

CHAPTER I

INTRODUCTION

A. Background of The Problem

In this era of Globalization, the English language is important for our lives. In fact, it is the second most spoken language in this world. And David Crystal state in his book by saying “A language achieves a genuinely global status when it develops a special role that is recognized in every country.”¹ Communication in a foreign language is a bridge to get information, knowledge, and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people. Richards state in his book by saying “English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it comes into play. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as World English or English as an International language.”²

¹ David Crystal, *English as Global Language* (Cambridge : University Press, 2003), 3.

² Jack C Richards, *30 Year of TEFL/TEST: A Personal Reflections* (SEAMEO : Regional Language Centre, 2007), 2.

In this case, the students must study hard to master it and the teachers should create a good atmosphere in class. However, it is contrary to the real situation in class. According to Lorena Manaj for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication.³

Talking about the demanding of mastering foreign language such as English language, it should master four skill in English. The one of them is listening skill. Listening skill plays an important role in building communication skill today. We receive information from our listening. Therefore, teaching listening skills is one that must be taught

³ Lorena Manaj Sadiku, *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour* (European : Journal of Language and Literature Studies, April 2015), 29.

to improve students' listening skill in English. But many teachers tends to get neglected that skill.⁴

Based on experience in teaching listening skills in SMAN 8 Kota Serang, it can be found that the students haave the low ability in listening. This problem was found when diagnosing the test. Therefore, I come to the question of how to help learners develop effective listening skills brings attention to the method we use and the type of materials we introduce our learners too. It is interesting to apply something new in their class. We have known that there are a lot of ways to solve problems in the class. One of them is presenting youtube video as the media to help students in learning.

From the reason above, I come to the question of this study, this interesting will see how our students' listening to skill by using youtube videos and the application of teaching lietening by youtube video in Effectivness of using youtube videos in teaching listening skill students on narrative text. The last, I expect that this study would be useful especially for me and readers who are interested in the field of teaching and learning.

⁴ Emeliya Sukma Dara Damanik, *Loquen English Studies Journal* (Vol. 8 No. 1 /January-June/2015), 32.

Based on preliminary research conducted on September 19, 2018, which interviewed an English teacher at SMAN 8 Kota Serang (Nining Rosita, S.Pd) in this school using the 2013 curriculum (K13) in the learning process and applies to all classes. Schools chosen to apply the 2013 Curriculum are schools that are ready. This readiness, among others, schools that have been minimally accredited B, have teachers who have received K13 training in 2014/2015, or schools that have been trained by the directorate. This means that both teachers and students must master English.⁵ Mrs. Nining stated that in the process of learning English K13 requires students to be more independent in learning and also guide students to master English skills.

Based on the information that was gotten, it was showed that most students of SMAN 8 Kota Serang have little chance to use English in real-life situations. She said that there were some problems found when the students practice to listen English, such as they are afraid to make mistake, they feel bored because the teacher does not use interesting media in teaching English, they do not have rich vocabulary.

⁵ Kementrian Pendidikan dan Kebudayaan,, *Empat Perbaikan Kurikulum 2013*, 16.

In addition, student motivation in learning listening is low, it happens because the teacher often uses a monotonous way in teaching listening and there are no variations of media. In this case, in teaching listening to the teacher used without a good approach and treatment. Sometimes, the teacher asks the students to present in front of the class and that makes students feel bored.

In the development of education at the present time, there are many kinds of media that can be used to teach. One of them is a Youtube Video. In the teaching listening skill, Youtube Video is useful because students can see and listen to it directly, and by using an attractive Youtube Video it can make the students interest in the material. They do not need to imagine so they will be easy to express their ideas.

Finally, based on the backgrounds above, the researcher tries to make research. And the writer carries out the study under the title “*The Effectiveness Of Using Youtube Video In Teaching Listening Skill Student’s On Narrative Text In The Academic Year of 2019/2020*”.

B. Identification of the Problem

The identification of the problems are:

1. The student's English listening skill is still low, it happens because the teacher often uses a monotonous way in teaching listening and there are no variations of media.
2. The students are afraid to make mistake when they practice Listening English, they feel bored because the teacher does not use interesting media in teaching English, they do not have rich vocabulary
3. The students lack of vocabularies, this problem was found when diagnosing test.
4. The media that is used by the teacher is monotonous, because the teacher often uses a monotonous way in teaching listening and there are no variations of media.

C. Scope of the Problem

This study focuses on identifying whether Youtube Video can improve student's listening skill used by the English teacher and the responses toward using Youtube Video in improving students' listening skill. Eleventh graders of SMA Negeri 8 Serang were investigated in this

study. The aim of teaching purpose was practicing the listening skills for students through Youtube Video.

D. Statements of the Problem

1. How is the students listening skill at the eleven grade of SMAN 8 Serang on the narrative text through a youtube video?
2. How is the application of teaching listening by using Youtube Video?
3. How is the effectiveness of youtube video in teaching listening skill at the eleven grade of SMAN 8 Serang?

E. Objectives of the Study

The objective of the study:

1. To know this student improve with listening skill by a youtube video.
2. To investigate the application of teaching listening by using Youtube Video.
3. To know is the effectiveness of Youtube Video strategy in teaching listening skill at the eleven grade of SMAN 8 Serang.

F. Significance of the Research

The result of the research will be useful for:

1. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach listening. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
2. For the students, the results of this research is expected to give them a new experience in English learning, especially in learning listening so they can be more motivated to develop their abilities.
3. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for listening subject.

G. Organization of Writing

This paper presented in five chapters. They are: Chapter I is Introduction. It provides information about the background of the problem, statements of the problem, scope of the problem, objectives of the study, significance of the research and paper organization. Chapter II is a Theoretical Foundation. This chapter provides the theoretical foundation of teaching listening using youtube video. Chapter III is a Methodology. It elaborates the procedures of the study in order to find out the answer to the questions stated previously in chapter I. Chapter IV is Results and Discussions. The chapter gives a clear answer to the

study questions that have been proposed before. The results and discussions presented based on the data that analyzed and they are related to theoretical in chapter two. Chapter V is Conclusions and Suggestions. This chapter presents the conclusions of this study and suggestions for further study.

H. Hypothesis of the Study

1. Definition by Bailey (1978)

A hypothesis is a proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a relationship exists, he should first state it as a hypothesis and then test them hypothesis in the field.

2. Definition by Grinnell (1988)

A hypothesis is written in such a way that it can be proven or disproven by valid and reliable data.

From these definitions, we can see that a hypothesis is based on a tentative proposition and its validity is unknown. We will explore the functions of a hypothesis in the next section.⁶

The hypothesis are as follow:

⁶“Research_methodology_07.pdf(2011). https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-0021_22_research_methodology/CMRM6103.

H_a : There is a significant The Effectiveness Of Using Youtube Video in Teaching Listening Skill Student's in Narrative Text at The Eleven Grade of SMAN 8 Kota Serang in The Academic Year of 2019/2020.

H_o : There is no significant The Effectiveness Of Using Youtube Video in Teaching Listening Skill Student's in Narrative Text at The Eleven Grade of SMAN 8 Kota Serang in The Academic Year of 2019/2020.

I. The Previous of the Study

1. *The Use of English Song in Teaching Listening Skill* By Intan Gusviani Department of English Education Faculty of Language and Arts Education Indonesia University of Education 2014.⁷

The research on focused is aimed to find out the use of an English song as a medium in improving students' listening skill and also investigate the responses given by students' toward the use of English song in teaching listening skill. This study used a quantitative method.

⁷ Intan Gusviani, "The Use of English Song in Teaching Listening Skill, (Tesis, Program Sarjana (S1), Universitas Pendidikan Indonesia Januari, 2014)

Pre-test, post-test and questionnaire were employed to obtain the data.

2. *Improving Students' Listening Comprehension on Narrative Text Through Youtube Video* By Apriliana Sri Rahayuningsih English Department Teacher Training and Education Faculty Sebelas Maret University Surakarta 2010.⁸

The method used in this research was collaborative action research with a senior high school English teacher (Teacher H). The research was conducted from August 16th until September 26th, 2010 at the tenth grade of SMA Batik 1 Surakarta.

⁸ Apriliana Sri Rahayuningsih, "Improving Students' Listening Comprehension On Narrative Text Through Youtube Video, (Tesis, Program Sarjana (S1), Sebelas Maret University Surakarta, 2010)