

CHAPTER I

INTRODUCTION

This chapter discusses the background research, research questions, research objectives, research significance, research framework, and previous research.

A. Background

This study aims into investigate the teaching and learning processes in one of Karawang's junior high schools. The purpose of this study is to examine the student's ability to listen to English using short films with English subtitles and how the listening to English teaching process uses short films in English as the medium.

The researcher conducted a face-to-face interview with one of the junior high school teachers and gave students questions in SMPN 1 Telukjambe Timur. The data showed that some students were not enthusiastic, bored, and had difficulty in listening. The researcher surveyed by giving student's questions, and the data results showed that 30 students got an average score of 44. The students' listening results are in the range of values from 10 to 70. It means that the student's listening skills are still below average. Based on the interview results and the result of students' listening skills, teachers played a crucial role in learning since they may improve the learning environment. Therefore, Teachers can achieve this by employing proper learning strategies. Teachers need media to communicate with students more clearly and simply while selecting a learning technique (Puspitarini, 2019). The results of the rubric are attached to the appendix.

There are various intriguing media that can be used in listening activities for English learners. Short films are one type of media that may be used to enhance listening. Other types of media include English songs and entertaining English talking application media. Students can improve their sensitivity to language by watching short films in English as one of the teachings and learning medium in language sessions.

According to Bransford, Browning, and Cocking (1999, p.194), technology has a very important part in creating a learning environment that expands students' abilities through learning one-way communication media such as movies, documentaries, television shows, and music into new areas that require interactive learning. Short films in their use in learning English as a medium for learning will make the learning process more interesting and enjoyable for both teachers and students involved in it, and captions is an important component in the film section that a teacher must consider when offering short film media to use in learning.

In addition, Pimsamarn (2011) states that when students are exposed to various images, sounds, and second language (L2) texts, everything becomes much easier to understand. The use of L2 Text will help students to identify recognizable words. According to Mulyadi (2015), films with subtitles are more beneficial than movies in increasing general listening comprehension. Students who watch subtitled movies performed better in terms of reading and listening comprehension, word recognition, decoding abilities, motivation, and vocabulary mastery when learning a foreign language. The reason is when students watch foreign language movies with subtitles, their attention is drawn to the translated text and sound. As a result, students can cross-check their understanding of what they hear with what the text says.

Some studies have previously focus on this topic. First, Kusumawati (2019) performed research at an Indonesian polytechnic technical school to examine the impact of watching foreign movies with English subtitles on ESP students' content and vocabulary understanding. Second, Hsieh (2019) discussessed the impact of video captioning on the vocabulary development and listening comprehension of English learners. After that, Özgen and Gündüz (2020) in their research investigated the impact of real video films with subtitles on the listening comprehension of intermediate level English as a Foreign Language (EFL) students. Furthermore, Başaran and Köse (2013), in a Turkish study, expored the effect of English subtitles, Turkish subtitles, or no subtitles on the listening comprehension of EFL students at middle and low-intermediate levels in their previous work. On the other hand, previous studies only disscused about students' listening skills and how they affected their knowledge.

Meanwhile, in this study, short videos with English captions were used to enhance students' EFL listening learning.

B. Research Question

Regarding to background study above, this research is intended to answer the following questions:

1. What are the students' listening skills exposed with short movie with captions?
2. What are students' listening skills exposed with short movie without captions?
3. Is there any significant difference between listening skills exposed with short movie with captions and listening skills exposed with short movie video without captions?

C. Purpose of the research

Based on the problems that have been formulated above, the objectives of this research are as follows:

1. To find out how students' listening skills exposed to short movie with captions.
2. To find out how students' listening skills exposed to short movie without captions.
3. To find out whether there is a significant difference between listening skills exposed to short movie with captions and without captions.

D. Significances of the research

The results of this study are expected to provide useful information and suggestions both theoretically and practically. The researcher expected that theoretically this research can be used as a solution for students to improve listening skills through short film texts.

Moreover, in practically, this research is expected to use as a reference for students to improve their English Listening skills. Furthermore, this finding of this research is important for teachers in assessing students using the method to improve

students' listening comprehension. Meanwhile, the result of this research can provide further information in related fields for future research.

E. Research Scope

This study's scope is using short movies with captions to improve students listening skills. In class VIII, students of SMPN 1 Telukjambe Timur Karawang, where students can choose the correct answer according to what students hear from the audio and answer questions to test whether students understand what is said.

F. Research Framework

In Indonesia context, listening skill is a skill that can be considered difficult, but it is underappreciated when compared to other language skills such as reading, speaking, and writing. Hichem (2013) claims that listening is the most extensive and challenging study to conduct. In other terms, it is tough to comprehend completely. There is a widespread belief that a person's communication abilities impact the success and comprehension of their communication. While effective communication requires solid speaking skills, good listening skills are required for creating meaningful conversations and forming conclusions. According to Saha (2008), listening and hearing are distinct because listening is an active action of sound analysis, whereas hearing is a passive perception of sound. Furthermore, Harmer (2001) argues that listening is a "receptive talent," necessitating the formation of an opinion based on what is heard.

Listening is frequently regarded as difficult and undervalued in comparison to other language abilities such as speaking, reading, and writing. When it comes to teaching English in schools, teachers often concentrate speaking, reading, and writing skills. Furthermore, the public's belief that if someone can talk well, they can also communicate well exacerbates the problem. While effective communication requires good speaking skills, invoice production requires good listening skills.

According to Brown (2006), listening is a complicated process in which we can assist students in making meaning of what they hear by activating past knowledge. The following part will discuss how teachers might help children who have difficulty hearing by teaching them different listening techniques. It is built on the belief that someone who learns a language, particularly a foreign language, can be immediately seen or evaluated based on their abilities to speak, write, and read. Few people realize that a person's linguistic competence is also measured by his or her ability to understand spoken language (listening ability).

Technological advancements have resulted in multimedia systems that aid in students' listening learning. With current technology breakthroughs, it is now possible for students to readily access all their learning needs, one of which is in the form of video format, in which video may be easily comprehended by showing text called captions. Captions, according to Paivio (2008), serve as nonverbal input, while video voice serves as verbal input, allowing double coding theory to be applied. Captions in the film with English as the target language encourage students to improve their vocabulary, listening, and reading skills. According to Karakas and Saricoban (2012), watching foreign language films with English subtitles makes them easier to understand. Visual media with English subtitles may help students' grasp of English listening. Animated films with English subtitles could help students learn English without even realizing it. The main focus is to read the subtitles that are displayed.

Captions are translations that appear textually displayed dialogue in films and shows that can be read at the bottom of the screen when watching foreign films, and with these captions they are intended to help understand the story and the meaning conveyed from what they watch, (Rokni and Ataee, 2014). Captions help students understand the video by merging the audio, images, and provided text in a seamless manner. As audio-visual medium, short films with English subtitles are effective tools or aids in teaching. It can increase student motivation, make learning concepts easier to grasp, and help students better comprehend how to utilize language. What students hear allows them to see written language. English short film also can improve receptive

abilities like listening and reading. As a result, watching short films with English subtitles is both fun and useful.

G. Hypothesis

A statistical hypothesis is used in quantitative research, which means it must be tested statistically before being accepted. In this quantitative investigation, the formulated statistical hypothesis takes two forms: the null hypothesis (H_0) and the alternative hypothesis (H_a).

H_a : There is a significant difference in students' listening skills exposed short movie with captions.

H_0 : There is no significant difference in students' listening skills exposed short movie with captions.

H. Previous Study

Previous research is used as a reference for researchers to enrich the theory used in research, in addition to finding differences between this study and previous research. The purpose of this study was to investigate the use of short films with subtitles to improve the listening abilities of EFL students. Several research findings from this study point to the usage of short films to improve listening abilities. Previous research from non-Indonesian and Indonesian contexts is relevant. Some previous studies are included below.

Previous studies from the Indonesian context are relevant to the use of movies in listening. For example, Kusumawati (2018) focuses on how English-language films with subtitles affect understanding of English-language film content and vocabulary. The purpose of this research is that lecturers can use certain films to improve teaching materials at ESP. This study uses a quantitative research method with a quasi-experimental design with a pre-test and post-test. This research was conducted at the Surabaya State Electronics Polytechnic. This finding shows that participants understand films with subtitles better than those without subtitles. Furthermore, this

statistical research discovered that subtitles had no effect on the participants' language understanding.

Previous research from non-Indonesian settings is relevant to this topic. First, Hsieh (2019) investigates the impact of video caption style on vocabulary acquisition and listening comprehension in Chinese-speaking English learners at the low-intermediate level. The data show that the type of text influences vocabulary learning. In multimedia listening activities, FCL1 helps acquire the form and meaning of words. FCHTW pays more attention to word form at the expense of word meaning. Video with text or audio did not affect written word acquisition, suggesting that dual-modal verbal information displays were superior to single-modal presentations. Also, the appearance of highlighted words and glosses on subtitle lines can focus on vocabulary rather than video content.

Second, Özgen and Gündüz (2020) The objective of this research was to see how real video films with subtitles affected the listening comprehension of intermediate English as a Foreign Language students at Selçuk University's School of Foreign Languages (SOFL) (EFL students). A pre-test, post-test, and questionnaire are used in this study. The study's findings revealed important findings, stating that using subtitled films in ELT classes helped students understand the plot better, supported vocabulary learning, and improved students' listening skills. Furthermore, multi-sensory presentations enable students to use text technology outside of the classroom for listening and self-study.

Last, Başaran and Köse (2013) evaluated the impact of English captions, Turkish captions, and no captions on the listening comprehension of EFL learners at the intermediate and low-intermediate levels. In the study, 30 Grade 8 elementary school students were divided into intact groups. Participants viewed the first 19 minutes of Harry Potter and the Order of the Phoenix with English captions, Turkish captions, or no captions before taking a 20-item multiple-choice listening comprehension test. ANOVA analysis that used in this study is revealed that students performed similarly on the listening comprehension exam in all three scenarios.

However, the current research has a uniqueness that was not revealed in previous studies. This study focuses on teaching and learning to listen to English using short films with English subtitles. Then this study also evaluates the challenges faced by students when learning to listen to English using short films with English subtitles. Furthermore, the site, participants, research methods, and instruments differ from previous studies.

Previous researchers used films with captions for vocabulary and listening skills, while this researcher focused more on listening skills only. Furthermore, some researchers previously used participants in high schools and tertiary institutions, while this researcher used participants in lower secondary schools.

