

CHAPTER I

INTRODUCTION

A. The Background of the Study

Listening is one of the language skills that should be mastered by students in learning English. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. Requires a person to receive and understand incoming information. People can listen to and understand things at a higher level than they can produce. Listening is the ability to identify and understand what others are saying including understanding speakers' accent or pronunciation, grammar and vocabulary, and grasping the meaning.

According to Kavaliouskiene (2011) listening skills in language teaching have been neglected and shifted to a secondary position after speaking and writing. This is a surprising fact given that it is the skill that is most often used in communication. It is thought that about forty percent of our daily communication is spent on listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing. Yet, in spite of its critical role in communication and language acquisition, listening comprehension remains one of the least understood processes in language learning. By now language practitioners have accepted that listening skills have to be taught like any other language skills.

Teaching listening comprehension in the level of Senior High School in Indonesia is considered at the level of advance. Based on syllabus from 2013

Curriculum grade X, The purpose of teaching listening at the tenth grade of senior high schools is to provide the students the ability to understand the variety of ideas (interpersonal, ideational, and textual) which has communicative purposes, texts' structure and certain linguistics features in various oral texts. By the end of the academic year, the tenth grade students are required to master daily-life contexts' ideas of transactional and interpersonal dialogue and also simple short functional and monologue texts in the types of recount, narrative and procedure. The listening activities start from the word level, sentence level and meaning based level. Yavuz, etc (2015) claim that the exercise types those early level pupils can be given are repetition which they are only expected to repeat what they hear, asking if what they hear is English or not and to decide if they hear the same or different utterances.

Teaching listening is one of fundamental skills in English. Unfortunately, most students are not able to achieve listening skill well. There are many factors that influence students' listening achievement is low. The factors can be derived from the eksternal and internal. The eksternal factors cover media, speaking speed, and limited vocabulary. Based on Wilson (2010), the students frequently encounter many unknown words, lexical density (short spaces of time between content words, forcing listener to concentrate harder), and complex grammatical structures. In addition, Gilakjani and Sabouri, (2016) also declare that the quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, length and speed of listening are also the aspects that considered as the difficulties in learning listening skill.

The internal factors are come from inside the individual. They cover from the individual students like motivation, attitude, personal practice and study habits. (Brown, 2010). Each of these factors is an individual element of learners' ability to acquire a foreign language but each component also interacts with another. Motivation has an important role in in listening skills because motivation fosters and encourages students during learning foreign language process. It also gives them particular direction and keeps them going.

Media is one of the eksternal factors in influencing listening comprehension achievement. It is important for the teacher to find a suitable media in the listening comprehension teaching to help the students to be more active. There are many kinds of media in teaching listening. The use of media in classroom is proven to be effective as Heinich (2013) states that teaching media can stimulate the students' interest and encourage students' participation. Among all the media which are commonly used in teaching and learning one of which that is quite innovative and interesting are audio and video.

Audio and video are popular tools used to engage learners and enhance a learning experience. Students will be interested and happy to listen through this media. Developing listening comprehension through audio and video make teacher comprehend the use of technological tools especially in online learning. Audio can be sent into WAV and MP3 files. Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action (Deakin University, 2014).

Based on the observation conducted in the area, students of Yayasan Madrasah Perguruan Islam Kota Tanjungbalai in grade X MIA1 and X MIA2 have low ability in listening comprehension. They do not have high interest in listening comprehension. It can be proved with their habit to have listening section in the classroom. They hardly catch up the listening production from teacher's voice. It is difficult to comprehend the context of listening. Teacher orally only dictates the sentences to the students. Another negative fact can be discovered from the daily score examination result. It is showed from their achievement last year in the first semester that mostly (68.5) could not get the minimum passing grade (KKM). The KKM score of grade X is 75. It can be displayed as the table below.

Table 1.1
The listening Comprehension Score of Tenth Grade Students of MAS YMPI
in Academic Year 2020 / 2021
(source: English teacher of MA YMPI Kota Tanjungbalai)

No	Class	Average score of students in Semester	Minimum Passing Grade (KKM)
1.	X MIA1	69	75
2.	X MIA2	68	75
	Average	68.5	

Based on the table above, researcher tries to give more motivation and change the listening comprehension media. Teacher's listening comprehension media must be changed into technology tool and adjusted online teaching learning process. The use of of audio and video will encourage students to develop effective listening skills. Giving more motivation to the students make them more active in listening comprehension session. In this case, teacher should provide

valuable rewards for simple task in order to make students enjoy in learning listening.

Based on all the problems above, there is interest to conduct the research entitles “The Effect of Audio, Video and Motivation in students’ listening comprehension achievement on online learning. This research is conducted at MA YMPI Kota Tanjungbalai grade X MIA 1 and X MIA 2 Academic Year 2020-2021.

1.2 The Problems of the Study

Teaching listening comprehension needs more challenges for teachers. In line with the background of the study above, the problems of the study are formulated as the following:

1. Is the students’ achievement in listening comprehension taught by using video significantly higher than that taught by audio?
2. Is the students’ achievement taught to high motivation significantly higher than that to students’ low motivation?
3. Is there any significant interaction among teaching media (video and audio) and motivation in listening comprehension achievement?

1.3 The Objective of the Study

For many students listening is the hardest of the four skills to master. Listening happens in real time and it can be hard to control the speed of the

information coming at them. The objectives of the study in this research are to analyze:

1. To describe whether the students' achievement in listening comprehension taught by using video significantly higher than that taught by audio.
2. To elaborate the students' achievement taught to high motivation significantly higher than that to students' low motivation, and
3. To explain there is significant interaction among teaching media (video and audio) and motivation in listening comprehension achievement.

1.4 The Scope of the Study

This research is limited on video and audio on students' achievement in listening comprehension based on motivation. It means that this study gives clear description on the effect of both media and motivation on students' achievement in listening comprehension. The types of listening items used in this research is listening about recount, narrative and procedure text. They are in multiplechoice items. These genre are taught in grade X Senior High School.

1.5 The Significances of the Study

This research aims to provide some information for other academia who are concerned in the teaching and learning process especially in listening comprehension session both theoretically and practically.

1. Theoretically

For the other researchers, to do further research with the same media, which are video and audio. It can be conducted to make the deeper exploration in listening comprehension.

2. Practically

- a. As practically, this study can get benefits for the teachers. The result of this research gives detail information about the importance of video and audio to improve students' listening comprehension skill that could be applied in the future class activity.
- b. For the students, this research will give an additional option about the media in listening comprehension that can make them comprehend the listening easily.
- c. For the researchers or academia, this research will give contributions for the academics going on the next study about the effect of media (video and audio) and motivation in teaching learning process.