

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English has grown to be a worldwide language used in many countries. English is genuinely challenging to learn as a foreign language by Indonesian students. According to Harmer (2007), English as a foreign language helps Indonesia to advance information, innovation, science, and individuals from different countries. There are four English abilities to be mastered by the students, including speaking, reading, writing, and listening.

Listening is one of the language abilities to be mastered by the students because listening is part of communication for daily life. Brown (2001) stated that listening is the principal part of language teaching and learning since the students accomplish more listening exercises than speaking in the classroom. Moreover, listening is essential for our daily activities; additionally, we can interpret the meaning of words through listening. Furthermore, Howwat and Dakin (1994) stated that listening recognizes and understands what others say. The listening process includes understanding speakers' pronunciation, grammar, vocabulary, and meaning comprehension. It means listening is very important for learners to learn English.

During the preliminary study which interviewed with the teacher Tri Handayani as an English teacher in SMA Al-Azhar 3 Bandarlampung on January 10th, 2022 she said that students in tenth-grade especially in X MIPA 5 and X IPS 2, they are still getting low scores in listening activities in English lessons, although listening is

essential in learning English. The students do not understand what they listen to in the learning process. They get a low score since they cannot get the point of what the speaker says. In addition, listening is an exhausting activity, the audio is not clear for students, so the students do not get a message.

As a problem stated above, the teacher must find a solution to help students in learning English. A more attractive communication technique that can help students enhance their listening skills. It should also increase the students' low motivation and students' achievement of listening skills. The teacher can help students learn listening by using media such as movies, pictures, and clear audio. These media are expected to be more interesting to enhance students' listening skills.

A movie is one of the visible aids that might be employed in a listening class as a teaching medium. It makes the course more interesting. It can also create a more precise listening classroom with great enthusiasm for teaching and learning. According to Homby (2006), a movie is a sequence recorded with sound, telling a story, and showing it in a movie theatre. The movie is a period that includes personal films, the subject of the movie as an art, and the enjoyment industry. Movies are made by recording pictures from the world with a camera creating images using animations methods or exclusive effects.

As a good teacher, she needs to use media as a teaching-learning process. Utilizing media like movies, the teacher can give another climate to be excited in the teaching-learning process. Furthermore, media can help students in mastering the material that the teacher gives to them. The film can be a successful medium in the

teaching-learning process since it stimulates students' sensory abilities (listening and reading) and productive abilities (speaking and writing).

Based on the statements above, the researcher was interested in researching English movies to make students learn English, especially listening activities. Therefore, the researcher conducts research entitled "*The Effectiveness of English Movies in Enhancing Students Listening Ability at SMA Al-Azhar 3 Bandarlampung*".

1.2 Research Question

This research attempted to answer the following problem:

"Is there any significant improvement of the tenth-grade students listening ability after being taught through English movies at SMA Al-Azhar 3 Bandarlampung?"

1.3 Research Objective

In accordance with the research question above, the objective of this research was:

"To find out whether there was a significant improvement of the tenth-grade students' listening ability after being taught through English movies at SMA Al-Azhar 3 Bandarlampung."

1.4 Uses of the Study

The purpose of this study was to learn about the effectiveness of English movies in improving students' listening abilities at SMA Al-Azhar 3 Bandarlampung. As a result, the following theoretical and practical methods are detailed in this study:

A. Theoretically

The findings of this study were expected to assist and complete previous theories related to the effectiveness of English movies in enhancing students' listening ability at SMA Al-Azhar 3 Bandarlampung.

B. Practically

This research could be helpful for teachers, students, and researchers. The benefit that the writer hope will arise are as follows:

1. Teachers

The researcher hopes that this research can give insight to teachers concerning the effectiveness of watching English movies to increase students' listening ability as a media that teachers could be utilized in teaching and learning.

2. Students

The finding of this study could be utilized to gives motivate and persuade students to engage in listening activity by using English movies as a medium to improve their listening ability.

3. Other Researchers

The result of this research could be helpful for the other researchers as it may be one of their references in directing their research on a similar topic different perspective.

1.5 Scope of the Study

The scope of this study focused on English movies for students' listening ability. This study only focused on the effectiveness of English movies in enhancing students listening ability at SMA Al-Azhar 3 Bandarlampung. X MIPA 5 and X IPS 2, consisting of 28 males and 34 females are the subjects of this study.

The researcher employed animated fairy tales in this study. Because the language was easy for the students to comprehend, animation fairy tales movies are actually ideal for students to learn English, particularly in further enhancing their listening

abilities. Furthermore, the researcher used pre-test and post-test as instruments. The researcher utilized the audio of the *Magic Cow* movie as a teaching medium in the pre-test; the film was about a powerless farmer who strives hard and spends his life with his beloved cow. The researcher employed the *Sweet Porridge* movie as a teaching medium during the post-test; the film is about two impoverished sisters who live in a small village and encounter a friendly witch who helps them out of problems.