CHAPTER I

INTRODUCTION

This chapter describes the background of the research, research questions, research purposes, research significances, research framework, and previous researches.

A. Background

This research tries to investigate the teaching and learning process in one of the junior high schools in Tasikmalaya. This research aims to determine students' challenges when learning English listening with an English-captioned short movie and how the process of teaching English listening using the English-captioned short movie as the media. In teaching and learning activities there are two possibilities. First, students learn what they have to learn. Second, students only attend the lesson but they do not actually learn anything. Thus, learning and not learning means all students are have the same stage in learning and they might have the same challenges in learning. Listening is an essential part of English as a foreign language apart from writing, reading, and speaking. People need to listen to English pronunciations repeatedly and continuously if they desire to communicate correctly and meaningfully. As Rost (1994) in Hien (2015) states, learning English listening is the most important thing because it provides language input. As an input skill, listening plays a vital role in the students' language development.

In Indonesia, English is taught as a foreign language at schools. The ability to speak English fluently is considered the key to success (Widodo & Dewi, 2019). Nowadays, many parents are enrolling their children in courses from a young age to begin learning English. To realize this expectation, teachers must provide the best learning experience in the classroom. Teachers are essential in the learning process because they have the ability to make the environment more conducive to learning. Using suitable learning methods is one thing that teachers can

accomplish. Of course, while selecting learning methods, a teacher requires media that enables them to communicate with students in clearer and easily understood ways (Puspitarini & Hanif, 2019).

According to Fuady and Mutalib (2017), the learning process can certainly be supported by suitable learning media. Additionally, Fuady and Mutalib (2017) state that students are attracted to audio-visual media because it has several advantages over other types of media such as images, print media, and hearing media. Additionally, educators and parents cannot ignore the powerful effect that communication media, mostly audio-visual, have on the student learning process at home and at school, making the learning process easier in this era.

Based on limited observations, students in a junior high school in Tasikmalaya were less interested in learning English, primarily listening. They thought that English was difficult and tedious. It refers to the results of the questionnaire distributed by the researcher. It shows that 34.3% of students liked to read, 28.6% liked to write, 22.9% liked to speak, while 14.3% liked to listen. On the other hand, 68.6% of students like to watch movies or videos in their spare time, and 31.4% of students prefer listening to music rather than watching. Then, 45.7% of students are interested in learning English, 48.6% are less interested in learning English, and 5.7% are not interested in learning English. The questionnaire was adapted and modified from Velencia (2015).

Watching movies with subtitles in the target language (English) is beneficial not only for first language (L1) but also for second language (L2) language learning. According to Pimsamarn (2011) cited in Liando et al. (2018), when students are exposed to various pictures, sounds, and L2 texts, everything becomes much more understandable. The graphic will assist students to understand the concept, and the L2 texts will help them identify recognizable words. However, students may be distracted by the target language texts and pay less attention to the pictures and sounds while watching movies with L2 subtitles. When students watch films with subtitles in their native language, their attention is directed not only to the translated writings but also to the sounds. Therefore, students may confirm their comprehension of what they hear with the translation texts. Students

may not focus on what they hear but on the written content, because their native language reading skills are superior to their target language reading and listening skills (Pimsamarn, 2011 cited in Liando et al., 2018). Therefore, research on the use of English captioned short movie for teaching and learning listening is conducted.

This study is inspired by previous studies. First, the research by Napikul, Cedar & Roongrattanakool (2018) discusses the effects of film subtitles on English listening comprehension and vocabulary. Second, the research conducted by Kusumawati (2019) analyzes the impact of watching English movies with subtitles on the content and vocabulary comprehension of ESP students in a study conducted at a polytechnic engineering school in Indonesia. Next, the research by Hsieh (2019) discusses the effects of video captioning on English language learners' vocabulary development and listening comprehension. Then, the research conducted by Albiladi, Abdeen & Lincoln (2018) analyzed English learners' perceptions on learning English through movies. Last, the research conducted by Azizah & Yaumi (2018) investigated the influence of subtitle movies on students' motivation for listening. However, the previous studies only studied about the listening skill of students and the impact to their understanding. Meanwhile, this research chooses to use English-captioned short movie to support the students learning of EFL listening.

B. Research Questions

The research questions in this research are as follows:

1. How is the process of teaching English listening using the English-captioned short movie as the media?
2. What challenges are faced by the students when learning English listening with the English-captioned short movie?

C. Research Purposes

Based on the research questions above, this study is aimed at obtaining the two following objectives:

1. To find out the process of teaching English listening using the English-captioned short movie as the media.
2. To find out the students' challenges when learning English listening with the English-captioned short movie.

D. The Significances of the Research

This research is expected to give several significances. There are theoretical and practical significances. According to several sources, learning listening comprehension in schools is difficult and undervalued. Thus, this research is expected to be a source of information about students' difficulties in learning listening through English-captioned short movie, and it can make a positive contribution to the listening teaching and learning process. Practically, this research gives significance to:

1. Teachers

   By knowing the students' challenges in learning English listening through the English captioned short movie, the teacher can minimize the challenges.

2. Students

   The results of this study are expected to increase student motivation in learning English, especially in listening, and students are expected to follow the learning process well.

E. Research Framework

One of the skills that EFL students may find difficult to master is listening. Listening difficulty is characterized as the inability of the listener to process the message directly. Gilakjani & Sabouri (2016) assert that listening will involve listening to thoughts, feelings, and intentions that require effort and practice. In addition, Ahmadi (2011) argues in Gilakjani & Sabouri (2016) that listening is a critical process that includes understanding what the speaker is saying.

According to Sihombing (2018), listening is a skill that allows the students to understand what they have learned, whether it is through direct communication,

news, music, or a movie. By Listening, an interlocutor can understand the speaker's messages, and language is formed as a result of listening. Brown (1994) in Sihombing (2018) states that listening is also the ability to recognize and understand the words of others. Moreover, the significance of listening can hardly be overestimated in language learning. Students do more listening in classrooms than speaking. Listening ability is 'larger' in general than speaking ability.

Listening difficulties can cause internal or external factors that interfere with understanding the text directly related to cognition. According to Hamouda (2013) in Asmawati (2017), several factors that cause students' listening comprehension problems are categorized into various sources, which include problems related to listening text, listening problems related to tasks and activities, listener problems related to listeners and lecture methodology. Students' difficulties can interfere with the listening comprehension process, especially for those learning English as a foreign language.

Movie is one of the media that can be used to teach English listening. According to Mathew and Alidmat (2013) in Macwan (2015), audio-visual materials can engage students' attention. The movies offer help in a visual context that can help students understand and improve their learning skills. Nowadays, teaching English is becoming more challenging than before. To help students learn (improve their skills) language skills, language teachers must provide quality teaching material that will attract students to learn. According to Harmer (2006) in Hadijah (2016), the main advantage of using video in the classroom is to appeal to students' topic interests.

Making the written form of the spoken language available is one of the methods for improving listening performance (i.e. subtitles). It is well known that listening while reading can assist in reinforcing the link between the spoken and written forms of the language (Danan, 1992, p. 521). As a result, students can better grasp the message by listening while reading. It can also support the development of master's vocabulary for students. Subtitles in listening materials enable this integration of listening and reading (Napikul et al., 2018).

F. Previous Researches

There are some previous researches related to the topic of this research.

The first is the research by Napikul, Cedar & Roongrattanakool (2018) discusses the impact of film subtitles on English listening comprehension and vocabulary at Samakkhiwitthayakhom School in Chiang Rai. This study attempted to determine which type of subtitles, bimodal subtitling (English subtitles with English dialogues), standard subtitling (Thai subtitles with English dialogues), and English dialogues without subtitles, would be most effective in developing EFL tenth-grade students' listening comprehension and vocabulary of a feature film. This research uses a qualitative method. The data for this study were gathered from three groups of tenth-grade students at Samakkhiwitthayakhom School in Chiang Rai, each having 21 students who had a similar degree of English learning achievement. According to the data, Thai subtitles had a greater impact on tenth-grade students' listening comprehension than either English subtitles or the absence of any subtitles at all. The average content and vocabulary scores demonstrated that Thai subtitles affect students' listening comprehension more than English subtitles or no subtitles.

The second, the research by Kusumawati (2018) focused on the effect of English movies with subtitles on the content comprehension of English movies and vocabulary comprehension. The aim of this study is to enable the lecturer to use certain movies in order to improve the teaching material in ESP. This research used a quantitative research method with a quasi-experimental with pretest and posttest design. This research's population was the fifth semester of the Mechatronics department of Politeknik Elektronika Negeri Surabaya, with 56 students as the subject. The researcher divided the participants into an experimental group exposed to a video that accompanied the reading section activity, and another group taught conventionally. The findings revealed that subtitles have a positive impact on the content comprehension of English-language movies when used in conjunction with them. It can be concluded that the participants better understand the subtitled film than the one without it. Additionally, this statistical analysis discovered that subtitles did not affect participants' vocabulary understanding.

Next, Hsieh (2019) determine the effect of video caption style on vocabulary development and listening comprehension in low-intermediate Chinese-speaking English learners. This study used comprehension tests and vocabulary tests for the instrument. The participants of this study were at the low-intermediate level of English proficiency based on their TOEIC or IELTS. The participants were 105 undergraduates who were native speakers of Mandarin Chinese and had learned English at school as a foreign language for at least nine years. The participants were randomly divided into one of the five captioning conditions: (1) no caption (NC), (2) full caption with no audio (FCNA), (3) full caption (FC), (4) full caption with highlighted target-word (FCHTW), and (5) full caption with highlighted target-word and L1 gloss (FCL1). The findings revealed that the type of caption had an impact on vocabulary learning. In a multimedia listening activity, FCL1 aided in the acquisition of both word form and meaning. FCHTW paid more attention to the form of words at the expense of the meaning of words. Videos with either caption (FCNA) or audio (NC) had no effect on the acquisition of written words, demonstrating that dual-modal display of verbal information (audio + text) was superior to single-modal presentation. While the caption type had no effect on listening comprehension, concurrent presentation of video, audio, and captions did not overwhelm learners in the FC condition, implying that selective attention may have been directed to different parts of the visual stimuli during the first and second exposure to the videos. Furthermore, the appearance of highlighted words and glosses in the subtitled line could focus on vocabulary rather than video content.

Another research is conducted by Albiladi, Abdeen & Lincoln (2018). This study explored English learners' perceptions regarding the use of movies as English teaching and learning tools. The study examined language learners' perceptions of the benefits and challenges of relying on English movies to improve their language proficiency. This study used a qualitative research method with a semi-structured interview as the instrument. The participants were studying at various levels of language learning, ranging from low-intermediate to advanced. There were 25 adult language learners chosen purposefully. The results showed

that language learners believe that films are real sources of language learning and may be effectively used to enhance their language abilities such as speaking, listening, reading, vocabulary and writing. In addition, the findings demonstrated that movie is good in terms of improving students' cultural knowledge.

Last, Azizah & Yaumi (2018) describe the influence of making film subtitles on students' listening motivation. The quantitative approach, pre-experimental design, and purposive sampling are used in this research. The research population was 107 students of the English Education Department in UIN Alauddin Makassar, consisting of 3 classes. This study shows that creating the subtitles of the film increased students' motivation in listening class. Furthermore, the data show that most students chose to participate in the listening class by producing a film subtitle. Besides, it appears that teaching listening through making a subtitle of a film is a successful way to improve students' listening motivation and abilities.

However, the current research has a uniqueness that is not revealed in the previous researches. This present research focuses on the process of teaching and learning English listening with the English-captioned short movie as the media. Then, this research also evaluates the challenges faced by the students when learning English listening using the English-captioned movies. Furthermore, the site, the participants, the research method, and the instrument of this research are also different from the previous research. This research uses the qualitative research method, and the observation, questionnaire, and interview as the instrument. While, the previous research uses the quantitative and qualitative research method with a semi-structured interview, a quasi-experimental and pre-experimental.