

## **CHAPTER I**

### **INTRODUCTION**

This chapter is directed to discuss background of the research, statement of research problems, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the research**

Listening is one of the language skills having an important role in teaching and learning process. It is a vital mental capacity by which students understand and take part in the world around them. Listening is more than merely hearing words. Lundsteen was quoted by Petty and Jensen (1981: 181) defines listening as the process by which spoken language is converted to meaning in the mind. While listening, according to Myers and Myers (1992: 43), is considered not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard.

Far from passively receiving and recording aural input, listening is an active process. Listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text (Schwartz in Burkart: 1998). In other words, listening is a process of understanding a text by activating various kinds of phonology, grammar, background knowledge and experience.

Moreover, Rost (1994: 142) adds that listening can provide enjoyment and stimulate cultural interests, participation in target culture (via movies, radio, TV,

songs, plays), appreciation of the beauty of the language (figures of speech, sayings, colloquial expressions) and fulfillment of social needs (development of relationships, confidence, gathering information for every survival needs). Since listening is very important in language learning, listening needs to be utilized in ways that facilitate learning.

For dealing with learning listening, listeners need to know kinds of processes involved in understanding the incoming of spoken text. These are often referred as bottom-up and top-down processing. *Bottom up* processing is triggered by sounds, words, and phrases which the listener hears as he or she attempts to decode speech and assign meaning. *Top down processing*, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “script”- plan about the overall structure of events and the relationships between them.(Richard, 2008: 4-10) Students need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they’ve just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.

In line with those two processes above, Celce-Murcia (2001:88) states that listeners need to know further processes and phases in understanding the incoming of spoken text. In *perceptual processing*, the listeners must use his or

her knowledge of the language to recognize meaningful sound units, to determine syllable boundaries, and to identify words. Next the listeners work with words and phrases they have stored in short-term memory. This is the *parsing phase*. At last, in *utilization phase*, the listeners search long-term memory for ideas that relate to the new information, when a match is made between the old and new information, comprehension occurs. In other words, listeners need to develop listening skills and listening strategies to become proficient in listening.

In teaching listening, teachers have several responsibilities in helping their students to become proficient in listening. Celce-Murcia (2001:99) describes teachers' responsibilities as follows. First, teachers must understand the role of listening in language learning in order to utilize listening in ways that facilitate learning. Second, they must understand the complex interactive nature of the listening process and the different kind of listening that learners must do in order to provide students with appropriate variety and range of listening experiences. In this case, teachers must be careful in setting appropriate goals for different levels of proficiency; choosing listening materials; incorporating support materials such as visual aids into listening tasks and combining listening with other skills. Finally, teachers must understand how listening skills typically develop and must be able to assess the stage of listening at which their students are, so that each student can engage in the most beneficial types of listening activities given based on his or her level of proficiency.

In learning English as foreign language, the use of media is very important. Media is one of the main factors that can influence the effectiveness of teaching and learning activities of listening. the teacher can use media such as cassettes,

tape recorder, MP3 player, etc. that can be categorized as audio media to teach listening activity and television, animation clips, videos, films, etc. which can be categorized as audio-visual media.

Audio-visual media is media that can be seen and listened. Audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning.

The researcher is trying to use this kind of alternative media in listening activity by using animation video to help the students improve their ability in listening skill. King (2002) states, DVD feature film in the EFL classroom is the best way to stimulate students' English knowledge for such teaching videos are intended to keep students busy by eliciting specific responses or answers from what they watch; this done in ways that require students to analyze numerous details of language consciously, rather than absorbs language and get the general gist of what is said. Choosing video that is age – and – cultural - appropriate and suitable for both genres is also important.

A great advantage of video is that it provides authentic language input. Movies and TV program are made for native speakers, so in that sense video provides authentic language input (Katchen,2002). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the program can be utilized for intensive study. To pay

special attention to a particular point in the program it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

Using animation video in class makes learning interesting and delightful because students are always attracted to the “real life” situations of the videos. By watching the video, automatically the students would also pay attention to the audio as well. The students would increase their vocabulary mastery that could be found in the video. By so doing, that helping students explore the possibilities of online learning. However, when choosing video clips, teachers should ensure that the video clips chosen are challenging to students but still allow them to complete the tasks assigned to them.

There are many reason why the writer choose chooses listening skill in this study. Based on the researcher’s experience during PPL, when the teacher teaching listening most of the students sleepy, because they don’t understand what they listen about, beside that the media used in class is monotonous. It means that students are not attracted to the strategy. As a consequence, the students lack motivation in doing the listening activities. The students liked to play and talk to their friends instead of listening to the teacher. Another problem found is the

students' lack of vocabulary. They also had difficulty distinguishing sounds or words with similar pronunciation. This condition certainly makes the students get low score in listening. In line with the problems, it can be concluded that the teacher has to provide alternative media to support the teaching and learning of listening. Animation video can be interest media for students, because it will make the student relax and fun. By using animation video learning English listening will be interesting and enjoyable.

According to the previous study (Dwi: 2010), the finding of the study shown that the use of video strategy was effective to improve students' listening of oral narrative text skill. The evidence explained by the result of the statistical counting. The conclusion of her study showed the writer finds that the mean of the scores of the experimental group is higher than the control group. The mean of the scores of the experimental group is 6.05, while the mean of the scores of control group is 5.48. The mean difference between them is 0.57. Thus, the result of the research study implies that video is effective to be applied in teaching listening of oral narrative text. It was conclude that using video technique is an effective way in teaching listening to junior high school, especially for eighth grade of students at SMPN Sawit Boyolali.

Another previous study is conducted by Kretsai Woottipong (2014: 210) that found it can be implied that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group

discussion, and oral presentation, can also develop students' listening and speaking skills.

Based on the explanation above, the researcher wants to conduct the research to know the impact of using animation video towards students' listening skill. By the reason above, the researcher would conduct a research entitled "The effectiveness of using animation videos to towards Students' Listening skill at SMP Al-Kamal".

### **B. Statement of Research Problems**

The main problem occur in this study a follow:

1. How is the effectiveness of using Animation video towards students listening skill at the first year students of SMP Al-Kamal Kunir Blitar in the academic year 2015/2016?

### **C. Objective of the Research**

Based on the research question above, the research proposes the objectives of the research as follow:

1. To know the effectiveness of using Animation video towards students' listening skill at the first year students of SMP Al-Kamal Kunir Blitar in the academic year 2015/2016

### **D. Significance of the study**

The benefits of this research are expected to be useful as follows:

1. For the Teachers

The findings of the research method can be used as a consideration in selecting the appropriate method or ways in teaching learning process for junior high school especially for improve students' listening skill. Besides,

it can be used to vary such activities of listening that support and motivate their students.

2. For students

This finding of the research can improve their listening ability and motivate the students that listening is not difficult.

3. For the Other Researchers

The findings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of the use of animation video as medium in teaching listening.

**E. Scope and limitation**

In order to avoid misinterpretation of the problems, the writer would like to limit the scope of the study. The writer wants to know that using animation video is effective in teaching listening. This study was conducted at the Seventh Grade students of SMP Al-Kamal Blitar in the academic year 2015/2016.

**F. Research Hypothesis**

A hypothesis is an assumption or claim about some characteristic of a population, which we should be able to support or reject on the basis of empirical evidence. It's mean that the hypothesis will be the truth after it is experimental by the researcher.

1.  $H_a$  (Alternative Hypothesis)

There is significant difference using animation video is effective in teaching listening at the seventh grade students of SMP Al-Kamal kunir on academic year 2015/2016

2. Ho (Null Hypothesis)

There is no significant difference using animation video is effective in teaching listening at the seventh grade students of SMP Al-Kamal Kunir on academic year 2015/2016

**G. Definition of key term**

**1. Listening**

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning".

**2. Listening skill**

Used in a proper way we can master the tools of communicative skills

**3. Animation videos**

Described cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.