

CHAPTER I

INTRODUCTION

This chapter provides a general explanation of the research. There are some points elaborated in this section, including the background of the study, identification of the problems, limitations of the problems, formulation of the problems, objectives of the study, and significance of the study.

A. Background of The Study

The use of the English language since the fifteenth century has significantly impacted cultures around the globe and led to much knowledge written in this language. Those who are fluent in English can improve their horizons since numerous knowledge is found in English textbooks. While the world considers that good communication lies in the use of the English language, almost all reputable books are printed In English. (Bhasha 2018). Therefore, it can make the learners experience many valuable lessons through mastering the language. Mastery of English is an inevitable requirement for every student and will later prove to be an invaluable skill to help them both in the learning process and real life (Ahmad, 2016).

Listening is an important skill, although students, researchers, and educators often overlook it. Surprisingly, listening has not received greater attention in the past, even if it is the most used language skill. Listening accounts for more than 40% of the time in our daily communication. In comparison, speaking accounts for 35%, reading accounts for 16%, and writing accounts for only 9% (Burely-Allen, 1995, cited in Miller, 2003:1). People continue to regard listening as a secondary skill to other abilities. Meanwhile, In teaching and English as foreign or second language listening was neglected (Helgesen, 2003; Nunan, 2002), it was viewed as a passive process (Lynch and Mandelsohn, 2002 in Al-Qaraghooly and Al-Bermani, 2010: 15), and considered as secondary

skill (Nunan, 2002: 238). Call (1995) believed that the neglect may be due to the fact that listening is considered a passive ability. According to certain applied linguists, listening abilities can be learned without being taught.

On the contrary, Gebhard (2000) asserted that listening is an active ability. People are engaged in two-way communication when they reply to what they hear or see, or when they agree with an idea. As long as they understand, language learners can participate effectively in oral conversation and give meaningful messages.

The teachers in Indonesia have relied on using students' worksheets (LKS) for many years. It is convinced that the more the students do the exercises in the target language, the more fluent they become. The utilization of student worksheets (LKS) has been commonly committed by numerous teachers in Indonesia. The book aimed to provide students with exercises. (Bhasha 2018).

However, it is reported by some researchers that some LKS contain weaknesses that should be addressed. The LKS and book instructions employed by the teachers proved numerous errors (Collin, 2005). Some book instruction subjects provide incompatible material based on curriculum guidance, in the sense that the course book supplied materials that needed to be covered within the scope of the curriculum and present all of the essential materials. Subrawati (2009: 4). In addition (wahidah, 2009) argued that her research on three English printed books published by different publishers revealed some drawbacks. Initially, Instead of facilitating the students to practice the language, such as the vocabulary, and idioms, the subject books emphasize introducing the grammatical structure, vocabulary, and meaning. Furthermore, the book mainly uses uncommon words, leading to fewer language users. In addition, there was no demand to construct and comprehend the book's coherent meaning.

According to the Kemendikbudristek (2022), the achievement of phase D English learning used by junior high school students uses spoken, written and visual texts in English to interact and communicate in more diverse contexts and

formal and informal situations. Students can use various texts such as narratives, descriptions, procedures, particular texts (short messages, advertisements) and authentic texts to become the primary reference in learning English in this phase.

Hence, Kemendikbudristek (2022) aims to enhance the listening comprehension abilities of junior high school students in Indonesia. It achieves this by exposing students to various contexts and situations. Moreover, the curriculum promotes the utilization and comprehension of diverse textual formats, encompassing oral communication, enhancing students' ability to understand spoken English in its numerous manifestations. By prioritizing authentic texts as the main point of reference, students are exposed to authentic spoken language from the real world.

Using existing technology as learning media is helping the learning process by referring to scientific literacy abilities. Such as replacing printed books with non-printed books (e-books), which has various advantages, including being more economical and practical. E-books that must be designed must include scientific literacy skills, visuals, animations, videos, and flashes to make them more appealing and realistic so that students can readily learn topics. Mudzakir, Asniar, and Permanasari (2015). Compared to printed books, students tested using e-books exhibit superior reading comprehension skills than those evaluated using printed books (Reid, 2016). By incorporating animations, videos, hyperlinks, interactive questions, worksheets, and evaluations, interactive e-books can be used as an alternative to develop students' scientific literacy skills. Furthermore, by integrating with virtual laboratories, ebooks can be utilized as an option for schools without laboratories, suggesting that the development of e-books may be the answer to technological integration in the twenty-first century. Suprpto & Adam (2019).

The development of problem-based electronic modules (e-books) can be addressed to students and lecturers as autonomous learning materials. The benefits of problem-based electronic modules include facilitating students' comprehension

of topics, providing limitless accessibility without requiring application installation on devices, and enabling information sharing. Problem-based learning is an educational approach that enhances comprehension of topics (Intannia, 2020).

Hence, this electronic book is expected to assist students by supplying them with more resources for enhancing their listening abilities. A Flip PDF application is a software tool that enables the creation of e-books. The Flip PDF software presents a book-like visual layout that can be slid or displayed on slides. The application allows offline and online films, animations, and recorded sounds with explanatory material (Sumarni, 2022). It is preferred for its ability to serve as a self-directed learning resource and carefully curated to meet specific demands and consider the developer's expertise while being easily implementable within the application. (Khairanal, 2021). Through this teaching medium, students can acquire valuable experience in sustainable English language acquisition. They can enhance their listening skills regardless of their location.

According to a preliminary Investigation conducted at SMPS Darussalam in grade 7, pupils felt that English learning could have been more appealing. The leading cause was a lack of activities in listening skills. The listening material was taken randomly from the Internet sources instead of their textbook which made it difficult for pupils to understand. Some students reported that teachers used the lecture style with student textbooks. In addition, some material taught in the class is not what they face in real life context. This condition is reinforced by an interview with one of the English teachers, who stated that due to time constraints, they have yet to employ digital media such as e-books with appealing appearances in learning English.

B. Identification of the Problems

Based on the background of the study, the identification of the problems are as follows;

1. The listening textbook should provide more listening activities

2. The listening textbook materials should relate to the real-life context.
3. The listening textbook should encourage the students to improve their listening skills

C. Limitation of the problem

Based on identifying the problems mentioned above, the researcher put a limitation in his research by developing English listening E-Book material utilizing Flip PDF Professional software.

D. Formulation of the Problems

Based on the research limitation above, the researcher formulated the research problem into the following aspects;

1. What are the difficulties of SMPS Darussalam Baubau Grade VII students in developing listening skills?
2. What supplemental material can be developed to address the difficulties of SMPS Darussalam Baubau Grade VII students?
3. What is the result of validation of experts on the supplemental tool of SMPS Darussalam Baubau Grade VII students?

E. Purpose of Research

The purposes of this research as follows:

1. To investigate the difficulties of SMPS Darussalam Baubau Grade VII students in improving listening skill.
2. To develop an appropriate supplementary learning material for Listening using flip PDF professional for SMPS Darussalam Baubau Grade VII students.
3. To determine the result of validation of experts on the supplemental tool of SMPS Darussalam Baubau Grade VII students.

F. Significance of the Development

There are some expected benefits of this study. The first is for SMPS Darussalam Baubau Grade VII students to use this product to develop their English listening skill so that it can fulfill their knowledge and ability for their future education. Second is for the English teachers to use the English material to be learned and then they can use developed materials to teach the students.