

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of the international language that most used in many countries in the world, including Indonesia. As an international language, English is very important because people around the world communicate to others using English. In learning English there are four skills that must be mastered. There are listening, speaking, writing and reading. For those skills the most difficult skill to be studied is listening. Listening is assuming important thing in many language contexts. As Sharma (2011,p.2) stated “listening provides the aural that serves as the basic for language acquisition and enables learners to interact in spoken communication. It is important in the language classroom because can provide contribution for learners. If learners cannot understand the process of listening at the right level, the simple learning cannot begin well.

Listening comprehension is related to speaking. Listening skill in foreign language learning is divided into two situation; those are direct and indirect situation. Direct situation is such as conversation directly, speech, song and etc. and indirect situation is such as listening on conversation on the cassette. For example, new technology has supported for the skill such as cassette, VCD, Video and etc that can improve listening comprehension skill. According to Wassid and Sunendar (2008,p.229-230) most of people has been estimated spend

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to write.

Listening can be done by using media which is supported by sound, like film. According to Harmer (2007,p.308) “Audio-visual such as film, video or DVD can be used as media in learning listening”. Films provide sound or spoken language and moving pictures that can be used to learn listening skills. Moreover, film as media in learning language should be encouraging at least to four pedagogical values: listening, speaking, reading and writing. Woottipong (2014) argued that video has the advantages for language learning, such as the samples of real-life communication, motivation for language learning, and promoting language acquisition. So, movie is a medium of communication is seen and heard, based on the movie’s story, the movie is always fun for students and it can makes the student easy to learn English especially in listening skill.

Furthermore, in Curriculum 2013 (K13), it is stated that one of the subject of the English that includes in Senior High School is listening. The goals of teaching and learning process are the students be able to understand, apply, analyze factual knowledge, conceptual, procedural, and meta cognitive by curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific areas of study that suit their talents and interests to solve the problem.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.

In order to achieve the goals, many efforts that teacher did to stimulate the students' listening comprehension. Such as, plays the audio for plenty of times to get them clear of the ideas, tells the students about the vocabularies which they are going to hear, asks them to find out the missing words of the songs, gives them a motivation to listen carefully the hidden messages of the conversation, encourages them to listen more about English, translating the words that they do not know, and tells them the correct pronunciation of the words.

From the teacher's efforts above, ideally the students of the tenth grade at SMA Tri Bhakti Pekanbaru who are watching English movie will be able to understand and can comprehend what they are listening about. In fact, based on researcher observation and interview towards one of the English teacher (Roswati,S.Pd) and some students at SMA Tri Bhakti Pekanbaru. The researcher found that some of the students still had problems in listening. It can be seen from the following phenomena:

1. Some of the students were difficult to pay attention during listening.
2. Some other students were not motivated to participate in the listening process.
3. Some of the students were not aware of what they should do in learning process.
4. Some other students were not able to listen for specific information.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak meugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Some of the students were not able to follow the instruction and the direction.
6. Some other students were not able to obtain gist of what is being said.

According to Rost (2002, p.153) the use of videos/movies as teaching media in teaching listening comprehension can provides learners with rich-content contexts with the instruction of authentic language, learners can be motivated and their listening ability is possibly to be improved. Thus, it can be concluded that students who are watching English movie tend to have a good English skills too, especially in listening. Since the students who watching English movie, they will be motivated to learn, to watch, and will put an effort to listen without being forced to do it. This indicated the correlation between watching English movie and their listening comprehension.

Based on the phenomena and the theory explained by the writer above, the researcher is interested in conducting a research entitled: **“The Correlation Between Watching English Movie and Their Listening Comprehension at the Tenth Grade of SMA Tri Bhakti Pekanbaru”**.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak meugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Watching English Movie

Oxford Advanced Learner's Dictionary (1980) defined movie is a series of moving picture, often telling a story, usually shown in a theater or on television; film. In this case, watching English movie is students who are watching English video/movies for entertaining themselves and highly motivated to learn listening from the movie.

In order to simplify the process of designing and the application of research and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

1. Correlation

A correlation is a single number that describes the degree of relationship between two variables. As Ary, et.al (2010,p.128) Correlation indicate the relationship between paired scores. The correlation indicates whether the relationship between paired scores is positive or negative and the strength of this relationship. In this research the researcher wants to know about the connection between the two variables. In which, this terms related to correlation between the two variables is where the variable X (watching English movie) influences the variable Y (listening comprehension).

B. Definition of Terms

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak meugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Listening Comprehension

Listening comprehension is not just about hearing what is said, rather it is the ability to understand the meaning of the words. As said in Oxford Advanced Learner's Dictionary 8th Edition, generally comprehension means the ability to understand. To be more specific, comprehension is an exercise that trains students to understand a language. In addition, listening comprehension is an exercise which involves an activity to listen to particular conversation, or the audio of what native speakers said, that trains students to understand the meaning and the information.

C. Problems

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follow:

- a. What were some of the students still unable to pay attention during listening?
- b. What were some of the students still have unmotivated to participate in the listening process?
- c. What were some of the students still have unawareness of what they do in listening process?

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. What were some of the students unable to listen for specific information?
- e. What were some of the students unable to follow the instruction and the direction?
- f. What were some of the students were not able to obtain gist of what is being said?

2. The Limitation of the Problems

Based on the identification of the problems above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. Thus, in this research, researcher only focused on investigating watching English movie in listening comprehension of the tenth grade of SMA Tri Bhakti Pekanbaru. In which, the researcher will find out the correlation that shows whether the watching English movie influence the listening comprehension or not.

3. The Formulation of the Problems

Based on the problems limited above, thus, the researcher formulated the formulation of the problems in the following research questions:

- a. How is the students' watching English movie at the tenth grade of SMA Tri Bhakti Pekanbaru?

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. How is the students' listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru?
- c. Is there any significant correlation between students' watching English movie and students' listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru?

D. The Objectives and Significance of the Research.**1. The Objective of the Research**

Concerning with the problem statements, this study has some objectives described as follows:

- a. To find out the students' watching English movie at the tenth grade of SMA Tri Bhakti Pekanbaru.
- b. To find out the students' listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru.
- c. To obtain there is a significant correlation between watching English movie and listening comprehension at the tenth grade of SMA Tri Bhakti Pekanbaru.

2. The Significance of the Research

- a. Theoretically, the writer can get a lot of information that can be very useful to enlarge knowledge, especially about watching English movie in listening comprehension.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. To provide some information about the importance of mastering all of the important aspects in the process of listening comprehension in order to make the students improve their listening skills.
- c. For the students as well as English teacher about their weakness in listening comprehension, so they will find solutions in order to master it.