

CHAPTER I

INTRODUCTION

This chapter will present the background study of research, problem identification of research, objective of the study, benefits of the study,

A. Background study

Media is a tool that used to help EFL learners in many activities. In addition, media is the tool that distribute the information or messages from one to another. In addition, that the information or message could be understood and stimulated to the thoughts, feeling, and attention when the learning process take place ¹. Learning by media is assumed plays significant role in increasing and developing the good learning. In addition, choosing an interesting and effective media can help for increasing listening skills.² While the learners' interesting is higher when the learning through some media such as video games, video and so on.³ Furthermore, the teacher as the facilitator should use the appropriate media and technology in the classroom during the foreign language is learned.

According to Winarto, there are some functions of learning media include: first, learning media as the important tool during learning. Second, it is a director in learning, since it directs the learner about the material. Third, learning media is an interesting way or game to developing the motivation of learners. Fourth, the learning media is a tool to increase the outcomes of learning. Fifth, learning media used as the illustrator and helps the teacher in the process of teaching the learners.

¹ Parmawati , Aseptiana and Ratih Inayah, "Improving Student Speakng Skill Trough English Movie in Scope of Speaking for General Communication," *Eltin Journal : Journal of English Language Teaching in Indonesia* 7, no. 2 (October 21, 2019): 43–53, <https://doi.org/10.22460/eltin.v7i2.p43-53>.

² Suyunova Muhinur Ilhom Qizi, "Improving Listening Skill by Podcast," *International Journal on Integrated Education* 5, no. 6 (June 6, 2022): 248.

³ Rodríguez, Miriam et al., "Improving the English Listening Skill by Taking Advantage of the Available Technologies," *CIEX JOURNAL*, no. 9 (November 1, 2019): 19–26.

Sixth, the learning media also helps the teacher explaining broad topics, and get closer to understanding the material.⁴

Furthermore, considering the importance and the problem of the observation above, the researcher found that one of the media teaching such movies is the audio-visual media, which is a fancy media for learning English, especially in listening skills. On other hand, the researcher found that movies were an appropriate medium considering the advantages mentioned above. A movie was an interesting and pleasurable tool for the learning process. Also, the movie helps the learner to stimulate and engage the language and the words during the learning process.⁵ Likewise, the movie is the thing able to enrich the vocabulary, pronunciation, understanding of the spoken language, and acquisition of the language.⁶

Although, a movie is a video that contains a plot within a story.⁷ A Movie is a tool or media that is used for expressing the arts from the action or drama, that was the actual scene or fiction. A movie is rich in multimodal, which contains some aspects: culture, picture, motion, story, language, literature and so on. In this modern era, movies has been used in many filed of education, especially in learning the language.⁸ the use of movies as the media in learning or teaching because movie is natural and authentic media that make the learners learn how the language is

⁴ Winarto, Ahmad Syahid and Fatimah Saguni, "Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education," *International Journal of Contemporary Islamic Education* 2, no. 1 (August 1, 2020): 81–107. Vol 2.Iss1.14.

⁵ Yaseen, Bilal Huri and Hani Shakir, "Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur," *International Journal of Education and Literacy Studies* 3, no. 3 (August 31, 2015), <https://doi.org/10.7575/aiac.ijels.v3.n.3.p.31>.

⁶ Dhamarullah, Imam Achmad, "The Relationship between Movie-Watching Activity and Listening Skill," January 19, 2016.

⁷ Halawa, Vanessa Pritin Angel Melodi Indah Sihombing, and Farah Tasya Zafirah Nasution, "The Influence of English Movie in Improving Students; Spaking Skill," *Review of Multidisciplinary Education, Culture And Pedagogy* 1, no. 2 (February 5, 2022): 49–58.

⁸ Ghadah Al Murshidi, "Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE," January 1, 2020, 442–50.

spoken.⁹ On the other hand, using movies in the English language teaches some skills that can be comprehended, such as listening skills.¹ It was the first and crucial step in learning the language.

Therefore, the implementation of the movie was assumed impact on enhancing the skill. Therefore, movie is a powerful tool for enhance listening skills. In addition, the learners had the integration between movie and listening skills in the classroom.¹ In addition, an English movie is an audio-visual media that comes with absorbing and attractive ways to take the learner into the situation and feeling in the movie.¹ English movies come in different genres, including national films and those designed for English as a Foreign Language (EFL) learners. Therefore, the learner could understand the message and the value of the movie, not just know or see the conversation of the movie, the action and the setting of the movie. Applying the English movie in the learning process makes the learning process easy and is not saturated. The value of the movie can be the educational side to teach in the class. In addition, utilize the movie as media for learning the language by enhancing the vocabulary enrichment, pronunciation, and structure of words by listening well to the movie. Therefore, listening was crucial throughout this process because mastering and understanding those aspects should have good listening skills.

⁹ Simamora, Marta Widiawitasari Br and Lulud Oktaviani, "What is Your Favorite Movie?: A Strategy of ENGLISH Education Students to Improve English Vocabulary," *Journal of English Language Teaching and Learning (JELTL)* 1, No. 2, December 2020, 44–49 (December 30, 2020),

¹ Roshalina, HK , Ratu Nafla Anissa Roshalina, HK, "The Use of English Movie to Improve Students' Listening Skill," *Journal Of Language Education and Development (JLed)* 6 No. 1 (2023).

¹ Kabooaha, Raniah Hassen, ¹"Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University," *English Language Teaching* 9, no. 3 (February 21, 2016): 248, <https://doi.org/10.5539/elt.v9n3p248>.

¹ Safranji, Jelisaveta "Advancing Listening Comprehension Through Movies," *Procedia - Social and Behavioral Sciences*, The Proceedings of 6th World Conference on educational Sciences, 191 (June 2, 2015): 169–73

Listening is both the foundation and the key to achieving language proficiency. It was the natural way when Children first learn their mother tongue¹. On the other hand, comprehending listening skills is difficult for English for Foreign Language (EFL) learners, if they do not practice the language in their daily activities as they are not native speakers.¹ In addition, teaching English or learning English for foreign learners should embrace the learners' interest and love in the process of learning the foreign language. The interesting learning is significant because the learners have some problems in learning such as achieving the information of native speakers is rarely hard, while they spoke too fast and the learners were not ready for reaching the information.¹ Therefore, listening is hard to process because the listener should achieve the information from the speaker and match the information they already know.¹ However, when EFL learners listen to dialogue or speech by native speakers that they rarely hear or are unfamiliar with, it requires more effort to understand the information.

On the other hand, comprehending this skill is rarely hard for the learner and also the teacher. The capability of listening skills of learners is almost hard to assess.¹ In addition, the researcher found that improving listening skill is highly significant. Moreover, learning and teaching a second language requires more effort and time than learning a language that is already used in daily life.¹ The EFL or ESL learners' problem during the listening process may be can reach from the

¹ Woottipong, Kretsai "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics* 6, no. 4 (August 22, 2014): 200.

¹ Safran, "Advancing Listening Comprehension Through Movies."

¹ Putriani, Desy, Muhammad Sukirlan, and Deddy Supriyadi, "The Use of Video Movie to Improve Student's Listening Comprehension Achievement," n.d.

¹ Aji, Irvan Bagus and Sugeng Susilo, "Student's Perception About Improving English Listening Skills Using Movies Among The Vocational High School Students."

¹ Ulum, Ömer Gökhan, "Listening: The Ignored Skill in EFL Context," *Online Submission*, vol. 2, 2015.

¹ Al Murshidi, Ghadah "Effectiveness of Movies in Teaching and Learning English as a Foreign Language at Universities in UAE," January 1, 2020, 442–50.

trouble with sound, they used to listen to the mother's language, but when listening to a foreign language they are often unaware of those sounds. In addition, the EFL or ESL learners should understand every word to get the information. However, when the learners give all the focus just on translating the whole meaning, their efforts often result in ineffective comprehension in listening.¹

In addition, the teacher should tell and teach the learners to get and find the selective information instead of focusing on translating it word by word. Furthermore, the learner could not understand the native in fast and natural speech. Therefore, a learner who learns a foreign language or a second language from his or her own language has to start from scratch. So, learning a second or foreign language is not easy.

On the other hand, to comprehend listening skills, learners should master both micro and macro skill. Comprehending speech rate delivery is one of the points in micro skill. Speech rate delivery is a condition where the speed of speech in delivery for the listener. Speech rate is measured the number of words spoken per minute (wpm). However, comprehending listening skill especially speech rate delivery for English for foreign language learners have some challenges.² Speech rate delivery for English language, learner order for the learner to understand the information at a different the speed of the speech in the outcome.²

However, listening is basics in all aspects of acquiring the language. Listening plays a continuous role in learning and its process. Listening to the secondary learner orders them to get and reach greater focus and develop more

¹ Penny Ur, *A Course in Language Teaching (Practice and Theory)*, 17 th Printing 2009 (the Eidinburgh Building, Cambridge CB2 8RU, UK: Cambridge University Press 1991, n.d.).

² Medina, Almitra Gilda Sòcarrás, and Sridhar Krishnamurti, "L2 Spanish Listening Comprehension: The Role of Speech Rate, Utterance Length, and L2 Oral Proficiency," *The Modern Language Journal* 104, no. 2 (2020): 439–56, <https://doi.org/10.1111/modl.12639>.

² Hayati, Abdolmajid, "The Effect of Speech Rate on Listening Comprehension of EFL Learners," *Creative Education* 01, no. 02 (2010): 107–14, <https://doi.org/10.4236/ce.2010.12016>.

intention in that process.² In addition, listening influences learners by stimulating their thoughts and facilitating change. The listening process plays a crucial role in learning intonation, proper pronunciation, and proper usage of words and sentences with appropriate stress in a language.

In addition, listening is the ability to identify and understand what other people are saying. Listening and understanding people's speech involves a multitude of fundamental processes. The fundamental processes vary depending on linguistic proficiency, non-linguistic prior knowledge and psychological factors that affect how these skills and knowledge are applied to the particular task at hand.² Moreover, videos or the movies have a positive effect and contribution to the effectiveness of listening practice or listening process because the movie gives the supply speaker visibility and the whole situation and environment at the time.² The researcher assumed that movies are an engaging medium that showcase more than just dialogue or interactions between actors and actress. It was the media that brought the audience to the setting and feeling in the movie and stimulated the audience unconsciously about the pronunciation and the style or the way they talked.

This research will be taken from the scores in the post-test of students of 5th grade Gontor ITTC. The researcher argued that 5th -grade students could listen to native speaker. Furthermore, as the researcher will focus on the listening skills of the 5th grade of ITTC Gontor for Girls Campus Three, the researcher tried to know the capability of listening to the students by analyzing the results. This research will

² Henry José Espín Pozo and Luz Lisbeth Padilla Cabadiana, "The Short English Films Incidence in The Listening Skill Development at 10 mo Nivel De Education Genera Basica, Paralel B, at UNIDAD Educative Intercultural Bilingue 'Jaime Roldos Aguilera in the Academic Year 2014 -2015" (Bachelor thesis, Riobamba, UNACH 2014, 2014).

² Manas Moulic and Dr Sōmak Mandal, "Contextualization, An Effective Tool To Develop Efficient Listening Skills Among Adult ESL/EFL Learners," *Educational Administration: Theory and Practice* 30, no. 1 (January 24, 2024): 1378–88.

² Ur, Penny, *A Course in⁴ Language Teaching (Practice and Theory)*, 17 th Printing 2009 (the Eidinburgh Building, Cambridge CB2 8RU, UK: Cambridge University Press 1991, n.d.).

focus on the way the students understand the information or the context of speech rate that is almost unfamiliar to the students' habits. The analysis will focus on the micro- skill of the students, while this skill attempts to the students' capability to be aware of the crucial information even the speech rate and the pronunciation have the diversity to them.

Furthermore, some learners in that institution struggle to understand the meaning and objectives of the teachers' explanations in the class. Additionally, they sometimes misinterpret key information in a conversation. According to Brown, he argued listening skills cannot be directly observed in action.² Furthermore, the proficiency of listening skills through learners in 5th -grade learners in listening skills is assessed through the score in oral examination, particularly when they struggle to understand instructions from the examiner. In addition, the learners found that understanding the speaker, although not a native speaker is hard and almost complicated in order for them to understand the vocabulary and the context of the information.² On the contrary, the learner in 5th grade is fond of watching and listening to English videos.

Considering the challenges and the importance of learning, as well as the benefits of the movie mentioned above, the researcher applied the movie Ms. Marvel, one of Disney's series. It was one of the *Muslimah* superheroes in the Marvel Cinematic Universe (MCU). This serial movie was taken from the comic in 2014.² In addition, this movie⁷ was selected based on Islamic values that are not much different from Indonesia. However, this movie also features situational activities and conversations that align with the daily routines needed by learners. In addition, the consumers and targets of this film are young people. Furthermore, the

² H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth edition (White Plains, NY: Pearson Education, 2015).

² Putri, Erawati Wiyono, Ufmar Fauzan, and Rostanti Toba, "The Quality of Listening Skill of the Indonesian EFL Students," 2018.

² Mumpuni, Dinda Arum,⁷ "Representasi Ajaran Islam Di Tengah Budaya Amerika Dalam Serial 'MS. MARVEL' (Analisis Semiotika Roland Barthes)" (Yogyakarta, Islamic University Sunan Kalijaga Yogyakarta, 2022).

audience of this movie, is teenagers. It was appropriate to the study since this study will apply this media in 5th grade as they are teenagers. This series of movies took place in Pakistan as the culture of the movie.

According to the problem above, the identification of the following difficulty of the study is proposed: The micro-skill in listening ability of the student of 5th ITTC Gontor for Girls campus three is low. The students have difficulties in understanding the vocabularies/ lack of vocabularies. The students have a lack of understanding of the information the spoken language. The necessity of applying an interesting movie as the medium of the learning English language through listening ability. Based on the case above, the researcher would like to conduct he research entitled: ***THE EFFECT OF MOVIE (MS. MARVEL) ON COMPREHENDING SPEECH RATES DELIVERY ON LISTENING ACTIVITY***

B. Problem Formulation

Based on the problem identification above, the study seeks to address the following question: **do the students of ITTC Gontor for Girls Campus Three achieve better understanding in different speech rate delivery through the English Movie *Ms. Marvel*?**

C. The Purpose of Study

This study is purposed of some problems, that mentioned above. Based on that problem the purpose is to know do the students of 5th grade of ITTC Gontor for Girls Campus Three achieve a better understanding of different speech rate delivery through English movie (Ms. Marvel)

D. Objective of study

The object of this study is to analyze the result score of the test in the post-test for both the control class and the experiment class. Firstly, the teacher will give the test to the learners, both the control class and experiment class, before giving them any treatment. Afterwards, the result of the test is the main data that will be analyzed and compared the result. Within this process, the researcher will find

whether the media through movies which applied in the study have any effect on the listening micro skill of the student, or vice versa

E. Benefits of the study

The researcher hoped this study would contribute to:

1. The Teacher

Hopefully, the teacher can apply this media in learning English, and this media can be innovative to increase the skill in learning listening skills, especially in comprehending listening at different speech rates.

2. The School

This study hopefully can motivate other teacher in the institution of Gontor for Girls campus three, especially the fifth grade to apply the media especially, the audio-visual media through the movie, in learning English for listening ability. Hopefully, this study can inspire the teacher through the institution to build an enjoyable classroom in learning.

3. The Researcher

This study hopefully becomes another source for researchers. This study can benefit and also contribute to other research.

4. The Student

This study hopefully contributes to enhancing students' learning ability, especially in listening skill ability. Furthermore, this study also can be used to improve their skill in attractive ways.

F. Hypothesis

The null hypothesis (H_0): There is no effect of using movies on comprehending speech rate delivery on listening activity of the students in 5th grade ITTC Gontor for Girls Campus Three. The alternative hypothesis (H_a): The use of the English movie Ms. Marvel is beneficial for students in achieving a better understanding in comprehending speech rate on listening ability of 5th -grade students of ITTC Gontor for girls Campus Three. In the statistic $H_0: \mu \geq \mu_0$, $H_a: \mu < \mu_0$

$H_0: \mu \neq$ better achievement

H_a : μ = better achievement

μ : expected value

μ_0 : the object of research

G. Scope and Limitation of the Study

This study will apply the quasi-experimental design. Also, this study will focus on the ability of listening skills of 5th -grade students at ITTC Gontor for Girls campus three. The researcher will take two classes, the control class and the experimental class. In addition, this study will use the pre-test and post-test results to measure the effect of the movie.

H. Systematical Writing

This research will discuss the effect from the first chapter until the last. The first chapter explains about the background study, problem identification, problem formulation, the purpose of the study, the objective of the study, the benefits of the study, the hypothesis, the scope, and the limitations of the study.

In addition, based on the first chapter, the second study will discuss the theoretical framework that includes the definition of listening skills, the types of listening skill, the definition of movies, the advantages of using movies, the previous study, the conceptual framework, and the research hypothesis.

Following the second chapter, the third chapter will describe the research design that was applied in the study, the hypothesis, the instrument of collecting data, the technique of data collection and the data analysis technique.

The fourth chapter of this study will explain about the data presentation, data analysis and discussion the result of the research.

Furthermore, the last chapter will conclude with the result of the study and the suggestions.