

CHAPTER I INTRODUCTION

This chapter introduces the reasons for conducting the research. In the background of the problem, the writer states how students' listening comprehension skill is still low. The writer also identifies the problems, limits the problem, formulates the problem and gives the objective and the uses of this research. The writer also explains the scopes of this research and definitions of related terms.

1.1 Background of The Study

Listening is one of four English basic skills. Listening is to give one's attention to sound or action. Listening involves complex affective, cognitive, and behavioral processes (Halone, Kelby; Cunconan, Terry; Coakley, Carolyn; Wolvin, Andrew, 1998).

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening is an important skill to learn. There are some reasons of the importance of learning listening for learners. First, Listening is a natural process in acquiring a new language. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures. Second, Listening is a receptive skill. Receptive skill is when the learners do not need to produce language they receipt and understand it. Thus, Listening can enhance speaking skill. Since speaking is a productive skill then with better listening skill students could have better speaking skill. Finally, listening help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. Thus, listening comprehension provides the right conditions for language acquisition and the development of other language skills (Krashen, 1989).

The teaching of listening skills in English instruction at the junior high school is aimed at developing students' communicative competencies. To achieve this aim, the teaching of this skill needs appropriate formats, such as the use of listening media and interesting materials.

However, when the researcher observed the teaching of the listening skills at SMPK Santo Stanislaus 2 Surabaya, listening was not taught well. The teacher said that it was because of several problems. There are several reasons why the students have difficulties in mastering listening skill. First, the students learn English by the way of reading, instead of listening. In fact, reading is different from listening, like writing is different from speaking. Written English consists of neat, correct sentences, while speech does not. Second, the materials on the tape are usually read by native speakers. There are different accents, difficult idioms and unfamiliar language chunks in their speaking. The other difficulty for the students is that most of their English teachers are Indonesian. The students may not be used to the accents of the foreign people. It is hard for them to understand what the native speakers say. Third, native speakers usually speak with their normal speed. It is too fast for the students to follow. When listening, the students cannot choose a comfortable listening speed: they have to keep pace with the speaker's thinking process. Therefore, sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. Their results show that they have missed the whole pass.

There are many techniques with different media for teaching listening comprehension, such as audio that contains either dialogue or monologue and video that provide students with audio and interesting visual effect. The research here is focused on the use of animation video for teaching listening comprehension. There are some reasons why the researcher uses animation video. The first reason is animation or cartoon is suitable to be watched by many people of all ages. The other reason is animation video can make the teaching learning process more enjoyable.

As the researcher said before that the material used in their teaching learning process was very limited and the students' motivation in learning English was still low. Considering these problems the researcher decided to conduct this study with the title of improving students' listening skills to use animation videos in order to make the students enjoy their activities.

1.2 Identification of The Problem

In identifying the problems of the teaching of listening at SMPK Santo Stanislaus 2, the researcher did several activities such as having discussions with the English teacher, interviewing the students, and observing their activities in the class. From these activities, she found some sources of weaknesses that might have caused the dissatisfying results of English teaching learning processes. These problems were concerned with the students, media and material, and the listening instructional tasks.

The first problem was related to the students. The students had low motivation in learning English. They were not aware that English was useful in their lives. In addition, they were not interested in English during the class.

The second problem was related to the media and material. The English teacher did not use appropriate media and materials in the teaching learning process. The listening materials were very limited; they only existed in the students' handbooks. In addition, listening media were scarce although there was a language laboratory at that school.

The last problem was related to the instructional listening tasks. For the teaching of listening, the teacher did not have enough listening tasks. The tasks existed were very limited and monotonous.

1.3 Limitation of The Problem

Due to the wide range of the problems stated in the identification of the problem, the present study is focused on one problem. The problem is related to media and material. In this case, the researcher looks at the use of video implemented in the language laboratory for the teaching of listening.

The researcher focuses the study on applying Animation videos because of some reasons. First, Animation Videos are the most pressing learning materials needed at SMPK Santo Stanislaus 2. To improve the students' interest, the teacher should give interesting material during the teaching of listening. Second, Animation videos are easier to handle first compared to the other problems. Many references about Animation Videos can help the researcher solves the problem. Third, Animation videos are the researcher's interest to handle compared to the other problems. In this study, the researcher wants to

know the significance of the use of Animation video in improving students' listening comprehension skill.

1.4 Formulation of The problem

Based on the limitation of the problem, the problem of this study is formulated as follows: "Do the use of Animation videos effectively improve the students' listening comprehension skills at SMPK Santo Stanislaus 2?"

1.5 Objective of The Study

This study aims at improving the students' listening skills at SMPK Santo Stanislaus 2. The action done is applying Animation videos in the English class.

1.6 Hypothesis

In line with the theoretical assumption above, the researcher formulated the hypothesis as follows:

1. Alternative Hypothesis

There is no significance different in students' listening comprehension score after being taught through Animation Video

- 2 Null Hypothesis

There is significance different in students' listening comprehension score after being taught through animation video.

1.7 Significance of The Study

This study is expected to give benefits and contribution for five parties; namely the teachers, the students, the school, the students of the English Education Department, and other researchers.

First, for the English teachers, the results of this study can be used as an input to improve the students' listening skills in the English teaching-learning process. In the future, they may apply videos in the teaching of listening.

Second, for the students, this study is supposed to be able to make them motivated in developing listening skills. In addition, it can make them more interested and easier in improving their listening skills.

Third, for the school, the results of this study can be used as a basis to determine the school policy in improving the students' competencies in English, especially in developing students' listening skills. In addition, it can be used as a reference to develop the teaching of English at the school.

Fourth, for the students of the English Education Department, the results of this study can improve their knowledge about the teaching of listening skills using videos. They can develop the material and media in the teaching of listening.

Last, for other researchers, the results of this study can be used as a reference to conduct a study related to the teaching of English in junior high schools. The teaching of English still needs development.

1.8 Definition of Key term

1.8.1. Listening

Listening is one of four basic skills in English. Listening is a process of receiving, constructing meaning from, and responding to spoken and or non-verbal message (International Listening Association, 1996). According to Thanajaro (2000) Listening is an English skill that is frequently used and it holds an important role for daily communication and learning process.

1.8.2. Listening Comprehension

According to Buck (1997) Listening comprehension is an inferential process in which the listener constructs meaning through this interaction; and the interpretation of the text is guided and influenced by the context or situation and the listener's purpose for listening.

1.8.3. Media to Teach Listening

Based on their type, there are three categories to teach listening; Additive media, visual media and, audio visual media (Hruby, Jan 2010).

1.8.4. Video

According to Sadiman (2005, p.29) video is a place that consists of picture and sound information system where the audio is not only recorded through magnetic tape but also on disk. The reason video becomes a

listening learning media is because video offers foreign and second language learners a chance to improve their ability to understand comprehensible input (Canning-Wilson, 2000, Conclusion section, para 1).

1.8.5. Animation Video

Merriam Webster dictionary says that the animation is a series of drawing or inanimate subject (such as puppets) which made into a motion of picture. However Collins dictionary also states that animation is the process of making films in which the drawing or puppets appear to move. Furthermore, oxford dictionary says that animation is the manipulation of electronic image by a computer in order to create moving images. Wikipedia says that animation video is describe as a cartoon, films, images, puppets, etc. that are photograph and shown in a way that makes them move and appear to be alive.