor	80	Good
20	S20	40	Very Poor	60	Fair
21	S21	40	Very Poor	100	Very Good
22	S22	0	Very Poor	100	Very Good
<b>Total</b>		<b>880</b>		<b>1720</b>	
<b>Mean</b>		<b>40,00</b>		<b>78,18</b>	
<b>Max. Score</b>		<b>60</b>		<b>100</b>	
<b>Min. Score</b>		<b>0</b>		<b>40</b>	
<b>Median</b>		<b>40</b>		<b>80</b>	
<b>Sdev</b>		<b>13,80</b>		<b>18,42</b>	

*(Data source: The result of students' score in pre-test and post-test)*



The Pre-Test and Post-Test results are displayed in the table above. There were no pupils ranked as good and very good in the Pre-Test results. 18 students are classified as unfavorable, and 4 other students are classified as sufficient. The total score on the students' pre-test was 880 which showed that the students' listening skills were very poor. In this table, it has been found that the mean score of the student's is 40,40. Maximum score achieved by students is 60 score, while the minimum score achieved by students is 0 score. The researcher has also calculated that the standard deviation that has been found by researchers is 13,80.

According to the students Pre-Test results, their listening skills are still considered to be of a low standard. From the researchers' observations, there were some students who were still lacking in capturing sound, there were some students who still had difficulty listening to an audio visual such as an English cinema. Students are also lacking in writing good and correct vocabulary, because there are several student answers that are wrong both in spelling and writing.

In addition to other challenges, students face a number of barriers when listening to English cinemas to foster their listening skills. These include noisy classrooms that make it difficult for students to focus on listening to English cinemas and a lack of enthusiasm among students for learning English in general and listening to English cinemas in particular. Because of the lack enthusiasm of students for learning about listening skills, the classroom environment appears uncomfortable.

And researchers provide solutions for students to foster listening skills through English cinemas. After that students were given instructions to watch an English cinema.

At the first meeting on Monday 5 June 2023, before the researcher distributed the question sheets and showed a cinema entitled "Half Sister" with a duration of 8 minutes, the researcher directed students to get ready to watch the cinema that would be shown. After all students were ready to listen, the researcher distributed the question sheets and immediately showed the cinema. The English cinema that was shown to students was titled "Half Sister", the researcher instructed students to watch the cinema carefully so they could answer the questions correctly. After the English cinema finished playing, the researcher then directed students to immediately fill in the answer sheets that had been distributed to answer questions according to what students had heard in the English cinema. After answering the questions, the researcher collected student answer sheets for further examination. Then the researcher played back the English cinema so students could listen carefully again. After watching and listening to the English cinema, the researcher gave students the opportunity to simultaneously repeat the text in the cinema in order to train their hearing. The researcher then encouraged pupils to keep honing their listening abilities by showing them English cinemas.

On Wednesday June 7 2023, at the second meeting to be precise. The researcher enters the classroom to start a lesson about Listening Skills. Researchers provide learning to students so that students are able to listen to English cinemas properly and correctly. Researchers provide input to students about how to listen and get information through listening. After that, the researcher allowed students to ask questions about the difficulties they experienced in listening to English cinemas, so that researchers were able to provide additional answers and motivation so that students could easily listen to English cinemas.

At the third meeting, Friday 9 June 2023. Before starting activities in class, it was seen that the students were optimistic and ready to listen to the English cinema that the researcher would give. The researcher gave a different question sheet from the previous meeting and showed an English cinema with a different title. This time, the title of the cinema that will be shown is "Snake Bite" with a duration of 10 minutes. After distributing the question sheets, the researcher instructed students to listen to English cinemas properly and correctly so that they would be easy to answer questions. After listening to the English cinema, the researcher gave the opportunity for students to immediately answer the questions given by the researcher. Then the researcher collects each answer sheet that has been done by students so that it can be examined further. After checking the answer sheets of each student, there was an increase in student answers. After that, the researcher played back the English cinema that had been given to jointly solve some of the listening problems in students' listening skills by providing a cinema break for each text contained in the English cinema so that together they would explore the correct answers. After that, the researcher then instructed the students to listen again to the English cinema. Then each student was simultaneously instructed to repeat the text that the students heard in the English cinema. Different from the previous meeting, at this meeting the students started to feel happy in learning, in the process, and were no longer afraid when they were wrong in repeating the text said by the native speaker. And of course, the researcher gives appreciation to every student who has a strong desire to foster their listening skills. Researchers continue to motivate students to continue to foster their listening skills by using English cinemas at their homes.

Where as the results of the post-test showed an increase in student scores after being given treatment on how to listen to an English cinema properly and correctly. No students are categorized as bad and very bad, only eight students are categorized as very good,

seven students are categorized as good, and seven students are categorized as sufficient. This means that students' listening skills have increased after being given treatment on how to listen properly and correctly. The students post-test resulted in a total score of 1720. The mean score for the students in this Post-test according to the researcher's calculations, was 78.18. The post-test has a maximum score cap of 100 and a minimum score cap of 40 for each student. Researchers have also found that the standard deviation found is 18.48. This proved that there was an increase in the students' post-test scores.

The utilization of English cinemas altered the classroom environment and the learning process from the first meeting to the last meeting. In class, students are more engaged and cheerful, and they engage more actively in responding to the assigned readings. Because using English cinemas to foster listening skills can make students more passionate about learning because they are able to watch interesting shows that can foster students' listening skills.

Any data that has been obtained in this table will be explained by the researcher on the next page.

The classification students' scores, as well as the percentage of frequency in the pre- and post-test, were displayed in the following table:

**Table 4.2. The classification of students' scores and the percentage of pre-test and post-test frequency.**

No	Classification	Score	Frequency		Percentage(%)	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	0	8	0%	36,36%
2	Good	71-85	0	7	0%	31,82%
3	Fair	56-70	4	7	18,18%	31,82%
4	Poor	41-55	0	0	0,00%	0%
5	Very Poor	<40	18	0	81,82%	0%
<b>Total</b>			<b>22</b>	<b>22</b>	<b>100%</b>	<b>100%</b>

*(Data' source: the classification students' score, and percentage of the frequency in pre-test and post-test)*

The table above shows the classification of student scores, percentages and frequencies of the pre-test and post-test. In the pre-test, the frequency belonging to the very good classification was 0. Likewise, the frequency belonging to the good classification was 0. There were 4 frequencies which were classified as sufficient with a percentage (18.18%). And as many as 18 frequencies are classified as very poor with a percentage (81.82%).

Whereas in the post-test, there were 8 frequencies classified as very good with a percentage (36.36%), 7 frequencies classified as good with a percentage (31.82%), and 7 frequencies classified as fair with a percentage (31.82%), and no frequency classified as poor, and very poor.

1. Calculated the pre-test mean score

$$x = (\sum X) / N$$

$$x = 880 / 22$$

$$x = 40,00$$

So, the average value (X1) of pre-test is 40,00.

The data indicates that the pre-test's average value was 40.00 based on the pre-test results. This investigation shows that most students still have poor listening abilities, which is why they receive low grades.

Calculated the post test mean score

$$x = (\sum X) / N$$

$$x = 1720 / 22$$

$$x = 78,18$$

So, the mean score (X2) of post-test is 78,18

Based on the results of the post-test, the data shows that the average value of the post-test is 78.18. From this analysis, it can be seen that most of the students' listening skills are quite good because students have received sufficient marks.



2. Calculated the pre-test standard deviation
- $$SD = \sqrt{\left(\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2\right) / (N-1)}$$
- $$SD = \sqrt{\left(\frac{39200}{22} - \left(\frac{880}{22}\right)^2\right) / (22-1)}$$
- $$SD = \sqrt{(39200-174400/22)/21}$$
- $$SD = \sqrt{(39200-35200)/21}$$
- $$SD = \sqrt{4000/21}$$
- $$SD = \sqrt{190,48}$$
- $$SD = 13,80$$

So, the pre-test standard deviation (SD) is 13,80

It is clear that the student's listening skill is in the poor category after learning that the pre-test's mean value (X1) is 40,00 and its standard deviation (SD) is 13,80.

Calculated the standard deviation of the post-test

$$SD = \sqrt{\left(\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2\right) / (N-1)}$$

$$SD = \sqrt{\left(\frac{141600}{22} - \left(\frac{1720}{22}\right)^2\right) / (22-1)}$$

$$SD = \sqrt{(141600-2958400/22)/21}$$

$$SD = \sqrt{(141600-134472,72)/21}$$

$$SD = \sqrt{7127,28/21}$$

$$SD = \sqrt{339,394}$$

$$SD = 18,42$$

So, the post-test standard deviation (SD) is 18,42

After being calculated, the post-test's mean value (X1) was 78,18, and its standard deviation (SD) was 18,42. It is clear that students listening skills are developing, and they are doing well.

**Table 4.3. The pre-test and post-test mean scores and standard deviation.**

Test	Mean Score	Standard Deviation (SD)
Pre-Test	40,00	13,80
Post-Test	78,18	18,42

(Data source: the mean score and standard deviation of pre-test and post-test)

The mean score on the post-test is higher than the mean score on the pre-test as a result of this item. This indicates that watching English-language cinemas has fostered students' listening abilities

3. The T-test value

The following formula is used to calculate the mean score of the difference between pre-test and post-test scores:

$$D = \frac{\sum D}{N} = \frac{840}{22} = 38,18$$

So, the mean score difference was 38,18.

The calculating of the T-test value as follow:

$$t = \frac{D}{\sqrt{\left(\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2\right) / (N(N-1))}}$$

$$t = \frac{38,18}{\sqrt{\left(\frac{46400}{29} - \left(\frac{840}{29}\right)^2\right) / (22(22-1))}}$$

$$t = \frac{38,18}{\sqrt{\left(\frac{46400}{22} - \frac{705600}{22}\right) / (22(21))}}$$

$$t = \frac{38,18}{\sqrt{(46400 - 32072,73) / 462}}$$

$$t = \frac{38,18}{\sqrt{(14327,27) / 462}}$$

$$t = \frac{38,18}{\sqrt{31,01}}$$

$$t = \frac{38,18}{5,57}$$

$$t = 6,85$$

So, the t-test value is 6,85.

Table 4.4. The pre-test and post-test scores being calculated.

No	Score (X <sub>1</sub> )	Score (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D (X <sub>2</sub> - X <sub>1</sub> )	(X <sub>2</sub> - X <sub>1</sub> ) <sup>2</sup>
1	40	80	1600	6400	40	1600
2	40	80	1600	6400	40	1600
3	40	100	1600	10000	60	3600
4	20	100	400	10000	80	6400
5	40	80	1600	6400	40	1600
6	60	60	3600	3600	0	0
7	40	100	1600	10000	60	3600
8	40	100	1600	10000	60	3600
9	60	80	3600	6400	20	400
10	20	60	400	3600	40	1600
11	60	80	3600	6400	20	400
12	60	60	3600	3600	0	0
13	40	100	1600	10000	60	3600
14	40	60	1600	3600	20	400
15	40	60	1600	3600	20	400
16	40	40	1600	1600	0	0
17	40	60	1600	3600	20	400
18	40	80	1600	6400	40	1600
19	40	80	1600	6400	40	1600
20	40	60	1600	3600	20	400
21	40	100	1600	10000	60	3600
22	0	100	0	10000	100	10000
<b>Total</b>	<b>880</b>	<b>1720</b>	<b>39200</b>	<b>141600</b>	<b>840</b>	<b>46400</b>

(Data source: The Calculation of the Score on Pre-test and Post-test)

4. Test of significant

The researcher employs the T-test to determine whether there is a significant difference between the pre-test and post-test mean scores. The T-test yields a result of 6.85. The following formula is used by researchers to determine the degrees of freedom (df):

$$df = N - 1$$

$$= 22 - 1$$

$$= 21$$

For significant levels ( $\alpha = 0.05$ ), and (df = 21), as well as the T-table value = 1.721, while the T-test = 6.85. That is, the T-test value is greater than the T-table value ( $6.85 > 1.721$ ). As a result, there is a big difference between the T-test and T-table scores after employing English cinemas to help students with their hearing.



**Table 4.5. The test of significant of pre-test and post-test.**

Variable	T-test	T-tabel value
Pre-Test & Post-Test	6,85	1,721

*(Data' source: the test of significant of pre-test and post-test)*

## 5. Hypothesis testing

The alternative hypothesis is accepted if, at a significance level of 0.05 and a degree of freedom of 21, the T-test value is higher than the T-table value and the results of data analysis show that the T-test value (6.85) is higher than the T-table value (1.721). Thus, it can be concluded that seeing English-language cinemas has a considerable impact on pupils' listening abilities.

## Discussion

According to the research that was done. The work of the researchers followed the previously scheduled course. Analyzing the pertinent studies for this study, selecting samples, materials, making observations, gathering data and documentation, and analyzing the findings of research are all first steps. The researchers came at this discussion chapter after everything they did and discussed in the previous chapter.

The outcomes of the research are discussed in this section. The question raised in this study and the discussion that followed served as the basis for trying to identify solutions.

The researcher's findings include an mean score for the students' listening skill as demonstrated on the Pre-test and Post-test. In the pre-test frequency belonging to the very good classification was 0. Likewise, the frequency belonging to the good classification was 0. There were 4 frequencies which were classified as sufficient with a percentage (18.18%). And as many as 18 frequencies are classified as very poor with a percentage (81.82%). These findings demonstrate that students listening skills are still not very good after the pre-test.

After treatment, the mean post-test score was 78.18. It is evident from the test results from the data in the classification table that eight students received a very good score (36.36%), seven students received a good score (31.82%), seven students received an average score (31.82%), and no students received a poor or very poor score. We can conclude from this data that there was a fostering after the Post-test was completed.

The Pre-test and Post-test were used by the researcher to get the mean scores for the students' listening skill. The Pre-Test had a mean score of 40.00 before to treatment. And after treatment, the post-test mean score was 78.18. The mean pre-test and mean post-test scores differ significantly from one another. This indicates that English-language cinemas have an impact on how well pupils can listen.

The outcomes demonstrated that using the English cinema considerably enhanced students' listening skill. The utilization of English cinema has a positive impact on students' listening skill. Students are more enthusiastic in learning English after watching the English cinema, especially when it comes to listening.

Additionally, the majority of the students engaged in each activity while watching the English cinema. They make an effort to respond to each question. Despite the fact that they are not under the watchful of researchers, students also practice listening more at home and at school. Students will appear to be very interested in the learning process in this way since their listening skills will be increase.

Students can also get better at a number of other things by watching English cinemas as a way to study the language. Students can expand their vocabulary by adding new words they learn from English cinemas, which teach students how to recognize words they read and make it simpler to deduce the information gleaned from the English cinema. Students are also encouraged to actively listen before repeating and presenting what they have heard.

According to what happened in the classroom, students will be asked to repeat what they heard while watching the English cinema once the researcher has shown it to them appropriately and correctly. Being able to encourage students to communicate what they have heard clearly and accurately is just as important as being able to support students become better listeners. Correct their pronunciation better.

This study demonstrates a significant connection between what students learn from watching English cinemas with subtitles and how well they can listen, as seen by the post-test results and the students' pleasant comments. As a result, recommended to employing



English cinemas with English subtitles in the teaching and learning process to help students to foster their listening skill in English lessons.

From the description above, there are many things that we can get from English cinemas in fostering students' listening skills. We can describe that, before giving treatment about English cinemas to students, there are several problems faced by students, including:

1. Lack of vocabulary that is known by students, so that students have difficulty in listening.
2. Lack of students' understanding of the information heard by native speakers.
3. Students have not been able to listen properly and correctly.
4. Students are less interested in learning English.

After being given treatment, there were significant changes to students' listening skills in English, including:

1. Students naturally become interested in learning English.
2. Students easily understand the vocabulary little by little so that it makes it easier for students to listen.
3. Students are more confident in conveying the information they have obtained from the English cinemas they watch.

From every flow of research that has been done. Researchers provide a lot of progress in the learning process, especially in listening. Through English cinemas, students can be facilitated in understanding listening skills properly and correctly. Of course, students find it easier to get information that has been listened to through English cinemas. This is supported by Karakas and Saricoban which have been described by Mulyadi in his research which says that watching English cinemas can make it easier to get the meaning of the cinema (Mulyadi & Mutmainnah, 2015).

The researcher also saw that students easily understood the context of English cinemas due to increased students' understanding of the new vocabulary they had read. So, the researcher concluded that English cinema were able to increase students' vocabulary, as Yuksel and Travendi said. Mulyadi explained in his research that video had a very significant effect on increasing students' vocabulary (Mulyadi & Mutmainnah, 2015).

According to this study, student effectively learn new words and expand their vocabulary by watching English cinema. According to Koolstra and Beentjes, in order for student to absorb vocabulary from English cinemas, they must watch them frequently. Or you could say that students' vocabulary recognition is influenced by English cinemas. Students can learn new idioms and expressions as well as new vocabulary by watching English cinemas. Additionally, watching English cinemas can help students foster their reading, listening, and even pronouncing skills. As a result, watching English cinema can help students increase their vocabulary (Gustina, 2018).

In this case, the researcher proposes that learning English, especially listening, can apply English cinema as a tool or method for educators to foster students' listening skills. Because it has been proven in this study as well as several previous studies that English cinemas can foster students' listening skills. Novi Gustina in her research said that using Audio Visual can foster students' listening skill (Gustina, 2018).

Researchers are naturally quite pleased to learn that the research they have done can be completed successfully because this study is really interesting. The findings of this study will undoubtedly benefit students, teachers, and researchers alike in terms of learning. The effectiveness of this research has been demonstrated in the classroom, particularly when it comes to listening comprehension. English cinemas are well known for helping students develop their listening skills.

According to Budiasih's research, the consistency of visual media used for learning English led to a fostering in students' English listening skills (Budiasih, 2020).

Therefore, it is believed that teachers will be able to use English cinemas to regularly foster students' listening skills in class to attain even greater results. Because of the fact that learning serves purposes other than the growth and development of the students themselves, it is also necessary for students to be able to participate actively and consistently in the learning that takes place in the classroom.

Based on the above findings, this is related to the research question. The researcher concludes that there is an increase in the use of English Cinema to foster Listening Skill at the student of the second grade of Junior High School 8 Parepare.

The increase referred to in the findings of this research is said to be significant because the T-Table is higher than the T-Test.



## CONCLUSION

Based on the data analysis findings and discussion of the findings from the prior chapter. It was determined that following treatment, there was a fostering in listening ability when watching English cinemas. Researchers can conclude that English cinema has an effect on increasing students' listening skill. Before treatment is given, students were less interested in learning English, especially listening. After treatment is given by using English cinema, it was easier for students to understand listening learning and students were more interested in English cinema because English cinema presents a new experience for students to learn while watching.

Therefore, it can be stated that the advantages of using English cinemas in the classroom are that students get better, involved in every step of the learning process, happier, and more motivated to learn.

From all of the supporting information, it is clear that cinema media may deliver the desired results in accordance with the study's objectives. All of this is possible because researchers have been prepared and have worked hard from the time they have made suggestions, reviewed drafts with other researchers, prepared research instruments, used data triangulation tools, and conducted the most amount of research.

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