

CHAPTER I

INTRODUCTION

In the first chapter, the researcher presented the background of the study, statements of the problems, objectives of the study, significance of the study, hypothesis, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Technology is growing rapidly in this modern era. The development of technology influences many aspects, especially in education. Therefore, technology must be utilized as well as possible to improve students' understanding in teaching and learning process. Javad & Leila (2015) said that educational system cannot develop without access to computer and the internet. From the existence of technological development, it can be utilized to make media and material to help students achieve learning objectives in their EFL classrooms optimally.

The use of technology is closely linked with the use of the media used in the learning process of teaching. Teachers used to use traditional methods before technology developed rapidly as it is today, which sometimes took a lot of time and sometimes made students bored. In this case, the conventional approach does not mean that it is not successful. It would be nice for us to use the advancement of current technologies to refine the learning process so that learning goals can be properly realized. In particular, in teaching English listening, teachers should have effective media. Because of that, maximize the media in teaching learning is important.

The process of learning to listen to English and the essential role of learning exercises are important to the media. There is a need to include good listening materials to coordinate successful learning exercises for listening. According to Kurita (2012), listening skills are one of four fundamental English language skills, besides reading, writing and speaking. To study this foreign language, the English teacher should be able to inspire learners. Harmer (2001:51) said that motivation is a kind of internal urge to do something for someone.

According to the reason, listening is important in learning English because before students are able to speak English they need to hear first. As EFL students, they have to listen to native speakers talk a lot. However, they are not always able to listen or interact directly with a native speaker who speaks directly. They need outside sources to optimize their abilities. So that they need to use technology in optimize teaching learning process. In the listening, the appropriate way that they can use is videos. Videos containing from native speakers themselves are able to practice students' listening skills. By using video students will be more motivated and not saturated. The video can be obtained from various kinds of web, YouTube, applications, or the like which are the results of these technological developments. Therefore the role of technology and media is very important here.

In this study the videos is taken from VOA. The acronym of VOA is Voice of America. The Voice of America's VOA Special English Program has become a popular medium for learning English and applications that can be

downloaded free of charge can make it easier for lecturers and students to learn English while improving Listening skills. The VOA is one of the media that can be seen and heard in the instructional media or multimedia (audio visual). VOA is an international news program that is included in a computer application and can be accessed via the internet. VOA is funded by the United States. The government through the Governor's broadcasting board. When this app is downloaded by an EFL learner, they will be able to listen and see the scripts or text running on the computer. This news program for the VOA Special English Education Story is easy to run and can be repeated as many times as listeners want. This is a simple way to use the VOA to develop.

According to Sabinus (2013) the use of VOA Video has led to a significant improvement in student achievement in listening comprehension, particularly for SMK Mandiri Pontianak's 11th grade B accounting class students in the 2011/2012 academic year. There was an increase in the student average from pre-test to post-test. The student score of the post-test was higher than the pre-test. After teaching VOA Video as a teaching listening comprehension material to SMK Mandiri Pontianak's Eleventh Grade Accounting Student Class B in the 2011/2012 academic year, the student's ability to listen was increased. However, teaching listening to video by education may be a fun way for students to be active in teaching learning practices.

In addition, according to Tasya, Tohidin, and Priajana (2018) who conducted quasi experimental research populations were students of SMAN 1

Babakan 2017/2018 with the samples were students of X IPA 1 consisted of 36 students and X IPA 2 consisted of 35 students. The instruments were two tests, pretest and posttest and a questionnaire. The finding showed that in teaching listening, most students reacted positively to VOA news video as the media. The VOA news video is also recommended as a tool for teachers of English to teach listening skills.

According to Phuong (2011) VOA special English seemed to bring much interest to the students. VOA special English was a new term to students, they were very interested in listening to it as they were able to learn listening skills and develop their context awareness with the cultural problems, even in each VOA program. Therefore, the similarity of the previous studies and this study is using VOA video. In addition, the intended sill of this study is also listening skill.

Furthermore, the differentiation of the previous study and this study are from the research design, the place, the time, and the instrument. This study conducted in the fourth semester students of English Education Department of IAIN Tulungagung academic year 2019/2020. The instrument that used in the previous studies was pre-test and post-test. The researcher compared the students' score of pre-test and post-test to know the effectiveness of the variables. However, this study was correlational research design that focused to find out the correlation between watching VOA video and students listening skill. This research used questionnaire as the first instrument and test as the second instrument.

Based on the background above, it is necessary for the researcher to analyze the correlation of students listening skill with VOA (Voice of America) video. The researcher takes the title “THE CORRELATION BETWEEN WATCHING VOA (VOICE OF AMERICA) VIDEO AND STUDENTS LISTENING SKILL (A Correlational Study in The Fourth Semester Students of English Education Department at IAIN Tulungagung Academic Year 2019/2020)”

1.2 Statement of the Research Problem

Based on the background of the study above can be formulated as follows:

Is there any correlation between watching VOA (Voice of American) video and students listening skill?

1.3 Objectives of the Study

This study aimed to find and describe the correlation between VOA (Voice of American) video and students listening skill.

1.4 Significance of the Study

The researcher hopes that the results of this study are useful for:

1. The English Teacher or Lecturer

The outcome of this research may offer references or encouragement to English teachers or lecturers in their teaching English to motivate students, especially in listening. Furthermore, this study can be considered for English teachers who choose to use a VOA or not.

2. The Readers

This study will enhance the experience and new insight of the reader in teaching specifically English learning that focuses on listening skills. Hopefully, when watching VOA video in the listening skill, learners will optimize their quantity and quality.

3. The Next Researcher

This research is expected to be beneficial for the next researcher who wants to perform research on this topic. In choosing the sample, the researcher will ideally be more selective. In addition, the next researcher could perform research on the association between VOA video watching and other language skills or competencies, such as speaking skills or grammar competence.

1.5 Hypothesis

Based on the statement of the problems, the researcher proposed two hypotheses:

1. Alternative hypothesis

There is correlation between VOA (Voice of American) video and student listening skill the fourth semester students of English Education Department of IAIN Tulungagung in the academic year 2019/2020.

2. Null Hypothesis

There is no correlation between VOA (Voice of American) video and student listening skill the fourth semester students of English

Education Department of IAIN Tulungagung in the academic year 2019/2020.

1.6 Scope and Limitation of the Study

1.6.1 Scope

The scope of this study was limited to fourth semester students of English Education Department of IAIN Tulungagung in the academic year 2019/2020. The student activity in watching VOA (Voice of American) video was variable x and it would signify the amount and kind of exposure that the students get. Their listening scores were variable y and it would signify their listening skill.

1.6.2 Limitation

This limitation of this study is the veracity of the participants who have filled out questionnaires and test which of course will affect the validity in this study.

1.7 Definition of the Key Terms

To avoid misunderstanding in this research, the researcher provides some definition of terms used in the study. Those are:

1. VOA (Voice of American) video

VOA (Voice of America) videos are website or application that has various kinds of video programs that contain various kinds of information such as culture, health, or news, and delivered by native speakers themselves. In watching VOA videos, the number of students watching VOA videos can be seen from the number of times they have

watched VOA videos. In addition, the quality of watching VOA videos can be seen from their efforts and the results of their understanding of the VOA videos they have watched.

2. Listening skill

Listening is the process of accepting what the speaker actually says then build and represent. Listening is important in learning English because before students are able to speak English they need to hear first. In addition, it is a skill that some people need to work at harder than others.