

A Study of The Use of American Series in High School Students’ English Listening Skills

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Abstract

The purposes of the study were 1) to study high school students’ English series interests for learning English listening skills 2) to develop English listening with American series via online learning methods 3) to study high school students’ satisfaction in learning English listening skills before and after using American series. The participants were 10 high school students who take online English tutorial course. The research design was Mixed methods research using Qualitative method to extend Quantitative results was used for research design. The instruments were the students’ American series interests for learning English listening skills interview form, the Listening Skills Development Pre-Test and Post-Test, the Students’ satisfaction in the Use of American Series in High School Students’ English Listening Skills Development Via Extra Tutorial Course Online Learning questionnaire. The calculation method was the percentage by Microsoft Office Excel program. The result in this study showed the percentage of the levels of the students’ American series interests for learning English listening skills separated by gender of the students; 1) Fantasy genre was 60% by male students means Fairly interested level and 74.29% by female students means Interested level. 2) Teenage Comedy genre was 86.67% by male students means Highly interested level and 94.29% by female students means Highly interested level. 3) Sci-Fi genre was 73.33% by male students means Interested level and 60% by female students means Fairly interested level. 4) Action genre was 86.67% by male students means Highly interested level and 54.29% by female students means Fairly interested level. Next, the gender differences using the American series in listening skills development Pre-Test results were 31% by male students means Low level, 35% by female students means Low level, and 34% in total means Low level. Next, the gender differences using the American series in listening skills development Post-Test results were 69% by male students means good level, 81% by female students means Very good level, and 77% in total means good level. Lastly, the level of the students’ satisfaction towards using American



series in listening skills development were compared between females and males results were 88% by male students means Very satisfied level, 86.29% by female students means Very satisfied level, and 86.80% in total means Very satisfied level which means the students were very satisfied in using American series in high school students' English listening skills development via extra tutorial course online learning.

Keywords: English; Listening Skills Development; American Series; Online Learning.

Introduction

To communicate with people all over the world with their different cultures and their language, therefore, there are about 7,000 languages used in the world and the English language has become an international language with more than three billion speakers using it for communication while normally use different languages (H.I., Iman, 2022). Moreover, it is the official language of 67 countries. English is a significant language as it is widely spoken by people throughout the world. Since ancient times, the English language has been a language of scholars and writers. The poets, playwrights, and essayists who created our literature have written in the English language. English is a language inevitably necessary for people to live. It is not only communication but also expression. It is increasingly in various aspects of life, for instance, education, commerce, sciences, and technology. Especially in the education system, several countries around the world are trying to encourage the education of the country by teaching English as a second language or teaching English as a foreign language. The pressure on the improvement of English language education is increasing, hence, all countries are supportive to develop the English language education to be superior willingly (Wong & Dubley- Jhaveri, 2015).

In ancient times, English teaching was spread in only a few countries, for example, Britain, America, and Australia. Therefore, in the past, English language teaching in the classroom is not very popular because of the lack of opportunity for practicing and speaking skills. The traditional English teaching method is well known with the approaches of language teaching since the old times which are the Grammar Translation Method (GTM), the Direct Method, the Audiolingual Method, Presentation Practice Production (PPP), Community Language Learning (CLL), Total Physical Response (TPR), Suggestopedia, the Silent Way, the Natural Approach, and Communicative Language Teaching (Flores, Lima & Zeledon, 2022). Most of the traditional English teaching methods are suitable for studying in the classroom or face-to-face studying as there are plentiful details that might be difficult for long-distance studying. Moreover, some of the traditional English teaching methods are needed to take lots of earnestness and concentration which could be laborious for students and not cover all the English 4 skills, for example, the Grammar Translation Method (GTM) also known as the Classical Method which is

used since 16th century for teaching Latin and Greek and focusing on translating the texts, grammar, and vocabulary (Renau, 2016). For this reason, it might be proper for old tradition teaching style, however, it would not be able to get attention from the present teaching situation.

Time changes, everything changes as a normal way of life. Since humanity has entered the 21st century, there have been plenty of changes in every way of life, for instance, the technology, economics, and the growth of the industries. It seems like the world has developed to be a great evolution. However, once there are positive effects from the development, there would also be negative effects at the same time. There are the worrisome situations currently in 2021 which are the global crises that the world can't ignore that it could be called the aftershocks of the COVID-19 pandemic tormenting all lives on earth. As every people in this world already knew about the COVID-19 global pandemic which is a cause of many negative effects that people are facing, for example, medical system, educational system, telecommunication system, or even the national relations. Therefore, people must adjust themselves to the situation. Whether it is suffering or not, all need to do everything that able to do to survive. For that reason, there are big changes in the whole wide world including the great change in education system in every country.

The augmentation of technology in the world today is leading to an increase in innovation and new ideas. Technology in our world has improved our ways of living tremendously. It has become one of the essential parts of life. It could not be denied that people are using technology in everything in their lives, either technological tools, devices, or the internet. Moreover, technology also has become an important role in the education system. In the education system, technology is a powerful tool and aims to provide learning more accessible. It has developed in the education system by providing the best software for students. Furthermore, the technology's role in the education system is fourfold; a part of the curriculum, and instructional delivery system, a means of aiding instructions, and a tool to enhance the studying entireness (Raja & Nagasubramani, 2018).

English teaching has been present in many countries since the start of the 20th century and it became a crucial language for international communication. It is spreading everywhere around the globe and is adopted by people of all ages. Present people are attaching great importance to English communication and the trendy trend in teaching English is that specialize in the students' communicative proficiency (Isnaeni, 2022). As there is a diversity of technological devices that support the scholars to find out the English language covering English 4 skills; listening, speaking, reading, and writing skills. Modern English teacher provides coverage of key topics in West Germanic teaching methodology and materials, current language and applied linguistics research, skills acquisition, technology-enhanced classroom practice, and



practical ideas. English teachers must improve themselves all the time to adapt to today's world situations as contemporary English teaching. the largest challenge faced by an instructor is a way to make his students understand the topic and make learning interesting. the foremost important thing is to possess an honest knowledge of English. it's only possible if we maintain our English skills at a high level. English language teaching has become more important, where almost every field requires good communication and speaking skills in English.

Online learning has become widespread since the beginning of the Covid-19 pandemic as it affected all lives on earth. People who get caught by this virus had to stay isolated and others needed to stay away from each other, people cannot gather as a group or inside a place where everybody is close to each other. Thus, it affected directly to the education system as the teachers and students cannot go to teach and study in the schools or universities. Therefore, the educational personnel must find a way to solve the problem of continuing the education system. For that reason, online learning has become a choice for people to be able to continue learning without going to schools or universities. Moreover, the unexpected results from online learning unless solving that problem were plenty of advantages. The first advantage is that it does not require substantial time investment on the part of students; students may choose to study at times that suit them best, even in their own homes, only using the technological devices and the internet and all people can choose to learn in anytime and anywhere they want. The second advantage is that online learning can be flexible, meaning they can be adapted to suit every individual student or group of students' needs. The third advantage is that with so many options for which subjects to learn, students can choose from a range of subjects and levels, from high school through to university. However, there still be some difficult points for teachers and students which is a big adaptation from face-to-face learning transit to online learning. That would be completely different as teachers and students are needed to change to online mode; video conferences, social media, and asynchronous discussion forums (Yan et al., 2021).

As the developed technology is now being a great part of life, it is helpful for people in every way. In the education system, teachers have been creating new ways to teach and motivate the students in studying especially in English teaching. Entertainment media is one in a range of how to boost the English classroom. The combination of the entertainment media with the education is called the Edutainment which is in line with a learner-centered approach, which is meant to be entertaining, to stay learners interested and engaged (Mohideen, 2017). Using media as a tool in teaching English as a foreign language is an effective way to encourage students to participate, improve their listening and speaking skills, and build their confidence. Educators can also use movies, music, and television series to illustrate grammar points and introduce vocabulary. Moreover, there are several entertainment media choices for teachers to

choose and design the classroom module or teaching methods, for example, learning English via English movies, songs, TV shows, news reports, English vlogs, or TV series.

American TV series are very popular and easy to use for learning English. It is helpful to learn new words, phrases, and grammar in real conversation. English teachers can teach some basic English from these series such as intonation, pronunciation, listening, and speaking. American television series are great for learning the language and building confidence. It could be called the golden age of television with the American series and people can reach them very easily as they are available on American Cable service HBO, TV channels, and online through streaming apps and websites, for example, Netflix, Amazon Prime, or Disney+. Not only the large quantity of the American series but also the stylistic and the differences of types of American series that make American series popular (Russell, 2022).

All in all, as the main problem of Thai students' English skills nowadays is that Thai students are not familiar with the native speakers' accent, therefore, it would be difficult for them to understand what do the foreigners speak. American accent is suitable and variety for them to practice and learn to develop their listening skill. Studying this topic aimed to create the development of students' listening skills in easy and interesting way.

Research Objectives

1. To study high school students' American series interests for learning English listening skills
2. To develop students' English listening with American series via online learning methods
3. To study high school students' satisfaction in learning English listening skills by using American series

Research Hypothesis

1. The students are interested in using American series through English learning and their motivation in online class is increased.
2. The students improved their English listening skill after using American series.
3. The students are satisfied with the method of learning English via American series on online based.

Conceptual Framework

The conceptual framework of this thesis will be focused on four parts for studying The Use of American Series in High School Students' Listening Skills Development via Extra Tutorial Course Online Learning to develop Listening skills as follow;

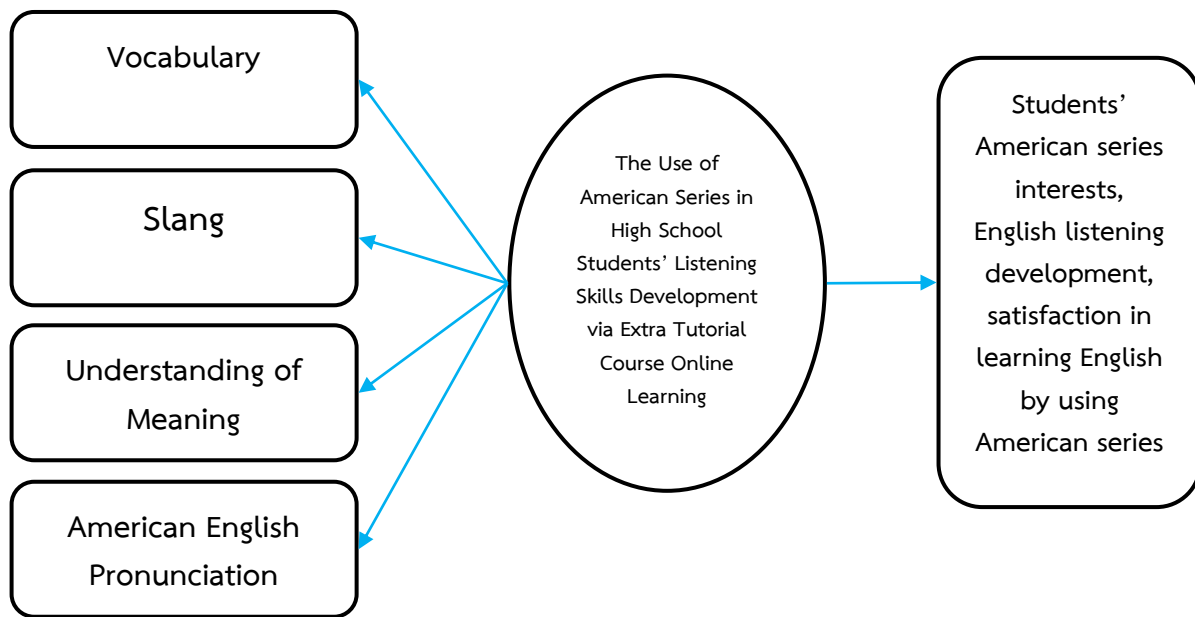


Fig. 1 The conceptual framework of this thesis which is focused on four parts.

Research Methodology

This research was designed in mixed methods research using Qualitative method to extend Quantitative results was used for research design. The research design was divided into three phases which consisted of the first phase of qualitative research design, and the second phase and the third phase were quantitative research design. The population was 20 of students who take online English tutorial course. The samples had been selected by purposive sampling of 10 high school students who take online English tutorial course. The data interpretation of the study is divided into three parts; 1) The criteria of percentage levels of the students' American series interests for learning English listening skills: Calculated as five levels, 1 = no interested, 2 = less interested, 3 = fairly interested, 4 = interested, and 5 = highly interested. 2) The criteria of percentage levels of the students' abilities in listening skills development by pre-test and post-test: Calculated as five levels, 81-100% = very good, 61-80% = good, 41-60% = enough, 21-40% = low, and 0-20% = very low. 3) Criteria of the level of the students' attitudes towards listening skills development using American series by questionnaire: Calculated as five levels, 81-100% = very satisfied, 61-80% = satisfied, 41-60% = enough satisfied, 21-40% = dissatisfied, and 0-20% = very dissatisfied. Key informants of this study were interviewing the students' interests of type of American series which they like the most. They had been selected by purposive sampling of 10 high school students who take online English tutorial course. There were three qualification items that need to consider; 1) Their course related to English language learning. 2) They should have experience on listening English

language. 3) They would like to use entertainment media for English listening skills development. The Statistic Implemented of the Study was the data obtained from the Listening Skills Development Test, analyzed by percentages (%). Percentage (%) was used as the statistic for data analysis to study the ability in English listening skills development of the 10 students from Online English Tutorial Course. The participants' interviewing level was calculated into percentage by Microsoft Office Excel Program.

Results

The results of a study are divided into six parts; table 4.1 the students' information, 4.2 the levels of the students' American series interests for learning English listening skills separated by gender of the students, 4.3 the gender differences using the American series in listening skills development Pre-Test, 4.4 the gender differences using the American series in listening skills development Post-Test, 4.5 the comparison between students' abilities in listening skills development using American series, and 4.6 the level of the students' satisfaction towards using American series in listening skills development were compared between females and males as follows;

Table 1. The Students' Information

Gender	Amount	Percentage (%)
Male	3	30
Female	7	70
Total	10	100

From Table, indicates that the sample of the study was 30% male students and 70% female students.

Table 2. The levels of the students' American series interests for learning English listening skills separated by gender of the students



Genre	Male		Female		Examples of the comments & Recommendation
	Percentage (%)	Level	Percentage (%)	Level	
Fantasy	60	Fairly interested	74.29	Interested	- I think it suits for young children. - I don't really like fantasy about witches.
Teenage Comedy	86.67	Highly interested	94.29	Highly interested	- I think it's perfect for our ages. - The characters look very interesting (they're looking good).
Sci-Fi	73.33	Interested	60	Fairly interested	- It looks okay, but I'm not that interested. - It seems fun.
Action	86.67	Highly interested	54.29	Fairly interested	- Action is not my type. - It's interesting.

Table 2 indicates that the result of the students' American series interests learning English listening skills separated by gender of the students was highly interested in the teenage comedy series. Male students result was highly interested for 86.67% and female students result was highly interested for 94.29%. Anyway, the students were also giving the comments and the recommendations for each series genre as shown in the table 4.2 as the examples.

Table 3 The gender differences using the American series in listening skills development Pre-Test.

Gender	Amount	Mean	Percentage (%)	Level
Male	3	9.33	31	Low
Female	7	10.43	35	Low
Total	10	10.56	34	Low

Table 3 indicates that the percentage of the student's pre-test score was 31% for male and 35% for female. The male students' score was lower than females' score by 4% and both genders were in low level. The percentage revealed that females were better in listening skills development pre-test than males. However, the total score for all students were 34% which means low level.

Table 4 The gender differences using the American series in listening skills development Post-Test

Gender	Amount	Mean	Percentage (%)	Level
Male	3	20.67	69	Good
Female	7	24.29	81	Very good
Total	10	23.22	23.22	23.22

Table 4 indicates that the percentage of the students post test score was 69% for male and 81% for female. The male students' score was lower than females' score by 12%. The male students' score was in good level and very good level for female students. The percentage revealed that females were better in listening skills- development post-test than males. However, the total score for all students was 77% which means good level.



Table 5. The comparison between students' abilities in listening skills development using American series

Listening Skills Development	Mean	Percentage (%)	Level
Pre-test	10.56	34	Low
Post-test	23.22	77	Good

Table 5 indicates that the listening skills development abilities of the students were at low level (34%) with using American series in listening skills development. And the listening skills development abilities of the students were at good level (77%) with using American series in listening skills development. The percentages revealed that the students' post-test were better pre-test comprehended the using American series in listening skills development.

Table 6 The level of the students' satisfaction towards using American series in listening skills development were compared between females and males.

Gender	Amount	Percentage (%)	Level
Male	3	88	Very satisfied
Female	7	86.29	Very satisfied
Total	10	86.80	Very satisfied

Table 6 indicates the male students' satisfaction percentage was in very satisfied level by 88% and very satisfied level by 86.29% for the female students' satisfaction percentage. It revealed that both genders of the students were very satisfied in using American series in listening skills development. Moreover, the total satisfaction percentage of the students was also in very satisfied level by 86.80%. The analysis of the questionnaire data revealed that the high school students in the extra tutorial course online learning have positive attitude and satisfied towards using American series in listening skills development.

Discussion

From the results of A Study of The Use of American Series in High School Students' English Listening Skills Development Via Extra Tutorial Course Online Learning, the study can be discussed as follows:

1. The first objective, stated that to study high school students' American series interests for learning English listening skills. The present study is related to the study about a survey study which dealing with the impact of TV shows and sitcoms in one's English proficiency (Vijayakumar et al., 2020). The researchers were using the same media. The media was the sitcoms and the comedy series. The results from both studies were shown as separated episodes and used only short time for watching each episode. The using time was about 15-25 minutes per episode. Moreover, the result was that the media used as an instrument in the research is a very interesting medium. It can be discussed that the media that used in the study was interesting as same as the present study. According to, the participants' answers on the interest questionnaire. The participants were giving the answer that they are interested in this kind of media. Furthermore, from the result of Merita Ismaili (2013), it reviewed that during this study showed that using video incorporated within the teaching material increase the positive of the teaching and learning process. As well as the present study which the researcher found that the material as the TV series media benefits to the English language skills development of the students.

2. The second objective stated that to develop students' English listening with American series via online learning methods. The comparison between males and females in using entertainment media in English language indicates that females are better in language development as compared to males. The result in Fage's research (Fage, 2020) also indicates that females are better in language comprehension by using the English language entertainment media as compared to males. Moreover, the study of exploring the utility of cinematic films for cultivating a valuing of moral values with an adult (Abidi et al., 2017). The result was found that the students prefer a film for best of a learning tool. It is related to the result from the students' interests in using entertainment media in English language class as their answers that they are interested in this kind of media.

3. The third objective stated that, to study high school students' satisfaction in learning English listening skills by using American series. The study of The Influence of American TV Series on Spoken English from the Perspective of Constructivism (Ye & Liu, 2021). model of English is able to satisfies people's requirements as it can improve the students' English ability as well as the present study which the participants were very satisfied with the using of American series in high school students' English listening skills development via extra tutorial course online learning. Moreover, from the study of the Using TV Shows in Teaching English (Miščin, 2018) have many values of watching video clips within the classroom, to name just a few: they grab their attention, focus their concentration, create a way of anticipation, improve attitudes toward content and learning, increase understanding, provide a chance for freedom of expression.

Knowledge from the research.

The new knowledge from the study can be created with the English listening skills development process as shown in the diagram.

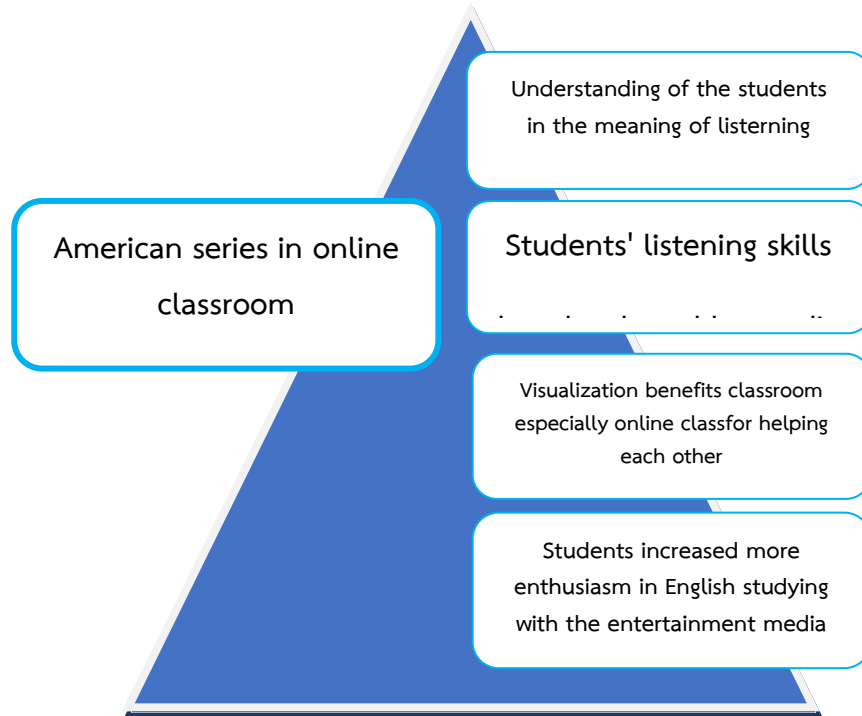


Fig. 2 Knowledge from the research

Recommendations

There are two suggestions in the research study as following:

Suggestion for organizing listening skills development learning

1. Using entertainment media in classroom is suitable and convenience for the teaching process nowadays. Everything is changing all the time, as same as the students' interests in present. Teachers should be more attention to seek the way to improve the students' English language skills, find more ways to support and encourage the students. Moreover, finding more tools or media that the students are interested in to adapt and use in classroom, both actual and online classroom.

2. Being attention to the students' interest is also important as this way can encourage the students' motivation during studying and being more enthusiastic in the class.

Suggestion for the next study

1. The researcher should manage the class time to be more flexible for each student.

2. In the next study, the researcher should separate the levels of the students to be more specific in the lessons.

3. The researcher should continue using this kind of media in development other skills in English as well, not only listening skill, for example, speaking comprehension, vocabulary comprehension, or writing comprehension.

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