

CHAPTER I INTRODUCTION

This chapter elaborates on the background, the research questions, the research purposes, the research significance, the scope of the research, conceptual framework, and previous research.

A. Background

Listening comprehension is considered as difficult skill among EFL students who struggle understand the target language when listening to a native speaker. It is difficult for them because native speaker tends to speak fast in their daily communication. According to Underwood (1989), students experience considerable difficulties in listening comprehension because they cannot control the speed of spoken delivery.

Furthermore, some EFL students find listening difficulties due to the demand for concentration and catching the meaning of the context. In a study by Kim (2015), fast speech becomes an issue for EFL participants to understand listening comprehension. After conducting a deep conversation with English teachers of Mts Al-Mu'awanah Majalaya, the researcher found that the students had difficulty in acquiring the four skills especially in listening. The students found it was hard to catch the words in English if native speakers deliver the speech in fast speech.

One of the ways to overcome this problem is by giving students appropriate source material from authentic videos. Videos as learning materials have received much attention from educators, and their effects have been reported positively in various areas. Executive research has been conducted into the possible consequences of using videos to enhance language learning: to provide a rich context for authentic discourse, improve listening comprehension, enhance learners' achievements and motivation, and acquire a better understanding of non-verbal expressions (Kim, 2015).

Harmer (2001) declared that one of the most important benefits of video materials is that foreign language learners can listen to the expressions and observe and interact with them to comprehend. Moreover, Van Duzer (1998) stated that video materials applied in educational settings provide real situations, intonation, and accurate pronunciation and permit the learners to be exposed to a real context; similarly. Rammal (2006) said that using video materials in an EFL setting can motivate students to experience real feelings to expand their understanding of the situation in the video. Authentic video attracts students to focus on the visual while listening to the context. Using original video as an audio-visual aid was a successful method to improve the teaching of listening (Rismawati, 2017). Learning English as a second language causes any difficulties to students in comprehending learning materials. The teacher should find an appropriate method to improve students' listening.

The researcher took the previous study from other researchers regarding authentic video strategy. First, research by Kim (2015) concluded that in the intermediate and advanced proficiency groups, the students' listening skills increased significantly after learning with videos. In addition, listening improvements among the intermediate and advanced students were much more significant than those of the low-proficiency group. Second, research by Chia-Pei Wu (2020) explored the implementation of authentic video materials in the EFL listening classroom. Wu used TED talks as authentic video material in his research. The result of the study showed that most students considered that they improved their listening comprehension after the TED talks video.

However, this research is different from the previous research. In the first previous research, the researcher divided the students into groups. The researcher used TED talks to teach listening comprehension as authentic video material in the second previous research. While this research; focuses on individual listening comprehension by using movie clips as authentic video material. Due to these reasons, this study focuses on **"EFL Students' Responses toward the Implementation of Authentic Video to Improve Listening Comprehension."**

B. Research Questions

The problems in the background are formulated into the following questions:

1. How is the use of Authentic Video implemented to enhance EFL students' listening comprehension?
2. How do students respond to the use of Authentic Video in enhancing EFL students' listening comprehension?

C. Research Purposes

From the research questions above, this research aimed at obtaining the following objectives:

1. To find out the implementation of using Authentic Video in improving EFL students' listening comprehension
2. To find out students' responses to the use of Authentic Video in enhancing EFL students' listening comprehension

D. The Significance of the Research

The study is expected to become a source of information about how authentic video is used to improve students' listening comprehension. Besides, this research also aims to give some ideas and understanding to English teachers about the importance of using authentic video as media in Teaching English.

Practically, this research gives significance to:

1. Students

The result of this study is intended to help students improve their listening comprehension by implementing an authentic video.

2. Teachers

This study supports all teachers in order to consider students' listening comprehension and establish the best strategy in the teaching learning process to reduce students' gaps and increase their potency in learning English, especially in listening comprehension.

Theoretically, this research might be helpful information for curriculum planners to evaluate and improve students' listening comprehension.

E. Scope of the Research

The objectives of the study are due to two factors. First, it is to know how authentic video is integrated into the learning process to enhance listening comprehension. Second, the research was conducted to determine how students responded to the authentic video to enhance their listening comprehension. The study's scope is limited to recruiting nine eighth-grade students in their second semester at MTs Al-Mu'awanah Majalaya Bandung. Observation in the classroom and interviews with the teacher would be employed to answer the first questions. The observation was conducted for two days. From Monday, April 19th, 2021, through Tuesday, April 20th, 2021. The authentic video used in the learning process is taken from a movie, and the videos were taken from two different movie titles. The first movie's title is "SpongeBob SquarePants," and the second is Ratatouille." The videos were chosen because most students were familiar with the film. In addition, the movie fulfills the learning objectives because it relates to the narrative text material.

F. Conceptual Framework

Listening is an ability to help people comprehend word by word spoken by others. Underwood (1989) defines listening as an activity focusing on understanding the meaning of what is being heard. In teaching English, listening is one of the skills that students should possess to understand teachers' explanations clearly. According to Brown (2006), students with good listening skills have a better ability to participate effectively in class because they understand the explanations from their teacher better than other students. Listening and reading are included as receptive skills. It means both are the target language input for EFL students. Gass & Selinker (2001) state that even though the input from listening and reading alone is not enough in language acquisition, input is needed for second language learning (foreign languages).

Listening comprehension does not only concern with the ability of what is being heard; it is related to the product of teaching methodology. Listening comprehension is a product of teaching methodology, and it is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception (Dirven & Oakeshott-Taylor, 1984). According to Kim (2015), second language (L2) listening comprehension is a complex process. It means listening related to how people pay attention, develop an understanding, respond to the information, and memorize the interaction. To sum up the statements above, listening comprehension is not a simple skill to be mastered by people, especially people where English is not the first language. Improving second language listening skills is not easy because learners have to process both content and linguistic knowledge simultaneously while listening.

Authentic material is created based on real situations and not specifically for educational purposes. According to Nunan (1999), authentic material is a spoken or written language data produced in genuine communication and not written explicitly for language teaching. Authentic materials are replete with offering real situations that are not designed for language teaching but can assist the EFL, or ESL learners get different expressions and vocabulary items, thus interacting with the language as it is employed in an actual situation (Mohammed Alhaj & H. Albahiri, 2020). Using authentic material as a tool in teaching listening establishes an understanding for EFL students of the actual context. As a result, it provides students with comprehension of the teachers' material.

Audiovisual is one of the recent technologies acquired in educational areas. Using audio-visual aid in teaching English is beneficial. Audio-visual materials can enhance students' concentration on the information. Applying video materials in teaching activities brings some benefits, especially in foreign languages. According to Mohammadian et al.(2018), a great benefit is that video materials can concentrate on information that cannot be presented in a traditional classroom because of constraints such as size, location, costs, etc. There are variations of audio-visuals that can be used as a medium to teach English. Several learning resources can be considered audio-

visual aids viz: television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-assisted instructions (Ahmad, 2013) cited by Rismawati (2017).

EFL students are forced to possess speaking and listening skills to achieve successful communication in English. However, to possess the ability to speak and listen, students should adapt to the actual situation of English. Authentic Video in teaching listening comprehension plays a role as a student medium in dealing with the actual situation of English. In improving students' familiarity of English words said by native speakers, authentic video is useful. Rismawati (2017) authentic video was selected to enhance the students' familiarity with normal rates of speaking English by native speakers. By using authentic video EFL students are able to get clear information of the context. Nunan (1999) makes the point that learners should be fed as rich a diet of authentic data as possible. He asserts that if they only ever encounter contrived dialogues and listening texts, their learning tasks will be made more difficult in real life.

Due to the explanation above, it can be concluded that authentic video can reduce the issue of listening comprehension. To help students use authentic videos, teachers should take the role of a facilitator.

G. Previous Study

Several studies discuss using authentic video to enhance students' listening comprehension. First, a study by Kim (2015) investigates the effect of video resources on improving listening comprehension. Eighty-six (86) students enrolled in a summer session at a Korean university participated in the study. The students are divided into three groups based on the score TOEIC, which consists of low, intermediate, and advanced groups. Each group studied the same lessons using authentic video materials. To investigate the improvement of students' listening comprehension, the researcher uses pre-and post-test design. In addition, a questionnaire investigated students' perceptions toward using video resources. In the intermediate and advanced

proficiency groups, the students' listening skills increased significantly after learning with videos. In addition, listening improvements among the intermediate and advanced students were much more significant than those of the low proficiency group. As for students' perceptions toward using video resources for improving their English listening skills, they responded positively.

Second, the research conducted by Rismawati (2017) discusses the influence of authentic video in teaching English listening. This research aims to investigate the impact of using authentic videos as audio-visual aids for teaching listening for ESL. The population of this study was the second-grade students of State Senior High School 4 (SMAN 4) Banda Aceh. This research employed a true experimental method with two groups, an experimental group (EG) and a control group (CG). The EG was taught by using authentic video, while the CG used audio Compact Disc (CD) as the teaching aid most often used by ESL teachers in teaching listening. As a result, there was a significant improvement in listening achievements after using authentic videos treatment.

Third, Hardiah (2019) research investigates the improvement of students' listening ability by using audio-visual media. The samples of this research are students of English, University of Bengkulu Diploma Program who take the course listening for the lecture. This study was conducted in two cycles of progress: planning, observation, action, and reflection. Audio visual media can improve the focus and concentration of students in listening courses. In addition to the use of audio-visual media, the selection of the topic material also influences the results of students' listening comprehension. Moreover, collaborative learning methods are also applied to stimulate student activeness in the classroom.

Fourth, the previous research with the title " The Influence of Authentic English Video Clips on Students' Listening Comprehension" a studied by Muslem et al. (2018). Therefore, this paper aimed at investigating the effects of using authentic English video clips to improve listening comprehension among EFL students in Aceh, Indonesia. A quasi-experimental group design with non-randomized pretest-posttest control was

employed in this study. The sample of the study were 68 second-year students of State Senior High School 4 Banda Aceh. The experimental group was treated by using authentic English video clips and the control group was taught by using audio compact disc (CD). A listening test was used as an instrument to collect data. Analysis of variance (ANOVA) was used to analyze the data collected. Results showed that the use of authentic English video clips significantly improved students' achievement in listening comprehension in comparison to those taught by using audio compact disc (CD), i.e., there was a significant difference between students who were taught by using authentic English video clips and students who were taught by using audio compact disc (CD) in terms of listening comprehension.

However, this research is still different from the previous research conducted. The previous research focuses on the significance of students' listening ability before and after being taught by original video. This research is conducted on the specific process of authentic video to enhance students' listening comprehension and students' responses to the implementation of authentic video as a media to improve students' listening comprehension.

