

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the research. The description of the research includes the urgency carrying this research occurs in teaching listening in the classroom and problems usually faced by students, statement of the problems, objective of the studies, scope and limitation, significance of studies, definition of key terms, and research report writing organization.

A. Background of Study

Listening is one of the parts of English skill. In face to face interaction, listening entails complex interpretive processes. An intricate web of situational variables interact to determine what meanings are derived in conversation.¹ The importance of listening in second language learning is admirably summarized in a recent publication by Rost; Listening is vital in the language classroom because it provides input for the learner. It is because, the spoken language provides a means of interaction for the learner. An authentic spoken language presents a challenge for the learner to understand the target language which is important for teachers before they will teach listening. Teacher must provides with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.² In short, listening is essential not only as a receptive skill but also to the development of spoken language proficiency.

¹ Carla Meskill, "Listening Skills Development through Multimedia". *Jl. of Educational Multimedia and Hypermedia*. Vol. 5 No. 2, 1996, 179-201.

² David Nunan- Lindsay Miller. (Ed.), *New ways in Teaching Listening*, (USA: longman, 2002), 5.

Actually, there are a lot of methods and strategies that can be used to improve listening comprehension. One of the strategies that can be used in teaching listening is media usage. Heinich and friends stated that instructional media give students' needed experiences build their prior knowledge.³ However it is necessary to provide ways which are able to meet students' need and motivate them to be more enthusiastic in learning listening. Instructional media is necessary to guide instructional process effectively specially in teaching Listening.

Media usage is required to help teacher enhances students' listening ability. There are so many medias that can be used to teach listening. Piaget argued that students' natural learning should be closely related to visualization, hearings, and touching in creating a meaningful language learning behavior.⁴ Based on Piaget's argument, the instructional media can cover visual aids such as pictures, diagrams, models, and slides, audio aids such as CD's, radio, and cassettes, and audio visual aids such as DVD's and television.

As multimedia technology (interactive video disc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows

³ Heinich, Mollenda, and Russel, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, (Canada: John Wiley & Sons, Inc., 1982), 9.

⁴ E. Amalani, *the Correlation Between students' Frequency in Listening to English song and Their Pronunciation skill*, (Bandung UPI, 2006), 2.

integration of text, graphics, audio, and motion video in a range of combinations.⁵

As UNESCO's declaration:

“We live in a world where media are omnipresent. An increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio... The school and the family share responsibility of preparing the young person living in a world of powerful images, words, and sounds”.⁶

From the declaration, we can see that media has been hold very important part in human living. One of the authentic media which can be used in listening comprehension is film or video. Tomasz P. Szynalski said that learning English by watching video is *learning by input*. The learning process is similar. First, you get lots of correct English sentences into your head. Then you can imitate them and you can make your own sentences. And isn't that why you are learning English — to be able to make your own sentences? That is why watching video (just like reading books) are such a great way to learn English.⁷ Most film or video can be used in the learning activities as long as they are friendly for the students and applicable in the classroom. However, as teachers must be creative in picking the appropriate television program, it can be quality aid in teaching listening and promote students' motivation.

⁵ Carla Meskill, “ Listening Skills....., 179-201.

⁶ UNESCO Declaration On Media, 1982

⁷ Christina Bratt Paulston and Mary Newton Brude, *Teaching English as a Second Language: Techniques and Prosedures*. (Cambridge, Massachussets: Winthrop Publiser, 1976), 70.

The choosing of the media is associate with Indonesian curriculum today. KTSP is a new curriculum in Indonesian which require teacher to be able to develop the English materials base on students need. Curricula is relevant when it challenges students learning about themselves, content and the world around them, these is normally combination of interests of study that they have along with skills that adult educators feel they should have. This by no means should influence the teacher to limit the areas of learning to simply those interests that currently exist in the students.⁸ Especially for the first year of students in senior high school, there are competition standards which have to be reach by students in learning English. For listening skill, the students have to understand the meaning in simple oral transactional and interpersonal conversation to interact in daily context as competition standard.⁹

In some related of literature, some researchers have already done with their research about using of visual aid media in teaching English. In Carla Meskill's article about *Listening Skills Development through Media*. In this article, Carla Meskill gives example and explanation about listening media that used in teaching listening. She mentioned that discovery channel as part of television program. A thesis from Aprilia Noviandi, *Using Teaching Aid to help Students Improve Listening in Second Grade Students at SMAN 10 Bandung*. In the thesis, writer used movie as teaching media. From those references, there are differences between this research

⁸ Dr. James Riley, "Individual Differences". *Middle School Journal*. Vol. 3 No. 2, November 2003.

⁹ Taken from English Syllabus for tenth grade of senior high school

and both of references. This research is focus on using discovery channel as media to teach listening.

Based on the field observation before conducting the cycles, the study found most students stated that they did not get the message that they heard because they could not understand the words. Moreover, they were not able to predict the sound, intonation, and stresse since the speaker speak too fast. This implies that students still have difficulties in the listening comprehension and consider it as one of the obstacles in learning English. The English teacher stated that the students have low motivation to study English. It can be seen from students' interest when teacher will start the lesson. Students' look loses their spirit to learn. Teacher also stated that, she has been try audio aid in listening process and it does not work. Based on teacher's explanation, there are several students that really interest to do examination after listening. It means that not all of students do the examination, so they only cheat to their friends that do the examination. In first year class, there are 45 students in a classroom. That is why, researcher chooses SMA YPM 4 DRIYOREJO because this school have a big number of students in a classroom.

One of the appropriate media to learn listening is audio visual aid particularly, television. Rucynski integrates television into English as second/ foreign language instruction by demonstrating how a variety of English lesson can be taught.¹⁰ In this research, researcher used documentary program as media. Therefore, researcher did

¹⁰ James Rucynski. 2011. "Using *The Simpsons* in EFL Classes", *English Teaching Forum*. Vol. 49, No. 1, October 2011, 8.

the classroom action research to find out whether or not audio visual aid helps students to improve their listening ability. This research is expected to inspire teacher to use audio visual aid in the teaching listening. Meanwhile for students, this study hopefully will give an alternative way of learning listening.

B. Statement of the Problems

1. Can the documentary program help students to improve students' listening ability?
2. What are students' responses toward documentary program usage in improving their listening skill?

C. Objective of the Studies

1. To find out whether documentaries can help students to improve their listening skill or not.
2. To find out how students responses on listening skill improvement through documentaries.

D. Scope and Limitation

In this research, researcher focus on teaching listening. The researcher used television program, especially Discovery Channel. Researcher has been provided a program in Discovery Channel which is taken from the Discovery Channel official website. *How It's Made* is the program that used by researcher. There are 2 classes in the first year and each class consists of 45 students. Researcher has been chosen class X-2 as object of the research. Class X-2 has low motivation to study English. It can be seen from their English test score and their interest to study English.

E. Significance of Studies

This research is focusing on the usage of television program as teaching media to help students improvement their listening skill. The data gathered from this study will be useful to:

1. Researcher.

Researcher wishes this study will be useful for researcher as her experience to help students improve students' listening skill.

2. Teacher.

Researcher wishes this study is expected to be able to give a significant contribution for English teacher and to invent new ways of teaching English that suitable with students' ability and curriculum.

3. Student.

Researcher wishes this study will improve students' English competence especially their listening skill.

F. Definition of key Terms

Researcher would like put forward the definition of key terms used in the study as follow:

1. Listening. Krashen said that listening is now treated as a much more complex activity and one that is the cornerstone of language acquisition.¹¹

Listening is one of the skills in English that used in the school as point in English syllabi.

¹¹ Carla Meskill, "Listening Skills Development.....", 179-201.

2. Documentary program. Documentary program is one of the channel televisions which contains of information around the world. It is used in listening class to help students for improving their ability in listening.
3. Students' response. Students response means that, researcher wants to know students responsibility during the activity from the beginning until the end of activity.

G. Research Report Writing Organization

The research report writing organization in this study will divide as 5 chapters as follow:

Chapter I is Introduction

Researcher used to introduce the problem as clearly as possible. It contains of Background of study, statement of the problem, purpose of study, scope and limitation, significance of study, definition of key term, and research report writing organization of the paper.

Chapter II is Theoretical Background

In this part researcher tried to review some review of literatures and theories proposed by some experts to support the research.

Chapter III is Research Method

This chapter deals with: Research paradigm, research design, setting of the study, data and source of data, data collection technique, data analysis technique, and research validity.

Chapter IV is Result

This chapter will deal with: description of the data, result of the research, and explanation of the result.

Chapter V is Conclusions and Suggestion

In this chapter researcher will give the conclusion and suggestion of the research.