

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research questions, the research objective, significances of the research, rationale, the hypothesis, the methodology, including data collection and data analysis.

A. Background of the Study

Teaching listening is not easy. One of the main problems in practicing listening is about the students' attention that can be distracted easily. Therefore, the teacher should have an attractive teaching media for listening to attract the students' interest during listening practice. However, good teaching media can stimulate the students' interest and encourage students' participation in learning practice (Heinich, 1993).

Listening is considered as receptive skill, in which people need the ability to receive spoken language. Field (2009) stated that students may have more capabilities to communicate well with others if they have a good listening skill. Good listening can make good communication. While other say something, we must comprehend what they say, the good listening is needed and it becomes important.

Based on researcher's observation when teaching practice, the listening skill of the eighth grade students at SMP Bakti Nusantara 666 was still low. They had enough difficulties in understanding the audio. It could be seen from their result of the listening test. The table below is the students' scores of listening test:

Table. 1.1. Students' Scores

No	Students	Score
1	Student 1	52
2	Student 2	65
3	Student 3	57
4	Student 4	78
5	Student 5	65
6	Student 6	83
7	Student 7	52
8	Student 8	48
9	Student 9	61
10	Student 10	87
11	Student 11	43
12	Student 12	61
13	Student 13	65
14	Student 14	48
15	Student 15	52
16	Student 16	74
17	Student 17	61
18	Student 18	65
19	Student 19	52
20	Student 20	74
21	Student 21	70
22	Student 22	83
23	Student 23	52
24	Student 24	39
25	Student 25	43
26	Student 26	70
27	Student 27	57
28	Student 28	43
29	Student 29	74
30	Student 30	43
31	Student 31	43

In addition, the researcher found that students were not enthusiasm and less interest when teacher used audio only in listening learning. This becomes a reason that the researcher uses video materials in teaching listening in this research.

Based on these problems, efforts needed to be done to help the students got more enjoyable and successful in developing their listening comprehension is by using video materials. Mirvan (2013) asserted that employing video materials in a classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life. Wang (2014) stated that video materials provides visual aids for the listening material that EFL students are exposed to. Videos can provide much more information for listeners and can keep them attention focused on the material. Video as a listening tool can enhance the listening experience of students.

Furthermore, audio visual media such as video are believed more effective to be used for listening than the other types of teaching media. Through audio visual media, the students will use their two multisensory, sounds and sight at the same time when doing listening practice (Harmer, 1998). Moreover, audio visual media can attract students' focus and concentration more than audio or visual media only. Based on journal that presented by Woottipong (2014) about effect of using video materials in the teaching of listening skills, it showed that teaching listening using video materials enhanced students' listening comprehension ability.

In addition, this research is aimed to improve students' listening comprehension by using video materials. There are two reasons why this research is important as mentioned before. First, students are not enthusiasm in listening section by using audio only. Second, students are difficult to understand what they hear on the audio. These are found by researcher when teaching practice program.

Thus, the research is intended to improve the students' listening comprehension by using video materials. This research paper is entitled: **“The Use of Video Materials to Improve Students' Listening Comprehension”**.

B. The Questions of Research

In this research, it has the following three research questions:

1. What is the students' listening comprehension before using video materials?
2. What is the students' listening comprehension after using video materials?
3. How significant is the difference between students' listening comprehension before and after using video materials?

C. The Purposes of Research

According to the research questions formulated above, the purpose of research are:

1. To find out the students' listening comprehension before using video materials.
2. To find out the students' listening comprehension after using video materials.
3. To find out the significant difference between students' listening comprehension before and after using video materials.

D. The significances of Research

The significances of the study are divided into:

1. Theoretical Significance

The result of the study may give more information about improving students' listening comprehension using video materials.

2. Practical Significance

- a. For the eighth grade students of SMP Bakti Nusantara 666, it would be an effort for them to improve their listening comprehension using video materials.
- b. For the teacher, the research findings could be used to improve the success of teaching-learning process.
- c. For the readers, it was hopefully that this research can give more information about how to improve the students' listening comprehension using video materials.

E. Rationale

Helgsen (2003) defines that listening is an active, purposeful processing of making sense of what we hear. Rost (2002) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. The learner will understand what they hear if their listening is good. Furthermore, Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. Listening and hearing are different. Listening involves an active process that analyze sound, meanwhile hearing is a passive process and only perceives sounds.

There are two major approaches in teaching listening, namely bottom-up processing and top-down processing approaches. In bottom-up processing, stress, rhythm, and intonation play important role. In line, Brown (2001) states that the teaching of listening skill through the bottom-up is typically focusing on sound, grammatical structures, and other components. Meanwhile top-down approach students derive meaning and interpret the message by utilizing their background knowledge and global understanding (Duzer,1997 cited from Harmer 2001).

Video material is one of the sources that enables involving learners with different learning styles (Kolb 1984). Materials are meaningful tools to facilitate the learning of language used by teachers (Ramirez, cited by Gonzales Moncada 2004). By using video materials students will be have fun and interest in learning process.

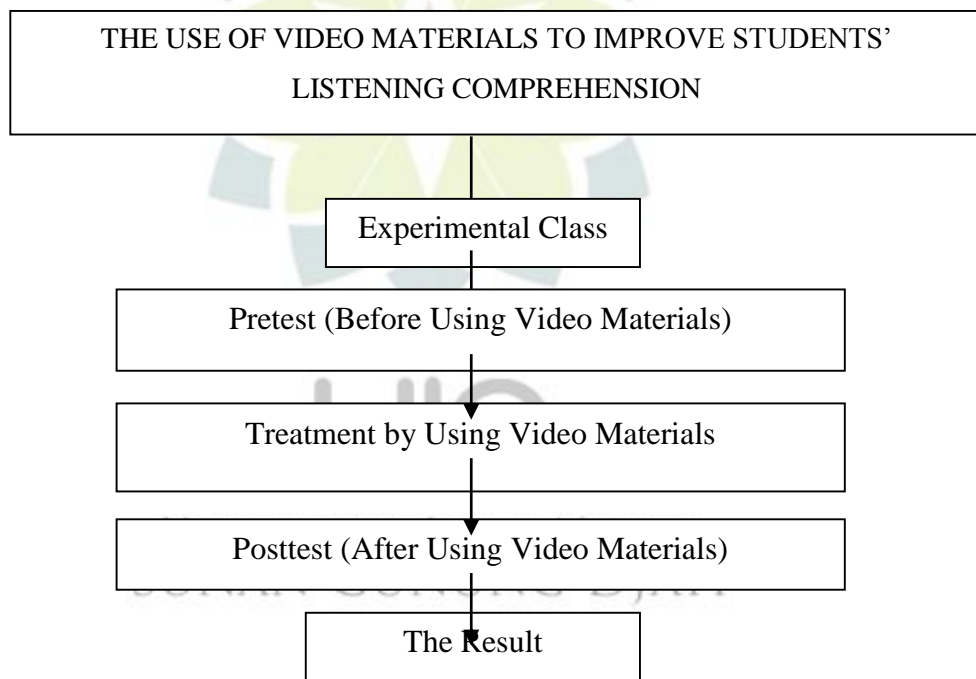
Van Duzer (1998) states that video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context. In addition, Ramal (2006) posits that using video materials in an EFL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

Furthermore, Hrubby (2010) said that audio visual media such as video may increase the students' motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated in TL process when listening. Johnson (1999) additionally states that video as a listening tool can enhance the listening experience for students. In addition, Woottipong (2014) stated that video materials can be used an alternative instructional tool for

teaching listening since they are a rich source of conversation and dialogue by English speaker

Based on the explanation above, video materials will be intrinsically interesting to language learners. The learner will want to watch, then they have attention in listening learning and will participate in learning process. The use of video materials is hoped to make students easily in improving listening comprehension.

Table 1.2



Research Scheme

The scheme above as guideline in doing the research. The research is conducted pretest, treatment (teaching using video material), and posttest. It has explained in technique of collecting data.

F. Hypothesis

Hypothesis is statements in quantitative research in which the investigator makes a prediction or a conjecture about outcome of a relationship among attributes or characteristics (Creswell, 2012). The writer assumes that there are the differences between the effect before using video materials and the effect after using video materials in listening comprehension. This research has two variables; The Use of Video Materials is variable X and To Improve Student's listening Comprehension is variable Y. The hypothesis in this research is:

1. H_0 = There is no significant difference of using Video Materials to improve students' listening comprehension.
2. H_a = There is a significant difference of using Video Materials to improve student's listening comprehension.

G. Methodology of Research

1. Research Method

This research uses quantitative method. According to Creswell (2012), quantitative method is a method that explains how one variable affects another. Variables are an attribute or characteristic of individuals that researcher study. This research was conducted to know a relation among variables and whether one variable might influence another variable. Quantitative method was chosen because the aim of this research is to know the influence of using video materials in improving students' listening comprehension.

2. Research Design

This research applied a pre-experimental design. According to Beaumont (2009), pre-experimental design is a design that is only strictly possible to investigate associations, the direction of any causal link is purely due to the researchers' interpretation of the results. In addition, Sugiyono (2009) stated that pre-experimental is divided into three types: One-shot case study, One-group pretest-posttest design, and Instruct-Group Design. In this research, the researcher used one-group pretest-posttest design. One-Group Pretest-Posttest Design is a design that can be used to measure change in an outcome before and after an intervention is implemented. This design has 1 experiment class which will be given 3 steps during observation. Those steps are pre-test, treatment, and post-test.

3. Research Site

The research is conducted at 8th Grade of Junior High School, Bakti Nusantara 666 Bandung. There are many students at 8th Grade of Junior High School, Bakti Nusantara 666 Bandung who find it difficult to comprehend the listening section in the learning process. Most of them cannot identify and hardly analyze what they hear on the audio.

4. Research Procedure

According to Creswell (2012), the following steps to conduct the quantitative data collection are five steps: (1) Select participant for a study. The participant of this research is the eighth grade of Junior High School

Bakti Nusantara 666 Bandung, (2) the permission needed for a study. The researcher needs to obtain permission such as from headmaster, English teacher, and curriculum staff, (3) what type or types of data collect. This research use pre-test, treatment and posttest. In the teaching process, the researcher used video materials as the treatment to figure out the difference before and after using video materials in teaching listening. In addition, this study take three meetings in class.(4) in this step to locate, modify, or develop instruments that provide these measures, (5) the final step involves actually collecting the data.

5. Participant

a. Population

A population is a group of individuals who have the same characteristic (Creswell 2012). The population of this research was the 8th grade student of Junior High School Bakti Nusantara 666 Bandung. There were 240 students of six classes and each class consists of 40 students.

b. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell 2012). In the other hand, sample is partially or representative population to be researched.

In an ideal situation, a sample of individuals who are representative of the entire population can be selected. Thus, for this research there is only 1 class which consists of 33 students that were used as the sample.

c. Sampling Technique

The sampling technique is non-probability sampling that participants are available to be studied (Creswell 2012). According to Sugiyono (2009), non-probability sampling has six types, one of them is purposive sampling. Purposive sampling is a sampling technique based on the considerations. In this study, purposive sampling is used. The sample was selected by English teacher in the school.

H. Techniques of Collecting Data

This research will use test to collect the data that will be analyzed. There are pre-test and post-test to study the progress of students' achievement before and after they studied listening by using video materials. This following above is the technique and processes to collect data:

a. Pre – test

According to Creswell (2012), pre-test provides a measure on some attribute or characteristic that you access for participants in an experiment before they receive a treatment. Time allocation for doing the test is 30 minutes. In pre-test, the researcher provided 23 questions about listening. That is fill in the blank and answer the question which is related to the audio and video. It was repeated 2 or 3 times. The pre-test intended to know students' listening comprehension before using video materials.

b. Treatment

According to Creswell (2012), the experimental class might be provided with some treatment, while the control class would receive usual treatment. In

this process, the researcher will not divide the class into two groups, because the researcher has only 1 class as experimental class. Experimental class was given treatment by using video materials in improving students' listening comprehension. The researcher gave the treatment using video materials while 4 meetings in experimental class.

c. Post – test.

A post-test is a measure on some attributes or characteristics that is accessed for participants in an experiment after a treatment (Creswell, 2012). So, Post – test as a result after students have been given the treatment of teaching learning process. The implementation of post-test was conducted in the class. Time allocation for doing the test is 30 minutes. In post-test, researcher provided 23 questions about listening. That was filling the blank and answer the questions which was related to the audio and video. It was repeated 2 or 3 times. This post-test was used to know students' listening comprehension after using video materials.

I. Data Analysis

1. Testing the Normality

Testing the normality is conducted by the procedure as follows:

1. Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

2. Calculating the class interval (K)

Formula:

$$K = 1 + (3, 3) \log n$$

(Sugiyono, 2009: 35)

3. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

(Sugiyono, 2009: 40)

4. Making the table of distribution of frequency

a) $S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n-1)}}$ Counting deviation standard

(Sugiyono, 2009: 58)

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} \quad \text{With:}$$

- b) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

c) Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

5. Calculating normality test criteria

Normality test with determination:

- The data is normal if $\chi^2_{count} < \chi^2_{table}$

- The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

2. Hypotheses Test

Hypothesis test is used to know the influence of video materials on students' listening comprehension. The hypothesis test is done by testing the statistic data.

Testing hypotheses by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of pre-test of the experimental class

X_2 = mean of post-test of the experimental class

n = the total number of case

dsg = cumulative standard deviation on f the experimental class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the pre-test standard deviation of the experimental class

V_2 = the post-test standard deviation of the experimental class

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant of video materials in improving Students' listening comprehension.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant of video materials in improving Students' listening comprehension.

3. N-Gain

After acquiring the data from the pre-test and the post-test, the data can be analysed to know the development of students' listening comprehension after the using video materials. To know the improvement of the students' listening comprehension, normal gain (d) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.3 Normal Gain Interpretation

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Arikunto, 2010: 19)

The conversion score of number and character scoring is stated below:

Table 1.4 Conversion Score

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2010)

