

## **Chapter I**

### **Introduction**

This chapter will discuss the background of the study, the research question, the objective of the study, the theoretical framework, the significance of the study, the scope of the study, the key terms of the study and finally the hypothesis of the researcher.

#### **1. Background of the study**

Listening is one of four English basic skills. Listening is to give one's attention to sound or action. Listening involves complex affective, cognitive, and behavioral processes (Halone, Kelby; Cunconan, Terry; Coakley, Carolyn; Wolvin, Andrew, 1998). Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening is an important skill to learn. There are some reasons of the importance of learning listening for learners. First, Listening is a natural process in acquiring a new language. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures. Second, Listening is a receptive skill. Receptive skill is when the learners do not need to produce language they receive and understand it. Thus, Listening can enhance speaking skill. Since speaking is a productive skill then with better listening skill students could have better speaking

skill. Finally, listening help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. Thus, listening comprehension provides the right conditions for language acquisition and the development of other language skills (Krashen, 1989).

Even though listening is important, most of learners find out that listening is the most difficult skill in studying English because learning listening requires concentration and focus in order to get the information from the audio. River (1986) stated that learners spend 45% of their time in listening, 30% for speaking, 16% for reading and 9% for writing skills.. It is hard to determine if the learners actually listen to the speaker or not. Sometimes learners lose their concentration and they cannot catch the information from the speaker very well because they get bored and lose their concentration. Moreover, while listening to the speaker from the audio for the first time, 50% of learners could not understand the meaning of the message of the audio.

These difficulties in learning listening affect their listening comprehension. Most learners find it hard to improve their ability to do listening comprehension and they find it challenging to understand the target language when they have to interact with a native speaker of that language. According to Krashen (1994, p.261-275) "Listening is considered today as a complex activity and a key factor in the language acquisition process". Therefore, attractive and interesting media are needed to teach listening.

An attractive and interesting media can be an alternative way to solve the difficulties in teaching listening. According to Heinich (1993), teaching media can

stimulate the students' interest and motivate the students more to learn. There are three categories of media. First, audio media that focuses on sound only, such as radio and tape recorder. Second, visual media that focuses on visual only, such as picture and or photo. Last, audio visual media that combines both additive and visual media, such as video or movie, etc. Among those types, audio visual media is the most attractive, interesting and effective to teach listening, because students will use both of their sense which are sight and sound at the same time when listening (Harmer, 1998). Higuchi(1998) also asserts that learning a foreign language through videos facilitates to develop performance skills in the target language, such as body language and facial expressions. In other words, video provides a realistic model that students can imitate. In addition, Herron & Tomasello (1992 cited in Keihaniyan, 2013) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. In other word, video listening could motivate the learners and learners will give their full attention to the smallest detail and it is effective to improve their ability in listening comprehension.

### **1.1 Statement of the Problem**

According the problems in learning listening that have been stated in the background. The researcher state is there any significant improvement in students' listening comprehension taught using video listening?

## **1.2 Objectives of the Study**

The objectives of the study is to find out if there is any significant improvement in students' listening comprehension taught using video listening.

## **1.3 Significance of the Study**

The result of this study will be necessary for the listening teacher to use a proper media in order to improve the ability of the learners in their listening comprehension

## **1.4 Scope and Limitation of the Study**

This study is aimed to find out the improvement of the students comprehension ability in listening using a audio-visual media which is video listening. This study is limited only to analyse the media video listening for a university students who taken listening class in the second semester. The analysis of the technique's benefits was using gained by the students during the pre-test and post-test and then the results of the pre-test and the post-test were summarized by comparing the score of the pre-test and post-test.

## **1.5 Theoretical Framework**

This purpose of this study is to find out the effect of video listening in students' listening comprehension. In order to achieve the objective of the study the researcher need some of the following theories. The first one is the theory of

listening, the theory of listening comprehension, the theory of listening process and the last one is the theory of video listening.

## **1.6 Definition of the Key Terms**

### **1.6.1 Listening**

Listening is one of four English skills and holds an important role in learning language since it is one of a receptive skill besides reading. Listening is to give one's attention to sound or action. Listening involves complex affective, cognitive, and behavioral processes (Halone, Kelby; Cunconan, Terry; Coakley, Carolyn; Wolvin, Andrew, 1998). Moreover, According to Thanajaro (2000) Listening is an English skill that is frequently used and it holds an important role for daily communication and learning process.

### **1.6.2 Listening Comprehension**

According to Buck (1997) Listening comprehension is an inferential process in which the listener constructs meaning through this interaction; and the interpretation of the text is guided and influenced by the context or situation and the listener's purpose for listening.

### **1.6.3 Listening process**

There are two types of listening process, bottom up and top-down processing. Bottom up processing focuses on the individual components of spoken messages such

as the phonemes, lexical, and grammar in order to understand the messages. Top-down processing focuses on the micro-features of text such as the purpose and the main idea of the spoken message (Nunan, 1998).

#### **16.4 Media to Teach Listening**

Based on their type, there are three categories of media that can be used to teach listening. They are audio media, visual media and, audio visual media (Hruby, Jan 2010).

#### **1.6.5 Video Listening**

According to Sadiman (2005, p.29) video is consists of picture and sound information system where the audio is not only recorded through magnetic tape but also on disk. The reason video becomes a listening learning media is because video offers foreign and second language learners a chance to improve their ability to understand comprehensible input (Canning-Wilson, 2000, Conclusion section, para. 1).

#### **1.7 Hypothesis**

*Alternative Hypothesis* (Ha): There is a significant difference between students' listening comprehension taught using video listening activity

*Null Hypothesis* (Ho): There is no significant difference between students' listening comprehension taught using video listening activity.

## **1.8 Organization of the Study**

This thesis study consists of five chapters. The first chapter is introduction. It focus on the background of the study, statements, of the problems, the objectives of the study, the theoretical framework, the assumption, the significant of the study, the scope of the study, the definition of key terms and organization of Thesis study.

The second chapter is review of related literature. In this chapter the researcher presents the review of literature that consist of the theory of listening, the theory of listening comprehension, the theory of listening process, the theory of learning media and the advantages and disadvantages of audio and video listening.

In the third chapter the researcher presents research method which consists of research design, population and sample, the instrument, data collection procedure and data analysis technique.

In the fourth chapter the researcher presents the data analysis, the findings and the discussion.

In the fifth chapter the researcher presents the conclusion and the suggestion of the study.