

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, operational of the terms, the benefit of the research, the scope and limitation of the research.

1.1 The Research Background

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims to master four basic skills of language, which include listening, speaking, reading, and writing skills.

Listening is one of the basic skills which must be mastered in learning a language.. If they are not able to listen, then they will not have an ability to speak. If they are not able to speak, then they will not be able to read, those explanations show how skills in language are related and influenced each other. From this explanation, it can be concluded that listening is the very basic skill in learning a language

According to Vandergift and Goh (2012:4) stated that

Listening is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of other language skills..While language

learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages.

In addition, listening is frequently used more than other language skills.

According to Mendelsohn(1994) as quoted by Pearl Chang and Cyntia Lu(1999:169) states that adults spend 40-50% of communication time on listening, 25-30% on speaking, 11-16% on reading , and 9% on writing. It means that listening is the most prevalent activity and most people spend their time to get information from a speaker through listening skills.

When students are learning a new language, listening helps them to recognize the sounds of that language. Harmer (2010:133) says that Listening skill is good for our students pronunciation, too. The more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sound of both individual words and those blended together in connected speech.

According to Brown (1996:234), the importance of listening in language learning can hardly be overestimated. Through perception, learners internalize linguistic information without which they could not produce language. In other words, listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Without learning listening, people might not be able to speak, to read and to write.

In the language learning, basically the teacher still focuses on the old learning model. The students just listened the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students.

Teachers can use media in the class of listening. The media that can be used is from visual materials, audio materials, and audio visual materials. Media are means of communicating with large number of people, television, radio and news paper. According to Field (2009) as quoted by Kamilah (2013) stated that students may have more capabilities to communicate well with others if they have a good listening skill. This research only focuses on teaching listening using audio visual media that is video, especially music video which is related to the topic.

According to Harmer as quoted by Kamilah (2013) audio visual media are believed more effective to be used for listening than the other types of teaching media. Through audio visual media, the students will use their two multi sensory, sounds and sight at the same time when doing listening practice. Moreover, audio visual media can attract students' focus and concentration more than audio or visual media only.

1.2 Problem of the Research

The problem of study are briefly stated as “Is there any effect on listening comprehension between the students who are taught by using video and the students who are not taught by using video?”

1.3 Objective of the Research

Based on the formulation of the problem, the objective of this research is to examine the effectiveness of using video on listening comprehension.

1.4 Operational Definition of the Terms

Operational definition is guidelines to understand the key terms use in the title of this study. The terms defined operationally are video clips and listening comprehension.

1. Video Clips

Video clip are short clips of video, usually part of longer recording. While some video clips are taken from established media sources, community or individual-produced clips are becoming more common. The kind of video here is Music Video with length about 3-5 minutes. in this research , the video will used is the music video of Mariah Carey titled hero.

2. Listening Comprehension

Listening comprehension indicates the increasing level or amount of the students listening ability through video. It can be known from the students listening score test which focus on vocabulary comprehension.

1.5 Significances of the Research

The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretically, it is expected that this research can be used as emphasis to determine an approach to know the effectiveness of using video. In this case, the teacher used the Video in teaching listening skill.

2. Practically, this research is expected to give positive input to the English teacher in the teaching of listening skill. Based on this research, the English teachers are able to choose appropriate teaching approach especially in teaching listening.

1.6 Scope of the Research

The scopes of the research are this research was limited to the eleventh grade students of XI THP 1 and XI THP 2 at SMKN 5 Jember. The last scope is this research was limited to the use of teaching listening on using video.