



Effective Learning Strategies Through Films to Improve Listening Skills in Madarasah Aliyah

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Abstrak

Media pembelajaran akhir-akhir ini berkembang sangat baik dalam berbagai jenis, salah satunya adalah media untuk meningkatkan keterampilan menyimak. Salah satu contoh media yang dapat digunakan adalah film bahasa Inggris. Dengan menggunakan media film ini, banyak manfaat yang dapat diperoleh, yaitu dapat mempelajari pengucapan bahasa Inggris yang baik langsung dari film yang ditayangkan, dapat menambah kosakata baru, dapat mempelajari tata bahasa yang baik dan benar, dan juga dapat melatih keterampilan menyimak. Tujuan dari penelitian ini adalah untuk mengetahui strategi keberhasilan penggunaan film untuk meningkatkan keterampilan menyimak dan perspektif siswa MAN 1 Yogyakarta terhadap pemanfaatan film sebagai media pembelajaran. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Jenis penelitian ini adalah penelitian deskriptif-kualitatif. Teknik pengumpulan data meliputi wawancara dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan simpulan. Berdasarkan hasil penelitian yang telah dilakukan dapat disimpulkan 1) dengan adanya metode mendengarkan film dalam bahasa Inggris siswa dengan mudah memahami pengucapan bahasa Inggris dan juga memperkaya kosa kata, 2) berhasil meningkatkan keterampilan konsentrasi dalam belajar, 3) memudahkan siswa dalam memahami bahasa Inggris melalui audio visual.

Kata Kunci: Strategi Pembelajaran, Keterampilan Mendengarkan, Menonton Film

Abstract

Learning media has recently developed very well in various types, one of which is media to improve listening skills. One example of media that can be used is English language films. By using this film media, many benefits can be obtained, namely being able to learn good English pronunciation directly from the films shown, being able to add new vocabulary, being able to learn good and correct grammar, and also being able to practice listening skills. The purpose of this study was to determine the strategy for the success of using films to improve listening skills and the perspectives of MAN 1 Yogyakarta students on the use of films as learning media. The method used in this study is qualitative research. This type of research is descriptive-qualitative research. Data collection techniques include interviews and documentation. Data analysis techniques used in this study are data reduction, data presentation, and drawing conclusions. Based on the results of the research that has been done, it can be concluded that: 1) with the method of listening to films in English, students can easily understand English pronunciation and also enrich their vocabulary, 2) successfully improve concentration skills in learning, 3) make it easier for students to understand English through audiovisuals.

Keywords: Learning Strategies, Listening Skills, Watching Film

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INTRODUCTION

According to Anthony in the book *Ni Made Ayu Suryaningsih*, strategy is a method used to achieve a goal. In learning English, there are four abilities. Listening ability is the ability to concentrate on what other people read and say. Listening ability has a very important role in communication because, according to Gilakjani and Ahmadi, quoted by Khairan Nisa Sitepu, of the total time spent communicating, listening spends 40–50%, speaking 25–30%, writing around 9%, and reading around 11–16%. However, in reality, there are still many people who cannot understand English words or sentences spoken orally by other people or native speakers (Sitepu, 2022).

Listening skills are often underestimated compared to foreign language skills that are more often taught, such as speaking, writing, and reading. This is supported by the stigma of the community, which believes that if they can write and speak English, they are considered competent at communicating. However, it is often forgotten that listening skills are just as important for fluency in speaking English (Mulyadi, Mutmainnah, 2015). Listening is a fundamental skill in language acquisition, especially in learning English as a foreign language. For many students, mastering listening skills is essential to understanding pronunciation, intonation, vocabulary, and cultural nuances embedded within the language. However, listening is often one of the most challenging skills to develop due to limited exposure to native speakers and authentic listening materials. Traditional learning methods, which frequently focus on reading and writing, can overlook the importance of listening as an active, engaging process. To address this gap, incorporating multimedia tools—particularly films—has become a promising strategy in language education (Susini, 2020).

If the learner's qualities and behavior are sufficiently understood, language education can be effective. There are always successful and unsuccessful students in the teaching and learning process. This is brought on by a number of elements, one of which is the learner's approach to or strategy for learning (Syahputra, 2014). When learning English, students sometimes get bored with the way the teacher teaches. There are many techniques teachers can use to specifically teach reading, writing, speaking, and listening. Some teachers believe that listening is the easiest skill to teach, as there are many English materials and handbooks. In fact, we can teach them English skills by using a variety of interesting media (Setyawati dkk., 2022). For example, use songs or movies in English or have an interesting conversation in English (Mulyadi & Mutmainnah, 2015).

In the process of improving listening, it must be supported by media that helps someone learn English and creates motivation to learn. One of the media that is often used in this process is the audiovisual film medium because it can display sound and images that have beautiful sound effects and moving images (Nurmala, 2019). Hamer says there are lots of good reasons to recommend watching while listening. First of all, they know the language to speak. " This allows us to see a variety of non-verbal behavior. For example, you can see how your intonation matches the facial expressions and gestures that accompany certain phrases (Harmer, 2015).

In a study conducted by Ni Nengah Budiasih, her research at SMA NEGERI 1 UBUD, English listening skills are still the main obstacle in learning. This study was conducted in two cycles with a schedule starting from July to September. The results obtained in this study are that film media can improve students' English listening skills. This is evident from the initial average value of 65.81 increasing to 75.52 in cycle I and in cycle II to 79.43. (Budiasih, 2020).

In further research conducted by Khairani Nisa Sitepu, the researcher used a literature study method by collecting several data from various related journals to be studied in collecting data. The final result of this study is that the use of English-language films in improving students' listening skills is very effective. According to the students' perspective, the use of this film is very helpful for them in learning. (Sitepu, 2021). The results of research from Dewi Nurmala entitled *Application of English Language Film Media in Listening Learning* explain that the application of film media is appropriate for use in learning and can improve students listening skills because it is not boring, so it attracts interest in learning (Nurmala, 2019). Furthermore, research from Khairani Nisa Sitepu about improving students listening skills through English film media as a result, film

media is very appropriate to apply because students experience significant developments, such as adding new English vocabulary by hearing direct pronunciation from native speakers, so it is easier in practice (Sitepu, 2022).

This study focuses on exploring effective strategies to improve listening skills through watching movies among students of MAN 1 Yogyakarta. By using movies as the main learning tool, students gain access to native speaker pronunciation, varied vocabulary, and contextual language use, all of which contribute to a more immersive and engaging learning experience. Through systematic observation and data collection, this study aims to identify and evaluate specific techniques used in movie-based listening practices, uncover the benefits perceived by students, and assess the overall impact on their listening competence. The findings of this study will provide insight into how movies can be used as a valuable educational medium, offering a dynamic and culturally relevant way to strengthen students' listening skills in English.

From the problems above, the formulation of the problem in this study is how English-language movie media is successful in improving listening skills and also increasing vocabulary memorization in students. Previous studies also only focused on how students improve their listening skills through English-language films, but in our study, we will discuss more broadly how students can improve their listening skills through English-language films so that they can also increase their vocabulary memorization through the film and improve their speaking skills.

METHODS

The method used in this study is qualitative research. This type of research is descriptive-qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and the results of observations of behavior. Qualitative research seeks to find and describe in narrative form how an activity is carried out and the impact of the actions taken on their lives (Moleong, 2000).

This qualitative research is based on the analysis of data collected through interviews. Interviews were conducted with three students and two English teachers at MAN 1 Yogyakarta, which implements the system. Of the 5 informants, they were selected because they fit the criteria of the research object. Meanwhile, the researcher used a tool in the form of questions that were arranged regularly and adjusted to the duration of the questions in each informant, the average time needed was around 30-45 minutes for one informant in an interview session.

The researcher collected secondary data from journals and books to support primary data. Data analysis involves three stages: data reduction, data presentation, and drawing conclusions. The analysis process begins with data reduction, which involves filtering, simplifying, and organizing the data collected from interviews. The reduced data is then presented in tabular and narrative form, which facilitates understanding and identification of relationships between established categories. This presentation of data provides a holistic picture, which helps identify patterns or trends relevant to the research question. The final step is drawing conclusions, where the researcher interprets the data based on verified findings to ensure accuracy. Conclusions are made by evaluating and comparing the findings with the theoretical framework to provide a thorough and comprehensive answer to the research question.

RESULTS AND DISCUSSION

Results

From the results of observations using questionnaires and interviews conducted with several students of MAN 1 Yogyakarta, it was found that film media is appropriate for use in listening learning, and the response from students is that one of the successful ways in listening learning is by using English film media. This can be seen from the results of interviews with all respondents who have been interviewed. The use of film media

is very appropriate for learning that requires listening skills. The use of film media is carried out by implementing several steps. These steps are implemented by subject teachers and also by students who are the objects of learning.

The result of using the watching film strategy is that it is easy for them to export what they hear, but it is also easier for them to understand what they see and to add new vocabulary from what they have heard. The result of using the watching film strategy is that, besides being easy for them to export what they hear, it is also easier for them to understand what they see. Familiar with native speakers. Through this method, students will be more interested in learning and reduce boredom. This medium is very complete, not only presenting sound but also visualization, which is more helpful to be able to understand more quickly. What happens is that students will be interested in one vocabulary word or several words in the film (Abdilah dkk., 2023). The meaning of the vocabulary will be searched for, and the correct pronunciation will be imitated.

Listening skills can be developed through the use of film when studying English. By employing cinema as a medium, it will be possible to acquaint the audience with the international language of English pronunciation. A person who has learned a language must continue to use it in his daily life (Farhansyah dkk., 2023). The two advantages of using movies as a learning tool are pronunciation and vocabulary.

Table 1. Strategic Steps in Improving Listening Competence Based on Watching Film at MAN 1 Yogyakarta

No.	Strategy	Implementation	Results
1.	Selection of Film Watching Methods	a. Choosing a favorite movie b. Listening to audio visuals c. Paying attention to movie subtitles	a. Language learning is more interesting or fosters a love of language lessons b. Increasing students' interest in learning c. Simplifying and clarifying the subject matter d. Stimulating creativity f. Learning is not monotonous so it is not boring.
2.	The Process Of Watching A Film	a. choosing a movie title. b. watching a movie c. listening, d. writing down words that are not understood e. concluding.	a. learn to hear the correct vocabulary b. enrich imagination c. give feedback d. improve listening skills

Discussion

Strategy in the context of education can be interpreted as a series of goals we want to achieve or plans for what we will do that lead to educational goals (Ika Paramita Lantu, 2015). Learning is an activity that is carried out intentionally towards changing behavior through observing, imitating, reading, listening, trying something, and following a certain direction (Mahmud, 2017). That is, learning strategies are actions, techniques, steps, and certain behaviors to overcome difficult things that are used to improve learning. Learning a language involves four factors: the teacher, teaching methods, language teaching, and subject matter (Mahmud, 2017).

According to the Oxford Advanced Learner's Dictionary, listening is "To pay attention to somebody or something that you can hear; to take notice of what somebody says to you so that you follow their advice or believe them". Paying attention to what others are saying or reading is part of the process of listening (Mulyadi & Mutmainnah, 2015). Listening also requires someone to get ideas from what they hear. (Faiza dkk., 2021) There are two kinds of listening lessons that can be used to improve students' abilities: intensive listening and extensive listening. Intensive listening includes a more detailed language analysis to obtain certain information, which can be done by paraphrasing, completing the written text with the words heard, and memorizing certain

vocabulary(Sari, 2021). Extensive listening includes listening to spoken texts with an unlimited number of words that are carried out outside the classroom, which can be done by listening to songs, listening to radio or television news, and watching movies (Utomo, 2015).

The success of learning to listen is determined by several factors, including learning media. The application of multimedia-based learning with audio-visual media, namely film, is an alternative learning method that can improve students' English learning achievement, especially in listening comprehension skills (Utomo, 2015). The functions of audio-visual media in learning English are: 1) making it easier for people to convey and receive lessons or information; 2) encouraging the desire to know more; and 3) strengthening the understanding gained (Utomo, 2015).

Selection of Film Watching Methods

Because media is an effective tool or way of improving our learning abilities, such as listening and reading, there are many media that can be utilized, especially with the development of increasingly sophisticated technology (Hadianti dkk., 2023). Through an English film, one can listen to good and correct English pronunciation. Apart from not being monotonous with just reading the text, this method is more interesting and appealing to improve listening skills because what is said and the pictures or illustrations are precise and appropriate(Ningsih, 2021). In addition, the use of the film method makes it easier for us to access learning, especially in our listening skills, where this ability is quite difficult to understand, but by displaying a film-based medium, it makes it easier for us to export shows and can indirectly strengthen and sharpen our abilities(Tampubolon dkk., 2023). our listening. So students are very interested in improving their listening skills by watching movies.

Learning the listening method can be done in several ways, one of which is by watching movies. Through the film's media, listeners will not only get audio but also a visual, which will generate interest in actively seeing and paying attention to what is shown in the film (Nurmala, 2019). The advantages of using media in the process of teaching and learning activities are (Setyandari, 2015):

- a. Language learning is more interesting or fosters a sense of love for lessons language
- b. Adding students' interest in learning; good interest will also produce good quality (learning achievement)
- c. Simplify and clarify the subject matter
- d. Facilitate teaching assignments
- e. Stimulates creativity
- f. Learning is not monotonous, so it is boring.

The Process of Using the Film Method

In this process, there are several stages carried out by students, namely choosing a film title, watching the film, listening, and concluding. Listen carefully and read the subtitles. Apart from being listened to, you can write down what you have heard and, after that, evaluate whether what you have heard is appropriate or not. We prepare in advance the tools we will use, such as the films we will show, sound systems, laptops, and projection screens, to make it easier to apply. During the implementation process, children will only focus on what is in front of them and only listen to what is in the broadcast. Usually, I watch a movie that interests me, play it without subtitles, watch it even though I only understand 30% of it, then play it again with English subtitles and get used to hearing the pronunciation. By adjusting according to the genre of the film being watched. The watching film method helps improve listening. For example, films shown in cinemas are more desirable than novels, which only have writing, so that readers are charged with more imagination. As a result, students can understand the pronunciation of a word in English from the way the actor pronounces it(Elmiati & Ikhsan, 2023).

This is in accordance with Esseberger's statement quoted by Mulyadi, stating that there are numerous methods to employ videos in the classroom due to the remarkable learning potential of languages. Videos can

be used in distant learning environments where instructors can communicate with students online as well as in traditional classroom settings. Ramal added that videos allow for the immediate delivery of feedback. in addition to the chance for self-reflection and self-monitoring. Additionally, English movies with moral lessons can inspire and encourage students to succeed in their English studies, especially when it comes to learning how to listen to native speakers (Mulyadi & Mutmainnah, 2015).

Results From Using the Film Method

The results of using the film method can improve several components, such as:

a. Vocabulary

Vocabulary is one of the elements of language that needs to be mastered by learners to be able to communicate and hear in English. Vocabulary mastery is very supportive of listening skills because vocabulary has a role that is parallel to phonology and grammar, which greatly supports language learners in mastering language skills. Learners will not be able to convey ideas in their minds if they do not master it (Utomo, 2015).

One of the students' difficulties in listening comprehension is capturing new vocabulary because their tendency is to interpret the words one by one. In this learning model, the vocabulary does not have to be memorized one by one, but more emphasis is placed on its use in certain contexts. In its development, teaching vocabulary is no longer introduced as a list of difficult words with their definitions that must be memorized by students, but more emphasis is placed on the reading context or topic of conversation. So learning vocabulary will be more effective. The choice of material that is general in nature and close to students' daily lives is also something that must be considered to attract their interest in learning English (Abas, 2023). In the context of teaching, teachers are also expected to be more creative in choosing learning media that can help students understand a learning method that is taught more easily. So that not only students become the object of learning but also teachers so that if this happens, the learning process will be much more effective.

b. Pronunciation

Pronunciation has a very close relationship with Listening skills to be able to hear spoken English requires an understanding of the tones and sounds of the language itself. It is intended to help English learners improve their listening skills and also provide a basis for pronunciation in their utterances.

Meanwhile, learning English pronunciation is closely related to listening comprehension. As Hewings stated in Addy Utomo's article, pronunciation is an important aspect of speaking and listening skills. To be able to hear spoken English requires an understanding of the tones and sounds of the language itself. (Utomo, 2015). It is meant to help English learners improve their listening skills and also provide a basis for pronunciation in their utterances. In this learning model, the practice of listening to English pronunciation with audio and audiovisual media aims to make students accustomed to hearing and understanding the meaning of English pronunciation, especially those used by native English speakers. The key to the success of teaching pronunciation is order (Rahmawati dkk., 2021). To obtain correct results both in pronunciation and intonation, students are directed to listen to or observe how English is spoken on audio or video. (Oktavia & Jupri, 2022). In this case, there are still many students who are not yet able to pronounce words in English fluently, so this is intended so that students better understand the methods taught by their teachers, likewise, teaching staff or teachers must be able to guide and continue to monitor the development of their students, so that the teaching and learning process produces the desired output together.

In the process of implementing film media as a basis for teaching students to more easily understand English words, this must also be supported by existing and adequate facilities, but in reality there are still many schools in Indonesia that are included in the category of remote schools that have not been reached by networks or facilities that support the program of implementing watching the film. (Rizal, 2023) So this is a special concern for the regional government and the central government to pay more attention to the equalization of

school facilities needed throughout Indonesia, so that it can also realize an even and comprehensive education system.

CONCLUSION

Based on the results of the study conducted on the use of films in improving listening comprehension skills reviewed from students' perceptions, it can be concluded that all participants have a positive perception of the use of film media as a successful learning strategy to improve listening comprehension skills. Participants indicated that they could improve their listening skills by watching films. By learning from films, they are more comfortable learning, and they also enjoy watching the films themselves. This study shows that the use of English-language films as a medium is an effective strategy to improve the skills of understanding new vocabulary among students at MAN 1 Yogyakarta. Through steps such as choosing the right film, active listening, paying attention to subtitles, and reflecting on vocabulary and pronunciation, students showed increased engagement and motivation in learning. This approach not only makes language learning more dynamic and less monotonous but also improves students' listening comprehension by exposing them to native pronunciation and diverse vocabulary in an interesting format. Observations revealed that students found the film method useful, as it supports the acquisition of accurate vocabulary and pronunciation, both of which are fundamental to listening proficiency. By combining visual and auditory elements, this method fosters a deeper understanding of spoken English, making it easier for students to understand contextual meaning and nuanced intonation. Ultimately, English-language films provide a comprehensive and enjoyable learning experience that strengthens students' listening skills and aligns with their interests, leading to improved language competency and a more positive learning environment. This also makes it easier for teachers to provide understanding to their students, and will also be more creative in their teaching process that is adjusted to the current digital era.

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