

CHAPTER I

INTRODUCTION

In this chapter, the background of study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms are presented.

A. Background of The Study

English is a vital medium of communication and an international language taught at practically all levels of school throughout the world, including in Indonesia. For English learners to be successful, they must master four abilities. One of them is listening skill. Based on Shofiyah (2015) the ability to detect and understand oral conversation by decoding it is meaning using accent, pronunciation, grammar, and vocabulary is known as listening. People are born with the ability to listen as their first talent. According to Vandergrift (2012), listening is a crucial skill for language learners because it allows them to receive and interact with linguistic input.

Listening is critical in language learning since it gives input and aids in the development of language skills. This is an important component of effective communication. Thus, it can help the listeners to understand their surroundings. If the listener is not paying attention, communication will suffer and getting information will be difficult (Ahmadi, 2016).

Furthermore, there are some components of listening, such as active learning, which is the process of interpreting the content of what the listener receives. The second is a listening activity procedure that includes both a bottom-up and top-down approach. The bottom-up process involves the examination of sounds, words, and grammar to decode a message that the listener hears. The top-down approach then uses prior information to understand a message.

An awareness of what listeners do when hearing is gained through knowing the bottom-up and top-down processes of listening. It is quite useful when we analyze the types of listening assignments that students have accomplished in class. Unfortunately, many students struggle to follow up with the listening task. They felt pressed to comprehend every word. It is difficult for students to absorb information from the speaker. It is possible that this is due to the students' limited vocabulary.

Bloomfield (2010) expressed one of the serious issues with listening is mispronunciation of words that differ from how they appear in print. The fact that spoken language differs from written language can make it difficult for students to recognize the words that make up oral speech.

Teachers should be able to be innovative in helping their students improve their listening abilities in order to address the problem and enhance their listening ability. In this case, the teacher can employ a technique or other forms of media to aid in the teaching and studying process and to engage the students. The purpose of media, according to Shaldino & Rusell (2003), aim to

make communication and learning easier. The media in question also varies in terms of what the teacher can use to teach listening. English Story with Audios Application, for example, is one of the media.

English Story with Audios is one of application that can be used. The application gives people access to many stories with transcription and audio, such as short story, fairy tale, moral story, and so on. English Story with Audios launch on 9 July 2018. This application have some features like dictionary, English idiom, subtitles, audio speed, and so on. By that characteristics, the researcher opted to use the English Story with Audios Application program to help students enhance their listening skills. This is because the researcher believes that the English Story with Audios program is useful for learning because it is simple to use and can be used on a smartphone, computer, or other device.

In fact, research to improve listening skills through the media mentioned previously has been carried out by other researchers. The first previous research is the research by Putri, Widia, & Santoso (2019) entitled “Improving Students’ Listening Skill Using English Stories with Audio Application”. They used Classroom Action Research (CAR) as the research design. The subject of this study is students of Senior High School. The findings of this research suggest that students’ listening skills are improving significantly. Another previous research is the research by Siti Nurjanah (2019). She conducts a research with a pre-experimental research as the research design. Her research entitled “Using Digital Storytelling to Improve

Students Listening Ability”. The subjects used in this study is the students at MTs. Syekh Yusuf Sungguminasa. The result of her research that the using of Digital Storytelling positively improves students’ listening ability.

The researcher wishes to undertake a study using similar material in this study. Then, the researcher chooses different subject or media and research design from the previous research. The first previous research used the subject of senior high school with Classroom Action Research (CAR) as research design. The next previous study used pre-experimental design with Digital Storytelling as the media. The researcher then intends to use a quasi-experimental design to see if the application of English Story with Audios in Junior High School is significant or not.

MTs. Sunan Kalijogo was chosen as the research site because listening learning is less common among students at this institution. In MTs. Sunan Kalijogo, students practice hearing English to use general media, such as listening to the teacher’s dialogue. Students become bored and less motivated to study English as a result of these exercises. This school also features excellent teaching and learning facilities, such as Wi-Fi internet access and a laboratory computer that students and teachers can use. As a result of these factors, this study is appropriate to use this school as a research setting by utilizing the English Story with Audios Application, which requires an internet connection and the use of a laptop.

B. Formulation of Research Question

Based on the background of the research that has been stated, the question in this study are stated as follows “Is there any significant difference in listening skills between the second grade students of MTs. Sunan Kalijogo taught by using English Story with Audios application and those taught without using English Story with Audios application?”

C. Purpose of The Study

The goal of this study is to discover the significant difference score on the second grade students’ listening skill at MTs. Sunan Kalijogo that be taught by using English Story with Audios application and those be taught without using English Story with Audios application.

D. Formulation of Hypothesis

The research hypothesis consists of two types, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). The following hypotheses were made in this study:

H_0 : There is no significant difference score on the second grade students’ listening skill at MTs. Sunan Kalijogo taught by using English Story with Audios application and those taught without using English Story with Audios application.

H_a : There is significant difference score on the second grade students’ listening skill at MTs. Sunan Kalijogo taught by using English Story with Audios

application and those taught without using English Story with Audios application.

E. Significance of The Study

This study was expected to provide some of benefits, particularly for MTs. Sunan Kalijogo.

a. For English Teacher

It is expected that English Story with Audios application can be applied by English teacher as the alternative technique to improve students' listening skill.

b. For Students

It is expected that English Story with Audios application will be able to help students to solve their problem and improve their skill in listening.

c. For Other Researcher

The findings of this study can be used to provide a reference source for further research in the future with the same or similar media.

F. Scope and Limitation of The Study

The researcher sets a constraint in this study because there are numerous technologies that can be utilized to develop listening skills. Thus, this study is focused on the effectiveness of using English Story with Audios application for

improving students' listening skill. This study involved the students of second grade at MTs. Sunan Kalijogo.

G. Definition of Key Terms

In order to minimize misunderstanding from the readers when reading the research entitled “The Effectiveness of English Story with Audios Application for Improving Listening Skill on The Second Grade Students at MTs. Sunan Kalijogo”, as a result it is critical that researchers specify the following key terms:

a. Effectiveness

Effectiveness is defined as the ability to produce an effect with a substantial difference between the control and experiment groups. If the data of SPSS shows sig. ≤ 0.05 it denotes a significant difference between the control and experimental groups.

b. English Story with Audios Application

One tool that students can use to improve their listening abilities is English Story with Audios Application. This application provide the students many stories with transcription and audio, which can be accessed via smartphone or other gadget easily.

c. Listening Skill

In the process of communicating, listening refers to the ability or skill to receive and analyze messages or information accurately and precisely. In other terms, listening is the act of receiving, interpreting,

and responding to spoken language. Listening is essential for learning since it prevents communication blunders and allows students to learn something new from their surroundings. The researcher measured students' listening skills using an instrument in the form of a test including a basic tale text. The researcher plays the sound from English Story with Audios application and students are asked to choose the right answer according to the sound.