CHAPTER 1

INTRODUCTION

A.   Background of the Problem

Language is the medium through which students learn various concepts and skills, form their identities, and interact socially with others. Language is also the corner stone of the teaching and learning process (Alameddine & Mirza, 2016). Language is a communication that is important in pronunciation. From what we know, pronunciation is something important from language because when someone wants to share a knowledge with other people, it can be done by using good language. English pronunciation is categorized into a language component besides grammar and vocabulary. So, this is why pronunciation is very important for English language learners. But not infrequently that this is ignored by several people. Even today, it is not uncommon to find students who have difficulty learning English vocabulary pronunciation.

English is important to teaching in learning process. All people must be learn english especially for students because know english be an important lesson for students. Learn english can help the students in learning and understand about something in the world but english is difficult for students to learn. Students afraid if learn english because they are not understand about english.

Foreign language learning will be succeed if invincible with the style and age level of the students. Early childhood learners will be more suited to the learning given to help improve your speaking and listening skills. While adult learners will be better at learning activities English is given in the form of writing and reading activities. It is based on thought-in-process level thinking learning (Hardi & Marleni, 2020).

There are some skills that must be learned by the students, namely speaking, reading, writing and listening. One of them is listening. Listening is a significant activity while we give meaning to the facts happening around(Bilican et al., 2012). The difficulty that the students feel is when they listen about something. The students confused about what their hear and did not know about the point of the conversation.

Listening is the ability to identify and understand what others are saying. This process involves understanding of a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning(Idrissova et al., 2015). Listening is usually an interactive process (Tavil, 2010). Listening is the ability to fully understand a message which a speaking or a loudly reading person desire to give. Listening is an important part of communication and education process (Ozbay, 2008: 5). Listening is not only done in order to set up communication, but at the same time it develops learning,understanding and mental skills (Tavil, 2010).

From the explanation above we can conclude listening skill important. Listening can improve the students activities in learning process. Listening is the ability to identify and understanding about something.

Based on interview with a teacher at SMPN 1 Salo, the teacher said there are many problems faced by students when they are learning English, one of them is listening skill. The first, The students have difficulty in listening skill because they don't know what their hear. The second, the students listening skill was still low beacuse the students do not have enough vocabulary and not understand what they hear. The third, Now world was shocked by an epidemic caused by a virus called corona or known as covid-19 which affected the teaching and learning process, especially at SMPN 1 Salo. Teaching and learning process in SMPN 1 Salo in this time just give the assignment to the students by using WhatsApp. The teacher gives the assigment and then the students completed the assignment and send using WhatsApp.

Media is one of the important in teaching learning process. Media can make the students easier and can help the teacher to teach the students. Media not only visiual or audio but combination of visual, audio, animation and etc(Riza et al., 2018). (Ramadhani, 2018) stated that media can help teacher to motivate students by bringing a slice of real life in the classroom.

WhatsApp is one of the technology can be used in learning process. The Internet is useful in helping students both construct and share their knowledge. The use of Internet technology by online learning communities mayprovide mobile learning resources in synchronousor asynchronous model. WhatsApp instant messaging is a cross-platform smartphone messenger that employs users' existing Internet data plan to help themnetwork socially in real time. WhatsApp provides online users with the ability to send and receive a variety of media, such as images, videos and audio media messages(Tavil, 2010).

B.   The Identification of the Problem

Based on the research background, the researcher identified the problems in teaching listening skills at SMPN 1 Salo, that is:

1.   The students have difficulty in learning process because of the condition caused by the covid-19

2.   The students have lack of conscious to make assigment and do not want to send the assigment to the teacher.

3.   The students have difficulty in listening skill because they do not have enough vocabulary.

C.   The Limitation of the Problem

This research will be teaching limited on teaching listening skill by using WhatsApp as a media.

D.   Formulation of the Research

Based on statement of the problem, the research question is "Does the use of WhatsApp as a media in teaching listening affects students' listening skill at eight grade in SMPN 1 Salo"?

E.   The Purpose of the Research

The purpose of the research is to find out the effect of using WhatsApp as a media in teaching listening skill at eight grade in SMPN 1 Salo.

F.   The Significances of the Research

The results of this research are expected to give significant contribution to the following people:

1.   For Students

The students can hear well and can make the students interested in learning process. So, the students can enjoyable in learning process.

2.   For Teacher

The teacher can provide the information in learning process used WhatsApp as a media beacuse can used everywhere and everytime.

G.   The Definition of Key Term

1.   WhatsApp is one the social media internet tools. WhatsApp can help in learning process especially listening skill.

2.   Listening is the ability to identify and understanding about something.

3.   Media is important things in teaching learning. Media can help the students and teacher in learning process. Media include images, videos and audio.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A.   Review of Related Literature

1.   The Nature of Listening

Listening is the first language skill mastered by a person and has a very important role as the beginning of the other skills (Loren, 2017). Listening skill is key to receiving messages effectively (Babita, 2013). In listening the students do not know what their hear and the students confused about the word.

Listening is very important in communicating with others (Islam, 2012). One of the essential skills to concern about is listening because listening to the first language seems to easily developed, but it needs great effort to understand the listening to foreign language (emadwiandr, 2013). Listening is an activity where the students hear something and thinking about what their hear. Listening is a daily activity that constitutes a critical aspect of interpersonal communication and of professional competence (Imhof & Janusik, 2006).

From the explanation above, it can be concluded that listening is an activity where the students can hear something. So, the listening is important in teaching and learning process. Listening can make the students learn in teaching process.

2. **Assesing of Listening Skill**

Rubric of listening skill, they are:

According to Richard (1983) in Brown and Abeywickrama (2010:162), there are two skills involved in listening. They are micro and macro skills of listening. The micro and macro skills of listening adapted from Richards, 1983:

The Micro skills

1. Discriminate among the distinctive sounds ofEnglish.

2. Retain chunks of language of different lengths in short-term memory.

3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.

4. Recognize reduced forms of words.

5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

6. Process speech at different rates of delivery.

7. Process speech containing pauses, errors, corrections, and other performance variables.

8. Recognize grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, pluralisation), patterns, rule, and elliptical forms.

9. Detect sentence constituents and distinguish between major and minor constituents.

10. Recognize that a particular meaning may be expressed in different grammatical forms.

11. Recognize cohesive devices in spoken discourse.

3.   Teaching Listening Skill

Teaching is an attempt to help, guide, and explain to someone to acquire of positive skills, attitudes, ideas and knowledge. Teachers can interact with students during the learning process to create a conducive atmosphere. Teaching listening in the classroom is different from the existing listening activities in the community or real life (Supriyadi et al., 2019).

Teaching listening is not only related to the language laboratory as a media but also how to comprehend the information from the speaker (Yusnida et al., 2017). Teaching listening in the English department is different from teaching at junior and high schools.Teaching listening for ESL students is not an easy job.

From the explanation about it can be conclude that teaching listening is difficult but the teacher gives a knowledge, idea or information about how the students can hear about the material.

4.   **The Listening Process**

The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding (Babita, 2013). Listening processes are as follows:

a. Hearing : It is refered to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

b. Understanding : This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform…that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering : Remembering is important listening process because it means that an individual has not only received and

interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

d. Evaluating : Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Responding : This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

5. WhatsApp as Learning Media

WhatsApp in education to enhance students learning of English Language skills by exploring students opinion and observing their progress after using the applicationto support learning English (Hamad, 2017).

WhatsApp Messenger users can send each other images, video, and audio media messages. WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. WhatsApp is a Smartphone application that operates on nearly all current types of devices and operating systems.

WhatsApp is a free messenger application that works across multiple platforms like iPhone and android phones, and this application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages(Gon & Rawekar, 2017). The study seeks to explore the impact of using WhatsApp mobile learning activities on the achievement and attitudes of online students using mobile devices at the university (Amry, 2014).

In developing listening skill by the use of WhatsApp application, the teacher can do the following actions (La Hanisi et al., 2018):

a. The teacher sends an audio recording and asks the students to listen to it, and ask them to take a note while looking.

b. The teacher shares an English conversation video and asks the students to watch and listen to the video. After that, he asks them to give the comment or discuss the question based on the video.

c. The teacher gives pre-listening activity related to the story which is going to play. The questions focus on the structure of the story, characters, such as:

1. Who is the main character of the story?

2. Where/when does the story take place?

3. What do you think of the ending of the story will be? Etc.

WhatsApp is a strategy which means that the activities of listening are recorded in listening logs and communicated through WhatsApp. WhatsApp (henceforth named as WhatsApp) is a popular social networking application which allows the users to send and receive texts, audio, photos, videos, documents, location, voice calls, and creating groups. The accessibility of WhatsApp in most smartphone and computer devices is a great opportunity to maximize the time and place flexibility of extensive listening activities (Angkasawati, 2019). Using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates mistakes, although the study laid out some disadvantages of the experience such as preparing the materials and having discipline in the group (Hamad, 2017).

From the explanation above we conclude WhatsApp listening application support learning process. WhatsApp

listening can helped them to develop their listening. WhatsApp listening is a strategy the activity of listening about something.

B. **Review of Related Findings**

1. The Effectiveness Of Using Youtube Video In Teaching Listening Skill Student's On Narrative Text (Quasi-Experimental Research at The Eleven Grade of SMAN 8 Serang in The Academic Year of 2018/2019) This research investigates the effectiveness of youtube video in listening skill. This research was to find out whether teacher listening by using youtube video to improve students listening skill, especially in listening to narrative text. This research used two classes pre-test and post-test design quantitative research method. This research involves 60 students as sample among in eleven grade of SMAN 8 Serang in academic year 2018/2019 population. The first class XI MIPA 2 as control class and the second class XI MIPA 4 as an experimental class. The research findings of the last result showed that observation the writer got from the calculation is small then table both at significance level 5% and 1%. Significance 5% observation = 2,11 and table = 1,67 so significance 1% observation -2,11 and ttable = 2,39, In addition, the result of the observations showed that the students more motivate in learning English, especially in the listening subject. The result of this research shows that the students listening narrative text using youtube video achieve better performance than those who do not use it.

2. This research is motivated by listening learning that has not been carried out properly because students' understanding of listening skills is still lacking, listening learning media are not used effectively and the main thing is the less varied learning techniques. The formulation of the problem raised in this study is how the effectiveness of the youtube film media in increasing the mastery of listening skills in English subjects. To prove the hypothesis, this study used a quasi-experimental design with a nonequivalent-group pretest-posttest design which aims to determine the effectiveness of the use of the youtube film media to increase the mastery of listening skills in English subjects in Junior High School class VIII SMP Al-Ghifari-Arrowroot. This research was conducted with a target sample of 64 students of SMP Al-Ghifari-Garut divided into two groups, namely the experimental class and the control class. Data obtained by applying several instruments, namely test questions, observation guidelines and questionnaires. The results of data analysis resulted in the finding that the use of youtube film media was effective in improving students' listening mastery. It can be seen from the results of statistical testing before treatment, the initial test average for the experimental class was 26.25 and the final test after treatment was 51.09 with a gain of 33.11%. The control class averages the initial test 29.53 and the final test 44.68 with a gain of 20.67% this shows that the experimental class is significantly more significant than the

average of the control class and there is a significant difference between the experimental class and the control class. after the treatment in the experimental class using the youtube film media. Based on the results of observations on the learning implementation process in accordance with the stages of the learning process using the youtube film media, the implementation of learning is in the excellent category. The results of the questionnaire data analysis showed that overall showed a positive response to the use of the youtube film media in listening learning in a positive category because the average was in the range of 61-80%. The results of this research study recommend that the use of youtube film media can be used as an alternative way of teaching listening to English subjects.

3. The subjects of the study were the eighth graders of MTsN Jember II in the academic year 2010/2011. This study was conducted in two cycles by following the procedure of the action research i.e. planning, implementing, observing, and reflecting. The instruments for collecting data consist of a test, field notes, observation sheets, and questionnaire.
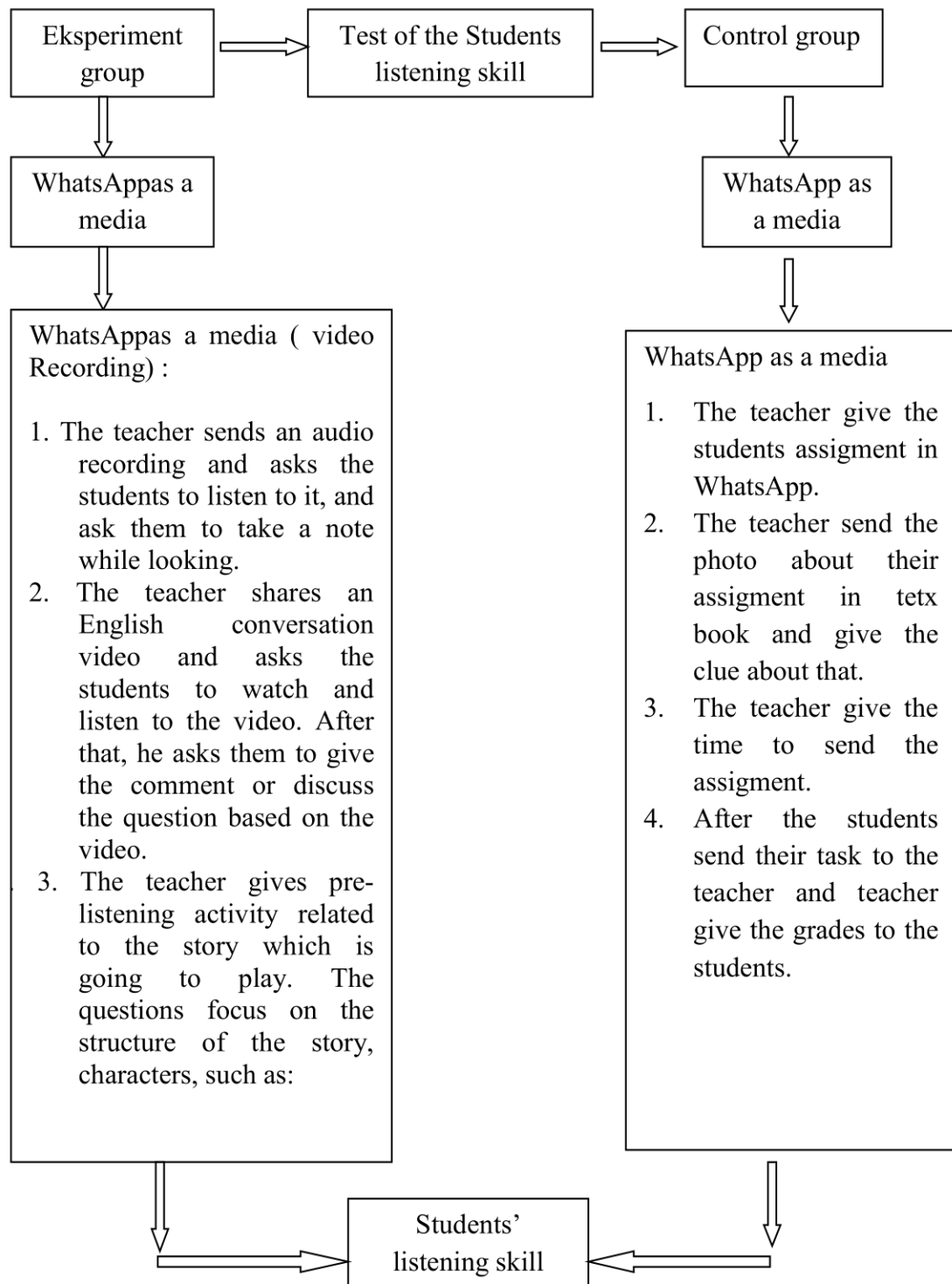
The findings of the study show that the use of YouTube Internet site can improve the students' listening skill. The improvement can be seen in the increased score of the students' listening comprehension in Cycle 1 and Cycle 2. The average score in Cycle 1 was 69,4 while the average score in the end of implementation of this study was 78.1.

More specifically, there were 21 students (88%) who got higher than or equal to 70 in the end of the study while in the Cycle 1 there was 19 (79%) who got higher than or equal to 70. Beside the score of the students' improvement in listening skill, the findings also indicated that the students were actively involved and had high motivation in the teaching of listening using YouTube. The activities performed in the pre-listening step using YouTube were: asking questions concerning with students' condition, giving explanation about the learning objective, activating students' prior knowledge by asking them to find the meaning of some difficult words or phrases related to the topic, brainstorming and giving models of expression. In whilst-listening, the activities were: distributing the worksheet, viewing an English video from YouTube, doing the task and discussing the information in the video, playing again the video from YouTube while continuing to do the task and then discussing for finding literal and inferential listening comprehension. Post-listening activities were conducted by reinforcement; asking the students' opinion and assign to browse the next material on YouTube Internet site.

Based on the third research on the YouTube as a media in could be conclude that the use YouTube as a media has a good impact for students and could make the students enjoy used YouTube as a media in teaching and learning process.

C. Conceptual Framework

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┌──────────────┐     ┌──────────────────┐     ┌──────────────┐
│  Eksperiment │ ──▶ │ Test of the      │ ──▶ │ Control group│
│  group       │     │ Students         │     │              │
│              │     │ listening skill  │     │              │
└──────┬───────┘     └──────────────────┘     └──────┬───────┘
       │                                             │
       ▼                                             ▼
┌──────────────┐                           ┌──────────────┐
│ WhatsAppas a │                           │ WhatsApp as  │
│ media        │                           │ a media      │
└──────┬───────┘                           └──────┬───────┘
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WhatsAppas a media (video Recording) :

1. The teacher sends an audio recording and asks the students to listen to it, and ask them to take a note while looking.
2. The teacher shares an English conversation video and asks the students to watch and listen to the video. After that, he asks them to give the comment or discuss the question based on the video.
3. The teacher gives pre-listening activity related to the story which is going to play. The questions focus on the structure of the story, characters, such as:

WhatsApp as a media

1. The teacher give the students assigment in WhatsApp.
2. The teacher send the photo about their assigment in tetx book and give the clue about that.
3. The teacher give the time to send the assigment.
4. After the students send their task to the teacher and teacher give the grades to the students.

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              ┌──────────────────┐
        ──────▶│   Students'      │◀──────
              │ listening skill  │
              └──────────────────┘
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Figure 1:

According to (La Hanisi et al., 2018)

D. **Hypothesis**

Based on the previous discussion on the background of this study, the hypothesis was formulated as follows: There is an effect of the use WhatsApp as a media online class.

H_o : There is no effect on students listening skill by using WhatsApp at SMPN 1 Salo.

H_a : There is an effect on students listening skill by using WhatsApp at SMPN 1 Salo.

RESEARCH METHODOLOGY

A. The Time and Location of The Research

This research was carried out in high school in SMPN 1 Salo in the academic year 2019 / 2020. There is schedule below:

Tabel 1. Time Location of the Research

NO	Activities	Mei-20				Jun-20				jul-20				Aug-20				Sep-20				Nov-20				Des-20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research	√	√																										
2	Proposal Writing			√	√	√	√	√	√	√	√	√	√	√	√	√													
3	Seminar Proposal																√												
4	Implementation of the Research																	√	√	√	√								
5	Data Processing and Preparation of Thesis																					√	√						
6	Thesis Defence																							√					

B. The Research Design

This research is an quasi experimental design. An experimental design is a design that aims to describe an information in various conditions. Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups (White & Sabarwal, n.d.).

Optimal experimental design (OED) provides tools by syntetic biologist can improve the efficiency (Braniff et al., 2019). In this experimental research involved 2 groups, experimental group and control group. In teaching and learning process the differents betwen experimental and control group were only about the media that used. The test were given to both of the group. The type of this research was design as follow:

Table 2 Research Desaign

Group	Treatment	Post-Test
A	X	Test
B	-	Test

A   = Experimental Group

B   = Control Group

X   = Receive the Treatment

C.   The Population and Sample of The Research

1.   Population

The population of the research was the eight grade students of SMPN 1 Salo in 2019/2020 academic year. It was consist of 4 classes:VIII^{A}there are 29 students, VIII^B 29 students, VIII^C 29 students and VIII^D 29 students. The population in this research is 116 students of eight grade of SMPN 1 Salo.

2.   Samples

This research uses cluster sampling to determine the sample. A cluster sample is a probability sample in which each sampling unit is a

collection or a group of elements (Herrmann & Bucksch, 2014). Subsequently, a random sample is taken from these clusters, all of which are used in the final sample. The stages to cluster sampling can be summarized as follows:

Based on the population, it was imposible to use all the population as the sample consideration. While the determine the control and experiment classes. Based on the statement, the reseach take two class as the sample, they are $VIII^C$ and $VIII^D$. Experimental class, where $VIII^D$ 29 students and $VIII^C$ 29 students. The sample of this research is 58 students.

D.   Instrument of the Research

1.   Listening Test

The research instrument was a listening test. This is used to find out how the students listen something in WhatsApp as a media in online class. Listening test assesed based on Listening skill in the table below:correct answers with perfect sentences, correct answers with imperfect sentences and wrong answers

Tabel 3. Instrument of the Research

Video Recording 01	Video Recording 02	Video Recording 03	Video Recording 04
Questions fill in the blank	Questions Essay	Question Essay	Question Essay

a)   Maximun score : 5x20=100.

b)   Maximum value = 100.

c)   Students scores = number of correct answer.

E.   The Technique of The Collecting Data

This research is quasi experimental, the instrument of the data were pre-test and post-test.

1.   The pre-test

Was used to see the listening skill of the both 2 class before give the treatment. Pre-test given the students for experimental and control classes at VIII^D and VIII^C to find out the basic knowledge. Pre-test is given to both of groups; experimental class and control class. The purpose of this test is to know the students' listening skill before giving the treatments.

2.   The post-test

Post-test to see the listening skill after give the treatment. This to see the result from 2 classes after the treatment. In post-test, the students will have some activities to do oral production by using WhatsApp in this research. The researcher conducted the test as data supporting to know the students' listening skill in English after implementing WhatsApp as a media in online class. The scores are gained through with listening rubric.

F.   **Validity and Reliability of The Test**

1.   **Validity of the Test**

Validity concerns what an instrument measures, and how well it does so (Mohajan, 2017). Validity is the degree to which a scale measures what it is intended to measure (Bannigan & Watson, 2009).

Validity basically means "measure what is intended to be measured"(Taherdoost, 2018). Validity is defined as the degree to which the results are truthful (Eldridge, n.d.). Validity means that a tool measures what it sets out to measure (Heale & Twycross, 2015). Validity is concerned with the meaningfulness of research components (Golfashni, 2011).

If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. In measuring construct validity of the test, the second rater was involved in scoring the students' work based on the indicators.

Validity test was carried out at SMPN 1 Salo. Students listenrecount text and this task is declared valid because the value of the corrected item total correlation> 0.0444. Test the validity of the experimental class and control class.

Tabel 4. Trial Result of Validitas Pre TestExperiment

Assessment Aspects	Score	Category
Meeting 1	.976	Valid
Meeting 2	.990	Valid
Meeting 3	.978	Valid

Tabel 5. Trial Result of Validitas Post Test Experiment

Assessment Aspects	Score	Category
Meeting 1	.930	Valid
Meeting 2	.986	Valid
Meeting 3	.957	Valid

Tabel 6. Trial Result of Validitas Pre TestControl

Assessment Aspects	Score	Category
Meeting 1	.962	Valid
Meeting 2	.983	Valid
Meeting 3	.960	Valid

Tabel 7. Trial Result of Validitas Post TestControl

Assessment Aspects	Score	Category
Meeting 1	.969	Valid
Meeting 2	.993	Valid
Meeting 3	.966	Valid

2. **Reliability of the Test**

Reliability concerns the faith that one can have in the data obtained from the use of an instrument, that is, the degree to which any measuring tool controls for random error (Mohajan, 2017). Reliability (or consistency) refers to the stability of a measurement scale, i.e. how far it will give the same results on separate

occasions, and it can be assessed in different ways; stability, internal consistency and equiva- lence (Bannigan & Watson, 2009).

Reliability is a major concern when a psychological test is used to measure some attribute or behaviour (Golfashni, 2011). The researcher also used the statistical formula for counting the reliability of the students' listening score.

Reliability is defined as the consistency or repeatability of test results.Other descriptors used to indicate reliability include: consistency, repeatability, objectivity, dependability and precision.(Eldridge, n.d.) Reliability is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research(Bashir et al., 2008)

The researcher also used the statistical formula for counting the reliability of the students' listening score. Reliability has several criteria. For more detail can be seen in table below.

Tabel 8. The Criteria of Reliability

Criteria	Detail
$0,00 \leq r < 0,20$	Very low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Medium
$0,60 \leq r < 0,80$	High
$0,80 \leq r \leq 1,00$	Very high

Tabel 9. reliability
Reliability Statistics

Cronbach's Alpha	N of Items
.991	3

G.   The Technique of Analyzing Data

Data analysis techniques collected in this study is a combination of qualitative data and quantitative data (Rianti, 2017). In this research, the data are analyzed by using statistical method. First, the data analyzed from the observation, the researcher used the category standard as follows:

Tabel 10. Technique Analyzing Data

No	Categories	Score
1	Excellent	86-100
2	Very Good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Second, the researcher used students' post-test score of the both groups; experimental class and control class as the data of the research. The researcher will analyzed the data by using T-test to know whether the result of the research.

In this research, the researcher used a quantitative data analysis technique to know the students achievement before and after being taught by WhatsApp as a media and the data was analyzed by using statistical method.