CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the highlight of what be covered in this study. Those are reviewed on Listening, Habit, Movie, and Previous Related Study

A. Listening

1. The Nature of Listening

Listening is the first language skill acquired by a human being. People begin to engage with the listening process long before they can engage in any recognizable verbal or nonverbal communication. Language learning comes more or less through listening. According to Lundsteen (1979) children who are better listeners are also better learners. Additionally, as an English foreign learners, students need to comprehend listening if they want to master English. In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language.

Listening was traditionally seen as a passive process by which the listener receives information sent by the speaker. However, according to Lynch and Mendelsohn (2002:194) more recent models view listening as a much active interpretive process in which the message is not fixed but is created in the interactional process between participants. Meanings are shaped by context and constructed by the listener through the act of

interpreting meaning rather than receiving it intact. Howatt and Dakin (1974:93) define listening as the ability to comprehend what people are saying. Understanding the speaker's accent or pronunciation, grammar, and vocabulary. In general, listening is a process where listeners listen to speakers to receive, interpret, and understand the information.

As stated above, listening is a process of interpreting the meaning of the spoken language. Nation and Newton (2009:40) explained the two processes in meaning interpretation activity that happens in listening. The first is *Top-down Processes*, this process involves the listener in going from the whole —their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain and uses parts of the message to confirm, correct, or add to this 'prediction'. The key process here is inferencing. The second is *Bottom-up Processes*, these are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole, i.e. from the smallest meaningful units (phonemes) to complete texts or utterances. Additionally, Harmer (2001:201) explained that ideally, the real listening process is the integration of the bottom-up and top-down models. Sometimes listeners need to pick up the details to understand the whole utterance, while other times they need to rely on their background knowledge.

In addition, Nation and Newton (2009:40), stated that there are two broad types of listening. The first type is *one-way listening*, this type of listening is typically associated with the transfer of information (transactional listening). This can be seen in the extensive use of monologues in older listening materials. The second is *two-way listening*, this type of listening is typically associated with maintaining social relations (interactional listening).

Wolvin and Coakley (1996) also explain there are two main types of listening that usually used by people to gain information, these are:

a. **Discriminative Listening.**

Discriminative Listening enables the listeners to distinguish the auditory and/or visual stimuli at the sensory level. This is the first skill that developed at an early age. It does not require understanding the meaning of the word yet, instead of merely distinguishing the sound that is produced. For example, a child can distinguish the differences between sounds of the voice of the parents. As people grow older, their ability to distinguish the sound is frequently improved. Eventually, not only be able to recognize the sound but also recognize how the sound is made and what the meaning of that sound is.

Discriminative listening serves as the basis for all other purposes of listening behavior. The receptive stage in the process requires the listeners to identify and interpret carefully the auditory

and visual cues in order to deal effectively with the information being received.

b.   Comprehensive Listening.

Comprehensive Listening required the listener to use discriminative skills while functioning to understand and recall the speaker's information. This involves understanding the message or message that is being communicated. The listener needs appropriate vocabulary and language skills in order to gain comprehensive listening to understand the message. This type of listening is more complicated because sometimes it may cause two different interpretations of meaning.

Listening for comprehension extends from the discrimination of the stimulus to an understanding of the message. Comprehensive listeners listen to lectures, briefings, reports, conferences, television, movies, and documentaries in order to comprehend the information presented. Much of the educational process at all levels is based on comprehensive listening. Students are asked to listen carefully to lectures and class discussions in order to understand and retain vast amounts of information.

2. Listening for Comprehension

In the classroom, listening comprehension normally does not receive the amount of attention it deserves. Generally listening is treated as almost incidental to the goal of speaking. Vandergrift (2007) and Hosseini (2013) argued that despite the central role listening comprehension plays in language learning, it is the least understood process and so far is the least investigated area. However, as one of the fundamental skills in language learning, listening comprehension needs to be acquired by students. In order to listen well, students have to comprehend the meaning of the spoken language. It means students need to understand completely not only the utterance but also the context of the spoken language. In terms of language processing, comprehension is the experience of understanding what the language hears refers to in one's experience or the outside world and sensing how any incoming burst of language enhances or suppresses one's current understanding.

The goal in listening comprehension is to be able to understand native speakers at normal speed in unstructured situations. Kim and Pilcher (2016:3) defined listening comprehension as one's ability to comprehend spoken language at the discoursal level – including conversations, stories (i.e., narratives), and informational oral texts – that involves the processes of extracting and constructing meaning. Based on the statements above, it can be concluded that listening comprehension is

the process in which the listener can comprehend, understand, and catches the idea or meaning of the spoken language.

According to Chastain (1988:286), listening comprehension can e divided into five sequential components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. when presented sounds unlike those of their mother language, speakers tend to give those sounds first-language interpretations. In other words, the hearer perceives the new sounds in terms of the nearest equivalent in their language. In this case, the teacher goes through the process of building up the students' listening comprehension ability, to teach the students to perceive and to distinguish those sounds that are not found in the first language from familiar sounds that may be somewhat similar.

The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depends on comprehension of semantic meaning, moving from what one comprehends in the sound sequence concerning the knowledge of syntax only when the meaning is not understandable.

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in

the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand.

The fourth step is the listener decodes what the speaker has said. Comprehension of the message, however, is not synonymous with the ability to discuss content in the second language. With the ability to distinguish the sounds of the language, the ability to perceive strings of words, and the capability of remembering them, the students are in a position to comprehend incoming messages provided they have acquired the necessary semantic and syntactical bases for understanding what is received.

The last is the ability to use the message and/or store it in the second language. As the students make progress in listening comprehension, they will gradually develop the ability to receive the message in the second language itself. After much practice, the students will be able to concentrate on the content of familiar dialogs and reading without being consciously aware of the manner of expression

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3. Listening Comprehension Difficulties

The difficulties in listening comprehension may come from the listeners themselves (internal) or the characteristics of spoken language (external). According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them.

The first problem often found by students is the quality of recorded materials. In some classes, teachers use some recorded materials that do not have high quality. The quality of the sound system can impact the comprehension of learners' listening. The second is cultural differences. Being unfamiliar with cultural knowledge of language plays a great role in understanding the context. Learners should be familiar with the cultural knowledge of the language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance. Hamouda (2013:113) pointed out that students are unable to comprehend natural spoken English delivered at normal speed because they do not understand the spoken content of the lessons.

Another aspect that might be difficult for students to understand while listening is accented. Munro and Derwing (1999) claimed that too

much-accented speech can lead to an important reduction in comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time, an unfamiliar accent makes comprehension impossible for the listeners.

Next, students might also struggle when facing unfamiliar vocabulary in the process of listening. When listening to texts containing known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

The last problem that students often faced is the length and speed of listening. The level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower-level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989:16), speed can make listening passages difficult. If

the speakers speak too fast students may have serious problems understanding L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

4. The Teaching of Listening Comprehension

In language teaching and learning, listening plays an important role as it is one of the four major skills in language acquisition. Even though other skills such as reading, speaking, and writing are essential to developing language proficiency, listening contributes primarily to language expertise. Siegel (2015:16) states that listening is typically the first language skill to develop in first language users and serves as a gateway to other skills. Broughton (1980:66) explained that when teaching listening, it can be taught using two ways; intensive and extensive. The teacher should be able to maintain both ways. But, intensive listening is used commonly in the classroom. The concept is the close study and exploitation of audio for its meaning and the language used. Intensive listening is more controlled. Besides the meaning, it also focuses on vocabulary, grammar, and lexical.

Wilson (2008: 41) mentioned the different sources of listening based on teaching listening. They are teacher talk, student talk, guest speakers, textbook recordings, songs, television, video, DVD, and radio. In this research, the researcher only focuses on video, especially for the movie. In Indonesia, some lecturers and teachers choose to use movies to

introduce the class with lesson that tends to illustrate real-life content. The use of movies is still related to curricular demand. While at the same time the material is delivered sufficiently, the attracting and engaging audiovisual aids of the movies motivate and enhance the students' willingness to study.

Ismaili (2013:122) states that movies are an enjoyable source of entertainment and language acquisition. For this reason, many scholars and EFL practitioners prefer to watch movie adaptations of famous and current novels as a supplementary sources of reading. Moreover, the movie has become very familiar for students. Most students have watched at least one title of a movie. Some of them also make it their hobby, spending a lot of time in front of the TV, computer or laptop or even going to the cinema. Besides as just a hobby, watching the movie also can become a medium for them to learn.

B. Habit

1. Definition of Habit

Learning to listen is not only in the classroom but also students can learn by themselves at home. The students' habits can be a medium in learning English, such as watching English movies. They can learn in an easy, fun, and comfortable way. They can learn how to pronounce words, how the use appropriate expressions towards someone else, they can increase their vocabulary and habitually listen to native speakers' sounds from the dialogue in the movie.

Habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. According to Andrews, in the *American Journal of Psychology* (1903: 53) it is defined in this way: "A habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience. A psychologist Wendy Wood (2007:843) stated that Habit is a merge affiliation between stimulus and response and they prepare the goals during the study and execution. According to Richard (2002:236) Habit is a regular behavior system that becomes nearly automatic as an output of repetition.

Based on the definitions above, it can conclude that Habit is a behavior system that needs stimulus and response to acts repeatedly, instinctively, and automatically to achieve a goal that they decided.

2. Habitual Learning

Habitual learning is a process of developing something by using repetition in learning. The learners do an activity automatically and repeatedly to improve their achievement. As stated by Richard (2002:236) "Learning is the process by which change in behavior, knowledge, skills, etc. it comes about through practice, instruction or experience, and the result of such a process"

As the habit is forming, it can be analyzed in three parts: the cue, the behavior, and the reward. The cue is the thing that causes the habit to come about, the trigger of the habitual behavior. This could be anything

that one's mind associates with that habit and one will automatically let a habit come to the surface. The behavior is the actual habit that one exhibits, and the reward, a positive feeling, therefore continues the "habit loop". A habit may initially be triggered by a goal, but over time that goal becomes less necessary and the habit becomes more automatic. For example, Students want to increase their listening comprehension ability then they use watching the movie as their habit to reach the goal.

3. Understanding Habit

Darnton (2007:1) explained that there are two perspectives on habit, coming from two different academic disciplines. The first is from a Psychology point of view and the second is from a Sociology point of view. In Psychology, habit appears as a psychological construct and a factor that influence behavior. In Sociology, habit appears as routine practices.

From a Psychology point of view, habit appears as a factor within behavior, it acted as a barrier or driver to determine behavioral outcomes. Darnton (2007:21) explained some key points of habit as a factor of behavior. Firstly, habits are not simply defined by their frequency. As well as frequency, the other aspects of habit involve automaticity (the absence of deliberation, or conscious thought), and a stable context (for a habit to be formed, the immediate environment in which the behavior occurs needs to remain constant). Secondly, habit strength – the extent to which behavior has become an established habit and is not driven by intentions –

can be measured, using a set of survey questions that assess the frequency, automaticity, and context stability of behavior for a particular person at a given point in time. In turn, this measure can suggest the type and force of intervention needed to break (or further embed) the habit.

Whereas in Sociology habit appears as routine practices. According to Darnton (2007:35) instead of targeting individuals' motivations, practice theory calls for the rearranging of the elements that hold certain practices together. This approach does not depose that based on psychology but provides a complementary strategy. Practice theory (an emerging branch of sociology) holds that practices are made of three elements. These are; materials *(objects, hard infrastructure)*, competencies *(skills and know-how)*, and mages *(meanings, ideas, and interpretations)*. The key points of this section are social practices are by their very nature routine, or habitual. They arise from the interaction between people and the structures of the social world. People are not the originators of behavior, but the carriers of practices – and the practice goes on after a person has finished carrying it out.

From the two perspectives on habit above, it can be concluded that in psychology point of view, habit is considered as a psychological construct that influences behavior. In addition in sociology, habit is considered routine practice. Different from a psychological perspective, the pressure point in sociology is not only relying on individual behavior but also about the interaction between individuals and the social world.

C. **English Movie**

1. **Definition of Movie**

The movie is moving pictures that take by the camera for the cinema and TV. It the something entertaining and also as a projected on a screen that combines a story, scenes, history, incidents, and also music. According to Barsam and Monahan (2010: 2), a movie is a story, captured in a set of celluloid strips/films, which are shown on a screen at a certain speed to give the impression of moving. Lately, a lot of moviemakers have been shooting their movies digitally, but the main characteristic of movies remains the same, a movie or a film is a motion picture. Movies have been a big part of human life. Barsam and Monahan even stated that calling movies the most popular art form. is an understatement. That is how influential movies are.

Movies have become a big part of humans' life and culture to the point that it is undeniable to people, even the most reclusive ones, must have watched a movie at least once in their life. Essentially, movies have power that affects society. English movie means English-Speaking movie. The dialogues in the movies are using English. This is going to give the viewers an experience of the use of language, English in this case, in real life. Viewers will also be provided an example of spoken language use in a more natural way rather than spoken language that learners probably get at school.

2. Element of Movie

Barsam (2010:5) states that the way the story in a movie is told is called it's *narrative.* The several elements of the narrative structure of a movie are:

    a. Story and plot. The story connects to the whole universe where the events of the movie appear, while the plot is the parts of that universe that is presented on the screen.

    b. Order is the way the events in the movie are arranged.

    c. Events are what happens in the movie

    d. Duration can refer to story duration, which is the implicit amount/length of time the whole events happen; plot duration, which is the amount of time the plot happens; and screen duration, which is the length of the movie itself.

    e. Suspense and surprise. Suspense is what the audience expects to happen but does not happen, while surprise is what the audience does not expect to happen, but happens.

    f. Repetition is the number of times an element recurs in the plot.

    g. Characters are the individuals who are included in the story.

    h. Setting is the time and place in which the story appears.

    i. Scope is the range of time and place from which to which the plot appears.

j. Narration and Narrator. Narration is the storytelling of the movie. It can be visually (by camera work) or orally (by the narrator)

3. **The Advantages of Watching English Movies in Learning Listening Comprehension**

People do not only watch movies for entertainment, but they also do it for pedagogic purposes. Bringing movies into language lessons can also show students how they can learn and practice English in their own time. Goctu (2017:121) mentioned that there are several advantages of using movies in the language learning process. The first is movies can enhance the students' motivation to learn the target language. Using English movies as a medium of learning is very interesting for students because movies provide a more engaging audio-visual experience. It motivates students with the provided storyline and makes the classroom more active.

The second advantage is that movie helps students to improve their vocabulary because the movie presents the students with colloquial expressions, phrasal verbs, and verb phrases. English movie shows the use of language in daily life, which means that the movie can show the use of language in the real world and real context. Thus, it will help a lot when students want to practice using the expressions, phrasal verbs, or verb phrases shown in the movie in real life.

A recent study by Aldina, Dayu, and Haura (2020:112) also suggested that watching English movies can help students to overcome their problems in listening. It will help them to improve their vocabulary automatically and stay enthusiastic to study wherever they are during the Covid-19 pandemic.

4. **Watching English Movie Habit Towards Listening Comprehension Ability**

The movie is a part of students' lives today, it is useful for students to listen to an authentic spoken communication that is shown in the movie by using narrative. 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. In addition, Hagverdi (2015:314), also explained that the movie not only exposed students to the target language but also exposes them to non-verbal aspects of communication. Non–verbal communication is comprised of such things as gestures, expression, posture, and dress.

The use of watching English movies as a habit can motivate students because they will feel entertained by watching the movies. They may see their favorite actor/actress or even their idols. Meanwhile, they can listen, learn, and imitate how the characters pronounce the words, phrases, or sentences. They also can learn the context of the phrases or

sentences and habitually learn meaningful expressions through watching movies and also get a moral lesson from the movie. Thus, if the students developed a watching English movie habit, they could make language learning process a lot more enjoyable and entertaining for themselves

D. Previous Related Study

There are previous studies that the researcher used to be the sources of this research which concerned about the correlation between students' habit in watching English movies, and students' listening comprehension.

The first study was made by Hasanudin (2013) entitled *"The Relationship Between The Frequency of Watching English Film and Students' Listening Skill"*. His research aims to find out the correlation between the frequency of watching English films and students' listening skills of the student from the eleventh grade at SMAN 1 Mayong Jepara in the academic year of 2012/2013. In his research, the researcher used a correlation design. His research showed that there is a significant correlation between the frequency of watching English film and students' listening skill.

The second study is from Abdullah and Rahman (2017) by the title *"The Correlation Between Students' Habit in Watching Movie and Listening Skill"*. Their study aimed to find and describe the relationship between students' habit in watching movie and their listening skill of the first-semester students at the English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alaudin Makassar in the academic year of 2016/2017. Their research showed that the alternative hypothesis was accepted. There was a

moderately significant correlation between students' habit in watching English movie and their listening skill.

The third study is by Aulia Rachmawati (2018) by the title *"The Relationship Between Students' Habit in Watching English Movie and Their Listening Achievement"*. The purpose of her study was to determine the relationship between students' habit of watching English movie and their listening achievement. According to Aulia's research, there is no relationship between the two variables. This means that there is no correlation between students' habit in watching English movie and their listening achievement.

The fourth study is by Syariful Huda (2019). His research entitled *"The Correlation Between students' Frequency of Watching English Movies and Their Listening Comprehension"* aimed to investigate the correlation between students' frequency of watching English movies and their listening comprehension at English study program of UIN Sulthan Thaha Saifuddin Jambi. The findings indicate that there is a weak correlation between students' frequency in watching English movies and their listening comprehension.

In comparison with the previous studies stated above, there are several differences and similarities with this present study. First, it may be seen from the research variables investigated. This study is more specific and focuses only on listening comprehension concerning students' watching English movie habit. Second is the subject of the research, this research is different from those two previous studies in which the researcher will conduct the research on the third-semester students of the English Department at UIN

Sayyid Ali Rahmatullah Tulungagung in the academic year of 2021/2022. It is also important to address 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 own learning activities at home via an online classroom.