CHAPTER I

INTRODUCTION

A. Research Background

Language acquisition is crucial to support learning because humans use language as a communication tool to interact with others. Robins (2020) stated that to communicate their ideas or statements in spoken, manual, and written form according to their community, people use language as a communication tool. In addition, language is a means of interaction humans use to communicate and interact with others. Therefore, humans need an international language that can be understood by everyone in the world so that everyone can connect with other people who are abroad or have different nationalities with them. According to Gunantar (2016) many people are motivated for learning English because it might create communication and interaction with individuals all around the world easier for them. English is regarded as crucial as a universal language because it is used in many aspects of daily life. According to Putra (2020) English is a suitable means of communication that can enable us to adjust to our environment and function effectively both now and in the coming times. Therefore, English is an essential universal language because it is used in so many aspects of daily life.

English has been employed as a second language in Indonesia. Akbar (2018) stated that English lessons have been provided to students in Indonesia since they began attending school. It has long been believed that learning English

is essential for academic performance. In English, there exist four fundamental skills; listening, speaking, reading, and writing. When students seek for acquiring proficiency with the English language, there are certain aptitudes that can be employed to enhance their learning experience and effectiveness. Supina (2018) stated that these four language skills are referred to as macro-skills. These four skills are interrelated, therefore these basic skills must be mastered for students to improve their skill to master English. Listening can be one of the most critical skills to develop.

Human life and listening have always been intertwined. The initial ability acquired by an individual is the skill of listening (Suryani & Argawati, 2017). Listening is a skill to accept knowledge and also a method of interaction in which people get what they hear, enabling effective and successful communication to take place (Hasibuan, Manalu, & Tarigan, 2022). In order to achieve English proficiency, the primary skill that individuals need to acquire is listening. Listening is a necessity because it is the foundation for effective interaction in English. Without the capacity to intently hear and correctly understand spoken language, students will struggle to speak English fluently. Therefore, listening skills must be mastered by students at every level of school. Listening skills are provided to students from primary school to tertiary institutions, this is done to hone students' listening skills in Indonesia. Active listening is essential in the classroom because it motivates students to participate in educational activities, this helps to make it easier for them to engage in the learning experience (Sari,

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Susilowati, & Fadloeli, 2019). However, when compared to other skills, listening is a skill that some students find challenging.

Listening can be called a difficult and complex skill. According to Alzamil (2021) the act of listening was identified as the most difficult or demanding aspect. Many students find it challenging to acquire the skill of listening (Syahabuddin, Mulia, & Rizqa, 2021). This happens because hearing someone could be mistaken and cause that person to misinterpret the true meaning. There are not a few students who are not interested in doing listening activities, this causes their listening skills do not develop. Foreign language learners, who are unfamiliar with the language used as a means of communication, must exert additional effort in order to learn and improve their listening comprehension skills (Sofyan & Mushrihah, 2019). Some students also have difficulty concentrating, lack of vocabulary, and low ability to interpret. Besides that, listeners face a considerable challenge when it comes to the velocity of speech and the manner in which speakers engage in conversation since they lack control over the speaking style of others (Azmi, 2014). For this reason, students need media that can help them have a lot of vocabulary and have the opportunity to improve their interpreting skills even though the speaker speaks too fast. The researcher used movies as resources for education in this research.

Movies are not only used as entertainment but can also be used to help students master listening skills. Putri and Sinaga stated that (Putri & Sinaga, 2020) another type of media that might stimulate students to improve their English skill is English movies, particularly in the sense of the hearing area. English movie

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represent a potential medium that could assist students in improving their listening skill (Liando, Sahetapy, & Maru, 2018). Watching movies can increase students' interest in learning, so students don't easily feel bored and tired in improving their listening skills. Although listening skills are difficult to learn and develop, listening skills are very important as a basis for students when they learn English. Therefore, English movies are some of the ways of learning that students may utilize to support them in enhancing their listening skills.

Various studies have been conducted on Abdullah and Fadhilah (2017) investigate the correlation between students' habit in watching movies and listening skill, the findings show a moderate correlation between students' habits in watching English movies with students' listening skills in the first semester of the Department of English Education, UIN Alauddin Makassar. Rohmatulloh (2018) investigate the correlation between watching English movies habit and listening achievement, he found a correlation between students' habit of watching English movies and their listening to the achievement of the eleventh-grade students' Manu Raum Wedung. Rositasari, Larasati, and Yunensi (2019) investigate the correlation between students' habit in watching English movies and listening achievement, researchers found that there was low relationship in fourth-semester students of Universitas Muhammadiyah Palembang. Pranata (2021) investigate the correlation between students' habit on watching English movies and their listening ability and he obtained a positive correlation at SMK Prima Bakti Citra Raya. Wunga, Romdani, and Kusumajati (2022) explore the students' habit in watching English movies and their listening comprehension as

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correlation, researchers found a strong positive correlation between the students' habit in watching English movie and their listening skill in SMK Kharisma Bogor.

The research's intent is finding out whether there is a correlation between students' habits of watching English movies and their listening skills according to the phenomena discovered in previous relevant studies. Based previous related studies, the aim of this research is to determine whether there is a correlation between students' habits of watching English movies and their listening skills other than at the university level or at vocational high schools level. In this case, the researcher focuses on junior high school students, especially eighth grade students as participants in an effort to fill the gap. This research's findings are intended to provide significant information and facts regarding English movies help junior high school students learn to listen by serving as a creative and effective learning media. Furthermore, the research's findings will be helpful and beneficial to the next researchers who are interested in conducting the research on a similar topics.

B. Research Problem

According to the previous statement, the research problem mentioned the researcher conduct research problem concerning the research. "Is there any significant correlation between students' habits of watching English movies and their listening skill at SMPN 02 Cibitung?"

C. Research Objective

According to the statement above, the research objective is to determine and investigate the existence of a significant correlation between students' habits of watching English movies and their listening skill at SMPN 02 Cibitung.

D. Research Significance

From the results of this research, the researcher provides a lot of information and knowledge that is expected to be helpful and also contribute:

1. For teachers, it can help English teachers improve their students' listening skills by employing English movies as learning media.

2. For students, it might facilitate the development of learners in their skills for listening even further than before. This research will encourage them to optimize English movies for more than just entertainment in their spare time.

3. For other researchers, it is hoped that this research might offer witnesses or data to support future research on the same topic.

E. Research Scope and Limitation

This research focused on examining the two-object variables between students' habits of watching English movies and their listening skills. Participants of this research were limited to 72 eighth graders of SMPN 02 Cibitung.