CHAPTER I

INTRODUCTION

A. The Background of the Study

Listening is one of the four language skills taught in Indonesia. It is one of the important skills that must be acquired. Listening is a language skill that enables human to comprehend directly through language production and helps the other skill develop. The ability to listen and understand a person talking In English to communicate with other people is important. Students who can are good listening will understand more of what the speaker says (Yusnida, 2017). Listening is an important skill which enables language learners to receive and interact with language input and facilitates the emergence of other language skills (Vandergift & Goh, 2012). Teaching foreign language learners listening skill is vital since they can get some advantages from it. Listening helps students to acquire the target language subconsciously even if the teachers do not ask the students to pay attention to its special features. However, for many years, listening is undervalued (Field, 2008). For instance, listening session was always reduced when the teacher applied many competences in the classroom so that many students find it difficult to master the skill.

Based on the preliminary observation of grade tenth of SMA Negeri 20 Medan that was interviewing the English teacher about the students' listening skill in teaching learning process. The teacher told that most of the students are having difficulties to understand what the speakers or teachers said even it is very simple sentences. She also found that the students still do not understand clearly how to respond the simple questions such as *"where do you live?", "How old are you?", "what is your ambition?"* in which those expressions have already learned in Junior High School. The syllabus of Curriculum 2013, listening is one of the compulsory skills in which the students should master it. The materials are related to listening such as Introducing Self, Expression of complementing, Expression of congratulating and etc. From the materials, the students urged to understand and practice what the topics are about. The first thing the students should do is by listening every single word in those materials because those related to conversations. Moreover, the technique which is used by the teacher is not interesting and various, she only uses "repeat after me" technique and sometimes lecturing method where those do not give the significant effect to improve the students' listening skill. For example, *"okay, anak-anak, Mam akan ucapkan kalimat ini dulu, selanjutnya kalian ikuti (okay, dear. I will pronounce this sentence first, and then repeat after me). The expression of introducing self".* Furthermore, she explains the topic displayed on PPT or whiteboard and ask the students to write it in their notebook.

Nowadays, many schools have language and computer laboratories. Unfortunately, some schools do not optimally use the facilities, for example SMA N 20 Medan. Based on an interview that researcher had with one of some English teachers in the school, it was revealed that the reason is the absence of multimedia software at school. Teachers have difficulties to find the appropriate English interactive learning multimedia for listening subject that suit the students' needs. As the alternative, teachers should develop their own interactive media but the problem is they have not enough time and capability of developing it in teaching learning process. In teaching learning process, the researcher also found some problems. Including the students' attitude in which they feel bored and not interested in learning. Another problem is from the teaching learning the media. The media that being used for listening are teacher's voice or tape recorder for listening music, PPT, and textbook. It is not interesting and bored because they only focus on teacher's voice without taking part in learning process or the students would repeat after the students, pay attention to the PPT slide, and read or do any task on the textbook. In this case, it is teacher centered not Students centered, while the current Curriculum urged the students to be active more than the teacher. Therefore, in mastering listening skills, the process of learning English still cannot achieve the goal. it is proven by many students who still have not been able to understand what the teacher said although it is the simple sentences and cannot communicate in English. The teacher must create the interactive and interesting teaching learning process to improve students' English

ability. Using media is one of the ways to support and improve the students' proficiency in listening.

Previous studies related to the listening media for teaching and learning have been conducted by some experts in which they found there were any problems of listening media which made the learning process did not appear the significant result to improve the students' listening skills such as An Nur (2014) conducted a research about developing an interactive learning multimedia for listening and speaking using macromedia based on Scientific Approach because the teacher only use textbooks and lecturing method during listening section, there is no something creative she did to increase and encourage students to learn listening so that the learning outcomes of listening are not optimal. The results of expert judgment show that the content in this interactive multimedia were well covered. It is focused on listening and speaking skills. Besides, the materials have met the students' needs and learning objectives. Research findings related to the students target and learning needs and also the results of expert judgment have shown that all the criteria of effective interactive learning multimedia have been fulfilled by the developed learning multimedia. Based on the research findings, the interactive learning multimedia developed in this research was considered appropriate for the target users.

Moreover, Ra'uf (2013) conducted a research about developing a listening media for eighth grade students because that school did not have language laboratory and do not have macromedia software to create a creative listening media in teaching, he only used PPT and textbooks to teach the students in listening section. This research used Macromedia software as developing listening media based on Task-Based Language Teaching. The research findings showed that the materials are well-designed. It can be seen from the mean value of each item of questionnaire of experts' judgement on the effectiveness of the materials. This media proved could increase students' motivation in learning listening by using some tasks that have been designed and it was appropriate as listening media in teaching learning process.

Furthermore, Situmorang (2018) conducted a research about designing an interactive learning media for teaching listening and speaking for computer and network engineering students at tenth grade because the teacher do not know how to make the learning media especially for listening subject, so she only used tape recorder, her voice and textbook to teach listening in which it caused the students' listening skill are not improved and less vocabulary. The researcher used Macromedia software as designing learning media for teaching listening and speaking skill based on scientific approach. This media proved could increase students' listening and speaking skill and could improve their vocabulary. The material was appropriate for the students and the media was suitable to use as learning media in teaching listening and speaking skill.

Teaching listening can be done with various ways, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching animation video movie clips or CD-ROM, listening to the radio and using dictation, etc. The teacher attempts to use the appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing (Nor, 2014). So, teacher's creativity is creating the creative, interactive, and easy media to be understood is needed by the students. Teacher must have a good preparation before teaching that make the students easy to study and understand all of the material that is given by the teachers. That is why the teacher should be able to develop appropriate and effective learning media and be creative in presenting them.

Sahid (2010) states in education environment, teachers are demanded to integrate Information Communication Technology (ICT) into teaching and learning process as a supporting medium. It is written in The Ministerial Regulation No. 65/2013 regarding Standard Process that one of the educational principles is employing information, communication and technology to increase the efficiency and effectiveness of learning. The regulation requires teachers to use ICT in conducting teaching and learning process.

Using technology in the classroom can be a solution to that problem as it provides some advantages for the students and teachers. Using technology in the teaching and learning process of English is interesting for the students. It can improve their motivation in learning the target language. When they are tired of textbooks and worksheets, teachers can regain their interest by allowing them to use technology to learn. It also provides more opportunities for the students to practice the language.

In this case, interactive learning multimedia such as macromedia flash is interesting useful media students, comes up as a solution in helping the teacher achieve the goal of the listening skill. macromedia flash is an example of software that can be integrated in the classroom. It is a combination of multiple media elements (audio, video, graphics, text and animation) that allow the users to interact with the programs. Macromedia flash is the most flexible in making animation, games, company profile, presentation, movies and other animated display. Not only that, macromedia flash also can be used as a medium for students' listening based on Task-Based Learning to support this through any tasks to practice and explore students' listening skill.

B. The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as "How is macromedia flash developed as listening media based on Task- Based Learning for grade X students at SMA Negeri 20 Medan?"

C. The Objective of the Study

In line with the problem of the study, the objective of the study is "To develop macromedia flash as listening media based on Task- Based Learning for grade X students at SMA Negeri 20 Medan".

D. The Scope of the Study

The scope of the study is developing macromedia flash based on students' needs. This media is intended to apply in SMA Negeri 20 Medan. It focuses on developing macromedia flash as teaching and learning listening media for the type of comprehensive listening about interpersonal texts for grade X students at SMA Negeri 20 Medan in the first semester.

E. The Significances of the Study

The result of the research is expected to give some contributions, to produce a relevant and useful English listening media for tenth grade students, particularly for grade X students at SMA Negeri 20 Medan, as follows:

1. Theoretically, the result of this research is expected to be useful for the readers to enrich and broaden their knowledge in theories of learning English and can be references for further studies.

2. Practically, the result of this research is expected to be useful for:

    1. For students

The result of this study is expected to develop their listening activities with the strategy that will improve their listening skill so they will be more motivated in learning English.

    2. For the English teacher

The result of this study is expected to provide them alternative media to teach English, especially in listening skill. It is also expected to inspire and motivate the teacher to be more creative and innovative in developing interesting and effective media to teach English.

    3. For other researchers

This result of this study is expected to be references in creating other strategies in other similar strategies of English especially in the field of media development.