

CHAPTER I

INTRODUCTION

This chapter provides background of the study, research questions, aims of the research, hypothesis, research methodology, and clarification of terms.

1.1 Background

Listening is one of the ultimate skills in learning a language, including in English for Foreign Language (EFL). Richard (2008: 3) says that listening has the fundamental function to facilitate understanding of spoken discourse involving understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Since listening, with its crucial rules, covers many language aspects, it cannot be downplayed and separated in using a language.

In pedagogical context, Brown (2001:247) states that students in classrooms always do more listening than speaking. More specific, Barker et al, as cited in Munadi (2008: 58), say that students use about 53% of their time for listening. These indicate that listening takes a wide part in the pedagogical context. Accordingly, the teaching of listening is definitely crucial and requires more attention.

The learning of listening itself encounters some fundamental problems. A lot of students learning English as foreign language probably deal with problems in listening comprehension. Shi (2004) in his study says that 43.2% of students think that the most bothering and most difficult is listening comprehension, and

some of them even have difficulty in understanding their teacher who gives lessons in English. This implies that students still have difficulties in listening comprehension and consider it as one of the obstacles in learning English.

Effective ways are required to cope with problems related to the students' listening comprehension. Actually, there are a lot of methods that can be used to improve listening comprehension. However it is necessary to provide ways which are able to meet students' needs and to motivate them to be more enthusiastic in learning listening. In fact, more frequently used methods in schools are still conventional. The teaching of English language especially listening comprehension in schools has not resulted in a qualified process of teaching and learning. The use of conventional ways in teaching English skills is still dominant. The process of teaching and learning is done by way of question-answer method in which teachers control students so that they tend to be passive in the class (Suhardi, 2008:68). This implies that teachers tend to be less creative in teaching listening.

The use of media can boost the language teaching to be more creative. Harmer (2007:177) says that a range of objects, pictures and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

There are a lot of media that can be used in teaching a language. One of them can be from authentic media. Jordan (1997) says that text which is not made for pedagogical use includes authentic media. The authentic media can be taken from song, article, film, and others. The use of the authentic media in teaching listening is relatively common. It is applicable and beneficial in listening

comprehension. The use of authentic material will genuinely improve listening comprehension (Harmer, 2007:304). Therefore, teachers do not have to depend on textbooks as their media. They can apply alternative sources as the teaching media in order to be more creative in teaching English, including teaching listening skill.

One of the authentic media which can be used in listening comprehension is film or video. Since film provides audio-visual aid in listening activity, it has more advantages in helping listening comprehension. Harmer (2007:308) claims that the use of film in listening comprehension has many positive reasons for encouraging students to watch while they listen to. He adds that students can easily associate listening activity using film with relaxation because they are used to watching film at home. In line with Harmer, Sands (1956: 10) adds that people can learn faster and easily by audio visual processes than by verbal explanation only. This implies that involvement of visual in teaching listening is powerful to help students comprehend listening materials.

The packaging of film as teaching media should be treated carefully since it has considerable influence toward students' performance in the class. Most films provide the authentic language in which it is not intended for pedagogical purposes. The level of the language may be beyond students' ability. This is likely to hamper students to understand content of the text. This, however, does not mean that a film cannot be used in classroom activities, especially in teaching listening. So long as teachers are creative in picking the appropriate film, it can be a quality aid in teaching listening and promote students' motivation. As Sands (1956: 356) says that the teachers should carefully select a film which caters to students and is related to the topic the students have been working on. He adds

that most films can be used in the learning activities as long as they are friendly for the students and applicable in the classroom. Comedy, drama, or even action can be references for learning media. Accordingly, the use of film can be considered as an alternative media in teaching listening.

Regarding the importance of listening in learning English, this study tries to investigate the use of film in improving students' listening comprehension in EFL. By doing this study, it is generally expected to find out effectiveness of the application of film in improving students' listening comprehension and measure its effect toward their listening comprehension. Being specific, this study is also expected to support theories of teaching listening skill and the other researchers' findings related to the use of film in improving listening comprehension.

This study is also expected to give meaningful contributions to both teachers and students. For teachers, this study hopefully provides an alternative way of teaching listening so that it can hopefully enrich method and media in classroom. Meanwhile for students, this study hopefully gives an alternative way of learning listening and enhances their motivation in learning listening.

If the finding of the study shows a positive result, the use of film may be taken more into consideration in teaching listening. If this study shows a negative result, it can become a trigger to do better in developing the use of film in teaching listening in the future.

1.2 Research Questions

Identifying a research question is one of the steps in formulating a study.

This study tries to search for the answers of the following questions:

1. Is the use of film in EFL learning effective to improve students' listening comprehension?
2. How do the students respond to the use of film in learning listening?

1.3 Aims of the Research

This study is aimed to:

1. Find out whether the use of film is effective in improving listening comprehension.
2. Find out the students' responses toward the use of film in improving listening comprehension.

1.4 Research Hypothesis

To measure the effectiveness of using film in improving listening comprehension, hypothesis is put forward as a base of calculation and assumption.

There are two hypotheses in this study, the null hypothesis (denoted by H_0) and the alternative hypothesis (denoted by H_A). The following is formulation of the hypothesis:

$$H_0: \bar{x}_1 = \bar{x}_2$$

$$H_A: \bar{x}_1 \neq \bar{x}_2$$

The null hypothesis (H_0) in this study is that there is no significant difference in mean adjustment level between the experimental group receiving

treatments and the control group receiving no treatments. Whereas, the alternative hypothesis (H_A) in this study is that there is significant difference in mean adjustment level between the experimental group and the control group (Kranzler and Moursund, 1999: 82).

1.5 Methodology

1.5.1 Research Design

This study applies experimental method, especially quasi-experimental method by using non-equivalent control group pretest and posttest design. The design is chosen because of the limitation of time and of difficulty of creating and administering randomized classes as the requirement of the true experimental design. According to Sugiyono (2008:77), quasi-experimental design is development of the true experimental one. It is done because of the difficulty of having a qualified control group.

Since this study tries to find out the effectiveness of the use of film in teaching listening comprehension, this study will apply an experimental class that will be given some treatments compared with a control class without the treatments. To meet the purpose above, the design will be tested to students of the first grade of senior high school in SMA 15 Bandung. The description can be seen as follow:

Table 1.1

The Description of Research

Group	Pretest	Treatment	Posttest
Experimental Class	T1	X	T2
Control Class	T1		T2

X: the treatments applying film in teaching listening comprehension

There are several steps in conducting this study. The first is organizing the teaching procedures in experimental group and control group, in which some treatments are given to the experimental group, whereas the control group is given no treatment. The second is organizing the research instruments. The instruments involve pretest-posttest related to listening comprehension that will be given to both groups, and the other is questionnaire that will be applied in experimental group only. The third is conducting an observation in the school where this study will be established to prepare what is exactly required for teaching in the school. The fourth is testing the instruments by conducting a try-out to find out the validity, index of difficulty, discrimination index, and reliability of the instruments. Fifth is administering pretest in both experimental and control group to find out their initial ability of listening comprehension. Sixth is conducting some treatments in experimental group by applying film as media of teaching in improving their listening comprehension. Seventh is conducting post test to find out the differences before and after the treatments in the experimental class and the difference between the experimental class and the control class. Eight is questionnaire is administered to the experimental group to find out their response toward the use of film in their listening learning. The last is analyzing the data. All

of the data obtained from pretest, posttest, and questionnaire are analyzed and interpreted based on the data analysis procedure.

1.5.2 Population and Sample

According to Sugiyono (2008), population is a group of people or things involving their characteristics and qualities that become research subject. Meanwhile, sample is a part of population which is provided by some processes for investigating the properties of population.

The population of this study is first grade students of senior high school in SMA 15 Bandung. The sample of this study is class 10-9 as the experimental group consisting 32 students that is given some treatments and 10-8 as the control group consisting 32 students that is given no treatment.

1.5.3 Data Collection

To collect the data, there are two instruments used in this study, namely the listening test and questionnaire. The listening test includes pretest and posttest. The pretest will be given to the experimental class and the control class in the beginning in order to measure the students' listening comprehension. It consists of 24 multiple-choice questions dealing with interpersonal and transactional expressions. Meanwhile, the posttest will be given to both classes at the end of the treatments in order to find out the result of the whole treatments. It has the same numbers and topic with the changed order.

Further, questionnaire will be given to find out the students' response toward the application of film in learning listening. It will be given after conducting the posttest. It consists of 9 questions covering 5 aspects: students'

comprehension, students' motivation, students' participation, students' difficulty, and teacher's performance.

1.5.4 Data Analysis

After collecting the data from the sample, data analysis will be conducted with some procedures. There are two kinds of the data in this study. The first data are scores obtained from the pretest and posttest, and the other are from questionnaire. The data obtained from pretest and posttest in experimental and control class will be analyzed through quantitative method using statistical procedures and calculated using SPSS 16 for windows.

The data from pretest are calculated to find out whether the experimental and control class are significantly different. If both classes are not significantly different, they can be used as the sample of this study. The data from pretest are analyzed using independent t-test in which the pretest scores of the experimental and control class are compared using the formula.

Then, the data collected from the posttest are analyzed to verify the effectiveness of the treatments, whether the posttest scores of the experimental and control class are significantly different. If both classes' scores are significantly different in which the scores of experimental class are higher than the scores of the control class, the treatments are effective in improving students' listening comprehension. The independent t-test is used to analyze the posttest scores of the experimental and the control class.

The dependent t-test will be used to analyze the posttest scores in the experimental class if the result of the independent t-test in the posttest is not

significantly different. The experimental class's scores of pretest and posttest will be compared using the formula to find out the listening improvement in the experimental class. Meanwhile, to find out the effect of the treatments, formula of effect size is used.

The last, the data obtained from questionnaire are analyzed and described using qualitative approach. The data are the experimental students' response toward the use of the treatments. After analyzing all of the data, the finding can be seen. It will be summarized and interpreted to determine whether the use of film in learning listening can improve students' listening comprehension.

1.6 Clarification of Terms

The following are the terms used in this study:

1. The effectiveness

Effectiveness in this study refers to different effect which produces better result in students' listening comprehension using film as the media of learning. In this study, the effectiveness of using film in improving students' listening comprehension will be discovered through the result of t test.

2. Film/audio visual aid

In this study, film refers to media as one of the interactive listening strategy that can be used in teaching and learning listening comprehension.