

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problems, objective of the research, significance of the research, rationale, hypothesis, and previous studies.

A. Background of The Research

This research aims into investigate the teaching and learning processes in one of Tanjungsari's vocational high schools. The purpose of this research is to examine the student's listening skills using authentic VOA video material and how the listening to English teaching process without authentic VOA video as learning material. In addition, this research also refers to previous studies that clarify the focus of the research.

Listening is essential to other skills: reading, writing, and speaking. According to Yılmaz & Yavuz (2015), listening is an inseparable second skill of learning a language without a doubt. To be successful in listening, learners should take notes such as taking notes during listening, practicing or having methods for feeling relaxed during listening and with a teacher. Such as the theory of Jyoti (2020) states that we can provide students with various listening activities. Therefore, to achieve success in necessary listening skills and authentic material in Learning using VOA video as in Liu (2016), the listening section comprises four parts, understanding a passage, understanding short conversations, understanding a long discussion, and understanding a long discussion radio program. All parts are part of authentic material.

Hinkel (2006) states that in an interactive four-skills curriculum, the first teachers should consider the importance of techniques that specifically develop listening comprehension competence. The second principle is that teachers must use motivating techniques. To attract students' interests and goals, the teacher must consider students' experiences, abilities, and dreams in designing the lesson. The third principle is to use authentic language and context to enable students to see the relevance of class activities to their long-term communicative goals. The last is to carefully consider the form of listeners'

responses to see whether their understanding is proper. A teacher should also have an excellent strategy for making students believe that learning English is enjoyable and straightforward (Jack C, 2001). A significant aspect of the successful implementation of curriculum changes is the teacher. One of the strategies is using video material, and video is a popular technique for engaging students and improving their learning experience. A movie can now be made and edited by anyone with a digital camera, webcam, tablet, or smartphone. Statistics from YouTube show that video is widely used online, with over 4 billion hours of video watched each month and 72 hours of video posted per minute (Youtube, 2013) cited in Fatma Riftiningsih (2018). Videos are an excellent method for explaining and elaborating concepts, demonstrating a procedure, or seeing learning in action. Because videos are a rich source of talk and discourse by English speakers, they can be used as an alternative instructional method for teaching listening, and this can make pronunciation much easier to understand (Worthington & Bodie, 2017). Based on Mursyidto (2014), using video resources in the classroom might boost students' enthusiasm to learn by exposing them to various events that can help them understand similar real-life situations. And this research using authentic VOA video to improve students listening skills. Based on Astuti et al (2020), VOA (Voice of America) learning English video is an American broadcasting show explicitly made for English learners with native English speakers and a slower speech pace than usual. Besides, when the material is interesting, students are more likely to engage with it and learn it. Therefore, VOA videos are suitable for teaching English in Indonesia (Nan & Mingfang, 2009).

However, this research differs from previous research because of the authentic materials in the form of Voice of America (VOA) videos in English subjects. The tests are used to stimulate students to determine the stability of the class in SMK Tunas Sinar Mandiri, Tanjungsari Bogor. Then the methodology used is quasi-experimental.

B. Research Problems

From the observation above, this study is intended to answer the following research questions:

1. What are students' listening skills using authentic VOA video?
2. What are students' listening skill without using authentic VOA video?
3. Is there any significant difference between students' listening skills using authentic VOA video and without authentic VOA video?

C. Research Objectives

From the research problems above, this study is aimed at obtaining the following objectives:

1. To find out how students' listening skills using authentic VOA video.
2. To find out how students' listening skills without using authentic VOA video.
3. To find out whether there is a significant difference between students' listening skills using authentic VOA videos and without authentic VOA video.

D. Significance of the Research

This research is expected to provide information to teachers and students regarding listening skills using authentic VOA video material. Besides, it is also likely to enlighten teachers about using authentic material in students' listening skills. Using authentic materials will give students more information and knowledge about listening in English. This study is meaningful for the following reasons:

1. Students

The results of this research are expected that students can improve their listening skills by using authentic VOA video material.

2. Teachers

The holding of this research is expected to enlighten the teacher to reconsider the material and strategies that the teacher must do in the classroom to remind students of listening skills.

This research can be helpful for teachers and students to re-evaluate work results and improve EFL students' listening skills.

E. Rationale

Listening is a skill in understanding that requires complete concentration because it can affect speaking skills. Furthermore, listening is an active skill because we need to pay attention to others, including explanations, questions, and opinions (Gebhard, 2000, p. 143). According to Halone, Cunconan, Coakley, & Wolvin (1998), cited in Worthington & Bodie (2017), listening is recognized as a multidimensional construct that consists of the complex:

1. Affective processes, such as being motivated to attend to others.
2. Behavioral techniques, such as responding with verbal and nonverbal feedback.
3. Cognitive functions include listening to, understanding, receiving, and interpreting content and relational messages.

Interaction is essential in language learning since it allows students to practice communication skills (Toro et al., 2019). The teaching and learning situation underwent a paradigm shift in communicative language teaching (CLT) in the late 1970s. Since then, the classroom language has been dramatically artificial to authenticity with a view of developing language learners' communicative competence by linking language to the reality of the outside world. In the past few years, with the development of various technologies, the pedagogical world has witnessed a significant change, offering more opportunities for language teachers to apply authentic materials in language classrooms. One of them is using VOA video material (Liu, 2016). According to Mandasari (2016):

1. Authentic material is material produced by native speakers of the target language.
2. Authentic material must introduce English in the actual context used by native speakers, increase student knowledge, improve the English competence of students, both oral and written, add student vocabulary, teach

native speaker culture, improve students' listening skills, motivate students to learn, motivate students to learn independently.

3. Authentic material is essential because it encourages students and provides some aspects of English students can learn.
4. Authentic materials are considered carefully chosen before being taught to students.
5. Authentic material can also be used with songs that attract students' interest.

Authentic material has been issued since English emerged. Because of the role of English as part of the lessons they need to pass on the exam (instrumental) but also the presence of international society in domestic education, workplaces, and tourism which raises the awareness of English language learning in actual use intrinsic (Halim et al., 2018). According to Mishan (2005), it is much more possible for language teachers to use authentic materials in the classroom than twenty years ago, primarily because of the increased availability of authentic materials via various technical means, especially the Internet. However, based on Cadierno & Eskildsen (2015), Many teachers still work in environments with an emphasis on accuracy that excludes spontaneous language in the classroom. Therefore, using VOA video material in literal listening subjects can help avoid stiffness when learning listening in the classroom and to find out how the language is used in real life.

On the other hand, the students will see how language fits in with functions and expressions more appropriately based on the situations. Some researcher conveys the advantages of exposing students to VOA video material. For example, Weyers (1999), cited in Liu (2016), examined the effect of the original video on communicative competence students, claiming that authentic television programs are valuable tools in improving students' listening comprehension and student output. Authentic language is also considered pedagogical, which is appropriate, engaging, and motivating for advanced students (Maley & Tomlinson, 2017).

F. Hypothesis

According to Creswell (2002), hypotheses are statements in quantitative research in which the investigator makes a prediction or conjecture about the outcome of the relationship among attributes or characteristics. The research should precisely predict a significant difference between using Authentic VOA video materia and without authentic VOA video. Moreover, this research has two variables; the first variable is authentic VOA video material as the "X" independent variable that influences the dependent variable. The second is students' listening skills as the "Y" dependent variable. The research hypothesis is proposed: "Using Authentic VOA Video Material to Improve Students' Listening Skills." The statistical hypotheses to be tested in this study are as follows:

$H_0: \mu_1 = \mu_2$ (there is no significant difference in students listening skills using authentic VOA video material).

$H_a: \mu_1 \neq \mu_2$ (there is a significant difference in students' listening skills using authentic VOA video material).

G. Previous Studies

A number of research about using authentic materials are found. The first research was by Nurfitri & Susilawati (2015), who found the research using the VOA video Learning English "Education Report" as valuable teaching material teaching speaking. This research was conducted with SMAN 7 Pontianak grade tenth students. The research method is pre-experimental. The t-test computation yields a more significant result than the t-table. It indicates that the researchers discovered that using VOA Video Learning English "Education Report" as a resource to teach speaking effectively significantly impacts students' speaking ability.

Liu (2016) carried out the second research, which examines authenticity in language teaching in EFL classes. This research demonstrates that teachers could use authentic materials in listening classrooms through material adaptation. An example from a published listening coursebook in the Chinese context is an example to illustrate this point. Teaching implications are also

discussed. For instance, employ authentic resources in class through graded work, and stay current on the concept by learning from existing literature

The last was done by Halim et al (2018), who investigated the students' perceptions of authentic materials in reading and listening activities. Learning English has progressed from traditional media to more complex and technology-friendly media. Online authentic materials are one of the media that is very accessible these days because of widespread internet connection. An English teacher at SMAN 10, Samarinda, used authentic materials for the last semester, citing the benefits of authentic materials and technology usage in classroom activities. This research used a case study method; questionnaires and semi-structured interviews were used to obtain data.

However, the current research is different from previous research because it combines the three types of research above; it uses authentic VOA video material to improve students' listening skills. The difference can also be seen in the method used. The quasi-experimental method is used in this research, while the previous research used the pre-experimental and case studies. Therefore, this research is different from previous research.