

CHAPTER I

INTRODUCTION

In this chapter, the study is introduced. It described the study's background, research focus, formulation of research problems, research objectives, hypothesis formation, importance of the study, scope and limitations, and definition of relevant keywords.

A. Background of Study

In 1994, Indonesia first put English as a subject in its curriculum. It brought all stages of school, from kindergarten to the highest level of education, to practice this course. Later, the development of English as one of essential subjects had been growing well (Maili, 2018). Therefore, Indonesia is known as one of the countries that apply English to be learnt by the people even though it is not its first language.

Teaching English is quite hard since listening, speaking, reading, and writing are the four abilities that must be acquired while there is not much manifestation of interacting with native speakers here hence English is not the first language of Indonesia. However, the development of teaching English has brought the simplicity and effectivity into learning activity in our country. Learning medias and strategies can be used along the way where students learn English as foreign language.

Since listening is the first ability learned while learning a language, it is critical to improve the skill before beginning to speak because listening plays

a vital part in someone's vocabulary and understanding. Moreover, one can gain the correct way to pronounce words in English. Thus, students who have better skill in listening will understand more what the speaker says (Yusnida et al., 2017).

Listening is a complex activity that needs comprehension in which involves knowledge, experience, thinking and learning. To be more specific, EFL students need to understand the speaker's accent, the way the words pronounced, the grammar and vocabulary, and the meaning that will be intended (Bilican et al., 2012; Win & Maung, 2019). As complicated as it is, listening comprehension skill can be practiced through daily conversation activity. Once again, it emphasizes that listening has important role in everyone life since it is needed in communication among people.

There are many ways of practicing listening skill. One can learn through any media or exposure they desire. Listening to songs, listening to podcast, watching movies, and many other examples can improve our listening skills. A research shows that using materials such as radio and audio-visual media can improve listening skills (Bilican et al., 2012).

Students can learn English through watching English movies, particularly in terms of listening skills. It means that movie can be a media for the student to practice their listening skill. By viewing an English film, the students are encouraged to mimic what they have seen and heard in terms of how to speak, pronounce words, and what they talk about, among other things (Putri & Sinaga, 2020).

Here are some previous studies that have been conducted to present the impact of movies to listening ability. Using movies has several advantages that might enhance students' listening comprehension achievement, including engaging students to learn new topics (Bilican et al., 2012; Putriani et al., 2013; Worthington & Fitch-Hauser, 2018), increasing their vocabulary (Kök, 2014; Pratama et al., 2015; Yuksel & Tanriverdi, 2009), exposing them different culture (Safranji, 2015; Webb & Rodgers, 2009), improving their pronunciation (Silviyanti, 2014), etc.

To back up the above results, a study called "*Advancing Listening Comprehension Through Movies*" written by Safranji (2015) found that watching movies is a good way to improve listening skills. Eighty-four percent of the people who took part in the study agreed with this statement and felt that it gave them a better understanding of other cultures (Safranji, 2015).

Moreover, a quasi-experimental study titled "*The Effect of Watching English Movie to Improve Students' Listening Skill*" demonstrates that watching English films has a great potential to enhance participants' listening skills in 10th grade at SMA Negeri 16 Batam, where the experimental class revealed a much greater improvement from the pre-test to the post-test than the control class (Putri & Sinaga, 2020). Other research entitled "*The Use Of Video Movie To Improve Students' Listening Comprehension Achievement*" shows the result of using video movie in SMAN 1 Natar Lampung Selatan is consistent with researches above that movie improve students' listening skill (Putriani et al., 2013).

The other research called “*Enhancing Listening Skills through Movie Clips on YouTube*” also revealed that 85.9% of correspondence agreed that English movies help them to enhance their listening skill and 75.64% of them want teachers to use more movies in class (Damronglaohapan & Stevenson, 2013). According to the result and data above, watching movie has a considerable impact on the students’ listening comprehension so that they suggest educator to use it more in learning activity.

So, based on the last paragraph's conclusion, we can assume that if students watch movies more often, they will get more practice with their listening skills. So, the more they practice listening, the better they will be able to understand what a native speaker says.

Those studies indeed have given insight and contribution to the next research in which they present the impact of watching movie activity to language input including listening skill. However, there are not many studies that look at the link between how often students watch English movies and how well they understand what they hear, so the researcher wants to look into it. As stated before, movie viewing is beneficial to language intake; thus, it is vital to undertake study to determine the correlation between the two, particularly in terms of listening comprehension accomplishment. In consequence, this research can give contribution and additional information to the upcoming study relating to watching movie activity and listening comprehension.

Based on argument above, this study will evaluate if there is a link between the frequency with which English films are seen and the

accomplishment in listening comprehension. The researcher will use “The Correlation Between Frequency of Watching English Movie and The Listening Comprehension Achievement of 8th Grade Students in SMP Negeri 1 Kauman” as the title of the research.

B. Research Focus

This research investigated whether or not there is a correlation between the number of times students in the eighth grade at SMP Negeri 1 Kauman watch English movies and how well they do on listening comprehension test.

C. Formulation of Research Problems

Based on the study's context, we may create the following research questions:

1. Is there a correlation between how often 8th-grade students in SMP Negeri 1 Kauman watch English movies and how well they fully comprehend what they listen?
2. How strong is the correlation between how often 8th-grade students in SMP Negeri 1 Kauman watch English movies and how well they comprehend what they listen?

D. Research Objectives

In light of the formulation of research questions presented earlier, the following served as the goal of the study:

1. To see whether the frequency with which 8th grade students at SMP Negeri 1 Kauman watch English movies correlates with their listening comprehension performance.

2. To determine the strength of the correlation between the frequency of English movie viewing and eighth-grade students' listening comprehension performance at SMP Negeri 1 Kauman.

E. Formulation of Hypothesis

In response to the aforementioned description, this study was undertaken utilizing a quantitative technique that includes two hypotheses: the null hypothesis (H_0) and the alternative hypothesis (H_1). The expected hypotheses included:

H_0 : there is no correlation between students' frequency in watching English movie and the listening comprehension achievement of the 8th grade students in SMP Negeri 1 Kauman.

H_1 : there is significance correlation between students' frequency in watching English movie and the listening comprehension achievement of the 8th grade students in SMP Negeri 1 Kauman.

F. Importance of The Study

This study was carried out to give some theoretical and practical advantages. There are many advantages that may be derived from this study as follows:

1. Theoretical

It is anticipated that the research will provide advantages from the results, particularly for SMP Negeri 1 Kauman, so that the findings may be used to and improved in the process of teaching and learning listening comprehension.

2. Practical

It is anticipated that the findings of this research will make a significant addition to the English teaching and learning process, particularly for:

a. English teachers

The outcome of this research may offer references or encouragement to English teachers in their teaching English to motivate students, especially in listening.

b. Students

The findings of this research have the potential to inspire students to learn English, particularly by helping them improve their listening abilities and their capacity to comprehend what they hear.

c. Other researchers

The study should be helpful for the next person who wants to do research on this topic. It can also be used as a guide for similar research that wants to find out the correlation between how often someone watches English movies and how well they understand what they hear.

G. Scope and Limitation of The Study

The research covered a wide range of topics and variables related to how well people understand what they hear. The number of times students have watched English movies was represented by the variable x . Their listening score was variable y and it would signify their listening comprehension achievement. Here, some of limitations proposed are as the following:

1. The subject of this research is the 8th grade in SMP Negeri 1 Kauman.

2. This research examines the correlation between students' English movie watching and listening comprehension.

Meanwhile, researcher did not limit the movie into specific criteria. Despite it should be using English, the genre or subtitle the students use did not matter.

H. Definition of Key Terms

According to J. R. Fraenkel & Wallen (2009), key terms are used to make sure that the research problem is clear, and operational definition is important because it helps to explain what the study is about. So, to make sure people do not get confused when they read this study, it is important to explain the following key terms:

1. Correlation

The term of correlation refers to correlational study. This type of research is part of the quantitative research approach and does not involve any manipulation. This study is undertaken to discover the correlations between two or more variables in order to investigate their cause-and-effect implications (J. Fraenkel et al., 2012). In this context, the variables are frequency of watching English movie and listening comprehension achievement.

2. Listening Comprehension Achievement

The term of listening comprehension achievement in this context refers to the score of 8th grade students in SMP Negeri 1 Kauman in listening comprehension test. It is considered to be achievement when

students can identify and analyse the social function and completeness of recount text structure through appropriate language feature. It refers to the achievement indicator explaining that students should identify main idea, identify specific information, identify synonym and antonym of vocabulary, make reference and inference from the auditory media of recount text.

3. English Movie

The term movie in this context means any English movie that the students had watched regardless to the subtitles the students may use or the genre they choose to watch.