

CHAPTER II
REVIEW OF THE RELATED LITERATURE
STUDENTS' FREQUENCY OF WATCHING ENGLISH FILM
AND STUDENTS' LISTENING SKILL

A. Previous Research

Many researchers have conducted the research about watching English film. Related to this study, the writer chooses some literature about previous researches which are relevant to the research.

- a. Thesis under the title "Correlation between The Frequency of Watching English Films and Vocabulary Mastery of The Second Grade Students of MAN 1 Semarang in the Academic Year 2011/2012" Arif Rahman (IAIN Walisongo Semarang: 2012).

Purpose of this study is to investigate whether any correlation between frequency of watching English film and vocabulary mastery. This is quantitative case study. Questionnaire and achievement test were used to collect the data. The result of this research showed that there is a significant correlation between students' frequency of watching English films and their vocabulary mastery.⁷

⁷ Arif Rahman, "Correlation between The Frequency of Watching English Films and Vocabulary Mastery of The Second Grade Students of MAN 1 Semarang in the Academic Year 2011/2012", *Thesis* (Semarang: Tarbiyah Faculty IAIN Walisongo, 2012)

- b. Thesis under the title “A Correlative Study between Student Frequency of Watching Films and Their Vocabulary Competence (A Case of Second Year Students of SMA N 1 Wanadadi Banjarnegara in Academic Year 2007/2008” by Dwi Anjar Wahyuningsih (2201403636), graduated from English Department Faculty of Languages and arts Semarang State University (2008).

Purpose of this study is to investigate whether any correlation between frequency of watching English film and vocabulary Competence. This is quantitative case study. Questionnaire and achievement test were used to collect the data. Based on her research, she presented the conclusion that the frequency of watching films can influence the score of vocabulary.⁸

From two researches above, the researcher tries to do another research related to this. The researcher will conducted research with the second grade students of SMA N 1 Mayaong Jepara in the academic year of 2012/2013. My research was different with those two studies. The researcher wants to know the correlation between variable X (the students’ frequency of watching English film) and variable Y (students’ listening skill).

⁸ Dwi Anjar Wahyuningsih (2201403636), A Correlative Study between Student Frequency of Watching Films and Their Vocabulary Competence (A Case of Second Year Students of SMA N 1 Wanadadi Banjarnegara in Academic Year 2007/2008, Thesis (Semarang: Language and Literature Faculty UNNES, 2008)

B. Theoretical Framework

1. The Nature of Media

a. Definition of Media

“Media is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and a receiver”.⁹ In Oxford Dictionary, media is “way of communicating information, etc. to other people.”¹⁰ Some example of the media is video, television, diagrams, printed materials, computer programs, and instructors. Those are considered as an instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning activities.

There are so many limitations that are given by people about media. Association of Education and Communication Technology (AECT) in the United States limits the media as all forms and channels that can be used by people to deliver messages or information. Sadiman cited in Gagne and Briggs, Gagne said that media are various kinds of components in the

⁹ Sharon E *Smaldino* and James D Russell, *Instructional Technology and Media Learning*, (Ohio: Merrill Prentice Hall Press, t.t), p.9.

¹⁰ - -, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p.268

environment that can stimulate students to learn. Meanwhile, Briggs argues that media are all the physical tools that can present messages and stimulate students to learn by themselves.¹¹

From the definition above, the writer can conclude that media is a tool which are used by teachers during teaching and learning process to help teachers in presenting the materials. Media can facilitate teaching process. Thus, media has an important role in teaching and learning process to build students' interest to the material. Besides that, media can help students in acquiring lessons that was being taught by teachers. So that, students can understands more the material that is presented.

b. Classification of Media

There are some classification of media. According to Heinich teaching media can be classified into three categories. First, Visual media; they are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard, etc.¹² Second, Audio media; they are media that can be listened from audio media. It means that audio

¹¹Arif S Sadiman dkk, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2009), p.6.

¹²Robert Heinich, *et.al.*, *Instructional Media and Technologies for Learning*,(Ohio:Merrill Prentice Hall Press, 2002), p 142.

media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord /tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.¹³ Third, Videomedia; they are media that have sound and picture. Any electronic media format that employs “motion picture” to present a message.¹⁴ Meanwhile, Raiser argues there are five categories of media, they are: Printed Media, Audio Media, Visual Media, Audio Visual Media, and Real Object.¹⁵ Film is an example from audio visual media in teaching and it has a sound because it that is produced to get to appear the reality picture in the original form it describes science theory and animated.

c. Function of media

At first the media only function as a tool in teaching and learning activities in the form of medium which can provide a visual experience to the students to encourage motivation to learn, clarify, and simplify the complex and

¹³Robert Heinich, *et.al.*, *Instructional Media and Technologies for Learning*, p.172.

¹⁴ Robert Heinich *et.al.*, *Instructional Media and Technologies for Learning*, p.192.

¹⁵ Robert A Raiser, *Selecting Media for Instruction*, (USA: New Jersey, 1983), p.13.

abstract concepts become more simple, concrete and easy to understand. So the media can serve to enhance absorption and retention of children to learning materials.

From explanation above we can conclude that the function of media are:

1. To help students to learn and teachers to teach.
2. To Give real experience to the students (the abstract can be concrete)
3. To Attract more students' attention (lessons become not boring)
4. To All senses of the students can be activated. One senses weakness can be offset by the strength of the other senses.
5. To develop students' attention and interest in learning.¹⁶

d. Advantages of media

Arsyad states that there are many advantages of media in teaching and learning, as follows:

- 1) Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
- 2) The media can enhance students' attention so that media can create some motivations of learning, the

¹⁶Asnawirdan M. Baharudin Usman, *Media Pembelajaran*, (Jakarta: CiputatPers, 2002), p. 24-25.

more direct interaction between students and their environment, and students' possibility to learn independently in accordance with the abilities and interests.

- 3) Teaching media can overcome the limitations of the senses, space and time:
 - a) Objects that are too large to be displayed directly in classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.
 - b) Objects or images that are too small can be presented with the aid of a microscope, films, or pictures.
 - c) A rare occurrence that happened in the past or happened once in decades can be displayed through video, films, photographs, or slides.
 - d) Object that has very complicated process such as blood circulation can be displayed in a concrete way through the film, pictures, slides, or computer simulations.
 - e) Dangerous experiments can be simulated with media such as computer, film, or video.
 - f) Occurrence of natural events such as volcanic eruptions or process that in reality the process takes a long time like a cocoon becomes a

butterfly can be presented with the techniques of time-lapse recording of film, video, slides, or computer simulations.

- 4) The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos.¹⁷

From the explanation above, the writer concludes that media are very important in teaching and learning process. Media can give many advantages in teaching learning process. Media can make students easy to understand the material because they are interested in teaching learning process. Media can provide the material that cannot be provided when teachers explain the material without media. By using media, students will also be more active in giving response to the teachers' explanations.

¹⁷Azhar arsyad, *Media pembelajaran*,(Jakarta: PT Raja Grafindo Persada, 2003), p. 27.

2. The Nature of English Film

a. Definition of Film

A film, also called a movie is “the motion picture that tells a story, like in the television or cinema”.¹⁸ It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects.

Based on Kirkpatrick defines film as “a series of connected cinematographic images projected on a screen”. Coulson also states that “film is story, incident, etc, recorded on film in moving picture”.¹⁹

Film is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Film can be effective media in teaching learning process. Film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. It indicates that film is a useful way to improve students’ listening skills. Choosing the right film is very important too. A lesson will be much easier and interesting if we use film.

¹⁸ Rosemary Sansome, dkk, *Oxford Illustrated Junior Dictionary*, (Jakarta: Erlangga, 2002)

¹⁹ Siska Rusdiana, *The Use of Films as The Media in Teaching Narrative Writing 2009/2010, Thesis* (Bandung: UPI Bandung, 2012), p.20.

Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.²⁰

Based on those definitions of film, it can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in cinema, TV, etc.

b. Definition of English Film

Language is a social phenomenon. It is used to make communication between individuals. Language helps the people to make interaction to their environment.²¹ Language has a function to convey the meaning and message.

Film is a kind of communication. Film convey a story which have meaning and message to the viewer.

To convey the meaning and the message of the film, film can be present in many kinds of language. One of them is in English. The film which using English in telling the story is called English film. English Film is the film which spoken in English.

²⁰ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 1995), p. 19.

²¹ Lim Kiat Boey, *An Introduction to Linguistics For The Language Teacher*, (Singapore: Singapore University Press, 1975), p.3.

c. Basic Types of Film

Some of the most basic types of film line up as distinct alternatives. According to Thompson, there are some basic types of film as follows:²²

1. Documentary

A documentary film purpose to present factual information about the world outside the film. This in turn leads us to assume that the persons, place, and events exist and that the information presented about them is trust worthy. The documentary attempts to depict essentially true stories about real life situation of people. For example, primary asks us to sale it as a factual account of John Kennedy and Hubert Humphrey campaigning to win the 1960 democratic presidential nomination.

2. Fiction

A fictional film presents imaginary beings, places, or event. If a film is fictional, that does not mean that is completely unrelated to actuality. Fictional films are tied to actuality in another way. They often comment on the real world through theme, subject, characterization, and other means, a fictional film can directly or obliquely presents ideas about world outside the film.

²² J. W. Brown, *AV. Instruction: Technology, Media, and Methods*, (New York: McGraw Hill Company, 1991), p. 42-47

3. Animated

Animated film are distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Instead of continuously filming an ongoing action in real time, animators create a series of images by shooting one frame at a time. For example The Adventure of Prince Achmad, Daffy Duck, The Star of King Kong. Beauty and the Beast, etc.

4. Experimental

Experimental film are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that old seen eccentric in a mainstream context.

d. Advantages of Film

There are many advantages that can be obtained in the use of film as a media to deliver lessons to students, as follows:

- 1) Film can describe process.
- 2) Film can arouse impression of room and time.
- 3) The pictures are three dimensions.
- 4) The sound can arouse reality of pictures in form of nature expression.
- 5) Film can tell expert's voice while watching his/ her appearance.

6) Colored film can add reality of object which is practiced.

7) Film can show scientific theory and animation.

Beside the advantages, film has disadvantages that can be explained as follow:

1) During playing film, teachers cannot explain any material because it can disturb students' concentration.

2) Students cannot understand the film well if it is played too fast.

3) It is difficult to repeat what is gone except playing it once more.

4) The equipment is expensive.

A good film is a film that can meet the needs of students in relation to what has been learned. Oemar Hamalik argues basic principles that hold by 4-R is: "*The right film is the right place at the right time used in the right way*".²³

e. Film as a Media to Improve Students' Listening Skill

Listening is one of important thing in language context. 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

²³Asnawir dan M. Baharudin Usman, *Media Pembelajaran*, p. 96.

simple learning cannot begin well.²⁴ Nowadays, listening comprehension has improved. For example, new technology has supported for the skill such as cassette, VCD, video and etc that can improve listening comprehension skill. In the language learning, basically the teacher still focuses on the old learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon happened in the almost country in the world. It is a great duty for the language teacher.²⁵ Another way to improve listening skill is watching English film. It is able to improve their listening skills because they become engaged in the storyline of the film, which offers both a visual and audio depiction of dialogue and story in a potential real-life situation, using real emotions, diction, tone and slang, which can sometimes be lost in a classroom environment.

Most films these days contain subtitles in a variety of languages, including English, which can benefit anyone who wants to improve their listening skills. Foreign students can improve their listening skills by watching a

²⁴Helen Kornblum, *New Ways in Teaching Listening*, P.v.

²⁵Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung : Remaja Rosdakarya, 2008), P.229-230

film in English with their language subtitles. This will enable them to match the written words with the English spoken words. English-speaking students can use subtitles to watch a film the second time around to see if they were able to listen to and comprehend the dialogue the first time around. Many will be surprised at how much information is missed without the use of subtitles.

f. Frequency of Watching English Film

Frequency is the number of times that an event occurs within a given period; rate of recurrence.²⁶ In Wikipedia, Frequency is the number of occurrences of a repeating event per unit time.²⁷ In line with that statement, oxford dictionary says that frequency is rate at which something happens or is repeated.²⁸ While, Watching is look at some thing carefully for a period of time.²⁹

Based on the description above the researcher can conclude that the frequency of watching english film is rate of looking at english film carefully for a period of time. The frequency of watching english film is showed by

²⁶ Collins, *Collins English Dictionary – Complete and Unabridged 6th Edition*, Retrieved from <http://www.thefreedictionary.com/frequency>, Monday, Dec 23, 2013.

²⁷ - -, *Frequency*, Retrieved from <http://en.wikipedia.org/wiki/Frequency>, Monday, Dec 23, 2013.

²⁸ A.S Hornby, *Oxford Learner's Pocket Dictionary*, p.171.

²⁹ A.S Hornby, *Oxford Learner's Pocket Dictionary*, p.486.

how many time the students whatcing english film in a period.

3. The Nature of Listening

a. Definition of Listening

Listening is the first communication skill we engage in the moment we are born. It is how we learn and acquire language. Speaking and listening, then, are always interrelated. However, although it is our first communicative behavior, listening is usually our most underdeveloped communication skill. The International Listening Association **in Collins** defines **listening** as “*the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages*”. Collins cited in Purdy that listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and nonverbal) needs, concerns and information offered by others human beings.³⁰

There are many definition of listening, one of them is according to Lizbeth A. Baclay listening is tha act of assigning meaning to what is heard.³¹ Here Barclay distinguish between hearing and listening. Hearing is the

³⁰ Sandra D Collins, *Interpersonal Communication: Listening and Responding* (USA: Mason OH,45040, 2009), p.7.

³¹ Lizabeth A. Baclay, *Learning to Listening and Listening to Learn*, (New York: AFB Press, 2012), p.4.

psychological process to collect the sound waves through ears and transmit it into the brain. While listening is the process to assign meaning to what we hear.

From the explanation above, we can conclude that listening is a matter of ear and mind. Listening is not only recognizing the sound but focus on the person communicating and must respond to the question and directions. Then in a listening process the good pronunciation of the speaker determine the success of listening too.

b. Listening Skill

“Skill is ability to do something well”.³² In line with that statement Jess Stein says that “skill is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.”³³

“Listening is process in which the sound have been received by human hearing system is identified, understood and responded”.³⁴ Listening is different from hearing. There is often an interchange between the term of listening and hearing.

³² Hornby, *Oxford Learner Pocket Dictionary*, p. 403.

³³ Jess Stein, *Random House Dictionary*, (New York: Random House, Inc, 2013), p, -

³⁴ Sita Indah, *The Correlation Between Watching English Teenager Film and Students' Listening Skill*, Thesis, (Bandung: FBS UPI Bandung, 2011), p.11

Hearing is a process when human hearing system catch sound waves. Thus, listening is more than just hearing sounds, but receiving, constructing meaning and responding.³⁵

Based on the description above the researcher can conclude that listening skill is ability to hearing and recognizing sound, receiving, constructing meaning, and responding. Listening skill is not only recognizing the sound but focus on the person communicating and must respond to the question and directions.

c. The Process of Listening Comprehension

Helgesen and Brown states that listening is a process that involves both bottom up and top down processing working simultaneously and listeners need to focus on both when they are listening.

1. Bottom-up processing

The bottom-up processing is trying to make the sense of what we hear by focusing on the different parts; the vocabulary, grammar, or functional phrases, sounds, etc. This process assumes that one hears in a linear fashion, from the smallest unit (phonemes) to complete texts. According on this view, phonemics unit are decoded and linked together to form words, words are linked together to form utterances, and

³⁵ Sita Indah, *The Correlation Between Watching English Teenager Film and Students' Listening Skill*, Thesis, (Bandung: FBS UPI Bandung, 2011), p.11

utterances are linked together to form a complete meaningful text. In other words, the process is a linear one, in which meaning itself is derived at the last step in the process.

2. Top-down processing

The top-down processing starts with background knowledge called schema. The listeners actively construct (reconstruct) the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listeners use prior knowledge of the context and situation includes knowledge of the topic, the speaker or speakers, and their relationship to the situation occurs. The teaching or learning process of listening can be divided into three stages: pre-listening, listening task, and post listening.³⁶

1. Pre-listening

Pre-listening is the warming up activity before the learners have the listening tasks. Pre-listening is how the teacher can help learners activate the balanced between the bottom up and top-down processing, this is called interactive

³⁶ Jonatan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routedge, 2009), p.40.

processing. Pre-listening activities is almost the same as brainstorming in reading or writing.

2. Listening tasks

There are three types of listening activities for the beginners' level. They are listening for specific information, listening for a gist or global listening, and inferencing.

3. Post- listening

The range of listening activities is at least as wide as listening tasks themselves. At times, post-listening may be as simple as checking the answer to comprehension questions, either by the teacher telling learners what the correct answers are, my eliciting answers from learners themselves, or by having learners compare their answers in pairs or small groups.³⁷

Based on these statements, it is considered that listening process can train the listeners to understand the meaning, grammar, pronunciation, etc., so they will have good understanding in language. The listeners will have been exercised in receiving the meaning of the utterance that speakers says, giving responses, and creating meaning through involvement, imagination, empathy. Language

³⁷ M. Helgesen and S. Brown, *The Practice of English Language Teaching Listening*, p.17.

learning depends on listening since it provides the aural that serves as the basis for language acquisition and enables learners to interact in spoken communication.

d. Function of Listening

The goal of listening is to understand to fully what the other person is trying to communicate. The function of listening can be summarized as follows³⁸:

1. To focus specifically upon the messages being communicated by another person.
2. To gain a full and accurate understanding of the other person's problems/issues.
3. To convey interest, concern and attention for the other person.
4. To developed a client-centered approach during the interaction.

C. Hypothesis

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”³⁹ According to Suharsimi Arikunto, Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified

³⁸ Carol Gray and Jenny Moffet, *Handbook of Veterinary Communication Skills* (USA:Blackwell, 2010), p.16.

³⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Asdi Mahasatya, 2006), p. 71.

instruments.⁴⁰ So, hypothesis can defined a weak truth statement towards problems on research and need to be proved the truth after collecting data. The hypothesis of this research is: there is a significant correlation between the frequency of watching English film and students' listening skill at XI IA II of SMA N 1 Mayong Jepara in the Academic Year of 2012/2013.

⁴⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 71.