

CHAPTER I

INTRODUCTION

This introduction section will discuss the background of the study, research question, objectives of the study, hypotheses, significance of the study, scope, limitations of the research, and definitions of key terms.

A. Background of the Study

In this modern era, media tools are available to teachers to support the learning process, particularly in developing language skills. Language skills are essential in everyday life, such as in communicating and expressing oneself. An individual can express feelings, give criticism and advice, explain what to do, and other things to others through the use of language. Language is a means of communication between humans. Based on Saswandi et al. (2023) stated that language plays an important role in the daily lives of every human activity because language is the way humans communicate with other people. Language here can be in the form of writing or speech that can express words, opinions, feelings, desires, and so on. Language plays an important role in our daily lives. Without language, we would not be able to communicate well.

In Indonesia, learning English remains challenging for Indonesians because English is not commonly used in everyday conversations. In Indonesia, English is typically used only in formal settings, such as schools and workplaces. According to the 2013 curriculum, in Indonesia, starting from

the first year of high school, students must be able to speak accurately and fluently and be able to interact in English in everyday contexts. Based on Saswandi et al. (2023) stated that in reality, not all students can master English well, especially the four important skills that must be learned in language learning, namely speaking, writing, listening, and reading, which must be mastered by language learners, especially English learners, to use English communicatively. There are examples of difficulties experienced by each student, such as students who are good at speaking but have difficulty writing English, or those who are good at writing and reading but have difficulty listening to English conversations.

Based on my experience, mastering listening abilities tends to be more challenging compared to other language skills. Listening represents the earliest form of communication skill acquired by humans from the beginning of life. In the opinion of Asyia (2020) and Ramadhani (2024) stated that listening involves a conscious or unconscious process aimed at comprehending spoken messages. The more often you hear a word from a language, the more accustomed your ears and brain will become to understanding the speaker's meaning, and you will also be able to increase your vocabulary to improve your speaking skills. Through listening, individuals can absorb information, perspectives, and experiences shared by others. According to Anggraini et al. (2023) stated that despite the importance of English language skills in our lives, many secondary students now face many challenges in learning English, especially in speaking, listening skills, and vocabulary acquisition. However,

the researcher will discuss listening skills. In the opinion of Anggraini et al. (2023) listening skills are the basis of a language that has high functionality and profound meaning for humans as a symbol of a word from the process of listening to the sound of language, identifying, and estimating the meaning of the content being discussed. There are four purposes of listening, including: learning and obtaining information, appreciating, getting involved, and overcoming problems. Researchers chose listening skills because this skill is the most difficult to master and is an important part of communication. Many people find listening difficult because spoken language differs from written language. Listening skills are also an important foundation for language learning, namely in terms of recognizing sounds, identifying meanings, and understanding the content of a conversation. Therefore, researchers focus on listening skills to help overcome difficulties in understanding spoken English and improve speaking and vocabulary skills.

The four language skills are based on language components, such as grammar and vocabulary. However, many new learners find it difficult to learn a new language, especially in the English language. They lack motivation to learn a second language, especially English, which is not very popular. For them, English is not necessary in everyday life, and they also find it difficult to learn, so they feel too lazy to learn English. Lack of motivation among students is also one of the challenges they face. Students who only learn through books or materials from teachers still feel unmotivated to master English. In addition, English is not an everyday language for secondary school

students, so it is less attractive to some students, and this is an obstacle for students to master English. As stated by Syam et al. (2023), with the development of an increasingly sophisticated era, there have been many innovations in learning media that can be used by secondary school students, such as watching English movies or videos, listening to English music, or watching English podcasts. These media can help train the ear to recognize English terminology and pronunciation.

The use of media as a material is commonly used by teachers in the classroom, making students more interested and able to understand the material more easily in a learning class. Teachers must be able to present creative ideas and apply attractive media to make students feel safe, comfortable, and able to understand the material easily, thereby increasing their interest in learning English. Teachers can use English-language films as learning material to make students more attracted to learning English. According to Putri et al. (2023) stated that students will find it easier to understand English quickly and accurately through films than through books. The use of English-language films can be an alternative to help students improve their listening skills. Various types of films can be used as English learning materials to show students, including thrillers, animations (cartoons), mysteries, romance, etc. Of all the existing film genres, the researchers chose animated cartoons as the film media for this study. Teachers can observe that students not only feel comfortable watching films, but can also improve their skills, and students can also see real-life examples from the films they watch as lessons.

The use of English-language animated films can facilitate the learning process for teachers and students. Researchers used Mira Royal Detective cartoons as the media for this study. Researchers chose the Mira Royal Detective film because it offers interesting, light-hearted content and simple, everyday English dialogue that can motivate students to learn English, especially in improving their listening skills. This film also provides an authentic context with natural pronunciation, intonation, and basic vocabulary that is relevant for teenagers, as well as helping students recognize the original sounds of English, understand the film, and build listening habits. According to Holden (2024) stated that in addition, the Mira Royal Detective film is a Disney Junior animated television series themed around Indian culture, which was first launched in the United States and India. The Mira Royal Detective film focuses on beauty, diversity, music, and cultural heritage for the wider community. The main character is a young woman named Mira, who is diverse, empathetic, optimistic, and intelligent. Mira Royal Detective tells the story of a young girl who explores a magical land in search of the fictional kingdom of Jalpur.

This study aims to address the issue of improving English language skills among secondary school students by using films as a learning material. Innovation and creative ideas are key to attracting students' interest in mastering English, so that they will have the confidence to speak in English. Teachers can utilize technology by using video media, like watching English-language films, as a means to help improve English language skills. In this

modern era, technology has a direct relationship with language learning, especially in the four English language skills.

Previous studies have shown that film media can improve students' listening skills, as films provide an authentic and engaging context. However, some of the studies found by researchers still focus on general media, such as music. Junior high school students need interactive material that is not only effective but also appropriate for their age, interests, and language level. In addition, cartoon films have proven to attract students' attention; however, studies that specifically evaluate the effectiveness of the Mira Royal Detective film as a learning medium are still limited. According to Holden (2024) stated that in fact, these cartoons use simple language and clear pronunciation, as well as repetition of vocabulary and phrases that can strengthen listening skills for junior high school students. The film also presents mystery stories, encouraging children to think critically and find solutions. It also conveys positive values such as honesty, cooperation, and empathy. With characters and storylines that appeal to students, the Mira Royal Detective film has great potential to motivate students to improve their listening skills and make the process of learning English listening skills more effective and enjoyable because the film presents colorful animations and stories that can attract students to enjoy learning English. However, the use of film media in the context of school learning is not common.

Although there has been much research on the use of cartoons as a material for listening comprehension. Until now, there has been no specific

study examining the factors affecting the use of Mira Royal Detective films to improve the listening skills of junior high school students. Researchers have not found any studies that specifically discuss the effects of using the Mira Royal Detective films to improve the listening skills of junior high school students, and researchers have not found any previous studies that examine this topic in the Mojokerto region. Here, researchers will make a distinction between the significance of listening to stories through audio and watching films.

Based on the text above, the main discussion of this research is the effectiveness of using the Mira Royal Detective film to teach listening skills to junior high school students in Mojokerto.

B. Research Question

Based on the background of the study explained above, the research question is formulated as follows: Is there a significant difference in English listening skills between students taught using audio-visual and those taught using only audio about the Mira Royal Detective film?

C. Objective of the Study

The objective of the study is to analyze a significant difference in English listening skills between students taught using audio-visual and those taught using only audio about the Mira Royal Detective film.

D. Hypothesis

A hypothesis is a tentative answer to a problem formulation based on a temporary assumption whose validity will be proven by conducting an empirical test. A hypothesis is considered tentative because its answer is based on a theory. In this case, the researcher mentions two hypotheses to answer the research question, such as:

1. Null hypothesis (H_0)

There is no significant difference in English listening skills between students taught using audio-visual and those taught using only audio about the Mira Royal Detective film.

2. Alternative hypothesis (H_a)

There is a significant difference in English listening skills between students taught using audio-visual and those taught using only audio about the Mira Royal Detective film.

E. Significances of the Study

1. For Students

This study investigated how watching English films can improve students' listening skills. Research shows that exposure to authentic language through movies helps students become familiar with the pronunciation and conversational patterns of native speakers, thus improving their listening comprehension and proficiency.

2. For Teachers

To assess how film can increase students' motivation and active engagement in learning English. This media can help teachers make the learning process easier, which can help students understand more about the English material. The entertaining nature of films makes learning more fun and engaging, potentially reducing boredom and increasing students' desire to actively participate in English learning activities in the classroom.

3. For Reseacher

This research uses quantitative methods that are expected to show if films can be used as an interesting learning media for students, especially to improve their listening skills in English. Then this research can add insight for researchers about the significant effectiveness of using technological media in helping the learning process in the classroom in the future.

This study emphasizes the use of films in English language education for high school students, focusing on improving listening skills in high school students.

F. Scope and Limitation of the Research

This study focuses on examining the effectiveness of using the Mira Royal Detective film to teach listening skills to junior high school students in Mojokerto. The object of the study is to analyze a significant difference in English listening skills between students taught using audio-visual and those

taught using only audio about the Mira Royal Detective film. The participants are the eighth-grade students at Brawijaya Trowulan Islamic Junior High School in the 2025/2026 academic year. The study uses quantitative method with a quasi-experimental design that uses an experimental group and a control group. The learning material that is used for the students' listening skills in the study is a narrative text based on the Mira Royal Detective films. Students' listening skills are measured through a pre-test and a post-test. So, the students can practice their ability to tell others a story, which might be based on a movie they've seen. Therefore, the findings of the study are limited to the generalization to other grade levels, schools, English language skills, or instructional media.

G. Definition of Key Terms

1. Film

Films are not just moving images, but they can create an engaging learning environment where students can hear the dialogue between characters and see their gestures and facial expressions.

2. Mira Royal Detective Film

Mira Royal Detective is A Disney Junior animated series that tells the story of a young female detective who uses her intelligence and observational skills to solve mysteries in the kingdom of Jalpur.

3. Listening Skill

Listening is the process of receiving and understanding the information we hear, which involves comprehension, attention, and appreciation to respond appropriately.

4. Audio Learning Media (Control Group)

Using audio learning media will provide varied, accessible, and more flexible language exposure, making it a more effective source of language input that teachers can use to present a variety of sounds, situations, and real contexts in the learning process.