

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents about background of the study, formulation of research question, purpose of the study, significance of the study, hypothesis, scope and limitation of the study, and definition of key terms.

#### **1.1 Background of the Study**

There are four skills that must be mastered by English learners. One of them is listening skill. Listening skill is the key to receive messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening skill can defined as a skill to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning (Howatt and Dakin, 1994:25). Based on the definition, listening is not only recognizing the sounds but also getting the meaning of the word. Listening is an input material that is used by students to understand what they hear and can be transferred into text or spoken language. With a good listening skill, students can also response what they hear well.

Unlucky, many students still face some difficulties in listening. The difficulties are: 1) students cannot understand what the speakers say because they cannot control the speed at which people convey the message, 2) students

do not have the opportunity to ask the speaker to repeat or clarify that message be delivered, 3) lack of mastered vocabularies, and 4) error interpreting messages the meaning of what the speakers mean (Underwood, 1990:15).

Therefore, there are many methods that can be used to improve student's listening skills effectively. One of the methods is using English movie clip. Using movie clip will make the students interested in joining the listening class. According to Lo and Fai Li (1998:8), learning English through movie clip are able to change the tedious ambiance in the class and they can provide a pleasant class environment so that students can develop their lingual skills more easily. Using movie clips allows students to see a whole of paralinguistic behavior, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer, 2007:308). Students can see how intonation matches facial expression and what gestures accompany certain phrases.) states that movie clip provide many things that are able to strengthen students' memories such as sounds, intonations, and facial expression. Movie clip is also one of listening activity that has broad potential. Movie clip is crucial parts of growing and learning. Some of the characteristic of movie clip is it is fun and can keep the students excited. There are many advantages of using movie clip in the classroom. Movie clip is highly memorable and motivating the students. The most important feature of movie clip is repetition. Movie clip is contained the language patterns, pronunciation, intonation, gesture, and provide a fun atmosphere. Additionally, the positive atmosphere and relaxing mood brought by movie

clip make it easier to resolve the problem in the class. Especially certain student's emotional cases like anxiety, lack of self-confidence, feeling of being threatened, and influencing learning processes positively of facilitating it by stimulating the student emotionally (Kramersch, 1993:72).

Actually, the effectiveness of using English movie clip to improve student's listening skills has been researched by other researchers. According to the first previous study that is conducted by Zezens Pratama (2018) untitled "Improving Students Listening Skill throught Waching English Movie" (A classroom action reseach at the eleventh grade of SMA Negeri 1 Manggar, Bangka Belitung Province 2017/2018), English movie is effective to improve students' listening skill at senior high school. By using English movie, the students can understand English spoken language, answer the listening question easily, and get much exposure to the English target language. According to the second previous study that is conducted by Afif Dwi Cahyanta (2014) untitled "Using Film Clips to Improve Listening Skills among the Eleventh Grade Students of SMA Negeri 1 Sleman Yogyakarta in the Academic Year of 2013/2014", English movie is effective to improve students' listening skills in senior high school because it can make students be interested to study. According to the third previous study that is conducted by Nur Fajri Haromaini (2023) untitled "The Effectiveness of Using Film in Increasing Listening Skill at Eight Grade of MTs Negeri 1 Lombok Timur in Academic Year 2021/2022, the use of film has significant effect in improving students' listening skills of class VIII MTs Negeri 1 Lombok Timur because

it can make students more enjoy to study. And according to the fourth previous study that is conducted by Ismail (2020) untitled “The Use of English Movie in Teaching Listening (Pre-Experimental Design at SMP Unismuh Makassar”, English movie can improve eight grade students’ listening skills at SMP Unismuh makassar because it can generate students’ ideas and vocabularies.

There are some differences between the previous research and this research. The first difference is the first and second previous research use classroom action research, the third previous research uses quasi-experimental research two groups post-test, the fourth previous research uses pre-experimental research, while this research uses quasi-experimental two groups pre-test and post-test. The second difference is the first and second previous research are conducted because there is a practical problem that happen in the class (students’ less motivation) and the researchers try to solve the practical problem to construct new model teaching, while the third previous research, the fourth previous research, and this research are conducted to test new model teaching (English movie clip) to know the effectiveness of using English movie clip in teaching listening to improve student’s listening skills that measured by scores.

Based on the previous studies, the reseacher is interested in finding out whether using English movie clip in improving students’ listening skills is effective or not to the second grade at SMPN 1 Campurdarat Tulungagung with the aim that readers can gain new knowledge throught this research.

## **1.2 Formulation of Research Question**

Based on the background of the study above, the research question that can be formulated as follow “Is there any significant different score of students’ listening skills who are taught by movie clip and who are not taught by movie clip at SMPN 1 Campurdarat Tulungagung?”

## **1.3 Purpose of the Study**

The purpose of this research is finding out the significant different score of students’ listening skills at SMPN 1 Campurdarat Tulungagung that will be taught by using English movie clip and those that will not be taught by using English movie clip.

## **1.4 Formulation of Hypothesis**

The hypothesis of this research is formulated as follow:

Ho : There is no significant different score of the students’ listening skills at SMPN 1 Campurdarat Tulungagung that will be taught by using English clip movie and those that will not be taught by using English movie clip.

H1 : There is significant different score of the students’ listening skills at SMPN 1 Campurdarat Tulungagung that will be taught by using English clip movie and those that will not be taught by using English movie clip

#### **1.4 Scope and Limitation of the Study**

In this research, the researcher makes a scope by forming the students in two groups, where each group consists of twenty-five members. The first group is being an experimental group and the second group is being a control group. In the experimental group, the researcher will give a treatment to the students. The treatment is the student are asked to watch a movie clip that given by the researcher while in the control group, the researcher does not give a treatment to the student.

In addition, the researcher makes a limitation because there are many methods that can be used for improving students listening skills. Thus, this research is focused on the effectiveness of using English movie clip towards students' listening skills that involve the students of second grade at SMPN 1 Campurdarat Tulungagung in academic year 2021/2022.

#### **1.5 Definition of Key Terms**

##### **a. Movie Clip**

Movie is a series of images that are displayed in the frame in which the secret sequence is shown via an a lcd. While, movie clip, also called a short film, act picture or photoplay, is a series of moving pictures which usually shown in a cinema or on television and often telling a story.

The use of dubbing or subtitles to translate the dialog into other languages makes some films have become popular worldwide attractions. It means a movie clip is a motion sequence captured in AVI, MOV, or MPEG

format and this movie clip can be recorded on the most digital cameras using cameras and movie tools which is usually accessed and edited by pressing a special button.

In a class, the ways to use movie clip are as follows: 1) teachers should make sure that there are LCD projector and laptop or computer in the class, 2) teacher should decide a movie clip that will be displayed for students, 3) save the movie clip in laptop or computer, 4) turn on the laptop or computer, then connect the laptop or computer to LCD projector, 5) play the movie clip, 6) teachers should guide students to listen and understand the movie clip.

#### **b. Listening Skill**

Listening skill is the key to receive messages effectively. It is combination of hearing what another person says and psychological involvement with the person who is talking. Listening skill can also be defined as a skill to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, grammar and vocabulary, and comprehensive meaning.

#### **c. Classroom Management to Implement Movie Clip**

Teaching is sharing knowledge and experience which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person. While, listening is a skill to identify and understand what others are saying.

So, teaching listening can be defined as an activity of sharing knowledge and experience that is done by teacher to students in order to improve student's listening skills so that students can understand what they hear well.

The equipment to use movie clips must be clear. To find the goal, there are good computers, audio, projector and room. If the equipment is working effectively, they will follow the activities given by teacher. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. The role of teacher as a facilitator helps the students in doing the activities. It will create positive atmosphere in teaching learning process.

#### **d. Teaching Listening Using Movie Clip**

In using movie clip, teacher should follow some practical techniques in the classroom as follows:

##### **1. Active viewing**

In active viewing activity, the teacher shows the movie clip and let the students watch from the beginning to the end. This activity helps the teacher know how far the students understanding of the movie clip shown.

##### **2. Freeze Framing and Prediction**

In this activity, teacher stopes the movie clip with showing the pictures of characters, body language, facial expression, emotion, reaction, and responds. This activity helps the students understand about

what expression should be shown when we say something in English especially.

### 3. Silent Viewing

In the silent viewing, the movie clip is played with the sound off and let the students guess what the characters are talking about in English movie clip through this activity, students are supposed to remember the dialogues in the movie clip.