



Teaching Listening Skills Using Films: Implementation and Analysis Towards Students' Response

Bela Noviana Dewi^{1*}

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

| | | | |
|-----------------|------------------|---------------|-------------|
| Received: | Revised: | Accepted: | Published: |
| 13 January 2023 | 15 February 2023 | 16 March 2023 | 16 May 2023 |

Abstract:

Teaching Arabic as a foreign language poses significant challenges for some educators, particularly in explaining material to students effectively. To address this, teachers must select appropriate teaching tools to prevent student disengagement and foster interest in learning Arabic. This study aims to explore the implementation of films as a teaching medium to enhance listening skills at the Darussalam Gontor Islamic Boarding School for Girls, Campus 1, and analyze students' responses during the learning process. Employing a qualitative research method, data were collected through observations, interviews, and document studies, and subsequently analyzed based on activities conducted using films in the classroom. The findings reveal that films serve as an engaging educational tool for teaching listening skills, stimulating enthusiasm among students through auditory and visual interactions. This approach demonstrates the potential of films to create a more dynamic and effective learning environment.

Keywords: *teaching, Listening Skills, Movies.*

Abstrak:

Pengajaran bahasa Arab sebagai bahasa asing menghadirkan tantangan signifikan bagi sebagian pendidik, terutama dalam menjelaskan materi kepada siswa secara efektif. Untuk mengatasi hal ini, guru harus memilih alat bantu pembelajaran yang tepat agar siswa tidak kehilangan minat dan tetap termotivasi untuk belajar bahasa Arab. Penelitian ini bertujuan untuk mengeksplorasi penerapan film sebagai media pembelajaran dalam meningkatkan keterampilan menyimak di Pondok Pesantren Darussalam Gontor Putri, Kampus 1, serta menganalisis respons siswa selama proses pembelajaran. Dengan menggunakan metode penelitian kualitatif, data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi, kemudian dianalisis berdasarkan aktivitas pembelajaran yang menggunakan film di dalam kelas. Hasil penelitian menunjukkan bahwa film dapat menjadi alat bantu pembelajaran yang menarik untuk mengajarkan keterampilan menyimak, yang mampu meningkatkan antusiasme siswa melalui interaksi auditori dan visual. Pendekatan ini menunjukkan potensi film dalam menciptakan lingkungan pembelajaran yang lebih dinamis dan efektif.

Kata Kunci: *pembelajaran, keterampilan mendengar, Film.*

*Corresponding author

Email: belanovianadewi1997@gmail.com

How to Cite:

Dewi, B. N. (2023). Teaching Listening Skills Using Films: Implementation and Analysis Towards Students' Response. *IJ-ATL (International Journal of Arabic Teaching and Learning)*, 7(1).

DOI: <https://doi.org/10.33650/ijat.v7i1.4489>

INTRODUCTION / المقدمة

Rushdi Ahmed Tuaima stated that "the teaching and learning of Arabic as a foreign language have significantly developed across various parts of the world, particularly in the last two decades. Arabic has become a mandatory second language in several Islamic

countries worldwide and holds the fourth or fifth position as one of the most important foreign languages taught in many European countries (Rushdi Ahmed Tuaima; 1985). With this development, researchers in the field of education and language instruction have begun focusing on studies and research related to curriculum design, material development, and the writing of scientifically robust Arabic language textbooks. They are also exploring the most effective teaching methods for different types of learners and learning objectives.

One crucial factor supporting the learning of Arabic is high learning motivation, both intrinsic and extrinsic. External motivation can lead to positive changes in student behavior. Such motivation may arise from various aspects, including learning media, the learning environment, teachers' experience in creating a conducive learning atmosphere, and the teaching methods employed by educators. Therefore, students' physical and psychological conditions must be favorable during learning activities to achieve optimal results and generate positive outcomes (Sri Handayani Syafi'i; 2022). Additionally, as previously mentioned, the presence of a supportive learning environment and engaging learning media are essential factors to ensure students feel comfortable and can achieve their learning goals. Indicators of successful learning activities can be observed from the competencies achieved across various skill domains. Hence, teachers must demonstrate creativity in selecting learning media. The more engaging the learning media, the greater the students' interest in participating in learning activities (Alfia Putri Primasari; 2018).

Teachers are required to be meticulous and patient in choosing learning media. Thus, every teacher must adapt the chosen media to its ability to support the delivery of the intended material. For instance, Arabic language teachers should select appropriate learning media grounded in the context of the Arabic language itself. This is crucial because Arabic language material encompasses various skill branches: listening, speaking, reading, and writing (Siti Sholihat; 2019). Listening is considered the first language skill for several reasons, one of which is that the primary tool for listening (the ears) is the first organ to function from birth, both during wakefulness and sleep. Humans also listen more frequently than they speak, read, or write. Listening skills play a vital role in human life, as they enable individuals to communicate, acquire vocabulary, learn sentence patterns and structures, and receive ideas and concepts (Abu Najmah; 2013).

The primary issue faced by students at Darussalam Gontor Islamic Boarding School for Girls, Campus 1, specifically in learning listening skills, lies in the lack of attention to teaching methods employed in the classroom. Teachers often rely solely on monotonous lecture methods in the form of oral material delivery (without active student participation), which results in boredom during the learning process. This leads students to feel sleepy and struggle to understand the material being taught. Therefore, this study will focus on discussing the process of teaching listening skills using film media and analyzing student responses following its implementation.

RESEARCH METHOD / المنهجية

This study adopts a qualitative approach aimed at understanding the research subject in its natural setting. This method emphasizes the results of observations and interviews conducted by the researcher. The research was carried out at Darussalam Gontor Islamic Boarding School for Girls, Campus 1. The research subjects included several senior teachers who teach Arabic language courses. Data were collected through direct observation, interviews, and documentation. Data analysis followed the qualitative model proposed by Miles and Huberman, comprising data collection, data reduction, data

presentation, and conclusion drawing.

Data were gathered through observation, interviews, and documentation. Field data were recorded as descriptive field notes that captured what was seen, heard, and experienced during the research process. These descriptive notes served as raw data from the field, without any commentary or interpretation from the researcher regarding the observed phenomena. From these field notes, the researcher subsequently created reflective notes, which included comments, impressions, opinions, and interpretations of the phenomena encountered. The reflective notes focused on the use of films as a learning medium for listening skills and students' responses to this medium.

The data collected from the field were extensive and required careful and detailed recording. Data reduction was performed by summarizing the results of interviews, observations, and analyses of administrative documents and teaching tools. Subsequently, relevant data were selected and categorized based on themes and patterns aligned with the research focus.

In qualitative research, data presentation is done in the form of narrative text based on field observation data. This presentation aims to understand what occurred and determine the steps required for further analysis. In this study, the data collected by the researcher were summarized in narrative form to describe the steps involved in using films as a medium for teaching listening skills and the students' responses to the use of this medium.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

The Use of Films for Teaching Listening Skills

Listening skills are one of the primary language competencies that students at this institute are required to master. Through listening, students can more easily learn and memorize vocabulary used by their teachers and classmates. The more vocabulary they hear and comprehend, the better their speaking skills and their ability to read Arabic books. Another goal of teaching listening skills is to enable students to understand and analyze conversations, both narrative and formal, delivered by native speakers, either directly or through other media.

Observations at Darussalam Gontor Islamic Boarding School for Girls, Campus 1, revealed that films are used as one of the teaching media for listening skills. This teaching process takes place in a language laboratory supervised by the Language Advisory Council. The laboratory is equipped with computers, headphones, a projector screen, and a proper sound system. The teaching process involves several stages:

First; Preparation. Teachers intending to teach listening skills in the language laboratory must first obtain permission from the Language Advisory Council. After receiving approval, teachers select a film relevant to the lesson material at least one day before the class. Teachers are also required to watch the selected film beforehand to identify new or difficult vocabulary, understand the storyline, and note key lessons that can be derived from the film. These notes are included in the lesson plan.

Second; Material Presentation. On the day of the lesson, after directing students to the laboratory, teachers begin the class by explaining the steps of the learning process. They also provide a brief overview of the film, including its plot and dialogues, to help students better understand the film's context.

Third; Follow-Up Activities. After the film screening, teachers assess students' understanding through a question-and-answer session. Students are asked about the

film's conversations and the new vocabulary they learned to test their listening skills. Following this, students are assigned to record the new vocabulary from the film in their notebooks and write a summary of the film's content. These notebooks are then collected for review by the teacher.

Effectiveness of Using Films as a Teaching Medium

Each teacher needs to align the selected teaching medium with the complexity of the material being taught. The chosen medium should effectively aid teachers in explaining the material and cater to the needs of the students (Damar Gemilang and Hastuti Listiana, 2020). In this context, films serve as an engaging and enjoyable medium for teaching listening skills. Based on the implementation of listening instruction at this institute, it can be concluded that films are an appropriate and effective audiovisual medium for teaching listening skills. They not only help students understand the material but also enhance their interest in classroom learning (Baiq Raudatussolihah, 2022).

The study observed that teachers implemented three key steps in using films as a teaching medium, as described by Narwan and Aan Muhammady (2020): 1) Preparation. This step involves several considerations before using the medium in the teaching-learning process, including: a). Studying supplementary materials: Teachers need to review the film content beforehand to ensure accurate explanations during the lesson. b) Preparing equipment: Teachers coordinate with the language lab manager to arrange necessary equipment such as projectors and audio systems for smooth implementation. c) Determining teaching arrangements: Teachers decide whether the lesson will be conducted individually or in groups to facilitate the lab manager's preparation of seating and other requirements. 2) Implementation. During the teaching process, maintaining students' focus and concentration is crucial. Teachers oversee the film screening from start to finish, ensuring no disturbances, such as noise or other distractions. Active supervision by teachers is essential during film-based lessons. 3) Evaluation. Evaluation aims to measure students' understanding of the material delivered through the medium. Teachers assess students by having them note new vocabulary from the film and write a summary of the film's content.

The findings emphasize that film selection is a critical aspect of this process. The chosen films must meet several criteria to achieve the learning objectives effectively. After the preparation stage and the commencement of the teaching process, teachers should not leave students unsupervised during the film screening. Accompanying learning activities, such as explaining the textual and contextual meanings embedded in the film, are necessary. This is important because grammatical meaning can be categorized into two types: textual and contextual (Suherman, Sunarto, and Aprin Alpajar, 2020).

At the end of the lesson, teachers assign students to write a summary as a means of assessing their comprehension of the film's content (Andini Dwi Oktavia and Abdul Rahman Jupri, 2022). Thus, the use of films as a teaching medium proves to be not only engaging but also effective in supporting the achievement of learning objectives for listening skills.

Student Responses to the Use of Films in Teaching Listening Skills

The effectiveness of foreign language learning activities is greatly influenced by the use of engaging learning media. Observations and interviews conducted by the researcher revealed that films are a preferred medium for teaching listening skills among students. With this medium, students gain a new learning experience. They enjoy listening to the characters' dialogues and the visualization of scenes, which helps improve their

concentration during the learning process. Some students expressed that learning with films makes them more focused and motivated in their studies.

However, there were also differing opinions from some students who felt bored or sleepy when listening skill lessons were conducted without the use of learning media. When teachers delivered material solely through oral explanation without any supporting media, students tended to lose interest. Conversely, when teachers incorporated films as a medium, students reported feeling happy and enjoying the learning process.

Despite the numerous advantages of using films as a learning medium, they also have some drawbacks. Some students reported difficulties in understanding the dialogues due to the fast pace of speech. This issue arose because the films used were in Arabic, specifically Modern Standard Arabic (Fusha), which is sometimes challenging for students to comprehend. As a result, some students struggled to follow the dialogues, felt bored, and even fell asleep during the lesson.

Based on the data collected, student responses to the use of films in teaching listening skills can be categorized into two groups: positive and negative responses. On the positive side, many students enjoyed and appreciated the use of films in listening skill lessons. This medium boosted their enthusiasm for learning and made the process more engaging, indicating that films received positive feedback from students. On the negative side, some students felt bored or sleepy during the lessons. This was primarily due to difficulties in understanding the dialogues in films spoken in Fusha Arabic, leading to a loss of focus.

From these findings, it can be concluded that films are an effective learning medium for supporting the teaching of listening skills, provided the medium meets appropriate selection criteria, such as alignment with the material, students' comprehension levels, and teachers' skill in utilizing it (Mohamad Miftah and Nur Rokhman, 2022). Therefore, films can serve as a valuable aid in teaching listening skills, as long as the selected films are relevant to the material being taught.

CONCLUSION / الخلاصة

Based on the findings of this study, it can be concluded that the use of films as a learning medium for teaching listening skills at Darussalam Gontor Islamic Boarding School for Girls, Campus 1, effectively enhances students' engagement in learning. This is evidenced by the positive responses from students during the lessons, although some still faced challenges in understanding dialogues delivered at a relatively fast pace. The use of supportive media, such as films, makes learning activities more dynamic and beneficial. Additionally, this learning approach provides students with new experiences and impressions, aiding them in better understanding the material.

This research is far from perfect, and many other aspects of learning media need further exploration and discussion. For academic practitioners, this study can serve as a reference for future research on the use of learning media, particularly audiovisual media. Such efforts contribute to the advancement of education in the current era of digitalization.

REFERENCES / المراجع

أحمد طعيمة، رشدي. دليل المعلم في إعداد المواد التعليمية لبرنامج تعليم العربية. مكة: جامعة القرى، 1985
الأنصاري، خالد. تدريس مهارة الاستماع للناطقين بغير اللغة العربية الوعي الصوتي نموذجاً. المجلة الدولية
لنشر الدراسات العلمية المجلد الخامس العدد الأول، 2020

- خلف جلوب، سمير. الوسائل التعليمية. الطبعة الأولى. الأردن: دار من المحيط إلى الخليج للنشر والتوزيع، 2017
- م. بونجمة. تدريس اللغة العربية للناطقين بغيرها مهارة الاستماع نموذجاً. فاس، مغرب: مطبعة أنفوبرانت، 2013
- محمد نيهان، يحيى. تقنيات التعلم والوسائل التعليمية. عمان: دار أبله للنشر والتوزيع، 2008
- معلوف، لويس. المنجد في اللغة والأعلام. الطبعة الثامنة والعشرون. بيروت: دار المشرق، 1987
- Agny Anggara, Syamfa. “دراسة عن الوسائل التعليمية في تعليم اللغة العربية بالمدارس الثانوية.” *Lughawiyat : Jurnal Pendidikan Bahasa dan Sastra Arab* Vol. 1, no. 1 (2018). <https://doi.org/10.38073/lughawiyat.v1i1.127>.
- Dwi Oktavia, Andini, dan Abdul Rahman Jupri. “Penggunaan Media Film Animasi Kartun Dalam Pembelajaran di Sekolah Dasar: Studi Tentang Keterampilan Menyimak Siswa.” *Jurnal Educatio* Vol. 8, no. 03 (2022). <https://doi.org/10.31949/educatio.v8i3.2664>.
- Gemilang, Damar, dan Hastuti Listiana. “Teaching Media in the Teaching of Arabic Language/ Media Pembelajaran dalam Pembelajaran Bahasa Arab.” *ATHLA: Journal of Arabic Teaching, Linguistic, and Literature*. Vol. 1, no. 1 (2020). <https://doi.org/10.22515/athla.v1i1.3048>.
- Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara, 2010.
- Handayani, Sri dan Syafi'i. “Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab.” *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* Vol. 3, no. 2 (2022). <https://ojs.unida.ac.id/tatsqifiy/article/view/6138>.
- Huberman, A. Michael, dan Matthew B. Miles. *Analisis Data Kualitatif Terj. Tjejep Rohidi*. Jakarta: UI Press, 1992.
- Inayahtur Rahma, Fatikh. “Media Pembelajaran (Kajian Terhadap Langkah-Langkah Pemilihan Media dan Implementasinya dalam Pembelajaran bagi Anak Sekolah Dasar).” *Pancawahana: Jurnal Studi Islam* Vol. 14, no. 2 (2019). <http://ejournal.kopertais4.or.id/tapalkuda/index.php/pwahana/issue/view/780>.
- Mahmudah, Siti. “MEDIA PEMBELAJARAN BAHASA ARAB.” *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* Vol. 20, no. 1 (2018). <https://doi.org/10.32332/an-nabighoh.v20i01.1131>.
- Miftah, Mohamad, dan Nur Rokhman. “Kriteria pemilihan dan prinsip pemanfaatan media pembelajaran berbasis TIK sesuai kebutuhan peserta didik.” *Educenter: Jurnal Ilmiah Pendidikan* Vol. 1, no. 4 (2022). <https://doi.org/10.55904/educenter.v1i4.92>.
- Mufidah, Nuril, Irtahat Isyaty, Nur Kholis, dan Saidna Zulfiqar Bin Tahir. “ICT for Arabic Learning: A Blended Learning in Istima' II.” *LISANUNA* Vol. 8, no. 2 (2018). <http://dx.doi.org/10.22373/ls.v8i2.4561>.
- Nirwan, dan Aan Muhammady. “استخدام الوسيلة السمعية البصرية بالأفلام العربية لترقية مهارة ”. الاستماع عند الطلبة *Arabiyya: Jurnal Studi Bahasa Arab* Vol. 9, no. 2 (2020). <https://doi.org/10.47498/arabiyya.v9i2.428>.
- Putri Prima Sari, Alvia. “Tinjauan Terhadap Metode Pembelajaran Bahasa Arab: Metode Nahwu Terjemah, Metode Langsung, Metode Audiolingual Dan Metode Gabungan.” *Tarbiyatuna: Jurnal Pendidikan Ilmiah* Vol. 3, no. 2 (2018). <http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3527>.
- Raudatussolihah, Baiq. “Pengembangan Teknologi Audio-Visual dalam Pembelajaran Bahasa Arab.” *Education and Learning Journal* Vol. 3, no. 1 (2022). <http://dx.doi.org/10.33096/eljour.v3i1.140>.

Solihat, Siti, Agus Riyadi, dan Miftah Sobaruddin. “فعالية استخدام الوسائل التعليمية على شكل برنامج بويروينت لرفع مستوى لغة الطلبة في تعليم القواعد.” *Ta’lim al-’Arabiyyah : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* Vol. 3, no. 1 (2019). <https://doi.org/10.15575/jpba.v3i1.7448>.

Suherman, Sunarto, dan Aprin Alpajar. “Penggunaan Media Film Dalam Proses Pembelajaran Sejarah Kebudayaan Islam di MA-Muhammadiyah 1 Plus Malang.” *At-Ta’lim: Media Informasi Pendidikan Islam* Vol. 19, no. 02 (2020). <http://dx.doi.org/10.29300/attalim.v19i2.3841>.

Warson Munawwir, Achmad. *Kamus Al-Munawwir Arab-Indonesia Terlengkap*. Edisi kedua. Surabaya: Pustaka Progresif, 1997.

Yuliastri Simarmata, Mai, Dewi Leni Mastuti, Muhammad Thamimi, Melia Melia, Ramadhan Kusuma Yudha, dan Aqis Yuliansyah. “MEDIA FILM SEBAGAI SARANA PEMBELAJARAN LITERASI DI SMA WISUDA PONTIANAK.” *GERVASI: Jurnal Pengabdian kepada Masyarakat* Vol. 3, no. 1 (2019). <https://doi.org/10.31571/gervasi.v3i1.1200>.