

CHAPTER I

INTRODUCTION

A. Background of The Study

English as Foreign Language (EFL) students are those who are learning English while people in their society do not use English as the main language to communicate each other. Thus, it means that English is a new language for them. Indonesia is one of many countries that use English as a Foreign Language. It is not easy to the students mastering English well since they rarely use English in their daily life. This is because they just use English in English classes.

Among the four skill in English, listening skill is considered the most difficult skill to learn. Though Listening belongs to one of two receptive skills, listening is not a passive skill to master. The process of listening is complex in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine (Mee, 1990). According to Anderson and Lynch (1988), arguing what is successful listening, —understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means (p.6). Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (p. 1).

Problem existing in the student poor mastery of English listening skill is most of them having very short attention span and lack of motivation (Tee

and Fah, 2005: 1). Think of listening as a skill that must be mastered. Nobody is born knowing how to read and write. These essential skills are mastered by constant practice. Similarly, listening has to be learned the same way. Kerr says the first step in mastering listening is what she calls, the means of “staying in the moment we are in, concentrating on every second of a conversation. If we don’t, we might miss a critical cue or idea.”

To make listening easy to master, the students have to practice a lot, inside outside the classroom and using the suitable strategy development to improve their listening ability. One of the ways students can become actively involved in controlling their own learning is by using appropriate strategies. Vandergrift (1999) showed —Strategy development is important for listening training because strategies are conscious means by which students can guide and evaluate their own comprehension and responses (see also in O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo’s (1985) study).

Based on some observations conducted the researcher in SMP Negeri 4 Purbalingga , teacher taught listening using movie as the media . This model of learning facilitates the students to learn listening easily. Consequently, from the movie as their media in listening they can pay attention and be happy to learn English because they can enjoy the movies, improve their English ability along the way, and then their listening comprehension will run naturally. In addition, the use of some media promoted interesting listening activities for the students. One of the media which is commonly used by the teacher is movie.

Movie or video can enhance listening comprehension by providing students with contextually rich, high interest, authentic and culturally

appropriate communicative situations (Schwartz, 1998:46). Movie can be excellent media to use because the students watch movie as an entertainment. They can learn about language, style, cultures, and also the native speaker's expression. Not only that the students also can learn listening by using movie in everywhere. In Universitas Muhammadiyah Purwokerto especially in English Department, the use of Movie is already seen such as the learning media commonly used even become an EFL's students habit especially to improve their listening ability. Because learning listening by using movie can be very pleasing, enjoying and also can be make interesting for the students.

Based on the explanation above it is important to know the quality of the Movie itself during it used in EFL students learning media and it can be known from students perception on the use of English Movies in learning of listening at English Education Department Universitas Muhammadiyah Purwokerto. This research entitled "STUDENTS' PERCEPTION ON THE USE OF MOVIES IN LEARNING LISTENING."

B. Reason for Choosing the Study

The topic of this research is a faithful topic to investigate. This is because of the following reason :

1. Listening is an important skill and part of effective communication
2. Film is an exciting learning media and is widely used as a learning medium outside the learning process in lectures, especially ELT students.

C. The Research Questions

The research questions for this research is :

1. What is students' perception on the use of movie in learning of listening ?

2. What is the factor that make English movie become an appropriate media for the students in learning listening ?

D. The Aim to the Research

1. To know students' perception on the use of English Movie in learning of listening.
2. To know the factor that make the movie become the appropriate media to learning listening.

E. Clarification of Terms

To give clear clarification and to avoid misunderstanding on interpreting between the researcher and the reader, the researcher clarifies the terms are used in this study as follow:

1. Listening

According to Underwood (1989)

Listening is the activity of paying attention to and trying to get meaning from something we hear .

2. Movie

According to Gallacher in Potosi

A good idea is to choose scenes that are very visual. To be able to understand the movie, the students need to watch the movie several times.

F. Contribution of the Research

1. For the Students

The students will know the importance of understanding the movie overall, as good as the local movies they saw. They will study listening better in this way, because they didn't fell studying, they just enjoying they learning while watching movies. Here they can practice their listening

ability, enrich the vocabulary and know how to use English for communication, real communication.

2. The researcher

The researcher will know the quality of the english movies from the students preception on the use of english movie in learning listening , the researcher can applying this media to learn listening . The researcher also found the interesting media to learning listening and share through this thesis to the reader if the movies is an appropriate at once exciting media media in learning listening,

