

CHAPTER I

INTRODUCTION

A. Background of Study

Listening plays a crucial role in English language acquisition, serving as a foundation for mastering other language skills. English educators worldwide have long focused on improving students' listening abilities, as it is generally considered the most accessible method for understanding spoken language. However, the challenge of acquiring listening skills in a foreign language often remains underestimated. Ghasemboland and Nafissi highlight that learning a second language, such as English, requires significant cognitive effort. This challenge is especially relevant in Indonesia, where English is taught as a foreign language. Listening is not merely about hearing; it involves complex processes such as interpreting, understanding, and responding to spoken language. According to Fahriany, these processes are linked to attention, detection, and orientation, which are crucial for processing spoken input. The act of listening also requires behavioral, cognitive, and affective responses, indicating that proficiency in listening goes beyond passive hearing.¹

¹ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 45.

In response to these challenges, Curriculum Merdeka has introduced a new paradigm in English language teaching in Indonesia. This curriculum emphasizes student autonomy, active participation, and the use of authentic materials in language learning. By fostering self-directed learning, the curriculum aims to enhance students' ability to understand and process information through listening, thereby improving their overall language competence. Listening becomes a dynamic and participatory process within this framework, requiring active cognitive involvement and the development of essential sub-skills such as comprehension, inference, and critical thinking.²

One of the media increasingly integrated into listening instruction is the use of movies, particularly short story movies that combine visual and auditory elements. Previous studies (e.g., Glenn, 2019; Iwankovitsch, 2020) suggest that students who engage with multimedia-based instruction are more likely to retain information, develop contextual understanding, and increase motivation. These findings form the state of the art in multimedia-assisted language learning, showing that combining visuals and sound can effectively support second language acquisition, especially in listening.³

² Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Longman, 2007), 112.

³ David Nunan, *Listening in Language Learning*, (Boston: Heinle & Heinle, 1999), 67.

However, despite the growing number of studies on multimedia in English learning, there is still limited research specifically investigating the use of short story movies in the Indonesian junior high school context under Curriculum Merdeka. Most existing research tends to generalize the use of English movies or focuses on other skills such as speaking and writing. Moreover, studies that analyze how students respond emotionally and cognitively to short story movies in real classroom settings remain rare. This indicates a research gap, particularly in studies that highlight the practical implementation of Curriculum Merdeka and how it transforms listening instruction through specific media.⁴

To address this gap, this study offers a novel approach by focusing on the implementation of short story movies in improving listening skills among junior high school students at SMPN 2 Carenang Satu Atap, an institution that actively adopts the Curriculum Merdeka model. The novelty of this research lies in its contextual focus, its descriptive-qualitative method that emphasizes student experiences and perceptions, and its examination of short, narrative-driven videos as listening material. By aligning media use with curriculum goals, the study contributes not only to the theoretical discourse of multimedia language learning but also

⁴ John Field, *Listening in the Language Classroom* (Cambridge: Cambridge University Press, 2008), 89.

provides practical insights for teachers implementing the Curriculum Merdeka.⁵

Therefore, this study is designed to explore and analyze the use of short story movies as an innovative and effective medium to enhance students' listening skills in the English language classroom, specifically within the framework of Curriculum Merdeka. While Curriculum Merdeka promotes student autonomy and authentic learning through multimedia integration, there remains a limited number of studies that specifically investigate the practical implementation and impact of short story movies in Indonesian junior high schools. Most prior research tends to focus broadly on multimedia or general English movies, without delving deeply into how short narrative films affect listening comprehension, learner engagement, and motivation.⁶

This gap highlights the need for a focused inquiry that not only examines the instructional use of short story movies but also captures students' lived experiences, emotional responses, and cognitive engagement during listening activities. By adopting a qualitative descriptive approach, this research aims to provide rich, detailed insights into how students interact with and benefit from this media, offering a

⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 150.

⁶ Christine C. M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action* (New York: Routledge, 2012), 33.

more nuanced understanding beyond quantitative measurements of listening proficiency.⁷

Moreover, the novelty of this study lies in its contextual focus on SMPN 2 Carenang Satu Atap, a school that actively implements Curriculum Merdeka and integrates multimedia tools into its teaching practice. The research seeks to contribute to the growing body of knowledge on effective language teaching strategies in Indonesia, especially those that embrace student-centered learning and multimodal resources. It also aims to inform educators and curriculum developers about the potential advantages of using short story movies as accessible, authentic, and culturally relevant materials that can foster both linguistic competence and learner motivation.

Ultimately, the findings from this study are expected to enrich theoretical perspectives on language acquisition through multimedia, and provide practical recommendations for teachers seeking to enhance listening instruction in line with national educational goals. This research aspires to bridge the existing gap between curriculum innovation and classroom practice, supporting the development of more engaging, meaningful, and effective English language learning experiences for Indonesian students.

⁷ J. Charles Alderson and Lyle F. Bachman, *Assessing Listening*, (Cambridge: Cambridge University Press, 2001), 71.

B. Statements of the Problem

To facilitate a better understanding of the learning process, the researcher has formulated the following problems:

1. How is the use of short story movies implemented in teaching listening skills?
2. How do students respond to the use of short story movies in enhancing their listening skills?

C. The Aims of the study

1. To describe how short story movies are used to enhance students' listening skills.
2. To explore students' responses to the use of short story movies as a tool to Improving their listening skills.

D. Focus and Orientation of the Study

1. Focus of the Study

This study focuses on exploring how short story movies are utilized as a teaching tool to support students' listening skill development in English. The use of short story movies is believed to provide an engaging and meaningful learning experience by presenting authentic language in a contextualized manner. Through visual and auditory input, students are expected to be more exposed to natural

patterns of speech, including pronunciation, intonation, and rhythm, which are essential in developing listening comprehension.⁸

The study seeks to understand how such multimedia-based materials influence students' motivation and engagement in the listening process. It also considers the diversity of students' learning styles, particularly for those who benefit more from visual and auditory learning. Furthermore, the study assumes that the short story movies selected are suitable for the learners' English proficiency level, ensuring that the material is neither too easy nor too difficult. This balance is important to allow students to benefit fully from the listening activities provided.

2. Orientation of the Study

Rather than testing a hypothesis, this qualitative study adopts an exploratory approach to gain deeper insights into the use of short story movies in the language classroom. The research is not aimed at proving cause-effect relationships, but at understanding the process, experiences, and perceptions of students and how these learning tools support their listening development. This orientation aligns with the

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching* (White Plains, NY: Pearson Education, 2007), 120.

nature of qualitative research, which emphasizes meaning-making, participant perspective, and contextual understanding.⁹

E. Clarification of the Term

In conducting research, it is essential to clarify the key terms used to avoid any ambiguity or misunderstanding. The terms defined in this study are specifically contextualized to align with the research focus, which is improving students' listening skills through the use of short story movies. The following terms are pivotal for a clearer understanding of the discussion and analysis in this research:¹⁰

1. Short Story Movie

A short story movie refers to a cinematic adaptation of a short literary work, typically condensed to fit within a limited timeframe of 10 to 30 minutes. This medium offers visual and auditory stimuli that can engage students and facilitate comprehension. In the context of this study, the short story movie serves as an instructional tool to support listening comprehension exercises. The combination of visual cues, dialogue, and sound effects makes it easier for students to follow the story and enhances their ability to understand spoken English. By integrating short story movies into language lessons, students are

⁹ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2011), 65.

¹⁰ Stephen D. Krashen, *Second Language Acquisition and Second Language Learning* (Oxford: Pergamon Press, 1982), 47.

provided with both contextualized language and a storyline that maintains their interest, which contributes positively to their listening skill development.¹¹

2. Listening Skills

Listening skills refer to the ability to accurately receive and interpret messages in the communication process. Listening is a vital component of language acquisition, especially in foreign language learning. In this study, listening skills involve the students' ability to comprehend spoken English, which includes understanding the speaker's vocabulary, pronunciation, grammar, and overall message. Effective listening skills enable students to follow conversations, respond appropriately, and grasp content delivered orally in English. The use of short story movies is explored as a technique to enhance these skills by providing authentic and engaging listening material.¹²

3. Junior High School Students

Junior high school students refer to learners aged approximately 12 to 15 years who are enrolled in secondary education. In this study, the focus is on students from SMPN 2 Carenang Satu Atap, a junior high school in the Indonesian educational system. These students are

¹¹ James J. Asher, *Learning Another Language Through Actions* (Los Gatos: Sky Oaks Productions, 2009), 21.

¹² I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), 109.

typically in the process of developing foundational language skills and are considered to be at an intermediate stage of learning English. The target group in this research is expected to benefit from listening activities that are both enjoyable and educational, such as those involving short story movies, which are appropriate for their cognitive and linguistic development.¹³

4. Curriculum Merdeka

Curriculum Merdeka, introduced in Indonesia, represents a shift toward a more flexible and student-centered approach to learning. This curriculum allows teachers to adapt instructional methods and materials to better suit the needs and interests of their students. In the context of this study, the use of short story movies aligns with the principles of Curriculum Merdeka by offering a creative and adaptive way to enhance listening skills. Teachers are encouraged to integrate multimedia resources like short story movies to create a more dynamic learning environment that promotes language skills through engaging, real-world content.¹⁴

By clarifying these key terms, this study aims to provide a comprehensive understanding of how short story movies can be utilized to improve students' listening skills, specifically within the context of

¹³ Mary Underwood, *Teaching Listening* (London: Longman, 1989), 53.

¹⁴ Anne Burns and Helen de Silva Joyce, *Integrating Listening in Language Learning* (Cambridge: Cambridge University Press, 2015), 88.

junior high school education and the application of the Curriculum Merdeka. These terms form the foundation for analyzing the impact of this teaching strategy on language learning outcomes.

F. Organization of Writing

This thesis is systematically organized into five main chapters, each serving a specific purpose to guide the reader through the research process and findings. The structure of the writing is designed to provide a coherent and comprehensive exploration of the use of short story movies in improving students' listening skills, particularly within the context of SMPN 2 Carenang Satu Atap. Each chapter plays a critical role in the development of the argument and presentation of research results, allowing readers to follow the progression of ideas from the introduction of the problem to the final conclusions and suggestions.

Chapter I: Introduction: Chapter I serves as the foundation of the entire research. It introduces the research topic, explaining the significance of studying the use of short story movies to improve students' listening skills. This chapter outlines the background of the study, the research problems, the objectives, and the significance of the research both for academic purposes and practical applications in educational settings. Additionally, it presents the scope of the study and the limitations encountered during the research. The introductory chapter is crucial for

setting the stage, providing a clear understanding of why this research is necessary and what it aims to achieve.

Chapter II: Theoretical Foundation Chapter II delves into the theoretical framework that supports the research. It discusses the relevant literature and previous studies that relate to listening skills, the use of multimedia, and short story movies in education. The theoretical foundation also elaborates on the concepts of listening as a key language skill, the role of audiovisual aids in enhancing language acquisition, and the pedagogical approaches that support the integration of short story movies in the classroom. This chapter serves as a foundation for the research by offering a conceptual understanding of the theories and principles that guide the study, allowing readers to see how this research fits within the broader context of language learning theories and multimedia education

Chapter III: Method Of The Research This chapter outlines the research methodology employed in this study. It describes in detail the research design, which is a descriptive study, the participants involved, the data collection methods, and the instruments used to gather information. The chapter also explains the procedures for data analysis, ensuring that the research process is transparent and replicable. Chapter III is essential for ensuring the validity and reliability of the study, as it explains how the

research was conducted and how the data were interpreted. The methods section provides insight into the practical steps taken to investigate the impact of short story movies on students' listening skills.

Chapter IV: Result And Discussion Chapter IV presents the findings of the research and provides a comprehensive analysis of the data collected. The results are discussed in relation to the research questions and objectives, offering interpretations and explanations for the observed outcomes. This chapter integrates the theoretical insights discussed in Chapter II with the empirical findings, highlighting any correlations or discrepancies between the two. In addition, the discussion examines the implications of the results for language teaching, specifically in terms of how short story movies can be used effectively to enhance listening skills in junior high school students. The chapter also considers the broader implications of these findings for educational practice and theory.

Chapter V: Conclusion And Suggestion The final chapter offers a summary of the research, restating the key findings and their significance. It provides conclusions drawn from the results, emphasizing the potential benefits of using short story movies as a tool to improve students' listening skills. Furthermore, the chapter includes suggestions for educators, curriculum developers, and future researchers. These suggestions aim to offer practical insights into how short story movies can

be better integrated into English language teaching and learning processes, as well as recommendations for further research to build on the findings of this study.