

## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides the research background, problem description, research objectives, research implications, research, research scope, and operational definitions.

#### **1.1 Background of the research**

In teaching English, there are four skills such as listening, speaking, reading, and writing that must be mastered by students and teachers. Listening is one of them which to be an important subject. According to Woottipong (2014), listening is a skill developed at the beginning of a child's language learning. Listening is a natural process in acquiring a new language. Using listening as a basic language skill can be improved through many activities (Arono, 2015).

Listening comprehension is one's ability to recognize another through sense, and aural organs and allocates meaning to the message to understand it (Tugrul Mart, 2014). It is worth mentioning that almost all students with different skill levels are satisfied with the level of listening comprehension achieved (Sarani, Behtash & Arani, 2014), listening comprehension tends to be old, from a reading of analog, photographs, through the era of audiotape, and into the realm of digital (Wagner, 2007 as quoted in Sejdiu, 2017).

Based on the observations in the Madrasah Aliyah Tahfidz Yanbu Qur'an Menawan, most students have different characteristics from other school students. Because the Madrasah Aliyah Tahfidz Yanbu Qur'an Menawan is a boarding school, the students are not allowed to bring cellphones to school. Students easily feel bored if the teacher just teaches from textbooks. Because of that, the teacher needs to use another method to make students excited about following the class, like using a movie before the lesson.

Wilson (2008) in Abdullah et al. (2011) the different sources of listening based on teaching listening. They are teacher talk, students talk, guest speakers,

textbook recordings, songs, television, video, DVD, and radio. It means that, many kinds of learning English process in listening skills. The researcher only focuses on video, especially movies, which can stimulate the viewer to do somewhat they have seen and what they heard in terms of how to talk, how to pronounce, what they talk about, etc.

There are some reasons why the researcher chooses movies for the research: first, watching English movies can motivate the students because the students will feel entertained and excited by watching English movies they may see their favorite genre especially action. Students can get a moral lesson from the movie. Second, they also can get benefits from watching English movies. They can listen, learn, and imitate how the character pronounces the word, phrases, or sentences. Third, students can get access from the English movie. So, by watching English movie, students can easily access movies not only watch English movies as a learning method to learn English in class but also make it a fun activity outside the class.

Porcel (2010) says “The students can benefit a lot from watching the film in English. They can improve their listening and speaking skills, enlarge their vocabulary knowledge, and improve their pronunciation and intonation. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had.

Some previous research has been conducted by Smilanich & Lafreniere (2010) also found that the use of film in the classroom allows learning something new, to learn the word and techniques structured visuals that they have watched in the movie. It means that film let the students learn something for example the vocabulary of new words and also techniques in speaking conversation while they are watching the film.

In previous research, Miller (2003) says that the spoken text's non-verbal behavior or paralinguistic features are now available for the learners to develop their listening skills in a richer context. It is because English Films contain a lot of settings, many settings, dialogues, meaningful expressions, a wide range of

vocabulary, phrases, and intonation, English Films also have correct pronunciation, since it is stated or dubbed by native speakers.

Because of the above reason, I decided to research senior high school in improving listening skills entitled “The Students’ Perception on Listening Skills Through English Movie”.

### **1.2 Statements of the problem**

Based on the background of the research above, the statement of the problem can be stated as follows:

1. How is the perception of twelfth-grade students of Madrasah Aliyah Tahfidz Yanbu UL Qur’an Kudus on using English movies in English class?

### **1.3 Objective of the Research**

Based on the statement of the problem above, the objective of the research can be stated as follows:

1. To explain the perception of twelfth-grade students’ of Madrasah Aliyah Tahfidz Yanbu UL Qur’an Kudus on using English movies in English class.

### **1.4 Significance of the Research**

The expected significance of the study is as follows:

1. Theoretically  
The result of this research is expected to give a contribution to the development of education. Especially the researcher hopes that readers can get knowledge of the influence through using movies to improve listening ability and make the English style easier to teach and learn.
2. Practically
  - A. The teacher, gives information about the perception of students of MAS PTYQ using English movies in listening skills. The finding may motivate lectures in using movies in improving listening skills.
  - B. The students, can give the motivation to increase listening comprehension.

- C. The other researcher, can be the next references and information for those who want to conduct the same research about the perception of grade twelfth students through using movies in improving listening skills.

### **1.5 Scope of the Research**

a. Scope of the research was the analysis educational value of some English movies on IMDb. IMDb is an online database of information related to films, for a long time, movies have been used in the listening lesson of PTYQ Menawan. They have a formal class to watch a movie together, in my research/PLP many movies in several genres have been shown in the night class, for example, the suicide squad, Godzilla vs Kong, ghostbusters: afterlife, fast 9: the fast saga, snake eyes, etc. and several genres including, action, adventure, comedy, fantasy, sci-fi, thriller, and crime.

This research will take place in Madrasah Aliyah Tahfidz Yanbu UL Qur'an Kudus, particularly in the Twelfth-grade program in the academic year 2021/2022.

### **1.6 Operational Definition**

The term of this research needs to be defined to avoid misunderstanding, so the researcher tries to identify the terms as follows:

1. Perception means the students' opinion based on their perspectives toward using based movies and clips in improving listening skills.
2. Teaching listening is the active process of receiving and responding to the speech where the teacher is the speaker and the students like the listener in the process of direct improving listening skills.
3. Movies as a learning media means a video for entertainment.
4. Listening skills are an essential skill for students' language development
5. Twelfth grade program of Madrasah Aliyah Tahfidz Yanbu UI Qur'an Kudus in academic year 2021/2022.