

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Listening comprehension is the most challenging aspect of English language acquisition, but for Cindy (pseudonym), listening comprehension is a fun activity. The English ability that she has now is undoubtedly at an upper intermediate level. The very recent proof of how good her English is was when she got 576 scores on TELP at the first trial without even preparing anything or at least joining the course before. She can also write with good grammar without the help of translation tools, which made her chosen to be a tutor for Academic Writing of EDSA Talent Community. She has been studying English since elementary school and mentioned that English had been her favorite subject for a long time. Besides learning it from school, she knows it through authentic materials, especially English movies.

In the beginning, she only watched movies on television. Some TV channels usually broadcast Hollywood movies at certain times. She found them interesting to watch, whether because of the plot or the actors themselves. She even wrote down the titles of the movies in a notebook as documentation. Soon, she watched a lot of movies of various genres. That activity became an addiction for her, and at the same time, she has been doing listening comprehension through movies for years. She listened to many expressions through the conversations in the movies, which made her familiar with those expressions since she found them repeatedly. Watching movies is one of her hobbies, but that activity brought her to the English ability she has at the moment. Her story is exciting and needs to be exposed because she can manage herself to pass through challenges and has her strategy, which is difficult for most people. Hence, autonomous learners can make decisions in determining learning contents, objectives, methods, and techniques, defining learning progressions, monitoring acquisition procedures, and evaluating learning outcomes (Tuan, 2021).

Previous research regarding self-directed learning by Hidayati et al. (2022) explored general self-directed learning in the context of listening comprehension, investigating one university student's experience during independent listening activities and how she obtained inputs from these activities through narrative inquiry. Underpinning Knowles' (1975) Self-Directed Learning framework, the previous study developed a preliminary conversation about this approach to scrutinize the participant's decision to learn listening independently considering the needs, goals, materials, strategies, and progress evaluation. The findings revealed that this student has gone through a very long process of independent English language exposure by listening to English songs and watching English movies. By doing so, she could improve her vocabulary and understand the implicit and explicit information from the texts, eventually enhancing her speaking competence.

This study seeks to fill this gap by investigating the experiences of EFL learner's as she engages with movies to improve her listening comprehension skills. This study will also continue the recommendation from previous research that researchers expand the data collection technique, such as observation and documentation.

## **1.2. Formulation of the Problem**

This study's research question is, "What is the learner's experience with using movies to promote listening skills?"

## **1.3. Operational Definitions**

### **1.3.1. Listening Comprehension**

Listening comprehension is one's ability to understand what one hears, not only in the service of reading comprehension but for other purposes, such as understanding a story told or building a mental model while watching a movie.

### **1.3.2. Autonomous Learning**

Autonomous learning is where learners must take charge of their knowledge and maximize available resources, especially outside the classroom.

In this context, learners try to improve their listening skills outside the classroom. The participant attempts to improve her English listening skills with movies, in her own comfortable places, and according to their preferences.

### **1.3.3. Movies**

Movies comprise a series of still photographs, each showing a slight change in motion when projected; they give the illusion of a moving image. Usually, the participant prefers improving English listening skills using movies, especially English movies. She needs to follow the conversation between the characters and visualize the movie.

### **1.3.4. Narrative Inquiry**

Narrative Inquiry is qualitative research that studies human experiences gathered through human stories or narratives. Narrative Inquiry was used in this research because it digs into the story of the participant's learning English skills using movies. The participant needs to tell the story of her experience learning to listen to movies and its impact on the result.

## **1.4. Aim of the Study**

This study aims to explore learner's experience of listening comprehension in autonomous learning through movies.

## **1.5. Significance of the Study**

This research will broaden learner's perspectives on the importance of self-directed learning in improving listening skills outside the classroom. Many learners only rely on learning in the classroom, which is less effective because of limited time. This research provides a relaxed and enjoyable way of learning associated with daily life and hobbies. This research will dig into a learner's experience to motivate readers.

### **1.5.1. Theoretical Use**

This research is expected to make theoretical contributions to strengthen previous research theories with different gaps. This research will

focus more on telling how someone learns listening comprehension using movies with autonomous learning.

**1.5.2. Practical Use**

This study contributes to motivating learners and shaping more personalized, engaging, and effective language learning experiences for learners while providing educators valuable insights into optimizing instructional approaches.

**1.5.3. Empirical Use**

This study contributes to the previous studies on listening comprehension. It will give insight into how learners perceive movies as learning media for listening comprehension in autonomous learning.