

THE USE OF VIDEO MATERIALS TO IMPROVE THE TENTH GRADERS' LISTENING ACHIEVEMENT

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening, one of the four English language skills, is a process of receiving, constructing meaning from, and responding to spoken and or non-verbal message (International Listening Association, 1996). Listening is receiving language through the ears. Listening involves the identifying and the processing of the sounds of speech into words and sentences. 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. People cannot communicate if they do not understand the message from the speakers. Listeners cannot respond to and reply what other speakers say if they do not understand the message. Listening takes a big part in communication. By listening, someone can receive important and useful information. Listening is also required to gain information from media such as television or radio.

Listening is important; Rost (1994) points out that listening provides input for the learner. River (1986) states that learners spend 45% of their time for listening, 30% for speaking, 16% for reading and 9% for writing skills. Learning listening requires concentration and focus in order to get the information from the audio. Sometimes learners lose their concentration and they cannot catch the

information from the speaker well. While listening to the speakers from the audio recording for the first time, half of learners could not understand the meaning of the message of the recording. Therefore, they will usually get the opportunity to listen twice or three times.

Unfortunately, many students have difficulties to follow the listening activity. They feel burdened to understand every word in the video materials. It means that the students have difficulty in catching the information from the speaker. This might be caused by the student's limited vocabulary mastery and the condition of the class may be very noisy.

In order to solve this problem, the teacher needs to find new media for teaching listening. Teachers, as facilitators of learning, should find an effective way to create an active and enjoyable learning atmosphere. According to Hamalik (1986), the use of teaching media in teaching-learning process can raise new desire and interest; it can generate motivation and stimulation of learning activities. It is expected to have an impact on student's psychological effect and thus can overcome the problem. Video Material is one of the media that can motivate the students' learning activity, especially in listening subject. In addition, to make the teaching and learning process run effectively, students should be led to use all their senses and the teacher is supposed to stimulate students to use more than one sense.

Based on the explanation above, the researcher suggests using of video material to increase the students' listening achievement. The use of video material is expected to motivate students to follow the listening class actively because a

video provides interesting pictures and sounds. It can also help the students retain information; it can introduce new vocabulary, and grammar at the same time.

1.2 Research Question

Based on the background of this study, the research question is formulated as follows:

Is there any significant improvement in students' listening achievement taught by using video materials?

1.3 Objectives of the Study

This study is intended to find out if there is any significant improvement in students' listening achievement taught using video materials.

1.4 Significance of the Study

The researcher expects that the result of this study is able to give important information about the use of video material to improve the eleventh graders' listening achievement. This study will also make the teacher aware of the benefits of using video material in teaching listening.

1.5 Theoretical Framework

This study focuses on the students' listening comprehension and video materials, and the basic theory of this study is a theory of listening by Thanajaro (2000) who states that listening is an English skill that is frequently used and it holds an important role for daily communication and learning process. Next, Buck (1997) states that 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. Finally, Nunan (1998) talks about Bottom-up and Top-down processes in listening.

1.6 Hypothesis

There are two hypotheses formulated for this study: Alternative Hypothesis (Ha) and Null Hypothesis (Ho).

Alternative Hypothesis (Ha): There is a significant improvement in the students' listening achievement after they are taught using video materials.

Null Hypothesis (Ho): There is no significant improvement in the students' listening achievement after they are taught using video materials.

1.7 The Scope of the Study

This study is focused on the tenth graders' listening comprehension test in private school in Surabaya. The subjects under this study are 30 students. The video materials used are related to descriptive texts which last approximately 7 minutes long.

1.8 Definition of the Key Terms

As a means to avoid ambiguity, the key terms used in this thesis are defined as follows.

Listening

Listening is one of the four basic skills in English. Listening is a process of receiving, constructing meaning from, and responding to spoken and or non-verbal message (International Listening Association, 1996).

Tenth Graders

Tenth Graders are students who study in the first level of Vocational High School. In this study, the tenth graders are from a private school in Surabaya.

Video

According to Wikipedia (2019) video is an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media.

1.9 Organization of the Study

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

The second chapter is review of related literature. In this chapter the researcher presents the review of related literature which consists of the theory of listening, steps in using video materials to teach listening, and review of the previous study.

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

The fourth chapter presents data analysis and discussion of findings.

The fifth chapter is last chapter of this study. The research gives the conclusion of the study and the suggestion for further study.