

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the realm of English as a Foreign Language (EFL) education at the junior high school level, developing listening skills is important for students' language proficiency and communicative competence. Although listening activities are crucial, teachers still struggle to motivate students to actively engage. Additionally, the reliance on traditional teaching methods involving students leads to a lack of motivation and interest in listening skills (Zhang & Hasim 2022).

Listening comprehension is a critical component of language learning, yet it is frequently cited as one of the most challenging skills for EFL students. Recent studies have highlighted these challenges. For instance, research indicates that EFL students often struggle with listening comprehension due to the complexity and speed of spoken English, unfamiliar vocabulary, and nervousness during listening activities (Katemba, 2022). Katemba (2022) noted that the speed of native speech is a significant barrier for EFL students, as it affects their ability to follow and comprehend spoken content accurately. Students often have a limited vocabulary, making it difficult for them to understand spoken English, especially when encountering unfamiliar words. Listening anxiety negatively impacts students' performance. The nervousness can cause mental blocks, making it difficult for students to focus and process the information they hear. This often results in poorer listening comprehension and reduced overall language proficiency. Studies need for strategies to manage and reduce this anxiety to improve learning outcomes.

Student motivation plays a critical role in effective language learning. However, many EFL learners have low motivation in learning, especially in relation to listening activities (Gardner, 2021). This decline in motivation is often due to the repetitive nature of traditional listening tasks and the lack of interactive and engaging learning settings. The monotonous environment of the exercises can make students feel bored and unchallenged, which negatively impacts their overall learning experience and progress (Zhang & Hasim, 2022). Motivated students are more likely to try harder, active in class, and achieve better results.

Problem-Based Learning (PBL) has emerged as a promising instructional approach that can enhance student motivation and engagement. PBL involves students working collaboratively to solve real-world problems, critical thinking development, and self-directed learning (Jang & Park, 2020). This method contrasts sharply with traditional rote learning by providing a more stimulating and interactive learning environment. Recent research has

shown that PBL significantly improves students' listening comprehension and critical thinking skills. For example, Gumisirizah et al. (2023) investigate the impact of integrating YouTube videos into a Problem-Based Learning (PBL) framework on students' academic achievement in physic, the study showed a significant positive effect on students understanding. PBL promotes active and self-directed learning by requiring students to define learning goals and seek out information independently. This approach is supported by the structure of PBL, where students take charge of their learning process, develop problem-solving strategies, and apply knowledge in practical contexts, thus preparing them for professional practice (Hmelo-Silver, 2021) . With the increasing availability and popularity of digital media, incorporating multimedia resources into education has become more feasible and effective. YouTube, in particular, has gained recognition as a valuable tool for language learning. It offers a many listening materials that can make learning more engaging and relevant for students. Recent studies have shown that the integration of YouTube videos in language instruction enhances students' academic achievement. From Gumisirizah et al. (2023) we can know that YouTube videos and PBL is a good combination, but the study only focus on physics students and academic performance. Also the study from Hadi & Izzah (2018) shows that PBL enhanced listening comprehension but lack of interest in Students of Primary School Teacher (PGSD). Based on that research, the researcher combine PBL with YouTube media to improve listening and motivation in junior high school students.

Combining PBL with YouTube media presents a good approach to address the motivational challenges faced by junior high school students in listening activities. Students of SMP Negeri 3 Gresik have limited motivation in learning English, meanwhile this school is one of the favorite schools in the center of Gresik city. By situating listening tasks within the context of real-world problems and utilizing engaging multimedia content, students can more motivating in learning. This study aims to investigate the impact of using problem-based learning combined with YouTube media on improving students' motivation and listening skills in a junior high school setting. By integrating these innovative teaching strategies, the research look for the provide insights into more effective approaches to language instruction that can better meet the needs and interests of young learners.

1.2 Research Question

1. How is the effect of problem-based learning (PBL) with YouTube media on listening comprehension skills of junior high school students?
2. How is the effect of problem-based learning (PBL) with YouTube media on motivation of junior high school students?

1.3 The Objective of The Study

1. To know the effectiveness of PBL and YouTube media on the listening comprehension skills of junior high school students.
2. To know the effectiveness of PBL and YouTube media on the motivation of junior high school students.

1.4 Hypothesis

Null Hypothesis (H0): The integration of PBL with YouTube media does not have a significant effect on the listening comprehension skills of junior high school students.

Alternative Hypothesis (H1): The integration of PBL with YouTube media has a significant effect on the listening comprehension skills of junior high school students.

1.5 The Significant of The Study

This study holds significant implications for English as a Foreign Language (EFL) education in Indonesia, particularly at the junior high school level, through the integration of problem-based learning (PBL) with YouTube media. The study aims to contribute valuable insights to the literature and educational practice by:

1. **Enhancing Learning Motivation:** Exploring how the integration of PBL with YouTube media can enhance students' motivation in English listening activities. High motivation levels can encourage active student participation and improve learning outcomes (Suryani, 2020).
2. **Improving Listening Skills:** Evaluating the impact of PBL combined with YouTube media on students' listening comprehension skills. Effective listening skills are essential for effective communication (Marcellino, 2019).
3. **Promoting Innovation in Learning:** Investigating students' perceptions of using PBL with YouTube media to enhance their engagement in English listening activities. Understanding students' perspectives can inform the development of more relevant and engaging learning strategies (Juwitasari & Rizkina, 2020).
4. **Informing Educational Policy:** Providing evidence-based insights for the development of educational policies that support the use of digital technologies and active learning approaches in EFL classrooms in Indonesia (Marcellino, 2019).

By addressing these aspects, the study aims to contribute relevant development of English education in Indonesia, particularly in improving the quality of learning and student motivation at the junior high school level.

1.5 Definition of Keyterms

1. **Problem-Based Learning (PBL):** Problem-Based Learning is an instructional method where students learn by actively engaging in real-world problems and challenges. It emphasizes critical thinking, collaboration, and self-directed learning (Marcellino, 2019). This approach makes learning more relevant and enjoyable.
2. **YouTube Media:** YouTube is a video-sharing platform where users can upload, view, and share videos. In educational contexts, YouTube serves as a valuable resource for accessing a wide range of authentic listening materials and educational content (Mahamood & Sohail, 2019). By YouTube media, learning activities become fun and utilizing technology.
3. **Motivation:** Motivation in educational environments is the internal drive that prompts students to engage in learning activities. It impacts their level of effort, determination, and success in meeting educational goals (Suryani, 2020) . Motivation is a very important thing in learning for students to achieve the competence.
4. **Listening Skills:** Listening skills encompass the capability to comprehend and interpret spoken language. Mastery of effective listening is essential for successful communication and language proficiency (Field, 2021). Good listening skills not only improve understanding but also help people follow and interpret spoken language more effectively.
5. **Traditional Teaching Listening :** In traditional teaching of listening, the teacher explains the topic, introduces relevant vocabulary, and then plays a pre-recorded audio or reads aloud (Saedi & Yusefi, 2020). This method focus on improving students' ability in accuracy and understanding language structure rather than interactive and communicative skills.