CHAPTER I

INTRODUCTION

This Chapter Discuss on the background of the study, purpose of the study, significant of the study, and definition of the key terms.

1.1 Background Of The Study

In the new era of globalization, the quality of education is needed today. There have been many educational progress in Indonesia, especially at Senior High School level. English learning is obligation learning in the high school curriculum. There are four skills in English, namely speaking, listening, reading and writing that must be learned in learning English in high school level. One of them is listening skill.

Listening skills are productive skills which are no less important than other skills. There are many students in Senior High School who still have difficulty in teaching listening. The first according to Raihan Maulida (2018) in title "An Analysis of Students Difficulties in Learning Listening". This study was to find out the problems that students faced in learning listening skill in students Senior High School Negeri 11 Banda Aceh. And the result found there are four factors that students have difficulties in listening because the first students have limited learning time, second is supporting facilities in the school, third students have limited vocabulary mastery, and the last paralinguistic features such as the accent, noise, rate of delivery, pronunciation and intonation. Most of time, the speakers in audio recording spoke with fast speed and the students could not control the speed of audio. But still found problem in this research that students are required to bring an English dictionary. The researchers suggest to use a book dictionary or using a dictionary from a computer lab available at the school, if the students cannot buy the dictionary. But when students cannot buy a dictionary then rely on computers available in the school, and if there is trouble on the computer from school the research process will be disturbed.

And the second from Siti Lailatus Sa'diyah (2017) in title "Developing Interactive Multimedia for Listening Material using Lectora Inspire at 10th Grades Student's in SMA YPI Darussalam". This study was to develop interactive Multimedia for listening material using lectora inspire at tenth grade students in SMA YPI Darussalam. Siti said that there are many factors that students think listening it the most difficult skill. First, in listening activity, students must understand every word to catch the information. In this case, if students have lack of vocabulary, they will fill difficult to know the meaning and answer the question. Second the students must understand the information from fast native speaker. Third, in listening activity students need more than one to listen the audio. Fifth, usually listening materials is to monotonous. Teacher has lack variation in making the media for listening material. It makes them just read the text orally and ask students to listen and respon. And than based on the result of the material and media expert, it can be concluded that the interactive multimedia for listening material was appropriate to be implemented in teaching learning process for 10th grade students in SMA YPI Darussalam. But in this research the teacher should be creative in developing the material. One of the way is by combining the material with the technology. And this research using computer, if there is a trouble or problem from the computer so the research process will be disturbed.

And the last from Desma Yulisa (2018) in tittle "Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students". This study was to identify the corelation and the influence between listening strategies and listening comprehension in eleventh grade students at Islamic Senior High School. Desma found that many students difficulties came up when practicing listening such as the audio speed which fast, different context in daily life, different accent, meaning lesson words and lack strategies. The results show the significant corelation between listening strategies and listening comprehension. The findings revelead a positive

correlation between student's knowledge and use of listening strategies and their listening comprehension developments.

From the problem that have been mentioned, most researcher have difficulty problem in delivery material such as audio listening. Because the audio listening was so fast and the students could not control the speed of audio then difficult to get the point from the audio. So the students need more than one to replay the audio listening. Such as the study was conducted by Raihan Maulida (2018) in tittle "An Analysis of Students Difficulties in Learning Listening". Stated that found four problem in students listening one of them is the speakers in audio recording spoke with fast speed and the students could not control the speed of audio. And the second from, Siti Lailatus Sa'diyah (2017) in title "Developing Interactive Multimedia for Listening Material using Lectora Inspire at 10th Grades Student's in SMA YPI Darussalam". In listening activity students need more than one to listen the audio. And the last, from Desma Yulisa (2018) in tittle "Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students". Desma found that many students difficulties came up when practicing listening such as the audio speed which fast.

To solve this problem, some previous study had done some research make media for teaching English because easy to delivery material. This alternative is using LINE Application such as media to teaching listening and delivery the material such as audio listening. LINE media that is easy to use for teacher and students in learning listening class. And LINE can be used for delivery material such as audio listening and video about material so the students can control the speed of audio listening and can replay the audio listening more than one. LINE is accoring to Pei-Hsun Emma Liu and Wen-Chi Vivian Wu (2016) in tittle "Exploring the Effectiveness of LINE for EFL Vocabulary and Reading". LINE launched in Japan 2011, is an application for instant messaging on smart phones, tablet, and PCs, and is more of a social entertainment network, in addition to a messaging app. It provides free voice

calls, instant text messages, games, and a built-in camera. Users can exchange photos, music, videos and documents with other users. The function of stickers and emoticons make communication more interesting. A growing number of users prefer to connect with friends through LINE because messaging apps like LINE makes the users feel safe and intimate when sharing a status, picture, or video through a private message.

There are researcher have conducted research on LINE application to teaching English. The first by Tung-Liang Chen and Liwen Chen (2017) in title "Utilizing Wikis and a LINE Messaging App in Flipped Classrooms". In this research LINE could use as a platform to form their own virtual learning companion in order to exchange text messages, graphic, video and audio media, make free VoIP calls, and hold free audio/video conferences. This is a technology that provides an informal learning environment, and students can use it for chronologically-structured contributions. The research of this study is using correlation. And the focus of this research is students in university in Taiwan.

And the second, from Jun Scott Chen Hsieh, Wen-Chi Vivian Wu, Michael W. Marek (2015) in tittle "Using the Flipped Classroom to enhance EFL Learning". In this research using LINE to deliver the material and platform to teach English. The finding about using LINE smart phone app show that LINE that offer the easy to use voice, text interaction and chat feature in the study. So, the study using LINE give positive effect for the students and teacher. The research of this study is using observation. And the focus of this research is students in university central Taiwan.

And the third, from Pei-Hsun Emma Liu and Wen-Chi Vivian Wu (2016) in title "Exploring the Effectiveness of LINE for EFL Vocabulary and Reading". The result show that the students in the study performed better after participating in the LINE-based activities. And the result may be explained by considering the sociable nature of LINE. As a social networking application for mobile devices, LINE has gained popularity among Taiwanese

students. Functions such as instant messaged, stickers and emoticons have made communication easier and more fun. And LINE can deliver richer information, including image, audio and video files, to enchain the interest of English learners. The research of this study is using correlation. And the focus of this research is students in college reading skill.

And the last, from Jumariati and Emma Rosana Febriyanti (2020) in tittle "LINE Application: An Alternative Tool to Develop Writing Abilities". The result show that using LINE application brings a significant effect on students writing. And LINE is the best of mobile technology particularly in the field of education. And the researcher recommended to investigate other potential use of LINE application in teaching and learning other language skills. The research of the study is using quasi experimental two group experiment and control. And the focus of this research is students in collage writing skill.

For those previous study above, the researcher hope that LINE can be solution such as media to teaching listening especially for delivery the material listening such as the audio listening. From the result above, in the research, researcher want to see the impact of Teaching Students Listening using LINE Application. The researcher hoped the result of this study can give a good impact of students listening ability using LINE application.

1.2 Statement Of The Problem

Based on the description of background of the study, the question on this study are : Is there any significant effect of using LINE Application to increase student's listening ability?

1.3 Purpose Of The Study

From the formulation of existing question can be formulated the purpose of this study are : This study aimed that the significant effect of using LINE Application to increase student's listening ability.

1.4 Significant Of The Study

There are two significances of this study, there are theoretical and practical.

1.4.1 Theoretical Significance

Theoretically, the researcher hopes this study give contribution in educational research development, and also give alternative strategy for learners.

1.4.2 Practical Significant

1. For students

The result hope to increase the quality of student's listening skill and student's achievement in learning English to teaching listening using LINE Application.

2. For teachers

The result hope to extend knowledge and insight into learning English and it will help the teacher to find the better way to teach English by improving the listening skill of the student.

3. For Schools

The result hope can give input material for school education institutions in improving the quality and knowledge in the school and also helps in implementing the curriculum of education.

1.5 Scope and Limitation

1. Scope

The scope of the research is the students at the 10th grade MIPA 1 in Senior High School of Muhammadiyah 8 Cerme about "The Effectiveness of Teaching Students Listening using LINE Application".

2. Limitation

The limitation of this study is only focused on students in online using LINE application by giving materials about narrative text.

1.6 Hypothesis Of Study

Researcher put forward the hypothesis that:

1. There is significant effect of teaching students listening ability using LINE application.
2. There is not significant effect of teaching students listening ability using LINE application.

1.7 Definition Of Key Term

1. Definition of Listening in the research, is the ability to understand the message to be conveyed by the speaker using LINE application such a media to deliver the material.

2. Line Application LINE is used a media to teaching students listening skill and delivery the material listening such as the audio, video, PPT, document about the material and scrip or audio listening and then task to the students.