CHAPTER I
INTRODUCTION

This chapter gives the readers descriptions for the beginning of the study which cover background of study, statement of problem, hypotheses, purpose of study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

Teaching listening is one of the English learning processes that needs creativity to make students more interested and enthusiasm in English learning process. In reality, teaching listening in Indonesia still uses old method such as tape recorder. In order to improve the old method and to get the students’ motivation, the teacher has to be creative in presenting the material with appropriate media in listening lesson. There are many media use in listening lesson such as Microsoft power point, Hot Potatoes, and Balabolka. One of the most complex programs is ‘Wondershare’ Quiz Creator.

According to Widyastuti (2012, p.3), ‘wondershare’ quiz creator is a flash-based program that has many type of questions such as multiple choices, short essay, fills in the blank, true/false, matching etc. This program is able to generate an output in form of flash or file stand-alone of exe with flash output so that the material can be presented in picture and voice. Based on the statement above, ‘wondershare’ quiz creator is a program that has many variation of making quizzes that produces picture and voice.

According to Aghighi and Motamedi (2013, P. 93), ‘the quiz is multiple purpose software tool designed to help teachers and trainers to produce flash-based, high quality exam and surveys’. This statement means that, ‘wondershare’
quiz creator is software that can be effective in English learning process. Furthermore, Mezquita (2011), a teacher of physiology at the faculty of medicine, Barcelona University, says that he has been using ‘wondershare’ quiz creator with his students and it has been excellent for his work.

There are some advantages of using ‘wondershare’ quiz creator, such paperless, as a new media in English learning process which is very interesting in order to get students’ motivation, it has some variation of making quizzes including; fill in the blank, multiple choice, matching, short essay, word bank, multiple response, true/false, sequence, and click map. Besides, there are some facilities to put video, picture, and voice. The quiz made can be published in form of Microsoft word, Excel, and Exe.

In line with the explanation above, there are some studies concerning ‘wondershare’ quiz creator. First study conducted by Muchlisin (2013) entitled “Implementing Drilling Technique by Using Wondershare Quiz Creator to Improve the Reading Ability of Tenth Grade Students at SMKN 4 Malang”. He concluded that implementing drilling technique using ‘wondershare’ quiz creator is a good approach in increasing students’ reading ability. This study used classroom action research. The result of this study showed that only 13 students who got good scores (≥75) in preliminary study, but there were 31 students who had fulfilled the criteria of success (≥75) after the implementation of the technique.

Second study conducted by Aghighi and Motamedi (2013, p.93) entitled “A Constructivism Approach to The Comparative Study of Three Smart Test Templates: Testa, Hot Potatoes, Wondershare Quiz Creator”. They reported that
TESTA and Hot Potatoes show minimum potentialities to satisfy the digital age stipulation of educational environment. Meanwhile, ‘wondershare’ indicates more potentialities to be convenient as ideal postmodern approaches in learning. This study used qualitative design.

Third study conducted by Darmono (2014) entitled “Developing English Supplementary Listening Materials Using Wondershare Quiz Creator”. She stated that wondershare quiz creator is an attractive program for teaching and learning. It can motivate the students in listening lesson by presenting colorful and great pictures. Besides, it can be run easily and suitable for any type of computers. This study used research and development design. It contains of five main stages: analysis, design, development, implementation and evaluation. The result showed that there were strengths and weaknesses of this study.

Following the three studies above, it can be concluded that the implementation of using ‘wondershare’ quiz creator as a new teaching media may give a potential benefit in teaching English. The difference between this study and three studies above is that the writer would like to use the role of this program in teaching listening with a quasi-experimental research design.

Based on the explanation above, the writer would like to conduct a study about the role of ‘wondershare’ quiz creator for students’ achievement in listening skill. The writer will conduct this study at MTs. Surya Buana Malang because this school known as one of the best private school. In which, the teaching listening process must be run effectively. Unfortunately, based on the observation conducted by the writer, she found out that teaching listening at MTs. Surya Buana Malang did not use media which is very important for teaching listening.
1.2 Statement of Problem

Based on the background above, the writer formulates a research question of this study as follows.

“Does the role of ‘wondershare’ quiz creator influence students’ achievement in listening skill at MTs. Surya Buana Malang?”

1.3 Hypotheses

Based on the statement problem above, the hypotheses are formulated as follows.

1. Null hypothesis (H0) : The role of ‘wondershare’ quiz creator cannot influence students’ achievement in listening skill at MTs. Surya Buana Malang.

2. Alternative Hypotheses (Hi) : The role of ‘wondershare’ quiz creator can influence students’ achievement in listening skill at MTs. Surya Buana Malang.

1.4 Purpose of Study

Based on the statement of problem above, the purpose of the study is:

“To investigate whether the role of ‘wondershare’ quiz creator might influence students’ achievement in listening skill or not at MTs. Surya Buana Malang”

1.5 Significance of the Study

Theoretically, ‘wondershare’ quiz creator gives more variation in the teaching learning process, especially in listening skill. Besides, it also expands teachers’ knowledge and their creativity in English learning process.

Practically, the result of the role of ‘wondershare’ quiz creator is expected to give contribution for the teachers as new media in teaching listening. Besides, it
also builds students’ enthusiasm, and as reference for the future potential researchers who take similar study.

1.6 Scope and Limitation

This study is focused on finding the role of ‘wondershare’ quiz creator for students’ achievement in listening skill, especially for narrative text. Besides, the limitation of this study focuses on the eighth grade students of MTs. Surya Buana Malang in 2015/2016 academic year.

1.7 Definition of Key Terms

To avoid misunderstanding, the definitions of the key terms are presented as follows.

1. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007, p. 8).

2. ‘Wondershare’ Quiz Creator is a program of a quiz maker that enables educators, trainers, researchers to create interactive flash-based quizzes. It has 9 tools of quiz, format, namely true-false, multiple-response, multiple choice, fill in the blank, matching, sequence, word bank, click map, and short essay (Darmono, 2014).

3. Listening is highly refined skill which includes a number of different cognitive and effective mechanisms. It is not only the process of unidirectional receiving of audible sounds but also psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain and interactive process at the brain acts on the impulses (Brown, 2001).
In conclusion, this chapter has discussed the background of study, statement of problem, hypothesis, purpose of study, significant of study, scope and limitation, and definition of key term. In order to support and give more understanding in this topic, it is important for the writer to give some theoretical views in chapter 2. Then, some definitions and theoretical views about teaching English, teaching listening, media, ‘wondershare’ quiz creator, and related studies.