



**APPLYING VIEWING TECHNIQUES IN ASSISTING
LEARNING LISTENING THE STUDENTS OF GLOBAL
PRESTASI ENGLISH CENTER**

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ABSTRACT

English listening skill is widely considered fundamental as a basic for further mastering in English. A viewing technique changes into the most suitable option for assisting students in learning listening English. A community service program is implemented to teach listening by using viewing techniques for the students of Global Prestasi English Center. Students are treated with movie-viewing techniques. These include fast forward, silent viewing of language, English learners are assisted to boost listening skills, freeze frame, and partial viewing. It is carried out in fifteen meetings weekday timetable. Students' responses for the levels of appropriateness are mostly appropriate and absolutely appropriate. These responses are a number student of 93.2% to recognize words meaning, 97.7% to enrich new vocabulary, 86.3% to identify expressions and ideas, 90.9% to improve pronunciation and spelling, 83.1% to recall important words, 81.8% to avoid similar sounds, 93.2% acknowledge to predict or confirm meaning, 93.2% distinguish between sounds, 72.7% understand native speaker accent, and 97.7% listening activity icebreaker.

KEYWORDS

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PENDAHULUAN

Listening is the most commonly introduced and taught at the beginning stage for English learners. It is effectively recognized as a fundamental skill in mastering English. Obstacles in achieving English as the exclusive of mother tongue and complicated listening English aspects can be intended to boost students up listening skills through applying drama movie viewing techniques



(Suramto, 2019:104). The presence of film and video changes the learning atmosphere of the class. The students catch authentic English in real scenes and natural settings (Whatley, 2012:15). In addition, the movie device provides benefits and produces sound. It performs moving the picture, bodies moving, and gives clues as to meaning (Harmer, 2007:144).

The students' listening skills can be increased and their knowledge can also be enlarged through conducted viewing movie techniques. Video movie usage is a great help for foreign language teachers in stimulating and facilitating the target language. Teaching aids are appropriately prepared, provided, and applied by teachers who the students achieve listening skills (Hemei, 1997:45). Furthermore, movies can be an effective teaching device to develop English foreign learners' listening arouse their motivation and their potential to engage in various activities. It can also improve listening comprehension and the students' listening can be categorized better (Sulistiyowati, 2011). Movies can be a teaching device for enhancing listening skills in English. It can be said movie stories line seem to motivate learners to absorb the language input better and have a significant effect on listening improvement. The techniques of viewing drama movies could enlarge the students' understanding and acknowledgment skill of listening and culture (Bahrani & Sim, 2012).

Movie viewing techniques are used to enhance listening skills. Students were familiar with using English movies as a medium of language learning. Students admitted that watching an English movie can give them new insight and knowledge about the linguistics aspects (Burhanuddin et al, 2020). Watching movies more often can improve students' understanding of the language used in an authentic context. It is matched with the results. Students revealed that watching movies more often can improve their language skills—especially in listening comprehension (Putri et al., 2023). It also exposes students to different accents. Watching English movies can make vulnerable to accents, whether it is an American accent or a British accent. Eventually, students' vocabulary,



grammar, and pronunciation improve because they often engage while watching movies (Hamidah & Hadi, 2021).

The procedure of drama movie viewing techniques is applied to fast forward, silent viewing (for language), silent viewing (for music), freeze frame, and partial viewing. In fast forward, the teacher presses the play button and then fast forwards the video so that the sequence shoots past silently and at great speed, taking only a few seconds. In silent viewing (for language), the teacher plays the film extract at normal speed but without the sound. In silent viewing (for music), the same technique can be used with music. In freeze frame at any stage during a video is “freeze” the picture, stopping the participants dead in their tracks. In partial viewing, one way of provoking the students’ curiosity is to allow them only a partial view of the pictures on the screen.

Global Prestasi English Center is the institution that offers, serves, and provides English programs to the public community. It serves programs for general English and English for Specific Purpose classes. General English programs have been provided to the ages of primary school up to the age of university students. The program of English Specific Purposes includes English for banking, English for Accounting, English for office, TOEFL, IELTS, and TOEIC. Based on this background, a conducted program at community service is applying movie viewing techniques in assisting learning listening at Global Prestasi English Center Lubuklinggau south Sumatera.

METODE

The community service program consists of pre-implementation, while-implementation, and post-implementation. Pre-implementation was conducted to design lesson plans, categorize proper topics, provide ICT devices, manage classroom management, appoint classes, and set up learning models. The stage of while-implementation consisted of applying movie viewing techniques in learning listening for the students of Global Prestasi English Center the classes of general conversation graders. Post-implementation was conducted to evaluate students’

listening skills.



Picture 1, phase of observation and group interview

This observation was the beginning step for taking notes on students' learning models, class schedules, duration of meetings, and number of students in each class. The interview was carried out to find out students' obstacles in learning listening, students' book usage, and the ICT device provided.

The program of community service was carried out from September 2 to 20, 2024. General conversation classes one, two, and three were appointed to the program of community service. The number of fifteen students is the class of general conversation one. They consist of nine males and six females. There are seventeen pupils from the general conversation two. The number of ten male pupils and five female pupils. The third class is a general conversation three. Its class consists of twelve female students.



Picture 2, phase of community service preparation

Each class is assisted by a team and each team consists of two teachers. Three meetings in a week for the days of Monday, Wednesday, and Friday are the



schedule of general conversation one. The time of learning is from 03.00 to 04.00 in the afternoon. The days of Tuesday, Thursday, and Saturday are the schedule of general conversation two. The class time is from 4.30 to 6.00 in the afternoon. The schedule of general conversation three consists of Monday, Thursday, and Friday from 03.45 to 05.15 in the afternoon. Each class was given as much the same topics and assisted in the program of community service.

Selected topics were used in assisting learning listening skills for the students of Global Prestasi English Center as follows;

Classes	No of Pupils	Meetings	Topics
GC 1 Monday Wednesday Friday 03.00-04.30 p.m.	15	1	My Daughter's Secret
		2	Anne and Juliet
		3	A Clean Sweep
		4	A Perfect Day
		5	Not Working Out
		6	A Dog's Tale
		7	Finding Family
		8	High School Boat Camp
		9	Brother and Sister
Classes GC 2 Tuesday Thursday Saturday 04.30-06.00 p.m.	17	1	My Daughter's Secret
		2	Anne and Juliet
		3	A Clean Sweep
		4	A Perfect Day
		5	Not Working Out
		6	A Dog's Tale
		7	Finding Family
		8	High School Boat Camp
		9	Brother and Sister
Classes GC 3 Monday Thursday Friday 03.45-05.15 p.m.	12	1	Finding Family
		2	Not Working Out
		3	A Perfect Day
		4	Brother and Sister
		5	My Daughter's Secret
		6	High School Boat Camp
		7	Anne and Juliet
		8	A Dog's Tale
		9	A Clean Sweep

HASIL dan PEMBAHASAN

Viewing techniques are used in learning listening skills. These techniques are;

(1) fast forward; the teacher plays the video with great speed in a few seconds. The students are required to guess what the characters are saying. (2) Silent viewing for language; the teacher plays the video at normal speed but without the sound. The students are asked to guess what the characters are saying. When the pupils have done this, it is played with sounds so that they check to see if students guessed correctly. (3) Freeze frame; at any stage during a video sequence, the teacher can “freeze” the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next. (4) Partial viewing; one way of provoking the students’ curiosity is to allow them only a partial view of the pictures on the screen (Harmer, 2007).

It is a common practice in instructions on language decoding (including listening) at this beginning stage that the teacher spends sufficient amount of time helping the learners build the appropriate schemata to facilitate comprehension. The conceptual-driven style of teaching is believed to enable the learners to proceed “hook” that relates a knowledge already possessed. It is one to be acquired, making the acquisition occur more smoothly. Generally, the previewing stage consists of two activities, namely, introducing the theme of the movie and pre-teaching the key vocabulary working within this framework, at the beginning of the session (Kusumarasyati, 2004).



Picture 3, phase of pre-viewing technique in listening

In while-viewing, learners listen by doing some comprehension. It can be indicated by the existence of the subtitles. If there is a subtitle, the comprehension questions are simple consisting of language functions and specific information such as names, times, a specific language forms. In contrast, if there is no subtitle in the movie, the comprehension questions are more complex in gist listening such as identifying the main ideas and sequences of events. Teachers guide the students by giving at knowledge of “*note-taking techniques*”. Note-taking is a meaning-focused listening activity. It is also an essential skill where learners have to attend lessons in another language. It can also be used in various forms at all levels of language proficiency (Richards, 2010). The use of note-taking can be used by the students in adsorbing the information to answer the comprehension questions. This technique can be implemented through freeze-frame and partial viewing.



Picture 4, phase of while-viewing technique in listening

In post-viewing, the activities focus on what the learners have done in watching viewing techniques used. The activity can be the sequence of language features. It can be indicated after the learners finish their notes. They may complete the tasks of incomplete text, practice proper pronouncing, catch speaker accents, enlarge new vocabularies, recall important words, identify expressions, and recognize words and understand the meaning.



Picture 3, phase of evaluation on learning listening

The community service activity was implemented to assisting learning listening skills in English for the students of *Global Prestasi English Center*. Stage of post-viewing in listening skills, the students are given post-evaluation. The number of forty-four pupils are requested to complete a questionnaire. There are ten statements stated in the questionnaire. The response of used Likert-type scale is adapted from (Vagias, 2006).

Table 1. The results of assisting in learning listening skills

No	Statements (movie viewing techniques)	Level of Appropriateness (%)			
		Absolutely inappropriate	Slightly inappropriate	Appropriate	Absolutely appropriate
1	Recognize words and meaning	4,5%	2,3%	86,4%	6,8%
2	Enrich new vocabulary	0,0%	2,3%	90,9%	6,8%
3	Identify expressions and ideas	9,1%	4,5%	79,5%	6,8%
4	Improve pronunciation and spelling	2,3%	6,8%	9,1%	81,8%
5	Recall importance words	9,1%	6,8%	27,3%	56,8%
6	Avoid similar sounds	11,4%	6,8%	77,3%	4,5%
7	Acknowledge to predict/confirm meaning	2,3%	4,5%	9,1%	84,1%
8	Distinguish between sounds	2,3%	4,5%	90,9%	2,3%
9	Understand native speaker accent	9,1%	18,2%	56,8%	15,9%
10	Listening activity icebreaker	0,0%	2,3%	9,1%	88,6%

SIMPULAN

Learning a listening skill is one of four skills in English. It can be enhanced through one of learning English techniques. The movie-viewing technique is



commonly considered proper for assisting in learning to listening English. It can be applied through fast forward, silent viewing language, freeze frame, and partial viewing techniques. The present time of community service program for assisting in learning listening English is suitable for the students of Global Prestasi English Center. It can be mostly taken levels of appropriate and absolutely appropriate from students' responses a number of 93.2% to recognize words meaning, 97.7% to enrich new vocabulary, 86,3% to identify expressions and ideas, 90,9% to improve pronunciation and spelling, 83,1% to recall important words, 81,8% to avoid similar sounds, 93,2% acknowledge to predict or confirm meaning, 93,2% distinguish between sounds, 72,7% understand native speaker accent, and 97,7% listening activity icebreaker. A viewing technique in increasing students' listening skills in English is appropriate. It can be an option reference for assisting students learning listening in English for the teenager levels and it can be adapted and developed to boost students' achievements academically.

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