**INTRODUCTION**

Listening as a language skill is an active process of receiving aural stimuli. It involves attention, reception, comprehension and retention of the message or intention of the speaker. According to Saricoban (1999, cited in Stiviani, 2011: 1), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. He further states that in this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically. Mendelshon (1994, cited in Gilakjani & Ahmadi, 2011: 1) states that the total time spent communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Considering this importance of listening for EFL learners, it is essential for teachers to help the learners to improve their listening ability.

The teachers have to be creative to make classroom atmosphere become interesting and comfortable and make students want to stay longer in the class. The teachers can use some media like, film, cartoon movie, TV programs or resources from the internet that cover the lesson. The media are tools to facilitate the teachers in delivering the material. It can also make students to be interested in the material. Not only that, the teachers and students can perform a variety of activities using the media. The calssroom will not be boring for the students, it helps them to be active too. One of the media that can be used to promote students’ listening ability is short movie. Movies provide exposures to the real language uttered in authentic settings and the culture in which the foreign language is spoken (Stempleski, 1992; Telatnik and Kruse, 1982 cited in Kusumarasdyati, 2004: 1). In addition, they assist the learners’ comprehension by enabling the learners to listen to exchanges and see such visual supports as facial expressions and gestures simultaneously (Allan, 1985; Sheerin, 1982 cited in Kusumarasdyati, 2004: 1), which may boost their insights into the topic of the conversations.

Based on the researcher’s experience of teaching practice in SMP NEGERI 1 Lingsar especially at class VIII4, the researcher found that the students faced problems in listening activities. One of the largest problems for students was that they were rarely listening the conversation or the dialogue from native speaker. So, they also had limited vocabulary in listening some exercises.

In order to improve students’ listening skill, the researcher uses short movie or movie clips in teaching and learning process. In this research, researcher presents the movies in short duration. It is because the capacity of human’s memory in storing information might be limited, so it is necessary to provide the students with some listening activities and tasks with a certain period of time to avoid missing information.

In line with the background of study, the general question to be answered in this study is “How can short movies improve students’ listening skill?”. The main objective of this research is to investigate how short movies can improve students’ listening ability.

The result of this research is expected to give significant contribution to English teaching and learning process. As facilitator in classroom activity, teacher has very important role to the success of teaching and learning process. By this research, the teachers are expected to get additional knowledge in finding out attractive teaching ways. This research will be one reference for the teacher in conducting their classroom activity. The students are also expected to get many benefits from this research, they are expected to gain the higher motivation in learning English. Thus, the students can acquire the subject they learn easily and will follow the classroom activity enthusiastically. This study hopefully will increase their motivation as well as their curiosity in learning. Next, this study is expected to be able to give significance to the other researchers as a reference for further studies on a similar topic.

**REVIEW ON RELATED LITERATURE**

Listening is one of language skills. Rost (2002, cited in Banani, 2012: 3) defines it in four orientations or perspectives. Listening in receptive orientation is a process of receiving and catching what the speaker says. Listening in constructive orientation is a process of figuring out and representing meaning of the message. Then, listening in collaborative orientation is a process of responding and negotiating to what the speaker has said. And the last, listening in transformative orientation is a process of creating meaning through involvement, imagination, and emphaty. Accordingly, listening is not merely about perspective skill, by contrast it involves many processes and activities overlaying a cognitive event.

Based on the explanation above, listening occurs in a conscious condition. This nature distinguishes from hearing. Although both hearing and listening involve sound perception, each has different meaning and process. Ferrington (1994) states that hearing and listening are not the same. Listening requires a quantity of mental effort. A sound, being temporal, must be remembered long enough to be assimilated and interpreted. Natural sounds and spoken words quickly decay once generated. The listener, for example, must mentally retain each word until a sentence is completely stated. Some of the best hearers are the worst listeners (Stocker, 1973 cited in Ferrington, 1994).

Listening is one of the language skills which cannot be separated in a language. This implies that listening has an essential role in teaching a language including teching English. In a study, Gilman and Moody (1984, cited in Vandergrift, 2008), say that students use about 40-50% of their time for listening. Brown (2001: 247) also states that students in the classroom always do more listening than speaking. It means that listening takes more parts in the pedagogical context.

Ur (1984, cited in Smith, 2012: 2) proposes some possible problems encountered by foreign language learners. The first one is difficulty in hearing the sounds. The second problem is related to difficulty in understanding intonation and stress. Brown (2001: 254) says that English is a strees-timed language. The third problem is feeling uneasy among redundancies. Redundancies like rephrasing, repetitions, elaborations, and little insertions of “I mean” and “you know” will be easily found in spoken language. The fourth problem is difficulty in predicting the language meaning. The cause why the foreign learners cannot predict it well is related to the lack of familiarizing the words, grammar, stress, and intonation. The fifth problem is difficulty in understanding colloquial vocabulary. The learners may know vocabulary that is used in colloquial speech but this does not mean that they are familiar with the words. The sixth problem is related to difficulty in understanding different accent. The seventh problem is learners often feel frustrated while in the process of mastering certain skill, including listening. The last problem is the lack of using visual and aural environmental clues.

Brown (2001: 258-260) proposes some principles of teaching listening, as follows:

* teaching listening requires special attention in the classroom
* teachers need to develop learners’ listening strategies
* providing authentic language and contexts
* considering form of listeners’ responses carefully.
* teachers need to include both bottom-up and top-down listening techniques

The use of movie in classroom is widely known these days. Not only for language learning, it can be used for any kind of learning situation. It is because video can connect image, (sounds) with the concept being taught (Fisher and Frey, 2011: 1). Ardriyati (2010: 2) states that the use of video/film allows learner to use the non-verbal component of communication that can help them in processing and comprehending audio input.

For the language learner, learning through video may provide strong context in which not only the spoken language is appear, but also with the gesture, facial expression even with the cultural value. This, of course provides students with rich learning experiences as they watch the video. Lowe (2007, cited in Massi and Blazquez, 2010: 2) believes that audiovisual text is optimum sources for learners to consolidate and expand vocabulary and grammar, recognize different accent and improve their pronunciation. Moreover, Gregory (1972, cited in Progosh, 1996: 1) states that video is the most dominant perceptive sense humans’ use to process information.

The use of video in language teaching especially in teaching listening has catch scholars attention since long time ago. Thus, “in the field of teaching English as a second or other language has been closely associated with listening skill (Mueller, 1980; Ariew, 1987; Secules, Heron and Tomasello, 1992; Baltova,1985, cited in Progosh 1996: 1). One of the importance of using video is to aid understanding of paralinguistic aspect of communication (Lonergran, 1983; Stempleski and Tomalin, 1990, cited in Progosh, 1996: 1) as well as to provide a rich context for authentic discourse (Geddes and White, 1978; Tomali, 1987; Altman, 1989, cited in Progosh 1996: 1).

However, the use of video will not bring many advantages if it is not completed by the right instruction. Fisher and Frey (2011: 4) proposed activity in teaching listening with video should be accompanied by the presence of vocabulary words, so that students can match the pronunciation of the vocabulary with the expression. One example for this is in the following steps; teachers provide pair of students with 10 or 15 vocabulary words, as the clips plays the partner move the vocabulary based on its occurrence, and the last students are asked to retell the story in the video by using the vocabulary that they have received. Noriko (2004, cited in Adriyati, 2010: 3) proposes several objectives in teaching listening by the use of video;

* Understanding the background information
* Observing the characters
* Making an inference
* Listening for general ideas
* Listening for specific information
* Describing a situation
* Describing series of action
* Making a predictions
* Understanding the traditions
* Telling the whole story and stating opinion

Adriyati (2010: 5) also proposes guidance in selecting the right video to be used in language classroom. The first factor need to be considered when choosing a video is the clearness, the second is attractiveness, the third is the length of the video and the last is the familiarity of the video. By doing a good selection and decide right objective for the listening lesson, teachers has done a good preparation to make the use of video in teaching listening become more effective. “For teacher any listening exercise needs preparation” (Ghaderpanahi, 2012: 2). Moreover, he states that it is not good to jump straight and give students listening exercise and expect them to understand it completely.

The term short movie refers to “an interesting audio visual format that last between thirty second and fifteen minutes” (Massi and Blazquesz, 2010: 2). By the use of short movies, teacher can easily play the movie again or manage to play which part they want and feel no need to fear about students to loss the content of video. Because it is much simpler than the real movie video, a short movie is much more effective in time. Because the movie is no longer than fifteen minutes, teacher and students can do the discussion about the specific language learning such as listening during the watch.

Massi and Blazquesz (20l0: 3) believe that there is much more freedom to capture sequence of events with in the short movies. Moreover, they state that because of the clarity, simplicity and economy of storytelling, short movie genre can serve as the starting point of a lesson focused on development of receptive and productive skill. Related to the use of short movies video to tech listening, Massi and Blazquesz (2010: 4) contend that the most appropriate choice would be visual text with linguistic input. The visual choice with linguistic input is appropriate if the objective is to provide wide exposure to phonological features, accents and intonations pattern, particular language function as well as to reinforce listening.

The use of short movies offers considerable advantages in language learning. In term of teaching listening, short movies can elevate students motivates and can gain much of their attention. One problem faced by students in learning listening is they often fail to maintain concentration for long time. Moreover, not only in listening, thus the attention span is limited when watching visual contents.

By the use of short movie, students’ attention will not be forced to keep full for long time since the short movie is last about fifteen minutes. Another major problem that can be solved by the use of short movie is students’ failure to recognize new or familiar words. Teacher can easily repeat the part in which those words are pronounced without being afraid students will loss the story. Massi and Blazquesz (2010: 6) propose three steps teacher need to consider to make an effective use of short movies in classroom; pre-, while and post-viewing activity. Thus the pre-viewing activity has two main functions; the first is to stimulate learners’ interest to the material they are about to view, and the second is to activate prior schemata that will help students to understand the video.

The second phase is while-viewing phase, in this phase the main objective is to focus learners’ attention on the whole text or its specific parts. In EFL listening classroom, this phase is the phase in which learners have to pay full attention. However, this phase is also the phase in which teacher guide learner by using short movie to comprehend listening material. It can be done by previously giving the task to the students or by repeating the part that need to be repeated. The last phase is post-viewing phase. The post-viewing phase, this pay the phase in which the discussion about the learning material takes place. Altough teaching listening need careful preparations such as good selection and grading of the material (short movies). However, teachers do not need to be burdened so much, because the use of video such as short movie is of beneficial because it is manageable aspect. So that, teachers need not to be restricted to the steps or rule, what teacher really needs to remember is the short movies should be flexibly used so that students can ease their anxiety. By doing so, the chance of students of being comprehend the material is increasing. Also, it can keep students interested and motivated.

**RESEARCH METHODOLOGY**

The method used in this study is Classroom Action Research. Kemmis and Taggart (1992, cited in Sujana, 2010) stated the design of classroom action research is a spiral or cycle form. The need to reach the learning target in this study makes each cycle carefully managed to suit the curriculum. Therefore, every cycle was administrated based on the progress to be achieved. The classroom action research was applied within in this research to get the information about students’ difficulties as well as the problem students’ face in learning listening. Researcher also intended to solve the students’ problem in listening by the use of classroom action research.

This Classroom Action Research consists of four stages. The first stage is planning. In this stage the researcher planned the lesson plan, the materials, designed the test, designed the observation sheet, and prepared the media. The second stage is implementation. Here the researcher applied what he/she planned in the first step. The next stage is observation. In this stage the researcher recorded the carrying out of the teaching and learning process using the English short movie. The activities were observed and recorded in the observation forms. The last stage is reflection. In this step, the researcher reflected on the result of the observations of the implementation of English short movie.

The actions as well as the research carried out was said to be successful when the students’ learning achievement on listening had individually reached the standard of 70 and classically reached the standard of 75%. This standard of comparison was decided based on the minimum mastery standard set in school. It means that if a student get 70, then it can be said that he/she passed the minimum passing grade. Alongside, if 75% of students in the class could pass the mastery standard (≥ 70), then the class was said to pass the minimum passing grade which means the research was done.

The subject of the research is the 8th grade students of junior high school of SMP N 1 Lingsar, West Lombok. There were 23 students in class VIII 4, consisting of 9 females and 14 males. The researcher chose the class as the subject of the study because the class has the lowest scores in listening.

Before conducting the research, the researcher gave a pre-test to measure the students’ current knowledge. As stated in the background in the previous chapter, the result of pre-test is an evident that the students have problems towards listening activities.

The researcher used observation sheets and listening tests to collect the data. Observation was done to gain the data of classroom activities from the teacher and the students’ interaction in learning. There were 29 items which were observed in teacher’s activities. And there were 28 items which were observed in students’ activities. The data were collected by observer and calculated by the researcher in order to obtain the descriptive of reflection of the next cycle. Students’ listening scores were used as data in this study, collected using the listening tests. The results of the students’ listening scores indicated whether or not the students made improvement. This provided a basis for further revisions and planning for the next cycle.

There were two techniques to analyze the data in order to acquire a conclusion of this research, such as qualitative and quantitative data. For the qualitative data, the researcher obtained the data by observing the teaching and learning process. Meanwhile, the quantitative data, the researcher calculated the students’ test score of the pre-test and post-test. The results of the observation and students’ listening score were used as a basis for revision and planning for the next cycle. All the data, which were taken from the observation and students’ listening score, were analyzed descriptively in each cycle.

**FINDINGS**

The improvement of students’ listening score is the main indicator of the success of the employment of these short movies. In the first listening test in Cycle I, the result of the test showed that the average score of the students in listening test of cycle I was 66.30. In the pre-test, there was no student pass the learning standard, but it was improved in post-test 1 that was 10 students who passed the standard of learning. And the rest was 13 students who failed in the listening activities. The percentages of achievement also increased from 0% to 43.47% in the pre-test to post-test 1. However, the students still could not reach the minimum passing grade because there were only 43% of the students got above 70.

Based on the observation that had been made by the researcher from the cycle 1, she found that the students were tense and surprised with the listening materials. Besides they were not familiar with the speaker pronunciation, those things influenced their confidence in listening. It made them do many mistakes to answer the questions. It means that the students have weaknesses in listening. From the students answer sheets, the students’ achievement in cycle 1 was better than the pre-test. The mean score in pre-test was 31.50 while in the post-test 1 was 66.30. By analyzing the data, there was an increasing of 34.80 point from the result of pre-test to post-test. But the classically standard of 75% did not reach in Cycle 1, it was 43.47%.

The computation of the teacher’s observation sheet showed that the mean score was negative score; 2.48. And the scoring for students’ observation was 1.75; it means that negative score too. Because the teaching and learning process did not improve yet, the researcher needed to conduct the second cycle of the research.

In the first cycle, it was found that the main problem was the students’ difficulties related with the vocabulary. In this case, the researcher conducted the second cycle. As in Cycle I, listening test was done in the last meeting of Cycle II. The data from listening test was very satisfying. There was improvement in their scores. There were 21 students who passed the test which the percentage of achievement 91.30%. And it was increased 47.83% from post-test 1 to post-test 2.

After doing Cycle II, the researcher found that the implementation of the short movies was done as expected. In implementing the action, the researcher did the lesson plans she had designed. Before doing the post-test, the researcher reminded the students about the previous study that have been taught. After that, the researcher presented a short cartoon movie so that students did not feel bored before they watched the short movie and they discussed it for fifteen minutes. Then the researcher returned to explain about the next English short movie. The researcher also made a simple description of the movie that would be watched. After that, researcher gave the worksheets to the students and played the English short movie. The researcher asked the students to pay attention while they were listening and watching. The researcher played the movie three times because the students missed some details in the movie. When the movie finished, the students discussed the movie, the specific details, the actor, asked some vocabularies and repeat the pronunciation.

The students’ achievement in cycle 2 was good. Almost all students obtained the minimum target of 70. The learning achievement in cycle 2 was fulfilled completely. It was higher than the target of 75%, which was 91.30%. From the computation of observation sheet also showed the increasing of teaching and learning process. In cycle 1, the mean score of teacher’s activities was 2.48, while in cycle 2 was 3.20. There was also an improving in students’ activities, from 1.75 in cycle 1 to 2.82 point in cycle 2. The increase point was considered to be positive point.

The students’ achievement in cycle 2 was better than in cycle 1. The researcher found out that the students listening skill was much better, it means that there is improvement if it is compared with the result before and after using short movies that were given to students. The implementation of short movie showed good improvement, the students’ listening skill was much better based on their achievement result from the first cycle and second cycle. From the data above, the researcher can conclude that listening to English short movie in teaching and learning listening is good for students in junior high school in general. It can be claimed that the research was successful and it was as the end of the cycle.

**DISCUSSION**

Based on the data obtained, the researcher assumed that the implementation of listening English short movie could increase students’ listening skill in teaching and learning listening. Short movie is one of the effective media to solve the students’ problems in listening. The achievement could be seen from the students’ listening scores result. From the observation and analysis of the students’ sheets in cycle 1 and cycle 2, the researcher identified that the listening and watching English short movie could improve the students listening skill. This situation makes the students more relaxed and more comfortable and they did not feel bored when they learn English especially in listening section.

Table: The Recapitulation on the Research Result

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Score | Category | Pre-Test | | Post-Test 1 | | Post-Test 2 | |
| Frequency | % | Frequency | % | Frequency | % |
| 70-100 | Pass | - | 0% | 10 | 43.47% | 21 | 91.30% |
| 0-69 | Fail | 23 | 100% | 13 | 56.53% | 2 | 8.70% |

The table above shows, the frequency of students who passed the listening tasks. There was no student who passed the pre-test, but it increased in the post-test 1 became 10 students (43.47%), and the post-test 2 was the most satisfying that was 21 students (91.30%). It means that there was improvement on students’ listening skill by using short movie. The students’ mean score from post-test 1 (66.30) to post-test 2 (80.59) was 14.29.

From the teacher’s activities data, there were almost got score 2 (44.82%) and score 3 (48.27%) in the teaching and learning process in cycle 1. The mean score was 2.48 and it was considered to be negative point. But it was increased in cycle 2, that was 3.20 (positive point). In which score 3 was dominant in the teacher’s observation sheet, it was 72.41%, while 24.13% was score 4.

From students’ observation note, there was negative point (1.75) in cycle 1. Almost in teaching and learning process got score 2, it was 60.71%. But the mean score of the students’ activities was increased in cycle 2 to be the positive point (2.82). And the percentage for score 3 was also 60.71%.

The minimum target of 75% was fulfilled completely. The listening activities made by students could be improved and it was 48% higher than the post-test 1. That could be claimed as the end of the cycle.

Given these facts, short movie can improve students’ English listening achievement. Watching movie can attract students’ motivation in learning English, because teaching with different method or use audiovisual method in learning English can give good impact when students learn English especially in listening skill. Listening English short film or movie is more challenging because students listen to dialogues with authentic accent and pronunciation from native speaker.

Based on the research analysis, short movie was able to improve students’ listening achievement because the English teachers in SMP N 1 Lingsar has never used movie in teaching the students. The teacher gave some exercises based on textbook and the way of English learning process just stuck in writing and reading skill. That is why when the researcher used variation media in teaching the students especially using movie as the learning source, the students were motivated in learning English. In this study, the researcher used two familiar movies as the learning source; there are Kung Fu Panda 2 and Ratatouille. The students paid attention in watching and answering the questions, although there were some students ignored the learning process. Nevertheless, in broad of using movie as the media improve students’ listening skill and also motivated the students to learn English.

The researcher concludes that the short movie can improve the students’ listening skill especially in listening English conversation. Furthermore, the movies were shown in short duration, considering that they are still children and English is foreign language for them, they naturally need much learning in listening English conversation. Therefore, short movie can help students practice their listening achievement; particularly watching movie offers the learner with the comprehensible input to learn language effectively. Still, the teacher has to consider the movie chosen as the materials to be applied in the classroom. Not all the movies are suitable for students in terms of materials and level of proficiency.

**CONCLUSION AND SUGGESTION**

The researcher concludes that short movie can improve the students’ listening skill. Watching movie can attract students’ motivation in learning English, because teaching with different method or use audiovisual method in learning English can give good impact when students learning English especially to improve students’ listening skill. Listening English short film or movie is more challenging because they listen dialogues with authentic accent and pronunciation from native speaker. Beside that watching movie offers the learner with the comprehensible input to learn language effectively.

This study is claimed successful supported by the data achieved from the result of pre-test and two post-tests. After treatment and post-test 1 were conducted, there was the increase of the achievement percentages of students, it was 10 students (43.47%). The post-test 2 was resulted the complete satisfying result, that was 21 students (91.30%). The mean score of students’ test also increased from post-test 1 (66.30) to post-test 2 (80.59) was 14.29.

And after computation, the result showed the mean score of teacher activities in cycle 1 (2.48) increased .72 points to the cycle 2 (3.20) and it was considered to be positive point in teaching and learning process. There was negative point in students’ activities in cycle 1 (1.75), but increased 1.07 points to cycle 2 (2.82) to be positive point. And learning mastery in the second cycle was higher than the others, that was 91.30%. This reached more than the minimum target of 75%.

In short, short movie is able to improve English listening and speaking achievement because movie is audiovisual media and provides subtitles that enrich vocabulary.

Based on findings of this study, the researcher would like to give some suggestions, concerning English teaching in junior high school:

1. Listening is one of the four aspects of English skills, that is why the teachers should be creative and innovative, should use teaching media and appropriate technique in teaching and learning process to improve the students’ skill in listening by using short movie.
2. The teacher should emphasize not only the improvement of students’ skill, but also in the development of learning process.
3. The use of short movies in teaching and learning process can improve students’ listening skill so the researcher is recommended to the teachers to apply this learning model in the classroom.
4. Another important point when teaching listening by using short movie, this may be covered the vocabulary building and non-linguistic activity.

**BIBLIOGRAPHY**

Ardriyati, W., 2010. *Using an Authentic and Selected Film for Teaching Listening and Speaking*. Dinamika Bahasa dan Ilmu Budaya, Vol.4 , No.2, Juli 2010. pp. 54-65. UNISBANK

Banani, S.A., 2012. *The need of listening comprehension in the teacher training programme in the faculty of education*. Hodeidah University

Brown, H.D., 2001. *Teaching by Principles: An Interactive Approach in Language Pedagogy*, Second Edition. New York: Longman

Ferrington, G., 1994. *Keep Your Ear-Lids Open*, acessed from <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CDAQFjAA&url=http%3A%2F%2Fwww.journal.au.edu%2Fabac_journal%2Fmay00%2Fsanshwe_3.doc&ei=Atd9UbiwDYPqrAf-pIHwBw&usg=AFQjCNFp6tm87DhpWFib1iyXPMIjaxviMw&bvm=bv.45645796,d.bmk> on 29th April 2013

Fisher, D., and Frey, N., 2011. *Using Video and Film in the classroom.* International Reading Association

Ghaderpanahi, L,. 2012. *Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom*. English Language Teaching Vol. 5, No. 6; June 2012, pp. 146-153. ISSN 1916-4742, E-ISSN 1916-4750

Gilakjani, A,P., and Ahmadi, M.R., 2011. *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 977-988, September 2011. ISSN 1798-4769

Kusumarasdyati. 2004. *Listening, Viewing and Imagination: Movies in EFL Classes.* Monash University

Massi, M.P., and Blázquez, B.A., 2010. *A Short Is Worth A Thousand Films!.* Teaching English with Technology, 12 (3), 62-86, http://www.tewtjournal.org

Progosh, D., 1996. *Using Video for Listening Assessment: Opinions of Test-Takers.* TESL CANADA JOURNAULA REVUE TESL DU CANADA VOL. 14, NO.1, WINTER 1996

Smith, S., 2012. *Teaching Listening at Upper Intermediate Level*, accessed from<http://www.developingteachers.com/articles_tchtraining/listenup2_sam.htm> on March 2013

Stiviani, R., and Nur Hayati. 2012. *Using Animation Clips to Improve the Listening Ability of the Eight Graders of SMP Negeri 2 Malang*. State University of Malang

Sujana, I, M., 2010. *Workshop Penelitian Tindakan Kelas*. Lombok NTB: Arga Puji Press

Sulistyowati, T., 2011. *Bringing Movies Into the Listening Classroom to Introduce Authentic Material to the EFL Students*

Vandergrift, L., (n.d.). *Listening: theory and practice in modern foreign language competence*