

CHAPTER I

INTRODUCTION

A. Research Background

Indonesia is one of the countries that incorporates learning English into the education curriculum. Starting from junior high school to the university level, English is one of the additional subjects. Learning English as a foreign language certainly has its own challenges for students and teachers. The four skills of writing, speaking, listening, and reading are fundamental for learning English. Based on the pre-research that the author conducted, from the four skills earlier listening is one aspect that is considered difficult by students. When doing listening activities, students find it difficult to identify the words and sentences they are listening to, which of course makes them not understand the meaning of the text or conversation they hear. Students find listening skills difficult because they have to listen to vocabulary that is foreign to them. Besides that, speakers also have different accents.¹ These difficulties reduce students' interest in improving their listening skills. In addition, they

¹ D Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening," *International Journal of Education and Information Studies* 4, no. 1 (2014), 60, <http://www.ripublication.com>.

also feel lazy and lose motivation because the media used by the teacher is less attractive and irrelevant to students' life. This is certainly a challenge for teachers and students in learning foreign languages, considering that listening is the most important skill in learning English.

The ability to listen is a crucial one for English learners to master since it enables them to comprehend what they hear from others, which makes it simple for them to take in the speaker's information. This is consistent with Renukadevi's assertion that listening abilities are crucial to learning because with listening students will be able to get information and insight to students in language classes.² Listening helps students improve their writing and speaking skills because they are able to find new vocabulary and learn how to pronounce words. Both teachers and students certainly need innovation to facilitate the learning process in listening and help students understand what they are listening to. To improve their listening skills, students have to listen to a lot of narrative speakers so that they get used to hearing English vocabulary with different accents. Therefore, teachers or students must find media that suits their abilities, interests, and current situation so that students feel

² Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening.", 60.

interested in the media and are motivated to continue to improve their listening skills.

At this time, information and communication technology (ICT) has a great influence on the field of education. Information and communication technology (ICT) is able to assist teachers and students in finding language learning media easily. Many teachers already use ICT in their learning activities; however, some of them still use the same media. Most teachers still use media such as just a conversation between two people or reading English texts, and the topic is usually not in accordance with the current situation of students. One of the media from ICT that can be used by teachers and has often been used by students is Youtube.

Youtube can be used as an alternative for learning foreign languages because students can find many topics or videos that match their material. In addition, nowadays students very often use YouTube for their entertainment because there are many videos that they like. According to Lidia, in “Youtube Videos in Teaching Listening: The Benefits in Experts’ View” most of the students thought that youtube was interesting. Additionally, students claimed that YouTube has helped them stay motivated to learn English both inside and outside of the classroom. It has been discovered that

students connect to YouTube since it is simple to use, offers limitless information, and serves as an authentic resource.³ Through YouTube videos, students can improve their analytical skills as well as other learning abilities. When learning English, Students can develop their accent, pronunciation, listening, reading, and speaking skills by watching videos on YouTube.⁴ From the two studies, it can be concluded that YouTube can help students become more motivated to learn languages. Besides that, YouTube also help them a lot to get the information they need when learning because they can watch it anywhere and anytime.

One of the youtube channels that can be used by students is TED TALK. Ted Talk is used as a medium for speakers to present a variety of well-crafted ideas in less than 18 minutes. Ted Talk provides many videos on various topics. The topics discussed by the speakers at TED Talks certainly follow the times, such as mental health, politics, etc. Ted Talk can also be used as a motivational video for students because there is a lot of motivational content. These topics make students feel interested and motivated to learn English well. According to Tryanti in “TED Talks as listening

³ Lidia Puspa Ayu, “YouTube Videos in Teaching Listening: The Benefits in Experts’ Views,” *Research in English and Education (READ)* 1, no. 2 (2016), 158.

⁴ Purva Chhabra, “Use of E-Learning Tools in Teaching English,” *International Journal of Computing & Business Research* (2012), 5.

Teaching Strategy in EAP Classroom” that students felt that watching TED lectures increased their listening comprehension and motivated them to study English. Evidently, students pick up academic vocabulary from the presentations and use it when they speak, and students are enthusiastic about adopting TED Talks in their courses.⁵

In addition to providing a lot of content, these TED Talks also provide subtitles in various languages in each video, this is certainly one of the advantages of TED Talks videos. Students can use the existing subtitles to check their understanding of what is being spoken while they are listening.⁶

With the thesis title “The Effectiveness of TED Talk on Students' Listening Skills” based on an explanation of use TED Talks to help students practice their listening skills, The researcher aims to gain an understanding of the effects of using TED Talks on students' listening skills at MAN 1 Serang.

B. Identification of The Problem

Based on the background of study, the researcher can identify many problems why students listening skills are still low. The reason are students have difficulty in improving their listening skills, lack of

⁵ Tryanti Abdulrahman, “TED Talks as Listening Teaching Strategy in EAP Classroom,” *The Asian ESP Journal Autumn* 14, no. 6 (2018), 74.

⁶ Abdulrahman, “TED Talks as Listening Teaching Strategy in EAP Classroom.”, 16.

interest of students to improve their listening skills and teachers use less varied media.

C. The Limitation of The Research

This study is concentrated on analyzing the effectiveness of using TED Talk videos on students' listening skills at the second grade of MAN 1 Kota Serang and the scope of this study is the students' listening skills. The writer is going to used quasi-experimental and the population of this research are the students at the second grade of MAN 1 Kota Serang.

D. Research Question

Based on the background of the study, the formulation of the research question is stated as follow:

1. How is the listening skill of grade 2 students at MAN 1 Serang?
2. How is the effect of "Ted Talk" video on students' listening skill?

E. Objectives of Study

Based on the background of study above, the researcher has objective of the study. The objectives of the study in this research are:

1. To describe listening skill of grade 2 students at MAN 1 Serang.
2. To investigate the effectiveness of ‘TED talks’ video on students’ listening skill.

F. Significance of Study

1. Theoretically

This research can help learners to find solutions to improve their listening skills using TED Talks videos.

2. For the Researchers

This research is expected to be able to help researchers to find references in developing future research, especially in the listening field.

3. Practically

This research is expected to be able to help students understand how to improve listening skills using YouTube multimedia, TED Talks.

G. The Organization Of Writing

Chapter I is Introduction. Introduction which consists of the background of the study, the identification of the problem, focus of the study, the research question, the objective of the study, the significance of the study, previous study and organization of writing.

Chapter II is Theoretical Framework. This chapter consist of the theorist from some experts we have conducted the research to this research.

Chapter III is Methodology of Research. This chapter consist of place and time of the study, research methodology, data collecting, and data analysis.

Chapter IV is The Finding and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consists conclusion for suggestion.