

## **CHAPTER I**

### **INTRODUCTION**

This study focused on perception of students the use of English movie as a media to improve listening skill. This chapter is delivered to introduce the study by discussing background of the study, research problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms

#### **1.1 Background of The Study**

In the era of globalization, internet can be easily accessed to find materials, such as movie or film for media of teaching. They can be searched in language classroom because movies or films are many of authentic material that can be used to teach speaking, writing, especially listening comprehension. Therefore, various listening activities can be done by using movies. Teaching of listening skill needs more practices for students, because by having more practices students will have opportunities to listen to the target language. The listening activity discussed in this paper is asking students to watch the English movies in/outside the classroom. The previous ideas are in line with Porcel (2010) ideas. She states that the students can benefit a lot from watching films in English. They can improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better. Thus, students' listening skill will increase with this method.

Using media is the most familiar tool to teach students in learning process. It helps students to understand the material easier. Hence, they need something new in their English learning process. Based on Brown (2000), students have less planning, have limited diction, have difficulty stating goals and organizing materials. Thus, teachers have to share the materials using media to make students feel enjoyable, comfortable, and absolutely easy to understand the materials. So, the teachers need to have some methods of teaching which are used to make students more interested in English learning process. In using teaching media, listening skill has many variations of teaching media depends on its genre.

For human being listening is the first communication skill they acquired. It is an important process which has vital role in the daily activity. That is the reason why the researcher chose listening skill for this study. Vandergrift (2002) said that listening is a complex and active process of interpretation which listeners matched what they hear with what they already know. According to Helgesen in Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. It is ability to understand what people say include understanding about accent, grammatical, pronunciation, and also finding his meaning. There are many various of listening media such as movie, music, cartoon, etc.

Listening skill using other language skills needs students to practice a lot not only in the classroom but also in the outside. The listening activity which was discussed in this thesis is watching English movies inside or outside the classroom. Porcel (2010) stated that the students can getting a lot of benefit from watching English movie. They can improve their speaking especially for their listening

comprehension, they can enlarge their vocabulary knowledge and they can make their vocabulary and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had. According to Flowerdew (2005) general viewing of videos can be exploited especially for learners. They can be encouraged to employ their extensive listening skills by having group or individual after watching a particular of movie. In addition, subtitle may be included in the movie to help those students easier when watching movies.

One of the most interesting media to improve listening skill is watching English movie. English movie is one of interesting listening media to be used because it can attract and interest the students. Chan (2010) argued that visual literacy (the ability to interpret and create visual and audio media) is a fundamental form of literacy in the 21<sup>st</sup> century. Forney in Smith (2009) argued that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. Using movie in the classroom activities provide an ideal vehicle for active learning as well as encouraging interaction and participation. In asking students to watch the movies, the teachers need to aware of some potential problem including the contents of a movie. Flowerdew (2005) said that provides an overview of some of the problems in choosing appropriate movies. Such thing as sex and nudity, violence, profanity, slang, and controversial issues may all cause offense to some learners. Thus, teacher is an important actor to make this activity success or not based on choosing the genre of the movie and as a keeper in the learning process.

Using movies to improve listening skill have been researched by Cahyanta (2013), Pratama (2017), Afa (2017), and Qiu (2012). Cahyanta (2013) concluded that that using film clips can improve the students listening comprehension ability. He used Classroom Action Research as the method and took 36 students of XI Social 2 of SMA Negeri 1 Sleman in the academic year of 2013/2014. Pratama (2017) concludes that there was improvement of the students' skill listening. He used classroom action research to conduct her research in 11 MIA 1 of SMA Negeri 1 Manggar, Bangka Belitung. Whereas Afa (2017) conducted her research in UIN Ar-Raniry at the second semester. She used experimental research design including pre-test and post-test. Her conclusion was movie can help students to construct their ideas in practicing pronunciation better than before. And then Jiaosheng Qiu (2012) in his research "The Effect of English Movies on College English Listening Teaching" He used survey as his instrument using two questionnaires for post pre-experiment and took 90 students as participants in Taishan University, China. The researcher concluded that he founded a significant greater improvement in student subjects who received movie-aided listening teaching. So, the gap between the previous studies with this study is the research method. Mostly the previous researcher used Classroom Action Research as their method, but in this study the researcher used survey as his research method.

Based on researchers' experience while teaching in SMK Negeri 10 Malang, the researcher used media English movie to improve learners listening skill. When the researcher used media movie as his teaching media, the researcher wants to know their perception about this teaching media. The researcher wants to know their opinion about the genre of the movies. Knowing students' perception is

important to know students' opinion. Thus, the teacher or further researcher can modify and fix the teaching media. According to Arul (2007) the needs of people can influence perceptions in terms of selectively sensitizing so that they only focus on those elements which will help them in satisfying their needs. In this research, the study of students' perception is needed to find out what the students' need in their learning process.

In this research, researcher is going to use survey research design with 100 participants. It is aimed to know students' perception through English movie to improve listening skill. The finding of this research will be beneficial for the teacher since it will provide solution by knowing students' perception. Thus, the teacher will know what the students need and students can utter what they want in learning process especially for improving listening skill through movie.

## **1.2 Research Problem**

The researcher wants to describe research about the students' perception about the use of English movie to increase listening skill. The problem is What are the students' perception about the use of English movie as a media to improve their listening skill.

## **1.3 Purpose of The Study**

According to the researcher problem that have been mentioned above, the researcher concludes the purpose of this study is to collect student's perception about the use of English movie to improve their listening skill.

#### **1.4 Significance of the Study**

##### 1. The teacher

Researcher thought that this research can help the English about watching English movies which can increase student's listening skill as a method in or out the classroom and will give an positive effect to the students.

##### 2. Further Researcher

The researcher expect that this research will be useful reference for the future researcher who interested with the English movie as a media to improve students' listening skill in learning process. By knowing the finding of this research, the future research can modify of add some new idea to this teaching media.

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

##### 1. Scope of the study

This study is conducted in eleventh grade students of Multimedia program at SMK Negeri 10 Malang.

##### 2. Limitation of the study

This study is limited in collecting students' perception through English movie to improve listening skill.

## **1.6 Definition of Key terms**

### **1. Students' Perception**

Perception is how individuals view through particular things. Student's perception is how students perceive or think about something.

### **2. English Movie**

Movie/English movie is the most popular art form. Movie included the compositional elements of the visual arts, form, mass, volume and texture. It also provides benefit such as course which can be useful for the student.

### **3. Listening**

Listening is one of the forms that always we used for communication in our daily activity of human being. Generally, listening is a process where listeners listen to speakers to receive, interpret, and understanding the information.