

## **I. INTRODUCTION**

### **1.1 Background of the Problem**

English is a language that is very important because it has been used by people globally. Many people around the world use English to communicate with other people who have differences in languages, races, and cultures. In this era of globalization, English as international language is needed for communication purposes. There are many reasons for the people to master English, some of them are: 1) English is as an access to global knowledge; 2) English is required for jobs and overseas scholarships; 3) English as lingua franca used to establish communication and good relationship with global community.

Learning English means mastering the four basic skills, i.e. listening, speaking, reading, and writing. Listening and reading are receptive skills, and speaking and writing are productive skill. Listening skill is language receptive skill used to understand the message through audio or sound. Speaking is defined as productive skill, which functions to deliver the message or information orally. Reading refers to the ability to find information from printed or written material. And writing is the ability to compose and write information and message in written form. In

communication, people use receptive and productive skills. Without the skills, communication may be not working well.

In the process of learning language, the four basic skills link each other. It means that we learn to listen first, to understand the message of what we have heard. After accepting the information from what we have heard we try to deliver the information orally. It continues to two other skills, reading and writing. It can be illustrated, when a baby learns a language, before he/she can speak words, he/she tries to imitate what his/her parents say by listening it first. Other two basic skills are usually obtained in school, he/she learns to read and write.

Listening serves as the key of communication process. We cannot communicate if we do not understand message from the speakers. We cannot respond and reply what the speakers say if we do not understand the message. Listening takes a big part in communication. One spends his/her time for listening more than speaking, reading or writing. By listening, someone can receive important and useful information. Listening is also required to gain information from media such as television or radio.

Listening has been taught more seriously at senior high school level. Listening is important because it is also tested in National Examination (UN). Listening skills is also acquired by students as a standard competence in English course. Based on standard competence, students are expected to understand the meaning in transactional and interpersonal conversation in the context of daily life.

From the data of students' score in listening subject, the researcher found out some students get low score in listening subject. Then during Teacher Training Program/Program Pengalaman Lapangan (PPL), the researcher found out that the students get problems in learning listening skill. They feel difficult to understand the meaning of audio material which is given by teacher. They get difficulty in understanding the system of target language. The students may get the problem in understanding the difficult words or phrases. It happens because they may lack of vocabulary. Phonology aspects also become the factor of students' problems in listening. They cannot distinguish the words they have heard. It makes students are unable to understand the meaning of the audio material. Learners are expected to comprehend the meaning of messages in target language.

Other factor is that students may lack of motivation to the listening subject. They assume that it is not important to practice listening because listening is not included in most of English examination. They feel that listening to the tape recorder is a boring thing that they do while teaching learning process in the class. Listening material for teaching-learning process is also seldom taught in class. It happens because the school does not have media that can be used to teach listening material. Therefore, teacher as facilitator should utilize media for teaching listening material. Not only the students get the problems, teacher also gets problem about what the students' difficulty in listening comprehension. Teacher has to know the difficulties or problems that are faced by students.

According to Hamalik (1986), the use of teaching media in teaching-learning process can raise new desire and interest; generate motivation and stimulation of learning activities, moreover has an impact on students' psychological effects. Therefore, teaching learning process needs media to improve students' motivation. If there is no motivation in learning process, students will not able to understand the materials that are given. So it is important to teacher to uses the appropriate media as an aid to improve students' listening comprehension.

In this research, the media that used by researcher is video. Video is used to stimulate students' speculation and prediction that can lead to their schemata in listening comprehension. In order to make teaching and learning process run effectively, students should be lead to use all their sense and the teacher are supposed to stimulate students to use their senses. Video also improves students' interest and motivation. In Canning-Wilson (2000) and Putri (2011), they stated that the use of video as the media is able to improve students' listening comprehension.

Based on the explanation above, listening is one of language skills that is important to be mastered by learners in foreign language class. It is the basic skill that will lead students to success in learning English as second language. And the use of video as media in listening class is hoped can improve students' listening comprehension. Therefore, the title of this research is "Improving Students' Listening Comprehension through Video as Media at the Second Year Students of SMA Negeri 1 Pringsewu".

## **1.2 Formulations of the Problem**

In reference to background of the problem explained above, the formulations of the problems are:

1. What aspects of listening significantly increase students' listening comprehension after being taught through video at the second year of SMA Negeri 1 Pringsewu?
2. What problems are faced by the students who get low score in improving students' listening comprehension through video at the second year of SMA Negeri 1 Pringsewu?

## **1.3 Objectives of the Research**

Based on Formulation of the Problem, the objectives of the research are:

1. To find out what aspects of listening significantly increase students' listening comprehension after being taught through video at the second year of SMA Negeri 1 Pringsewu.
2. To find out students' problems in improving students' listening skill through video at the second year of SMA Negeri 1 Pringsewu.

## **1.4 Uses of the Research**

The results of this research are expected to have the uses as follows:

1. To improve students' listening comprehension and motivation at SMA Negeri 1 Pringsewu.
2. To help English teachers of SMA Negeri 1 Pringsewu and others English teachers find appropriate media about teaching listening to improve students' listening comprehension.
3. To be used as reference for the next researcher who will do research focus on students' listening comprehension and the aspects of listening comprehension.
4. To verify the previous theories which deal with the uses of video in second language acquisition.
5. To inform the readers, English teachers, other researchers, syllabus designer, how video can improve students' listening comprehension.

### **1.5 Scope of the Research**

The research is quantitative - qualitative research. The research is conducted at SMA Negeri 1 Pringsewu. The population of the research are the second year students of SMA Negeri 1 Pringsewu because the materials are given is appropriate to the second grade students of SMA. The research is focused on students' listening comprehension and students' problems in listening comprehension. The researcher also as teacher uses video as media in teaching listening comprehension. The materials which are given are concentrated on news report text. The listening comprehension tests given

are in form of identifying main idea, specific information, reference, inference and vocabulary.

## **1.6 Definition of Terms**

In order to avoid misunderstanding concerning to the term used. The definition of terms are:

*Comprehension* means process which the reciever try to understand the meaning of verbal or non verbal information.

*Improving* means to raise more excellent quality or condition or make something better. In this case is students' listening comprehension.

*Listening* is an active process where the listeners plays very active part in constructing the overall message that eventually exchange between listener and speakers. (Lukong, 1998)

*News items* is a text that informs the readers about newsworthy or important events of the day.

*Video* is a kind of technology gadget consisting of system which is able to show picture with sound coming out through stereo sound. (Putri :2011)