

# CHAPTER I

## INTRODUCTION

This chapter will be divided into seven sections, namely research background, research questions, research objectives, scope of the research, product specification, research benefits, and definition of terms.

### **1.1 Research Background**

As one of the international languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten (*Taman Kanak-kanak* or TK) and Elementary School (*Sekolah Dasar* or SD) are widely taught as a local content, while English in the Junior High School (*Sekolah Menengah Pertama* or SMP) and Senior High School (*Sekolah Menengah Atas* or SMA) or Vocational School (*Sekolah Menengah Kejuruan* or SMK) are taught in more national and international content.

As a foreign language, English has four skills (listening, speaking, reading, and writing) that have to be mastered by the students. From those four skills, listening can be considered as the most important skill to be mastered by the students. It is stated by Mendelsohn (1994) in Gilakjani and Ahmadi (2011:977) that the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading 11-16%; and writing, about 9%. Teaching English in Junior High School is very important although the students have studied English since Elementary School. Based on the early observation conducted when the researcher had teaching practicum, discovered that some students still have difficulty in learning English. Based on the problem, the researcher would concern to improve the students listening skill, because listening is the basic skill in learning English as foreign language (EFL). According to Oxford (1990), listening develops faster than the three other language skills and it can make easy the development of the other language skills.

Homuda (2013) say that listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input. Teaching listening is one of the duties that have to be conducted by teachers of English to improve to the students listening skill in English listening skill because it needs more attention and concentration to comprehend the sounds (listening material).

In learning listening, the students often have difficulties in acquiring this skill, because they are not familiar with native speaker's speech. They cannot control the speed of the speaker's speech and they lack of motivation. To motivate the students in learning listening, the teacher should be creative in teaching. One of the strategies that can be used by teacher is using media to support the teaching learning process. According to Heinic (1993), teaching media can stimulate the students interest and encourage students' participation.

The condition also happened to the students in SMPN 2 Godean. This school can be classified as standardized school because they got A for the accreditation and they already used curriculum 2013 to teach English language for seventh graders'. Based on the early investigation when the researcher did teaching practicum in the seventh graders of junior high school, it was found that the students had problem in learning English. Although the students have studied English from Elementary School, they still had difficulties in mastering English especially listening. From the early observation the researcher found that the students lack of motivation in learning listening. There is no media to support the students in learning listening. In fact, they get lower scores in listening subject. Their scores did not reach the Minimum Criteria of Mastery Learning (KKM). That's why the teacher need some strategy to teach listening in Junior High School.

Johnson (1999) additionally states that video as a listening tool can enhance the listening experience for students. Stop motion video is one of an animation audio visual multimedia. It is used as a media in teaching listening. By using a stop motion video, it may help the students in watching, listening, and understanding the material. When students are watching the stop motion video, the students saw the picture and hear the speakers' speech or dialogue. There are three reasons that the researcher used this technique. Firstly, Stop Motion Video is audio visual that provides the students to have more enjoyment. Secondly, by watching the Stop

Motion Video, automatically the students pay attention to the audio as well. Thirdly, the students increase their vocabulary mastery that is found in the video. It is because videos are very interesting and the students at all ages like it, there are stories also in that video. It is made the teaching learning process getting more interesting and enjoyable for both teacher and students.

Concerning the fact above, the stop motion video method was used to solve student's problem. The researcher is interested in doing a research that deal with the improvement of students listening skill by using stop motion video. The researcher conducted a research entitled "**Improving Seventh Graders' Listening Skill by Using Stop Motion Video**". The researcher used stop motion video to improve students listening skill.

## **1.2 Research Questions**

Based on the discussion above, the main problems can be formulated in the following questions:

- 1.2.1 How to improve students listening skill using stop motion video?
- 1.2.2 What is the student's attitude toward the use of stop motion video to improve their listening?

## **1.3 Research Objectives**

Considering the problem above, the study is oriented forwards the following purposes:

- 1.3.1 To know the way to improve listening skill using stop motion video
- 1.3.2 To find out the student's attitude toward stop motion video?

## **1.4 Scope of the Research**

It is required that the researcher must put attention on the certain aspects in this research so that the researcher can focus on the problem and reach the research objectives accurately. From the problem identification above, this research limited the scope of the research that is related to the improving students listening skill, researcher not only focus on improving listening skill, but also tried to make students more motivated in learning. By using stop motion video, researcher hopes

that it is improved students listening skill of grade 7 in SMP N 2 Godean for the even semester.

## **1.5 Research Benefit**

The researcher hopes that the research may give some benefits both theoretically and practically. The benefits of this research are classified as follows:

**1.5.1** Theoretically, the research finding can be a reference or additional information as the basic for the next relevant research.

**1.5.2** Practically, the research finding may be useful for some people such as:

### **1.5.2.1 The Students**

Hopefully, the result of this research gives the students understanding that they can use Stop motion video media to improve their English ability especially listening skill and enjoy the English teaching learning activities, so that the learning objectives of teaching English can be reached and the teaching learning process will run well.

### **1.5.2.2 The Teacher**

Hopefully the teachers have variations in teaching listening by using media. As this research is intended to improve the students' English skill especially listening skill, the teacher is expected to use Stop motion video media as one of the solution. Then, the teacher can make the class more active and more interesting during English learning process.

### **1.5.2.3 School Principal**

The result of the research can encourage the principal of SMP N 2 Godean to support the English teacher in making an interesting media for children in English teaching learning process based on the students' needs.

## **1.6 Definition of Terms**

There are some terms that need to be clarified in order to avoid misunderstanding of this research. Those terms are:

### **1.6.1 Definition of Listening**

Listening is the basic skill in learning English as foreign language (EFL). Brown (2001:247) stated that listening skill is considered to be important because it has essential role in facilitating learners to the mastery of English proficiency. In

learning English, developing the skill of listening is really important. Brown (2001:247) states that the students with good listening comprehension skills are better participate effectively in class.

### **1.6.2 Media**

Media is something we use when we want to communicate *indirectly* with other people – rather than in person or by face-to-face contact. ‘Media’ is the plural of ‘medium’ (Buckingham, 2003).

### **1.6.3 Stop motion video**

According to Pugh (2013) a stop motion video is an animation which an object can walk through walls, an animal can talk, and a mystical being can interact with real people. It is a highly popular animation type for explainer video because of its versatility. A video can be make truly unique. The benefits of stop motion in education are fun way to the students, and it will increase the students learning motivation. Stop Motion Video is used for teaching listening based on the current syllabus. Then the researcher search the video related to the topic on the current syllabus.

### **1.6.4 Teaching English for Young Learners**

Brown (2001:91) stated Junior high school students are categorized as teen. Teens are a young person whose age falls within teen to twelve. Teaching teenagers is perhaps the most complex, interesting, and challenging process. Teenagers seen to be the special age group. It has been known that the students age is one of the key factor that influence our decision about how to teach. If teacher wants to teach the language to young students, they must use the strategy that will make them interesting. For example, teacher use stop motion video as media that can be used as one of the strategy in teaching English, especially listening.