

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language used in the world. In every single part of life uses English to communicate the intention and or the aim. English also take a part in helping people to doing their activity, especially in communication. To communicate the purpose properly, it needs good grade in English. The good grade can be reach by good habit, which can be built from learning English since a child.

In Indonesia, English is a secondary or even third language beside each cultural language and Indonesian Language. Based on the situation, it is important to help Indonesian people in learning English to make a good communication itself. According to Richards (2006,p.13) communicative competence consists of four language aspects. They are the use of language for a range of different purpose and functions, the different use of language according to the setting and the participants, the way to produce and understand different type of the text, and the way to maintain communication despite having limitation in one's language knowledge.

Ning (2021) said that when we learn about language, especially in English language we have to know and comprehend some important skills they are Listening, Speaking, Reading and Writing. To learn how communicate in English properly; we need to know about the four skills above. The four skills

complete each other to make the use of English in students' daily life better. However, when students want to learn or know more about the English as the new language, they first hear it spoken.

Listening is one of the most important skills in English. Through listening students can share their ideas to other. According to Brown (2001:247), listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. It means that through listening students can interpret the meaning.

Listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world all interact with each other (Bacon, 1989:544). According to Rubin (1995), listening consists of processing information that listeners get from visual and auditory clues in order to define what is going on what the speakers are trying to express. Harmer (1998: 96) stated that one of the main reasons for getting students to listen and to speak English is to let them listen to different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies.

According to So Eun Lee (2010) the ability of listening comprehension of paragraphs and working memory were correlated significantly in lower grader elementary school students. It means that in the process of listening comprehension, needs a ready or proper memory to gain the listening ability. When the students listen to the material, their memories catch what they listened. Based on Lumen (2000) Memory is essential throughout the listening process. We depend on our memory to fill in the blanks when we're listening

and to let us place what we're hearing at the moment in the context of what we've heard before.

By the condition of the use English in Indonesia as the secondary or third language, it cause the situation, which is need efforts in gaining students ability. If the students have no ability to listen comprehend, it is able to cause the misunderstanding in communication itself.

Teaching and learning English especially in listening skill need the way to build the listening ability effectively. Learning process needs media to complement conveying the material. Kamp and Dayton (1985:28) stated that learning media has to fulfill three main functions they are motivated interest or action, presenting information and give instruction. It means that the effective media need to attract the students and related to the material that the teacher want to convey.

Nowadays, technology becomes the important thing in societies especially in learning process. Some technologies can complement as the media in learning process.

In order to gain the students' experiences in learning especially in listening skills, the teacher have to be more active and creative. For the example in using other method or meaningful teaching media. The meaningful media such as in audio, video and any other way of media related to the materials.

Difficulties in listening skill are memorizing new vocabularies, the students become bored in learning English. Moreover, the teacher never used

audiovisual media for teaching and learning process. Some of the matters, the teacher usually reads the material leads the students fill the gaps the teacher sentences. To keep students motivation in listening ability needs more efforts also invention circumstances. Not only need the strategy of learning, but also interactive media to seize the proper experience in teaching and learning listening subject. Video materials could become an excellent source of learning a foreign language. Using YouTube material could attract the students in learning process. As cited in Berk (2009, p.2) using video (YouTube) has strong effect in the mind and senses that will help the teacher to get students motivation and attraction in teaching listening comprehension. YouTube has many kind video, easier downloaded and choose. Most material are free downloaded. the researcher decide to choose “The Effectiveness of Using YouTube Videos On The Students’ Listening Ability in Procedure Text to Ninth Graders in SMPN of Kedungwaru 3, Year Academy 2021-2022”.

B. Statement of the Research Problem

Based on the background above, the problem can be formulated as follows:

“Is there any different score of students’ ability in listening by using YouTube Videos in Procedure Text learning and those who taught by conventional listening learning?”

C. Objective of the Study

According to the research problem above, this study is conducted to know whether YouTube videos in Procedure Text effects on student's listening ability.

D. Formulation of Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. The research has two hypothesis, they are:

1. Null Hypothesis (H_0)

There is no different score of students' ability in listening by using YouTube Videos in Procedure Text learning

2. Alternative Hypothesis (H_a)

There is some different score of students' ability in listening by using YouTube Videos in Procedure Text learning

E. Significance of the Study

The research findings of the study are supposed to be useful for:

1. Teacher

The teacher can use this study to improve the teaching and learning quality, beside of that the teacher can use this study to make new experience in the class more attractive and interactive especially on

listening. Hopefully the result of this study can be implemented well in learning process.

2. The readers and the researchers.

The readers and the researchers who learn this study can get the inspiration to find the similarity topic and how to get problem solving, and then this study can be as supplementary materials.

F. Scope and Limitation of This Study

This study is limited to the scope of:

1. The ninth grade student of SMPN of 3 Kedungwaru

Based on the identification of study, the researcher limited this study to student in ninth grade because they will face the Practice Examination in Listening Skill.

2. The study is focused on the use of YouTube videos in students' listening ability in Procedure Text learning.

G. Definition of Key Terms

Key term is the main idea in this research. For more details the researcher explains key terms, they are:

1. Listening

Listening is one of the four basic competencies in which is ability to accurately receive and interpret messages in the communication

process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily mis understood.

2. YouTube

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the Youtube website and can also be posted on other websites, though the files are hosted on the YouTube serve