

CHAPTER I

INTRODUCTION

This chapter discusses background of study, research problem, objective of study, significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

The first skill that students must master when studying a foreign language is listening. When learning a new language, the first and most important skill that students must master is listening. Listening is helpful because it prepares students to talk and write. Students can enhance their enunciation and learn helpful words, phrases, and sentences by listening (Listiyaning as cited by Brian 2017). It is the skill of receiving where students learn new words based on what they have heard or listened to. The ability to receive has an impact on the ability to produce. If they were good listeners, they would understand and even be skilled

Various authors define listening comprehension. According to Hamouda in Brian (2013), listening comprehension is a participatory process in which listeners construct meaning. Listening comprehension, according to Nadig in Brian (2013), listening comprehension is the process of understanding spoken language. This includes knowing the sound of speech, understanding the meaning of individual words, and understanding the syntax

of sentences. According to Triandis (2017), listening comprehension is regarded as an active process in individuals that focuses on certain components of aural information, such as the meaning of the passage, and connects what they hear with prior knowledge.

There are three basic reasons why listening is important in foreign language learning; listening can improve other skills, particularly speaking ability. Listening exercises aim to draw a learner's attention to new forms of language, such as vocabulary, syntax, and interaction patterns, through spoken language. Listening allows students to focus on what they hear and absorb the meaning of what they hear.

In fact, listening comprehension to be the most difficult skill to learn. Because listening comprehension is more than just recognizing sounds; it is also about capturing the idea of the spoken text, whether conveyed openly or implicitly. According to Vogely, as mentioned by Ibrahim and Noor (2017), the learners had difficulty with listening comprehension due to three factors. (1) Due to a lack of practice and an uncomfortable environment, students' listening abilities are poor. (2) There is a degree of difficulty, repetition, and a lack of visual assistance. And (3) there are incorrect listening strategies as well as a lack of time in the comprehension process, preventing students from checking their answers before submitting their worksheets.

The situation as such was found in SMAN 3 Gresik. There are several problems in teaching listening. First, the class has given more focus

on reading skill. The second is the limited time that allocated for teaching listening. The third is the limited supporting tools for teaching listening such as speaker. The last is students understanding about the audio content. Many students did not understand the audio when the teacher plays the audio.

Furthermore, conventional listening teaching methods are still used at SMA NU 3 Gresik, according to the researcher's interactions with certain English teachers. They claim that is because it is all they know and they do not want to complicate matters. This shows that teachers are confused about which media to use to encourage students to listen. One technique for improving English, according to Harmer and Sherman in Brian (2017), is to employ audiovisual (video) material. This means that video media can be used to improve English, specifically listening comprehension. According to Secules, Herron, and Tomasello in Brian (2017) video-based training is preferable to audio-only instruction in language learning because it increases input modalities that may motivate learners and attract their attention to the aural material.

Many studies suggest that videos can improve students' comprehension by presenting more authentic materials for real-life communication situations, as well as activate students' motivation due to the availability of images, which can relieve students' boredom (Xhemaili, 2013). Furthermore, videos are more authentic than audio-only materials because they feature visuals and motions that can assist students in grasping the

meaning of messages and comprehending the information in video contents (Woottipong, 2014).

Another research has been conducted to get the information of the effectiveness of teaching listening using audiovisual media by some researchers. (1) Kretsai Woottipong has conducted a research in August 22, 2014, on his title “Effect of Using Video Materials in the Teaching of Listening Skills for University Students” in Thailand. The result indicated that the students’ English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skills. (2) Danxin Liang’s research entitle The Effects of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory. The research has been conducted in Guangzhou University, Guangzhou, Guangdong, China in 2013. The result of the research indicates that if the sound messages are closely correlated with the visual ones, people’s cognitive schema can be stimulated and enriched, which will give concrete and vivid clues to their treatment of the sound materials and improve their level of listening comprehension.

The following are the benefits of a video materials for increasing listening comprehension: (1) Video can give students a visual image. It suggests that (2) video can assist learners understand the materials they are learning; and (3) video can help learners comprehend the language through viewing. After seeing the movie, learners may readily understand the content

of the materials; (4) the film may inspire and stimulate learners to study English. Because the learners have been stimulated in an easy way of learning, they will have a strong desire to study English as a result of using video content to develop their drive to learn English. Other research have been conducted in this field, and the findings show that using video can improves students' listening comprehension.

Based on the rationale given above, the researcher believes that using video in the classroom activities can improve students' listening comprehension. And the teaching and learning environment at SMA NU 3 Gresik has supported the implementation of this research. As the aforementioned description dealing with the benefits offered by video on in teaching listening comprehension, this study try to compare the use of video and audio when teaching listening comprehension, and to identify how the differences of both types of media in the students' listening comprehension in studying narrative text.

The researcher chose the title **The Effectiveness of Using Video in Teaching Listening Comprehension at SMA NU 3 Gresik**

B. Research Problem

Based on the background of the research, the research problem formulates; “Is there any significant difference between students who are taught using video and students who are taught using audio in listening comprehension?”

C. Objective of the Study

Based on the relation between the background of the study and the research questions, the objective of the study is to know the effectiveness of using video in teaching listening comprehension.

D. Research Hypothesis

Based on the relation between the background of the study, the research problem, and the objective of the study, the researcher can take the hypothesis

H_a: There is significant difference between the students who are taught using video and students who are taught using audio in listening comprehension.

H₀: There is no significant difference between the students who are taught using video and students who are taught using audio in listening comprehension.

E. Significance of the Study

The significances which are expected to give a valuable contribution to teachers, students, and further researchers.

1. For English teacher

The study's findings are likely to help and become one of the guidelines for English teachers. The teacher may use a variety of active learning techniques, particularly video to manage the class, make it more

engaging, and put more of an emphasis on the students' capacity to work toward understanding the message from the video.

2. For Students

The results of this study are expected to be able to make students understand that English is something important and should be studied further, especially in a modern era. This can also change their mind that learning English especially in the aspect of listening using video is fun by working and exchanging experiences and thoughts with each other.

3. For other researcher

This study is expected to serve as a resource for other researchers who want to learn more about video in other to teach English.

F. Scope and Limitation

This research is focused on achieving listening comprehension of tenth grade students at SMA NU 3 Gresik, especially in the second semester of the academic year 2021/2022. The learning material is narrative text. This research attempts to describe the effectiveness of using video in teaching listening comprehension. The research object is limited on using animated video to teach listening in tenth grade students' senior high school at SMA NU 3 Gresik

G. Definition of Key Terms

To avoid misunderstanding, it is critical in this study to provide clarification on the terms used as follows.

1. Listening

Listening is an active and creative process that requires skill mastery.

Listening is the dominant means of sensory comprehension because the listener plays an active role in connecting the overall messages that are eventually exchanged between listener and speaker.

2. Animated Video

Animated Videos are videos created with original designs, drawings, illustrations or computer-generated effects that have been made to move in an eye-catching way using any number of artistic styles. Although they may integrate live action video, they don't require any live action recording to convey an idea or story.

3. Listening comprehension

Listening comprehension can be defined as the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sound, understanding the meaning of individual word, and/or understanding the syntax of sentences.