

I. INTRODUCTION

This chapter described the following points: background of problems, identification of the problems, and limitation of the problems. This chapter also described the formulation of research questions, objectives of the research, uses of the research, and definition of terms.

1.1 Background of Problems

Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. Thus, the four skills of languages are integrated in which the students have learned from elementary level, up to senior high school level.

Listening can be considered as the first step in learning a language. Moreover, listening, as one of language skills, is the most important and fundamental of the four skills in language learning because listening gave the students information from which to complete the learners' knowledge in using English.

In accordance with the researcher's experience in pre-observation in SMA Negeri 12 Bandar Lampung, it was found that students had difficulties in listening skill. Some students were not interested to follow listening activity; even some of them

were sleeping or chatting while listening. They did not understand what they listened about, since they did not know what the speaker said. Thus it is not surprising if the listening skill in English is one of the most difficult skills to master because to understand something, people have to listen first. Listening skill in this research involves identifying main idea, finding information, pronunciation, intonation, and sound to comprehend listening achievement.

In order to obtain more data, the researcher interviewed the teacher as well as the students. The results of the interview showed that teachers did not use media like language laboratory, audio visual or visual media to stimulate students' listening skill. Many students could not understand what they had heard in listening class because they had insufficient ability in identifying the main idea and finding specific information of what they had heard. It was found that the students got difficulties to participate in the process of English teaching learning activity.

Insufficient listening ability can be caused by many factors. For example, the differences between English and students' mother tongue. It was difficult to understand the target language especially for most Indonesians, English tended to be very difficult because it has the difference of grammatical rules between the Indonesian language. Differences in phonology also caused difficulties in listening and discriminating sounds in the target language.

For overcoming the situation, the researcher used an aid in increasing students' listening achievement by using Dialogue Video. Dialogue Video was assumed to be able to develop students' listening skill because this media contained real picture and native speakers' conversation and it was expected to be effective to

the students to achieve listening skill. The purpose of this research was to develop listening skill of the eleventh grade students of SMA Negeri 12 Bandar Lampung with totaling 30 students.

Beside that, as the comparison the researcher applied the other media, listening through Animation Movie. The aim was to see the difference of the students' listening skill achievement taught through these two media. For this, the researcher solved the problem by having a comparative study between students' listening skill achievements who were taught through Dialogue Video and through Animation movie at SMA Negeri 12 Bandar Lampung students.

Researcher used animation movie to see the development of listening because animation movie contained an interesting pictures, character appereances, and more interesting story that can stimulated curiosity of students to give more attention to watch and listen to that movie.

1.2 Identification of the Problems

1. Teachers had difficulty in using their media to develop students' listening skill in foreign language.
2. Teachers did not use media to teach listening.
3. Students had low motivation in learning language.
4. Students had insufficient ability to listen especially to identify the main idea and find specific information of what they had heard.
5. Students had difficulty to identify word per word from what they had heard.
6. Students had low achievement in listening, especially in content words.
7. Students had difficulty in translating English into Indonesian.

1.3 Limitation of the Problems

Based on the identification of the problems above, researcher limited the problem on the media that was used by teacher. The researcher was interested in investigating whether there was any difference of listening achievement of students if they were taught by interesting media. Dialogue Video and Animation Movie were the two media that were used to teach listening to investigate whether these media can be used to increase students' listening achievement or vice versa.

The researcher also identified which one was more effective to teach English listening by using Dialogue Video or Animation Movie.

1.4 Scope of The Research

This research used a quantitative research design which was conducted by administrating the pre-test and post-test to analyze the achievement of the students on listening comprehension. This research was also conducted to find out the problems of the students to face learning macro skills of listening comprehension.

The materials were given in several kinds of dialogues based on KTSP curriculum of senior high school, which were considered suitable for finding the specific information and identifying the main idea. For example, the dialogues were conducted in the topic of expressing an attention, dialogue for greetings, and making an arrangement.

The data were collected from the students in the eleventh grade students of SMA Negeri 12 Bandar Lampung as the subject of the research. The reason for choosing senior high school students as the subject of this research was due to their problem in getting information from spoken language. Moreover, since they were in the advancing period in learning English, their listening comprehension should be more concerned.

1.5 Formulation of Research Questions

In relation to the limitation of the problem above, the researcher formulated the problem as follow:

1. Is there any difference of students' listening achievement between those who are taught through Dialogue Video and through Animation Movie at SMAN 12 Bandar Lampung?
2. Which one of the two teaching media is more effective used for teaching listening?
3. What problem faced by the students to increase their listening achievement?

1.6 Objectives of the Research

Referring to the formulation of the research questions above, the researcher would like to formulate the problem as follow:

1. To find out whether there is a difference of students' listening achievement between those two are taught through Dialogue Video and through animation Movie.
2. To find out which one from the two teaching media is more effective used for teaching listening.

3. To find out the problem faced by the students to increase their listening achievement.

1.7 Uses of the Research

The uses of the research are as follow:

1. Theoretically, the findings of the research were expected to support the theory on teaching media for listening in English learning.
2. Practically, the results of this research are expected to be beneficial:
 - a. As contribution to further educational research development. In terms of listening achievement using dialogue video and animation movie.
 - b. As information to English teacher which one of the two media that is more effective in teaching listening.

1.8 Definition of Terms

Definitions of terms are intended to avoid misunderstanding about the terms in the research. The definitions of term are:

1. Listening Comprehension

Listening comprehension is the ability to grasp general idea and comprehended information from a spoken passage we heard.

2. Listening

Listening is an active process to understand the spoken idea where the listener played very active part in constructing the overall message that

eventually exchanged between listener and speaker (Lukong in Karlina, 2010:8).

3. Digital Video

Digital Video is an electronic medium for the recording, copying and broadcasting of moving visual images. The production or use of such works, or the equipment used to create and present such works. Slide-tape presentations, films, and television programs are examples of audiovisual presentations. In this term, dialogue video is some conversation between two or more people who are talking about some topics.

4. Animation Movie

Russel (2005) states that animation is the rapid display of a sequence of images to create an illusion of movement. The most common method of presenting animation is as a motion picture or video program. This type of presentation is usually accomplished with a camera and projector or a computer viewing screen which could rapidly cycle through images in a sequence. An animation movie had provide some thing various for audience, in this case for learning media, animation movies are ideal. Moreover, animation video clip had drawn a curiosity. It can be stated that animation movies maintain the possible to give a stimulation to bring out curiosity.

Technically, animation movies are simply the displaying of photos rapidly to be a motion pictures. Early motion pictures are recorded on film similar to photographic film.