

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents background of the study, formulation of research question, purpose of study, formulation of hypothesis, signification of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of The Study**

Listening is one of the important skills (Erdogan, 2019; Shafwati et al., 2021). Listening requires focus, good concentration to identify accent, pronunciation, grammar rules to be able to understand the information that has been heard. Listening is an active process that one needs to pay attention to facilitate communication between listeners and speakers (Babayigit, 2019; Demir & Tavid, 2021; Douglas et al., 2017; Karkera & Chamundeshawari, 2018). In honing listening skills, basically it will be easier if it has been done regularly and continuously so that you don't feel foreign to the accented pronunciation of English. Listening practice from various sources makes it very easy for someone to practice their abilities. It can be felt that nowadays it is very easy to find sources or learning media, not necessarily from school.

However, Masih Syam & Rahman (2015) stated that in many countries, learning is still carried out which only emphasizes reading and writing skills in English classes. The factor of the students is that they think that to accept the meaning of language, listening is a difficult subject. In another case, in listening learning students complain that the speaker is too fast. In addition, Byrne,

(1996) stated that topics, and variations in language make it more difficult, causing students to get tired and have memory problems.

In developing listening skills, students need easy and effective actions. The learning process does not always have to be done in the classroom. In practicing listening skills, it can be done anywhere and anytime according to one's wishes and mood. In developing listening skills, habituation is needed. Playing it repeatedly can make it easier for someone to remember a word with proper pronunciation. In this case, a person may get bored easily, but on the other hand, listening by playing audio and visual-based media may be interesting and make it easier to understand the information in it.

Wilson (2008) mentions various sources of listening based on listening teaching. They are: teacher talks, student talks, guest speakers, textbook recordings, songs, television, videos, DVDs and radio. One of the very good media used to increase students' motivation and understanding is video, especially if the video in question has content that is familiar with everyday life or daily conversation video. The advantage of the daily conversation video is that it has a daily theme that will make it easier for students or even ordinary people to grasp the meaning and don't make them bored easily because these themes are often encountered in real life. This can help sensitivity to student's sense of hearing. Sherman (2003) states that videos can sharpen student's understanding of spoken language comprehensively because they can see the language used and listen to it. While watching the video, students not only listen to the speaker but also see the language used in the context. It provides real world context and daily videos to student to help them gain a better

understand of what they are studying (khalid & muhammad, 2012). Students achievement is a result of students learning progress in class. This achievement appears as the score that can be as description of their successful in listening. To see how far the students have learned in their learning, the teacher can see it through their listening achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered (Santrock 2011, p.521). That means achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their listening.

According to behavioristic theory, is a change in behavior as a result of experience (Gage, 1984). Learning is the result of stimulus-response interactions (Slavin, 2000: 143). The habit of watching videos containing daily conversations with interesting English content provides several opportunities to learn English, especially in listening. The habit of watching videos can provide a good stimulus for practicing listening skills. The higher the intensity in watching videos that have daily content, the more we will get used to recognizing the pronunciation and vocabulary contained in them. When students watch the daily conversation video they will get used to the correct pronunciation according to their vocabulary. It can make it easier for students to answer the listening test given because they are used to honing their listening achievements.

Several researchers have explored based on several related variables. The first, The study from Usman Abdulah (2017) explains that there is a positive correlation between student's movie-watching activity and their

listening skills of the first semester students at English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar. However, a study from Tri Rositasari, Finza Larasati and Yunensi (2019) found that was low correlation between student's habit in watching English movie and listening achievement. They examined it in the fourth semester of English Education Department of Muhammadiyah University of Palembang. Research from Wahyu Anggun Ningtyas, Nunung Suryati, Nova Arianti (2020) that there is a significant correlation between students intensity in watching english videos on youtube and their listening skills. The study from Zainal and Rita (2011) explains about the correlation between learning style and listening achievement at that contains about learning style which includes learning using audio and also audio-visual, in this study resulted in a negative correlation which explains that learning style is not the only one factor that can increase the listening achievement of students.

In this study, it is more directed to the habituation or habit that students have in their listening achievement. While the previous studies have focused on learning style and watching movie activity, but this research is going to modify x variable into habit of watching videos on daily conversation because familiar video content will be easier to understand and habituation is very likely to have a good influence on listening achievement. Based on interviews, students often find it difficult to understand the content of the videos they watch.

Based on the explanation above, the researcher wants to know how strong the relationship is when a student has a habit of watching daily

conversation videos with their listening achievements. The focus of this research is on students' habits of watching videos because sensitivity and achievement in listening depend on how often a person practices. Therefore, the researcher took the title "The correlation between student's habit of watching video on daily conversation and listening achievement" and it will be held at tenth grade of SMA N 1 Kauman Tulungagung.

### **B. Formulation of Research Question in teaching-learning process.**

The research material can be formulated as:

Is there any significant correlation between student's habit of watching video on daily conversation and listening achievement?

### **C. Purpose of Study**

According to the research problem, it can be formulated that the purpose of this study is:

Find out the significant correlation between student's habit of watching video on daily conversation and listening achievement.

### **D. Formulation of Hypothesis**

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

#### 1. Null hypothesis ( $H_0$ )

There is no any significant correlation between student's habit of watching video on daily conversation and listening achievement.

#### 2. Alternative Hypothesis ( $H_a$ )

There is any significant correlation between student's habit of watching video on daily conversation and listening achievement.

## **E. Significance of The Study**

The writer hopes that the result of this research will give some contributions to English language teaching and learning, i.e.:

### **1. For students**

For the students, this study can be an insight in efforts to develop listening skills even by using other more effective media sources such as using teacher talks, guess speakers, and listening applications.

### **2. For teacher**

For the teachers, based on the results that have been obtained, the authors hope that this study can provide insight in efforts to increase listening achievement by using more effective methods and resources in teaching and learning activities such as using teacher talk, guess speakers, and listening applications.

### **3. For Researcher**

For the next researcher, it will give broader place for an upcoming researcher who would like to do a research on the same topic in the wider scope with more samples, which can be used as a reference.

## **F. Scope and Limitation of the Study**

In this research, researcher will focus on correlation between student's habit of watching video on daily conversation and listening achievement.

## **G. Definition of Key Term**

### **1. Listening**

Clark and Clark (1977) and semanticist (1983), listening consist of activities in managing information to induct that means in line with the audio clues that are detected that come back from something or to be of one thing that the speaker needs to convey. The method of listening, we have a tendency to are expected to grasp a spoken accent, vocabulary, synchronic linguistics pronunciation. In different words, listening feature advanced process to be ready to understand a meaning that's heard.

## **2. Video**

Richards and Renandya (2002: 364) states that video could be a combination of varied components, specifically visual elements and audio elements. Video is one in every of the advanced media and might contain various info per what it contains. Video lessons will be accustomed apply listening skills, vocabulary mastery and pronunciation. Daily conversation video is one of the videos that has content that is familiar and easy for the viewers to understand. This can provide convenience in practicing to prepare for the listening test.

## **3. Habit of watching video**

Habits are routine activities that are performed regularly, repeatedly, and continuously to make those who do them thoughtful. According to Andrews, the American Journal of Psychology (1903:53) defines it as: The experience of repeated spiritual experiences. The habit of watching videos on daily conversations means that someone has an interest in watching videos and doing it regularly as part of their

daily life activities. They do this habit not only because they are looking for entertainment but also allow them to get some valuable things like increasing their listening skills because by watching English videos they will know the pronunciation, vocabulary and context that is being discussed.

#### **4. Listening achievement**

According to Hornby (1998:10), action are a few things that has been achieved or done supported talent and effort. Arikunto (1994) states that achievement could be a person's ability to realize something when experiencing bound conditions. Listening achievement is the result that has been achieved based on what has been attempted in the listening assessment. In this case someone will know how good the ability they have in listening.