**CHAPTER I**

**INTRODUCTION**

This chapter presents background, problem statements, objectives of the research, significant of the research, and scope of the research.

1. **Background of the Research**

Mastering English involves the four integrated skills such as listening, speaking, reading, and writing. Besides those four main skills, there are also some components that suppose them namely vocabulary, grammar, pronunciation, etc. Listening is the skill that should be mastered by the students in all levels of school. Listening is still assumed as difficult skill to study. It is not easy to understand the meaning conveyed by directly listening from native speaker. In the process of listening itself, the speaker transfers some sentences or some messages to the listeners orally.

As stated by Brownell (1996) that listening is a process that includes hearing, attending to, evaluating, and responding to spoken language that the speaker said. This means that listening itself consists of some activities, such as hearing to spoken language, attending to spoken language, and responding to spoken language that the speaker said. Furthermore, Underwood (1997) views listening activity as the activity of paying attention to and trying to get the meaning or the significance from something that we have just hear. There it illustrated that to listen successfully to spoken language, a listener needs to be able to work out what speaker means when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. In understanding the messages from the spoken language, it is not enough to just understand the words themselves, instead the incoming sound need to be processed involving any available cues like background noises, the speakers, the setting, etc. to construct the meaning.

One of difficult subjects in teaching and learning process is listening comprehension. Students have low comprehension of target language, as it can be seen in the academic achievement. Most of the students have low score in the listening subject. Low academic achievement is the result of low entries of the teaching and learning process. The students cannot develop their manners to find out the understanding of native language. Unlike speaking, reading and writing, listening has been ignored for a long time. Some English teachers still used conventional method in teaching English, until the government applied the new curriculum to school named 2013 Curriculum, the need for developing media in Listening in English learners is increasingly recognized, so that the teaching of listening comprehension has recently attracted considerable attention.

One way to make national education become competitive is by improving the application of instructional process. However, the system of instruction in listening at SMP Negeri 4 Parepare is still unsatisfactory. Based on the previous observation, the fact is that in language teaching, listening has been ignored and even misunderstood. The English teachers still use conventional method that is text book and audio in the process of teaching listening in the classroom. The students feel bored and they consider that listening is one of difficult skill in English subject.

Based on the writer’s previous observation, even the students have learned English for approximately four years or even more, it is still difficult for them to comprehend all content of an English speaker because the time to learn listening at school is limited. Based on the syllabus, the time allocation for listening lesson in the classroom is only six lesson hours or six times forty five minutes in a semester. The writer has interviewed one of the eight grade students of SMP Negeri 4 Parepare and he explained that in the first semester, his class only got once for listening lesson. It means that they lack of practice in listening because they only got two times forty five minutes for listening lesson in a semester.

Paying attention to the previous observation and English score of the eighth grade students of SMP Negeri 4 Parepare, the listening achievement test in their formative test was still low. Through the previous observation, it was found that most of the students had serious problems with some component skill of listening such as most of the students had serious problems with listening for main ideas, listening for detailed information of the text, recognizing words, identifying stressed words, and reformulating what the speakers has said.

The writer also considers the teachers’ role in applying interesting teaching method as one of important factors in creating a good atmosphere in teaching and learning process in the classroom. They should know how to build the learners’ interest during the class and know how to design materials which are easy for students to understand. Teachers should be able to develop any kind of teaching materials so that teaching and learning listening comprehension will not become such boring and difficult thing.

As stated above that one reason which makes the students get low academic scores in listening is the lack of variation of media that teachers use in the process of teaching in learning in listening subject. Listening which is considered by many teachers and students as difficult subject should be taught in various ways, so that the students can be more interested in learning it, for instance by using media. Media in teaching is several of tools which used by teacher to transmit ideas to the students. Generally, there are three kinds of instructional media, they are; visual media which is consists of whiteboard, real object, overhead projector (OHP) and textbook; audio media which is consists of radio, tape recorder and language laboratory; audiovisual media which is consists of VCD player, television and computer/internet. For the teacher themselves, media functioned as helper, supporter and mediator in the teaching and learning process. In using the media, teacher could achieve the effectiveness, communicative condition especially in teaching English.

The common audiovisual aid used in listening are tape recorder and MP3 audio, but we sometimes experience difficulties in listening where we cannot see the speaker, because the things we see make a more lasting impression and the students tend to become absent-minded while listening or disheartened when they have difficulties understanding the tape or the audio. This way can make students fell uninterested in learning.

The use of computers as media in teaching and learning English hopefully will not only to help sensitivity to students’ sense of hearing, but also to make students interest in learning English. The influence of using computers is developing the students listening comprehension. It is because many students and teenagers like computers so much and get accustomed in using computers. Furthermore, it could make the learning process become easier. They will be interested and happy to learn English and using computers can improve their listening comprehension.

In this present study, teacher uses storytelling as the media to engage students with the context of teaching and make them interest in learning. That is because everyone loves stories and this is especially true for young learners or even adolescence. For language teaching and learning, stories have become famous media over the years as a good way to expose learners to new language. It is also proved by Robin (2005) that with the arrival of technology and the integration of Information and Communication Technologies (ICT), many new media has been developed for English Language Teaching (ELT). With this case, the traditional way of storytelling using narrative and texts has been given a new touch using ‘digital stories’. Digital stories might be a modern way that can be applied by teachers to present traditional forms of stories in classroom where learners are exposed to stories using digital technology such as the medium or method of expression, with visual materials, audio sounds, with varying effects such as graphic etc.

Based on the explanation above, this present study therefore aims to teach listening through the use of Digital Storytelling. As a new version of storytelling, the use of digital stories in teaching which includes include animation, moving pictures, graphic etc. that are combined with soundtrack, audio and images that bring the story alive, digital storytelling has the potential to facilitate teaching and learning in the classroom. Based on this study, if teacher in the classroom can start to apply digital storytelling as their media in teaching English, it will be a good variety in teaching English and can be a good media to engage students with the teaching material that teacher give to them. Besides, students nowadays are used to use technology, in this case computer, as media to learn something. This study helps them to apply digital storytelling media of English teaching and learning. As Robin (2008) proposed the use of digital storytelling in the process of teaching and leraning in the classroom. He proposed this media because digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms. At its core, digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a web site, or burned on a DVD.

It is also suggested to use Digital Storytelling since students like to use digital media in the process of teaching and learning. Besides, digital stories can help teacher to introduce a new language by presenting and contextualizing that new language become meaningful and memorable to the students in the classroom. As Wright (2008) claims that stories help children become aware of the general feel and sound of the foreign language. Every feature of the language such as linguistic items, grammar, vocabulary, sentence construction, etc. can be presented through stories.

Regarding to some statement above, which talk about using digital storytelling in teaching listening comprehension, the writer interested in conducting the research at SMP Negeri 4 Parepare under the title “*The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare*”.

1. **Problem Statement of the Research**

Based on the background above, the problems that need to be answered are expressed in the question forms in the following.

1. Does the use of Digital Storytelling develop the students’ listening comprehension of the eighth grade students of SMP Negeri 4 Parepare?
2. What is the students’ interest towards the use of Digital Storytelling by teachers in the process of teaching listening comprehension?
3. **Objectives of the Research**

In relation of the problem statement above, the objectives of the research are as follows:

1. To find out whether or not the use of Digital Storytelling develop the listening comprehension of the eighth grade students of SMP Negeri 4 Parepare.
2. To find out the students’ interest during the process of teaching listening comprehension towards the use of Digital Storytelling.
3. **Significance of the Research**

The result of this study is expected to have theoretical and practical contributions. This study is expected theoretically contributes to development of practical discipline. It will be used by further researcher as reference. Therefore, the study is expected to continuously conducted and refined.

Additionally, the result of this study is expected to be useful information to English teachers in assessing listening comprehension through a practical way such as the use of Digital Storytelling and motivate the students in listening activity.

1. **Scope of the Research**

The scope of the research is limited to the process of teaching and learning listening comprehension at the eighth grade students of SMP Negerei 4 Parepare in 2016/2017 academic year by using Digital Storytelling. By discipline, this research is under applied linguistics. By the content, this study covered listening comprehension materials using digital story. This study employed a typology of listening comprehension activities namely, pre-listening, while-listening, and post-listening. The topic was presented by watching digital story followed by some exercises such as; true-false questions, gap-fill, matching statements and multiple-choices.