

CHAPTER 1

INTRODUCTION

This chapter will be discussed of background of the research, formulation of the research, purpose of the research, formulation of hypothesis, significance of the research, scope and limitation and definition of key term.

A. Background of the Study

In teaching listening, the teacher's role is very important. The teacher has the responsibility to make students master or expert in listening skills. Celce-Murcia (2001:99) explained that the teacher has several responsibilities as follows. Teachers need to understand the role of listening in language learning and use it to facilitate learning, and teachers need to understand the interactive nature of the listening process and the different types of listening that teachers do to give students the right variety and scope of listening experiences. Thus teachers must be careful in choosing methods, strategies, and materials for listening. The teacher must also understand how each student's ability in listening so that students can participate in listening activities according to their level of proficiency.

In Indonesia, teachers have difficulties in teaching listening, such as the availability of material, and lack of ideas to carry out activities in the teaching process so that teachers feel what is being taught seems monotonous (Adnan, 2012: 7). From that, if the teacher gives the material that is monotonous students will feel bored, not interested and make

students inactive to the material delivered so as to affect concentration in learning listening. Besides that, students also have difficulty in learning listening. According to Darti and Asmawati (2017) Listening is considered a difficult skill for students who are learning as a second language and it is based on three factors, listening material, listener factor, and physical setting. Therefore, the problems that can occur when learning listening namely pronunciation, lack of vocabulary and concentration, poor grammar mastery, the different accents of the speakers, and bad quality of recording. The teacher must determine an effective method or strategy for students' listening learning. Teachers in teaching listening must provide selective material and various techniques or approaches. One way to make education more competitive is to use more learning applications and materials in the teaching process. Thus, teachers must offer an interactive learning process to gain student interest.

The use of media is very important to make learning more attractive. Media is a tool that teachers can use to convey ideas to students and motivate students. The teacher can use media such as audio media and audio-visual media to teach the listening activity (Azmi, 2016). Audio-visual media is a medium that can display elements of sound and moving images or it is called video. Woottipong (2014:201) argued that video can be used as a tool for teaching listening because videos are a source of conversation and there is a lot of dialogue is spoken by English speakers. One example of video media that can be used is folktale video.

Folktale is a variety of traditional narrative stories that are passed down from generation to generation (Bahri, 2019). By Using folktale video as media in teaching listening helps students' hearing sensitivity. The student will be motivated and happy to learn English using folktale video. This is in accordance with Kamelia (2019:34) opinion that video can be used of study material and as a motivation tool, which makes students find the experience of using video to be interesting, useful and motivated in the classroom. Therefore, the use of media as a tool in the language learning process is very beneficial for students and teachers. In the teaching and learning process using folktales teachers can use various applications and websites. The goal that definitely wants to be achieved by using folklore videos as a medium of learning is so that students are familiar with English because it is believed that the language can be mastered if students practice it often.

By using folktale videos students can learn with fun because many folktale videos have interesting stories with animated images that make students interested in watching, there are moral messages that can be taught to students and also can add insight for the current generation of children to understand Indonesian folktale. In addition, students also directly gain knowledge of pronunciation techniques and additional vocabulary.

There are several relevant previous studies that can reference for the author's research. The first relevant research conducted by Amelia

(2021). In this study, the researcher conducted an experiment using cartoon video as media to students' listening comprehension in SMP Islam 01 Batu. The result show that this study statistically proved that cartoon video has a significant effect to improve students' listening comprehension. The second research was conducted by Isma (2019). In this study, the researcher conducted an experiment using video in teaching listening comprehension at MTs Ashabul Maimanah Kab. Serang. This study showed that the students' listening use video significantly affects students' listening comprehension. The third research was conducted by Brian, dkk (2018). In this study, the researcher conducted an experiment using audiovisual (video) on teaching listening comprehension at SMP Negeri 1 Mengwi. This result showed that there is a significant effect of teaching listening by using audiovisual media rather than using audio media.

In the previous study the first researcher investigated the effectiveness of using cartoon video in listening comprehension, the second researcher examined the effectiveness of using video in listening comprehension, and the last researcher examined the effectiveness of audiovisual (video) in listening comprehension. In this study, the researcher wanted to do research with the same media, namely video. This study has different types of videos, namely folktale videos. In all previous research, the subjects were junior high school students and had positive disclosures that the video was effective. In this study, the researchers

chose a different subject that is tenth-grade SMAN 1 Gondang students. Researchers want to know whether folktale videos are effective or not to be applied in high school.

Based on the explanation above, the researcher wants to conduct a study entitled: "The Effectiveness of Using of Folktale Videos on the Students' Listening Achievement at SMAN 1 Gondang, Tulungagung".

B. Formulation of Research Problem

Based on the background of the study above the formulation in this study is: Is there any effectiveness of using folktale videos on the students' listening achievement at SMAN 1 Gondang.

C. Purpose of the Study

Based on the above formulation, the purpose of this research is to find evidence whether using folktale videos are effective or not on the students' listening achievement at SMAN 1 Gondang.

D. Formulation of Hypothesis

There are two kinds of hypotheses that will be used in this research:

1. Null Hypothesis (H_0)

There is no significant effect on using folktale videos on the students' listening achievement at SMAN 1 Gondang.

2. Alternative Hypothesis (H_a)

There is a significant effect on using folktale videos on the students' listening achievement of SMAN 1 Gondang.

E. Significance of the Study

The results of this study are expected to be useful for the community in the field of education and provide more contributions to:

1. To Teachers

The researcher hopes that the results of this study can provide benefits in developing teaching listening skills in learning English, especially in teaching listening skills using folktale video. In addition, the researcher hopes that teachers can use media as an alternative to teaching listening. Thus, students will get better achievements.

2. To Researcher

The researcher hopes this study can provide views about the newest findings or improve their research related to this technique.

3. To Readers

The researcher hopes that the results of the study can help readers to increase their knowledge about how effective teaching using folktale movies to improve students' listening skills.

F. Scope and Limitation

The scope of this research is the use of folktale videos on students' listening achievement. This study applied on eighth-grade students of SMAN 1 Gondang only. The limitation of this study is the researcher only takes focuses on folktale from Indonesia.

G. Definition of Key Terms

The definitions of key terms are to be given in order to avoid misunderstanding. The researcher gives the definition key terms based on the title of this study:

1. Folktale

Folktale is a general term for different varieties of traditional narratives. Folktales (myths, legends, and fables) that used to be passed down with various purposes are left behind by the people.

2. Listening Skills

Listening skill is student ability on comprehending audio input from their surroundings and capable of recognizing it as a form of language. It is skill that used so that they can understand each word that is spoken.