

# Effectiveness of Student Learning Outcomes in Receptive Skills Using the Media "*Film Ya Wes Ben*"

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**Abstract:** Receptive skills, which include listening and reading, play a crucial role in language learning. This research aims to obtain a description of the improvement in student learning outcomes in receptive skills courses using the film *Ya Wes Ben* by Bayu Skak as a medium for students. This research uses a qualitative descriptive method with a classroom action research approach through two cycles. Each cycle consists of planning, implementation, observation, and reflection. The research objects of this study were all 1st-semester PBSI students who took the Receptive Skills course. The subject of this research is the process of learning receptive skills using the film *Ya Wes Ben* by Bayu Skak for PBSI students. Data collection techniques use observation, documentation, tests and interviews. The data collection used was the first-semester PBSI student learning outcomes test to improve student learning outcomes. Based on the research results, there is an increase in the receptive skills learning outcomes of PBSI semester 1 students using the film media *Ya Wes Ben* by Bayu Skak. This research concludes that using the film media *Ya Wes Ben* by Bayu Skak can improve student learning outcomes in receptive skills courses.

**Keywords:** Learning outcomes, receptive skills, media, films

## 1. Introduction

The issue of progress in the world of education is interesting in Indonesia. This issue is also an international issue. Education plays an important role in forming quality individuals and society. In language learning, receptive skills are crucial to comprehension and understanding. These skills, namely reading and listening, are essential for students to effectively communicate and interact in academic and real-life settings (Darmuki & Hidayati, 2022). With the rapid advancement of technology, educators are constantly seeking innovative ways to enhance students' receptive skills.

Receptive skills are communication skills individuals use to obtain information or ideas through listening or reading in writing. In the event of listening, it is oriented towards understanding the things that someone reads, sees or hears (Maulida et al., 2022). At the beginning of a conversation, the ideal listener already knows the gist, the speaker's direction, and the conversation's content (Darmuki et al., 2017). Burns & Siegel (2018), identified four types of language skills, namely: listening, speaking, reading and writing.

The initial conditions' results show that students' learning outcomes in receptive skills courses still need to improve. Initial observation results also show that the learning process carried out by lecturers in class could be more exciting and less interesting when lecturers refrain from using interesting learning media when teaching. Lecturers are more active in class than students, so lecturers dominate learning. One such method is using media, specifically films, as a teaching tool. This article aims to explore the effectiveness of using the film media *Ya Wes Ben* in improving college students' receptive skills learning outcomes.

Media is a very important element in the learning process. Using learning media in the learning process can generate new interests and motivation, stimulate learning activities, and even psychologically influence students (Darmuki & Hidayati, 2018). Using learning media during initial level learning will be very useful for increasing the effectiveness of the learning process and delivery of lesson material at that time. In addition, film media combines audio, visuals, movement and colour simultaneously, which can attract students' interest.

The film media learning model has a visual and auditive character, diverse content, real context, and interaction. The visual and auditory character of the film media learning model requires students to develop visual understanding,

listening, text and image analysis, and communication skills (Sofatunnisa et al., 2022). The diverse content character of the film media learning model requires students to be able to develop the ability to understand multiculturalism, the ability to think critically, the ability to empathize, and the ability to appreciate the diversity of art and expression. Media Character allows students to develop creativity, access diverse resources, learn independently, and develop digital skills to equalize student learning outcomes and reduce gaps in student learning outcomes. Through an interesting learning process, it is hoped that communication will occur that is effective, structured, and appropriate to the material being taught (Paxton & Marcus, 2018).

Media has a central role in education amid developments in technology and information. Film is a very effective type of media supporting the learning process. Media is the plural form of the word medium. The medium can be described as an intermediary or means to connect the communication process from sender to recipient. In the educational context, media is a tool or resource used in learning activities (Saputra et al., 2021). The film combines visual, sound and story elements to effectively increase understanding and receive information. Using films as a learning medium can be an interesting choice in learning receptive skills. Films allow students to engage directly with the language used and provide deeper cultural and social context, which may not be obtainable through conventional learning methods.

Receptive skills, which include listening and reading, play a crucial role in language learning. These skills allow individuals to understand and comprehend information from various sources. Educators have increasingly recognized the importance of incorporating engaging and authentic materials into their teaching methods in recent years (Aditya 2010). One such medium that has gained popularity is using films in language learning. This article will explore the potential benefits of using the film *Ya Wes Ben* to enhance college students' receptive skills learning outcomes.

One of the films currently a conversation topic and attracting students' attention is *Ya Wes Ben*. This film is considered a work of art that combines elements of culture, history and a strong social message. Therefore, this research aims to explore the potential of using the film *Ya Wes Ben* to improve students' learning abilities in receptive skills, especially in understanding spoken and written texts.

## 2. Literature Review

Traditionally, study program designs began with the course material that instructors intended to teach, then they planned how to teach the material and evaluated students' progress. A new strategy emerged, transitioning from the "teacher-centred" to the "student-centred" approach. The method, known as an outcome-based approach, is centred on the skills students should possess by the conclusion of the course (Tularam, 2018). Learning outcomes are statements of what "a learner is expected to know, understand, and be able to do after completing a learning process," according to a commonly used definition.

Research by Aravopoulou et al. (2017) states that learning steps through the use of film media to improve short story writing skills also places emphasis on giving awards or appreciation to active students. Listening and reading are examples of receptive skills. Learners receive and understand language since they do not need to make it. These abilities are commonly referred to as passive abilities. They are in contrast to productive or active speaking and writing abilities. Learners of a new language frequently begin with a receptive knowledge of the new items and then progress to productive application (Masduqi, 2016). The link between receptive and productive talents is complex, with one supporting the other. Building reading abilities, for example, can help with writing growth. Dragomir & Niculescu (2020) state the children's writing skills are developing very well. It can be seen from the child's initial ability to write. The calculation results in the control class with a learning process without using animated film media before writing the story and the experimental class with a learning process using the above-animated film media showed that it was more effective.

The fact that captioned videos aided in the development of both receptive and expressive language skills is not surprising, given that reading and listening have been shown to have a bidirectional relationship (Mestres et al., 2019; Peters, 2018; Tunmer & Chapman, 2012; Perfetti et al., 2007), which may have been aided by learners' simultaneous exposure to both modalities (Peters, 2018).

Movies have traditionally been considered a kind of entertainment. Movies, according to Moore (2013), bring comfort to kids while also improving their comprehension. According to Anjum et al. (2021), movies are a motivating source of learning for many weak students who have little knowledge about current topics and their poor comprehension leads to disappointment, but movies have the power to take them out of the complexity and stress of learning a second language (Avello & Muñoz, 2023). It has also been noticed that the employment of brief stripes, snippets, and movie cuts has yielded considerable results (Canning-Wilson, 2000). Many language researchers have extensively praised movies as a source of authentic content (Metruk, 2018). Almost regarded real, they have the ability to increase students' motivation by presenting authentic information about a foreign culture, allowing both students and teachers to be creative. Butler et al. (2009) claim that movies provide a multimodal appeal to learners by making the learning material appealing (Brown, 2010).

## 3. Methodology

This research is qualitative descriptive research. This research design uses a classroom action research (PTK) approach through two cycles. Each cycle consists of planning, implementation, observation and reflection. The objects of this

research were all first-semester students taking receptive skills courses. The subject of this research is learning receptive skills courses for first-semester students of the Indonesian Language and Literature Education Study Program. Data collection techniques use observation, documentation, interviews and tests. The method used to collect data is observation, documentation, interviews and tests. The test method is used on a set of stimulus answers that can be shown in numbers. Data collection with tests is a series of questions or exercises used to measure knowledge skills, intelligence, abilities or talents individuals or groups possess (Willimack, 2013). The test method is used to measure students' problem-solving skills. The test developed in this research is in the form of essay questions.

Documentation techniques are carried out by collecting data in the form of notes and reviewing documents related to the research object. The data collected using this technique is by observing the film *Ya Wis Ben* by Bayu Skak, which determines students' abilities in the Receptive Skills course.

Data analysis using Triangulation analysis is a technique used to check data validity by utilizing elements outside the data itself as a comparison or checking source. In research, triangulation is carried out using different sources. According to Patton, triangulation with sources means comparing and re-examining the trustworthiness of information obtained through different times and tools in qualitative research (Hennink et al., 2020). Triangulation aims not to seek the absolute truth about a particular phenomenon but to increase the researcher's understanding of what has been found (Heale & Forbes, 2013). Assessment of learning outcomes in receptive skills courses uses a test method in the form of essay questions. The planning stage begins with preparing the learning tools used in the treatment stage. The planning stage includes preparing a research proposal, preparing learning tools in the form of the film *Ya Wis Ben* by Bayu Skak, namely understanding the film, and finally preparing materials for data collection.

#### 4. Results

This research aimed to describe the improvement in student learning outcomes in receptive skills courses using *Ya Wis Ben* film media for Indonesian Language and Literature Education Study Program students in semester 1. Receptive skills learning in this research involved semester 1 students in the Indonesian Language and Literature Education Study Program. It consists of 32 students, with details of 24 female and 8 male students. Subjects also include lecturers who teach receptive skills courses using film media, *Ya Wes Ben*. The pre-cycle stage in this research used the lecture method. At this stage, the lecturer will learn receptive skills for semester 1 Indonesian Language and Literature Education Study Program students. This stage aims to measure the extent of students' involvement and abilities in learning receptive skills in class. Table 1 shows that the student completion rate is still low, namely, 12 out of all students. The learning carried out by lecturers is still not optimal, so learning improvements need to be made to increase student learning outcomes

**Table 1.** Student receptive skills learning results pre-cycle

Value interval	Pre-cycle	Description
45-52	5	Incomplete
53-60	4	Incomplete
61-68	6	Incomplete
69-76	5	Incomplete
77-84	10	Complete
85-92	2	Complete
93-100	0	Complete
Total	32	Complete

Next, receptive skills learning was carried out in cycle 1 using the film media *Ya Wis Ben* Series 1 for semester 1 students of the Indonesian Language and Literature Education Study Program. Researchers and lecturers have discussed and agreed to carry out cycle I to improve the deficiencies found in the pre-cycle. In this first cycle, the lecturer improves the learning of receptive skills using film media. Next, receptive skills learning was carried out in cycle 1 using the film media *Ya Wis Ben* Series 1 for semester 1 students of the Indonesian Language and Literature Education Study Program. The research results in cycle 1 showed an increase in learning outcomes in receptive skills courses for semester 1 students.

At this stage of cycle 1, the reflection results were that there were technical obstacles when showing the *Ya wes Ben* series 1 film hampered the learning of receptive skills in the listening process. The weakness of learning receptive skills using the *Ya Wes Ben* film as a medium is the technical problems that often occur when showing the *Ya Wes Ben* film. Based on the implementation of cycle I, there was a significant increase in the process and results of listening learning compared to the pre-cycle. In the pre-cycle, only 12 students graduated, but in the first cycle, the number of students who graduated increased to 20.

**Table 2.** Receptive skills learning results for cycle 1 students

Value interval	Cycle 1	Description
45-52	0	Incomplete
53-60	3	Incomplete
61-68	5	Incomplete
69-76	4	Incomplete
77-84	6	Complete
85-92	11	Complete
93-100	3	Complete
Total	32	Complete

To improve the learning steps in cycle I and to improve learning understanding and student learning outcomes, the research team concluded and agreed to carry out action activities in cycle 2. The research team and lecturers agreed to improve the learning steps in cycle I based on reflection results to improve learning. The weakness of learning receptive skills in cycle 1 using the *Ya Wes Ben* film as a medium is the technical problems that often occur when showing the *Ya Wes Ben* film. The results of cycle 2 learning show an increase in receptive skills learning outcomes using film media, yes, wis ben, as seen in Table 3.

**Table 3.** Learning outcomes using film media

Value interval	Pre-cycle	Cycle 1	Cycle 2	Description
45-52	5	0	0	Incomplete
53-60	4	3	0	Incomplete
61-68	6	5	0	Incomplete
69-76	5	4	2	Incomplete
77-84	10	6	10	Complete
85-92	2	11	16	Complete
93-100	0	3	4	Complete
Total	32	32	32	Complete

Table 3 shows that in the pre-cycle, cycle I and cycle II, the graduation rate increased in cycle II compared to pre-cycle and cycle I. In the pre-cycle, the completion rate reached 12 students; in cycle I, the completion rate reached 20 students, and there was an increase in cycle II completion reached 30 students. Table 1 shows that the level of student learning outcomes in cycle II is higher than the student learning outcomes in cycle 1.

Based on the results of the researchers' observations, the efforts made by lecturers to increase student participation have been successful. The *Ya wes Ben* film media significantly increases student participation, involvement and concentration in the learning process. According to Çolak (2015), the shared memory group learning method effectively increases individual responsibility in group discussions. In this method, group members are kept from knowing the group representative in providing answers. It makes each student more focused and active in discussions.

The findings of this research show that learning media can improve students' receptive skills learning outcomes; this is by research findings by Dwijayani (2019), which states that the use of learning media that suits students' needs and the material being taught can increase learning interest, motivation, concentration, learning outcomes, as well as being a stimulus in the learning process.

## 5. Discussion

For students enrolled in the first semester of the Indonesian Language and Literature Education Study Program, this study intends to characterize the enhancement in learning outcomes in receptive skills classes employing the *Ya Wis Ben* movie as media. *Ya Wes Ben*, a lecturer who teaches receptive skills courses using cinema media, is one of the materials used in this research on receptive skills acquisition (Mudasih & Subroto, 2019). The research participants in this study are first-semester students in the Language and Literature Education courses in the Indonesia Program.

To increase student learning results, learning changes must be implemented because the way lecturers carry out their lessons is still not ideal. Using cinematic media, lecturers enhance students' acquisition of receptive skills in this first cycle. The technical issues that frequently arise while presenting the movie *Ya Wes Ben* represent a shortcoming in using it to teach receptive skills. The utilization of *Ya wes Ben* film media greatly enhances students' engagement, focus, and participation in the educational process. According to Dwijayani (2019) research, using learning media that meets students' needs and the material being taught can increase learning interest, motivation, concentration, learning outcomes,

and act as a stimulus in the learning process. The results of this study also show that learning media can help students' receptive skills learning outcomes.

## 6. Conclusion

Based on the research results, *Ya Wis Ben* film media can improve the learning outcomes of receptive skills for Indonesian Language and Literature Education Study Program semester 1 students. Learning activities in pre-cycle, cycle I, and cycle II have increased graduation rates in cycle II compared to pre-cycle and cycle I. In pre-cycle, the completion level reached 12 students; in cycle I, the completion level reached 20 students; and in cycle II, the completion level reached 30 students. Conclusion: Using the film media *Ya Wes Ben* by Bayu Skak can improve student learning outcomes in receptive skills courses.

Based on the research results above, it can be concluded that using the film media *Ya Wes Ben* in language learning has proven to be an effective method for improving students' receptive skills learning outcomes. Authentic language input, cultural understanding, contextual learning, and increased motivation provide a more comprehensive language learning experience. As educators continue to adapt to evolving teaching methods, media integration in language classrooms remains a powerful tool for improving receptive skills and developing linguistic competence among students.

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