

CHAPTER I

INTRODUCTION

1.1 Background

Nowadays in Indonesia, listening still earns lack of attention. Listening skills become the last attention among all language skills such as speaking, reading and writing skills. Students do not get enough listening exercises in school that make many students face difficulties in doing their listening final examination (Irawan, 2005; Widiastono, 2004; Rost, 2002).

Listening is a basic and important skill in language learning because listening skills support the three other skills namely speaking, reading and writing. Listening is the best way to master language since it serves language models for the learner. The students just have to provide a large amount of time to practice listening. By listening to sound or spoken language, people are able to produce language (Cameron, 2001; Rost, 2002; Rubin, 1995).

Saricoban (cited in Furi, 2007) said listening as the receptive skill is important to be taught because receptive skill can give a way to productive skill. People can produce language or give response after they listen to the information given. The response can be in written, spoken or any other form.

Listening can be done by using a media which is supported by sound, like film. According to Harmer (2007), audio-visual such as film, video or DVD can be used as media in learning listening. Films provide sound or spoken language and moving pictures that can be used to learn listening skills. In addition, Kusumaradyati (2004) stated in her study that film as media in learning language should be encouraging at least to four pedagogical values: listening, speaking, reading and writing.

There are several findings of watching film as an instructional media for learning listening skills. The previous research findings show that films or audio-visuals provide visual stimulus for language production and can bring an air reality to classroom. Students can access more information by listening to spoken language in films. Further, watching films help students to understand the meaning of a spoken language since the audiences can hear as much as they see the situation which is displayed in an audio-visual form. (Longeran, 1987; McKimon, 2001; Philip, 1993; Rammal, 2006; Rhodes and Pufahl, 2004).

The aim of this study is to investigate the correlation between watching English teenager film and students' listening skills, and how is watching English teenager film perceived by students.

1.2 Limitation of the Study

This study focuses on investigating the relationship between watching English teenager film and students' listening skills. Films within the meaning of this research are purely audio-visual that combine sound and moving pictures in one unit. In this study, the film is limited to English teenager film only.

The respondents here are those who watch English teenager films and focus to the language in the film. They are expected to have a capability to understand the general information in the film like film gist, character, place and time. Moreover, the respondents are expected to be able to imitate words or statements from the films. The use of subtitle or caption while watching activity take place can be accepted, if only the caption used is English. Markham (1994) and Huang & Eskey (2000) studies' result find out that the use of caption improved students' listening comprehension.

1.3 Statement of Problem

According to the aforementioned explanation, this study attempts to address the following questions:

1. Is there any correlation between watching English teenager film and students' listening skills?
2. How is watching English teenager film perceived by students?

1.4 Aims of Study

The objectives of this study are to find out whether watching English teenager film correlate with students' listening skill, and how watching English teenager film perceived by students. In the other hand, this study also implements to help people in finding interesting and educative media in learning listening skills.

1.5 Significance of Study

The issue to be considered in this paper is chosen due to several reasons:

First, the result of the study is expected to give contribution to theoretical development of sight watching English teenager film as an instructional media and listening research field. It is hoped that the result of the study can give evidence to the readers, teachers and students that film can be used as a good media in learning listening skills.

Second, the result of the study is believed to be able to support the practical development of listening field and watching English teenager film as one of instructional media as well. Students can have the awareness to enhance their listening achievement.

Third, the result of the study is aimed to contribute to professional development of listening field. The result can provide new insight for those who are involved in practice listening by watching English teenager film. They can create new methods to achieve mastery of sight listening skill based on the result of this study.

1.6 Research Methodology

The research was conducted in the form of correlational design with a descriptive approach since this study is proposed to find out the relationship between watching English teenager film and students' listening skills, and how watching English teenager film perceived by students.

The data of this study are collected from 40 students of the second grade of senior high school in Cimahi by using three kinds of instrument, namely:

1. The students' listening scores which is gained from the student's listening final examination score. Those scores are asked from teacher and used as the Y variable.
2. Questionnaires are given to the students in order to get the X variable and also to find out the answer of the second research question in this study, how is watching English teenager film perceived by students.
3. Interviews are conducted in the last meeting in order to get more information related to the students' response about watching English teenager film.

The data collected from questionnaire and students' listening scores were then compared and analyzed quantitatively by using the Pearson Product-Moment Correlation Coefficient (r). The formula for correlation coefficient is as follows.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Details:

r : correlation coefficient

N : total of samples

X : students' watching English teen film activity score

Y : students' listening achievement score

$\sum X$: the sum of students' watching English teen film activity score

$\sum Y$: the sum of students' listening achievement score

X^2 : X square; Y^2 : Y square

$\sum X^2$: the sum of X square

$\sum Y^2$: the sum of Y square

XY: X times Y

$\sum XY$: the sum of multiplication of X and Y

In turn, the correlation coefficient was used to test the hypothesis; whether the null hypothesis (H_0) can be rejected or not.

1.7 Clarification of Key Terms

To avoid misunderstanding, some key terms are defined as listed below:

1. Watching

Watching that the researcher means in this study is an activity that involves seeing images and listening the audible sounds displayed in films.

2. Teenager

According to Santrock (2003: 26) period of adolescence or teenage begins from 10-13 years old and ending at 18-22 years old. Teenage is defined as a transition phase from child down to early adult including biological, cognitive and social-emotional alteration.

3. High School Students

Seniors high school is an institution that provides secondary education which concerns the students. They are 15 years old and up. In Indonesia senior high school students are those who had graduated from junior high school.

4. English Teenager Film

English teenager film as the audio visual media are the combination of moving pictures and audible sounds in one unit. This type of film is intended to be watched by teenagers. These films' theme is all about teen experience such as rebellion, first love, friendship, school, and family. Generally, the film scene is in school or college (Lafayette College Library, 2009)

5. Listening skills

Howatt and Dakin (1974) and Kline (1996) state listening as an ability to catch, identify and construct an understanding of a language being spoken.

Listening can be done by listen to music, radio, tape, etc. In this research listening is done by using audio-visual or film.



1.8 Organization of Paper

The paper will be presented into 5 chapters as follows:

- **Chapter I (Introduction)**

This chapter provides the background of the research, the limitation of the research, research questions, aim of study, research methods, clarification of key terms and the organization of the paper.

- **Chapter II (Theoretical Foundation)**

This chapter consists of related theories from the expert and some of the researchers and related literatures that used in this research.

- **Chapter III (Research Methodology)**

This research includes formulation of problem, research methods, population and samples, population and sample, the instruments, data collecting procedures, data analysis, and clarification of terms.

- **Chapter IV (Findings and Discussion)**

This chapter reports the result of the research. The result including the answer of the research questions and the researchers' interpretation of the research result.

- **Chapter V (Conclusions and Suggestions)**

This chapter consists of the research conclusions and suggestions for the readers or other researchers who wish to continue the research.