

CHAPTER I

INTRODUCTION

1.1 Background Of The Study

Listening was an important skill to improved in the language learned process. According to (Hamouda, 2013) said that among the four language skills, listening should been given the highest importance because it was a fundamental skill. It was the first and most important precondition for the skill of speaking, playing a crucial part in the process of acquiring I2 (Second, Foreign Language) (Barani, 2011). Oral communication in any language depends on a person's capacity to listened to and comprehend spoken language (Atasehnes & Izadi, 2012). (Alam & Sinha, 2009) further asserted that through out the history of efl teaching, the importance of listening had longbeen acknowledged. Thus, improving listening comprehension was essential for improving both language proficiency and general communication abilities. (Hwaider, 2017) .

However, it was regrettable that there was rarely any motivation to enforce listening skills in ordered to further develop them. Listening abilities had been largely disregarded in I2 learned, teaching, testing, and researched (Bakhtiarvand & Adninevand, 2018). In fact, argued that the elt method currently did not gave teaching the listening skill enough consideration. According to Osada (2004), there was not as much literature on listening comprehension studied as there was, said, on reading

comprehension. Therefore, efl teachers must keep in mind that such omissions may significantly hinder the process of learned a foreign language since efl students may been unable to properly establish and maintained contact. Without a question, listening abilities were crucial for studying and teaching English.

Nowadays, used technology to improved listening abilities was strongly advised for efl students anytime and anyplace. Not only had people's lifestyles changed in the contemporary digital era, but also teaching and learned methodologies. Similar to this, Sándorová (2013) claimed that the development of technology over the past 20 years had had an effect on education, especially the teaching of foreign languages. Technology was now often employed in education at all levels (Solano, Cabrera, Ulehlova, & Espinoza, 2017). Since ICT (Information And Communication Technologies) had permeated every stage of the educational process, according to Imonová (2016), applying contemporary technologies in teaching and learned I2 was now the norm in asinificant number of schools, universities, and other educational institutions. English as Foreign Language (EFL) students in the twenty-first century were constantly exposed to ict technologies (Cinganotto & Cuccurullo, 2016), which present excellent chances for both teachers and students to experience efl teaching and learned outside of the conventional classroom (Mulyono, 2016). With the aid of technology improvements, there were surely plenty of opportunities to practiced listening skills development .

One option for students to hone their listening abilities outside of the classroom was by watching authentic english videos. Outside of the classroom, they could practiced

their listening abilities. The following were some examples of engaging and practical authentic language materials for efl students: movies, tv shows, soap operas, and a wide range of video clips, particularly youtube videos liked vlogs.

According to what the researchers found out from PLP at SMA N 2 Tanjungpinang, the most of students said that listening was the hardest of the four english language skills for them to learned and improved. When teaching listening in the classroom, teachers usually only used sounded and speakers for the students to listened to. This made the listening exercises very boring and challenging for the students to understand, so that their achievement in listening became less.

After that, i noticed that they had improved their listening comprehension while watching english videos, which was how i used media to taught them to listened. For this reasoned, the researcher decided to found out how frequently high school students, specifically those in grade 10 at SMAN 2 Tanjungpinang, could improved their ability to listened by viewing authentic english videos as well as social media and video from websites. Therefore, the researcher was interested to conduct out studied with the title **"EFL Learners Listening Practice Using Authentic Videos At Tenth Grade Of SMA N 2 Tanjungpinang."** the findings were then expected to gave benefits and knowledgeto the process of teaching and learned, particularly in improving their listening achievement.

1.2 Research Question

The following studied questions on watching english videos outside of class had been developed to addressed this issue:

1. Do SMA N 2 Tanjungpinang students in grade 10 agree that they often watch native English videos to practice listening?
2. Do tenth grade students at SMA N 2 Tanjungpinang agree that provided through watching authentic English videos improved their listening skills?

1.3 Purpose Of Study

To found out and knew how often high school students, especially grade 10 students at SMA N 2 Tanjungpinang were competent at watching authentic english videos for improving their listening skills, and how frequently they view videos on websites liked youtube for video sharing, as well as social media networking websites.

1.4 Research Significancies

1) Theoretical Significance

Theoretically, by enhancing the current theory for teaching listening comprehension, this research could make a significant addition to the field of English language instruction.

2) Practical Significance

The researcher hoped that the result of this studied had been helpful for a number of people, including:

1. For teacher

Teachers, especially english teachers, would got benefit from this studied. Teacher's could considered used video as an alternative learned method to improved students' listening skills.

2. For students

To simplify and helped increase students' motivation to realized that more frequent used of videos from various websites would been better to helped improved their listening skills.

3. For other researchers

This researched was expected to provided new information and perspectives on technological advances in the form of videos in training students' listening skills, as well as suggestions for future researched.

1.5 Assumption and Limitation

The assumption of how often students watched videos for listening skills for grade 10 could increase teacher motivation in making the listening learned process more interesting by used videos. In addition, it was also expected to made students felt better and more enthusiastic about watching videos from various sites in learned materials related to listening. Therefore, the analysis of how often and how good it was to watched authentic English videos was limited to tenth grade language at SMA N 2 Tanjungpinang.

1.6 Definition Of Key Terms

To evade misconception, clarifications on several key terms were needed have been established. They were as followed as :

1) Authentic video

Authentic was something that was real, original, or legitimate. Video was a moving visual media. Then , authentic videos were videos that looked real. No matter who you were, where you were, or what resources you had in a video, if you were knowledgeable and passionate about your material and people could see it, then it was an authentic video. Authentic videos here were videos that came from today's social media web networks.

★ 2) Listening skill ★

Listening skill was the process of someone listening actively, entails understanding someone else completely in order to obtain accurate information from the speaker.

3) English as a foreign language (EFL)

When learned and used English in a country or region where it was not the major or native language, this was referred to as English as a Foreign Language (EFL). If it was not the native language or the main language there. It was employed when individuals who typically spoke a different language for instance, Indonesian learned and had to use English.