

CHAPTER I

INTRODUCTION

This chapter will present some points related to this chapter. These include the background of the study, formulation of the research question, the purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. The Background of The Study

Nowadays, the movie has become very familiar to students. Most students have watched at least one title of the movie in their lifetime. A study by Wibawa (2021) shows that the average frequency of a person watching a foreign movie in Indonesia is 1-2 times per month, with the most viewers are the university student (56%). Some of them also make movie watching activities as their hobby, spending a lot of time in front of the TV, computer or laptop or even going to the cinema to have a complete movie watching experience. Due to the relatively easy access to movies, this medium has become the visual aesthetic that students continue to admire today. Even during the COVID-19 pandemic, the interest in watching movies is still high. A study by Kamallah (2020) shows the increasing internet consumption for online video and movie streaming from 76.6% to 85.5%. Behesti (2012) also stated that for students, movie watching is predominantly experienced through streaming services such as Netflix, Hulu Plus, and YouTube. Regardless of the mechanism of viewing, the movie medium quenches the

students' increasing needs for visual stimuli and can be used as a productive and efficient tool for teaching.

Movies are an invaluable way for students to practice and listen to authentic conversations and be exposed to a different accent. Bringing popular movies into a language learning lesson shows students how they can learn and practice English in their own time. As King (2002) indicates in his work, movies are such invaluable and rich resources for teaching because they present colloquial English in real-life contexts rather than artificial situations; a chance of being exposed to different native speaker voices, stress, accents, and dialects. That is why movies are often being used for pedagogical purposes in order to motivate language learners. It is also a popular entertainment form of English teaching tool. They are widely available, easy to access, and preferred by most students. It is also a great starting point for students who want to grow their listening comprehension skill. According to Ismaili (2013:122), many scholars and EFL practitioners prefer to watch movies because it is an enjoyable source of entertainment and language acquisition. It is also one kind of authentic material so that the students can learn the real context of a situation in which conversation can be used. Watching English movies also helps sensitize the students' sense of hearing, which also help them in listening comprehension skill.

Listening is the first language skill acquired by a human being. The process occurs naturally intending to communicate in a secret environment. This fact often assumes that listening is a passive activity that does not

require much effort. Yet, Gebhard (2000:148) pointed out that listening is an active skill. In two-exchange communication, people were active at the time they respond to what they hear or see, or agree with an idea. Generally, listening is considered as the simplest process of receiving a spoken language to be mastered because it only requires a short amount of time rather than other skills which are speaking, writing, and reading. However, listening activity is not as simple as it seems. In fact, listening activity involved a set of processes. According to Saha (2010:1) listening involves an active process, which needs analysis of sound. When students learn to listen, they need to understand the pronunciation, accent, vocabulary, grammar content, and what the information is talking about. From the explanation, it can conclude that listening is an active process because it does require a skill.

In a language learning process, listening comprehension skill is very important for students to acquire. If students want to learn to communicate with native speakers, they should first learn to understand the spoken language they hear. According to Hamouda (2013:117), listening comprehension is an interactive process in which listeners are involved in constructing meaning. Hence, listening comprehension is the various processes of understanding and making sense of spoken language. Therefore, listening is very important to which teachers and students should pay enough attention to obtain communication aims.

In English Department at UIN Sayyid Ali Rahmatullah Tulungagung, the listening comprehension skill itself is taught in 4 levels, these are; Referential

Listening Comprehension, Inferential Listening Comprehension, Critical Listening Comprehension, and Extensive Listening Comprehension. Unfortunately, based on simple students' interviews, several students revealed that listening is viewed as a difficult subject. It requires them so much energy and effort to keep focus and pay attention to the topic. Especially for the third-semester student as they take the second out of four levels of the listening course.

It is also worth mentioning that this study took place in the middle of the COVID-19 pandemic. In which students only take an online course to aid their learning. Thus, the students had to manage their studies mostly on their own. The problem with online learning is that students often lack authentic listening experience and they only had a limited amount of time to interact with the lecturer or their classmates. An article by Jones (2021) also indicated that students might face independence and autonomy difficulties like problems with the audio in the streaming shared video recordings through video chat services. They often cannot understand well, moreover when the native speaker speaks too fast or uses a specific accent. This phenomenon becoming their problem for increasing their listening comprehension as well.

Therefore, to solve this problem it is worth implementing the learning process by making listening activity into a habit. Habit can be defined as an activity that has been repeated regularly. According to Mendelsohn (2006:75), if students directing to listen to English all day, they will develop their listening ability with experience. Thus, a high frequency to practice

listening can help them increase their listening comprehension skill. One of the best habits that a student can acquire to improve their listening comprehension skill is a habit of watching English movies. Therefore, having a habit of watching English movies can be an interesting and joyful way to practice and at the same time can develop students' listening comprehension skills, which are related to their listening achievement as well.

As stated above, watching English movies can provide comprehensible input and facilitate the acquisition and development of listening comprehension skills. Moreover, many previous related studies showed that the habit of watching English movie influence the students' listening skill. The first study is by Hasanudin (2013) that was conducted in SMAN 1 Mayong Jepara. His study showed that there is a significant correlation between the frequency of watching English film and students' listening skill. The second is a study by Abdullah and Rahman (2017) that was conducted in UIN Alauddin Makassar. Their study showed a moderately significant correlation between students' habit in watching English movie and their listening skill. The third study was conducted by Aulia Rachmawatu (2018) in UIN Jakarta. Her study stated that there is no correlation between students' habit in watching English movie and their listening achievement. The fourth study is by Syaiful Huda (2019) that was conducted in UIN Sulthan Thaha Saifuddin Jambi. His study showed a weak correlation between students' frequency in watching English movies and their listening comprehension. Theoretically, these variables should have a positive relationship however

these previous studies have shown various results relating the two variables. Furthermore, it is also worth mentioning that the previous studies were conducted when the learning activities were still able to carry out in class while the current study was conducted during the Covid-19 pandemic in which the students had to do their learning online. Therefore the researcher is intrigued to find out by herself.

Knowing the importance of listening comprehension in learning language, especially for third-semester students of the English Department, and how people agree that having a habit of watching English movies can help students to improve their skills, the researcher desires to find out the relationship between them by conducting the research entitled **“The Correlation Between Students’ Watching English Movie Habit and Their Listening Comprehension Ability of The Third-semester Students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung”**.

B. Formulation of Research Question

The researcher formulated the problem as follows: Is there any correlation between students’ watching English movie habit and their listening comprehension ability of the third-semester students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung?

C. Purpose of The Study

The purpose of conducting this study is to find out the correlation between the students' watching English movie habit and their listening comprehension ability of the third-semester students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Formulation of Hypothesis

Two kinds of a hypothesis will be used in this study, those are :

1. Null Hypothesis (H₀)

There is no correlation between students' watching English movie habit and their listening comprehension ability of the third-semester students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung.

2. Alternative Hypothesis (H_a)

There is a correlation between students' watching English movie habit and their listening comprehension ability of the third-semester students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung.

E. Significance of The Study

The results of this study are expected will be useful for :

1. For the teachers, if the result of the study shows that there is a significant correlation between students' watching English movie

habit and their listening comprehension ability, they can provide an alternative solution to the problem in teaching listening by using a movie as media in language learning.

2. For the students, this study can motivate students to expose themselves to the language in order to improve their listening comprehension ability by watching English movies.
3. For the other researchers, the finding of this study can be useful as the source of their reference on the same topic.

F. Scope and Limitation of The Study

In order to focus on the topic, the researcher limits the scope of this study. The present study is limited to investigating the correlation between the students watching English movie habit and listening comprehension ability. The researcher focuses on one out of four basic language skills that are listening. The object of the study is concerned with two variables: watching English movie habit is the independent variable (X) and listening comprehension ability is the dependent variable (Y). The research subject is third-semester students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung in the academic year 2021/2022.

G. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation it is necessary to define the terms as follows:

1. Correlation research

According to Gall and Borg (2003: 320), correlation research refers to studies in which the purpose is to discover the relationship between variables through the use of correlation statistics.

2. Watching English movie habit

In this study, watching English movie habit is refers to someone who enjoys watching English movie and doing it in their daily life as a part of their routine. Watching activity can be done by using any possible media and with or without the aid of subtitles. The movie here refers to all genres of motion pictures that use the English language in their narrative.

3. Listening comprehension ability

Kim and Pilcher (2016: 3) stated that listening comprehension is defined as one's ability to comprehend spoken language at the discursal level –including conversations, stories (i.e., narratives), and informational oral texts –that involves the processes of extracting and constructing meaning.