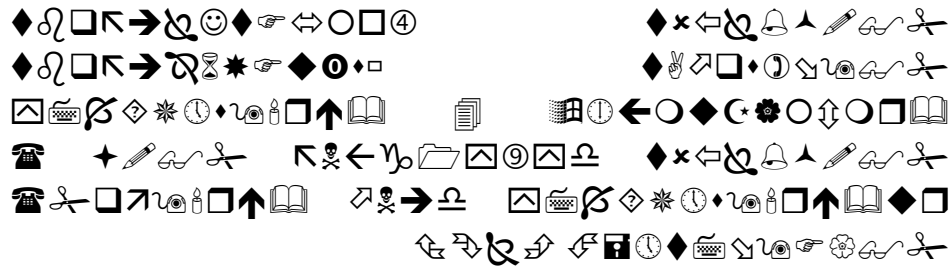


CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

Listening is assuming important thing in many language contexts. It is important in the language classroom because can provide contribution for learners. If learners cannot understand the process of listening at the right level, the simple learning cannot begin well. In listening, learners are hoped can interact to achieve understanding with accessing the second language speakers. To build their ability in listening can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language.¹ Al-Qur'an also says in Q.S Az Zumar:18 :²



Those who listen to the Word [good advice *La ilaaha illallah*- (none has the right to be worshipped but Allah) and Islamic monotheism] and follow the best thereof (i.e worship Allah alone, repent to Him and avoid Taghut) those are (the ones) whom Allah has guided and those are those are men of understanding.

Listening comprehension skill is related to speaking and writing skill. Listening skill on the foreign language learning is divided to two situation;

¹Helen Kornblum, *New Ways in Teaching Listening*, (Washington: Garamond Book and Tiffany Demi, 1995), P.v.

²Muhammad Taqiuddin al-hilali, *Interpretation of the Meanings of the Noble Qur'an in the English Language* (Madinah al-Mukarromah: Darussalam, 1996), P.902

those are direct and indirect situation. Direct situation is such as conversation directly, speech, songs and etc., and indirect situation is such as listening on conversation on the cassette. Nowadays, listening comprehension has improved. For example, new technology has supported for the skill such as cassette, VCD, video and etc that can improve listening comprehension skill. In the language learning, basically the teacher still focuses on the old learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon happened in the almost country in the world. It is a great duty for the language teacher. The most important element and fundamental for the interaction is the ability to understand what the speaker has said. In the daily life, we often meet listeners who cannot listen their mother tongue and foreign language well; maybe it is caused by the lack of focus or concentration, or egocentrism. Most of people has been estimated spend many time for communication for 45% to listen, 30% to speak, 16% to read and just 9% to write.³

Teaching English at Senior High School in Indonesia is based on a system which is called curriculum. Since 2006, the renewed curriculum was applied namely school based curriculum or KTSP. This curriculum is aimed to prepare the students in mastering four language skills those are listening, speaking, reading and writing and language aspect to reach the informational level because English is important in the world nowadays. Learners are hoped can master the basic skills of English to increase the learners compete in global world.⁴

The material that has been taught for students of Senior High School not only vocabulary and grammar but also genres and supporting competence such as linguistic competence, sociolinguistic competence, and strategy

³Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2008), P.229-230.

⁴Standar isi untuk satuan badan pendidikan dasar dan menengah, standar kompetensi dan kompetensi dasar SMA/MA (Badan standar sosial pendidikan, 2006), P.134.

competence. Genres are written text that have systemic linguists and characteristic lexicogrammatical features. One of them is news item text. It is taught by teacher in order to inform about events of the day which are consider newsworthy or important.⁵ However, many students in Senior High School especially MA Matholi'ul Huda Sokopuluhan Pucakwangi Pati have difficulties to analyze the organization of news item text in teaching learning process focused on listening. Students have difficulties to analyze the organization of news item text that have been listened, because it is using English as a second language for them. Listening in learning process is basically the process when the teacher explains the material or speaks use English; and the students just listen, so the students is bored in the learning process.⁶

The researcher believes the English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use the media to teach or explain difficult material to understand, or to make learn activity cheerful and not monotonous.

Media are means of communicating with large number of people, television, radio and news paper. According to Gerlach and Ely said that media in general human, material, or event that build the condition of students so that they able get knowledge, skill, or attitude. In this case is teacher, textbook, and school environment also media.⁷ Anderson has

⁵ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 190.

⁶Interview with the English language teacher of MA Matholi'ul Huda , Ayyu Ummu Hamdanah.

⁷Azhar, Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 3

classified teaching media into three categories. Those are Visual media, Audio media, and audio-visual media.⁸

In this research, the researcher will take the effectiveness of audio-visual media especially video as a learning aids. The researcher beliefs that video is needed to make learning process success. Video is portable media that can present factual and conceptual information with visual illustrations, animations, and graphics. It can be a good way of showing and telling the trainees about how to perform the tasks.⁹

Some studies have also proven that video are very helpful way for students in learning in new language, especially English. For example, Husni Mubarak (3105331) an IAIN student in his thesis entitled the effectiveness of animated film as media in the teaching of narrative writing (An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year). Awwalul Mukaromah (073411014) an IAIN student in her thesis entitled the effectiveness of teaching speaking hortatory exposition text using video clip. Another study was conducted by Nur Zaenah (073411018) an IAIN student in her thesis entitled the use of video critic as a medium of teaching to improve students' ability in writing analytical exposition text.

Because of the reasons above the researcher wants to run an experimental study in MA Matholi'ul Huda Pucakwangi Pati in the academic year of 2011/2012 by implementing video as a medium to improve students' understanding in news item text.

B. QUESTION OF THE RESEARCH

⁸Listyaning Sumardiyani and Zulfa Sakhriyah, *Speaking for Instructional Purpose a Handbook* (Semarang: IKIP PGRI Press, 2007), P. 48-59

⁹ Wendy Arnold, *Video*, taken from : <http://traininganddevelopment.naukrihub.com/methods-of-training/video.html/> retrieved on February, 28th 2012

From the background of study that has been explained above, the research question is How is the effectiveness of teaching listening on news item text using video with the tenth Year Students' of MA MATHOLI'UL HUDA Pucakwangi – Pati in the academic year of 2011/2012?

C. OBJECTIVE AND BENEFIT OF THE RESEARCH

1. Objective of the study

In this thesis, the researcher do the research “the effectiveness of teaching listening on news item text using video” is to find out the effectiveness of teaching listening news item text using video.

2. Benefit of the research

a. For the researcher

The result of the investigation will be useful reference for the researcher to improve the knowledge about listening on news item text using video and it will be useful in the future as the prospective teacher in preparing teaching process.

b. For the teacher

The result of research is expected can give reference and improve their way to teach news item text.

c. For the students

It hopes that the students will enjoy following the English class. They will be easy to understand the lesson and memorable, so that, it can improve their understanding on news item text.

d. For the reader

It is hoped can give more information and contribute the knowledge.