

# CHAPTER I

## INTRODUCTION

In this chapter, the writer presents (1) Background (2) Research Problem (3) Identification of the Problem (4) Limitation of the Problem (5) Formulation of the Problem (6) Research Purposes (6) Significance of Research

### **1.1 Background**

Students need to acquire four essential skills: speaking, listening, writing, and reading. Listening is considered one of the challenging abilities when acquiring English. Mastering listening will provide assistance to learner especially students to capture the speaker's messages. In listening, there are three aspects that are related to each other, there are sender, message, and receiver. Listening are vital for students to acquire knowledge of English vocabulary.

Listening could be a handle that requires hone with technology /sound (Arono, 2014). Students who possess excellent listening skills can effectively engage in communication with others. Listening is the most important and essential requirement to pass because if students do not understand, they cannot acquire English efficiently if they are unable to listen, particularly when using listening as a communication tool in the classroom (Syaprizal, et al, 2021).

Therefore, listening is a great thing important in a language because by listening the students will get a lot of input. Listening also plays a vital role in creating a language of information. Rost, in Ahmadi (2016). Listening is all

communication requires the ability to listen, without it, messages are ineffective. Hearing includes taking in visual signals as well as the speakers content. (Qomariyah, et al 2021).

Based on description above, listening is a skill that students must learn. In fact, not all students are able to understand listening. Based on the writer's experience during her school life, listening is material that is difficult to understand. The writer and the other friends have difficulty understanding the English vocabulary, did not comprehend the significanse of speakers using English and did not focused on listening for other reasons.

Based on discussion with one of the English teacher at SMP Negeri 3 Lahat, there are several problems, faced by the eighth grade students of SMP N 3 Lahat, the first is students did not have high motivation in listening skills. Students found the speaker speaks too fast and also some new words they almost never use hear. Students claim to sound like it confusion, homonyms as well as words that have multiple meanings, those dialogue inference, and dialogue topics taught. The English teachers have provided the material well to students, but students still experience problems in listening.

Apart from that, teacher taught listening by providing audio, where audio is a media that conveys messages through sound. This media only uses the sense of hearing and is one-way, which can sometimes make students bored and unfocused. Since then, students' listening skills have improved reduced, because the method of instruction in classroom faced several problems, students did not understand vocabulary, the speaker in the audio is too fast, low learning

motivation and lack of focus. For low learning motivation, the teachers need better media to help students learn.

Therefore, to see whether teaching listening is effective using better media learning such as audio visual, Audio-visual media is media that is visible and audible, this audio-visual media does look more interesting. Examples of audio-visual media is video, film, slides and television. The writer choose video because video is an interesting and more focused medium for learning. Video is the pictures within the outline is anticipated mechanically the projector so image appear to be live. (Kasriyati, 2019).

Previous research "TEACHING LISTENING SKILL BY USING VIDEO (AUDIOVISUAL) TO THE ELEVENTH GRADE STUDENTS AT SMA AL-IKHLAS LUBUKLINGGAU" by Khoiriyah, Ramasari, Syaprizal (2023), have shown that used video content to teaching listening was incredibly succesful. Researchers used video as a media in this research, and they utilized a 40-minute true-or-false test with 20 questions. post-test score is higher than the pre-test, with an average of 85.31 on the post-test compared to 66.25 on the pre-test, indicating that it is useful for teaching listening through the use of videos.

From the result above, teaching listening using video media is a good alternative for improving students' listening skills. This is what makes the writer interested in conducting research with the title "**Teaching Listening by Using Video Media to the Eighth Grade Students of SMP N 3 Lahat**"

## **1.2 Research Problem**

### **1.2.1 Identification of the Problem**

According to the information provided earlier, the issues can be recognized as the following:

1. The students still have low learning motivation
2. The students still lacking of vocabulary
3. The students still hard to understand the speakers language

### **1.2.2 Limitation of the Problem**

The problem in this study is limited toward Teaching Listening by Using Video Media To The Eighth Grade Students of SMP N 3 Lahat about “snow white” on youtube by WOA Fairy Tales.

([https://youtu.be/XZuRugZmr\\_M?si=2Di5R8hvy0J-Z2KH](https://youtu.be/XZuRugZmr_M?si=2Di5R8hvy0J-Z2KH))

### **1.2.3 Formulation of the Problem**

Due to the constraints mentioned earlier, the writer rephrased the research question as follows “Is it effective to teach listening by using video media to the eighth grade students at SMP N 3 Lahat?”

## **1.3 Research Purposes**

The goal of this study was to determine the objective based on the problem formulation provided above “Effectiveness of teaching listening by using video media to the eighth grade students of SMP N 3 Lahat”

#### **1.4 Significance of Research**

Based on the research purposes above, the significance is:

a) For Teacher

The result of this study can be useful for additional information or reference material for teachers in carrying out learning activities and give information for teachers to be able to determine suitable model strategies for learning.

b) For Students

The writer hopes this study can help students improve their listening skills by using video media which can find out difficulty in listening.

c) For Writer

The writer hopes that the results of this study can contribute ideas information, knowledge and provide input for other researchers.

d) The Other Researchers

The writer hopes to provide inspiration for other researcher. Future research can use similar topic while still looking for gaps in previous research that can be further developed for other researcher.