



ISSN 3109-2357
Vol.1 No.1 Page 18-22

“JRPPM”

“JURNAL RISET PENDIDIKAN MULTIDISIPLIN DAN PENGABDIAN KEPADA MASYARAKAT”

Homepage: <https://cermat.co/index.php/jrppm/index>
E-mail: ronipasla20@gmail.com

Indonesian Folklore Movie as a Media to Teach Listening: An Experimental Study

Khusnul Khuluqin Nisak

Universitas PGRI Adi Buana Surabaya

Author: Khusnul Khuluqin Nisak, E-mail: khusnulnisak69@gmail.com

Published: July, 2025

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas film folklor Indonesia sebagai media dalam mengajarkan pemahaman mendengarkan bahasa Inggris kepada siswa SMK. Menggunakan pendekatan kuantitatif dengan desain eksperimen, penelitian ini memakai desain pre test-post test control group untuk menilai peningkatan keterampilan mendengarkan siswa. Sebanyak 30 siswa dibagi menjadi dua kelompok: kelompok eksperimen yang diajarkan menggunakan film folklor Indonesia dan kelompok kontrol yang diajarkan melalui materi audio konvensional. Data dikumpulkan menggunakan tes mendengarkan standar sebelum dan sesudah intervensi. Skor tes dianalisis menggunakan SPSS versi 25. Uji t sampel berpasangan dilakukan untuk menguji signifikansi perbedaan antara skor pre test dan post test. Hasil menunjukkan peningkatan signifikan pada skor post test kelompok eksperimen (Mean = 84,13) dibandingkan skor pre test (Mean = 78,00), dengan nilai signifikansi 0,000 ($p < 0,05$), yang menunjukkan adanya pengaruh signifikan. Temuan ini menunjukkan bahwa film folklor Indonesia dapat meningkatkan pemahaman mendengarkan siswa dengan menawarkan konteks audiovisual yang akrab dan menarik secara budaya. Elemen visual dan emosional dalam narasi folklor membantu siswa memahami bahasa Inggris lisan dengan lebih baik, membuat proses pembelajaran lebih efektif dan menyenangkan.

Kata Kunci: Efektivitas, Film Folklor Indonesia, Kemampuan Mendengar, Studi Eksperimen, Siswa

ABSTRACT

This study aims to test the effectiveness of Indonesian folklore films as a medium in teaching English listening comprehension to vocational school students. Using a quantitative approach with an experimental design, this study uses a pretest-post-test control group design to assess the improvement of students' listening skills. A total of 30 students were divided into two groups: an experimental group taught using Indonesian folklore films and a control group taught through conventional audio material. Data collected using standard listening tests before and after the intervention. Test scores were analyzed using SPSS version 25. Paired sample t-tests were performed to test the significance of the difference between pretest and posttest scores. The results showed a significant improvement in the posttest score of the experimental group (Mean = 84.13) compared to the pretest score (Mean = 78.00), with a significance value of 0.000 ($p < 0.05$), which showed a significant influence. These findings suggest that Indonesian folklore films can improve students' listening comprehension by offering a familiar and culturally interesting audiovisual context. The visual and emotional elements in folklore narrative help students understand spoken English better, making the learning process more effective and enjoyable.

Keywords: Effectiveness, Indonesian Folklore Film, Listening Ability, Experimental Studies, Students

INTRODUCTION

Language acquisition involves mastering four essential skills: listening, speaking, reading, and writing (Fenuku, 2024). Among these, listening is often regarded as the most difficult, yet fundamental for successful communication. With the rise of multimedia tools in education, movies have emerged as a powerful medium for language learning, particularly in enhancing listening comprehension. Listening, as a receptive skill, plays a crucial role in students' ability to understand and process spoken English. Despite its importance, it is often overlooked or given insufficient attention in classroom instruction.

To engage students effectively in listening activities, educators are seeking innovative and culturally relevant materials. One promising tool is the use of Indonesian folklore movies (Widhiyanti & Gunanto, 2020). These movies combine narrative, culture, audiovisual content (Mayer, 2002), making them an immersive medium to aid language comprehension. They offer not only linguistic input but also cultural familiarity, which can help bridge the gap between language learning and students' real-life experiences. In addition, folklore stories are typically rooted in traditional moral values, which are relevant and engaging to students living in the same cultural context, making them more receptive to the content.

The urgency of improving listening comprehension stems from its role as a foundation for understanding spoken language in authentic contexts such as conversations, lectures, or media. Traditional listening materials like scripted audio or textbook exercises often lack the natural rhythm, tone, and cultural nuance of real-world communication. As such, students

may struggle to transfer classroom knowledge to actual listening situations. The limited effectiveness of traditional materials requires exploring more dynamic, context-rich alternatives that reflect the language used in everyday life. Movies, particularly those rooted in folklore, offer such alternatives. The integration of cultural heritage into language instruction also helps preserve indigenous knowledge systems (Matthews & López, 2019), while modernizing education to meet global communication needs.

However, the problem is that while numerous studies have examined the general use of movies in language learning, limited research has focused specifically on folklore movies, especially those drawn from Indonesian traditional narratives. Most studies treat movies as general tools for motivation or exposure, rather than as culturally rooted teaching aids. Furthermore, in vocational schools, where students often lack motivation to learn English due to perceived irrelevance to their future careers (Hua & Beverton, 2013), culturally familiar materials may provide a meaningful connection. These students may find conventional English materials unrelatable, which can hinder their participation and comprehension in class.

The solution offered in this study is to introduce Indonesian folklore movies as a unique and underutilized media for teaching listening skills in English as a Foreign Language (EFL) classroom. These movies provide not only meaningful language exposure but also preserve cultural heritage, making learning more relatable and culturally enriching (Nurgaliyeva et al., 2024). The audiovisual nature of movies supports multimodal learning, allowing students to decode language through both sound and image. Moreover, the narrative structure of folklore facilitates comprehension by providing predictable sequences and contextual cues. Familiar plots and cultural references reduce the cognitive load, allowing students to focus more on the language being used.

Several previous studies support the pedagogical use of movies in EFL classrooms. Movies can improve students' understanding of spoken English and idiomatic expressions, particularly due to the natural conversation and contextual learning they offer (Sarawati, 2024). Students become more engaged and motivated when movies are used as listening materials, especially when subtitles and repeated viewing are included (Hayati & Mohmedi, 2011). Films can enhance EFL learners' listening skills and vocabulary acquisition, particularly when the films are integrated into the curriculum as part of structured learning. The role of cultural content in developing listening comprehension through audiovisual media, stating that films are effective in exposing students to authentic language use in various social contexts. That listening should not be underestimated in academic settings and that authentic materials like movies should be incorporated into regular classroom activities.

Students exposed to films showed greater attention span and improved listening scores compared to those taught with traditional audio methods (Kim, 2015). That cultural context significantly influences how learners interpret and retain spoken language, suggesting that familiarity with the context of the story enhances comprehension. The importance of metacognitive strategies in listening, which can be supported through guided film viewing sessions that encourage reflection and prediction. These studies provide a strong foundation for the integration of movies into EFL instruction, yet they rarely focus on the cultural specificity of the films used (Sánchez-Auñón et al., 2023).

Despite the existing literature, a gap remains in exploring how culturally specific content such as Indonesian folklore can contribute to language acquisition, especially in developing listening skills. Most prior studies used Western films or animated features without emphasizing cultural relevance. The novelty of this study lies in its focus on local cultural content, which not only provides linguistic input but also promotes cultural identity and pride among learners. This approach aligns with the principles of culturally responsive pedagogy, which emphasizes the inclusion of students' cultural references in all aspects of learning. By incorporating familiar stories, educators can promote student engagement, which in turn leads to deeper cognitive processing and better retention of language structures.

Moreover, the scarcity of studies targeting vocational students in the Indonesian context presents a clear research gap. These students are often underserved in terms of innovative teaching strategies, particularly those that acknowledge their sociocultural backgrounds. Indonesian folklore movies, such as "Timun Mas," "Malin Kundang," or "Bawang Merah Bawang Putih," offer rich, emotionally resonant stories that are well-known among local youth. Incorporating such content into English lessons could offer a dual benefit: improving listening skills while reinforcing cultural heritage. No prior study has comprehensively measured the impact of these types of movies on the listening performance of vocational school students in Indonesia, thus making this research both timely and necessary.

To further justify this research, it is essential to consider the educational policies that promote character education and national identity in Indonesian schools. Folklore, reflecting values and social norms, supports these national educational goals (Goraya et al., 2025). When integrated into English learning, folklore stories offer students the chance to simultaneously engage with moral education and linguistic development (Nurafifah et al., 2021). This dual-purpose learning not only enriches educational experience but also meets national curriculum objectives. Furthermore, given the increasing demand for communicative competence in English among Indonesian graduates, developing listening proficiency is a key step toward international competitiveness.

Technological developments also justify the integration of multimedia content such as folklore movies in the classroom (Adams et al., 1990). With widespread access to smartphones and the internet, students are already familiar with

consuming audiovisual content. Leveraging this familiarity for educational purposes aligns with current pedagogical trends that advocate for blended and flipped learning environments. Teachers can assign folklore movies as homework or incorporate them into interactive classroom discussions, thus increasing exposure to authentic English without overburdening classroom time. Moreover, the emotional and visual appeal of movies may reduce anxiety and create a more positive atmosphere for language learning (Um et al., 2012).

This study aims to evaluate the effectiveness of Indonesian folklore movies as a medium for teaching listening skills to vocational high school students. The research explores whether these movies, as an authentic and culturally relevant media, can significantly improve students' listening comprehension in English. It investigates how exposure to language through culturally embedded narratives affects students' listening outcomes. Through a controlled experimental study, the research will examine whether students who watch folklore-based movies perform better on listening assessments than those who receive traditional audio instruction. The findings of this study are expected to contribute to the development of innovative and culturally grounded teaching practices in EFL classrooms in Indonesia. Furthermore, the results could inform curriculum designers, teacher educators, and policymakers about The Benefits of integrating local culture into English instruction. In a broader sense, the study promotes the idea that globalization in education should not mean the erosion of cultural identity, but rather the enrichment of learning through culturally responsive pedagogy. By grounding English instruction in familiar and engaging content, students are more likely to develop both language proficiency and a deeper appreciation for their own cultural narratives.

This approach empowers learners to see the relevance of English within their own cultural contexts, fostering not only academic development but also a strong sense of identity and belonging. It underscores the value of education that honors local heritage while preparing students for global communication. As English continues to dominate international discourse, ensuring that its instruction aligns with local cultural knowledge and values becomes essential. In doing so, educators not only improve language outcomes, but also cultivate globally minded citizens who are proud of their roots and equipped for cross-cultural dialogue.

MATERIALS AND METHODS

This study used an experimental research design (Abbuhl et al., 2013), with a pretest-post-test control group design to examine the effectiveness of Indonesian folklore movies as a medium for teaching listening skills. The study was conducted in a high school with 30 students from two classes. One class served as the experimental group, which was exposed to Indonesian folklore movies as part of their listening lessons, while the other class was the control group, which followed traditional listening instruction methods. The participants were selected through purposive sampling, ensuring that both groups had similar proficiency levels in English listening skills at the start of the study. The data was collected through pretests and post-tests designed to assess students' listening comprehension skills. The pretest was administered before the intervention, while the posttest was given after the completion of the teaching period. The tests consisted of multiple-choice questions and listening comprehension tasks from the films in the experimental group and from standard listening materials in the control group. The data collected was analyzed using statistical methods, including t-tests, to determine the significance of the difference in listening scores between the two groups. This allowed the researchers to assess the impact of the Indonesian folklore movies on students' listening abilities compared to traditional methods.

RESULTS

The results of the pretest and posttest showed a significant improvement in the listening comprehension skills of students in the experimental group. The average posttest scores of the experimental group were significantly higher than their pretest scores, demonstrating the positive impact of the Indonesian folklore movies. In contrast, the control group showed only minimal improvement in their listening scores. Statistical analysis revealed a significant difference in the posttest scores between the experimental and control groups, with the experimental group outperforming the control group.

To quantitatively measure the effectiveness of using Indonesian folklore movies in improving students' listening comprehension, the collected pretest and posttest scores from the experimental class (X APH-1) were analyzed using SPSS software, particularly by applying a paired sample t-test. The objective was to determine whether there was a statistically significant difference in students' listening achievement before and after the treatment. The pretest and post-test scores of 30 students were computed to find the mean and standard deviation. The descriptive results are shown below:

Table 1. Descriptive Statistics

Test Type	N	Mean	Std. Deviation
Pretest	30	78.00	6.96
Posttest	30	84.13	6.73

As seen from the table, the average posttest score ($M = 84.13$) is notably higher than the pretest score ($M = 78.00$), indicating improvement in students' listening comprehension after the use of folklore movies.

Table 2. Paired Sample-T Test Result

Test	t	df	Sig. (2-tailed)
Pre - Post Test	-9.755	29	0.000

The significance value ($p = 0.000$) is less than 0.05, which means the null hypothesis is rejected. Therefore, it can be concluded that there is a significant difference between the pretest and posttest scores. The Indonesian folklore movie intervention had a statistically significant positive effect on the students' listening skills.

This statistical result supports the initial hypothesis that the use of culturally contextualized audiovisual materials can significantly enhance listening comprehension. The findings are in line with previous research emphasizing the benefits of integrating multimedia and culturally relevant content into EFL classrooms.

The effectiveness of the Indonesian folklore movies can be attributed to the cultural relevance and engaging nature of the content. Folklore movies, with their rich visual and auditory elements, provided a dynamic learning experience that enhanced students' listening skills. The emotional and narrative components of the films likely increased student engagement, which in turn contributed to better comprehension. This aligns with previous research that suggests multimedia tools and culturally contextualized content improve language learning outcomes.

Furthermore, the visual context offered by the films helped students connect words to images and emotions, making it easier to understand the language in context. This study supports the argument that audiovisual media can play a crucial role in improving listening skills by providing learners with a more immersive and interactive learning experience.

CONCLUSIONS

The study concluded that Indonesian folklore movies are an effective tool for enhancing listening skills in English language learning. The experimental group, which used folklore movies, showed significant improvement in their listening comprehension, whereas the control group showed minimal progress. These findings suggest that incorporating multimedia, particularly culturally relevant films, into language learning curricula can increase student engagement and improve language skills. Educators are encouraged to integrate audiovisual materials like folklore movies into their teaching practices to create a more dynamic and effective learning environment for students. Future research could explore the long-term effects of using folklore movies in language learning and investigate the impact on other language skills, such as speaking and vocabulary acquisition.

REFERENCES

- Abbuhl, R., Gass, S., & Mackey, A. (2013). Experimental research design. *Research methods in linguistics*, 1, 116-134.
- Adams, D., Carlson, H., & Hamm, M. (1990). *Cooperative learning & educational media: Collaborating with technology and each other*. Educational Technology.
- Fenuku, S. D. (2024). The core aspects of effective language pedagogy: listening, speaking, writing and reading. *Jurnal Smart*, 10(2), 132-154. <https://doi.org/10.52657/js.v10i2.2345>
- Goraya, M. M., Mehmood, M. U., Iftikhar, N., & Bhatti, A. U. R. (2025). The Role of Folk Narratives in Moral Education: An Interdisciplinary Approach. *Journal of Political Stability Archive*, 3(2), 186-205. <https://doi.org/10.63468/jpsa.3.2.10>
- Hayati, A., & Mohmedi, F. (2011). The effect of films with and without subtitles on listening comprehension of EFL learners. *British Journal of Educational Technology*, 42(1), 181-192. <https://doi.org/10.1111/j.1467-8535.2009.01004.x>
- Hua, T. L., & Beverton, S. (2013). General or vocational English courses for Taiwanese students in vocational high schools? Students' perceptions of their English courses and their relevance to their future career. *Educational Research for Policy and Practice*, 12, 101-120.
- Kim, H. S. (2015). Using authentic videos to improve EFL students' listening comprehension. *International journal of contents*, 11(4), 15-24. <https://doi.org/10.5392/IJoC.2015.11.4.015>
- Matthews, J. S., & López, F. (2019). Speaking their language: The role of cultural content integration and heritage language for academic achievement among Latino children. *Contemporary Educational Psychology*, 57, 72-86. <https://doi.org/10.1016/j.cedpsych.2018.01.005>

- Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85-139). Academic Press. [https://doi.org/10.1016/S0079-7421\(02\)80005-6](https://doi.org/10.1016/S0079-7421(02)80005-6)
- Nurafifah, F. F., Simbolon, M. E., & Noviana, M. (2021). The effect of wayang media on folklore listening skills. *Indonesian Journal of Elementary Teachers Education*, 2(1). <https://doi.org/10.25134/ijete.v2i1.4096>
- Nurgaliyeva, S., Zhumasheva, A., Yelikpaev, S., Kapassova, B., Nygmetova, B., & Kairova, M. (2024). Challenges and Approaches to Audiovisual Translation of Disney Cartoons into the Kazakh Language: An Analysis of Cultural Adaptation. *Eurasian Journal of Applied Linguistics*, 10(3), 69-80.
- Sánchez-Auñón, E., Férez-Mora, P. A., & Monroy-Hernández, F. (2023). The use of films in the teaching of English as a foreign language: a systematic literature review. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 10.
- Saraswati, N. (2024). English Idiomatic Expressions in EFL Classroom through Movies: Challenges and Opportunities. *Global Expert: Jurnal Bahasa dan Sastra*, 12(1), 19-24. <https://ejournal.uigm.ac.id/index.php/GE/article/view/4429>
- Um, E., Plass, J. L., Hayward, E. O., & Homer, B. D. (2012). Emotional design in multimedia learning. *Journal of educational psychology*, 104(2), 485. <https://psycnet.apa.org/doi/10.1037/a0026609>
- Widhiyanti, K., & Gunanto, S. G. (2020). Nusantara folklore in the digital age. In *Proceedings of the 2nd International Conference on Interdisciplinary Arts & Humanities (ICONARTIES)*.