

## **Chapter One**

### **Introduction**

#### **Background of the Study**

Community interaction has become increasingly global, encompassing various domains including business, education, and socio-cultural activities (Reddy dan Mahavidyalaya, 2016). English, as the official international language, plays a vital role in supporting cross-border interactions. Specifically, it serves as the language of instruction in fields such as business, education, mass media, and entertainment (Reddy dan Mahavidyalaya, 2016). Consequently, proficiency in English has become a crucial indicator for citizens to establish economic, educational, and socio-cultural relations in today's interconnected world.

In the economic field, for example, many companies currently set a standard for hiring employees who master the English language (TOEFL). Someone who does not master English certainly experiences limitations in accessing prestigious jobs. Someone who has good English language skills will play a dominant role compared to others. Especially in the field of information and communication technology, English language skills are highly desirable. This is because the language of computers and the internet as well as various information technology devices uses English.

Observing today's global life which tends to lead to internationalization, mastery of English is very important and urgent, thus encouraging many people in Indonesia to learn English. Learning English has taken place in a structured and massive manner through formal and non-formal educational institutions. In formal schools from elementary to high school, they have adapted and implemented English learning. However, the current problem is that the process of learning English at school experiences many obstacles. Students are less interested in learning English, students are less motivated, and students' vocal and auditory abilities in learning English are very weak. Regarding this, Yulmiastri., Atmowardoyo and Salija (2019) said that "The problems of the students in learning especially in speaking activities are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies and preferred learning style" (p.2).

Ishak and Mulyanah (2020) noted that learning English in elementary schools utilizes interesting methods to increase student interest and achievement (p. 2). One such method that students find interesting is the use of audio-visual materials. Brame (2016) further emphasized

that videos for educational purposes have become an important component of higher education (p. 1). The use of videos to learn languages, including English, began in 1930, and for English Language Teaching (ELT) since the 1950s (Hambrook, 1979, p. 24). As videos have been utilized for language learning for a considerable period, Shrosbree (2008) concluded that there are numerous ways that teachers can assist their students in learning a second language using videos (p. 81).

Lestari (2019) came to the conclusion that YouTube videos have a good impact on learning, particularly when teaching English, since they boost student attention and lower their perception of the subject's difficulty. In their study on the use of YouTube as a teaching tool in the Undhira English literature study program, Dewi and Carniasih (2018) discovered that students had a favorable opinion of the usage of YouTube video media. The pupils reportedly considered YouTube to be a useful learning tool, according their research (p. 403).

Adow State Junior High School in Central Pinolosian District, South Bolaang Mongondow Regency, North Sulawesi Province is still experiencing various problems in learning English. Based on the author's observations (pre-research) at Adow State Junior High School on March 5 2023, it is known that students are less active when participating in English learning in class. Speaking and listening skills are very weak. This has an impact on students' abilities and learning outcomes. Interview with Mr. Amir as an English teacher knows that the average student learning outcomes (semester evaluation) is <6 (Interview on March 5 2023/12:00 WITA). This value is still below the Minimum Completion Criteria (MCC), namely 65).

This problem is interesting to be studied seriously in order to find a solution. Today's students prefer to play and access information using YouTube videos. During the 2020-2022 Covid 19 Pandemic, all learning processes were transferred to the online system. Many learning materials are delivered via video. The habit of accessing videos then still continues today. Therefore, teachers must be able to apply learning strategies and media that are relevant to the times and technological developments. Video as an appropriate medium can help students develop English language skills and improve listening skills. The results of the research by Wijayanti and Gunawan (2021) found that most students obtained good grades after using vocabulary learning media using short YouTube videos. In addition, 59% of Gen Z kids choose video/YouTube as a learning medium over textbooks, according to data from Pearson Education (Smith, 2018).

The entire description above shows that learning media greatly determines the success of student learning. Video is a very relevant learning media in learning English in the classroom. Thus, it is very interesting to conduct research on "The Use Of video as Teaching Media To Improving Students' Listening Skills In Adow State Middle School, Pinolosian District, South Boaang Mongondow Regency".

### **Identification of the Problem**

Student learning outcomes are the main target of the education process in schools. Learning English emphasizes the ability of students to write, listen and speak correctly. There are several problems that cause the low ability of students at Adow State Middle School, Bolsel district, including:

1. Teacher skills in presenting learning material.
2. The teacher's ability to control the class.
3. The teacher's ability to master the material.
4. Teacher skills in utilizing learning technology.
5. The teacher's ability to use video as a relevant learning media.

### **Delimitation of the Problems**

All the problems identified above cannot be studied in their entirety. This research is limited to problem number 5, namely the teacher's ability to use video as a relevant learning medium. This research analyzed the use of videos in English language learning to improve listening skills in Adow Middle School students.

### **Research Questions**

Based on the limitations of the existing problems, the research problem is formulated as follows:

1. How is Adow State Middle School students' listening skills on the pre-test?
2. How is Adow State Middle School students' listening skills on the post-test?
3. Is there a significant difference between the pre-test and post-test of Adow State Middle School students?

### **The Objective of the Research**

Referring to the existing problem formulation, this study aims to:

1. Find out the listening skills of Adow State Middle School students in the pre-test.

2. Find out the listening skills of Adow State Middle School students in the post-test.
3. Find out whether there is significant difference between pre test and post-test.

### **Significance of the Research**

This research will provide many benefits in the world of English education and teaching, among others:

#### ***Teacher***

This research provides theoretical and practical benefits for English teachers. Theoretical benefits are in the form of an understanding of the benefits of media in improving learning outcomes. While the practical benefits are in the form of adaptation in the use of learning technology, especially the use of video media in learning English.

#### ***Researchers***

This research can be a reference for further research, especially research on learning media, video media and listening skills.