

CHAPTER I

INTRODUCTION

1.1 Background

According to Sadiku (2015), English language consists of 4 basic skills; listening, reading, speaking, and writing. Listening is defined as the ability to recognize and understand what other speakers are saying (Gilakjani & Sabouri, 2016). According to Lestari et al., (2021) listening is not the same as hearing, as aside from receiving the oral output, listening also include the process of understanding the utterance. As with other skills, mastery of listening skills is important for the overall mastery of the language, especially for EFL students. According to Tyagi, (2013), a well-developed listening skill confers many benefits for language learners, including easier communication, less misunderstanding, improved relationships, and improved personal growth.

Listening comprehension is a sub-skill of listening skill. It is defined as a higher-order thinking skill that requires mastery of other language skills and cognitive processes (Kim & Pilcher, 2016). Listening comprehension is beneficial for the development of English language skills. As noted by Mulyadi et al., (2022), listening comprehension contributes significantly towards mastering the English language, especially for communicative purpose; mastering listening and listening comprehension allows students to recognize and interpret many aspects of oral production, such as multifarious accent, punctuation, and pronunciation. Gilakjani and Ahmadi (2011) also stated that listening comprehension plays a huge role in

developing students' overall competency in using English, in no small part due to its frequent use in actual communicative activities; with 40-45% of the communicative process involves listening, compared to other skills such as reading (25-30%), writing (11-16%), and speaking (9%).

However, listening comprehension skill is thought to be difficult to master (Gilakjani & Sabouri, 2016). Problems in developing listening comprehension skills include lack of vocabulary knowledge, inability to recognize accents, lack of cultural understanding, and low quality of listening materials (Saraswaty, 2018). Mulyadi et al., (2022) also stated that one of the main problems concerning listening skill development is the lack of exposure to English oral input for many EFL students in their daily lives, causing EFL students to face a hosts of other problems when dealing with listening tasks, such as unfamiliarity with words, little to no listening strategies, and lack of (oral) vocabulary. Underdeveloped listening skills could also cause students to be unable to grasp speakers who use a faster rate of speech, which is detrimental to the communicative process (Bano, 2017).

There are many strategies for teaching listening; Ismail and Abdul Aziz (2020) stated that for teaching listening teachers could use strategies such as bottom-up processing, top-down method, dual focus process on listening-for-comprehension and listening-for-learning, and metacognitive approach. Meanwhile, Argisila et al., (2019) stated that Indonesian teachers often use two types of strategies to improve their students' listening skills: note-taking and summarizing. For the students themselves, Gilakjani and Ahmadi (2011) stated that there are 3 strategies that they could use to develop listening comprehension; Meta-cognitive

(Self-regulated learning, where students plan and anticipate materials in listening tasks), Cognitive (Comprehending and storing input for later retrieval; using *a priori* knowledge to add information to their ongoing interpretation), and social/affective (Collaboration with other to verify understanding and reducing anxieties).

In order to develop listening comprehension, it is necessary to utilize every tool at teachers' disposal. One such tool would be the audiovisual medium such as movies, television, and videos, which have become increasingly easy to access in modern times. Movies have been discovered to be an effective method for teaching the English language; research by Napikul et al., (2018) discovered that movies with subtitles have had a positive impact on EFL students' vocabulary and listening comprehension skills. Another important topic that needs to be mentioned is the use of subtitles; Kusumawati and Hasan (2018) have stated that watching subtitled movies help in improving second language acquisition, with Subtitles helping English learners re-tune the link between speech and sound and improving content comprehension. Another research by Napikul et al., (2018) also discovered that English subtitles helps students in content comprehension and listening ability, in comparison to Thai subtitles, largely due to a deficit of exposure and training in using authentic English. The result of these researches also implies that students' language attitude, which refers to the collection of feelings towards a particular language use and its status (Ahmed, 2015), has had an impact on their language learning process.

Finally, the aforementioned easy access to audiovisual media has also given rise to a new approach to teaching English; Extensive Listening and Extensive Viewing. Extensive listening refers to the approach to teaching language which focus on promoting students' exposure to a large amount of easily comprehensible and authentic materials of the target language over an extended time (Ivone & Renandya, 2019). Extensive Listening is listening for pleasure, without being pressured by pre-set questions and needing to find specific information or exact words (Field, 2008). It is a student-centered activity in which students are allowed to decide on the materials they are interested in and comfortable with (Wahidah & Luthfiyyah, 2018). Extensive viewing, meanwhile, is a relatively recent off-shot of Extensive listening. It is similar to Extensive listening but with the added benefit of providing more authentic and contextual support through rich visual elements (Masrai, 2020). However, research into extensive viewing is still considered to be still in its infancy (Metruk, 2019). Moreover, there is a view that television is considered to be better for extensive viewing, compared to other media such as movies and videos, due to its episodic nature (Rodgers, 2018; Webb, 2015).

While Extensive Viewing is often considered to be a novel concept, and the literature concerning its implementation is not as extensive as other method for teaching English, there indeed has been research result that shows the benefits of its implementation for EFL students. For example, in Ivone and Renandya (2019) it was stated that Extensive Listening / Viewing help improve students' motivation and retention due to providing authentic and comprehensible learning materials based on students' interest. Ivone and Renandya (2019) also discovered other

benefits of Extensive Viewing such as helping students in developing fluency and automaticity in recognizing spoken text, improving students' confidence and ability to comprehend speech with a more natural speech rate, helping students process language more accurately and fluently, flexible, allowing students to implement it both inside and outside the classroom and also foster autonomous learning. Similarly, Rodgers (2018) also discovered that implementation of Extensive Viewing confers the following benefits; improved listening, improved listening fluency, vocabulary development, improved knowledge of previously known vocabulary, improved attitude, and increased motivation towards language learning. Finally, in another research by Masrai (2020), it was also discovered that Extensive Viewing is impactful in developing students' listening comprehension, with students exposed to Extensive Viewing through movies / TV shows having improved ability to understand faster speech rate and more developed vocabulary through accidental acquisition, both which are believed to have a role in improving listening comprehension.

Related to the concept of extensive viewing, one must also consider the implication of language attitude towards students' development of English skills. According to Ahmed (2015), Language attitude is a collection of feelings about a particular language, its usage, and its social status. Language attitude is a factor that could influence a student's mood, motivation, and behavior in language learning (Getie, 2020). Students with a positive attitude toward a language (whether in its image or its usage) would be more motivated to learn and retain knowledge related to the language longer than students with a negative attitude towards the language

(Getie, 2020). Related to this, as Extensive Viewing is a largely student-centered activity, in which students are allowed to decide the materials to use, their attitude towards the English language (In particular, the use of subtitles) is another important variable that must be scrutinized in order to gain deeper understanding of the topic of this research. This is because, as has been stated before, the students' attitude towards the language, particularly its usage in daily life, could affect their motivation and retention for learning English in general, as such, knowing their preference for subtitles for their chosen movies is a good indicator of their interest in learning English.

Based on the information as explained in the paragraphs above, it can be concluded that listening comprehension is an important skill to master for EFL students. We could also conclude that foreign movies using subtitles have positive effects on the overall development of English skills, in particular, listening comprehension (Ebrahimi & Bazae, 2016; N. M. Ismail, 2016; Kalra, 2017; Kusumawati, 2018; Kusumawati & Hasan, 2018; Marleni, 2015; Rokni & Atae, 2014). At the same time, it is necessary to confirm the effect of movies, especially in Indonesian EFL Classes. Further, this study also seeks to discover the effects of the aforementioned extensive viewing method, in particular, through the use of Movies, on students' listening comprehension skills. This is because there is a scarcity of literature that focuses on extensive viewing, especially in the use of movies for the method. This study is also concerned with the impact of the students' language attitude towards English, which is tied to the method of extensive viewing

due to its largely student-centered nature, towards the development of their English skills.

1.2 Problem Identification

There are some considerations when deciding the topic of this research. Listening comprehension skill is an important skill that has been proven to be daunting to most EFL students. Further, the accessibility of new media provides an opportunity to improve certain skills which might have been hampered by traditional media. Not only that, it has also given rise to a new method and approach that support the student-centered paradigm; among them, is the novel Extensive Viewing method for teaching English. Finally, there is also the problem of understanding the language attitude of Indonesian students towards the language used in the movie subtitle. The main problem of this study, therefore, is the development of listening comprehension, the effects of using Extensive Viewing on students' listening comprehension, and the identification of students' language attitudes towards English and English-based media (primarily movies). The gap in this research is the lack of literature that focuses on Extensive Viewing, especially through movies, and its utilization in Indonesian EFL classroom for the purpose of improving listening comprehension, and also the knowledge about students' language attitude towards their media consumption (movies).

1.3 Research Question

1. Is there any significant effects of using Extensive Viewing of foreign movies with subtitles on students' listening comprehension?

2. What is the students' language attitude towards subtitles in foreign movies?

1.4 Research Objective

1. To analyze the effects of Extensive Viewing with subtitled foreign movies on Indonesian EFL students' listening comprehension

2. To understand the language attitude of Indonesian EFL students when it comes to using subtitled foreign movies both for entertainment and in improving their listening comprehension

1.5 Research Significance

The significances for this research are divided into theoretical and practical significance, which include:

Theoretical Significance

1. For researcher:

a. This research is able to enrich the knowledge of particular method (Extensive Viewing) and the effect of its implementation in improving a particular skill (Listening Comprehension) in the context of EFL.

b. This research is able to enrich the knowledge of particular media (Movies) and the effect of its implementation in improving a particular skill (Listening Comprehension) in the context of EFL.

Practical Significance

1. For Teacher:

- a) This research is able to improve the usage and benefits of a particular media (movies) for the development of a particular skill (Listening Comprehension).

2. For Students:

- a) This research is able to provide the arguments for the use of student centered-learning method (Extensive Viewing) for the purpose of the development of students' English Skill.

1.6 Limitation of the Study

This study is limited to the study of only one topic of English Teaching methods (Extensive Viewings) and two topics related to the English Language (Language Attitude, in particular, in the topic of movie subtitles, and Listening comprehension). However, if other skills and subskills of English Language were to appear in the data, even if not deliberate, the study still presented it if it supported the argument related to the study's research question and research result. The study also did not investigate the effects of the genre of movies watched by the students because it is too removed from the scope of the study. Finally, due to a relatively small sample size of less than 100 participants, this might not possess adequate statistical power.

The researcher is aware of the limitation of this study, and seeks to provide more robust research in the future, if possible, such as providing a larger sample size and a more comprehensive listening test to be used for future research.

