

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

There are four language skills in English, they are listening, speaking, reading and writing. Listening is one of the language skills having an important role in teaching and learning process. It is important in the language classroom since it can provide contribution for learners. Teaching listening refers to teaching listening comprehension. Listening is an activity of paying attention to and trying to get meaning from something we hear. It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to students.

Listening comprehension is an important part of language learning. Learners want to understand native speakers and a lot of multimedia like DVDs and the Internet. Listening is a significant skill to develop in second language learning (Rost, 2001; Vandergrift, 2007; Kurita, 2012). According to Rost (2001) and Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning.

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Krashen, Terrell, Ehrman, and Herzog (1984) and Hamouda (2013) acquisition happens when learners

have sufficient comprehensible input. Rost (1994) stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language.

According to Krashen (1985) and Hamouda (2013), listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input. Hasan (2000) and Hamouda (2013) expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Rost (2002) expressed that the development of listening is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life.

Listening comprehension process provides beneficial intuitions in teaching listening. Learner may find listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones. Developing listening comprehension skill helps learners to succeed in language learning to enhance comprehensible input. Since learners' self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers (Kurita, 2012).

According to Pourhosein Gilakjani and Ahmadi (2011), listening plays a significant role in the communication process. Ferris (1998), Murphy (1991), Vogely (1998), and Hamouda (2013) expressed that listening is the most frequently used skill in the language classrooms. Therefore, it is obvious that listening is very important

for the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes. According to Oxford (1990), listening develops faster than the three other language skills and it can make easy the development of the other language skills.

In SMA Al Islam 1 Surakarta, listening is considered as the difficult skill in the teaching and learning practice. In fact, students were unable to comprehend natural spoken English. Most of the students thought that a spoken passage was difficult to understand because speakers speak too fast. To deal with this problem, the English teacher at the school has creativity in teaching listening to the students and improve their listening skill. The English teacher at the school, particularly the English teacher at the tenth grade also applied many media in teaching. One of the media that used by the English teacher is movie media.

Based on previous observation conducted by the researcher at SMA Al Islam 1 Surakarta on July 20, 2019, the researcher found that the English teacher of SMA Al Islam 1 Surakarta applied western or English movie in teaching listening to the students. In the process of teaching and learning, the students were actively participated in the learning and pay attention to the movie played by the teacher. They were enjoy the learning and followed the instruction by the teacher very well.

Interview with some students at the tenth grade of SMA Al Islam 1 Surakarta also showed a positive response on the use of western movie by the English teacher in teaching listening. Students stated that movie could help them to learn many new

vocabularies not only by audio but also through the visualization of the movie clips. In this case, they were not only listening to the dialogue spoken in the movie, but also can learn the context situation on the use of the language through the movie.

Herron and Seay (1991) had conducted research on using video in listening comprehension for EFL students. The participants were intermediate level of students that they were divided into two groups, experimental and controlled group. The experimental group has substituted the regular classes with listening to the authentic radio tapes. The controlled group followed the regular class activities without and exposure to the radio tapes. The study has provided evidence that the experimental group performed significantly better on the final tests of listening comprehension with both the video and the audio than did the control group in which no strategy training occurred.

Herron and Hanley (1992) concluded that using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom. Besides, Hu (2006) stated that, movies provide both audio and visual materials that help the students understand the language more easily. In addition, the scenes, the props and other aspects make the communication so real that, by watching the film, students seem to almost interact with the activities in the movies.

Based on the above explanation and early observation conducted by the researcher, therefore, the researcher is intended to conduct a research entitled "**STUDENTS' PERCEPTION TO THE USE OF ENGLISH MOVIE IN**

## **TEACHING LISTENING AT THE TENTH GRADE OF SMA AL ISLAM 1 SURAKARTA 2019/ 2020 ACADEMIC YEAR".**

### **B. Scope of the Study**

To clarify the problems, the researcher limited the problem of the research on the process of teaching and learning using English movie by the English teacher at the tenth grade students of SMA Al Islam 1 Surakarta. The main problem discussed in this research is the perception of the students to the use of English movie in teaching listening and the advantages of using English movie in teaching listening at the tenth grade students of SMA Al Islam 1 Surakarta.

### **C. Problem Statement**

Based on the problems of the research, then, the researcher proposes the following research problems.

1. How is the process of teaching and learning listening using English movie by the English teacher at the tenth grade students of SMA Al Islam 1 Surakarta?
2. How is the students' perception the use of English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta?
3. What are the advantages of using English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta?

#### **D. Objective of the Study**

Based on the problem statements, the research objectives can be arranged as follow:

1. To describe the process of teaching and learning listening using English movie by the English teacher at the tenth grade students of SMA Al Islam 1 Surakarta.
2. To describe the students' perception to the use of English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta.
3. To find out the advantages of using English movie in teaching listening by the English teacher at the tenth grade of SMA Al Islam 1 Surakarta.

#### **E. Research Paper Organization**

This research paper divided into five chapters, they are as follows:

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statements, objective o the study, and research paper organization. In chapter II is review of related literature, consisting of previous study, notion of teaching reading, notion of teaching competence, teaching reading, and micro skill of reading comprehension. In chapter III is research method. It deals with the types of research, subject of the study, object of study, data source, and description of school, technique of collecting data and technique of analyzing the data. Chapter IV deals

with the result of the observation. It is about research finding and discussion. Chapter V is the last chapter, it concerns with the conclusion and suggestion.

## **F. Significance of the Study**

The result of this research is expected to give some significant benefits to several readers which divided into theoretical and practical benefits. Those benefits are as follows:

### **1. Theoretical Significance**

- a. The result of this research can be used as a reference regarding the use of English movie in teaching listening.
- b. The result of this research can give some additional input on the use of movie as a media in teaching listening.

### **2. Practical Significance**

- a. For teachers, the result of this research is expected to give information about students' perception of the use of English movie in teaching listening comprehension. The teacher also can use different media while teaching listening and choose the appropriate media to be used in the classroom.
- b. For the learners, the research is expected to motivate them in learning listening comprehension since by using movie, the class will be interesting. Hence, the learners can improve their understanding of some culture in the movie. And for learners that have a negative perception, hope this research will give further researcher and teacher to be careful in using media and

can find the more suitable and interesting media for the teaching and learning process.

- c. For the further researcher, the research result is expected to give information and knowledge about students' perception to the use of English movie in teaching listening comprehension and to do the next research in the future with a different aspect of psychological background.