

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about the background of study, the research problems, and the objectives of the study. This chapter also includes the significances of the study, the scope and limitation of the study, and the definition of the key terms.

### **A. Background of the Study**

Listening is an important part of language. If you do not understand what the other person is saying, then you will not know how to respond. Language plays a central role in human life. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and the ability to use it effectively gives students access to knowledge, enables them to play an active part in the society and contributes to their personal growth. Language is the most significant possession of human being. It is a means for human beings to communicate their ideas and to convey information. Listening in English language as a foreign language (EFL) constitutes a part of essential skills to be taught beside listening, speaking and writing. In studying a language, receptive skills come first than productive skills. In everyday life, listening is the input skill most often used. No other type of language input is as easy to process as spoken language received through listening. Therefore,

listening has an important role in understanding spoken language. The roles of listening are to get information and to comprehend the meaning.

According to Rivers (1986), we have to spend much of our time through listening activity he estimates that the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. Besides that, in acquiring a foreign language, listening, of course comes first. In other words, before someone understands and starts to speak, they have to hear sound, words, and speech patterns first. Therefore, in learning a language, the first step to be acquired will be listening

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only can't. Nowadays, students are very much visual learners. Further, with the quick spread of broadband internet access, is making the use of video in the classroom much more reliable. Video is a medium which is replacing print – Chris Anderson of TED goes as far as suggesting it is a "revolution" transcending that of the Gutenberg revolution. It is changing both the way we learn and the way we interact with each other. Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical to know how and hours of set up to bring video into the classroom. Now the

classroom is wired and connected. It's an exciting time to be both a teacher and a student. The world is our classroom.

From the explanation above, the writer conclude that uses video that will be used as media in teaching listening comprehension on narrative text. Video can be used as media to present new language through listening comprehension. It is good for students because they like to learn using visual aid. By using video as a mean for teaching listening comprehension skill, students will be more interested in the process of teaching learning and more active in learning. They will feel that they are just not an object of teaching learning process but also a subject of it. By video they will be active as a participant and they are given a chance for expressing their minds, emotions, feeling and attitudes hopefully, by doing this the students will also improve their listening skill.

Some previous studies have been conducted related to the use of English video learning. The example is a study conducted by Boris Mahardika (2015) found that video can improve student listening skill from the animation video. The animation videos successfully caught the student attention. As a result of there was an increase of they mean score after get treatment of teaching listening using video. While the previous study use CAR (Class Action Research)

Beside that, a previous study was conducted by Desy Putrisni (2015) found that the use video as the media teaching in listening has positive effect on

student achievement. The difference is that present study employs quantitative research by comparing the score of pretest and posttest.

Based on the explanation above, the writer is interested in researching more about the effectiveness of using video to listening comprehension skill on narrative texts (an experimental research at the eighth grade of SMP N 7 Kediri).

### **B. Research of the Problems**

Based on the background of the study, the problems are formulated as follow:

1. Is using of video effective more than audio in listening comprehension skill of narrative text at Eighth grade of SMP N 7 Kediri?

### **C. The Objectives of the Study**

Based on the statement of problem, the objective of the study is: To find out the effectiveness of using video in listening comprehension skill of narrative texts at the eighth grade of SMPN 7 Kediri.

### **D. Significances of the Study**

The researcher hopes that this research will be useful for:

- a. For the students

This study is intended to directly contribute to their improvement in listening comprehension.

b. For the teachers

This study is expected to be useful for the junior high school English teachers in teaching listening.

c. For the further research

The result of this study is expected to be used as reference for the researchers in conducting the study especially for those that are related to the teaching listening at junior high school.

### **E. Scope and Limitation of the Study**

a. This study is conducted in eighth grade of SMP N 7 Kediri in the academic year of 2016/2017, because the writer thinks this media is suitable for them and do not want to disturb teaching and learning process.

b. The focus of this research is to find out the listening comprehension skill on narrative texts achievement score of the students listening skill using video and listening skill non videos. Video is one of the media of teaching listening that can motivate students. So that, they are will interesting in learning English.

### **F. Hypothesis of the study**

The hypothesis of the study is formulated as “the use of video is effective more than audio to teach in listening comprehension at eighth grade students of SMP N 7 Kediri”.

## **G. Definition of Key Terms**

To avoid misinterpretation and misunderstanding, the following terms are provided:

a. Listening

Listening is not the same as Hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body.

b. Video

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c. Listening comprehension skill

Listening comprehension skill can be defined as the ability to recall and understand information might be presented orally. This information might be presented through a book, filmstrip, video or felt board set.