

CHAPTER I

INTRODUCTION

This chapter explains the introduction of the research which consist of a background of the study, research question, research objective, hypothesis, scope and limitations of the study, significant of the study, and definition of the key terms.

A. Background of Study

Listening is the ability to understand and process information received through hearing. According to Solak (2014), listening is an active and interactive process in which listeners show the meaning of the words they hear. Meanwhile, Gilakjani and Sabouri (2016) define, listening as the process of understanding what is said, showing understanding, negotiating encounters with the speaker, and responding. In essence, listening encompasses both the cognitive processing of sounds and the social interaction that follows. Therefore, listening skills will be much better if students have a good comprehension.

Listening comprehension is a fundamental component of language learning, as it is the basis of effective communication and subsequent language competence. Nadig (2013) states that listening comprehension is a complex process of interpreting spoken input and understanding it. This process involves recognizing speech sounds, understanding the meaning of each word, and understanding the grammar of the sentence. As a result, listening comprehension plays a crucial role in language learning, as it requires interpretation of spoken input and understanding of vocabulary and grammar to facilitate effective communication and language proficiency. However, teachers often face challenges when implementing listening comprehension activities in the classroom.

Aryana and Apsari (2018) stated that the difficulties faced by teachers in teaching listening stem from internal and external factors. Internal factors include the unavailability of appropriate listening texts and the need for sufficient time and repeated practice to develop listening skills.

External factors include problems in the listening learning environment. These findings emphasize the importance of teachers developing effective listening teaching strategies and educational institutions providing resources and an appropriate environment to support this important skill. To meet the needs of teaching listening comprehension, teachers can use a variety of materials and media tools.

Materials and media can be taken from telephone conferences, talk shows, movies, songs, podcasts, and so on (Antoro and Pantow, 2005; Agustina and Puspawati, 2008; Juniardi, 2008). In addition, there are many materials and media that can be used in the listening comprehension teaching process, such as British Council Learn English, VOA Learning English, TED Talk, and so on (Gavenila, et al. 2021; Fauzi, 2019). Utilizing a variety of media and materials not only increases student engagement but also provides real-world context, which is crucial for developing effective listening skills. In addition, integrating material and media such as videos and songs allows for a more interactive learning experience that can cater to a variety of learning styles and preferences.

Songs serve as highly effective listening materials due to their multifaceted potential in language learning. This study specifically utilizes the R&B song "Here With Me" by David from YouTube Music, selected for its pedagogical suitability and engagement value. The song's slow tempo approximately 70 BPM and clear vocal articulation align with Adawiyah (2017) for using moderately paced music that balances energy and comprehension. Its repetitive lyrical structure exemplifies the lexical patterning. The song's theme of steadfast companionship presents relatable content for adolescents while maintaining appropriate linguistic complexity. According to Engh's (2013) framework, the song's melodic contour and harmonic progression enhance phonological awareness, while its emotional resonance facilitates deeper cognitive processing. The accessibility of YouTube Music allows for seamless classroom integration, enabling repeated listening sessions and lyric analysis.

Another materials and media that researchers use are videos. According to Sulistyanto (2015), video is an important tool in students' school life. Videos provide new vocabulary, structures, and functions that can improve the basic abilities of language learners. Because audiovisual combinations can improve comprehension. One of the platforms that provide a wide variety of videos is TikTok. According to Statista (2023), the platform ranks as the 4th largest social media network by monthly active users. The TikTok video "Together" by the creator Catempt was chosen as authentic listening material due to its relevance to the real world and pedagogical value. By selecting this specific TikTok content, this study demonstrates how carefully curated social media materials can bridge classroom instruction and real-world language use, providing authentic listening practice on a platform that students already use every day.

Many studies have tried to find the effect of media on students' listening skills, such as the use of songs and videos. One of these studies is from Munawaroh (2019). The study focused on comparing the use of songs and videos to improve listening skills in students with listening problems and low motivation. The result showed significant differences in the effectiveness of videos and songs in teaching listening comprehension. The similarity of this study is that the methods compared are songs and videos, and find which method is most effective for teaching listening comprehension. The difference in this study is in the sample used. This previous study filtered students while this study did not. This previous study was conducted at MTs Muhammadiyah Metro, while this study was conducted at SMP Negeri 2 Gurah.

The second previous study was conducted by Ananda (2019), and the focus of this study was to compare video and audio as learning media in listening comprehension. The result of this study indicate that there is a significant difference between the use of video and audio in mastering listening comprehension. The similarity of this study is to find which method is most effective for teaching listening comprehension. The

difference from this study is in the media used. This previous study used video and audio, while this study used songs and videos. This previous study was conducted at Alauddin Makassar State Islamic University while this study was conducted at SMP Negeri 2 Gurah.

The third previous research was conducted by Trinawaty (2018). The focus of her research is Comparing the Effectiveness of Audio and Video Materials in Listening Comprehension. The finding of this study showed that there was no significant difference between students taught through audio and video. The similarity of this study is to find which method is most effective for teaching listening comprehension. The difference in this study is in the media used. This previous study used video VT ASAP and audio formatted from the video, while this study used “Here With Me” song and video that related with the song.

The fourth previous research was conducted by Putri and Wijaya (2020). The focus of this study was to determine the most effective method for teaching listening comprehension between song and animated videos. The result of this study indicate that the use of song is more influential in improving students' listening skills. The similarity of this study is to find which method is most effective for teaching listening comprehension. The difference in this study is in the media used. This previous study used pop song and animated video, while this study used R&B song and real-world video.

The fifth previous study was conducted by Dwy et al. (2021), with a research focus on comparing the use of Netflix and JOOX as media in improving listening skills. The result showed that both Netflix and JOOX can improve student achievement in listening comprehension. The similarity of this study is to compare two methods of teaching listening. The difference in this study is the method used. This previous study uses video and audio through Netfilx and JOOX, while this study use song and video through Youtube Music and TikTok, which are more easily accessible to all students without having to subscribe. This previous study was conducted at

SMA Muhammadiyah 1 Unismuh Makassar, while this study will be conducted at SMP Negeri 2 Gurah.

All previous studies used quantitative methods in their research, they also used video and audio in different forms, such as documentary videos, videos adapted from a YouTube channel named ASAP SCIENCE, movie footage, audio formatted from videos, audio TOEFL exercises, and the song All of Me from John Legend. Meanwhile, this research uses YouTube Music and TikTok as media. This study aims to find a significant difference in teaching listening between songs taken from YouTube Music and videos taken from TikTok in improving listening comprehension of SMP Negeri 2 Gurah students. **This research will be entitled Comparison of Songs and Videos to Improve Student Listening Comprehension at SMP Negeri 2 Gurah.**

B. Research Question

Based on the background above the research question is as follows:
Is there any significant difference between the student taught using song and the student taught using video to improve listening comprehension?

C. Research Objective

Based on the statement of the research question above, the purpose of this study is to find out whether there is significant difference between the student taught using song and the student taught using video to improve listening comprehension.

D. Hypothesis

Ho: There is no significant difference between the student taught using songs and the student taught using videos toward students' listening comprehension at Student SMP Negeri 2 Gurah.

Ha: There is significant difference between the student taught using song and the student taught using videos toward students' listening comprehension at Student SMP Negeri 2 Gurah

E. Scope and Limitation of the Study

This research focuses on investigating the comparative effectiveness of teaching listening comprehension through songs and videos. Specifically, the study examines the impact of two selected media: the song "Here With Me" by David and the TikTok video "Together" by Catempt, on students' listening comprehension. The researcher aims to determine which medium is more effective in enhancing listening skills. These particular materials were chosen due to their similar thematic content as well as their authentic, contemporary nature and origin from digital platforms, making them relevant and engaging for students.

F. Significant of the Study

This research is expected to provide valuable benefits for multiple stakeholders. For teachers, the findings can assist in developing more effective strategies for teaching listening skills, particularly in choosing between song-based and video-based media. Students will gain insights into which multimedia approach-songs or videos-better suits their learning preferences, empowering them to take a more active role in improving their listening comprehension. Future researchers can use these results as a benchmark for studying multimedia in language learning, providing a strong base for improving listening instruction. Moreover, this study opens avenues for deeper exploration. Future studies should look at the long-term effects of these methods on different ages and skill levels. methods to better support different learners.

G. Definition of Key Terms

The definition of key terms is very important to avoid giving the wrong impression. For the topic that will be covered in this study, some terms need to be defined as follows:

Listening Comprehension

Listening comprehension is the process of understanding and interpreting spoken language. It involves understanding spoken messages in conversations, lectures, audio recordings, or other forms of

oral communication. This multi-faceted process requires not only understanding the literal meaning of words but also analyzing and understanding the information conveyed in context.

Teaching Listening Comprehension

Teaching listening refers to the process of giving instructions to students about listening, which involves understanding spoken language. It involves various skills such as identifying main ideas, recognizing supporting details, interpreting the speaker's tone and attitude, inferring meaning from context, and making predictions based on the given information.

Material and Media

Media refer to the tools or platforms used to transfer or deliver messages in the context of teaching and learning. While materials in the context of listening instruction refer to the educational resources used to support specific learning objectives. This research employs two carefully selected digital materials, namely R&B song "Here With Me" by David from YouTube Music, featuring clear vocals, repetitive lyrics, and themes of companionship at 70 BPM tempo, and TikTok video "*Together*" by Catempt showing authentic monologue in real-life context,

Song

A song is a musical composition that usually consists of lyrics and melody. In the context of language learning, songs are often used as teaching aids to improve listening comprehension. In this study, the song refers to the R&B song "Here With Me" by David, accessed through YouTube Music. The song is played in its original form without modification, using audio. With a slow tempo and clear vocal delivery that is characteristic of R&B music, the song has repetitive lyrics and melodic phrases that facilitate the listener's understanding. The lyrics express themes of friendship and emotional support, depicting a narrative of being there for someone through difficult times. This content was chosen for its age-appropriate themes, easy

to understand emotional tone, and linguistic clarity qualities that resonate with the interests of teenage students.

Video

Video is a digital recording that combines moving images and sound, making it an effective multimedia tool in language learning, especially for improving listening comprehension. In this study, the video refers to a real-world TikTok content entitled “Together” by the creator Catempt, which was accessed directly through the TikTok platform during classroom teaching. The video was played in its original format unedited using a projector. This authentic video material features an unscripted English monologue in a real-life context, focusing on themes of friendship and mutual support specifically depicting two people facing a challenging situation together. The video's visual storytelling complements the spoken content, providing contextual clues through facial expressions, gestures and environmental details that aid listening comprehension. This video exemplifies how platform social media content can serve as effective listening material.