

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and it is very important for students to study it. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten and Elementary School is widely taught as a local content, while in the Junior High School and Senior High School are taught in more national and international content.

There are four main skills in English : reading, listening, speaking and writing. Listening is considered a receptive skill, in which people need the ability to receive spoken language. Listening is more complex than merely hearing. It is a process which consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. (Steinberg, Sheila, 2007 ; 118). Listening is the language skill that is used most frequently. It has been estimated that adults spend almost half their communication time listening and students may receive as much as 90% of their in school information through listening to instructors and to one another. Listening comprehension has become an important part in foreign language teaching methodology. Instructional programs expanded their focus on language skills to include listening as well as reading, writing, and speaking. Listening was given special attention and it was incorporated into new instructional frameworks as in Communicative Approaches. Listening comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right (Celce – Murcia, 2002 ; 67).

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking

about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students.

According to the researcher's observation, the listening skill of the twelveth grade students at MAN 1 Purwodadi was still low. There were some factors related to the student's listening skill which encompass problems related to student, teacher and learning activity.

The first problem was related to the students. The twelvwth grade students of MAN 1 Purwodadi did not have high motivation in listening skill. They thought that listening was very difficult for them because they were rarely had a listening task. That was why when the researcher had a listening test on them, the result was not good. They found that the speakers spoke too fast and also some new words that they almost never heard.

The next problem was related to the teacher. The teacher almost never gave the students a listening task. His knowledge about listening was not good enough.

Also both the school and the teacher did not have the media such as good speakers. They needed more practices to enhance their listening skill. The third problem was related to the materials. Material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacity. There were various English materials from other resources for supplementary material, but the materials used in teaching learning activities were mostly taken from the course book. The course book contained complicated and monotonous material and tasks. The last problem was related to the learning activity. The learning activity was using teacher-centered approach which the teacher was the main focus. The students were not given more opportunities to explore about their listening skill. When the students got difficulties, the teacher only gave the answers without guiding them to the correct answer. Based on these problems, efforts needed to be done to help the students got more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning listening skill.

Based on the problem, the writer intended to develop the students' listening skill through video. Therefore, this study was important for MAN 1 Purwodadi in order to develop the students' listening skill in the teaching-learning process.

B. Problem Statement

Based on the background of the study above as well as the identification of the problem, the problem was formulated as follows :

Can the video develop the students' listening skills of twelveth grade students at MAN 1 Purwodadi ?

C. Research Objective

The objective of this research was to describe the listening problems and describe developing listening skill using video of the twelveth grade students of MAN 1 Purwodadi.

D. Significance of the Study

The significance of the study is divided into:

1. Theoretical

The result of the study may give more information about developing listening skill using video.

2. Practical

- a. For the twelveth grade students of MAN Purwodadi, it would be an effort for them to develop their listening skill using video.
- b. For the teacher, the research findings could be used to develop the success of teaching-learning process.
- c. For the readers, it was hopefully that this research can give more information about how to develop the students' listening skill using video.

E. Research Paper Organization

Chapter I is introduction. It consists of background of the study, problem statement, research objective, limitation of the study, significance of the study, and research paper organization.

Chapter II is review of related literary. It consists of previous study, listening skill, teaching listening skill, video, developing listening skill using video.

Chapter III is research method. It consists of type of the research, subject of the study, object of the study, source of data, method of collecting data and technique for analyzing data

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.