

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a social phenomenon. It is used to make communication between individuals. Language helps the people to make interaction to their environment.¹ “Language is a system of communication in speech and writing used by people of a particular country”.² In this case, language is a mean of communication and it plays a very important role in social relationship among human beings. People in a society use language, which is mutually understood to communicate with others. Through language we can express our idea to others in form of written and spoken. Thus, the presence of language has overcome people’s problems to express and share their feeling, idea and knowledge to others.

English is one of the international languages 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. They are Listening, Speaking, Writing and Reading.

¹ Lim Kiat Boey, *An Introduction to Linguistics For The Language Teacher*, (Singapore: Singapore University Press, 1975), p.3.

²A.S Hornby, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press, 2000), p.240.

From those skills the most difficult skill to be studied is listening. Listening is assuming important thing in many language contexts. 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. In listening, learners are hoped can interact to achieve understanding with accessing the second language speakers. To build their ability in listening can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language.³Al-Qur'an also says in Q.S Az Zumar: 18.

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ
 اللَّهُ وَأُولَئِكَ هُمُ الْأُولَاءُ ﴿١٨﴾

“Who listened to the words and follow the best of them. They are the ones who have been given God's instructions, and they are the ones who have sense.”⁴

Listening comprehension skill is related to speaking and writing skill. Listening skill on the foreign language learning is divided to two situation; those are direct and indirect situation. Direct situation is such as conversation directly, speech, songs

³Helen Kornblum, *New Ways in Teaching Listening*, (Washington: Garamond Book and Tiffany Demi, 1995), P.v.

⁴ Muhammad Taqi-ud Din Al-Hilili, *The Noble Qura'an English Translation of the meaning and commentary*, (Madinah: King Fadh complex), p.620.

and etc., and indirect situation is such as listening on conversation on the cassette. 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. The most important element and fundamental for the interaction is the ability to understand what the speaker has said. In the daily life, we often meet listeners who cannot listen their mother tongue and foreign language well; maybe it is caused by the lack of focus or concentration, or egocentrism. Most of people has been estimated spend many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to write.⁵

Listening can be done by using media which is supported by sound, like film. According to Harmer, "audio-visual such as film, video or DVD can be used as media in learning listening".⁶

⁵Iskandar wassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2008), P.229-230.

⁶ Jeremy Harmer, *The Practise of English Language Teaching* (UK: Ashford Colour press Ltd, 2007), p.308

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. In this research the writer wants to know the frequency of watching English film and students' listening skill of second grade students at SMA N 1 Mayong Jepara.

Because of the reasons above the researcher wants to run a correlation study in SMA N 1 Mayong Jepara in the academic year of 2012/2013 under the title "The relationship between the frequency of watching English film and students' listening skill".

B. Research questions

1. How is students' frequency of watching English film at XI IA II of SMA N 1 Mayong Jepara in the academic year of 2012/2013?
2. How is students' listening skill at XI IA II of SMA N 1 Mayong Jepara in the academic year of 2012/2013?
3. Is there any 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? ?

C. Objectives of the study

Based on the problem above, the objectives of the study are:

1. To find out the frequency of watching English film at XI IA II of SMA N 1 Mayong Jepara.

2. To find out the students' listening skill at XI IA II of SMA N 1 Mayong Jepara.
3. To find out whether or not 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 2012/2013.

D. Pedagogical significances

After doing the research, the writer hopes to get knowledge about the influence of watching English film to students' listening skill, especially for senior high school students. Hopefully, the results will be used for the following:

1. For teacher

By doing this research, the researcher hoped that the output of the study would be useful to give contribution of developing English teaching. So, the students would get better achievement.

2. For the students

By understanding the relationship between students' frequency of watching film and students' listening skills, the researcher hoped the student could improve their frequency of watching English film.

3. For researcher

By doing this research, the researcher hoped that he would get some experiences and knowledge about his study and it would be useful in the future

4. For the reader

By doing the research, the writer hopes the reader can get knowledge about correlation between the frequency of watching English film and students' listening skill, and also the reader can improve the listening skill by reading this thesis.