

CHAPTER I

INTRODUCTION

This chapter present seven topics related to the study. Those topics cover background of sudy, research problem, objectives of the study, significance of the study, the hypothesis of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

Listening skills are complex, as they involve the ability to understand the vocabulary, grammar, intonation, and accents used by native English speakers. Therefore, students need to acquire sufficient vocabulary and understand correct English grammar in order to understand what native English speakers are saying (Richards & Schmidt, 2013). Listening comprehension is the ability to understand spoken language and make sense of the message being conveyed. It is a complex process that entails listening to what is being said as well as deciphering its meaning and comprehending the context in which it is being utilized. (Gruba & Hinkelman, 2019).

Effective listening comprehension requires several cognitive processes to work together, including attention, memory, and comprehension. Individuals must be able to focus their attention on the spoken language and remember what they have heard in order to understand the message being conveyed. Additionally, People must be prepared to decipher the words' intended meanings, understand the context in which they are being used, and connect the ideas presented to their own knowledge and

experiences(Vandergrift, 2007). Poor listening comprehension can have substantial effect on a person's achievement in school, work, and social activities.. For example, students who struggle with listening comprehension may experience issues with understanding, participation, and completion of assignments during lectures.. In the workplace, individuals who struggle with listening comprehension may have difficulty following instructions, communicating effectively with colleagues, and understanding important information presented in meetings or presentations (Laufer, 2013).

Therefore, one of factors to support their listening is through vocabulary mastery. Vocabulary mastery in listening comprehension are carried out because of the importance of mastery of English for students in the modern globalization era (Nation, 2008). English as an international language used in business, education, and various other fields. Therefore, students need to acquire adequate English language skills to be able to compete in a globalized world

(Ur,2012). One way to improve English skills is to watch English movies. According to Fikriyah, Joni & Widiastuti(2021) Watching movies can help improve students' vocabulary and also help improve listening comprehension. However, not all students have the habit of watching English films, so research needs to be done, In order to determine whether the practice of watching English-language movies can enhance pupils' English proficiency. A person's capacity to recognize, comprehend, and employ words in a language is referred to as vocabulary mastery. It is a crucial component of listening comprehension because people must be able to comprehend the meaning of the words used in order to fully understand the message being communicated while they are listening to spoken language. (Alqahtani, 2015).

Beside that, watching English movies can be a helpful way to improve vocabulary mastery because it exposes individuals to a wide range of words and phrases used in everyday language. Refers to (Goctu, 2017) By watching English movies regularly, individuals can become familiar with the pronunciation, intonation, and usage of various words and phrases, which can help to improve their listening comprehension skills and expand their vocabulary. So, When watching English movies, individuals can actively engage with the language by listening carefully to the dialogues and trying to identify new words and phrases that they do not understand. They can also use subtitles to help them understand unfamiliar words and phrases and to see how they are spelled (Sari & Aminatun, 2021).

In this situation, watching English movies can help students in developing their listening abilities because these films feature a wide range of accents, vocabulary, and grammatical structures utilized by native English speakers. Students can broaden their vocabulary and develop their listening abilities by regularly watching English-language movies, which will also help them with their overall English proficiency. As a result, the practice of watching English-language films can aid students in honing their crucial English listening skills. (Pamungkas & Adi,2020).

The goal of this study is to determine whether there is a correlation when the three variables between habit watching English movies, vocabulary mastery, and listening comprehension are combined. This is in light of the phenomena discovered and prior relevant studies above. The purpose of this study is to investigate whether the habit of watching English-language movies and vocabulary proficiency in students' listening comprehension are related. Knowing this relation is intended to help teachers improve their students' English language proficiency through the usage of movies media.

Thus, the title of this thesis is The Correlation Between Students' Habit Of Watching English Movies and Their Vocabulary Mastery and Listening Comprehension.

B. Problem of the Study

The problems of the study are:

1. Is there any significant correlation between habit in watching English movie and listening comprehension of Students XI Bahasa of MAN 1 KOTA KEDIRI?
2. Is there any significant correlation between Vocabulary and listening comprehension of Students XI Bahasa of MAN 1 KOTA KEDIRI?
3. Is there any significant correlation among habit in watching English movie, vocabulary mastery and their listening comprehension of Students XI Bahasa of MAN 1 KOTA KEDIRI?

C. Objective of the study

Considering the previous context, the following formulation of the problem statement is possible:

1. To find out significant correlation between Habit in watching English movie and listening comprehension of students XI Bahasa of MAN 1 KOTA KEDIRI.
2. To find out Vocabulary significant correlation between mastery and listening comprehension of student XI Bahasa of MAN 1 KOTA KEDIRI.
3. To find out significant correlation among Student habits in watching English movie, vocabulary mastery and their listening comprehension of students XI Bahasa of MAN 1 KOTA KEDIRI

D. Hypothesis of Study

There are two hypotheses on this study; the researcher should purpose alternative hypothesis (Ha) and Null hypothesis (Ho) as follow:

1. (Ha1): there is significant correlation between students' habit in watching English movie and listening comprehension.

(Ho1): there is no significant correlation between students' habit in watching English movie and listening comprehension.

2. (Ha2): there is significant correlation between vocabulary mastery and listening comprehension.

(Ho2): there is no significant correlation between vocabulary mastery and listening comprehension.

3. (Ha3): there is significant correlation among students' habit in watching English movie, vocabulary mastery and their listening comprehension.

(Ho3): there is no significant correlation among students' habit in watching English movie, vocabulary mastery and their listening comprehension.

E. Scope and Limitation

This study is limited to examining the relationship between students' habit to watch English-language, vocabulary mastery and listening comprehension. The subjects of the study are student of XI Bahasa MAN 1 KOTA KEDIRI.

F. Significance of The Study

This study should have some bearing on how English is taught and learned. This study's theoretical and practical relevance fall into two categories:

1. Theoretically, the result of the study can solve the students' problem in listening comprehension.
2. Practically, the result of this study was expected to give contribution to :

- a. English Teachers

The researcher anticipate to use this study as a resource to enhance the media used in the listening comprehension subject matter.

- b. Students

The students learned about the usage of English movies and learning techniques that can help students solve problems and advance their listening comprehension.

c. Other Researchers

This study served as both a resource for other researchers and a library for future research by providing relevant information.

G. Definitions of the Key Terms

Some key terms are defined:

1. **Habit** is a routine or behavior that has been acquired through repeated actions or practice, often occurring subconsciously or automatically. It is a pattern of behavior that is regularly performed in response to certain cues or triggers. Habits can be both positive and negative, depending on their impact on an individual's well-being, productivity, or goals.
2. **English Movie** is a motion picture produced in the English language, primarily for English-speaking audiences. English movies can be produced in different countries and can include a variety of genres, such as drama, action, comedy, romance, and more. They are typically created for commercial purposes and are distributed through various channels, such as theaters, television, streaming platforms, and DVDs. The English language is widely spoken and understood around the world, which has led to the popularity and global reach of English movies.
3. **Vocabulary Mastery** is particularly important for academic and professional success. Individuals with a strong vocabulary can communicate their ideas more clearly and effectively, and they are often perceived as more intelligent and articulated.

4. **Listening Comprehension** is the ability to fully comprehend the meaning of spoken language that has been heard, as well as the meaning of specific word