

CHAPTER I

INTRODUCTION

A. Background

In learning English there are four skills to be mastered namely listening, speaking, reading and writing. Listening receptive skill with this student can get the information from the others, besides that listening also a precursor skill to learn English skills. Therefore listening is one that must be taught in order to improve student language communication ability. This need considered as the important thing to be taught in vocational school to their preparation to face the field of work, according to BNSP *Badan standar nasional pendidikan* states that in listening skill student should be able to listen for information and understand simple instructions¹.

However, some Indonesian learners still face difficulty in learning listening especially in getting and understanding the sound. It can be seen in language classroom, listening tends to be neglected many language educators assume that listening is automatically acquired while the learners learn to speak language. Therefore students need listening ability.

English is an international language taught in school around in the world. The increasing use of English makes this language more the rooted in every community including in Indonesia. Listening is our understanding in hearing English. Whether it's

¹ Badan Standar Nasional Pendidikan (BNSP) Silabus Bahasa Inggris SMK. Semua Program Keahlian model Kurikulum Tingkat Satuan Pendidikan (2006)

directly or through media like music, video conversation or movies. Hearing is not same as listening. In learning English, listening activities can be done with interesting learning method. In this case the teacher can provide effective listening teaching.

Listening learning process in secondary schools does not always go well. There are many problem and constraints that arise in teaching listening. The very potential problem according to Penny Ur might cause of unaware constant cluster, word order, stress and intonation of English because students are not used to hear it². Therefore, most Indonesian students may have difficulty listening to English. In the process of learning English, a student never had a problem in the study.

They have problems in recognizing sound, and fail to understand the words correctly. So that one of reasons for getting students to listen English is to let them to hear different varieties of English sounds or English songs rather than just the voice of the teacher³. Therefore, the teacher must have a creative learning English listening method so that the students focus in listening English.

There are at least two kinds of problem in the teaching of listening Problem related to the students and the problem associated with teaching methods that teacher sometimes less in accordance with the conditions of students in English classes. Such a case the writer found in SMP Negeri 17 Kota Serang when he held

²Penny Ur *Teaching Listening Comprehension*, (New York; Cambridge University Press, 2000), pp 11-12

³Jeremy Harmer, *How to Teach English*, (Essex; Person Education Limited, 2001), p. 97.

observation, He found some problem in listening learning process in that school. It can be seen from their low score on several listening exercises. As well as the lack of vocabulary and don't know how to read the word then the listening value of students less good.

One of the ways to teach English to teens is using to teens is using media and other learning support besides of using textbooks and other material provided by the school. In learning language there are many various alternatives techniques and media that teachers can apply for teaching language skills especially for improving listening skill, such as using, songs, podcasts, movies or videos. It can be concluded that using video in teaching listening is a good alternative. On the other hand, video can be easily accessed because it is available in a variety of forms of video tapes, DVDs, TV, online video, etc. Through video and the teacher guides, student can perform a variety of activities from reading, listening, speaking, and writing by using a wide variety of video, such as video interviews, movie trailers, music videos, also, English conversation videos.

Video according to Stempleski and Tomalin means the combination of moving pictures and sound which can present language comprehensively⁴. Video is technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. As multimedia technology video becomes more accessible

⁴ Stempleski, Susan and Tomalin, Barry, *Video in Action Recipes for Using Video in Language Teaching*, (Sydney: Prentice Hal, 1990), p. 3.

to teachers and learners of other languages, it's potential as a tool to enhance listening, hopefully becomes new strategy in teaching listening. Videos can be used as a means for information and knowledge required by students, especially in learning listening. Today many video programs contain knowledge that can be obtained. Video learning is used as a persuasive tool to persuade students perform certain action.

Based on the above descriptions, the writer draws the conclusion that video conversation is one of the interesting visual tools in English listening activity, the writer decided to conduct a study entitled "*The Effectiveness of Using Conversation Video in Learning Listening Comprehension*" (An Experimental Study at The 8th Grade of SMP Negeri 17 Kota Serang).

B. Statement of the Problems

Based on the background of study, the writer intends to formulate the statement of the problem as follows:

1. How is students listening skills before and after conversation video at the 8th grade of SMP Negeri 17 Kota Serang?
2. How is the effectiveness of using conversation video listening subject at the 8th grade of SMP Negeri 17 Kota Serang?

C. The Aims of the Study

Based on the statement of problem above, the objectives of the research are follows:

1. To know the students' listening skills before and after conversation video at the 8th grade of SMP Negeri 17 Kota Serang.
2. To describe the effectiveness of using conversation video subject at the 8th Grade of SMP Negeri 17 Kota Serang in teaching listening comprehension.

D. The Scope of Limitation of the Study

This study is concentrated on analyzing the effectiveness of using conversation video toward students listening skill at the 8th grade SMP Negeri 17 Kota Serang, and the scope of this study is the students listening skill. The writer is going to use comparative technique by observed two classes (experiment and control class as subject of research), then the data of both classes are assessed and the result are compared by using statistical formula. The method of this research is conversation video and the population of this research are the students at the 8th grade of SMP Negeri 17 Kota Serang.

E. The Significance of Research

The writer hopes that this study will be useful for the teachers, students and also the readers who read the results of the study.

1. The result of this study is accepted to give them information about the effectiveness of using English conversation video in learning video.
2. The research result is accepted to stimulate students in learning listening by using English conversation video.

F. The Previous of Study

In doing this research, the writer would like to see and reflect to the following previous of the studies. The previous studies will be useful to compare the research result and theoretical approach of the listening research. The writer uses the following previous studies:

1. “The Use of Authentic Material in Improving Listening Skill”, written by Emeliya Sukma Dara Damanik (loquen journal, Vol. 8 No. 1 January-June 2015) English Education Department IAIN SMH Banten that showed the result of the research: This research investigates the use of authentic material in improving listening skill. This research based on the main problem (1) how is the students’ ability in listening skill by using of authentic material and, (2) how is the application of authentic material in improving listening skill to students in IAIN Sultan Maulana Hasanudin Banten. Therefore, this research aimed at to improve students’ ability in listening by using of authentic material in listening class. To answer the question, the researcher collets data from student of English department in one class by applying of classroom action research in the year of 2015/2016.

Since this research uses classroom action research, the data gathered from to cycles and has three meetings in each cycles. The result of the research showed that there is improving in listening skill. It can be proved from the diagnose test, cycle 1 and cycle 2. In diagnose test, they have percentage in 56% then in the first cycle 60% and the second cycle is 70% that

media in teaching learning can affect to students' skill. The one alternative way is the use of authentic material.

2. Fajri Rohman with the title of this research "Using Short Story Video in Teaching Listening". He conducted the research at SMP Assa'adah Serang Banten, he used quasi experiment method by dividing sample into control and experiment class. The similarity of this research with this research is on using the video in teaching listening, and other similarity is the aims of the research to know the effectiveness of using video in teaching listening. He taught listening in the experimental class by using short story video but in the control class without using short story video. It is different from this research is using conversation video in teaching listening. The result was there is a significance influence in teaching listening using short story video.
3. Eka Sopiyaniti with the title of research "Teaching Listening through Flash Videos and Its effect toward Students Listening Skill". She is conducted the research at SDN Subogo Subang, she used premier school as her sample. It is different from this research which conducted at ninth grade students of vocational school. The similarity of her research with this research is "using flash video" in teaching listening and other similarity have the same purpose of the research to know the effectiveness of using video in teaching listening. She used two groups as the sample, experimental group and control group each group consist of 20 students.

The result of her research showed that using flash video was able to improve students listening skill. The experimental and the control groups were analyzed differently. The experimental group was observed directly by the writer to know their progress in the program. The student score of post-test and pre-test were compared to gain the students achievement on the listening skill. The calculation of improvement shows that the experimental group is higher than the control group. It means that the experimental group could improve their listening skill better than the control group. So, this fact supports the claim that students who were taught listening by using flash videos had better scores than those were taught conventionally.

G. The Organization of Writing

The writer divides it into several chapters and section with the systematic of writing in detail as followed:

Chapter I is the introduction which consist of the explanation of the background, The Identification of the problems, Limitation of the problems, statement of the problems, the aims of the study, the scope of limitation of the study, the significance of research, the Previous of Study and the organization of writing.

Chapter II describes the research theorist. The part contain of literature review which proposed by some expert to support the research and basic for investigating the problem.

Chapter III is a research procedure. This chapter deal with kind of research, research instrument, data collecting and data analyzing.

Chapter IV is a result of research. This chapter described description of data, interpretation and analysis of X and Y variable, test of hypothesis interpretation, and interpretation of data.

Chapter V is explained conclusions and suggestion.