

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Previous Studies

There has been some previous research on English movies strategies used in listening classes in order to improve students' listening abilities. The researcher reviews some related studies. The first previous study comes from Putri and Sinaga (2020) in their article, entitled "*The Effect of Watching English Movie to Improve Students' Listening Skill.*" They have endeavored to investigate SMAN 16 Batam to see if the significant impact of watching English films is to develop students' listening abilities further. They examined utilizing a quantitative technique and focused on quasi-experimental. The population in this study is all of the 10th-grades, made out of 400 students that were chosen using random sampling techniques. The researchers utilized quantitative statistics by giving pre-test and post-test to gauge the students listening abilities. Subsequently, this research essentially impacted watching the English film to further develop students' listening abilities at the 10th grade of SMAN 16 Batam. In addition, watching English films were given a positive effect to enhance students' listening skills. Watching English movies can stimulate students' interest in learning listening skills.

The second previous study was completed by Rao (2019), titled "*The Impact of English Movies on Learning English in ESL/EFL Classroom.*" This current's main goal was to decide if there are any significant increments in students' English lessons after being taught through the film and to distinguish the method involved with showing listening through video movies in the classroom.

The findings show that there is a considerable increment from pretest to post-test. In short, the film's achievement in the classroom increases students' English lessons.

The third previous study with the title "*Exploring the Impact of English Movies to Improve the Students' Listening Comprehension*" was completed by Hermansyah and Hasan (2020) at SMPN 1 Maiwa. This research intended to check whether English films can improve students' listening abilities and decide how they utilize English Movies to build their listening abilities. This research applied a pre-experimental design. The researchers comprise 20 students in the school, which the ten first-class and ten second-class. In taking the example, the researcher utilized a random sample. The researchers used data collection and questionnaires. The researchers have assigned listening tests by pre-test and post-test and shared the questionnaires to gather the data on their positions towards using English films. The researchers can finish up the discoveries to foster students' listening abilities.

The fourth previous study was conducted by Nouthaphone and Purbani (2020) in their article titled "*The Effectiveness of Using Films in Teaching of Listening to Improve the Students Learning Achievement and Enhance the Students Learning Motivation.*" This research entails differentiating the difference in students' learning successes as well as determining the difference in students' learning motivation level. The researchers used a quasi-experimental design with pre- and post-test control groups. The population for this study includes all third-year students in the English Education Department at Champasack University in Laos during the second semester of the 2015/2016 academic year. This study's samples

include 60 students. The data was acquired using a listening pretest, posttest, and a predetermined survey for students studying motivation. The researchers examined the data by utilizing descriptive statistics and inferential statistics. The consequence of MANOVA observed that the students' learning accomplishment in listening accelerated significantly after learning English with movies and the students learning motivation. This study followed a critical distinction in listening accomplishment and getting to know motivation levels of the third-year students.

The fifth previous study, titled “*The Effect of Using English Movie Clips to Enhance Listening Ability of Thai University Students*” was finished by Promsing, Chumpavan, and Chaya (2017). The study planned to explore the effectiveness of utilizing English film clips to improve the listening skills of Thai college students and students' attitudes toward their English lessons after gaining knowledge of English using movies clip. To find out about the utilized the English listening test and the attitudes questionnaire as the essential research instruments for information collection. The members associated with the study were sixty first-year students who tried out the English for Everyday Use course at the Rajamagala University of Technology Krungthep. Two classes were randomly allocated in the experimental groups and learned English through film clips, while the other class, the control group, learned English with traditional instructing techniques. The result revealed critical positive contrasts in the accomplishment of listening ability and attitudes toward getting the hang of listening through the English film clasps of students previously, then after the experiment, and between those two groups.

The sixth previous study conducted (2018) by Symantec and Pauziyyah titled “*The Effectiveness of Improving Students' Listening Skill Through August Rush Movie.*”

This research aims to determine whether or not the August Rush movie as media in improving the listening skill of grade XI AKA 2 students at SMK 1 LPPM RI Majalaya is compelling and the responses of the students when they learn English Listening through the August Rush movie. This research was classified as pre-experimental research. The main subjects of this study were 35 students of class XI AKA 2 at SMK 1 LPPM RI Majalaya. The approach of this study was quantitative. Listening tests were used as instruments for eliciting the data. The research results showed that the usage of the August Rush movie in the English teaching and learning process effectively improved the students' listening skills. There were excellent enhancements in certain viewpoints, such as their commonality in paying attention to English words. Moreover, the August Rush movie successfully caught the students' attention.

The seventh previous study, *“Enhancing Listening Comprehension Through Frozen 2 Movie”*, was finished by Hamidah & Hadi (2021). This study intended to decide the impact of the Frozen 2 movie in enhancing students listening ability. The research design that the researchers use is pre-experimental. The finding of this research is there are several advantages of using movies as English media learning.

The last previous study was conducted by Pamungkas & Adi (2020) entitled: *“Students' Perception About Improving English Listening Skills Using Movies Among The Vocational High School Students”*. This study discussed further developing students' listening ability. The researchers used classroom action research. In collecting quantitative data, the researchers gave the test to the students and the survey as the instruments. The researchers broke it down dependent on

students' learning levels. In gathering data, the researchers utilize the observation sheet focusing on what is going on in the classroom. This study found that English Films effectively improve the students' Listening comprehension.

All of the previous studies above have a few similarities with this research, where they all utilize English movies in training to further develop students' listening ability. These previous studies became a consideration for the researcher in conducting the research. However, this study is slightly different from the above study. This study analyzes the effectiveness of English movies in enhancing students' listening ability, the level of students are tenth-grade students, the research method in this research using a quantitative method and using quasi-experimental research with a non-equivalent control group design, and the listening test material about 20 multiple choices.

## **2.2 Theoretical Framework**

### **2.2.1 Concept of Listening**

Listening is an important language skill in learning English. The first language skill that an individual acquires and uses in someone's life is listening. Listening is important for communication; we can convey and share our thoughts with others through listening. According to Howatt and Saricoban (1999), listening distinguishes and gets the point of what others say, such as accent, pronunciation, grammar, vocabulary, and grasping the meaning.

Furthermore, Russel (2006) stated listening skills with attentiveness, understanding, and appreciation. Likewise, listening exercises need to incorporate language expertise, like pronunciation, vocabulary mastery, writing, speaking, and

reading. Besides can imply listening skills as to the capacity to focus or hear something. In listening, the mind doesn't naturally interpret the words into the message they are passing on. Listening is choosing the significance and the news of the sounds or words. It is a functioning interaction that incorporates more than allocating to sounds or words. As referred to in Nunan (2003: 24), "Listening is active, to comprehend what we hear." It implies that we ought to fathom the importance of a sentence from what we hear. Hence, listening is an active ability.

We can infer that listening is the ability to perceive and get what others are saying. Likewise, it is a complicated movement, and we can help students like what they hear by ordering their preliminary data. Listening is a dynamic interaction since listening is not only a question of hearing; listening fuses many cycles. Listening is choosing the importance and the message of the sound.

### **2.2.2 The Process of Listening**

The listening process is critical to figure out what the speaker understands. In the listening process, the listeners are needed to have the option to utilize their capacity and information to process the data. The listeners do not just hear the speakers, yet they also need to keep and create it by using their insight. According to Vishwanath Bite, the method involved with listening happens in five phases. They are hearing, learning, recalling, evaluating, and answering as follow:

#### **1. Hearing**

Hearing alludes to the reaction brought about by solid waves invigorating the tangible receptors of the ear; it is a natural response; hearing is the perspective on solid waves; you should hear to listening. However, you do not want to pay attention to attend.

## 2. Learning

This step is to comprehend the pictures we have seen and heard; we ought to investigate the significance of the upgrades we have seen.

## 3. Recalling

This progression is essential in the learning listening ability process. In addition to the fact that it receives and comprehends the message, the learner also needs to add it in mind.

## 4. Evaluating

In this stage, only active learners can participate. The active learners gauge proof sorts truth opinion, and decide the presence or nonattendance of inclination or bias in a message.

## 5. Answering

This stage necessitates that the receiver completes the interaction through verbal or potentially nonverbal feedback; because the speaker has no substitute strategy for concluding whether a message has been gotten.

### **2.2.3 The Types of Listening**

Tyagi (2013) divides the types of listening such as appreciative listening, critical listening, active listening, and discriminative listening based on the objective and manner in which the listener takes and responds to listening. The Explanation is:

#### 1. Appreciative Listening

Appreciative listening is listening for pleasure and enjoyment. It looks for ways of tolerating and liking the other individual through what they say. It likewise looks for a chance to laud, such as listening to a movie.

## 2. Critical Listening

Critical listening will be paying attention to assess a message of direction what the speaker says, criticize or judge another person says based on your evaluation. It centers around evaluating whether or not the statements are sensible and reasonable or not.

## 3. Active Listening

Active listening is a way that demonstrates pastimes and encourages persevered speaking. It is possibly the most critical listening skill because it combines listening and responding to the speaker's comments, giving the speaker your personal opinion or advice, or drawing the ownership of the dialogue away from the speaker.

## 4. Discriminative Listening

Discriminative listening is the most essential type of listening. It is listening for something specific, nothing else. It means that it does not involve understanding the words or phrases' meaning but only the different sounds produced. The last this type has similar to discriminative listening. That is also fundamental to all subtypes, but the difference is comprehension listening involves understanding and seeking the meaning of the messages that are being communicated.

### **2.2.4 Concept of Teaching Listening**

Vandergrift (1999) stated that listening successions further develop students' metacognitive capacities, especially in the underlying two years of language learning. According to Underwood (1989), these listening arrangements may be separated into three phases: pre-listening, while-listening, and post-listening, and each of the three phases have its particular reason.



### 1. Pre-listening

Pre-listening activities help to hear and give a few hints about the action assumptions for the most part by actuating schemata. Pre-listening exercises serve the objective of guaranteeing students know what they need to know before they tune in. According to Wilson (2008), the audience should try to understand things like the speaker's strategy for talking, the length of the text, the audience roles, data about the theme, specific vocabulary, and the connection among the audience and speaker.

### 2. While-listening

While-listening exercises are straightforwardly identified with the listening text, and students either play out during the listening system. Hence, the teacher needs to match the activities to the informative objective, the listening purpose, and the student's ability level. In 1989 Underwood explained the point of the while-listening task as being something that helps the students with understanding the messages of the listening message. While, according to Wilson (2008), while-listening exercises assist students with understanding the listening text, with giving clues concerning how to respond or react, to provide a concentration, to show the significant parts while listening, to keep audience alert, and to permit them to appreciate the text's construction.

### 3. Post-listening

In 2008, Wilson stated that in the post-listening stage, students work in detail, applying both top-down and bottom-up techniques to connect up the classroom exercises and their real lives. Underwood (1989) states the post-listening task as an action that is acknowledged after the listening, blending practically everything

performed. A post-listening task may be directly connected with the pre-and while-listening exercises or loosely combined with these exercises. Post-listening roles require additional time than other assignments since students think, discuss, reflect, and write.

### **2.2.5 Concept of English Movie**

According to Lonergan, the movie is visual interaction, including the impacts of light and compound on delicate paper. Moreover, in principle, Robert Lado said that movie is essentially the most remarkable visual guide, and it joins pictures with development, shading, and sound. The function of a film is to instruct, engage, and rouse the reader's international language. The movie can teach about history, human behavior. A few films combine entertainment with instruction, making the learning process more pleasant. The movie will be very profitable if used cautiously and imaginatively prepared by the teachers, and they are utilized successfully to support the presentation of the teachers' explanation.

### **2.2.6 Materials and Procedures of Giving English Movie Test**

Tafari (2009), the usage of English movies as English gaining knowledge of tool must be supported and completed by the teacher. In addition (Ismaili, 2013; Khoshniyat and Dowlatabadi, 2014; Li and Wang, 2015; Qiu, 2017) have asserted a few intrinsic benefits in utilizing English movies to use English movies to foster language skills. These advantages include expanding students' inspiration, upgrading students' oral and relational abilities, and promoting their social mindfulness, subsequently considering a more bona fide language learning experience. Based on the explanation above in this research, there are some steps

to teach students using English movies for experimental group and control group, as follows:

a. Experimental Group

There are some steps to teach listening using English movies, as follows:

1. The teacher will show the English movie to the students first.
2. The teacher will explain the topic, grammatical word, and meaning when movie played.
3. The students should answer the appropriate question with the guidance instrument that the teacher has made.

b. Control Group

In the control group, the teacher will teach the students using audio of the movie. The procedures to guide the control group are the same as the experimental group without English movie-only audio. The control group student will also get the same chance to answer the appropriate question with the guidance instrument that the teacher has made.

### **2.2.7 Advantages of English Movies**

Harmer (2001) stated that there are many justifications why movies can utilize movies in language learning, especially in listening skills. English teaching specifically is a combined exertion of different parts to accomplish a specific objective. It implies that the success of educating is not always dictated by a solitary piece, by the roles of all components included. Nevertheless, teachers should bring all elements and apply their teaching and learning. The advantages of using movies in the learning process will be explained as follows:

### 1. Seeing language-in-use

When utilizing film, students don't simply hear the language; they see it as well enormously helps to understand. For example, general significance and mindsets are frequently conveyed through articulation, expression, and other visual pieces of information. Students can mimic a few accents or motions communicated in language.

### 2. Cross-cultural awareness

A movie mainly permits students past their classroom. Particularly valuable assuming they need to see, for instance, everyday British “body language” while welcoming somebody out or how American addresses waiters. The movie is likewise of extraordinary worth in allowing students to consider what food individuals eat in different nations and what they wear. They find out about language, yet additionally, they can find out about the culture of another country.

### 3. The power of creation

When students make their movies as media in the teaching and learning process, they can create something memorable and enjoyable to be exciting in the gaining knowledge activity. For every reason mentioned, most students show an increment level of interest whenever they get an opportunity to see language being used and hear it. It can propel students to deliver the learning process.

## **2.2.8 Hypothesis**

Creswell (2014:188) states that the researcher's hypothesis predicts the expected data collected from samples. According to the statements above, the researcher makes an alternative hypothesis in this study:

(H<sub>0</sub>): There was no a significant effect of using English Movie for students listening ability at SMA Al-Azhar 3 Bandarlampung.

(H<sub>a</sub>): There was a significant effect of using English Movie for students listening ability at SMA Al-Azhar 3 Bandarlampung.