

## **Chapter One**

### **Introduction**

This chapter consists of several sub-chapters including the background of the study, identification of the problem, delimitation of the problem, research questions, research objective, significance of the research, and organization of the research. First, the background of the study explains the reasons why the researcher decides to choose the topic. Second, identification of the problem contains the problem found by the research relating to the chosen topic. Third, delimitation of the problem explains the focus of the research. Fourth, a research question includes problem formulation that is arranged in a question sentence to find the answer to the problem. Fifth, the research objective explains the purpose of the research to be reached according to the research questions. Sixth, the significance of the research contains the positive outcomes the research for the development of specific scientific theories and practitioners. Last, the organization of the chapter describes systematic reporting generally of research.

### **Background**

Diversity of languages requires language skills that must be mastered by people to communicate. One of the language skills is interpreting skills. Interpreting skills become a crucial role in today's world communication between people who have different languages and even culture. Interpreting is a transference activity that requires high competence in multitasking in operations and information processing carried out across languages and cultures (Wang, 2015, p. 66). There are two

language aspects in this case. They are the target language and the source language. In interpreting activity, the meaning and message of the source language is transferred into the target language through the process of the transfer.

Interpreting a language into another language is not simple matter for everyone, especially students. Students could face problems in interpreting a language from the source language to the target language such as lack of mastery of a language, loss of vocabulary, encountering words of different cultures, and other related communication issues. It also must be faced by students in Indonesia when they want to interpret the source language into the target language. For example, Indonesian students want to transform orally the information which they get from English into Indonesian and conversely the other way around.

In interpreting a language, students must have the skills to interpret. Developing students' interpreting skills could be supported by the effort of instructor to transfer the skills to the students in the class and countless hours of individual practice outside of class. Wang (2015) claimed that when developing students' interpretive competencies, apart from systematic training in interpreting skills, students should also be encouraged to appear more independent outside of classroom learning (p. 65). Therefore, the developing process of students' interpreting skills can be done not only in the classroom but also outside the classroom by students themselves. In the classroom, students' interpreting skills can be developed through interpreting learning which contains interpreting practices. Meanwhile, students could use alternative ways like watching English movie to learn and develop their interpreting skills as out-of-class practice.

Watching English movie of course provides many benefits for students to improve their mastery of an aspect of language and skills which are required to communicate clearly and understandably. They could gain more vocabulary, improve their ability to listen, develop their grammar ability, obtain more knowledge of pronunciation, increase their ability to speak, and others. This accordance with the result of the research carried out by Kusumaningrum (2015) that utilizing English movie as a medium for students to improve language skills such as reading, listening, speaking, writing as well as new grammar and vocabulary for students (p. 18). Then, Pamungkas and Adi (2020) found that students are more motivated to learn and improve their listening skills through watching English movie (p. 136). Therefore, these language skills and aspects can be trained by watching English movie.

As seen above, each component is interrelated, therefore it can be associated that watching English movie can also help students to learn interpreting. It is because interpreting also requires important aspects that must be mastered by students such as vocabulary, listening skills, speaking skills, grammar, and pronunciation and even the knowledge of the culture. This statement is supported by Anggraeni, Mujiyanto, and Sofwan (2018) that movie becomes the most literature product which containing the moral values, various genres, easy to find, interesting with full of amazing and colorful effects and animation, and frequently featuring language and cultural content (p. 2). Thus, it can be concluded that watching movie of any genre including English or western movie can be used to

learn and improve students' interpreting skills because of the differences in language and culture in it.

Moreover, students who like watching English movie would do this activity repeatedly with pleasure then become a habit for them. Based on the study by Faliyanti and Arlin (2018), habit is something that is done with repetition until it becomes a habit that is recorded by the brain to be done continuously (p.15). Through the habit of watching English movie, students would automatically learn and understand every sentence spoken in the dialogue, so they gain new knowledge about English sentences, expressions, and how to pronounce them according to what native speakers say in the movie even transfer it into the target language. Thus, the habit of watching English movie provide opportunities for learners to develop their language skills particularly interpreting skills, and they become more motivated to learn if they use the way they like.

Furthermore, there are several studies by other researchers focusing on related topic about students' habit in watching English and the language skills such as listening skills, vocabulary mastery, and speaking skills. For instance, the study Faliyanti and Arlin (2018) founded from the result of their studies that students' habit in watching English movie have a positive correlation between students' habit and vocabulary mastery. Moreover, the result of the study from Artawan, Arsana, and Kumara (2022) showed that there was significant correlation between students' habit in watching English movie and their vocabulary mastery. Then, another study from Anugrah, Ali, and Nurwahyu (2021) found that speaking skills among students and their habit of watching English movie are unrelated to one another.

In addition, based on brief interviews with several students, it is known that the habit of watching English movies is not only used for entertainment or as a way to get rid of boredom, but also as a medium for learning foreign languages, especially learning English. Most students watch English movies outside of class, for example in their free time. They also mention that watching English movies as a habit helps them learn, understand, and practice language skills along with the important language components of the English movies they watch. They can get input language skills and their components such as listening, grammar, pronunciation, grammar, vocabulary, and others. Besides, they also recognize phrases and learn how native speakers speak from English to Indonesian.

Then, English Language Education Department at a Private Islamic University in Yogyakarta offers Interpreting course, so students are taught to learn interpreting along with developing the language skills needed through assignments or practice translating from Indonesian to English or vice versa. Thus, students consider that watching English movies is an out-class practice that they use to learn language skills and other important language aspects, especially interpreting a language by watching and listening directly to native speakers in the English movies.

Based on the findings of the previous researchers, they raise the topic related to students' habit in watching English movie and their language skills such as speaking skills, listening skills, and vocabulary mastery with various results. Then, based on the phenomena that occur in the research setting explained above, the researcher in this current research is interested in identifying the habit of watching

English movie which is correlated with other language skills such as interpreting because no researchers have been found investigating these two topics. Due to the limited studies conducted in these contexts, the researcher intends to carry out research entitled “The correlation between students’ habit in watching English movie and interpreting skills performance among English Language Education Department students”.

### **Identification of the Problems**

The development of students' interpreting skills no longer only requires training that focuses on professional guidance in the classroom as a source and authority for learning but also requires extensive practice outside the classroom though. Therefore, self-directed out-of-class can be an effort for students to learn and develop interpreting skills independently. Self-directed learning is a way of learning that can be a supporting factor for students to have responsibility for their own learning until they realize that learning is their task that must be fulfilled (Gharti, 2019, p. 71).

In self-directed learning, students engage in a wide range of their own learning activities. Every student uses a different learning style and variety of media. A study by Yulianti, Miftakh, and Fitriyana (2021) found that students who are interested in learning English, and they have their own self-directed learning strategy to use. It is supported by their favorite activities such as playing games, watching movies, listening to songs, and many others (p.167). This is in accordance with the current situation in the research area where students have a habit of watching English movies as an out-class practice of their language skills. Every

student has different habits of watching English movies. They also have various reasons to watch English movies. Most of English Language Education Department students mention that they watch English movie because it helps them to gain new vocabulary, to train their language skills, to understand grammar in English, to practice their pronunciation to be more natural like native speakers, to know the culture of other countries, and to learn interpreting from source language to the target language.

### **Delimitation of the Problem**

Based on the several methods that can be used by the students to develop their interpreting skills. This research has a limited focus to investigate on students' habit in watching English movie and interpreting skills among English Language Education Department students. Besides, investigating these two variables independently, the researcher also intends to explore the correlation between the two variables.

### **Research Question**

Based on the background of the issue described above, the researcher formulated the research question as follows:

1. How is students' habit in watching English movie among English Language Education Department students at a Private Islamic University in Yogyakarta?
2. How is students' interpreting skills performance among English Language Education Department students at a Private Islamic University in Yogyakarta?

3. What is the correlation between students' habit in watching English movie and interpreting skills performance among English Language Education Department students at a Private Islamic University in Yogyakarta?

### **Purpose of the Research**

Based on the research question formulated above, the researcher set the purpose of the research as follows:

1. To find out about students' habit in watching English movie among English Language Education Department students at a Private Islamic University in Yogyakarta.
2. To find out about students' interpreting skills performance among English Language Education Department students at a Private Islamic University in Yogyakarta.
3. To identify the correlation between students' habit in watching English movie and interpreting skills performance English Language Education Department students at a Private Islamic University in Yogyakarta.

### **Significance of the Research**

The result of this research expected can provide advantages for the students, the lecturers, and future researchers. The following advantages of this research are:

#### ***The students***

The result of this research provides information and knowledge for students that watching English movie is useful to help them in learning the language process,



especially interpreting skills outside the classroom without teachers' guidance. If the result shows that there is a correlation between students' habit in watching English movie and interpreting skills, the students can try to apply media such as movies to practice individually to develop their interpreting skills by getting used to watching English movie.

### ***The lectures***

The result of this research hopefully can provide information to lecturers about students interpreting skills and watching English habits, so the lecturers can prepare appropriate learning methods and media for English Language Education Department students of a Private Islamic University in Yogyakarta to develop interpreting skills. Moreover, lecturers would be more aware that watching English movie can be an alternative medium for students to learn and practice about Interpreting skills as well as improve it.

### ***Future Researcher***

The result of this research is expected to be referenced by future researchers who carry out the same topic with related research. Then, the information in this research may become a recommendation for the further researcher to conduct a more in-depth investigation of the same topic of the research.

### **Organization of the Research**

The research consists of five chapters including several sub-chapters in it. The first chapter contains the introduction of the research, the background of the study, identification of the problem, and delimitation of the problem. It also

includes the research question, research objective, significance of the research, and the organization of the research. The second chapter involves of the Literature Review including the theoretical studies on which one would be concerned on relevant previous research to this current research. The third chapter presents the explanation of the research methodology which is used in this study. This chapter contains the research design, research setting, population, sample, instrument, data collection method, and data analysis. The fourth chapter contains data presentation for results and discussion regarding this research. The data presentation of this research is presented in the form of statistical data analysis results that answer the three research questions of this research. The fifth chapter explains the conclusions and suggestions derived from the results for all stakeholders involved in this research.