

Chapter One

Introduction

This chapter explains the description of the study. The first point is the background of the research and identification of the problem, which explains why the researcher wants to know the students' perception of watching English movie subtitles to learn listening skills. The second point is the delimitation of the problem, which the researcher wants to convey to the research question and the participant. The third point is that the researcher explained the research questions and the research objectives. The fourth point is the significance of the research. The last is the organization of the chapter, which will describe each chapter in this research.

Background of the Study

English in Indonesia is taught but not used as a communication tool, and English has become a foreign language. Palangngan and Mulyaningsih (2019) stated that many students still dislike or are uninterested in English and think that English is difficult to learn. They think English is problematic because it has a different vocabulary but has a similar pronunciation of certain words. They feel bored while learning English, making the students not want to learn foreign languages, especially English.

There are four important skills in learning English: listening, speaking, reading, and writing. Listening is one of the skills that have an essential role in the teaching and learning process. Rost (1994) argued that listening is crucial in language learning because it provides input and also has a vital role in the

development of students listening skills (as cited in Ahmadi, 2016). According to Oxford Advanced Learner's Dictionary (2015), listening entails paying attention to someone or something you could hear, as well as taking note of what someone said to you to follow their advice or believe what they said (as cited in Abdullah & Rahman 2017). Listening is a kind of activity of paying attention and trying to get meaning from something people hear. Listening involves students' understanding of grammar and vocabulary, the speaker's accent and pronunciation, and grasping the meaning.

Nowadays, there are a lot of learning media for students to learn listening skills, such as through songs or movies. One of the ways that can be used to learn listening skills is by watching English movies. English movies are a learning media that can be used to learn English. Many people like to watch English movies. Visual media equipped with English subtitles can facilitate students' understanding of their listening skills. All English movies also have subtitles that help students understand the movie content. Nowadays, people are very familiar with Netflix. Netflix is an application or site for watching movies. On Netflix, there are many English movies with subtitles. Students can watch movies using Netflix by buying a monthly subscription, and they can watch movies in their spare time. According to Ellis (2015), Netflix subscribers pay a monthly fee and can watch as much as they want, anytime and anywhere, on nearly any internet-connected screen.

When the students are watching an English movie with subtitles, it can make them watch and listen to the pronunciation. They can see the similarities

between subtitles and what the students heard. Hopefully, looking at English movie subtitles will help the students to learn listening skills. Therefore, in this research, the researcher wants to know the students' perceptions while watching English movie subtitles.

The English Language Education Department (ELED) has courses to learn listening skills. However, sometimes the students feel that they lack listening skills and must to learn listening skills by using other media. Based on the researcher's experience in learning listening skills, English movies significantly impact the development of listening skills. English movies using English subtitles effectively can help students learn their listening skills. A movie can not be separated from subtitles, and there are three types of subtitling.

Zanon (2006) distinguished three varieties of subtitling, first was bimodal subtitling, which means from English dialogues to English subtitles. The second was standard subtitling, from English dialogues to subtitles in the learners' mother tongue. The third was reversed subtitling, from dialogues in the learners' mother tongue to English subtitles. In this research, the researcher uses bimodal subtitling or using English subtitles. In this study, the researcher focuses on exploring the problems in watching English movie subtitles to learn listening skills and exploring the solutions to watching English movie subtitles to learn listening skills according to the students' perceptions.

From the explanation above, it can be concluded that by using English movies with English subtitles, students may easily to learn listening skills in a fun way. English movies using subtitles can help the students' ability to learn listening

skills. From the background above, the researcher is interested in researching students' perception of watching English movies to learn listening skills at ELED of a private Islamic university in Yogyakarta.

Identification of the Problem

This section explains the problem that made the researcher want to investigate students' perception of the problems of watching English movies using subtitles to learn listening skills and the solutions to watching English movies using subtitles to learn listening skills. Many ways can be used to learn listening skills, such as drilling, listening to music, listening to the radio, and looking at English movie subtitles. Watching English movie subtitles has a lot of benefits in learning students' listening skills because the students' can understand and hear how to pronounce the word in a good way.

Based on the researcher's quick observation, many students lack listening skills that they found along the learning process. However, many students have less ability in listening skills. Students face many obstacles when watching English movie with English subtitles, such as the pronunciation is not clear and the speakers are speaking too fast. This situation may be caused by the speaker who talked too fast, the similar pronunciation for certain words, and the native speaker's accent being challenging to understand.

Delimitation of the Problem

There are many ways to learn listening skills, but the researcher only focuses on watching English movies using subtitles as a tool in this study. English movies using English subtitles benefit learning English, especially skills requiring

students' listening ability. The researcher did this research effectively. First, the researcher investigates the problems of watching English movies using English subtitles. Second, the researcher investigates the solutions to watching English movies using English subtitles. Third, the research participants were six students from ELED at one of the private Islamic universities in Yogyakarta.

The purposes of this study are to explore the problems in watching English movies using English subtitles to learn listening skills and to explore the solutions to overcome the problems of watching English movies using English subtitles to learn listening skills according to the students' perception. The data was based on the student's experience watching English movies using English subtitles to learn listening skills.

Research Questions

The research questions in this research are:

1. What are the problems in watching English movies using subtitles to learn listening skills according to the students' perception?
2. What are the solutions to overcome the problems of watching English movies using subtitles to learn listening skills according to the students' perception?

Research Objectives

Based on the research questions, the objectives of the research are:

1. To explore the problems in watching English movies using subtitles to learn listening skills according to the students' perception

2. To explore the solutions to overcome the problems of watching English movies using subtitles to learn listening skills according to the students' perception.

Significances of the Research

In this research, the researcher provide benefits for students, teachers and future researchers. It will be explained in the following explanation:

Students

The information from this research can be a reference for students choosing the suitable learning media to learn listening skills. Also, the researcher hopes that this research may be helpful for students to know the problems and solutions students face in learning listening skills through English movies using English subtitles. Then, from this research, students are expected to learn listening skills through English movies using English subtitles as the learning media.

Teachers

This research gives information about media that the teacher can use to learn listening. In addition, the teachers also will be able to know the problems in using movies as a learning media and know-how to solve the problems. Through this research, the researcher hopes the result of this research can be beneficial for the teachers.

Future Researchers

This research is helpful for other researchers because it will give knowledge and information to other researchers who want to research in the same field. The other researchers also can use this research as a reference if they want

to conduct the same topic with different styles or purposes. On the other hand, this research can be used in different methodologies.

Organization of the Chapter

There are five chapters in this study. Chapter one contains the background of the research, identification of the problem, delimitation of the problem, research questions, objectives, and significance of the research. This chapter generally explains the background and reasons why the researcher conducts this research.

Chapter two is a literature review. This chapter consists of listening skills, types of listening, components of listening skills, the definition of the movie, genres of movies, English movie subtitles, the problems of watching English movies using subtitles, the solutions to overcome the problems, learning listening skills through watching English movie using English subtitles, review of related studies, and conceptual framework of this research.

Chapter three is the methodology. This study applied a qualitative method with descriptive research as a design. This study conducted at an English Language Education Department in one of the private Islamic university in Yogyakarta batch 2018. This study used interview to collect the data and used transcribing the data, member checking and coding to analyze the data.

Chapter four is findings and discussion. There are four problems in learning listening skill such as understanding actors/actresses' accent, catching the speakers speed of talk, providing unsuitable subtitles and adjusting to the size and

color of subtitles. To overcome this problems, there are three solutions: repeating certain scenes, watching simpler movie, and watching movies on legal platform.

Chapter five is the conclusion and suggestion. This chapter discusses general responses to the research questions and the researcher's suggestions. The suggestions are given to students, teachers, and other researchers. The first suggestion for students is the students should anticipate the problems by watching simpler movie. They should get familiar with British and American accents. The students should practice to familiarize students with rapping of the speakers. The second suggestion for teachers is teachers in choosing movies to watch in classroom, teacher should adjust the speed, teachers should choose the appropriate movie for students, and teachers should watch the movie in advance so the teachers could anticipate the problems. The last suggestion for future research is the researcher suggests the future researchers to use observation to conduct the data from the participants because the data gathered from observation will be more detail.