

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Language is one of the best inventions in human history, as it facilitates people's ability to communicate and associate with each other. It helps people to share ideas and build societies. Crystal (1997) as cited in McKay (2004) stated that English became an international language. In Indonesia itself, English was officially established as a foreign language to be taught in Indonesian schools following the 1967 decree of the Minister of Education and Culture. Since then, English has started to be taught in both formal and informal education in Indonesia. It is very difficult for Indonesian students to master English skills as English is only a foreign language there, meaning that it is not being taught and used massively.

Most Indonesians rarely use English as it is a foreign language. Indonesians do not speak English on a daily basis. An annual study called the English Proficiency Index (EPI) conducted by Education First, an English course institution in Miami, United States, shows that in 2022, Indonesia was ranked 81st out of 111 non-English speaking countries, placing it at 15th out of 24 countries in Asia. This shows that despite being taught through formal education, the English proficiency of Indonesians is still at a low level.

Exposure to English has a discernible effect on the success of language learning. De Bruycker and d'Ydewalle (2007) stated a principle called *incidental learning*. Incidental learning occurs when an individual “accidentally” learn something out of everyday content one consumes, such as playing video games, watching TV, and any other non-educationally intended activities. This statement is strengthened by research done by Al Zoubi (2018) who stated the significant correlation between the development of four language skills in English and exposure to the target language.

There are many ways to learn English. Receptive skills, listening and reading, can be enhanced through frequent exposure to English. Increasing reading and listening exposure to English through every day content might be an effective way to learn English with "less effort, more enjoyment", leading to native-like English skills. These activities are called extensive reading or extensive listening, where listening inputs are enjoyable (Renandya and Farrell, 2011). Another activity that supplies English exposure is sometimes closely related to hobbies, such as listening to songs, listening to podcasts, and watching movies. To learn the target language through these daily activities, De Bruycker and d'Ydewalle (2007) discovered a term called *incidental learning* to name this phenomenon.

After connecting incidental learning theory with the habit of watching English movies, it can be concluded that people who like to watch English movies will have more “trained ears” to listen to spoken English better; eventually, to master listening skill. Netflix, an American media

company based in Los Gatos, California, reported the Top 10 movies in Indonesia, showing that out of ten movies and series, five of them are English. It shows that Indonesian loves to watch English movies. Despite of high interest of Indonesian toward English movies, the English Proficiency Index of Indonesian is still at low level, according to Education First (2022). The researcher found this odd as the gap of this research. The researcher wonders whether there is a correlation between students' listening achievement score and watching English movies.

Previous studies investigated similar topic to this research (Rachmi and Sari (2022), Rositasari, et al., (2020), Sudrajat, et al. (2020), Al Murshidi (2020), and Rohmatulloh (2018)). These researchers analyzed the correlation between students' habit of watching English movies and their listening achievement (Rachmi and Sari, (2022), Rositasari, et al., (2020), Sudrajat, et al., (2020), and Rohmatulloh (2018)). Although many similar studies have been conducted, none of them is conducted in Surabaya. Therefore, the researcher wants to conduct this research in Surabaya in order to validate and elaborate the findings found in the previous research.

This replication study aims at discovering any correlation between habit of watching English movies and English achievement of Indonesian students, especially those who study English in a formal school. The purpose of this study is to look for the relationship between the frequency of watching English movies and listening achievement.

## **1.2. Statement of the Problem**

Considering the background of the study, the research questions are formulated as follows:

- Is there a correlation between students' frequency of watching English movies and their listening achievement?
- To what extent is the correlation between students' frequency of watching English movies and their listening achievement?

## **1.3. Objective of the Study**

In this research, the researcher focuses on the correlation between the frequency of watching English movies and listening achievement score. The research objectives are stated below:

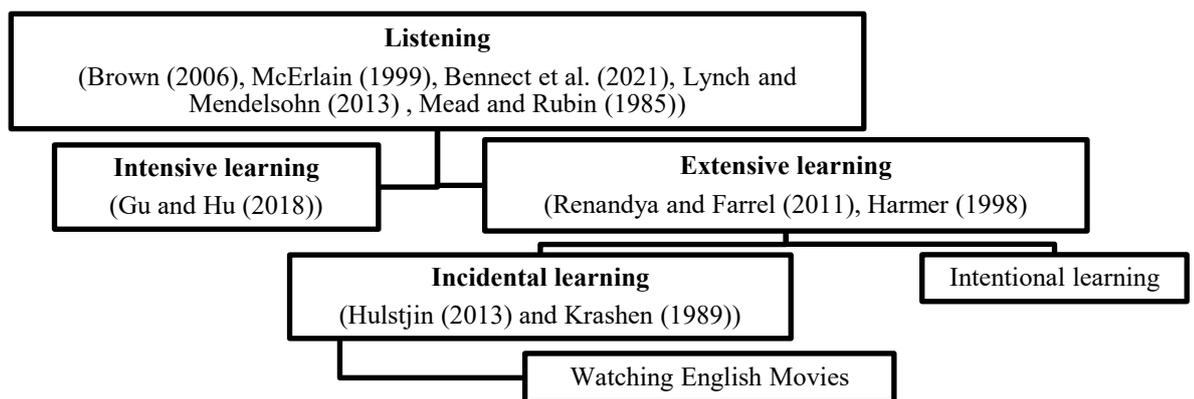
- To find out if there is any positive correlation between students' frequency of watching English movies and their listening achievement.
- To find the correlation between students' frequency of watching English movies and their listening achievement.

#### 1.4. Theoretical Framework

To answer the research question, the researcher used theory of listening. The theory of listening was used to explain the activity behind watching English movies. The second was the theory of incidental learning which was used to connect the possible relationship between watching English movies and the improvement of the listening skills.

**Graph 1.1**

##### **The Outline of the Theories**



##### **1.4.1. Listening Comprehension**

According to Brown (2006), **Listening** is an activity of reproducing the information heard. McErlain (1999) added that listening is the ability to receive and decode the meaning of spoken communication by processing audio samples. In formal education, **listening comprehension** is measured by **score**. Therefore, to achieve best score at listening courses, **intensive and extensive listening**

activities are needed as practice tools to sharpen students' listening skills.

#### **1.4.2. Incidental Learning**

**Incidental learning** is a phenomenon discovered by De Bruycker and d'Ydewalle (2007). Incidental learning occurs when unintentional or unplanned learning happens as a result of other activities, such as working, using a computer, or practicing a hobby. In learning a language, incidental learning often occurs when the activity is done in the target language.

#### **1.5. Scope and Limitations of the Study**

This study was limited to the area of listening; how the habit of watching English movies may affect the listening achievement of the students. The subjects of this study were limited to the students of English Department from batch 2020 to 2022 of a private university in Surabaya. Those students have taken listening courses such as *Intermediate and Advanced Listening (Listening B)* and *Listening and Speaking for English Proficiency Test (Listening C)*. The research itself was focused on whether there is correlation between students' frequency of watching English movies and their listening achievement.

## **1.6. Significance of the Study**

The result of this study is expected to give benefits to everyone who reads it, specifically:

### **a. For Teachers:**

The result of this study provided information for English teachers to describe the relationship between students' frequency of watching English movies and their listening achievement.

### **b. For English Department Students:**

The results of this study provided students with insight into the benefits of watching English movies frequently and enable them to leverage the English movie-watching activity to improve their listening achievement.

## **1.7. Assumption**

This study will answer these following assumptions:

1. All students involving in this study have passed the listening courses according to their semester.
2. All students involving in this study watch English movies out of the class.

## **1.8. Definition of Key Terms**

### **Listening Achievement**

Listening achievement is the scores of students' listening assessment to comprehend and understand oral English.

### **Frequency of Watching English Movies**

The frequency of watching English movies refers to the number of times a student watches English movies with attention for the entire episode or session.

### **English Movies**

English movies are movies which have values of English, including language, cultural background, ideology, and phrases.

### **Watching English Movies**

The activity of watching English movies is defined as a fully conscious action of seeing and paying attention to the movie and its aspects as plot, action scene, and dialogue.

### **Incidental Learning**

Incidental learning is a phenomenon of learning when learning happens outside the educationally designated environment such as doing hobbies (playing video games, listening to songs, watching movies, etc.).

### **English Exposure**

English exposure is an act or condition of English which is available around English learners who directly contact or practice English.