

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents some points related to this research, including background of study, formulation of research question, purpose of study, formulation of hypothesis, significance of study, scope and limitation of the study, definition of key terms.

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

Language is used to create a meaningful communication among human beings. In other word communication is the main function of language (Nurhayati, 2016). English is a universal language, many countries use English as a foreign language, as well as Indonesian. According to Nurhayati, the purpose of teaching English is to advance the appropriateness of the conversation, that is, to acquire the qualifications and consequential ability to correspond or cross in useful communication situations (2019). A system formed by several components that are regularly language patterned (Santoso, Sujatna, & Mahdi, 2014). Language has a central role in the intellectual, social, and emotional development of students to support successful students and learn all lessons, (Parmawati, 2018). The introduction of English in each school is expected to improve the linguistic and communication components. English has 4 basic skill aspects. Among them are listening, speaking, writing and reading. Listening is an important activity in the classroom, because listening provides stimulation for students to be able to participate in learning activities. Among the four skills taught in English as Foreign Language (EFL) students, many researchers believe that listening and speaking are essential skills (Bano, 2017). Bress in Bano (2017) states that listening skills are important because humans begin to listen. Having the ability to speak or confirm something is not enough for communication because this requires good listening skills also because the concept of speaking is to give information and accept it as a result of exchange (Nurhayati, 2020). The COVID-19 pandemic that has spread around the world has recently changed many aspects of human life, including

education. Indonesia's Ministry of Education and Culture established a distance learning policy using online media to prevent the spread of the coronavirus.

In Indonesia, the impact of COVID-19 is also inevitable. The Indonesian Ministry of Education and Culture (Kemendikbud, 2020) states that teaching and learning activities during the pandemic cannot be carried out normally. Schools and educational institutions must be closed to prevent the spread of COVID-19. According to Yarrow et al (2020), this pandemic led to school closures in Indonesia. Therefore, educational institutions have to do distance and online learning. Yarrow et al, (2020) agreed that distance education has negative effects on school participation. It requires new skills for both teachers and students so that exclusion and inequality increased. Along with the changing times towards the millennial era or digitalization, this cannot be avoided, therefore learning using technology, especially to support government programs and policies related to information and communication technology cannot be separated to create learning motivation in teaching English (Nurhayati, 2019).

Currently, Indonesia is entering the "New Normal" era from the Covid-19 pandemic, where health protocols must be implemented in every activity including training activities. Blended learning is one of the training models in which it combines online learning and offline learning which can reduce mass gathering as one of the health protocols to avoid Covid-19. Blended learning remains the goal of training, namely increasing knowledge, skills and attitudes. Online learning can increase insight and knowledge, and offline learning can improve skills, especially in specific materials whose skills are not automatically obtained from increasing knowledge. The combination of online and offline or face-to-face percentages can be adjusted according to training needs. Blended learning can makes it more cost effective, time-saving, objects can be reused to learn and flexible for students. Some things that need to be prepared before carrying out blended learning include: providing facilitators who understand information and communication technology, providing a

Learning Management System (LMS), providing internet facilities, digital libraries, modifying materials that are easily accessible and allowing students to enjoy and anticipate things that hinder such as students who are frustrated because time is running out to learn the system.

As technology advances, it is now easier to assist students in achieving their learning goals both in the classroom and outside the classroom. These changes allow students to get an Education efficiently without wasting a lot of time and money. The use of social media increases student interest because almost all students have social media networks. Mobile phone technology can help students and teachers more easily learn and teach English. The type of mobile phone that can be used to teach English is a smartphone. Smartphones will allow interaction with people, through voice messages, the exchange of written messages, and images (Aamri & Suleiman, 2011). Students and teachers can also access social media applications namely WhatsApp. WhatsApp is the most extensive social media tool compared to others such as Facebook, Skype, Snapchat, BBM, Line, Instagram, and WeChat. WhatsApp is a mobile messaging app that uses the internet to send messages. This will help users easier to communicate with others by saving other users' phone numbers. WhatsApp provides users with useful features that can support English language teaching and learning. One of them is the voice message feature that can facilitate student listening learning activities. Therefore, the WhatsApp application is suitable for use in the listening class during learning during the new normal period like this.

Before the pandemic during listening learning, teachers usually gave students listening exercises through audio visuals even if only played audio must be played repeatedly and even then it is also not native speakers. If in percentage as many as 50% of students already have enthusiasm if learning English the rest there are still students who feel unable and not excited in learning because of lack of interest in learning media and lack of practice in listening. In online learning because of this pandemic, teachers convey learning through school YouTube occasionally teachers also send videos that

are already on YouTube and then re-explained by their teachers through WhatsApp. When learning listening teachers also repeat with their own teacher accent so that students can better understand and understand what has been listened to.

Some researchers like Dwi Tugiwati (2014) and Siti Nurjanah (2019) have conducted research related to technology media. The findings of the current study suggest that social networks can be effective and successful in language teaching. Their studies are almost the same in the sense that both have a positive effect when using this technique. On the other hand, Siti Nurjanah focuses on improving listening skills. Based on the statement above, voice messages on the WhatsApp application can be applied in listening teaching. Students also find it more fun and enjoy learning English especially on listening. These previous studies are a reference for researchers in comparing previous studies with current studies. Some differences arise between this study and previous studies such as methods, types of tests used by researchers, and student scores. However, similarities were found in the research objectives where researchers intended to find out how students who were taught by using voice messages on the WhatsApp application affected students' listening skills. Based on the above background, the researcher wants to conduct a study with the title "*The Effectiveness of Using Voice Message in WhatsApp Application in Teaching Listening for Blended Learning of Eight Grades at MTs PSM Tanen Rejotangan*"

## **B. Formulation of the Research Question**

Related to the background that has been described previously, researcher tries to formulate and get description of the problem:

1. Is there a significant difference in students' listening skills before and after taught by using *Voice Message on the WhatsApp Application for blended learning*?

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

According to the statement above, the purposes of this research are as follows:

1. To know the significant differences on students' listening skill before and after taught by using *Voice Message on the WhatsApp Application for blended learning*.

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

There are two kinds of hypotheses formulated, namely the null hypothesis (H<sub>0</sub>) and the alternative hypothesis (H<sub>a</sub>). The two said different things. H<sub>0</sub> states negative, while H<sub>a</sub> expresses positive. Based on the purpose of the above research, the question that needs to be answered in this research is "How the Voice Message on WhatsApp Application will be effective in blended learning in teaching listening at MTs PSM Tanen Rejotangan?"

H<sub>0</sub>: The students' listening skill after being taught using Voice Message on WhatsApp Application is less than or equal to their skill before being taught using Voice Message on WhatsApp Application.

H<sub>a</sub>: The students' listening skill after being taught using Voice Message on WhatsApp Application is higher than their skill before being taught using Voice Message on WhatsApp Application.

### **E. Significance of the Study**

The meaning of this research is expected to provide some benefits for the learning process of teaching English. The meaning of research includes:

1. Theoretically
  - 1) The results of this study could be one of the scientific styles in the field of English education.
  - 2) This research can also be used as information and reference for future researchers who could conduct research on the same research topic.
2. Practically

This study brings benefit future students, teachers, researchers, and reader.

1) Students

The results of this study are expected to improve student listening properly and correctly. Because this study uses voice messages from the WhatsApp application to enhance students' ability to listen. Students can learn English more effectively and enjoyably. Students get various ways of learning to learn and also more interesting so that students feel always excited and not bored while learning to listen.

2) English Teachers

The results of this study allow English teachers to know how to use appropriate media to support their teaching and learning process.

3) For Future Researchers

The results of this study are expected to be a reference for future researchers who want to conduct research related to voice messages from the WhatsApp application in English learning, especially for teaching listening. It is hoped that the next researchers who have read the results of this study gain a lot of knowledge about the effectiveness of voice messages from the WhatsApp application in improving student listening.

4) Reader

The results of this study can help readers in improving the teaching of English listening with voice messages from the WhatsApp application. Readers also benefit from learning fun listening by using voice messages from the WhatsApp application. Therefore, this research can help readers understand well about the right strategies for listening in English.

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

To avoid misunderstanding what the authors have explained before, the authors limit the scope of the study to more detail and more focus. The

scope in the study focused on teaching listening in blended learning using voice messages from the WhatsApp application at MTs PSM Tanen Rejotangan. The limitations study focused on the effectiveness of using voice messages in WhatsApp application in teaching listening for blended learning at Mts PSM Tanen Rejotangan. Thus the results of this study applied in other junior high schools, especially in the eighth grade MTs PSM Tanen Rejotangan as the population of this study.

## **G. Definition of Key Terms**

To make it easier for readers to understand this research, researcher provide definitions of key terms that are important to understand. The definitions of these key terms are:

### 1) Voice Message

Voice messages are one of WhatsApp's features that make communication easier. Voice messages can speed up responses without the need to manually type text. If you want to send a voice message we hold down the microphone button during recording.

### 2) WhatsApp Application

WhatsApp is a free application that can be downloaded through the play store or app store. WhatsApp uses the internet to send messages, images, audio, video and documents. This application is very similar to a text messaging service however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is cheaper than texting. WhatsApp can also be used on desktop, how to just open the WhatsApp website and download it to Mac or windows.

### 3) Listening

Listening is receiving language through the ear. When we listen, we use our ears to receive individual sounds (letters, pressures, rhythms, and pauses) and then, we use our brains to turn them into messages that matter to us. Listening in any language requires concentration and attention.

People who have difficulty concentrating are usually bad listeners.  
Listening in a second language requires greater focus.