

Chapter One

Introduction

This chapter contains an introduction to the study including a few sub-chapters that build chapter one. The first is background which describes the reason the researcher finally chose this topic. Second, identification of the problem that explains the problem regarding the study. The third one is the delimitation of the problem that limits the scope of the study and what the research focuses on. The next one is the research question which consists of inquiries about the study that must be answered. This chapter also presents the purpose of the research which describes the specific objectives of the research ahead. In addition, the significance of the research is also included in this chapter to give beneficial overviews of the study toward particular roles. In the last, the organization explains what is in each chapter.

Backgrounds of the Research

Up to the present, the use of English is essential for people around the world as well as in Indonesia. It is because English is an international language that is considered the universal language. In Indonesia, English is taken into consideration as a foreign language. As its status as a foreign language, English is a language that becomes a compulsory subject to be taught after Bahasa Indonesia. According to Lauder (2008), Indonesians began learning English in 1914, the year junior high schools were first established. It has officially been taught for over 108 years. In 1950, shortly after Indonesian Independence Day, English was decided to be the first foreign language of the nation. English as a foreign language was introduced as a required subject in schools throughout Indonesia. That is why students in Indonesia are already exposed to English even from elementary school.

The teaching of English itself cannot be apart from its grammar. In using language, grammar is crucial in order to make the written and spoken phrases understandable. According to Ogu, Ahumaraeze, and Ujowundu (2016), grammar is a set of rules that contains the formation of sentences in a language. A solid understanding of grammar allows students to

write understandable sentences. To achieve a great knowledge of grammar, good teaching and medium are needed as well. A wide range of teaching techniques should be used in the EFL classroom to deepen teaching reform and enhance teaching quality. Not only are unique learning approaches or strategies expected of English teachers, but also innovative use of instructional media. One of the media that can be used in teaching grammar is movies.

movies can be utilized in teaching verbal skills, writing, vocabulary, grammar, and cultures (Alluri, 2018). A study conducted by Sari and Sugandi (2015) found that the use of movies in EFL classes has added authenticity, variety, actuality, and adaptability. There are many benefits to using English movies for teaching grammar to EFL learners. It provides the films' authenticity, quality, and quantity of input. Using English movies in the EFL classroom was a new and enjoyable experience for the students (Mirvan, 2013). Besides, the exposure to English dialogue, entertaining and motivating aspects will affect the success of EFL learners in acquiring grammar knowledge.

The impression and convenient atmosphere that movies provide may attract students' attention. When they fancy watching English movies, they will be willing to do it over and over again. Then, the activity of watching English movies as soon as possible will be a learners' habit. According to Wood and Runger (2013), habits are engaged in memory autonomously, without the need for executive control. Watching English movie habit will support learners to keep their interest in learning English as they are more motivated to observe and hear real-life situations than to complete textbook assignments (Sari & Sugandi, 2015). The interest also applies to learning grammar. Due to the high interest of students in watching English movie yet scarcity of studies in the context where the study was conducted, the researcher aims to undertake study named "An Investigation on EFL Learners' Watching English Movie Habit in Relation to their Grammatical Competence".

Identification of the Problem

Grammar is a crucial component of the language. Grammar is required when speaking and writing, as well as recognizing what is stated in black and white (Fresneda, 2016). It means what is wrong and right. It clarifies the meaning of language phrases. Without grammar, every phrase may be disorganized, and people would not get each other's point of view. Therefore, grammatical competence is one of the elements in language that students need to master. Nonetheless, the four credits grammar teaching in the classroom setting still could not guarantee the grammatical competence of learners develop well. In this case, students need more input from another source.

Teaching English especially English grammar in a non-native English country must be different than in the English-speaking country, as is in Indonesia. Even though English is taught beginning in primary school. A study stated that English Grammar is measured as a tough concept to comprehend. Based on the study of Larasati, Rahmawati, & Rahayu (2021), teaching spoken English grammar requires heaps of effort for the teacher. Meanwhile, if students are not able to master grammar competence, then they will not be able to produce grammatically correct sentences (Astika, Rahmiati, Wismar, & Astuti, 2017).

Many issues deal with grammatical competence, one of which is students' linguistic intelligence. According to Garavand et al. (2022), linguistic intelligence is one of several types of multiple intelligences that enable people to communicate and make sense of their surroundings through language. The study added that linguistic intelligence is the most common type of intelligence, with four components: rhetoric, memorization, explanation, and metalinguistics. Furthermore, it is connected to everything related to language, speech, syntax, and structure, as well as other levels of language learning (Amstrong, 2018). This intelligence really influences how individuals communicate and socialize, whether they do good at it or reverse as Canale and Swan (as cited in Andanty, 2018) stated that grammatical competence is one of the communicative dimensions before sociolinguistic competence, discourse

competence, and strategic competence. Seeing this, the teacher should be aware and place their focus on some other activities other than the conventional teaching style in the class. Based on a study by Amstrong (2018), teachers can provide a great variety of evaluations and assessments by considering different ways to evaluate learners by creating and developing some activities related to linguistic intelligence in the classroom that can be used in different ways. Moreover, the previous study conducted by Ahmadian & Hosseini (2012) showed that there was a significant correlation between linguistic intelligence and grammatical competence.

Language teaching has evolved significantly as students' characteristics have changed. Students these days are more likely to expect new approaches to working with new content and methods to fully activate their brain's mechanism. For decades, various methods of teaching grammar have been engaged. Richards and Rodgers (2014) stated that previously, the Direct Method was commonly used where the lessons were conducted entirely in the target language, grammar was taught inductively, oral communication was required, and many other practices that are obvious when learning a second language were put into place. Unfortunately, the Direct Method did not work because only natives could tutor, and public schools could not afford such educators. Therefore, it makes sense to emphasize the use of commonplace instruments found in every home when teaching grammar such as movies. Donaghy (2014) supports the use of movies in language instruction because they are a part of the learners' everyday lives. He added that using movies in teaching class is a motivating way to make the material enjoyable and exciting. Besides, the movies must contain communication among the character where students can figure out many components like vocabulary used, pronunciation uttered, grammatical expression constructed as well as the conversational content articulated by the movies' characters. Considering the existing components that exist in the movies, students who have a habit to watch movies may be associated to their grammatical competence.

Additionally, based on the observations made in the research setting, there are several difficulties related to grammatical competence. Most of the time is students confuse on the use of tenses and word choice. They frequently struggle with determining how and when to use such tenses. This usually occurs when students speak spontaneously, and the incorrect sentence structure appears to be done reflexively. As an example, one day the researcher heard a student say, "You was" instead of "You were." This grammatical error occurred several times unconsciously, and almost every student made it. In addition, sometimes lecturers involved the use of English movies in classroom settings. The involvement of English movies there was to support the teaching and learning process. However, students do watch English movie outside the classroom as well, for various purposes. Based on the problems, students needed to watch English movies to get the grammatical knowledge they need so they could imitate and apply what the characters convey through the dialogue regarding grammar.

Delimitation of the Problem

This study focuses on EFL learners' watching English movie habit and grammatical competence at a private university named Muhammadiyah Yogyakarta University. Then, to make this paper to be more detailed, the researcher breaks the limitation of the problem into two. First, the researcher discovers EFL learners' watching English movie habit and grammatical competence at Muhammadiyah Yogyakarta University. Second, the researcher investigates the relationship between EFL learners' watching English movie habit and grammatical competence at a private Islamic university in Yogyakarta.

Research Question

Based on the explanation above, this research is designated to answer the following questions:

1. How is the EFL learners' watching English movie habit at a private Islamic university in Yogyakarta?

2. How is the EFL learners' grammatical competence at a private Islamic university in Yogyakarta?
3. What is the correlation between EFL learners' watching English movie habit and grammatical competence at a private Islamic university in Yogyakarta?

Purpose of the Research

Based on the formulated research question, the purpose of this research covers:

1. To discover EFL learners' watching English movie habit at a private Islamic university in Yogyakarta.
2. To explore EFL learners' grammatical competence at a private Islamic university in Yogyakarta.
3. To investigate the relation between EFL learners' watching English movie habit and grammatical competence at a private Islamic university in Yogyakarta.

Significance of the Research

This research is expected to give positive output to some parties including students, teachers, and future researchers. The expected advantages are as follows:

Students

This study gives a piece of knowledge to the students if watching English movie can improve their grammatical competence. Besides, students can use watching English movie as their learning method and implement what they learn regarding grammatical competence.

Teachers

The researcher expected that utilizing English movies will result in engaging activities for the teaching and learning process, particularly in grammar classes.

Future researchers

This study can encourage future researchers to conduct research related to EFL learners' watching English movie habit and grammatical competence with another gap or variable due to the limited study in this field.

Organization of the Chapter

This research contains five chapters including a number of sub-chapters in it. They are chapter one introduction, chapter two literature review, chapter three methodology, chapter four findings and discussion, and chapter five conclusion and suggestion.

Chapter one includes the introduction with sub-chapters, background of the study, identification of the problem, delimitation of the problem, and research question. There is also the research objective, the significance of the research, and the organization of the research.

The second chapter contains reviews of the literature, which include any theoretical studies that are relevant to how the problems are formulated; habit, movie, watching English movie habit, grammatical competence, watching English movie habit in relation to the grammatical competence. It also provides related previous studies and their results, a conceptual framework, and hypotheses.

Chapter three encloses methodology discussing research design, research setting, research participants, data collection technique and instrument, data collection procedure, and data analysis.

Chapter four presents findings and discussion. The analysis of the research findings is based on a comprehensive interpretation of the data. This chapter is further enhanced by the explanation of the findings.

Chapter five discusses the conclusion and suggestions of the research. This chapter concisely provides an overview of the research, the problem, and the outcome. The sub-chapter suggestion has recommendation for further study.