
Improving students listening skill using Scooby Doo English subtitle movie

Chandra Nilawati¹, Rizky Lutviana²

Universitas PGRI Kanjuruhan Malang; Jl. S. Supriadi No.48, Bandungrejosari, Kec. Sukun, Kota Malang, Jawa Timur, (0341) 801488

Email: ¹chandra_ilawati@gmail.com, ²lutviana.rizky@unikama.ac.id

ABSTRACT

Keywords:

Listening skill, Scooby Doo Movie, Classroom Action Research.

Listening skills tends to be ignored in the teaching and learning process because of several reasons including lack of facilities, lack of teacher competence and lack of students' motivation. Therefore, teachers need to design creative instructional media as much as possible to address these issues. This study aimed at investigating the use of Scooby Doo English subtitle movie to improve the students' listening skill. This study used applied Classroom Action Research (CAR) which consists of four major steps; planning, action, observation and reflection. The population of this research is 26 Senior High School students. There are three instruments used which include: test, observation, and questionnaire. Based on the findings, the improvement of the students' listening skill was seen on the second cycle. On the second cycle, 23 or 88% of the students gained the score above the minimum mastery criterion. The students also actively followed the learning process. Students' interest and motivation were also increased, they paid attention to the teachers' explanation, asked question, responded the question, and accomplished the task. The students argued that the learning activities done using "Scooby Doo "The Case of Luna Ghost" English subtitle movie" could increase the students' interest and motivation.

1. INTRODUCTION

In the teaching and learning process, listening skill is frequently overlooked. This is due to a variety of factors, including a lack of facilities, a lack of instructor competency, and a lack of student enthusiasm (Sheng, 2012). For training listening skills, proper facilities such as a comfortable area, no background noise, and appropriate material such as audio recorders and movies are essential. Because of this ability to listen, real materials must be used to learn a variety of things, including suprasegmental language components, such as intonation and attention (Rismawati, 2017).

Junior high school students should have the ability to listen (Ulum, 2015). However, students got difficulties in listening, problems in learning listening include: students frequently struggle to answer questions based on what they have heard in listening skills, make errors in determining the general concept and specific details of what they hear, misinterpret what the speaker said, fail to summarize what they are listening to, and eventually lose interest in listening to classes (Seo, 2011).

The teacher's involvement in teaching listening skills is very important; the teacher must be able to act as a guide and planner of learning that is compatible with their students' abilities. Teachers are also expected to be able to use effective techniques when teaching listening skill.

In this case teacher may apply effective teaching strategies and teaching media to make students more interested and motivated in learning.

Teachers should construct creative education exercises to address these concerns as much as possible in order to motivate their students to study more rigorously (Seo, 2011). According to Nunan (1989), the teacher's first responsibility is to create the best possible learning environment for students. To provide the best conditions for teaching and learning listening skills, teachers should employ media to make students simpler to grasp and more enthusiastic about their teaching and learning experiences.

Furthermore, students' poor motivation is tough to overcome because they believe listening abilities are difficult. While listening, students are expected to deliberately respond to and perceive the information they are hearing. To put it another way, listening is an active endeavor that necessitates not only a great ability to listen, but also the ability to filter and interpret material gathered as a result of this activity (Ulum, 2015).

Many strategies that can be applied in listening skill comprehension process, such as Audio-Visual and Interactive-Audio strategy. But, according to Istifadah et al. (2022), Audio-Visual is more effective to be applied for listening skill and comprehension. Videos or movies, which fall under the category of Audio Visual Media (AVM). AVM help teachers to teach more effectively and can also boost students' enthusiasm in learning English language skills. Video or Media Audio Visual can convey information to the eyes and ears, allowing students to witness communication in action and present language. As a result, students' attention and drive will be piqued (Thompson, 2004).

Furthermore, the electronic storage of moving images is known as audio visual media (Smaldino et al., 2008). So, in audio-visual media, there are sounds and images that can shift, and audio-visual media can help students understand the concept of listening in English with the help of sound and motion images that are suitable for background and assistance with film texts. Swank (2011), citing the importance of visual materials in listening, claims that roughly 40% of our conceptions are founded on visual experience, 25% on auditory, 17% on tactile, 15% on random organic feeling, and 3% on taste and smell. As a result, audio-visual media is critical for improving the ability to learn English listening comprehension since it brings together many sensory elements to achieve 100 percent clarity.

The researcher utilizes the Scooby Doo English subtitle movie "The Case of the Luna Ghost". Scooby Doo is an American animated property that includes a number of animated television series and related media from 1969 to the present. Scooby-Doo was first televised on CBS in 1969 and then relocated to ABC in 1976. Scooby-Doo aired on ABC in various forms until 1985, when it was cancelled, and a spin-off starring the characters as children called A Pup From 1988 to 1991, he was known as Scooby-Doo.

Numerous studies on audio visual medium for learning listening are being conducted by various academics. According to Gowhary et al. (2015), giving captions proved beneficial and influential in boosting Iranian learners' listening comprehension. Students will have a valuable opportunity to appreciate the content of the movie if captions are available, and captions are a tool for students learning a second or foreign language to improve their knowledge of the video. According to Chan et al. (2014), students with a high level of English proficiency score much better in listening. Video, on the other hand, is not necessarily a disadvantage for learners who have a limited command of the English language. One possibility is that the weak students were unable to put themselves together auditory and visually. Second, there is a critical place in the

material-film relativity. If the image, music, and screen in the video match what is expressed in the audio version, the video will be more beneficial to students. Otherwise, the result will be the polar opposite.

Furthermore, Azizah and Yaumi (2018) claims that teaching listening through audiovisual medium is effective in increasing students' listening motivation as well as their listening capacity, based on their findings and discussion. Additionally, audio visual media is effective in improving students' listening abilities. However, in order to show practitioners the most effective use of visual media in teaching listening, emphasis must be made to the pedagogical character and application of audio visual media. The teacher's function is significant in that design (Shahid & Ali, 2017).

In earlier studies, many researchers have proved the impact of audio visual media on students' listening abilities. However, because there are so many various types of movies, different types of videos used to teach listening may provide varied effects. As a result, it's critical to look into another type of film that can help students enhance their listening skills. The current study looks into how using the Scooby Doo "The Case of Luna Ghost" English subtitle movie can help students enhance their listening skills. Finally, this research is worth conducting since less studies investigated the use of English subtitle movies in English language teaching, most studies were about visual and audiovisual media in teaching.

2. METHOD

2.1 Research Design

This research used Classroom Action Research (CAR). Burns (2010) states that action research had four major steps. They were planning, action, observation and reflection. The following figure depicted the four major steps of classroom action research suggested by Burns (2010):

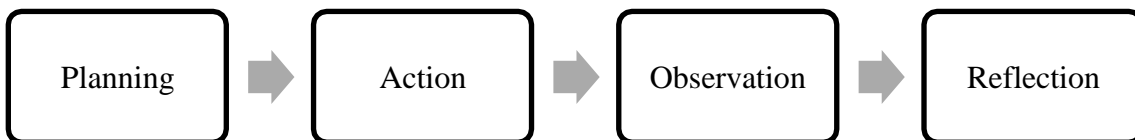


Figure 1. Four Major Steps of Classroom Action Research Adopted from Burns (2010)

This research was conducted at one Senior High School in Batu in the academic year 2021/2022 and used the first grade students as the subject of the study. There was only one class at the first grade of SMA Negeri 2 Batu which consisted of 26 students. The media used in this study was Scooby Doo "The Case of Luna Ghost" English subtitle movie.

2.2 Research Procedure

This study began with a preliminary investigation in which the researcher observed the teaching and learning process at one Senior High School in Batu on April 2021. Planning the lesson, instructional media, and instrument, disseminating the research, preparing success criteria, and communicating with collaborators were all part of the process. This research had conducted for 5 weeks, during April and May 2021. After then, the researcher used Scooby Doo "The Case of Luna Ghost" English subtitle movie as a teaching tool. The collaborator observed the learning process during the implementation. It was followed by an analysis of the action's and observation's outcomes, and finally a reflection on the outcomes. In the final stage, the researcher determines if the first cycle was successful or not. The term "successful result" refers

to the research coming to a conclusion and producing a report. If the result was unsuccessful, the cycle would continue.

2.3 Instrument

Three instruments were used in this study: a listening test, observation checklist and questionnaire. The test was used to assess the students' ability to listen after the action. A worksheet with 30 multiple-choice questions was provided by the researcher. The goal was to see how much the students' listening skills improved after watching Scooby Doo "The Case of Luna Ghost" with English subtitles as a teaching medium. The validity of the test was achieved using content validity in which each question on the test was developed based on the blue print of the test, based on the indicators that was set in the syllabus. The researcher tried out the test to several samples to meet the reliability. Additionally, observation checklist and questionnaire were used to assess students' motivation and interest in learning listening using Scooby Doo "The Case of Luna Ghost" with English subtitles. The validity of the instrument is content validity in which each item on the observation checklist and questionnaire were set based on indicators that reflected students' active participation and attitudes toward the technique. Furthermore, the researcher employed inter rater reliability in which two raters participated in assessing students' motivation and interest in learning using observation checklist and questionnaire. As a partner, the English teacher assisted the researcher in observing the class and students' conditions during the learning process when the researcher used the media. It concentrated on three aspects: students' interest, involvement, and classroom setting. Aside from the core data, the supporting data is the outcome of observation.

2.4 Criteria of Success

In classroom action research (CAR), success criteria are quite significant in determining whether or not the action is successful. If the success requirements aren't met in the first cycle, the researcher will continue the treatment into the next. When the success criteria are met, the treatment in this study comes to an end. In this study, the teaching learning process employing Scooby Doo "The Case of Luna Ghost" English subtitle movie as teaching media is deemed successful if: (1) 75% of students acquire a minimum score of 75, and (2) students' interest and motivation in the learning process rises.

2.5 Data Analysis

The data of the first category were taken from the result of the students' listening test. It is done in order to know whether the criteria of success have been achieved or not by the students and to know the students' understanding in listening. The data become the main data of this study. To calculate the students' scores, the researcher uses the following formula as proposed by Arikunto (2010):

$$X\% = \frac{\sum x_x}{N} 100$$

Note :

X% = percentage of students score

$\sum X$ = the number of students score who pass the test

N = the number of students

Table 1. The criteria of students score

Percentage	Criteria
90-100	Excellent
80-89	Very good
70-79	Good
69-70	Fair
50-68	Poor

The reflection is also done by considering the students' involvement during the learning process. The data of the second category are taken through observation and are measured by the English teacher as the collaborator and also observer. Finally, the result of reflection is used to determine whether the research can be ended or has to be continued to the next cycle.

3. RESULTS AND DISCUSSION

This research was carried out in two stages. According to the results of reflection, only 58 percent of students passed the minimum mastery threshold in the first cycle. As a result, the success criteria of 75 percent of students receiving a score above the minimal mastery criterion was not met. As a result, the researcher and the teacher decided to move forward with the Classroom Action Research (CAR) to the second cycle. The implementation of Classroom Action Research in improving students' listening skill by using "Scooby Doo "The Case of Luna Ghost" English subtitle movie" failed and required an evaluation in terms of planning and implementation, according to the results of the evaluation between the researcher and the English teacher.

In the second cycle, based on the students' test results in reflection, the researcher discovered that students' listening skills had improved and that they had met the success threshold of 75. The students' test scores revealed that 23 students had a score of 75 or higher, while only three received a score of less than 75. Table 1. shows the results of the students' listening test.

Based on Table 1. There were 26 students of the first grade at one Senior High School in Batu in the academic year 2021/2022. From the data above, it could be concluded that the lowest score in listening test was 66 and the highest is 98. The percentage of successful students was 88%. The result of the listening test showed that 88% of the students obtained the score above the minimum mastery criterion. So, it had met criterion of success that 75% the students must get the score above the minimum mastery criterion. Therefore, after conducted the second cycle, the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

Table 2. Students' Listening Score

No.	Name	Score
1	AASF	90,67
2	ABB	96,00
3	AC	65,00
4	ADD	88,00
5	BR	80,67
6	CDG	80,67
7	DRT	83,33
8	FI	88,00

No.	Name	Score
9	FKS	80,00
10	FR	80,67
11	GT	80,00
12	HIA	98,00
13	JPIM	80,00
14	KE	70,00
15	KOP	85,33
16	KPO	80,33
17	LPK	85,67
18	MHR	80,00
19	MK	80,00
20	ML	70,33
21	NN	88,33
22	SAS	94,00
23	SRT	66,67
24	SSD	88,33
25	TAD	90,33
26	YA	80,00

It was also underpinned by the findings of the collaborator's observation. The observation looked at five indicators: paying attention to the teachers' explanations, being excited during the learning process, asking questions, answering questions, and completing tasks. Each of the students' scores on each indication was rated as good. According to the findings, "Scooby Doo "The Case of Luna Ghost" English subtitle movie" could be utilized as a teaching tool to help students improve their listening skills.

The result of observation checklist in cycle 2 showed that in average 80% students actively participated in class. 80 % paid attention to the teachers' explanations, 84% students were excited during the learning process, 76% students asked questions and 76% students responded teacher's question, and 90% students completed the task.

The result of questionnaire in cycle 2 indicated that 92% students agreed that Learning listening using Scooby Doo English subtitle movie is fun. 88 students agreed that their motivation in learning listening improved after learning using Scooby Doo English subtitle movie. 91% students stated that learning listening using Scooby Doo English subtitle movie enabled me to recognize the distinctive sound of English, particularly the minimal pair, for example the word "eat" and "it", and "heat" and "hit". Students could also identify the spelling and the pronunciation of the word. 82% students agreed that learning listening using Scooby Doo English subtitle movie helped them to recognize word stress and intonation and thus enabled them to identify context and the situations of the dialogue in the movie. 88% students agreed that Learning listening using Scooby Doo English subtitle movie helped them to understand the story content. 92% students agreed that learning listening using Scooby Doo English subtitle movie helped them to understand spoken expressions in the movie such as "get upset", "keep in touch", and "make trouble". 81% students agreed that Scooby Doo English subtitle movie is effective to improve their listening skill.

Based on the findings, the implementation of Scooby Doo “The Case of Luna Ghost” English subtitle movie as teaching media is successful. The successful level has been achieved by the students by implementing the media in two cycles. The result of the test in the first cycle showed that 15 or 58% of the students gained the score above the minimum mastery criterion and there were still 11 or 42% of the students gained score below the minimum mastery criterion. So, it did not meet criterion of success that 75 % the students must get the score above the minimum mastery criterion. Therefore, the researcher decided to continue the Classroom Action Research (CAR) to the second cycle. The cause of the failure was there were many difficult words in the movie that most students did not understand such as the word “haunted”, “pop out”, “disband, etc. and also slang word such as “jinkies”, “chill out” and etc. To overcome this problem, next in the second cycle the researcher added vocabulary lesson discussing the meaning those difficult words in class with students.

The improvement of the students’ listening skill was seen on the second cycle. On the second cycle, 23 or 88% of the students gained the score above the minimum mastery criterion. So, it had met criterion of success that 75% the students must obtain the score above the minimum mastery criterion. Moreover, during the learning process the students also actively followed the learning process. Moreover, based on the five indicators investigated in the observation which include: paying attention to the teachers’ explanation, being enthusiastic during the learning process, asking question, responding the question, and accomplishing task, the score obtained was categorized as excellent. The data indicated that Scooby Doo “The Case of Luna Ghost” English subtitle movie can be used as teaching media to improve the students’ listening skill.

The result above also supported by the result of survey on students’ interest and motivation. The students argued that the learning activities done using “Scooby Doo “The Case of Luna Ghost” English subtitle movie” are engaging. The students could easily understand about the material given by the researcher. Moreover, the teaching media used also encourage the students to actively follow the activities during the teaching and learning process. It indicated that the implementation of “Scooby Doo “The Case of Luna Ghost” English subtitle movie” as teaching media could increase the students’ interest and motivation in learning listening skill.

Related the result of questionnaire, the movie “Scooby Doo “The Case of Luna Ghost” helped students to master listening skill since it helped students recognize the distinctive sound of English for instance “revenge”, “refuge”. Besides this movie helped students to recognize word stress and intonation in the dialogue, such as the expression “are you challenging me?”, by watching this movie with the subtitle, students recognize that intonation is important in the dialogue and could help them to understand word context. Additionally, this movie also helped students to understand spoken expression such as “are you in a trouble?” which means that someone is in a danger or having problem.

One of the qualities that junior high school students can have is the ability to listen (Ulum, 2015). Students frequently struggle to answer questions based on what they have heard in listening skills, make errors in determining the general concept and specific details of what they hear, misinterpret what the speaker said, fail to summarize what they are listening to, and eventually lose interest in listening to classes (Seo, 2011).

Throughout fact, in the teaching and learning process, listening skills are frequently overlooked. This is due to a variety of factors, including a lack of facilities, a lack of instructor competency, and a lack of student enthusiasm (Sheng, 2012). For training listening skills, proper facilities such as a comfortable area, no background noise, and appropriate material such as audio

recorders and movies are essential. Because of this ability to listen, real materials must be used to learn a variety of things, including suprasegmental language components, such as intonation and attention (Rismawati, 2017).

The instructor's involvement in teaching listening skills is also very important; the teacher must be able to act as a guide and planner of learning that is compatible with their students' abilities. Teachers are also needed to be able to apply effective approaches while teaching listening skills. Furthermore, students' poor motivation is tough to overcome because they believe listening abilities are difficult. While listening, students are expected to deliberately respond to and perceive the information they are hearing. To put it another way, listening is an active endeavor that necessitates not only a great ability to listen, but also the ability to filter and interpret material gathered as a result of this activity (Ulum, 2015).

Teachers should construct creative education exercises to address these concerns as much as possible in order to motivate their students to study more rigorously (Seo, 2011). According to Nunan (1989), the instructor's first responsibility is to create the best possible learning environment for students. To provide the best conditions for teaching and learning listening skills, teachers should employ media to make students simpler to grasp and more enthusiastic about their teaching and learning experiences.

Scooby Doo "The Case of Luna Ghost" English subtitle movie as a teaching material was found to increase students' listening skills. As a result, the instructor can use it to assist students in learning to listen. This medium can also assist students who have difficulty determining the basic concept and specific specifics of what they hear, misinterpret what the speaker said, fail to summarize what they are hearing, and eventually lose interest in attending lectures.

This finding is consistent with Thompson (2004) who claims that there are three types of media available: visual media, audio media, and audio-visual media. Videos or movies, which fall under the category of Audio Visual Media (AVM), help teachers to teach more effectively and can also boost students' enthusiasm in learning English language abilities. Video or Media Audio Visual can convey information to the eyes and ears, allowing students to witness communication in action and present language. As a result, students' interest and motivation will increase.

The findings of this study mostly confirmed the conclusions of Gowhary et al. (2015), despite differences in the type of video used, the end outcome of this study is similar. The findings of this study revealed that giving captions was beneficial and influential in increasing Iranian learners' listening comprehension. According to the study, using video captions can improve students' listening comprehension. The students' comprehension level is likewise relatively high. Shahid and Ali (2017) states that computer podcasts are a useful resource for learning to listen, which is in line with this study. In truth, in today's high-tech environment, both EFL teachers and students are more motivated to learn about technology. However, in order to show practitioners how to use podcasts most effectively in higher education, emphasis must be made to the educational nature and use of podcasts. The teacher's function is important in that design. Furthermore, based on the results and discussion, Azizah and Yaumi (2018) argued that teaching listening through subtitle films is effective in increasing students' listening motivation as well as their listening capacity. Kamila (2013) says that contextual video can help students improve their listening skills. A video that is contextual is one that has a connection to real life. Students were very enthusiastic about the use of contextual video in listening exercise.

4. CONCLUSION

Finally, the implementation Scooby Doo "The Case of Luna Ghost" with English subtitles can help students enhance their listening skills. Furthermore, students actively followed the learning process during the learning process. The students also claimed that the "Scooby Doo "The Case of Luna Ghost" English subtitle movie" learning activities are fascinating. One of the most effective instructional tools for inspiring students to learn listening is audio visual media. Visual materials can enhance the appeal of a learning process lesson.

Despite the favorable outcome, the researcher encountered significant challenges, notably in the early stages of the audio-visual media implementation. Because the students had never learned utilizing audio-visual medium before, they were bewildered when learning to listen. They struggled to acclimatize to the media since they were given an approach that was different from what they were used to from the teacher. In this study, the researcher did not analyze the students' opinions toward the use of audiovisual media. As a result, it is unknown how students feel about audio visual media's usefulness in their listening acquisition process. As a result, additional research is required to properly appreciate this component.

REFERENCES

- Azizah, Z. N. & Yaumi, M. (2018). The influence of subtitle film on students' listening motivation. *E-jurnal Universitas Islam Negeri Alauddin Makassar*, 4(1), 117-125.
- Burns, A. (2010). *Collaborative action research for English language teachers*. New York: Cambridge University Press.
- Chan, C., Lei, W., & Lena, X. (2014). A study of video effects on English listening comprehension. *Studies in Literature and Language*, 8(2), 53-58.
- Gowhary, H., Pourhalashi, Z., Jamalinesari, A., & Azizifar, A. (2015). Investigating the effect of video captioning on Iranian EFL learners' listening comprehension. *Procedia - Social and Behavioral Sciences*, 7(5), 205–212.
- Istifadah. Mukti, Taufiq Satria. Noviafitri, Kartika Satya. (2022). Learning outcomes of listening comprehension skills through audio visual and interactive-audio. *Journal of English Language Teaching and Learning (JETLE)*, 3(2), 66-72. <https://doi.org/10.18860/jetle.v3i2.15623>.
- Kamila, M. (2013). The use of contextual video to improve students' listening ability. *Journal of English and Education*, 1(1), 122-132.
- Nunan, D. (2008). *Designing task for communicative classroom*. Cambridge: Cambridge University press.
- Rismawati. (2017). Teaching listening by using authentic videos. *English Educational Journal*, 8(2), 61-69.
- Seo. (2011). The effect of visuals on listening comprehension, A Study of Japanese Learner is listening strategies. *International Journal of Listening*, 15(20), 57-81.
- Shahid, H, S. & Ali, Z. (2017). Effects of video podcasts on listening comprehension of Saudi EFL learners. *European Journal of English Language Teaching*, 2(4), 169-194.
- Smaldino, S. E. (2008). *Instructional technology and media for learning (8th Ed.)*. Upper Saddle River, New Jersey: Pearson.
- Swank, R. C. (2011). Influence. In Swank, R.C (Ed), *The educational function of university library*. University of Northern Iowa Press

- Thompson, K. L. (2004). The interactive listening model: An approach of teaching and learning listening. *The Journal of General Education*, 53(4), 226-240.
- Ulum, O. G. (2015). Listening: The ignored skill in EFL context. *International Journal of Humanities social Sciences and Education*, 2(5), 257-270.
- Sheng, Z. S. (2012). Teach more strategies in EFL college listening classroom. *US-China Education Review*, 4(3), 35-45.