

CHAPTER I

INTRODUCTION

A. Research Background

Language is a tool used by humans to interact and communicate in society. Submission of an idea, thought and concept is closely related to language. Therefore, language is an effective tool in delivering a message. The delivery of the message must be understood by the speaker and listener so that good communication occurs between the two parties. In the world of education, language teaching has four aspects that must be mastered, namely reading, writing, listening and speaking. These four aspects are factors that support language mastery, especially when someone comprehends a foreign language.

In practice, many students have difficulty in mastering English. One of them is in listening skill. Listening is one of the language skills having an important role in learning process. Listening is an activity where the student's pay attention and try to get the meaning of what they hear. It involves understanding the speaker's accent, pronunciation, grammar, vocabulary, and understanding the meaning. Listening skills are essential to successful communication and need to be taught to students. Harmer (2007, p.133) states that listening is good for learners' pronunciation. This is because the more keys listen to, the better the pitch and intonation, the stress and sound of the words, the better will understand the English spoken by the speaker. In short, listening skill refers to the act of obtaining meaning from what they listen to, for example through movies, music and other types.

In fact, there are still many students who are not very interested in this subject because there are too many obstacles. According to Ur (1984), there are several problems encountered by students during learning to listen: (1) do not understand certain English pronunciation, (2) do not know how to overcome redundancy, (3) cannot predict the language of

meaning they are not familiar with word patterns, (4) do not understand everyday vocabulary, (5) cannot adjust the speed of listening, (6) have difficulty understanding other accents, (7) lack the ability to use basic knowledge to get meaning from what is heard. This has an effect on their interest in learning English. To solve this problem, the teacher needs to change the method and understand about students' interests. Dakhiel (2017) states "If the students enjoy the learning activity, they will be more involved to increase their desire to continue". It means, a teacher should be able to make students interested in learning and know about students' perception toward the method that teacher used because it is important for teachers to know students' perceptions so that they know whether the methods provided are sufficient to attract students' attention, so that students can feel more motivated to continue learning.

Hazari (2014) described perception as one's ultimate experience of the world and typically involve further processing of sensory input, such as through eyes, ears, nose, etc. Students must have experienced many kinds of English learning methods, whether in a class, group learning, or even independent learning in practice. They have been exposed to many kinds of learning methods. For instance, there are more traditional methods and also more modern ones with audio, visual and others. With the variety of methods used in language teaching, these students must have their own perceptions in those methods especially in the perspective of which method is more effective for English skills development. The researcher interested to find out about students' perception toward watching English movie as a method that can be an enjoyable for the students.

Moreover, most students think movies are the easiest English media to improve their English skills Winiyakul (2010). Watching English movies as one of the teaching and learning media in language lessons helps increase students' sensitivity in understanding language. This is because movies are very interesting and students at all ages like it.

There are stories to follow and observe. This makes the teaching and learning process more interesting and enjoyable for both teachers and students. They can pay attention and be happy to learn English because they can enjoy the movies and improve their Listening skills along the way. Movies are contextually a source of material that can be used to practice listening.

Therefore, various listening activities can be done using movies. Teaching listening skills requires students to practice a lot. This will make them familiar with the spoken language and help them to understand it better. Because many people like to watch movies, inviting students to watch English movies can be interesting for them. By watching movies, students are introduced to the real context of language and vocabulary that they may not have heard before. Besides that, they can also listen to the correct intonation and correct pronunciation. With this, students are expected to be able to understand spoken language and improve their listening skills.

There are several studies conducted by researchers related to English Movies in learning English. For example, Meilina, (2020) “Students’ Perception to the Use of English Movie” in Teaching Listening at the Tenth Grade of SMA Al Islam 1 Sukarta 2019/2020 Academic Year. The students concurred that using movies in English Teaching Learning helped them comprehend the subject matter better. They also concurred that watching English movie might aid in the retention of the material. Rao, (2019) “The Impact of English Movies on Learning English in ESL/EFL Classrooms”. This research focuses primarily on the impact of English films on learning English in ESL / EFL classrooms. When ESL or EFL students are aware of the advantages of viewing English movies in the classroom, it is clear that they are quite interested in doing so. Then the other research from Pamungkas & Adi (2020) “Students’ Perception about Improving English Listening Skills Using Movies among the Vocational High School Students”. The use of English movies helps students learn

listening more easily since it gives them access to visual material and allows them to picture the speaker's situation.

From the statement above, the researcher wants to describe the perception of students' toward watching English movies, and to find out the benefit and opinions of Students' toward the English movies to improve listening skill. This research aims to describe students' perceptions of the application of English movie by looking at the positive or negative results of their own perceptions. This research is expected to be useful as an evaluation material and for teaching in school.

B. Research Question

What is the Students' Perception toward Watching English Movies to Improve Listening Skill in SMPN 16 Pontianak?

C. Research Purpose

To find out the Students' Perception toward Watching English Movies to Improve Listening Skill in SMPN 16 Pontianak.

D. Scope of Research

1. Research Variable

A variable has two or more categories. According to Creswell (2018) "Variables are characteristics of people or things that differ from one person to the next or from one object to the next". The variable in this research is the students' perception toward Watching English Movies to Improve Listening Skill a single variable.

2. Research Terminology

a. Students' Perception

Students' perceptions are their opinions or beliefs. This is based on something they feel, see, hear or from their experience which had a big influence on motivating and guiding them to do or

achieve something, especially in the learning process Listening Skill.

b. Listening Skill

Listening is the process of receiving language by ear. Listening involves identifying the sound of the speaker and processing it into a word or sentence. Listening requires focus and attention. Listening not only helps understand what the other person is saying but also helps make interaction easier.

c. English Movies

English movie is a story or event recorded by a camera as a set of moving images and shown in a theater or on television; a motion picture.

d. SMPN 16 Pontianak

This research conducted at SMPN 16 Pontianak and the students are the eighth grade in the academic years of 2021/2022.