

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Listening is the first basic skill and ability that beginners have to learn in a new language. It is a receptive skill, meaning that language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening, as a result, they will understand and even have good competency in productive skills, namely speaking and writing.

English is a language that everyone must master to compete in today's world. English has long been acknowledged as the language of teaching in international relations. This is evidenced by the requirements of popular colleges at home and abroad, which often require prospective students to pass an English language test, such as the IELTS or TOEFL.

To achieve the goals mentioned above, the teacher, as one of the key educational components, plays a critical role in the learning process and must be able to deliver effective and efficient learning in accordance with the mandate. As a result, teachers can utilize a variety of media in the classroom, such as audio-visual media, to make learning easier and enhance students' talents.

Audio-visual media is a combination of sound and images. Then it is presented in the form of presentations, shows, and also event programs that suit people's needs. Audio-visual media will be very helpful, especially in terms of education, where teachers can innovate by using audio-visuals as a learning medium for students, so that when learning takes place, they will not feel bored with what the teacher explains in front of the class. By using this media, students' progress in learning English can increase and develop.

According to Brophy (2004), in (Fatimah Windi Yana et al.), Visual Media is a medium that presents teaching material through sound (audio) and image (visual) to be easily understood by the listeners. It is hoped that audio-visual media can help increase students' interest in learning.

The use of this media is expected to attract students to listen more focused and be able to synchronize information heard with the help of the visualization of images, so that a better understanding will be obtained. Some audio-visual media that can be used in learning listening skills are flashcards, audio slides, films, lectures, and broadcast news. For students with

te levels, film media, scientific lectures, and news can be used (L, 2019).

Using audio-visual media has been proven to increase students' focus and concentration, which is always a problem when it is used only in the form of text. With the use of audio-visual media, students' focus and concentration



increased because video media was able to provide focus so that students concentrated more on the listening stage (Hardiah M, 2019).

State Senior High School Negeri 1 BOLO in Bima, West Nusa Tenggara Province, is one of the public schools in Indonesia that utilizes the Merdeka curriculum as a learning guide. In the English Subject, it is applied 3 times a week, and each meeting lasts 45 minutes.

Based on the researcher's observations as one of the students who had attended this school, it was found that the tenth-grade students at SMA 1 BOLO had less background in English, and some of the students were weak. They had difficulty memorizing vocabulary, some had trouble expressing themselves in English lessons, and some students had low participation.

This is because most elementary schools don't offer English as a subject, especially those in remote villages. Furthermore, when these students move up to junior high school, they are shocked by the English subject, which they never learned in elementary school. This makes it difficult for some students to adapt to English even after moving up to high school. This is why the researchers chose the tenth grade as the sample class.

Furthermore, the aforementioned problems can also be caused by inappropriate teaching techniques or methods used by teachers in the classroom. This is evident from information obtained from interviews with students at school, where, during teaching, teachers only focus on directing them (the students) to fill in questions and write down what is in printed textbooks repeatedly. This leads to a lack of communication, which hinders the development of students' listening skills.

There are some differences between the current research and some of the previous research. The previous studies focused on the effect of teaching using audio-visual media on seventh-grade students' listening comprehension. The findings show that after studying with videos, the ability and skill of students in English has improved significantly. So, this research discusses the effect of using audio-visual media on students' listening skills in English lessons to find student's difficulties in English lessons, especially in listening skills, and help students develop their knowledge in listening and overcome their difficulties, both in memorizing vocabulary and increasing their participation in English lessons.

1.2 Identification of The Problem



1.2.1 Some of the students were weak and had difficulty memorizing vocabulary. The students found it difficult to identify the vocabulary they listened to. The students have difficulty expressing themselves in English lessons,

The students have low participation.

1.3 Scope of The Problem

In this study, researchers focused on the effects of using audiovisual media on students' listening skills in English class. Some of the problems mentioned above are that some students have poor listening abilities, and some cannot differentiate the words they hear. Therefore, the researcher tried to use audio-visual media as a learning medium in the classroom to determine the effect of using audio-visual media in English lessons.

1.4 Research Questions

1.4.1 What is the students' listening skills profile before being taught using audio-visual media at SMA Negeri 1 BOLO?

1.4.2 To what extent does audio-visual media affect the students' listening comprehension?

1.5 Objective of the Research

1.5.1 To describe students' listening skills profile before being taught by using audio-visual media at SMA Negeri 1 BOLO

1.5.2 To describe the extent does audio audiovisual media affects the students' listening comprehension

1.6 Significance of The Research

1.6.1 For Students

This research is expected to improve students' listening skills and vocabulary mastery through more interactive, engaging, and diverse learning, motivate students to participate more actively in vocabulary development activities in class, and develop receptive vocabulary to facilitate fluent communication both inside and outside the classroom. It is also expected to improve students' ability to express themselves and differentiate the words they hear.

1.6.2 For Teachers

This research is also beneficial for teachers because the findings are expected to provide more varied and innovative learning media that can facilitate more dynamic and enjoyable English learning. This research also offers new learning media that can enhance student understanding and assist and help teachers effectively integrate understanding of technology into their teaching practices.



1.6.3 For Researchers

This research contributes to expanding knowledge about learning using audiovisuals in English language education, filling the gap in the use of learning media using various audiovisuals such as films, podcasts, animations, fairy tales, and others. It also provides a foundation for future studies on the application of new learning media in English language learning, particularly in listening skills and vocabulary comprehension.



CHAPTER II

THEORETICAL REVIEW

2.1 Previous Studies

Firstly, the related study was conducted by Nalliveettil George Mathew & Ali Odeh Hammoud Alidmat. The title of the study was A Study on the Usefulness of Audio-Visual Aids in EFL Classrooms: Implications for Effective Learning. This study employed a combination of qualitative and quantitative methods to answer and explore the research questions. The population of the study was 15 undergraduate students at Aljouf University, Saudi Arabia. All of the students were native Arabs, and their undergraduate major was English Language and Literature. The findings of the study showed that the use of audio-visuals as a teaching method stimulates thinking and improves the learning environment in the classroom.

The effective use of audio-visual aids replaced the monotonous learning environment. Students developed and enhanced their understanding of the learning area when they experienced successful and enjoyable learning in EFL classes. The findings suggested that students found audio-visual sessions useful and relevant when they had a direct relationship with the course content. This study provides insight into students' perceptions and opinions about the use of audio-visual aids and resources. However, it is also important to consider the opinions, perceptions, experiences, failures, and successes of EFL teachers when using audio-visual resources. Similar studies can be conducted with more students and teachers to gain an in-depth understanding of the success of using audio-visual aids and resources in EFL classrooms.

Then continue with Habib Gowhary, H. et al. (2014), who studied The Effect of Video Captioning on the Listening Comprehension of Iranian EFL Learners. Since English is taught to Iranian students as a foreign language, there are few opportunities for these students to interact with speakers of the target language. EFL students learn English in their own countries, where it is not the official language. Because of this, they have a very low probability of hearing the language when it is intended for native speakers, and they lack this knowledge.

Teachers must give their pupils the chance to hear instances of natural language in the classroom so they are better prepared for real-world situations and respond appropriately to language outside of the classroom. When it comes to language acquisition, which is analogous to Krashen, the effect of feedback is

able. With the use of fresh vocabulary and new phrases, captions will students' awareness of the target language and enrich their language useful ways.

ward is from Rizka Amalia (2017) shows listening and listening skills ed by using images of animation and methods of debate. Animated



videos can encourage students to understand more because they represent a visual sense that enables students to understand their learning abilities and develop them. The key benefits of using cartoon videos are the use of animated videos that can assist learners in understanding more complicated concepts.

The techniques used for the implication of the video in class are a variety of realistic techniques: a. Watches for viewing b. The freeze-frame predicts that students will see it from the start. In framing and forecasting practices, teachers pause the video to display photos, feelings, responses, and feedback while the video is being played.

Besides that, previous research came from Mei Hardiah. The study is about improving Students' Listening Skills by Using Audio-visual Media. Research is conducted by teachers based on the problems encountered in the teaching and learning process carried out. The purpose of this classroom action research is to find a solution to the problems of the existing teaching and learning process to produce a method of improvement to improve the quality of learning.

Classroom action research consists of several cycles, each of which consists of the stages of preparation, action, observation, and reflection. Cycles can be stopped when the desired results are obtained as stated by Kemmis and McTaggart (1998) state that classroom action research consists of a continuous cycle until the researcher achieves satisfactory results and feels confident to stop research activities. This study was designed in two cycles by using audio-visual media to improve the listening skills of English students and in the Listening for Lecture class. The stages in this study, in each cycle, include planning, action, observation, and reflection.

Continued with research, Humiras Betty Marlina Sihombing et al. (2018). It focuses on the opportunity to help students develop their listening skills by watching English films. In reality, many activities can be conducted while listening, and many media can be used to provide listening activities to enhance their ability to listen. When listening, this exercise also involves a real job, such as filling in missing words in a full text, or receiving the text of the album, or receiving a phone call. Through receipt, we absorb language data that can not be produced.

Students often hear more in class than they claim. Listening aims to help learners cope with listening in real life, with many different kinds of listening in real life. The purpose of teaching-learning is to help learners cope with listening in real life. Other similar exercises may be carried out as a review of paragraphs to look at topics above teachers that need to help students improve communication skills, such as listening, listening, illustrating, explaining, and listening to relevant information. Teachers may ask them to do listening such as listening to English songs, news, lectures, and voice, and glish, for learners to practice listening outside the classroom.

n, later is from Dewi Cahyaningrum (2010) presents the effectiveness of video in teaching oral narrative text listening. It is expected that the would combine their past experiences with the text, listening to grasp a



storytelling narrative. Based on the above explanation, it is expected that the teaching of the text of the story using the video would be more successful than teaching the story without a video by mouth. The teaching of the text of the story using the planned video is more productive than teaching the story by mouth without using the video, based on the description above. In teaching stories about the mouth, the use of video as a teaching means that text will inspire students to listen to stories. It makes sense and logic, based on the explanation, if teachers use video to teach stories through their mouths to establish favorable conditions for students to listen to stories. In this scenario, teachers should use video to teach text storytelling because the video has a good effect on creating situations for learners to listen to a better oral story. Several other media can be studied for media efficiency so that they can be applied to listening to text to allow learners to understand oral skills and improve verbal skills.

Moreover, other research came from Muhammad Rizkan, Mukhaiyar, and Refnaldi (2018) shows that using YouTube as an instructional medium on the students' listening abilities. The results show that YouTube is more effective than the sound aimed at the listening abilities of the second-grade students. No YouTube/audio contact. Consequently, it is recommended that lecturers use YouTube as a medium or as a way to assist their students in teaching the application of two different media. New technology like the internet, smartphones, TV, and computers is now something that can not be isolated from the lives of students. Including classes, there are three classes, and the total number of students is 95. Alqahtani has published experiments on the efficacy of using YouTube to enhance listening comprehension. Use YouTube more effectively to teach second-semester learning than sound. Using sound and visuals to teach listening more effectively for students who are taught using YouTube.

In contrast to previous research, the research conducted by Ni Luh Gede, Windy Lestary, and Si Luh Nyoman Seriadi (2019) shows the use of songs to develop the listening comprehension capacity of Students. Next, listen and repeat; the pressure of this method of listening is on the required pronunciation, in which students sustain listening exercises that will repeat the words throughout the practice period. The standard approach used in this type of hearing is to provide listening based on the assignment that listening material is given to students, and they respond to a task based on the information.

Exposing students to various hearing forms will help students focus their attention on listening materials based on listening purposes. The first two forms of listening, Nunan explains, are specifically listening, where students have to listen to a material and then stabilize the particular details in the text. It is that listening practices are linked explicitly to text, and learners will these activities while listening. She says listening to an English song e listening skills, based on her diary, since the song could be a r improving listening skills.



From the previous researchers, it can be seen that this researcher has similarities in that this research also focuses on audio-visual media on students' listening skills. Yet, there are some differences. In previous research, the researchers used video captioning, animation, and English films, while in this research, the researchers focused on YouTube for junior high school students and college students.

YouTube is one of top top-rated video websites. YouTube is seen as an online media in which trainers and learners learn through videos anywhere and anytime as long as they have an internet connection (Educause, 2006). The implementation in the classroom will provide students with better knowledge of the lesson.

2.2 Theoretical Review

2.2.1 Listening

Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Through listening, students acquire vocabulary and syntax, as well as better pronunciation, accent, and intonation.

Listening is a crucial skill to learn in a second language because it is essential for developing spoken language proficiency (Hamouda, 2013). Listening entails paying careful attention to what others say or write (Moeliono in Slamet, 2009:3). Brown defines listening as a student's verbal or written answer that reflects correct (or incorrect) auditory processing. Listening is one of the four major abilities that students must master to learn English. Listening as a receptive talent indicates that pupils receive information from what they hear or listen to, and by doing so, they are more likely to express their feelings in words.

The listening process involves five stages: receiving, understanding, evaluating, remembering, and responding.

- a. The first stage of the listening process is the receiving stage, which involves hearing and attending.
- b. Hearing is the physiological process of registering sound waves as they hit the eardrum.
- c. The understanding stage is the stage during which the listener determines the context and meanings of the words that are heard through a process called decoding.
- d. This stage of the listening process is the one during which the listener assesses the information they received, both qualitatively and actively.



During the listening process, the remembering stage occurs as the listener organizes and retains the information he or she has gathered from the source for future access.

The responding stage is the stage of the listening process in which the

listener provides verbal and/or nonverbal reactions based on short- or long-term memory.

Listening is considered a complex and active process where listeners need to discriminate various elements of vocabulary and grammatical structures, sounds, as well as stress and intonation. (Vandergrift, 1999), He noted that listening involves the gathering of all the mentioned elements and interpreting them within an immediate and large sociocultural context of utterance.

Listening is indeed hard work that needs more analysis and support, in many researchers have come to agree with this point (LaScotte, 2015; Siegel, 2015; Yousefinia, 2012). Due to the challenges faced, many students struggle to thrive in this particular language skill. Wrong methods were mistakenly chosen by some students for them to listen effectively upon completing a listening task, which later led them to devastating results.

With a foundation that learners' perceptions of their listening problems and strategies can affect their comprehension both positively and negatively, many researchers have come up with ways to help fortify students' listening skills. Some of the instructors believed that exposing students to audio material repeatedly, which is also known as the traditional method, is less applicable to the present day, as the advances of technology have long been embodied in the lives of the students of the new generation. The listening assessment nowadays is sometimes accompanied by video material, which is also recognized as a new media input method (Armium & Rahmatian, 2011).

Listening is considered an important ability that has to be mastered. Listening ability is also important to be mastered for its benefit in building good communication. In building good communication with others, individuals have to understand the meaning of the message conveyed by others listening ability is needed.

The most recent ability to be included in the language arts curriculum is listening. The teaching of listening was not prioritized until recently. Although students were expected to be seen and not heard, they were also expected to be able to listen. One of the language abilities that is regularly used in daily life is listening, and we spend a lot of time doing it when we watch television, listen to music on the radio, use our phones, and do other activities.

According to Brown (2001), developing listening skills entails developing a chain of responses to listening. Understanding what is heard requires good listening abilities. Use the information you learned from this listening in a way to assist your pupils in comprehending what was said or asked. Therefore, listening is essential to any successful communication; without it, the message received will be misunderstood, communication will break down, and the message sender may grow irritated or dissatisfied.



Nunan (2003) says that listening is seen as a major source of comprehensible input, and Buck (2001) says that listening comprehension is a very complex process, and if teachers want to measure it, they must first understand how that process works. Listening plays an important role in language learning.

Listening activities are also essential in the classroom, where students must cope with listening comprehension. The pupils in an EFL lesson have communication issues. These issues arise not just as a result of their abilities, but also as a result of the professors. Language teachers must assist their students in becoming great listeners (Schwart, 1998). According to Snell (1999), dealing with inactive pupils who are inattentive and avoid engagement with the teacher is a regular difficulty for EFL teachers in traditional classrooms.

To address this issue, it is suggested that an interactive method of teaching listening be developed. When planning classes, presenting material, and encouraging good listening, it's also important to consider learning styles (Beall et al, 2008). Not only to overcome the pupils' obstacles but also to increase their listening talents, a specific listening technique is required. Wallace et al. (2004) also emphasize the importance of developing a listening strategy, stating that exposure to a variety of reading, writing, and speaking activities in school can help students develop the skills they need to succeed.

Many English teachers have long recognized the value of song and music in language instruction. The statement demonstrates how teachers can utilize song as a medium to help students overcome their listening issues and enhance their listening skills. Songs can also be used by creative teachers to teach English because they provide a break from the textbook and workbook. For them, it is novel and intriguing. As a result of this predicament, they will be especially driven to learn to listen.

2.2.2 Audio Visual Media

Audio-visual media is a type of media that shows both audio (sound) and visual (images) at the same time. The two senses, especially the ears and sight, are active at the same moment when this medium is used. The usage of this media is believed to attract students to pay closer attention and be able to correlate information received with the help of visualizations of visuals, resulting in a better understanding. Flashcards, audio slides, films, animation, lectures, and broadcast news are examples of audio-visual material that can be used to teach listening skills.

According to Ahmad (2013), there are four types of audio-visual. There are:



1. Filme

ision

ions

oe

The procedure for using audio-visual media:

- a. The teacher prepares a laptop, sound, projector, and video as a material.
- b. Pay attention to the sitting position of students so that they are comfortable.
- c. While watching the video material, the teacher conveys learning objectives and learning techniques.
- d. Then the students watched and listened carefully to the video material.

One of the most popular video websites is YouTube. As long as there is an internet connection, YouTube is thought of as an online resource where trainers and students can study through videos at any time (Educause, 2006). Students will learn more about the curriculum after YouTube is implemented in classrooms.

According to Nejati (2010), YouTube is essential for improving language learning in the future because these platforms play a pivotal role in practicing the target language and its pragmatics, engaging students in active and productive projects, preparing them for likely future encounters in computer-mediated communication, learning more about other cultures, and preparing them for becoming autonomous learners.

An audio-visual is a medium that combines sound and images to provide presentations or other forms of communication that may be both heard and seen. Infographics, presentations, movies, animations, and audio recordings are all examples of audio-visual content. We can make a presentation display that is more interesting and effective, and will help the audience grasp the presentation's objective and purpose by combining audio and visual content.

AVM (Audio-Visual Media) is important in learning technical EFL because it can stimulate learners and encourage them to learn a foreign language. Technical AVM can communicate facts and ideas through the eyes and ears to the mind and the emotions. Technical AVM includes computers, videos, overhead projectors, instruments, and tools of industrialization.

Based on the description above, the researcher concludes that AVM is a powerful tool that helps students learn foreign languages. Students will be free to learn and have different opportunities and experiences that motivate them. The teacher can also be creative in the teaching-learning process.

AVM has many definitions. It is described as electronic storage of moving images by Smaldino et al (2002). He continues by saying that video can refer to electronic media format that uses "motion pictures" to convey a message. According to Cakir (2006), using films in language instruction ensures that students are receiving input in the target language. Additionally, incorporating audio-visual materials that are relevant to the course material aids in conceptualization and in-depth analysis of the subject. Additionally, students might focus on how the



movie uses nonverbal linguistic cues to enhance their knowledge of how the target language is used in context.

According to Cunnings (2001), who discusses the use of video in language instruction, the medium stimulates students by giving them a chance to develop a background schema for the material. Additionally, watching videos gives students an understanding of the rhythm and stress patterns in the target language. Additionally, it enables students to anticipate, deduce, and evaluate data regarding the subject (Koksal, 2004).

Ekayan (2012) lists several techniques, including:

1. The film and tape presentation starts with the instruction.
2. The teacher uses question-and-answer sessions, pointing, demonstrations, and selective listening to convey the materials.
3. The dialogue is played back again on tapes and film strips, or it is practiced in a language lab until it is memorized.
4. The use of tape recorders and film strips eventually frees the students.

Based on the statements, the audio-visual technique is one of the best solutions. This technique uses both sound and images, usually in the form of video and recorded speech. This can help teachers implement learning processes to help students' listening abilities.

