

CHAPTER I

INTRODUCTION

A. Research Background

English as one of international languages in Indonesia has an important role in education. Based on government rule number 32 year 2013 subsection 70 verse 3 and 5, English becomes one of subjects in national examination for junior and senior high school. Its importance also shows that according to Minister of Education and Culture Decree No. 69/1967, English becomes one of compulsory subjects taught from junior high school up to university. Further, Harmer (2007b) states that probably the greatest number of language learners in the world are caused by the school curriculum whether they like it or not.

English learning enhances listening skill. According to Devine (1981) listening is the primary means by which incoming ideas and information are taken. By listening, the students can get the material that is given by the teacher. In the process of EFL learning, listening is the most frequently used language skill in the classroom ((Ferris, 1998); (Murphy, 1991)). Both teachers (Ferris & Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings.

Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Truesdale, 1990). However, Dunkel's (1991) study reported that international students' academic success in the United States and Canada relied more on reading than listening comprehension. The primary goal of the teaching of English as a foreign language (EFL) was to equip students with abilities in reading English texts (Cahyono & Widiati, 2015). With the introduction of the 2004 English Curriculum as well as the establishment of the Standard of Content (Depdiknas, 2006), EFL instruction is expected to meet the demand to master all the four language skills (*reading, writing, listening, and speaking*), and these four skills need to be taught in an integrated way (Cahyono & Widiati, 2015). In reference to listening in particular, an emerging notion is that listening comprehension may be the key fundamental skill that has

not been adequately understood (Morley in (Celce-Murcia, 1991)). Thus, the importance of listening in classroom instruction has been less emphasized than reading and writing. Nevertheless, it is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

The similar problems existed in MTs Athohariyah Pakenjeng, Garut. According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Osada (2004) stated that listening is not very important for both teachers and learners and teachers test not to teach listening and learners learn listening not listening comprehension. Consequently, it remains the most neglected aspect of language teaching. Hamouda (2013) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems.

In this review paper, the researchers reviewed the strategies of listening comprehension and then identified the learners' listening comprehension problems when listening to oral texts. This paper intended to increase teachers' consciousness of these difficult areas in listening comprehension so that suitable and effective actions can be adopted. It is hoped that the findings of this review paper provide good views for the teaching and learning of listening comprehension for both teachers and learners.

The listening standards are particularly difficult for the EFL learners where their exposure to English is limited. In order to cope with these challenges, teachers have to properly organize their listening lessons prior to the class. They need to carefully design their teaching strategies in order to successfully transfer the listening materials and skills to their EFL listening students (Nasri et al., 2018). In

this era of technology explosion, teaching and learning is often infused with the use of Internet. A (2019) stated that the use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool or method across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies.

The results of past research are mixed. For example, Markham (1993) found that captions were more helpful to advanced learners when the video materials were more abstract or complex. He concluded that for intermediate to advanced learners, captioning should be used only when the video material is difficult for the learners. Guillory (1998) found that captions are beneficial for beginning-level learners. However, she found that beginning-level students benefit more when only key words are presented as captions, rather than having entire sentences (i.e., the full text of what was spoken) presented on screen as captions. She noted that key-word captioning might be better for beginning-level learners because it may not impose as large of a cognitive load. Taylor (2005) looked at whether captioned video was beneficial for beginning-level learners. Two groups of Spanish learners, one in their first year of Spanish and one with three or four years of Spanish, watched a Spanish-language video with or without Spanish captioning. The groups' comprehension scores were compared. Third- and fourth-year students who viewed the videos with captions performed better than first-year students who also used captions, but scores for those who did not view captions did not differ regardless of level. Taylor interviewed the learners and found that those who used captions were able to describe how they used the pictures, sound, and captioning to understand the video. First-year students reported that they found the captions distracting and made it difficult to attend to sound, image, and captions. At the same time, like the third- and fourth-year learners, the first-year students expressed a positive attitude toward captions. The issue Taylor raised is whether, with exposure and practice, captioned

video could become a valuable comprehension aid for beginning language learners' comprehension.

The researcher was inspired to use video captioning to solve the problem in Mts Athohariyah Pakenjeng, Garut. Based on the background above, the researcher identified a number of problems in MTs Athohariyah Pakenjeng, Garut, some of which are as follows: (a) The students of MTs Athohariyah Pakenjeng, Garut have a limited vocabulary, (b) the speech speed of native speakers is too fast, (c) they do not understand the speaker's accent, (d) they have a low motivate to increase their listening skills, (e) they enjoy the learning process by watching a video, (f) English video captioning can establish positive values among students, (g) video captioning can increases understanding when learning English listening.

It is essential to define the problem in order to avoid misunderstanding and enhance comprehension of the issues under discussion. The purpose of this research was to investigate the extent to which video captioning can assist students in acquiring English listening skills; it was titled **“Using Video Captioning in Learning English Listening (A Pre-Experimental Study at Indonesia Ninth-Grade Students of Islamic Junior High School).”**

B. Research Questions

Based on the research background, there are some questions as follows:

1. What is the students' listening ability before the teachers use video captioning?
2. What is the students' listening ability after the teachers use video captioning?
3. Is there any significant improvement of the students' listening ability after the teachers use video captioning?

C. Research Purposes

Based on the research questions, there are research purposes as follows:

1. To find out the students' listening ability before applying video captioning.
2. To reveal the students' listening ability after applying video captioning.

3. To investigate the significant improvement of the students' listening ability after the teachers use video captioning.

D. Research Significances

The field of this study is intensely expected to carry out some significance of teaching and learning speaking as follows:

1. Theoretical Significance

Theoretically, this research can be used as a reference for future researchers who are interested in this topic. This can be a source for increasing the ability of researchers to develop more results.

2. Practical Significance

Practically, this study is expected to help students improve their listening skills. Also, give students an advantage about the problems they usually face in listening, and they become aware of practicing English more. This study is expected to help teachers to dig up more information about the importance of using video captioning in learning English listening. This study is also expected to help future research and general knowledge as a reference to apply video captioning to alternative teaching segments, especially for teaching listening.

E. Rationale

Listening is a crucial aspect of communication. Listening is the most significant skill for language learning, according to Morley (2001) and Rost (2001), referenced in Gilakjani (2016), because it is most commonly used in everyday life and develops quicker than other language skills, implying that it facilitates the development of other language abilities.

Listening One of the most fundamental abilities in English language learning is listening (Abbas & Narjes, 2016). Many experts have defined listening; Abbas and Narjes (2016) stated that listening is a process of receiving what the other person is saying. Speaker says, expressing and demonstrating meaning, and determining the fair value with the speaker Participation, creativity, and empathy

are used to ask questions, as well as to create meaning. Meanwhile, according to Brown and Yule, as cited in Rahayuningsih (2010), listening is important. The act of paying attention to and attempting to understand what others are saying hear. This notion is backed up by Rost (2011), who claims that listening is a process. People's attention causes it to be triggered. Attention is a psychology word for an activation of the senses. The brain uses neural connections to efficiently organize incoming stimuli. On Rost (2011), on the other hand, claims that hearing is an active part of language. Learning. Listening is used in a variety of language acquisition activities both in and out of the classroom. Listening skills will be the foundation for the development of other language abilities. Teachers can assist learners in their overall language development if they are aware of the relationship between listening and other abilities and consistently demonstrate these links to participants.

According to Richards, John Platt, and Heidi Platt (2000) and Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Osada (2004) expressed that listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. According to Morley (2001) and Rost (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills. (Gilakjani & Sabouri, 2016).

As defined by Oxford (1993:206) cited in Arvelo (2010), listening is a complex problem-solving skill and it is more than the just perception of the sound. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Saricoban (1999:26), listening is one of fundamental language skills. It is a medium through which children, young people, and adults gain a large portion of their information, their understanding of the world and human affair, their ideas, and sense of values. Saricoban (1999), for example, argues that listening is the ability to identify and understand what others

are saying. He claims that this involves understanding a speakers' accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. For learners, listening is how spoken language becomes input, i.e. it is the first stage of learning a new language. In the classroom, this happens through listening to the teacher, listening to a CD or tape or watching a video, and listening to other learners. 23 According to Moulic (2012:42), listening has to be able to: a. Recognize sounds, words, and phrases. b. Get a general idea, remember salient points and predict what's coming next. c. Understand the discourse type or genre you are listening to. d. Get used to listening to the difficult type of people for differing lengths of time. e. Screen out what you are not interested in and focus on what you are interested in. f. Deal with accents and dialect. g. Interpret a message against a background of expectations and respond accordingly. From the statement above listening is one of the most important language skills. Listening is a creative skill in order to comprehend the sounds falling on ears, it takes the raw material of words, the arrangement of words, and the rise and fall of the voice, and this material creates significance.

Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a language forerunner. Listening, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering, evaluating, and responding. But with the advent of communicative language-teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more attention in a language learning setting. To facilitate listening skill the students need to replay many times in particular segment in hearing the audio to organize the word leisurely and clearly (Munawir, 2016).

According to Vandergrift (2007), "captions may be defined as redundant text that matches spoken audio signals and appears in the same language as the target

audio” (p.79). Captions and subtitles are not the same Captioning emerged in foreign language classrooms in the 1980s as a method of supporting listening comprehension that: increased learners’ attention, reduced anxiety, increased motivation, and provided students with immediate verification of what was heard (Froehlich, 1988). A large number of studies (e.g., Leveridge & Yang, 2012; Vandergrift, 2007) have pointed out the role of multimedia in helping the implementation of captions. Some researchers (e.g. Garza, 1991; Hwang, 2004; Markham, 2000–2001; Robin, 2007; Stewart & Pertusa, 2004 as cited in Leveridge & Yang, 2013) believe that understanding of the second language content can be easier by the implication of captions. Moreover, studies indicated that learners held positive attitudes toward captions (Froehlich, 1988). However, how the removal of captioning support affected the learners, was still in vague in these studies.

In the late 1990’s Guillory (1999) investigated the effects of different modes (audio only, keyword captions, and full captions), of captioning on learners’ comprehension, and the study indicated that full captioning was significantly beneficial. This finding created a rationale for the use of captions. Learners became accustomed and tended to rely on captions, experiencing negative affective states when the captions were unavailable. More recently, studies have focused on how captions benefit learners at various levels of proficiency (Winke, Gass, Sydorenko, 2010).

F. Hypothesis

This study is pre-experimental. It has two variables, which are the use of video captioning and English Learning Listening. To study the influence of video captioning to English Learning Listening, two hypotheses were made. Hypothesis is a prediction of what the researcher assumes to discover in the research. There are two types of hypotheses: null and alternative hypotheses. Null hypothesis is a prediction about the population and is typically stated using the language of no difference (or no relationship or no association). In this study, the two hypotheses are as follows:

Figure 1. 1 The Hypotheses

Ho: There is no significant improvement of student's skill after using video captioning in learning english listening

Ha: There is a significant improvement of student's listening skill using video captioning in learning english listening

The two hypotheses are answered with paired t-test. Paired Sample t-Test is known as Non-independent sample t-test. t-test for non-independent samples is used to compare groups that are formed by some types of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments (Gay et al., 2012).

G. Previous Study

There are two previous studies related to this research. The first previous study is from Gowhary et al. (2015) *The Use of Investigating the Effect of Video Captioning on Iranian EFL Learners' Listening Comprehension*. Participated in the study. The students were randomly assigned to two groups to receive treatments. Both groups watched 10 short episodes (20 minutes) of an english instructional videotape. The difference between these groups was in presence of the caption of the film; that is, the experimental group watched the film with english caption and the control group watched the film without caption. The result from this research is The results of the post-test multiple-choice exam revealed that using captions had a significant effect on students' listening comprehension and those who received the English captions outperformed the other groups. Based on the obtained results, it was concluded that providing captions for Iranian EFL learners could be helpful in overcoming some of their listening comprehension difficulties.

The second previous studies is from Kim (2015) that discussed about the *using authentic videos to improve EFL students' listening comprehension*. This study consists of 86 participants who enrolled in English listening courses for the summer session in 2012. Students were divided into three classes according to the TOEIC scores since the number of students was limited 30. The result of this present study shows that according to the results of the paired sample t-tests, statistically significant differences were found in the intermediate and the advanced proficiency

groups. However, the students in the low proficiency group did not show any significant differences between the two tests. To investigate the effectiveness of using video resources on listening improvement, it turned out that teaching listening with videos was positive for students whose English proficiency was ranked at intermediate or above.

