

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Listening is the most important thing in building good relationship between individuals. The importance of listening skills is recognized by Brown (2001) who states that students always listen more than talk when they are in class. That is, listening is an important thing in our daily lives, through listening we can explain its meaning.

The ability to send and receive messages is necessary for active listening. For communication to be effective, listening skills must be paired with questioning abilities. Because communication is in effective without the capacity to listen, regardless of how skill fully you communicate with someone. A crucial ability that students must acquire when studying a foreign language is listening, particularly when learning English as a second

language. Each person has a distinct amount of difficulty, which may include communication difficulties, difficulties with grammar, or vocabulary deficiencies. The English language has four main components: speaking, writing, reading, and listening. One of the four fundamental English language abilities, along with reading, writing, and speaking, is listening. Students must learn to listen from a young age, from kindergarten through higher education, because they will need them to pass written English language tests both locally and nationally. Listening is the activity of paying attention to the speaker and trying to get meaning from something heard (Hamouda, 2013).

The communication skill of listening instructs pupils to comprehend, interpret, and assess what they hear. Effective listening can enhance interpersonal relationships by lowering conflicts, fostering better understanding, and fostering greater cooperation. Listening is assumed as the most critical for language

learning, as today during the communicative language teaching era when language is taught by face to face communication listening is important skill in this regard (Vandergrift and Goh, 2021:396). Listening is an active, purposeful process of making sense from what we hear (Nunan,2003:24). The development of listening skills is the main focus of language teachers since they are crucial for learning a second language and play a significant part in the process of language acquisition.

In the process of listening, most people must have difficulty listening to a foreign language. For example, listening to sounds that are different from everyday sounds, tone of voice, speed of speech, understanding of vocabulary, and accents (Hinthao Y, 2007). In other words, when a native speaker speaks too quickly, it is difficult for listeners to anticipate what the native speaker will say or do next. Because they will become distracted and only hear the vital parts. Second, recognizing vocabulary in listening skills is the next problem that

listeners find when listening (Renandya & Farrell, 2011). Because of their limited vocabulary, listeners frequently grow frustrated because they are unable to comprehend what native speakers are saying.

Previously, researchers had made observations at SMPN 21 Kota Bengkulu as an intern there, researchers gave practice sheets to students to test students' abilities on students' daily test scores, and the results obtained by researchers were from the 75% KKM figure passed at the school, only a few students reached that number. Researchers discovered that eighth-grade pupils at SMPN 21 in Kota Bengkulu continue to receive low-quality grades. The scores of 29 kids, where just 6 were able to meet the proficiency levels, demonstrate this. Numerous students were also interviewed by the researchers. In this instance, researchers can discover that pupils in this school still struggle to comprehend information from listening texts and also exhibit low motivation for learning in listening materials.

Therefore, the teacher's engagement in teaching listening skills is crucial. Teachers must be able to function as guides and planners of learning according to their students' abilities. The teacher is the essential factor that influences the completion of English language learning. Teachers are also obliged to teach listening skills using efficient methods. Many techniques, including audio-visual and audio-interactive ones, can be used to improve listening abilities.

According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Students can better understand the sensitivity of hearing by seeing English-language movies while learning the language. how seeing English-language movies affects kids' ability to listen. There are several tactics that can be used to improve listening skills, including audio-visual and interactive

audio strategies. several kids and teenagers like English-language movies.

The use of Audio-Visual, the application of video in the classroom, and the advantages of showing animated cartoons with English subtitles have a great effect and are very motivating for students (Fast, 2010). Since the sounds and actions in animated movies correspond to the information delivered, they can have a lasting impact on teachers and pupils. Cartoons depict things that are not often seen, aside from encouraging and stimulating more, even when compared to the natural world. A group of students can be inspired to think and discuss important ideas by watching educational cartoons with English subtitles.

According to Wina Sanjaya (2014: 118), audio-visual media is a type of media that, in addition to audio elements, comprises visible picture elements, such as video recordings, films of various sizes, audio slides, and so on. Meanwhile, audio-visual aids are used more



effectively for listening and comprehension skills, according to Estevada et al. (2022). The researcher will employ audio-visual media in the form of video clips or films in this scenario, as video clips or films fall under the category of audio-visual media (AVM).

According to Nunan (2015), four elements influence the complexity of the listening process: the speaker's accent, the number of persons speaking, and how fast or slow they talk. The second element is the listener and the listener's response. Third, there is content, grammar, and vocabulary. The final aspect is the supporting factor, which is if there are visuals, diagrams, or other aids that aid in the listening process. Based on the difficulties encountered in the process of developing students' listening abilities, researchers propose that English subtitle video be employed as a learning medium.

Based on the above facts, so researchers really want to know whether English subtitled films have an effect can help students in improving their listening skills.

Then the researcher will conduct research with the theme entitled “The Effect Of EFL Students’ Listening Skill Using Toy Story English Subtitle Movie Quasi Experiment at 8<sup>th</sup> Grade Students in SMPN 21 Kota Bengkulu.”

### **B. Identification of Problem**

Based on the research background, the problem is formulated as follows:

1. Students often make mistakes in hearing what the speaker said because English is a foreign language (EFL).
2. Students often have difficulty answering questions based on what they have heard because of a lack of listening skills
3. Teacher problems in the techniques used when teaching in class during learning activities take place, especially in improving students' listening skills.

### **C. Limitation of Research**



Based on the explanation in the background of the study, the researcher limited the problems in this study to only focusing on students' listening skills and teaching techniques use by teachers, with in the scope of SMPN 21 Kota Bengkulu in the 2023/2024 academic year.

#### **D. Research Questions**

In this research, the researcher formulated the problem as follow “The effectiveness was the use d of toy story english subtitle movie of EFL students’ listening skill at SMPN 21 Kota Bengkulu ?

#### **E. Purpose of the Reseach**

The purpose of this research was to know the effectiveness of toy story english subtitle movie in improving the EFL students’ listening skill at SMP Negeri 21 Kota Bengkulu.

#### **F. Significances of the Research**

The outcomes of this study are believed to be beneficial from both a theoretical and practical perspective. theoretically,

### 1. Teacher

this research will help teachers to provide something new to students in learning listening skills by using English film subtitles.

Practical,

### 2. Students

This research is expected to help students improve their listening comprehension

### 3. Other Reserachers

For future researchers, This will encourage and support additional researchers to carry out their own research, and it will also improve the standard of research on the use of English subtitled movies.

## **G. Definition of the Key Terms**

### 1. Toy Story English subtitle movie

Students' level of comprehension when listening to English can be improved with the use of visual media with English subtitles. The

process of learning English can be concealed by watching animated movies with subtitles in English. This means that in addition to reading the subtitles, their attention is also focused on hearing how the native speakers (actors and actresses) in the movie pronounce the subtitles.

The English-language subtitles in the movies encourage kids to improve their vocabulary, listening, and reading skills. Toy Story 4 is a 2019 American [computer-animated comedy-drama film](#) produced by [Pixar Animation Studios](#) for [Walt Disney Pictures](#). It is the fourth installment in Pixar's [Toy Story](#) series and the sequel to [Toy Story 3](#) (2010). This film tells about the adventures of Woody cs., along with Bonnie's toys, who help each other in getting new toys belonging to Bonnie that were lost.

## 2. Listening Skills

Understanding what is heard in a discussion or story is being able to listen. After hearing what is being said, the listener draws his or her own conclusions about what the speaker has stated.

