

## **I. INTRODUCTION**

This chapter discusses the background of the problems, formulation of the problems, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

### **1.1. Background**

Listening plays a crucial role in daily live communication. People listen for some purposes such as having entertainment, acquiring certain informations, and pursuing academic purposes. As for academic purposes, listening is one of important skills in foreign language teaching and learning. Listening is essential for learning a language, especially English as the Second Language because it is basic skill that has to be mastered by the students.

In listening comprehension, the more the students can understand what is being said, the better they have what is communicated. Moreover, they will be able to comprehend the characteristics of the target language which will help to improve their language development in all four key skill areas.

It is necessary to use interesting and suitable media in teaching listening because media cover recording, reproducing, and displaying moving images along with the sound, especially in the form that can be presented on the screen. Therefore, it is expected that those media can help students to grasp the gist of information

needed in the listening. Students are able not only to hear the information but also see it by themselves. Thus, media will lead to a greater understanding of the lesson in listening comprehension.

Furthermore, media is able to avoid students' boredom during teaching at listening comprehension. It is reasonable to choose interesting media which in this research are video and audio tape as the listening equipments because many children and teenagers like to watch video and it could make the learning process easier and fun. They would be interested and happy to listen through this media. Developing listening comprehension through videos would also make the teacher get the importance of using technological tools in order to catch student's attention. When students are totally engaged in a class, their learning and comprehension are completely opened to the new knowledge, so the objectives of listening comprehension can be successfully achieved.

Heaton (1984:64) states that an effective way of developing the listening skill is through provision of carefully selected practice material. Therefore, teacher should conduct an appropriate and suitable strategy for developing and enhancing students' listening skill and motivate them as well, so that they will achieve the goals in listening comprehension. Since English is not the first language for Indonesian people, comprehending the conversation and materials in listening comprehension is not easy for students, especially for students at the first grade of junior high school.

Based on interview to the students done by the researcher, it was found that most students in the first grade of SMP Negeri 26 Bandar Lampung lacked the ability in listening. They found it difficult to listen a simple dialogue based on the cassette. The material was recorded in rapid conversation that makes them hard to catch the meaning and the message of the words. This makes them unable to comprehend what they have heard. It was difficult to listen to the cassette or recorded media. They were still confused to understand the material and tended to repeat the record three times respectively. Although the material was familiar for the students, but they still could not get the main point of the listening through recorded media or cassette. If students could not get the point of what they have heard, then they could not comprehend the listening comprehension.

Besides that, students were still confused to the test because they tried to understand every word. They took full attention and focused on finding every word's meaning. Moreover, students got left behind trying to know what the previous word means. Consequently, the students spent more times without trying to find the main point of the listening. The situation occurred because the teacher did not use the media that was suitable with the students' need or the students' interest.

In finding the solution of the students' listening problem, the researcher is interested to compare the audio tape that are used in the school and video in order to know which one of those media help to increase students' listening comprehension.

## **1.2.Problems**

As stated in the background of the research, the researcher states the objectives of the research as follows:

1. Is there any significant difference of students' listening comprehension achievement after being taught through video and audio tape?
2. Which one of those media is more effective to increase students' listening comprehension?

## **1.3.Objectives**

Considering the problems above, the study is oriented towards the following objectives:

1. To find out whether there is a significant difference of the students' listening comprehension achievement after being taught through video and audio tape.
2. To find out which one of those media is better to increase students' listening comprehension.

## **1.4.Uses**

The findings of the research will be expected to give valuable contributions to the followings:

1. Theoretical

This research is expected to show which one of the following media; video and audio tape is better to help developing students' listening

comprehension. Moreover, this research is also able to be the consideration as one of alternative media in future research works of listening comprehension. Hence, it can be used as a reference for the next researcher who will concentrate on the similar scope of research.

## 2. Practical

This research hopefully can be the consideration to contribute useful information for the students about using media in such as video and audio tape in developing their listening comprehension.

### **1.5. Scope**

This study was conducted to investigate students' listening comprehension in SMP Negeri 26 Bandar Lampung. The subject of this research was the first grade students in academic year of 2014-2015. The samples of the research were class VII.H and VII.I. The media that were used in teaching listening comprehension were audio tape and video in a form of flash video or FLV containing narrative text spoken by native speaker. The main focus of this research is students' listening comprehension in using audio and video in teaching listening comprehension.

### **1.6. Definition of Terms**

#### **Audio Tape**

It is a media that is applied in this research. It includes the subject of the listening section that will be heard by the students . The media is in audio format cassette and played by speaker in the class.

## **Listening Comprehension**

A definition of listening comprehension is more than just hearing what the spoken word said but also able to understand the meaning of the word and relate it with what he or she already knows along with negotiating the message and the meaning of the spoken word.

## **Teaching Listening**

It is a process which required an active interactions between students and the teacher as the teacher leads them to master the listening skills so that they are able to comprehend the overall message and respond on the speaker's intention.

## **Video**

In this research, video is one of media that can be applied to develop students' understanding in listening comprehension. A video is an audio-visual media which recording, reproducing, and displaying moving images along with the sound, especially in the format that can be presented on the screen.

Those are the content and discussion of chapter 1. The further explanation of the reserach will be discussed in the next chapter.