

## **Chapter I**

### **Introduction**

This chapter provides general outline of this study that covers the background of the study, the scope of the study, statement of problems, statement of purposes, the significances of the study, and the description about the research method including research design, population and sample, data collection and data analysis.

#### **1.1 Background of the study**

Listening is one of the four language skills that is important to be acquired. Brown (2001) pointed out that listening is an important skill in language learning and it cannot be underestimated especially in academic context because the students' competences in language learning may increase with lots of listening practices. Portovsky (1974) stated that large amounts of listening practice before speaking or reading may prepare the students to acquire a second or foreign language with a greater efficiency than if he or she is taught all the skills simultaneously. Students also may have more capabilities to communicate well with others if they have a good listening skill. Moreover, listening dominates the students' daily activities in the classroom. Rivers (1981), supported by Morley (1991), stated that students spend twice as much as they speak, four times as much as they read, and five time as much as they write (Rivers, 1981; Morley, 1991).

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However, listening is difficult to learn and also to teach. It is hard to attract the students' focus and concentration in listening practice, and sometimes they also feel bored in doing listening. Furthermore, the teacher also finds it difficult to obtain the suitable media for teaching listening. Therefore, attractive and interested media are needed in listening.

An interesting and attractive teaching medium can be an alternative way to solve the difficulties that are found in listening practice. According to Heinich (1993), teaching media can stimulate the students' interest and encourage students' participation. Furthermore, based on their types, media are categorized into three. The first is additive media that use sound only, such as radio and tape recorder. Second is visual media that use visual only such as picture or photo, and the last one is audio visual media that combine both additive and visual media such as television, movie, etc. Among those types of media, audio visual media are more effective to use for listening, because the students will use their two multi sensory, sounds and sight, at the same time when doing listening (Harmer, 1998). Moreover, audio visual media can attract students' focus and concentration more than audio or visual media only. Besides, Hruby (2010) also 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. As Gagne (1985) said that well-designed lesson is begun with gaining students' attention, then telling the learner about the learning objective, and continued by involving the

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learner into teaching-learning activities with giving stimulus of relevant knowledge before providing learning guidance. After giving some guidance the next step is giving some feedbacks and assess the students' performance. (Gagne, 1985)

The explanations above are elaborated to address this study of contextual video usage in improving students' listening ability.

## **1.2 Scope of the Study**

This study will be focused on the use of contextual video from YouTube to find out whether the contextual video can improve students' listening comprehension and the students' responses toward the use of video in listening.

## **1.3 Research Questions**

The problems of this study are formulated into two research questions as follows:

1. Does contextual video improve the students' listening ability?
2. What are the students' responses toward the use of contextual video in listening practice?

## **1.4 The purposes of the Study**

The purposes of this study are:

1. To find out whether the use of contextual video can improve students' listening ability.

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2. To find out the students' responses toward contextual video usage in listening learning practice.



## 1.5 Significance of study

The result of the study is expected to give some contributions to the field of education especially in English learning. In particular, the study is intended to:

1. provide some information about the effectiveness of using video to improve students' listening comprehension.
2. give a detail description about the difficulties in applying video for listening;
3. motivate students to learn English especially in listening.

## 1.6 Hypothesis

This study will test two hypotheses. The first hypothesis is null hypothesis ( $H_0$ ) which states there will be no significant difference in mean adjustment level between experimental class and control class after the treatment is given to the experimental class. Collidge (2000: 95) said there is no relationship between the independent variable and the dependent or responsive variable in null hypothesis. The null hypothesis is designed as follows:

$$(H_0: X_1 = X_2)$$

The second hypothesis is alternative hypothesis ( $H_a$ ) which states there will be a significant difference in mean adjustment level between experimental class and control class after the treatment is given to the experimental class. The alternative hypothesis is designed as follows:

$$(H_a: X_1 \neq X_2)$$

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## **1.7 Organization of the Paper**

This paper is organized into five chapters.

### **Chapter I**

This chapter contains introduction which discusses background of the study, statement of problems, scope of the study, aims of the study, significance of the study, hypothesis and organization of the paper entitled “The use of contextual video to improve students’ listening ability”.

### **Chapter II**

This chapter includes theoretical foundation from the experts and previous researchers as the foundation of research investigation regarding the use of contextual video to improve students’ listening ability.

### **Chapter III**

This chapter is about methodology of research employed in investigating contextual video usage in improving students’ listening ability. The study focuses on research designs, subject of the study, data collection, and the procedure of data analysis and clarification of terms.

### **Chapter IV**

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This chapter presents the finding and discussion of the study regarding the use of contextual video to improve students' listening ability in answering the research questions. The presentation is organized based on the research question.

## **Chapter V**

This chapter includes the interpretation of the study's result in a form of conclusion and suggestion concerning the use of contextual video to improve the students' listening ability

