

## **CHAPTER I INTRODUCTION**

### **A. Background of The Study**

In learning English sometimes students begin to get bored with the way the teacher teaches. There are various techniques that teachers can use to teach reading, speaking writing, and listening. In fact, teacher can use many interesting media to teach them skills in English. For example by using English songs, movies, or maybe chatting in interesting English. Students' language skills will increase if the quantity and quality of vocabulary increase as well, therefore every teacher in teaching lessons Indonesian must try to enrich student vocabulary. There are many ways to stimulate students' brain work in expanding Indonesian vocabulary. Considering the very important lessons Indonesian namely as the language of unity of the Indonesian nation which is absolutely taught to students. What sub-materials can help teachers in assessing the extent of students' ability to speak and the extent of students' speaking skills, through student stories will be helped in practicing increasing vocabulary, practicing speaking, conveying inspiration, and it can also help students in the process of actualizing themselves. The fact that now students have a low interest in storytelling activities, they prefer to watch and just see stories that are aired on television, students are not interested in trying to tell their own stories because precisely by telling stories it will increase and expand students' vocabulary through the process of speaking, seeking inspiration and imagination. Watching English movies as one of the teaching and learning media in language lessons helps increase students' sensitivity to understanding the language. But not a few students still do not understand, understand not even understand the words or sentences spoken in the language English orally by the interlocutor. This means that the skill of listening (Listening) in English they are still lacking and the vocabulary that they control is still very limited.

Here the author tries to examine one of these components, namely: Listening (Listening). The writer chooses this listening skill because the writer believes that before speaking they must understand what other people who use English are saying. After all, by being a good listeners, they can also become good language speakers. So deep is what the author intends to study about the ability to listen. This

is because students of all ages find movies very interesting. There are stories to read and watch. Both teachers and students will find the teaching and learning process to be more interesting and interesting as a result. Subtitles are one of the things that a teacher needs to pay attention to when watching English films. A key component of learning English is listening. Many English teachers around the world are now focusing their attention on improving their listening skills. Listening is usually seen as the simplest method for learning spoken language and is also considered the most quickly acquired skill, taking far less time than speaking, writing, and reading. One of the things that support this picture is the process of listening in the mother tongue (language) which seems simple and fast. Since they were children, everyone has specially studied their native language. They must be able to communicate not only in their mother tongue but also in other languages, especially English, which is more difficult to achieve given our limited abilities in other languages. This corresponds to a more sophisticated and constantly changing world.

Students' speaking and listening abilities might improve if they watch an English movie once a day in their free time since they are not only learning the spoken language but also seeing how the characters interact so they can replicate it. The advantages of listening well for kids apply to several subjects besides only language learning. Being a good listener means that kids can learn a lot just by hearing, which is the main purpose of listening, according to research. to show the benefits of paying close attention while listening. Although listening is a challenging skill to master, it has benefited the students' language development in a number of ways. Furthermore, because English is taught to students in Indonesia as a foreign language rather than as a second language, the quality and quantity of the input provided by the teachers cannot make up for the fact that the students lack access to real spoken and written English as the intended language.

The author's preliminary research indicates that SMA Mulia Pratama used the 2013 curriculum. The language of instruction in this curriculum is English, which is recognized for its value in exchanging ideas with people outside the Republic of Indonesia and in absorbing ideas from other countries that can be applied to the good of the country and the nation. Writing, reading, speaking, and listening are all part of having proficient English language abilities, according to the 2013

curriculum. The goals of the English course, as stated in the 2013 curriculum, must be continuously taught to students. After studying the present curriculum followed at SMA Mulia Pratama, the author found the English curriculum the teacher used for the eleventh grade. According to a review of the syllabus, it is up to date, and it is believed that the media, the subject matter, and the approach utilized to teach English language proficiency—in particular, listening—are acceptable and sufficient for improving students' listening skills. Since audio CDs and the internet are the primary sources for most of the topics in the syllabus, this is advantageous since it allows students access to more real-world information. The author next performed an unstructured, offline interview with students from XI IPS in the eleventh grade to determine whether or not the material was correctly followed in the classroom. The interviews revealed that 65% of the students valued the English curriculum, while the remaining 35% did so sometimes.

The study's findings demonstrated that learning the English language while watching movies helps students advance their skills more quickly and effectively. One participant told the researchers that while watching the movie, students could reproduce the sentences in their brains. Compared to learning solely through books, students comprehend language more quickly and accurately. The findings also indicated that watching movies improves both speaking and listening abilities. Students observe how native language actors pronounce words and use appropriate vocabulary depending on the scene context when they watch movies starring those actors.

As a result, seeing English-language movies while learning the language helps pupils improve their listening abilities. A study should be conducted to determine whether these movies are successful in the context of Indonesian students.

From the aforementioned logic, the author came to the final conclusion that it is necessary to teach English listening through watching English movies. Based on the aforementioned concerns, the writer is curious to find out how viewing English affects pupils' listening abilities in the eleventh grade.

**B. The problem of study :**

1. Can watching video improve students' in listening in SMA Mulia Pratama Medan
2. How do movies show something that could increase listening skill students

**C. The objectives of study :**

1. To show the importance of the influence of film on students' listening skills
2. Analyze movies against students' listening abilities

**D. The purposes of study :**

1. To find out whether watching English films can improve the listening skills of class XI students at SMA Mulia Pratama.
2. To find the cause of the lack of English proficiency among class XI students at SMA Mulia Pratama.

**E. Benefits Of Research**

1. Improving Listening Skills
2. Add good vocabulary in Listening