

CHAPTER I

INTRODUCTION

1.1 Research Background

Listening as the first of the four main language skills. Listening is an active process by which we make sense of, assess, and respond to what we hear. Listening skills is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Morley (1991:82) states that listening, same like the others skills required in learning English has an important role in learning process. In addition, Morley states that listening is the most common communicative actively in daily life. It can expect to listen twice as much as we speak, four times more, and then we read, and five times more than we write. According to Colinam (2009:1) states that listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding off acts and ideas. It means that listening is an action to hear something intentionally. It is in line with Rost (as cited in Nunan, 1998), listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. So it can be conclude that listening is the ability to accurately receive and interpret messages in communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood.

Listening skills help students develop their communication and critical thinking. This skill is essential in numerous avenues of daily life. Interactions take place in any situation for instance, at classrooms and at work place. According to Hedge (2000), listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Lundsteen (1979) expressed that listening is the first skill to appear. He continued that children listen before they speak. Hedge (2000) indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms. In order to encourage students to succeed in listening, the teachers in SMAN 4 Singaraja used digital-based learning video to their strategy. The teacher teach students in listening by using asynchronous. The teacher in this school giving video link and then after the students watch the video, they will be given a quiz by using link. Therefore, attractive and interesting material are needed in listening to the students, the video source that teacher use is YouTube and teacher select the material of the video as basic competency in lesson plan. Moreover, because there are a lot of video sources, the teacher should consider about choosing video material as the student's needs.

According to Hruby (2010) video can attract students' focus and concentration more than audio or visual media only. Besides that, she also said that audio visual media such as video may increase the students' motivation and

will make the students happy and fun when doing listening practice that may affect the students to be more participated in teaching learning process when listening. It is line with Arthur (as cited in Canning et all 2000), through video, the students can imitate realistic models for role play, increase their awareness of other cultures by teaching appropriateness and suitability, strengthen audio/visual linguistic perceptions simultaneously, widen the classroom range activities, and the students have lower anxiety when practicing the skill of listening. It is line with Mirvan (2013) asserted that employing video materials in a classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

From those benefits the use of video, many researchers persistently have conducted research regarding the use of video in listening. The study conducted by Mohsen Mahmoudi Dehaki (2017) on his research the result indicated that by watching videos, learners showed positive attitudes and their levels of proficiency in listening skill were significantly improved. Sakkir et. all (2020) on his research found that the majority of students showed a positive perception toward and a willingness to use YouTube in the EFL classroom. It was also discovered that the students have used YouTube to help them completed their course assignments and study tasks. Students are believed that preferred to use English YouTube videos to help them enhance their English language level proficiency. Meanwhile, Yasin et. all (2018) in his study aims at comparing the benefits of using videos instead of audios for improving students' listening skills. The test results were analyzed by applying pairedsamples t-test, while the items in the observation sheets were analyzed by calculating their means. The results showed that using video

materials is more effective in terms of both the output and the process. Therefore, teachers are recommended to use video materials instead of their audio counterparts for teaching listening skills. Meanwhile Justsinta Sindi et all (2016) in their result found that the use of audio-visual such as videos is proposed as a better means to acquire students' listening comprehension. The visualization of videos provides the students the ease to get better contexts, decrease the boredom, and stimulate imagination to the more authentic situation.

In conclusion, it could be inferred that through the use of video materials in the classroom, it is believed that it could has the gap between the use of video has an effect to the students' listening. It is supported that many researchers proved that the use of video materials in learning process can bring major impact to the learner's development in their listening.

From the conclusion above, the researcher then conduct this research entitled "Students' Perception on The Use of Video in Listening at SMAN 4 Singaraja" to know the effectiveness of the use video materials on listening.

1.2 Research Problem

Regarding to the problem, the research questions were formulated in order to answer the problem. The formulates of the research questions are as follows;

1. What are the students' perception toward the use of video materials in affecting their listening?

1.3 Research Objective

As the research questions stated, the aims of this research were to describe the students' perception toward the use of video materials in affecting their listening.

1.4 Research Significance

The findings of this research have two significances. There are; theoretically and practically. The explanation can be seen as follows;

1.4.1 Theoretically

The theoretical significance of this research is expected to support the theory of video materials which are used by English teachers to teach listening in EFL classroom

1.4.2 Practically

Practically, the significance of this research was for the students, teacher, and the other researchers who have same interest. The practical significances of this research are as follows;

1.4.2.1 The Students

This research was expected to be beneficial in area of teaching materials usage for teaching listening.

The students will able to comprehend and understand the knowledge easily through use of video materials that had been given. Moreover, the use of video materials in online learning will create new atmosphere in learning English to the students.

1.4.2.2 The Teacher

This research is expecting to be beneficial for the teachers in teaching learning process in students' listening. By using video materials, it can be used to attract the students' attention, students' willingness, and improve the students' capability in listening practice in online learning.

1.4.2.3 The Other Researchers

This research is expecting to be an insight and reference to the other researchers who will conduct similar research with this study

1.5 Scope of the research

This research was limited only for the English teachers who teach senior high school students in Buleleng district that more focus on the students' perception on the use of video materials in listening. Besides, it was limited for the eleventh grades students of senior high school in Buleleng district. The focuses of this research were to investigate how video materials affect students' listening. Therefore, this research was conducted in SMAN 4 Singaraja.

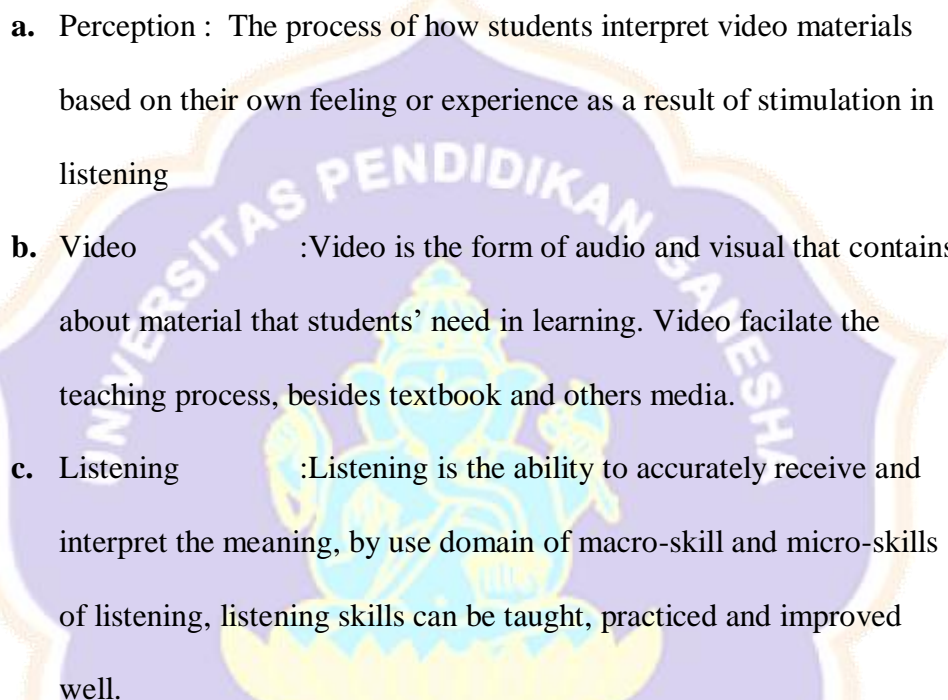
1.6 Definition of key term

1. Conceptual Definition

Aryanto (2015) perception is the process of how give the information based on their experience and what they already see through sensory

receptors. In other hand, Schwartz (1998: 17) stated that video presents the viewer with information conveyed via aural and visual channels. Wallace et al (2004: 13) writes that listening is a skill that is very important because these skills that allow humans to gain insights, understanding, knowledge, and information, as well as achieving success in communicating with others.

2. Operational Definition

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- a. Perception : The process of how students interpret video materials based on their own feeling or experience as a result of stimulation in listening
 - b. Video :Video is the form of audio and visual that contains about material that students' need in learning. Video facilitate the teaching process, besides textbook and others media.
 - c. Listening :Listening is the ability to accurately receive and interpret the meaning, by use domain of macro-skill and micro-skills of listening, listening skills can be taught, practiced and improved well.