

CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the International languages, English plays an important role almost in all aspects of life. English has purpose to absorb and to develop knowledge, technology, and to establish relationship with other nations. Thus, it is essential to learn English to help people's need to get information and knowledges in every aspect of life.

Because of the reason our government puts English as a first foreign language. English becomes the first foreign language and the compulsory subject that should be taught in Indonesia school from junior high school up to university level and examined in the national examination to determine students' graduation . It means that students in our country at any level must study English.

English has four skills that have to be mastered by the learners. There are listening, speaking, reading, and writing skill. English has also become an important subject in the school curriculum and become part of the main and vital in the development of students' communication skill.

Listening is part of the four skill also has an important role in teaching English as a foreign language. In improving students' English language skill, the role of listening is required, because its function to build communication each other. Therefore, listening skill must be taught by the teacher to improve students' listening

skill in language learning.

In Indonesia, listening learnt in several schools from elementary to high schools, and especially in junior and senior high school. Listening learnt in all of grade and more specific in third grade for the preparation of the national exam. But in the process of teaching listening, most of the teachers face many obstacles included student motivation, teaching technique, teaching media, etc.

According to the researcher's pre observation in MTs Raudlatul Muta'allimin Sidadung was found that the problems in teaching listening actually appear from the teacher and student. Namely, teacher feels difficult to find an interesting material and teaching technique for students within the context of teaching listening, and the lack of supporting facilities in the process of teaching listening. In the other hand, the difficulties faced by students are more complex. Most of the students actually have the same problems in term of building their listening skill. Such as, the lack of vocabulary, it causes student cannot comprehend to the listening passage, student cannot distinguish the sound of words, it is caused by different speed and accent from the speakers especially native speaker, so that they do not get the meaning of words. Sometimes student also get bored with the monotonous learning atmosphere. Therefore, the teacher should have the new innovative ways to solve existing problems.

Teaching media is needed by teacher to make student interest on the teaching listening process. The appropriate media can help teacher to get the goal of teaching and learning listening. The achievement of student in listening is low because the students'

motivation in listening is low. Thus, the effective media is required to make students interest and increase students' achievement on teaching and learning listening process.

Based on the problems described above, the researcher tries to apply the animation clips as a media in teaching listening. The reason that is why I choose animation clips as teaching media which is expected can solve these problems on the second grade student of MTs Raudlatul Muta'allimin Sidadung,

Based on the background, the researcher takes a project study with quantitative method of quasi-experimental to know how is *“The Effectiveness of Animation clips Towards Students’ Listening Skill at the Second Grade of MTs Sidadung.”*

B. The Scope and Limitation of the Problem

To avoid misunderstanding interpreting the problem, it is necessary for the researcher to make the limitation of the study in the effectiveness of using animation clips towards students' listening skill in MTs Sidadung , The limitation of this study only on the monologue text of the narrative texts.

C. The Statements of the Problem

Based on the background of research, the researcher found some problems as follow;

1. How is students' listening skill at MTs Sidadung Baros ?
2. How is the effect of teaching listening without using animation clips at second grades of MTs Sidadung?

3. How is the effectiveness of animation clips towards students' listening skill at the second grade students of MTs Sidadung Baros?

D. The Objectives of the Research

Based on the statement of the problem above, the objectives of this study are to find out;

1. To describes the students' listening skill at MTs Sidadung.
2. To find out the effect of teaching listening without using animation clips at second grades of MTs Raudlatul Muta'allimin Sidadung.
3. To know the effectiveness of animation clips on students' listening skill at the first grade students of MTs Raudlatul muta'allimin Sidadung Baros.

E. The Significant of The Research

The significance of this research are divided to :

1. Theoretical significance
 - a) The result of this study may give more information about improving student's listening skills using animation clips.
2. practical significance
 - a) For the second grade student f MTs Raudlatul Muta'allimin Sidadung it would be effort them to improve their listening skill using animation clips.
 - b) For the teacher, the research findings could be used to improve the successful of teaching-learning process.

- c) For the research it was hopefully that this research can give more information about the improving student listening skill using animation clips.

F. Hypothesis of the research

Hypothesis defines as the temporary conclusion that must be still tasted and verified. In this research, the researcher interested to investigate animation clips technique and it is the effectiveness of students' listening skill. The form of the hypothesis can be seen as follows;

Ho: it means there is no influence between variable X and Y (there is no influence between animation clips and students' listening skill).

Ha: it means there is influence between variable X and Y (there is influence between animation clips and students' listening skill).

G. Previous Study

To prove the originality of this study, the researcher presents some previous study that deal with this title.

The first researcher was conducted by Rizki Stiviana, "*USING ANIMATION CLIPS TO IMPROVE THE LISTENING ABILITY OF THE EIGHT GRADES OF SMP NEGERI 21 MALANG*". This research was intended to describe how the use of animation clips can improve the listening skill of the eighth graders of SMPN 21 Malang. It used Classroom Action Research (CAR) which consisted of planning, implementing,

observing, and reflecting. The subject of this research was 46 students of the eighth graders of SMPN 21 Malang. The data were collected using the following instruments: interview guide, field notes, observation sheets, questionnaires, and listening tests. Based on the results of this research, it was concluded that the employment of the animation clips could improve listening ability of the eighth graders through the following steps: (1) selecting appropriate animation clips, (2) using the three phase technique in employing the animation clips, and (3) guiding and managing the activities by the teacher. The students also showed their positive responses toward the implementation of animation clips.

The second by Chalifatun Nurizmawati, "*THE USE OF ANIMATION VIDEO AS A MEDIA IN TEACHING NARRATIVE TEXT*". This research is intended to answer the problem about how does animation video improve reading comprehension in comprehending language features, finding out factual or detail information and drawing moral value on narrative text to the eighth grade students of SMP N 1 Sengah Temila. The writer has conducted a classroom action research. The tools of data collection are observation checklist, field notes and test. On the first cycle until the third cycle the writer used animation video as a media to improve the students reading comprehension in comprehending language features, finding out the factual or detail information and drawing the moral value on narrative text. The writer used animation video by showing print screen picture of the story of animation video and giving unfamiliar

words to improve the student's ability in comprehending language features of narrative text. The writer used animation video by predicting, confirming, having class discussion, and testing activity to improve student's ability in finding out factual or detailed information. The writer used animation video by reviewing each character and finding out the factual or detailed information to improve student's ability in drawing moral value of narrative text. On the first cycle the student's mean score was 52.12. In the second cycle students' mean score was 75.78. In third cycle the students' mean score was 76.69.

The third researcher by Adhitya Asmidana, "*THE USE OF ANIMATION VIDEO IN IMPROVING STUDENT LISTENING COMPREHENSION*". The purpose of this research is to find out whether the use of animation videos improved students' listening comprehension to the class XI of SMAN 1 Sungai Ambawang in academic year 2011/ 2012. The methodology of this research is a classroom action research which consisted of 3 cycles those are: first cycle, second cycle and third cycle. In collecting the data, the writer as the teacher used the table of students' qualification in listening comprehension test and field notes. The result of this research has shown students' progress in listening activity in each cycle. First cycle was 53.6 points which were categorized into poor to average qualification, the second cycle was 65 points which were categorized into average to good qualification and in the last cycle was 74.62 points which were categorized into average to good qualification. The subjects of this research consisted of 26 students who belonged

to the grade IX students. Based on the above mention result; it can be conclude that teaching listening activity through animation videos can improve the students' listening comprehension.

H. Organization of Writing

As the effort to the preparation of research proposal, for the explanation more systematically, the author divided it into several chapters and sections with the systematic of writing detail as followed:

Chapter I is introduction. This chapter consists of: background of the research, limitation and scope of problem, statements of problem, objective of the study, hypothesis of the research and organization of writing.

Chapter II is theoretical foundation. This chapter contain of literatures and theories that proposed by some experts to support the research and a basic for investigating the problem.

Chapter III is research methodology. This chapter deals of the kind of research, subject of research, data collecting instrument, and data processing.

Chapter IV is the result of the research. This chapter deals with data analysis and interpretation.

Chapter V is result conclusion and suggestions. This chapter gives the conclusion and suggestions of the research.