

CHAPTER ONE

INTRODUCTION

This chapter presents the introduction of the study which is divided into the background of the study, research questions, research objectives, research hypotheses, significances of the study, the scope of the study, and the terms of references.

1.1 The Background of the Study

Listening is perceived as a difficult skill especially for students who are rarely exposed to English in their daily life. Based on the researcher's experience as a teacher, students have difficulties in listening because this skill requires the students to be able to recognize a group of sounds and their meanings at a short period of time during listening. In a possible situation, many times students focus on one part of utterances while listening and miss the rest of those utterances. Noro (2006, in Kurita, 2012) proposes rate of speech, vocabulary, and pronunciation as three listening difficulties of EFL learners based on the investigation to Japanese students. The inability to deal with these challenges may lead to boredom, stress, anxiety, and aversion in learning listening.

The difficulty in understanding spoken language is probably due to the fact that listening comprehension is a complex process. Buck (2001) remarks, that listening comprehension process involves linguistic knowledge (vocabulary, stress, tone, intonation) and the knowledge about the topic and the context. The knowledge about the topic and the context demand the listeners or the students to use not only their knowledge of words, grammar, intonation, stress to comprehend what the speakers say, but also their background knowledge and knowledge of the situation as well. The varied resources of verbal and non-verbal (visual, contextual background knowledge) information in comprehending spoken language demands

a teaching listening which exposes to both information. That is why finding an authentic and effective teaching listening material in which the students can learn language in its meaningful way is a necessary. Teachers need to be creative and able to operate media as aids to develop a successful teaching-learning listening.

One of media which has been widely used or studied by teachers, practitioners, or researchers is the video. The use of video in listening class proves that this method can increase listening comprehension (Martinez 2010, Rahmatian & Armium 2011, Chu, n.d.), create a relaxing environment and enjoyable atmosphere (Mishan, 2005 in Alipour, et al., 2012; Martinez, 2010; Chu, n.d.), increase students' motivation (Katchen, 2002; Chu, n.d; Martinez 2010; Potosi and Garcia, 2009), and create indefinite number of teaching activities (Rammal, 2005). Movies are another format of the video. Previous studies on university or college students have shown that using movies as teaching listening device in EFL class is effective to develop learners' listening skill, to improve students' vocabulary and pronunciation, and also to gain the knowledge of the target culture (Niu Qiang n.d, Kusumarasyati, 2004). These early studies about movies demonstrate the role of movies in enhancing students' listening ability.

Different from most previous studies in which universities or colleges students were involved as the participants, in this study the participants are selected from high school students. If the method is successful, it can be applied in further stages as an alternative technique in teaching-learning listening. Besides, students' achievement in listening comprehension at the first stage will help them to gain a better achievement in listening at the higher level. Therefore, this study aims to discover the effect of using movies in teaching listening on high school students' listening skill. How using movies in the classroom were presented and what are the students' attitudes towards the use of movies in learning listening and their underlying reasons are reported as well.

1.2 Research Questions

This research is aimed to answer the following research questions:

1. What is the effect of using movies in teaching listening towards the high school students' listening comprehension skill?
2. How is viewing movies implemented in teaching listening?
3. What is the students' attitudes toward the use of movies in teaching listening?
4. What are the students' reasons underlying their attitude?

1.3 Research Objectives

The objectives of this study are to investigate whether viewing movies can improve high school students' listening comprehension skills, to delineate the implementation of teaching listening by presenting movies, and to identify the attitudes of the students and the reasons underlying it after viewing movies in teaching listening.

1.4 Hypotheses

In order to get insights into the use of movies in teaching listening, the following is the null hypothesis to be tested in this study:

Ho: viewing movies has no influence on the students' improvement in listening comprehension skills.

1.5 The Significances of the Study

This particular study is expected to give important theoretical and practical contribution to teaching listening using movies, especially in improving students' listening comprehension skills. Theoretically, there is optimism that this research is able to give a contribution in teaching listening practices and especially in the use of movies as materials in teaching listening.

Practically, it is hoped that the technique used meets the appropriateness of teaching listening in the local school context and this can be the basis for the teachers to use other authentic resources in managing classroom for teaching-learning activities. In addition, the students will benefit greatly by having their

opinions on the teaching and learning process heard and used by the teachers, thus improving their English achievement.

1.6 The Scope of the Study

The participants of the study were the year tenth of high school students because the narrative text is taught in this grade based on 2013 curriculum. According to the competencies of 2013 curriculum for Language and Literature of English, the students in this grade are expected to be able to analyze social function, text structure, and language features of the narrative text. Thus, this study is designed to investigate teaching listening of narrative texts which focus on students' ability in recognizing the generic structure of narrative texts; the orientation (character and characterization, the setting of the movie), the complication, the resolution and also the language features of narrative texts.

1.7 Terms of Clarification

The study was conducted in the basis of the following main terms of clarification:

- a. Listening Comprehension skill is the student's ability to shape meaning from verbal input by using linguistic knowledge and non-linguistic information to make inferences of what the speaker says.
- b. Movies are motion pictures which construct a story or sequence of descriptive events and is mostly enriched by sounds and/or music.
- c. Attitude is the students' feelings, opinions, beliefs, and ideas about viewing movies in teaching listening which reflected in their positive or negative tendency as assessed by a specially designed questionnaire.

1.8 Thesis Organization

There are five chapters in the thesis. Chapter one presents the background of the study, research questions, research objectives, research hypotheses, significances of the study, and the scope of the study. Chapter two discusses the nature of listening, related literature in teaching listening, presenting movies in teaching listening, narrative texts and related studies about the research, and students' attitudes to language learning. Then, the third chapter involves the

research methodology and design. The description of data presentation, data analysis, and its discussion are elaborated in chapter four. Finally, the conclusion of the research and the recommendation for the further research are elaborated in chapter five.