

CHAPTER I

INTRODUCTION

1.1 Background

Listening comprehension is a crucial skill in language learning, as it forms the foundation for effective communication. The ability to understand spoken language involves more than just hearing words; it requires processing the meaning behind those words. This means students need to be able to identify, interpret, and understand both the vocabulary and context in which words are used. In language learning, especially when students are learning English as a foreign language, listening comprehension plays an even more significant role due to the complexity of recognizing different accents, understanding new vocabulary, and processing rapid speech patterns (Ahmadi, 2016). Effective listening skills are integral to success in other areas of language acquisition, such as speaking, reading, and writing, as they form the basis for understanding the language as a whole. Without strong listening skills, students may struggle to produce and engage in meaningful spoken or written communication (Rintaningrum, 2018a).

The challenges students face in developing listening comprehension are often compounded by the traditional focus in many educational settings on grammar, vocabulary, and reading comprehension, with listening being somewhat neglected. In particular, listening comprehension requires active engagement, as it involves the interaction of the listener with the speaker, and necessitates the ability to interpret the message based on the sounds, accents, and structures of the language.

For students learning English as a foreign language (EFL), this becomes even more difficult due to unfamiliarity with the sounds of the language, accents, and cultural context. As a result, many students find it challenging to fully grasp the meaning of spoken English, making it necessary to find strategies that help bridge these gaps (Diora & Rosa, 2020). One of the most effective strategies to address these challenges is the use of subtitled videos, particularly movies in English, as they provide a multi-modal approach to learning. Subtitles help students not only improve their listening skills but also provide visual support that strengthens their understanding of the spoken word by linking sounds with written text. This visual reinforcement aids in vocabulary acquisition, pronunciation, and comprehension of grammatical structures (Timilsina, 2022).

The use of English movies as a tool for language learning has proven to be effective in providing real and engaging language input. Movies expose students to various accents, speech speeds, and contextual usage of language, which may not always be found in textbooks. However, the effectiveness of this approach is often enhanced by the use of subtitles. English subtitles help learners follow the storyline, enhance their understanding of spoken expressions, and improve their recognition of words in context (Hwang et al., 2019). Additionally, subtitles can help reinforce vocabulary acquisition, as they allow learners to see words in their written form while hearing them in speech, which strengthens both recognition and retention. This dual exposure—auditory and visual—supports a deeper understanding of the language. It has also been shown that the use of subtitles can help with the development of pronunciation, as students are able to hear the correct pronunciation of words while reading the written form (Altun & Hussein, 2022).

Furthermore, the integration of audiovisual materials, such as subtitled movies, is one of the most effective ways to provide authentic language input to students. Movies are rich in cultural context, real-life expressions, and conversational tones, all of which help students experience the language in its natural setting. This is a significant advantage over traditional classroom-based methods that often lack the dynamic and interactive elements found in real-world language use. By watching movies with subtitles, students can also benefit from repeated exposure to common phrases, idiomatic expressions, and colloquialisms, which are often not emphasized in more formal learning environments. Research has shown that students who engage with subtitled videos in English often experience a noticeable improvement in their listening comprehension, as the combination of audio, visual, and textual stimuli aids in reinforcing language patterns (Megawati & Nuroh, 2018).

In addition to improving listening skills, subtitles also aid in the development of speaking abilities. By recognizing spoken words and understanding their meanings in context, students are more likely to use these words and phrases correctly in their own speech. This creates a cyclical benefit, as enhanced listening comprehension leads to better speaking skills, and vice versa. Moreover, the exposure to a variety of topics, situations, and cultural contexts through subtitled movies allows students to expand their vocabulary and gain a more nuanced understanding of how English is used in different settings (Napikul et al., 2018). Given these benefits, it is clear that watching subtitled movies is an effective and enjoyable way for students to improve their listening comprehension. As this study explores, second-semester students in the English Education Study Program can

particularly benefit from this method, as they are still in the early stages of developing their language skills. By using movies with subtitles, they can enhance their understanding of spoken English in a more natural and engaging way, improving not just their listening comprehension, but also their overall language proficiency.

The researcher chose the title *The Impact Of Subtitled English Movies On Listening Comprehension In Second Semester Students Of English Education Study Program* because one aspect that is essential to be considered is the English learners not only know English by listening to English words spoken by the speakers but also the learners need to understand what the speakers mean in their speaking. Therefore, in listening skill the aspect of the comprehension becomes an essential part in listening movie. Thus, the appearances of the subtitle in listening movie greatly help the learners to understand well what they are listening and watching.

The researcher chose 2nd-semester students of the English Study Program to conduct research in their class, especially because this semester there are courses that focus on listening skills. This is not because students lack talent in listening, but the researcher observed from experience that there are still many students who have difficulty in listening comprehension, especially in the context of English studies.

This study, titled *“The Impact Of Subtitled English Movies On Listening Comprehension: A Study Of Second Semester Students Of English Education Study Program,”* aims to further explore how subtitled videos can serve as a tool to address the challenges students face in listening comprehension, ultimately helping

them develop the skills necessary to achieve their academic and communicative goals in English. Through examining how movies with subtitles can support students in understanding spoken English, this research hopes to offer valuable insights into the effectiveness of this strategy and contribute to the development of more effective language learning methods.

1.2 Research Problem(s)

Is there any impact of subtitled English movies on listening comprehension, such as “A Study of Second-semester Students of English Education Study Program”?

1.3 Aim of Study

This research aim to find out The Impact Of Subtitled English Movies On Listening Comprehension “A Study Of Second Semester Students of English Education Study Program”.

1.4 Significance of Study

1.4.1 Implication

The results of this research can support the theory about Using English movies for Enhancing Students' Listening Comprehension according to Siradjuddin 2024 say that the use of English movies can attract students' to learning and make it easy to understand the lessons presented.

1.4.2 Application

Researchers hope that the results of this study can be useful for the following:

1. For Teachers

Serves as a guide for English teachers in creating effective classes or lessons to broaden students' insight using various existing media, especially English media.

2. For Students

It is hoped that the results of the research will provide students with new insight into improving their listening comprehension by watching English language films with subtitles.

3. For Other Researchers

It is hoped that this can become a basic basis for other researchers, if they want to develop or research further.