

CHAPTER I

INTRODUCTION

This chapter contains background of the study, identification of the problem, purpose of the study, scope of the study, and significant of the study.

1.1. Background of the Study

Indonesian people consider that English in general is important besides national and regional languages (Hidayati, 2016). It has many significant roles in practically every feature of life. In the educational system, English has prominent role (Hidayati, 2016). According to (Panggabean, 2015), in Indonesia, English is taught and studied extensively at all levels of formal education institutions, from initial to higher education. In the pedagogy system, English is one of the many subjects that are emphasized (Panggabean, 2015). This is reinforced by the stress on English competence, present in national examinations alongside several other subjects (Hidayati, 2016).

Inculcated since the application of the 1994 curriculum (Mattarima & Hamdan, 2011), English considered crucial to study in formal education. According to Mattarima and Hamdan (2011), the goal of learning English in the curriculum has a target standard for students. First, the level of information literacy can be achieved by developing communicative competencies both oral and written (Mattarima & Hamdan, 2011). Second, competition between countries in the global

scope can be increased by the awareness that English is an important foreign language (Mattarima & Hamdan, 2011). Finally, stated by the Ministry of National Education, English aims to develop students' understanding of the relationship between language and culture (Mattarima & Hamdan, 2011). In Indonesian higher education institutions, English also plays an essential role (Hidayati, 2016). Even students who are majoring in another disciplinary besides English Department are also required to take an English course for two semesters, and it is important to require a TOEFL certificate of English as a foreign language (Hidayati, 2016).

Studying language in general, especially English, there must be some prior foundation that must comprehend the learners. In English, those are four skills that must be mastered, namely listening, reading, writing, and speaking. The four foundations of capabilities must be grasped by the learner in early phase of learning English in order to the target language will be well-acquired. Nowadays, listening become one of the emphasized skills that students must comprehend in learning English, as stated by (Listyaningsih, 2017).

English listening skill has been considered one of the requirements for oral output which is assumed to be a significant concern to language theorists and teachers. So far, there is an understanding that the absorption of English as a second language is highly dependent on listening skills because it is the primary tool for creating awareness and obtaining input in the target language (Yavuz & Celik, 2017). According to Krashen (1981, as cited in Yavuz & Celik, 2017), language learning is generally characterized by input and output processes. Therefore, as stated by Panggabean (2015), society nowadays needs to be aware that English is very important to be learnt and taught both inside and outside of school. Based on the

essentials of English being a lingua franca, it has been required in all countries to be able to communicate effectively (Panggabean, 2015). An effective communication occurs if an understanding is well-constructed by the listener from the information that has been transmitted by the speaker. As stated above, proper listening skill is needed in construct those understanding needed in a communication.

Yet in actual fact, there are still many large numbers of people who are still lacking in English communication, even in a simple form especially for students in terms of English in education (Mattarima & Hamdan, 2011). The period of six years starting from junior until middle school is still less able to optimize students' English competence (Mattarima & Hamdan, 2011). Many studies have revealed that there are still complex problems of learning English in Indonesia (Hidayati, 2016). Although they have studied for many years, significant cases about lack of English competence indicates that the reality of learning outcomes is not in line with student expectations (Mattarima & Hamdan, 2011). The main concern related to this problem is the unsatisfactory level of student learning outcomes (Hidayati, 2016). The fact that occurs is the inability of graduate students to use their knowledge of English to communicate (Hidayati, 2016).

In another case, there is an assumption that English subjects are too difficult for elementary school students as well as obstacles for high school students in the achievement of other languages (Panggabean, 2015). While in EFL context, listening skill becomes the weakest and the most underestimated skill (Ulum, 2015, as cited in Ismail et al., 2022). Although the existence of listening skill is considered crucial; plays a significant role in language learning, yet there is huge

disappointment felt by most students who are powerless in absorbing listening skill (Taghinez, 2015, as cited in Ismail et al., 2022)

In another case of what has been happened in education, as stated by Listiyaningsih (2017), instead of empowering the role of listening skill, they (teacher) overlook to it and overemphasizing the role of writing and reading skills in learning English. In fact, learning English must at least be balanced in terms of the abilities that must be mastered, while listening is one of the skills needed in language, especially communication. Before being able to speak and write, listening is the basis of these two abilities. If listening skills still find it difficult to form a good input, it will have an impact on writing and speaking as output from listening. Listening ability becomes very important in determining the basis of speaking and writing such as pronunciation as well as arrangement of words, phrases and sentences. In the midst of an educational period that emphasizes communication between teachers and students nowadays, the deepening of listening skills is still considered as a serious problem in second language learning in the classroom.

In EFL class, students find many difficulties in communication because the listening activities they need must be contextually oriented; listening comprehension associated with students' daily lives (Listiyaningsih, 2017). Interaction in learning is very necessary in this case, where appropriate strategies for instilling listening skills will have an impact on increasing their level of ability, regardless of the main goal of overcoming student difficulties. Factor in the problem of the shortage of students' abilities in English especially in listening skill is the lack of motivation of students in the learning process. This statement is

strengthened by (Reeve, 2009, as cited in Christenson et al., 2012). He stated that when students lose motivation, they are more likely to refuse to be actively involved in learning and act irresponsibly. In more specific to second or foreign language learning, (Goctu, 2016) stated that it has been widely conceded by both teachers and researchers that motivation is the key factor that impacts on the swiftness and success of students. Moreover, listening skill had also precisely affected by both intrinsic and extrinsic motivation formed, captured, and finally displayed by teachers to the learners (Goctu, 2016).

In line with the statement stated by Goctu, according to Bourdeaud'hui, Aesaert, and Braak (2021), there are two main reasons that can be concluded to answer the inquiry related why motivation has something to do with listening skills. The first one, from the perspective of intrinsic-oriented motivation, learners tend to listen because of the enjoyment and satisfaction they get from the lesson being held by the teacher; students' internal purposes take the lead in this situation. Meanwhile, from the viewpoint of extrinsic-oriented motivation, learners tend to listen because they are purely wanting to achieve their learning goals, therefore it will be resulting in recognition by their peers, and teachers, as well as praise they will get from their parents; external feedback is the main purpose to this situation. While on other case, the lack of interactive activities and media in teaching can also reduce student motivation to become actively involved in the learning process.

Media in teaching is an essential thing that must be taken into account. The choice of learning media will have an impact on how the student learns in understanding the material given. Nowadays, the use of technology has developed into a medium in education which is promising positive results (Saidin et al., 2015).

The use of technology will lead the learning to be more interactive and innovative because it will involve concepts and information based on the real world (Shapley et al., 2011, as cited in Saidin et al., 2015). Therefore, technology can accompany traditional learning media (Yasak et al., 2010, as cited in Saidin et al., 2015).

According to Zaini & Ahmad (2010), technology has the information and communication aspect that has developed massively in such a short time which gives so many opportunities for education. In teaching language especially English listening skills, the attention to what media could fit to teach listening should become one of the main important aspects besides deciding the method used for teaching. Therefore, to support such kind of that situation, media in teaching which includes audio and video could be in consideration of media that will be integrated to support the interest and conducive learning listening environment. One of the teaching listening media that incorporate both audio and video at the same time is called augmented reality. The utilization of augmented reality in teaching listening is promising many new experiences for both teachers and students. AR integration could provide a new way to observe a real-world object such as keeping an eye on the movement of the characters being displayed, yet at the same time, listening to the description sound contained on the AR. Some research on the implementation of AR into teaching especially listening learning revealed that this new media could assist students to comprehend learning better, as well as direct the feedback and attitude to be positive which is resulting in adequate motivation arouse from the class environment and the students itself (Ismayatim et al., 2019).

In the relation with the previous research, the researcher conducted a study to analyze students' motivation in learning English listening skill by using two new

innovative learning medias which required technology in the operation in it called Hologo and JigSpace Augmented Reality-Based Application as a companion learning material in addition to the media they have used while studying. This research conducted into eight-grade students in SMP Negeri 1 Nusa Penida. Two classes became the subject of this research, besides enriching the data because of the number of students in those two classes, they also were chosen by the English teacher who teaches in SMP Negeri 1 Nusa Penida because they are considered more excellent in English subjects and very enthused to contribute as the subject of this research. Those, the researcher decided to raise research related to student motivation entitled “An Analysis of Eighth-Grade Students’ Motivation in Learning English Listening Skill at SMP Negeri 1 Nusa Penida using Augmented Reality-Based Applications”.

1.2.Problem Identification

Based on the research result describe in the background, applying media could help student during their learning process of mastering English listening skill. Yet, reflecting on the learning situation in SMP Negeri 1 Nusa Penida, the current research was conducted on the problem faced, as follows.

- 1.2.1 Motivation becomes an important factor for students to involved actively during the process of mastering English listening skill.
- 1.2.2 The existence of learning media could be one of the factors that impact on students’ motivation.
- 1.2.3 The less innovative media in teaching can reduce students' motivation to engage in the process of mastering English listening skill.
- 1.2.4 The variety of learning media used by teacher is lack interactive.

In the real classroom situation, the media often used is the interaction between teacher and students which assumed as very boring and less innovative, besides the conventional learning media such as text books and slide presentation which is used by only some teachers; there is nothing special and poor updated learning media often used by the teacher in teaching, as well as the students when they are in the process of learning. Especially those who are in public schools, where the learning infrastructure is emphasized on what is facilitated by the government.

1.3.Limitation of the Study

The researcher made a limitation to the study which only for English language learning especially in listening skill. The study mostly analyzed on how students experienced during their learning process by using Hologo and JigSpace Application which is based on Augmented Reality technology. The medias were applied as supplementary alongside the main media in English subject such as text book. Mostly, the focus was on listening skills. This study only focused on two chosen classes of eight-grade students at SMP Negeri 1 Nusa Penida as the subject of the study.

In addition, the words used and found in this research which is referred to measurement of students' motivation and listening skill, such as "increased", "decreased", "improvement", or even "significant", had nothing related to experimental research. Those words were only used to describe the conditions found in this research, especially during the observations. Because this research did not use measurement in comparing before and after conditions of the AR demonstrations. Even though, there was results found that students considered and assumed that they obtained satisfactions and improvements in their English

listening skill. Therefore, the data analysis done in this research was not to find the effectiveness of the AR applications' implementation but only to find out the responses from the students.

1.4. Research Question

- 1) How is the use of augmented reality-based applications in increasing students' motivation in learning English listening skill?
- 2) What is the students' response while using augmented reality-based applications for learning English listening skill?

1.5. Objective of the Study

- 1) To demonstrate the use of augmented reality-based applications in increasing students' motivation in learning English listening skill.
- 2) To investigate the students' response while using augmented reality-based applications for learning English listening skill.

1.6. Significant of the Study

The result of this study is expected to have a beneficial contribution for:

1.6.1. Theoretical Significance

This study is expected to contribute in giving the information about the need of the use of interactive learning media in school learning process. In addition, this study is also expected to give a new solution for those who seek for the new way of learning experience involving technological tools.

1.6.2. Practical Significance

- a) For Readers / Researcher

This study is expected to give a new knowledge of solution of how to optimize the use of technological tools as a media in teaching-learning process.

b) For Teachers

This study is expected to make the teachers realize that the students are being less motivated by the use of conventional learning media and they are expecting a new fun learning media that can help them to gain their motivation.

c) For Students

This study is expected to give a new information about how to use technological tools such as AR to support their learning process in the classroom.

