

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses research background of the study, research question, research objectives, hypothesis, research significance, and definition of key terms.

### **A. Research Background**

The position of English in Indonesia as a foreign language provides a limit for students to be able to develop their listening comprehension skills because their habits of using and listening to English are still very passive. Similar situation also happened to students at MTsN 1 Nganjuk, where listening learning that should be occurred actively in the classroom cannot be carried out properly due to several obstacles, starting from teaching materials and curriculum that cannot be realized optimally. Teaching listening skills is often ignored due to a lack of learning materials with material content related to the 2013 English curriculum (Suparti, 2018).

According to Alabsi (2020), listening comprehension is one of the most important basic skills to develop when learning any language. In other way, listening skill is an important capability of social interactions. According to Luo (2004), listening is a more effective way for individuals to learn new information than reading is. Unlike other talents, listening is a transient activity in which the speaker often controls the speed and content.

Through the process of listening, there is a perfect adaptation of the voice, intonation, rhythm, and stress of the language, as well as an understanding of the feel of a particular language. Other skills and confidence can also be achieved easily

when we can understand spoken language well. In other words, the process of listening is very important in understanding what others say (Brown, 2001).

According to Buck (2001), listening abilities are measured using five indicators: listening for gist, listening for main ideas, listening for details, listening for inferring meaning, and listening for determining listener's attentiveness. However, in this study, the researcher focuses on just three components: listening for main ideas, listening for details, and listening to infer meaning.

Due to the fact that when listening there is a process of hearing, receiving, then understanding information and responding according to the information obtained, it makes listening comprehension not easy to do. It can be said that listening ability is a personal understanding because what a person understands is different from what other people understand based on what they listen to Hamouda (2013). Furthermore, according to Diora & Rosa (2020), there are challenges to learning listening that are connected to listening content, the listener, and physical environments. It takes a lot of practice to be able to perfect this skill.

From those problem statements, the researcher can conclude that listening must be taught in an easy way, such as through media in order to improve students' listening comprehension and other skills. Listening is an important skill to learn since it may considerably improve other skills (Darti and Andi, 2017). One way to teach listening in a fun and easy way is through media. Through media, learning can take place attractively and of course it is more effective in achieving learning goals. According to Megawati et al. (2021), learning media makes it easier for lecturers or facilitators to provide learning materials and may catch students' attention and encourage a positive learning environment.

Nowadays, people use YouTube as a tool to do many things, from learning languages, cooking, make-up tutorials, entertainment, and much more. In the scope of education, YouTube provides various kinds of authentic and non-authentic learning materials to be used in the learning process by teachers and students. According to Alqhatani (2014), referenced in Yuyun & Simamora (2021), YouTube is a great place to get authentic content to help kids with their listening skills. With easy and economical access, YouTube is the right media for learning, especially listening.

The impact of teaching listening use YouTube as a teaching tool was shown by Rizkan et al., (2018). According to the findings, in terms of improving the second students' listening abilities, YouTube is more beneficial than sound. It is recommended that lecturers apply YouTube videos as a teaching tool or to assist their students in learning how to use two diverse media. According to Yang, Huang, Tsai, Chung, and Wu (2009), implementing movies or films as a learning resource has garnered a lot of attention from scholars and has been effectively used to a variety of educational applications.

Including the spoken language's written version (i.e., caption and subtitles) into a video is one technique to improve listening skills. Danan (1992) as cited in Napikul et al., (2018) agreed that reading and listening simultaneously can strengthen the relationship between the spoken and written forms of a language. Students feel that listening while reading makes it simpler to understand the message. Additionally, it can help students increase their vocabulary mastery. Captions in listening materials can be used to achieve the integration of listening and reading.

Captions as a kind of staging for audio-visual resource has received a lot of attention in recent years in second or foreign language acquisition, and different studies show that they improve learners' listening comprehension. Perez et al., (2013) analysed over 150 research that used captions and subtitles to identify relevant data for a 30-year meta-analysis. Despite the fact that just 18 studies were considered for the meta-analysis due to a lack of relevant information on the specific subject, the researchers found that the usage of captions and subtitles had a substantial impact size on both listening comprehension and vocabulary learning.

Perez et al. (2013) found that setting on-screen textual information with audio-visual materials not simply reinforced understanding of the audio-visual materials but also improved recognition of terms within the materials. These findings imply that presenting on-screen texts can help with various listening processes. Furthermore, the researcher looked at how YouTube video with captions may improve students' listening comprehension skill through previous studies that were connected to this research.

Dewi et al., (2018) discussed the effects of providing text in videos on students' listening comprehension. researchers used the students of senior high school as variable Y, with the distribution of experimental groups and control groups of 40 students each. The results revealed that there was a significant and positive difference between the experimental and control groups. But, after analysing more deeply, researchers found that the significant value generated from data analysis was relatively small, so it could be stated that the impact of providing text on video in teaching listening comprehension was little significant.

Furthermore, Napikul et al. (2018) looked into the effects of three types of subtitles on EFL students' vocabulary and listening comprehension: bimodal subtitles (both subtitles and audio use English), standard subtitles (both subtitles and audio use Thai), and English audio without subtitles. The results of this study show a big difference regarding the effect of subtitles on videos, where standard subtitles have a bigger effect than the other 2 subtitle models. However, English subtitles are more popular to be used in the learning process, because students need them to be able to improve listening skills.

The results of the first study obtained by researchers from data analysis show a small significant value. It can be influenced by variable Y (senior high school) which already has listening comprehension skills more qualified than junior high school, or by material that is too easy for advanced students to understand. Meanwhile, in the second study focused on the use of 3 subtitle models in videos for vocabulary and listening comprehension where there are still first language subtitles which certainly have a big difference with only using English subtitles and dialog. This study also focuses not only on listening comprehension but also vocabulary. From the two studies above, this study focuses on the use of YouTube video with caption to teach listening comprehension skills at junior high school students. In addition, researcher takes YouTube video in which it is indeed used for the English language learning process or can be referred to as non-authentic material.

## **B. Research Question**

The problem to be investigated can be stated as follows based on the context and identification of the issue:

“Does the use of YouTube video with caption is effective to teach listening comprehension skill at MTsN Nganjuk?”

## **C. Research Objectives**

The research objective is to find whether the use of YouTube video with caption is effective to teach listening comprehension skill at MTsN Nganjuk.

## **D. Hypothesis**

**H1:** The use of YouTube video with caption is effective to teach listening comprehension skill at MTsN 1 Nganjuk.

**H0:** The use of YouTube video with caption is not effective to teach listening comprehension skill at MTsN 1 Nganjuk.

## **E. Research Significance**

Related to the research objective above, the significance of the research are as follows:

### **1. Theoretically**

The findings of this study are intended to add to and improve previous studies on the use of YouTube videos with captions for teaching listening skills. The study focuses on the significant effect of using English captions vs. not using caption on YouTube videos on the listening comprehension of EFL students.

## **2. Practically**

It is expected that EFL teachers can use this research as one of the references in designing the use of YouTube videos with caption for teaching listening comprehension.

## **F. Definition of Key Terms**

The key terms that related in this research, which are listening comprehension, caption, YouTube, and speaker will be defined as follow:

### **1. Listening Comprehension**

Listening comprehension is a form of approach through traditional ways that aims to think about the nature of listening. Basically, there is not much difference between listening comprehension and listening. But since the term 'listening comprehension' is more adequate if used in the context of language learning and acquisition rather than just listening.

### **2. Caption**

Caption can be defined as text that is on screen in a second language and presented alongside an audio track in the same language

### **3. YouTube**

YouTube is an application that contains video sharing services where users can use the various services provided such as creating an account that is used to upload videos, exploring videos that they want to watch, commenting, and even sharing videos with others.

#### **4. Speaker**

A speaker is an electrical device made of metal that has magnets, coils, and membranes that work in tandem. The speaker cannot produce sound without the membrane. Likewise, without the other components.