

CHAPTER I

INTRODUCTION

This chapter highlights six sections including background, research questions, purpose of the research, significance of the research, definition of the terms, and organization of the research.

1.1 Background

Listening is very crucial for human communication (Hyslop and Tone 1989; Robertson as cited in Timm and Schroeder, 2000). According to some research findings (Rankin, 1928; Bird, 1954; Hulbert, 1989; Janusik and Wolvin, 2009), around 45 percent of our waking time is spent on listening. This indicates that listening is one of the first skills which should be acquired (Nixon and West, 1989; Wolvin and Coakley, 2000).

The role of listening is even more crucial for students. Students who listen effectively in a learning process are more successful not only in their school works (Legge as cited in Wolvin and Coakley, 2000; McDevitt, Sheenan&McMenamin, 1991) but also in employment achievement and personal happiness (Berko, Wolvin, and Wolvin as cited in Curikis, 1992). Conversely, poor listening determines the failures of college students in their study (Barker, 1971; Conaway as cited in Timm and Schroeder, 2000).

Given the fact that listening is very important in learning, it should be taught in all levels of education starting from primary to tertiary education. However, some reports explain that so far listening is not taught in all schools or universities (Strother as cited in Timm and Schroeder,

2000). It is only taught at the schools and universities which have good infrastructures and human resources. On the contrary, it is not taught at the schools and universities which do not have good infrastructures and human resources. This imbalance circumstance, therefore, causes a gap in the teaching outcome (Timm and Schroeder, 2000).

Although some schools and universities have given listening lessons to their students as just mentioned, this does not assure that the process will be free from problems. Some studies report that students have faced some difficulties in following a listening activity (Hulbert, 1989; Hasan, 2000; Underwood as cited in Osada, 2004; Chen, 2005; Wang, 2007; Martinez, 2009). First, the teaching materials were too difficult to understand (Hulbert, 1989; Hasan, 2000; Martinez, 2009). Second, students lack engagement like affective and habitual problems during the learning process (Underwood as cited in Osada, 2004; Chen, 2005; Wang, 2007). These problems, to some degree, have resulted in low achievement in a listening lesson (Wang, 2007).

Likewise, some problems have also been encountered by students in the academy of secretary where the researcher teaches. Most students were found to have obstacles pertinent to engagement like affective and habitual problems while following the English listening skill subject. The affective problem is related to students' motivation (Johnson, 2001) while following the learning process. This was identified when the students did not have any interest in the learning materials, so they did not enjoy the learning process. Meanwhile, habitual problem is related to students' behavior (Johnson, 2001) while following the learning process. In the research site, this was recognized when the students did not pay attention to their lessons because they did inattentive body languages like playing their hair, writing, daydreaming, and sleeping. These problems had caused low class participation which resulted in low learning outcome in the English listening skill subject. The aforementioned problems were found by observing and

interviewing the students as well as by analyzing the questionnaire results which were conducted in the research site.

Given that those problems will cause more difficulties in teaching the English listening skill subject, as a lecturer of English in the research site the researcher thought that it is necessary that some measures be taken. One of the ways to reduce the problems is to use multimedia such as video in teaching the English listening skill including humorous video ads. The reasons for the use of humorous video ads were among others. First, “video has been closely associated with listening skills” (Progosh, 1996; 34) and has many contributions to students’ learning process like developing students’ listening skills, presenting an exposure to a language use, stimulating language production, providing pleasure in language learning, providing knowledge of body language, providing repetition of lessons, and communicating meaning clearly (Willis and Willis, 1983; Gallacher, 2003). Second, humorous video ads contain humorous expressions which have made students enjoy the learning process (Bryant *et al.*, 1980). Third, they combine several learning channels like audio, video, language, humor, and advertisement which have enriched the students’ knowledge (Willis and Willis, 1983; Gallacher, 2003). Fourth, some research findings (Smeltzer and Watson, 1985; Gersten and Tlusty as cited in Richards and Patricia, 2003; Dikilitas and Duvenci, 2009; Wachob, 2011) report that the use of video has made the students engaged in the learning process.

Parallel to the four reasons as just mentioned, this research is intended to investigate the use of humorous video ads in the English listening skill subject. In this respect, the humorous video ads are used as a medium to engage the students in the English listening skill subject. Therefore, the foci of the investigation are to reveal how the humorous video ads engage the

students in the English listening skill subject and to know the disadvantages and advantages of using humorous video ads as perceived by students in the English listening skill subject.

1.2 Research questions

To reach the aims of this research, two research questions are presented as follows:

1. How do humorous video ads engage the students in the English listening skill subject?
2. What are the disadvantages and advantages of using humorous video ads as perceived by students in the English listening skill subject?

1.3 Purpose of the research

Based on the research questions above, this research has two purposes:

1. To investigate how the humorous video ads engage the students in the English listening skill subject.
2. To identify the disadvantages and advantages of using humorous video ads in the English listening skill subject.

1.4 Significance of the research

It is expected that this research will have significance at least in three different aspects that is, theory, practice, and policy. In a theoretical perspective, this research will be an important work because the use of humorous video ads in an English listening skill subject has not been reported. Therefore, this research will contribute to the teaching of English listening skill subject. In a practical perspective, this research will be beneficial particularly to the researcher himself and other language teachers or lecturers in that this research uncovers three important aspects. First, it will show the ways how the humorous video ads engage the students in the English listening skill subject. Second, it will mention the benefits obtained by the students after studying

the humorous video ads in the English listening skill subject. Finally, it will describe the problems faced by the students while studying the humorous video ads. In a policy perspective, the results of the research will lead to the establishment of the teaching materials suitably taught in an English listening skill subject at an academy of secretary level or other institutions similar to it.

1.5 Definitions of the terms

There are many special terms which are used in this research. To understand them, some terms are clarified as follows:

- English listening skill (ELS) is a subject conducted in a language laboratory and it focuses on listening words, phrases, sentences, stories, conversations, ads, movies, and *etc.*, both auditory and audio-visual.
- Humor is the quality or content of something such as a story and performance which elicit amusement and laughter (Martin, 2007).
- Humorous video ad is a video which contains humorous advertisement (O'Guinnet *al.*, 2003).
- Student engagement is students' motivation which is manifested in their efforts and commitments in following the learning process in order to reach better learning outcome (Jones, 2009).

1.6 Organization of the research

This research is organized in five chapters. The organization of this research is as follows:

- Chapter I mentions the background of the research, research questions, purpose of the research, significance of the research, definition of the terms, and organization of the research.
- Chapter II describes the relevant literature comprising the theories which shape the framework of the research.
- Chapter III explains the methodology which is used in this research. The methodology consists of the design of the research, research site and participants, the procedures of data collection, and the procedures of data analysis.
- Chapter IV depicts the data presentation, findings, and their discussions.
- Chapter V presents conclusion, limitation, and recommendation of this research.