CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1. Background

English is one of the international languages which is used in countries throughout the world, including Indonesia. Herizal and Afriani (2015) say that "English is very important to be mastered because most people in the world use it to communicate and absorb knowledge, culture and technology" (p. 25). Clyne (2008) also states that "English is one of languages that has been used internationally so that it is now used almost everywhere in the world" (p. 2). In addition, Brumfit (1994) says that "English is a world language because its speakers are widely distributed throughout the world" (p. 3).

In Indonesia, English is taught as a compulsory subject from the elementary school up to senior high school in today's Indonesian educational system. Sari and Saun (2013) say that "English has become an important subject from junior high school up to senior high school" (p. 255). By giving this subject earlier, it will help students to be more interested to this subject to master it when they are adult, they can interact with other people from another country because English is an international language.

In teaching English, there are four language skills learned by students. They are listening, speaking, reading, and writing. Harmer (2007) states that

"There are receptive and productive skills in English" (p. 265). Harmer (2003) also states that "Receptive skills are the ways how people acquire the meaning from the discourse that they see or hear, and this kind of processing is applied in reading and listening" (p. 199).

In relation to those four skills, listening is one of other skills which should be mastered. Sabouri (2016) states that "Listening is a significant language skill to develop in second language learning" (p. 123). Listening is also important as Sharma (2011) mentions that "Listening is a communication method that requires the listener to understand, interpret, and assess what they hear" (p. 13). In addition, Renukadevi (2014) assumes that "Listening helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent" (p. 60). In short, listening is one of the skills which should be mastered to understand what they hear in communication.

Listening skill is usually measured by listening comprehension. According to Bozorgian (2012) "Listening comprehension is the primary channel of learning language" (p. 657). Moreover, Rost (2011) defines that "Listening comprehension encompasses receptive, constructive, and interpretive aspect of cognition" (p. 2-3). Therefore, listening comprehension is a process that allows a person to understand spoken language.

Walker (2014) states that "Listening skill is being viewed as an active skill as elements which students should actively acquire" (p. 168). Sabouri (2016) also adds that "Listening has not drawn much attention of both teachers and learners in

classroom, teachers seem to test, not to teach listening. Meanwhile, Osada (2004) adds that "Students seem to learn listening, not listening comprehension" (p. 59).

According to Gilakjani (2011) "There are some factors that cause difficulty in listening, such as listener have a limited vocabulary" (p. 981). Then, Hamouda (2013) shows that "Different accent is also one of listening problems" (p. 16). Walker (2014) also adds that "Unfamiliar pronunciation, stress and intonation are also included in listening problems" (p. 168). In addition, Afriani (2017) assumes that "For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep" (p. 112).

In relation to these problems, a preliminary study was conducted at SMA N 11 Palembang through interview with the English teacher and the students to know the student's problems in listening skill. From the interview with the Englsih teacher, it was found that the students had problem in learning listening. Some of students just listened to the teacher and listen audio without doing and getting something. The process of learning only focused on teacher. Therefore, students could not comprehend the messages of the speakers they listened to. Furthermore, from the interview with the students, it was found that the students had many problems especially in listening. Their listening comprehension was still low, it was caused they had no motivation to learn English. The learning process made students feel bored, afraid and lazy. They also had difficulties to comprehend the material so that they were not able to respond what they heard.

In that case, an English teacher needs to be responsive to the student's condition and make students enthusiastic in learning English. Brown (2007) states that "Teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand" (p. 7-8). Besides that, Herlina and Holandyah (2015) also state that "Teaching is the process to guidance the learners to reach the goals and to make average learner capable of competence and performance" (p. 109).

While Al-Qur'an Surah Ali-Imran Verse 79 explains the importance of teaching:

مَا كَانَ لِبَشَرٍ أَن يُؤْتِيَهُ ٱللَّهُ ٱلْكِتَـٰبَ وَٱلْحُكْمَ وَٱلنُّبُوَّةَ ثُمَّ يَقُولَ لِلنَّاسِ كُونُوا۟ عِبَادًا لِّى مِن دُونِ ٱللَّهِ وَلَـٰكِن كُونُوا۟ رَبَّـٰنِيِّـۧنَ بِمَا كُنتُمْ تُعَلِّمُونَ ٱلْكِتَـٰبَ وَبِمَا كُنتُمْ تَدْرُسُونَ ﴿٧٩﴾

"It is not for human (prophet) that Allah should give him the Scripture and authority and prophethood and then he would say to the people, "Be servants to me rather than Allah," but (instead, he would say), "Be pious scholars of the Lord because of what you have taught of the Scripture and because of what you have studied". (Q.S. Ali Imran: 79)

The surah Ali-Imran explains about the importance of teaching and studying inside and outside family. Then, Allah commends to all humans to be pious scholars by teaching and studying.

Alqahtani (2015) claims "Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it" (p. 23). Purwati (2017) also adds that A good teacher will teach a great teaching and will make the students become a good learner" (p. 85).Besides, Saswandi (2014) says "Teachers have the others role in teaching learning process, such as motivator, evaluator and facilitator" (p. 33). So, teacher as facilitator in learning process should think creatively and make students interested in learning process. One of the best ways that can be used by teacher is using media to support the teaching learning process.

Media is one of the best ways especially for teaching English. According to Arsyad (2015), "Media means that something used to convey teaching message" (p. 3). Media is used to describe the ways to convey messages and information. Akufah (2012) says that "Media such as cassette, VCD, video or film, etc can use to improve listening comprehension skill" (p. 46)

Film is a good alternative medium for teaching English. Moreover, Akufah (2012) says that "Film is an interesting media which given audio visual that can make understandable runs well. Berk (2009) assumes that using film can be a stimulant to find imagination in order to improve students' ability in listening. Then, they will engage, not feel bored and get listening comprehension improvement. Rafikadilla and Syafei (2013) say that "Watching animation film makes students easily get the concept of language lesson" (p. 280). Akmala (2011) also states that using animation film make the students more concentrate to the teacher's explanation.

Based on the description above, it is still important to focus on this issue. Therefore, the researcher would like to conduct a study entitled "**Using Animation Film to Improve Listening Comprehension Achievement of the Eleventh Grade Students of SMA N 11 Palembang**".

1.2. Problems of the Study

Based on the background above, the researcher formulates the problems of the study into the following questions:

1. Was there any significant difference on the eleventh grade students' listening comprehension achievement in good category who are taught by using animation film and those who are not of SMA N 11 Palembang?

2. Was there any significant difference on the eleventh grade students' listening comprehension achievement in average category who are taught by using animation film and those who are not of SMA N 11 Palembang?

3. Was there any significant difference on the eleventh grade students' listening comprehension achievement in good and average categories who are taught by using animation film and those who are not of SMA N 11 Palembang?

1.3. Objectives of the Study

The objectives of this study are to find out:

1. whether or not there was a significant difference on the eleventh grade student's listening comprehension achievement in good category who are taught by using animation film and those who are not of SMA N 11 Palembang.

2. whether or not there was a significant difference on the eleventh grade student's listening comprehension achievement in average category who are taught by using animation film and those who are not of SMA N 11 Palembang.

3. whether or not there was a significant difference on the eleventh grade student's listening comprehension achievement in good and average categories who are taught by using animation film and those who are not of SMA N 11 Palembang.

1.4 Significance of the Study

The result of this study will hopefully be useful for the teachers in the school to apply this strategy when teaching listening and can choose the suitable strategy in teaching English. Then, it will also help the students of SMA N 11 Palembang to improve their listening comprehension achievement. Next, for other researchers, it is expected that this study to be references to get information about teaching listening comprehension by using animation film. Finally, this study can add the knowledge of the writer himself and it is expected to give contribution to enlarge the writer's experience of conducting an educational research.