

## **1. INTRODUCTION**

This chapter discusses certain point; introduction deals with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the followings:

### **A. Background of the Problem**

According to Indonesian Department of National Education one out three components in English language teaching for Senior High School level covers the discourse competency, e.g. competency to comprehend and produce oral text/ written text that are realized in four language skill namely listening, speaking, reading and writing. In relation to listening skill, the standard of competence for the graduates is the competency to understand the meaning of oral text, both formally and informally in the form of some text e.g. recount, narrative, procedure, news item etc, in the context of daily life. (Depdikbud, 2006:307). Unfortunately, the objective stated above has not been achieved yet.

In accordance with the writer's experience during Teacher's Training Program/Program Pengalaman Lapangan (PPL), it is found that students have

insufficient ability in listening comprehension. In this program, the writer taught listening comprehension test by using audio tape. Some students were not interested to follow listening activity; even some of them were sleeping or chatting while listening. They felt like their teacher or cassette telling them a story or it made them feel bored. When the teacher asked them to answer, they only guessed the answer. They were not concentrating with what they listened about, since they do not know what the speaker said. Thus, it is not surprising if the students found that the English listening skill is the most difficult one to master and so do most English teachers.

Moreover, based on the pre observation done by the researcher, it is found that most of the first year students of SMA YP UNILA Bandar Lampung have insufficient listening ability. In this session, the writer gave listening comprehension test and interviewed the teacher as well as the students. After the result of the test had been collected, it was identified that many students couldn't understand the text in listening class because they have insufficient ability in listening. Besides, some students have difficulties in listening comprehension, especially in identifying the main idea and finding specific information of the text. It is also supported by the results of the preliminary test. It shows that students' average score in listening comprehension was 58.80 and only 7 students who got score up to 67. It means that most students can not reach the KKM (Kriteria Ketuntasan Minimum) that has been stated by the school that is 67. It means that the score of the students' listening comprehension is still unsatisfactory. In addition, Ika Pramudhita's study (2010) indicates that most of students have

difficulties in achieving listening skill, especially in the case of getting the gist of information and making inference.

In order to solve the problem experienced by the 1<sup>st</sup> grade students of SMA YP UNILA Bandar Lampung, the researcher together with the English teacher of that school conducted a classroom action research in which the video movie is implemented to improve the students' listening comprehension ability in the teaching learning process. A classroom action research is a way for the instructor, in this case the English teacher to discover what works best in his own classroom situation, thus allowing informed decisions about teaching (Mettetal, 2003:80).

Although cannot be separated from the three other skills, listening is the most fundamental skill of all, since it is the first step of mastering the other skills. When language learners are eager to learn English as a foreign language, it is better to learn by listening as much as possible in order to reach the goal of learning. It is in line with Rivers and Temperley in Hedge (2000:228) which states that over 50% of time students spend functioning in foreign language will be devoted to listening. Moreover, Richards (2009:5) states that listening now appear as core course in many language program.

Insufficient ability in listening comprehension can be caused by many other factors. The differences between English and students' mother tongue in the realm of grammar, phonology as well as vocabulary are the main factors contributing to this condition. Because of differences in grammar language learners may find it difficult to understand the system of the target language. Language learners whose mother tongue has no tenses or any grammatical rules tend to have more

difficulties in learning a target language which has tenses and grammatical rules. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses and grammatical rules that are similar to English. Differences in phonology may also cause difficulties in listening and discriminating sounds in the target language. For example, some Indonesian learners find it difficult in discriminating the word “she” (ʃi:). “sea” (si:) or “see” (si:) which all are pronounced “si”.

In the realm of vocabulary, the difficulty of target language depends on the number of words which are similar in their mother tongue. In other words, the language learners may find it easier to learn the target language if their mother tongue has a large number of words which are similar or the same as the words found in the target language. Furthermore, the writer found that students have problem in differentiating the word classes (Noun, Verb, Adjective, and Adverb). They are still confused to determine which words belong to Noun, Verb, Adjective, and Adverb. Thus, it needs a long time and a hard effort of the students to master this particular skill. Nevertheless, students' listening ability will improve automatically through exposure to the language and through the practice of grammar, pronunciation and vocabulary.

Next, the lack of practicing in listening English is the next contributed factor. Listening skill tends to be neglected in second language teaching, since the teachers regard it as a receptive and passive skill and they think that it is not included in most of the examination. Thus, students do not have a chance to be

exposed in any listening comprehension activity. Moreover, the low motivation in listening activity make students are not eager to follow the lesson.

Concerning with this condition, the English teacher, as a facilitator of learning, should find an effective way to create an active and enjoyable learning atmosphere as well as to promote students listening comprehension. They have to look for ways that can be used in teaching learning process such as using various techniques and using teaching aids.

As technological development come into use, the application of video in language teaching is not merely an astonishing way. Teacher can use video to promote students' mastery in listening since it provides the visual clues that increase comprehension and hold on students' interest in listening. It is in line with Canning and Wilson (2000:1) who stated that visual cues are important, since they either facilitate or distract from understanding. Visual stimuli provided by video such as environment lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. As it is known that background schemata is important in listening since it facilitates the comprehension.

Moreover, in order to make teaching and learning process run effectively, students should be lead to use all their senses and the teacher are supposed to stimulate students to use their senses. The more they can use their senses, the more they can understand, recall, and retain what they learn. Dale in Arsyad (2006:10) said that 75% of learning acquisition is achieved through using visual sense, 13% is

achieved through audio sense, and 12% is reached by other senses. Thus, it can be inferred that the use of audio visual aids in teaching learning process can contribute meaningfully towards learning acquisition. This can, in general, be taken as a consideration of implementing video in teaching listening comprehension

Some researchers such as Canning and Wilson (2000), Heron, Hanley and Cole (1994), and Karlina (2009) in their study, had found that the use of video movie as the alternative media in listening class is able to improve students' listening comprehension ability as well as enhance students' interest. In this study, a further investigation of video implementation in language teaching will be done in the form of classroom action research. By using video movie as a media in listening class, it is hoped that the students' listening comprehension in teaching learning process will improve. Therefore, the title of this classroom action research is "The Implementation of Video Movie in Teaching Listening Comprehension at the First Year Students of SMA YP UNILA Bandar Lampung".

## **B. Formulation of the Problem**

In line with the background of the study described in previous pages, the formulations of the problems are:

"How can the use of video movie improve students' listening comprehension in the teaching learning process"?

Specifically, "How can the use of video movie improve students' listening comprehension achievement and participations in the teaching learning process in terms of *macro skill*"?

### **C. Research Objectives**

In relation to the formulation of the problem, the objective of this classroom action research is to find out how the use of video movie improves students' listening comprehension achievement and participation in the teaching learning process.

### **D. The Uses of the Research**

This research aims at having the following uses:

1. Theoretically,
  - To verify the previous theory dealing with the theories of implementation video movie in language teaching.
  - To be used as a reference for the next researcher who will concentrate on students' listening comprehension and students' participation in teaching learning process
2. Practically,
  - The teacher: As a help to English Teachers in finding an appropriate way to increase students' listening comprehension and students' participation in teaching learning process

- The students: The treatment given in the classroom action research can improve students' interest and listening comprehension achievement
- The school: Hopefully, the result of the research can be used as the consideration policy related to the development of teaching English

### **E. Research Scope**

Video in this classroom action research was used as an alternative media in teaching listening comprehension. The research conducted at SMA YP UNILA Bandar Lampung, while the subject of the research was the first year students of Senior High School (X3) that consist of 37 students. The focuses of this research were students' listening comprehension and students' participation during teaching learning during the implementation of video movie. The video movie used in this classroom action research was kind of flash video/FLV in form of narrative spoken by native speakers. The material was focused on narrative text, since this kind of text has some genres that enable students to determine the genres, such as fable, fairy tale and true experience as well as it is one of the functional texts that should be mastered by students in this level. In this research, the test was about listening comprehension and focused on macro skill. The listening comprehension test administered was in the form of identifying the main idea, specific information, and inference of the text.

### **F. Definition of Key Terms**



In order to avoid misunderstanding, specific terms used in this study are defined accordingly:

1. *Listening* is an active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker. (Lukong in Karlina, 2010:8)
2. *Comprehension* can be described as a process which enables the receiver to make meaning from verbal and non verbal information. (Malkina, 1995:41)
3. *Macro skill* in listening is related to listeners need or to course objectives. In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or directions etc. (Hughes, 1991:134).
4. *Video movie* is a kind of technology gadget consisting of a system which is able to show picture with sound coming out through stereo sound.
5. *Motivation* is an inner power reinforcing someone to do something, all inner power that determines successful learning activity (Oxford and Shearing, 1994:12). The students are categorized to be motivated if they respond to and follow the teaching learning enthusiastically.

