

CHAPTER I

INTRODUCTION

A. Background of Study

Everyone has been learning their language since they were toddlers, particularly their mother tongue. Aside from learning the mother tongue, the ability to listen in English as a foreign language is essential for developing communication skills. As we all know, communication is an essential part of human life. We can share our ideas and thoughts with others through language communication. In order to communicate in a more sophisticated and ever-changing world, we must be able to communicate not only in our mother tongue, but also in a foreign language, particularly English, which is clearly more difficult because we have limited knowledge of foreign languages. On the other hand, as an international language, English is frequently used to share information in all fields of life : economics and business, international relations (diplomacy) science and technology, and even education (Rafida, 2016). Minister Muhadjir (Kemendikbud, 2017) reminded students to master foreign languages. "Language is the identity of civilization for Indonesia which has a diversity of local cultures, and must have a global perspective that is in accordance with our vision, namely Mastering Local Languages, Preserving Indonesian Language and Mastering Foreign Languages". According to Muhadjir, there are three reasons for the importance of mastering a foreign language. First, a foreign language is a basic element of communication to master the 21st century. Second, students can get to know and appreciate the culture of other countries. "Achieving a foreign language is not just changing the achievement of the mother tongue to a foreign language, but most importantly respecting the complete culture". Third, there are various studies showing students who have foreign language skills are more active, creative, and flexible than students who only have skills in one language.

In relation to the issues raised above, it is necessary to study English as a foreign language so that students can learn it as easily as they learned their mother tongue as children, where listening skills were the first skill they learned. Listening skills are the most commonly used in everyday life (Burely-Allen, 1995). According to Burely (1995), more than 40% of our daily communication is spent listening, 35% speaking, 16% reading, and only 9% writing. According to Nunan (1997), students

spend 50% of their time learning a foreign language listening. As a result, listening is an important part of learning a foreign language. Burely (1995) demonstrates in his video that listening helps learners learn grammar, vocabulary, and understand more easily and quickly. He emphasized that the most important aspect of learning a foreign language is to "learn with your ears, not your eyes."

Teaching listening is one of the tasks that English teachers/lecturers must complete in order to improve students' English abilities. The ability to listen is an important component of a person's language proficiency test. Aside from that, listening skills can be enjoyable in other ways, such as listening to the radio, watching film, listening to English songs, and especially watching videos.

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning : *“Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. Surely your Lord, He is the one who knows best who has strayed from His way and He knows best who is guided.” (Q.S An-nahl : 125)*

In this verse Allah SWT gives a message in the sense of obliging the Prophet Muhammad SAW., and his people to learn and teach with good learning methods. In learning English sometimes students get bored with the way the teacher teaches. There are various techniques that can be used by teachers to teach reading, writing, speaking, and especially listening. Some teachers think that listening is the easiest skill to teach, so many English materials or handbooks put it at the start of the material. Actually we can use many interesting media to teach them English skills. For example by using English songs, video conversations, movies, or maybe chatting in interesting English.

Conversation has a distinct advantage for practicing listening comprehension in this context due to its meaningful context, appealing "package," and topics of broad human interest. Conversation should be clear in order to develop the listening skills of EFL students. Nothing is more irritating than a conversation that almost no one understands. EFL students learn more and more by listening to songs in the target language, even if they do not understand what is being said (Adya, 2019). Songs help EFL students improve their ability to listen and even speak the language. In a typical

speak-learning process in a foreign language classroom, there are two periods of pleasurable listening: the beginning, when students listen to the song for the first time and try to catch as many of the lyrics as they can, and the end, when they know the song well. Songs can be a good source of vocabulary by eliciting words from a conversation (Vahid, 2016).

Listening comprehension provides the right conditions for language achievement and the development of other language skills," Harmer (1996) asserted. Teachers may benefit from using video dialog conversation as an aid in teaching listening. They can teach the culture, language, habit, society, and many other things through public conversation (Woottipong, 2020). Because they learn in different ways, the students can learn with enjoyment. They should not always listen to their teacher's voice, which has limitations and may even bore them (Cheung, 2001). The emphasis in teaching English should be on introducing language as a means of communication. It is difficult for students to master English as a foreign language. It's because English isn't their first language. English is taught to students in Indonesia beginning in elementary school. The English teachers encountered some issues while delivering the material, which could cause some difficulties depending on the level being taught. These issues may arise as a result of the teachers' or students' inability to study and understand the materials, or they may arise as a result of the environment, such as the atmosphere and the facilities. As a result, English teachers must select an appropriate technique and create an enjoyable learning environment.

English is taught as a foreign language in Indonesia based on curriculum, which is always provided with a syllabus. English language is taught as a compulsory subject in elementary schools through university. Language skills taught to students by teachers include listening, speaking, reading, and writing. Listening may be the most important language skill to learn from these teachers' language skills because when students learn a foreign language, it is considered successful if they can communicate effectively in their second or foreign language. Listening serves as a link between the classroom and the outside world for students. To build the bridge, the teacher must provide opportunities for purposeful communication in meaningful situations during listening activities. It means that learning to speak a second language is made easier when students are actively engaged in communicating. As a result, the teacher must provide students with opportunities to practice their listening skills in real-life situations.

As a teacher, you must understand what expectations you can place on your students and what accomplishments these young students are capable of. Teachers should also be aware that children acquire new language input in a predetermined order. Good teachers must have a good teaching method. According to Harmer (1996), teachers must design engaging classes. Teachers must be able to create an engaging classroom environment by utilizing video teaching methods. Furthermore, he or she can both motivate learners and remove barriers such as fear and anxiety. This could help learners learn the language more easily by keeping them interested in class. To create an interesting classroom atmosphere, the English teacher can use a variety of methods in teaching English. The teacher can also use a variety of sources to teach language, such as authentic visual materials, authentic printed materials, and realia. Learners may be more motivated to learn English, particularly listening comprehension, if video sources are used in language instruction. They would also understand and learn more about the sound while learning listening comprehension.

According to the findings of several previous related studies, average students prefer listening with visual aids to simply watching a video. Based on the assumptions made above, it is expected that teaching listening through video will provide an alternative method for providing variation techniques in teaching listening. Finally, the writer intends to conduct additional research and has chosen the topic about The Effect of Using Dialogue Conversation Video in Learning Listening Comprehension. Research at second year of eleven grade Student of SMAN 9 Medan.

B. The Identification of Problem

1. Students' English listening skills remain low.
2. The students' listening skills were poor because they were unfamiliar with English.
3. Due to a lack of stimulation, students were unmotivated to improve their listening skills.
4. The students were bored while studying English because the teacher did not employ an engaging method.
5. The monotonous technique is employed by the teacher.

C. Limitation of Study

The writer limits the problem in this study to the effect of using conversation video in learning listening comprehension to students. Research at second semester at eleven grade of student SMAN 9 Medan.

D. Formulation of Study

Based on the identification of problems, a research proposal is developed, with the limitation stated of this study being the formulation of the effect of video on students' listening comprehension. The issue is as follows: Is there any significant effect of using conversation video in learning listening comprehension of class XI-MIA 2 & XII-MIA 3 SMAN 9 Medan?

E. Objective of the Research

The objective of the research is to know there is a significant effect of using dialogue conversation video in learning listening comprehension at second semester of eleven grade students of SMAN 9 Medan.

F. Significance of the Study

This study could be significant in terms of research contribution to students, teaching, and further research.

1. The Teacher

The results of this study are expected to provide teachers with information about the effect of using video about dialog conversation in increasing students' listening comprehension score, so that teachers can use this method in teaching listening.

2. The Student

The research findings are expected to motivate students to learn to listen by using videos of conversations in class. As a result, the students' listening skills can be improved.