CHAPTER I

INTRODUCTION

A. Background of the Study

Listening comprehension is the ability to understand spoken language accurately. This skill is crucial in language learning since it enables learners to interact with native speakers and participate in conversations. Listening comprehension is essential because it facilitates the development of other language skills, such as speaking, reading, and writing.[1] Additionally, listening comprehension is crucial for academic success since it is the primary means of receiving information in lectures, classroom discussions, and presentations. Therefore, improving listening comprehension should be a priority for language learners.

Multimedia-based learning strategies are increasingly being used in the teaching of listening comprehension skills. These strategies involve the use of various multimedia materials, such as videos, audio recordings, and interactive activities, to enhance learners' understanding and retention of spoken language. Research has shown that multimedia-based approaches can lead to better learning outcomes in listening comprehension than traditional, text-based approaches. For instance, a previous study revealed that the students' listening abilities improved dramatically after using videos as a learning tool.[2] This suggests that the integration of multimedia materials into listening comprehension instruction can have a positive impact on learners' ability to comprehend spoken language. Therefore, incorporating multimedia-based learning

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[1] Abbas Pourhosein Gilakjani, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *Canadian Center of Science and Education* 9 (2016): 123–133.
[2] Hea-Suk Kim, "Using Authentic Videos to Improve EFL Students' Listening Comprehension," *International Journal of Contents* 11, no. 4 (December 28, 2015): 15–24.

strategies in listening comprehension instruction can be an effective way to improve learners' listening skills and overall language proficiency.

Despite the importance of listening comprehension, many students struggle with this skill. The majority of students struggle with listening materials including several unfamiliar terms, such as jargons and idioms, fast speech rates lengthy spoken texts, colloquial languages and slangs, unknown words while hearing, abbreviated forms.[3] Additionally, some students may have cognitive or neurological difficulties that affect their ability to process spoken language. Furthermore, listening comprehension tasks can be challenging for learners due to factors such as speakers' accents, speech rate, and background noise. Therefore, it is essential to identify and address these limitations to enhance students' listening comprehension proficiency. Teachers can provide additional listening materials, create a supportive classroom environment, and use effective teaching strategies to improve students' listening comprehension skills.

A study conducted by Assaf entitled *"The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin"* revealed that disability of word recognition, a lack of background information about the issue, disturbances around the class, low quality listening equipment, and not enjoying the listening session were the problems the students had in listening comprehension.[4] A study by Aldera entitled *"Investigating Multimedia Strategies to Aid L2 Listening Comprehension in EFL*

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[3] Mai Hung Dong, "An Investigation Into English-Majored Students' Difficulties in Doing Their Listening Comprehension Tasks," *European Journal of Foreign Language Teaching* 6, no. 1 (2022): 90–101.

[4] Ahkam Hasan Assaf, "The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin," *Difficulties in Listening Comprehension*, no. listening comprehension (2015): 1–91.

Environment" revealed that employing multimedia in listening classrooms improves second/foreign language English listening comprehension.[5] When extra information, such as video clips, and visual clues to aid understanding of the spoken message, are given through a multimedia application, second/foreign language listening comprehension improves even more. A study conducted by Alfadley titled *"The Difficulties Encountered by Undergraduate EFL Students"* revealed that students had significant difficulty during the three stages of listening: perception, parsing, and usage.[6] The most difficult stage was perception, which was followed by parsing and utilization. These findings can be used to create classroom policies by developing an EFL curriculum that stresses the importance of listening comprehension and incorporates listening skills into classroom activities.

Although there have been many studies on the effectiveness of video and auditory in improving listening comprehension, most of them have been conducted on university students and adults. Therefore, there is a research gap regarding the use of these two strategies among second-grade students in high school. This study aims to fill this gap by investigating the effectiveness of video and auditory as learning strategies in students' listening comprehension at eleventh grade in SMAN 2 Kota Serang. Second-grade high school students are at a critical stage in their development, marked by increased social interactions and cognitive abilities. This stage is characterized by more complex language use and the ability to engage in meaningful

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[5] Abdullah Saad Aldera, "Investigating Multimedia Strategies to Aid L2 Listening Comprehension in EFL Environment," *Theory and Practice in Language Studies* 5, no. 10 (2015): 73-85.

[6] Anam A. AlFadley, "The Difficulties Encountered by Undergraduate EFL Students," *International Journal of English Language Teaching* 7, no. 8 (2019): 53–70.

interactions with peers and teachers.[7] Moreover, during this period, students are increasingly exposed to a variety of listening situations that require them to understand and interpret spoken language. Therefore, it is crucial to investigate the effectiveness of different learning strategies, such as video and auditory, on students' listening comprehension at this stage. Moreover, second-grade high school students are also transitioning from a more teacher-centered learning approach to a more student-centered approach, where they are expected to take more responsibility for their own learning. This transition can be facilitated by using various learning strategies that promote active engagement and participation, such as video and auditory, which provide opportunities for students to interact with the material and with each other. Thus, investigating the effectiveness of these strategies at this stage can provide valuable insights into how to support and enhance students' learning experiences.

One of the potential challenges that may arise in conducting the comparative study between using video and auditory as multimedia-based learning strategies in students' listening comprehension at eleventh grade in SMAN 2 Kota Serang is the possible hurdles faced by the students themselves. Students may encounter difficulties in concentrating during the learning process, especially if they have different learning styles or limited attention spans. In order to address this challenge, it may be necessary to provide training and guidance to students on effective listening comprehension strategies A previous study conducted by Namaziandost et al. investigated the effectiveness of different multimedia-based learning strategies in improving listening

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[7] Gagandeep . Kaur and Priyanka . Prajapati, "Academic Achievement in Relation To Cognitive Ability Among Secondary School Students," *Scholarly Research Journal for Humanity Science and English Language* 10, no. 52 (2022) : 30-35.

comprehension among students.[8] This study is similar to the previous study in that it also investigates the effectiveness of video and auditory as learning strategies in improving listening comprehension. However, this study focuses on second-grade students in high schools because during this stage, students begin to develop metacognitive skills, which allow them to reflect on their own learning and adjust their strategies accordingly. This is important for improving listening comprehension, as students who are able to monitor their understanding and identify areas of difficulty can take steps to improve their skills. In addition; this study uses a true-experimental research design to compare the effectiveness of video and auditory. The findings of this study will contribute to the existing literature on the use of video and auditory as learning strategies in improving listening comprehension. Based on the explanation above, the researcher will conduct research entitled "**A Comparative Study between Using Video and Auditory as Multimedia-Based Learning Strategies in Students' Listening Comprehension at Eleventh Grade in SMAN 2 Kota Serang (*A True-Experimental Research*)**"

B. Problem Statements

1. What are the differences between those who use video-based strategies and those who use auditory-based strategies in students' listening comprehension performance?

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[8] Ehsan Namaziandost, Mehdi Nasri, and Samira Akbari, "The Impact of Teaching Listening Comprehension by Audio and Video Aids on the Intermediate EFL Learners Listening Proficiencies," *American Association for Science and Technology* 2, no. 3 (2019): 121–128.

2. To what extent do video-based and audio-based strategies contribute to the improvement of students' listening comprehension skills in the eleventh grade of SMAN 2 Kota Serang?

3. What strategy is more effective between video-based strategies and auditory-based strategies for improving students' listening comprehension in the eleventh grade of SMAN 2 Kota Serang?

C. Objectives of the Study

1. To find out the differences between those who use video-based strategies and those who use auditory-based strategies in students' listening comprehension performance.

2. To determine the extent to which video-based strategies and auditory-based strategies contribute to the improvement of students' listening comprehension.

3. To determine the extent to which video-based and audio-based strategies contribute to the improvement of students' listening comprehension skills in the eleventh grade of SMAN 2 Kota Serang.

D. Significances of the Study

1. Theoretically

Theoretically, the study aims to examine the impact of video and auditory strategies on students' listening comprehension, which will contribute to the existing literature on language teaching and learning. The findings of the study can help language educators and researchers to identify the most effective teaching method for improving listening comprehension skills. Moreover, the study can also shed light on the role of different sensory channels in language

learning and provide insights into the cognitive processes involved in listening comprehension.

2. Practically

Practically, the findings of the study can be useful for language teachers and curriculum developers who are responsible for designing and implementing effective language teaching programs. The results can help teachers to select the most appropriate teaching method to improve students' listening comprehension skills based on their individual needs and learning styles. Additionally, the study can contribute to the development of instructional materials that incorporate both video and auditory elements to enhance students' listening comprehension abilities. This study can also help school administrators to make informed decisions about the allocation of resources for language teaching and learning.

E. Limitations of the Study

This study is limited to second-grade students at SMAN 2 Kota Serang, and its findings cannot be generalized to other schools or students in different grades. The study is also limited to the use of only two strategies, namely video-based and auditory-based strategies, and the effectiveness of other strategies is not examined.

F. Previous Study

There are several previous studies that the researcher gathered in order to complete this research. The researcher also wants to identify any gap between this study and the previous studies.

The first study was conducted by Alfadley entitled *"The Difficulties Encountered by Undergraduate EFL Students."* According to the findings, students encountered moderate challenges during the three phases of listening: perception, parsing, and application. The first stage, perception, presented the greatest difficulty, followed by parsing and application. By constructing an EFL curriculum that emphasises the importance of listening comprehension and integrates listening skills into classroom activities, these findings can influence classroom policies.

The second study was conducted by Namaziandost, Nasri and Akbari entitled *"The Impact of Teaching Listening Comprehension by Audio and Video Aids on the Intermediate EFL Learners Listening Proficiencies."* In conclusion, the alternative hypothesis was supported and the null hypothesis was rejected, indicating that the usage of audio and video treatment led to a significant improvement in listening comprehension.[9]

The third study was conducted by Assaf in entitled *"The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin."* The study revealed that disability of word recognition, a lack of background information about the issue, disturbances around the class, low quality listening equipment, and not enjoying the listening session were the problems the students had in listening comprehension.[10]

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[9] Ehsan Namaziandost, Mehdi Nasri, Samira Akbari. The Impact of Teaching Listening Comprehension by Audio and Video Aids on the Intermediate EFL Learners Listening Proficiencies. *Language, Literature and Culture.* Vol. 2, No. 3, (2019) pp. 121-128

[10] Ahkam Hasan Assaf, "The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin," Difficulties in Listening Comprehension, no. listening comprehension (2015): 1–91.

The fourth study was conducted by Aldera entitled *"Investigating Multimedia Strategies to Aid L2 Listening Comprehension in EFL Environment".*[11] The quantitative results demonstrated a statistically significant advantage of visual stimulus over auditory mode for acquiring L2 listening comprehension.

There are both similarities and differences between the current study and previous research on the topic of improving students' listening comprehension through multimedia-based learning strategies. Similarities can be observed between this study and the work conducted by Namaziandost, Nasri, and Akbari. Both studies delve into the effectiveness of multimedia-based strategies in enhancing listening comprehension among students. While this study compares video-based and audio-based strategies, the study by Namaziandost et al. assesses the impact of teaching listening comprehension using audio and video aids. Both studies recognize the potential of multimedia approaches to bolster listening skills.

In contrast, there are also differences between this study and other previous studies. The study conducted by Alfadley focuses on identifying the difficulties that undergraduate EFL students face with listening comprehension, whereas this study aims to compare the effectiveness of video-based and auditory-based strategies in improving listening comprehension among second-grade students. Moreover, the study conducted by Aldera investigates the effectiveness of visual multimedia techniques in improving L2 listening comprehension among adult students, while this study focuses on comparing video-based and

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[11] Abdullah Saad Aldera, "Investigating Multimedia Strategies to Aid L2 Listening Comprehension in EFL Environment," *Theory and Practice in Language Studies 5,* no. 10 (2015): 73-85.

auditory-based strategies in improving listening comprehension among second-grade students.

The novelty of this study lies in its focus on comparing video-based and audio-based strategies among second-grade students. While previous studies have examined multimedia approaches and challenges in listening comprehension, this study provides specific insights into the effectiveness of different instructional strategies for young learners. By conducting a comparative analysis and demonstrating the superiority of video-based instruction, this study fills a research gap and offers valuable guidance to educators seeking to enhance students' listening skills at an early stage.

G. Writing Organization

The main section of this research is divided into chapters and sub-chapters, namely as follows:

1. Chapter I: Introduction

This chapter consists of background of the study, problem statements, objectives of the study, significances of the study, limitations of the study, previous studies and writing organization.

2. Chapter II: Theoretical Framework

This literature review chapter includes the theoretical foundation which contains a discussion of the meaning of the key terms (video strategy, audio strategy, and listening comprehension)

3. Chapter III: Research Methodology

In this chapter, the researcher presents the research method used in the development of information systems. To be systematic, the research methods chapter includes, research design, research locations and time,

population and sample of research, research instruments, data collection, and data analysis.

4. Chapter IV: Findings and Discussions

This chapter consists of an overview of research results and analysis quantitatively and statistically, as well as the discussion of research results. In order to be well organized it is classified into two; research findings and discussion.

5. Chapter V: Conclusions and Suggestions

This chapter offers conclusion and suggestions drawn from the research conducted. The conclusion offers a succinct response to the problem statements presented in Chapter I. Thus, the conclusion must be compatible with the framing of the research problem. Meanwhile suggestions based on research findings may be addressed to the teachers, users of research findings or future researcher.