

CHAPTER I

INTRODUCTION

A. Research Background

The scientific world is currently experiencing rapid development that can be proved by the development of technology supporting the advancement of language learning. With the development of science and technology, people are required to be able to compete by improving their English skill and technological competence. From a wide range of English skills, listening becomes the main skill that must be mastered before mastering various existing language skills. According to Harmer (2007:133), "Listening is good for our students pronunciation, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch, intonation, stress, and the sound of both individual words and those which blend together in connected speech".

Listening is one of the most difficult skills. Listening to a foreign language is a hard work, especially for students. According to Nasrudin (2011:3), "Listening skill is a difficult skill in second language learning. The difficulty is caused by many factors varying from the difference of sounds between the second language learners' first language and the second language he or she is learning, his or her lack of vocabulary, his or her grammatical unawareness, to pragmatic differences of the two languages. Accordingly, learners of English as a foreign language (EFL) need to be prepared to handle tests in listening comprehension." In addition, Harmer (1998:135) states that, "Students need to be able to understand a variety of things in a number of different ways. In the first place,

they need to be able to recognize para-linguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information and something for more general conversation depend on the particular genres they are working with." Therefore, teachers are required to be more creative in teaching listening.

Listening activity should be fun and interesting for students. Teachers should also be able to take advantages of the existing facilities. There are several media that a teacher can implement to make listening interesting for students. One of the media is the teacher can use audio or audio visual in teaching listening. For example, the teacher asks students to watch films or listen to songs then to retell what they get from what they have listened or watched. Before the teacher begins the listening activity, the teacher gives some key words or vocabularies for students. Moreover, according to Harmer (2007:133), "There are several ways for students to be able to understand what people are saying to them in English, either face to face, on TV or on the radio, in theaters and cinemas, or on tape, CD or other recoded media."

The descriptions above are in contrast to the condition of learning at the school. Listening skill is considered as one of the difficult skills by most students. Based on the researcher's experience when she taught listening comprehension during her teaching practice period, she found out that the students got some difficulties in understanding the learning materials. It was difficult for them to understand what they heard. Besides, it is hard for them to get the idea and retell what they have heard. They kept asking her to repeat or replay the audio again and again.

Moreover, the method used by the teacher in teaching listening comprehension are not varied. The teacher simply became the operator of the media used either by audio or audio visual. Thus, students easily get bored. Using media in language learning is not sufficient, the teachers must also be able to make the process of learning fun, so that students can focus fully on a lesson. Teachers need to be able to create enjoyable learning atmosphere in the classroom, so that students do not feel bored especially in learning listening. By using a variety of media, teachers can help students understand listening comprehension materials. Therefore, the teacher needs to be creative in applying the media to have various learning activity.

According to the above statement, the writer is interested in investigating the teacher's perceptions on the use of audio and audio visual media to help students understand listening comprehension materials. Besides, this research is also conducted to know the advantages and challenges of both media in teaching listening from the teacher's perspective.

B. Statement of Problem

Learning or mastering English language is not easy. Students are required to master the four skills, namely listening, reading, speaking and writing. From those skills, based on the researcher's experience during the teaching practice period, the problem which is often encountered by students is the listening skill. Listening is a skill which is considered difficult for foreign language students. Listening to foreign language is a hard work for students because of many factors. To be able to listen well, students should know the intonation, accent, pause, pace,

pronunciation and vocabulary from the native speakers as stated by Nasrudin (2011). Therefore, teachers should teach how to listen effectively to the students.

There are many types of teaching media which can be used in the teaching and learning process. Newby, et al. (as cited in Sukemi 2012) classify media into six different types, namely *real objects, text, video, audio, visual* and *multimedia*. However, in order to make this research be more focused and deep, there needs to be restrictions on the research problem. Based on the identification of the problems, the writer limits the research on the use of audio and audio visual media to teach listening skills. By using audio media, students can get opportunity to listen to varieties of speakers' voices instead of their teacher's voice (Harmer, 2007). Therefore, it will be easy for them to understand what they have listened from different speakers. Meanwhile, the benefits of audio visual are to train students to understand the lessons. According to Harmer (2007), there are many reasons to use audio visual in teaching listening skill, such as students can look at the speakers, students can see the speakers' body movements, and students can see the location. Thus, audio visual will help the students understand listening easily.

Therefore, the writer is interested in investigating the teachers' perceptions on the use of audio and audio visual media to help students understand listening comprehension materials. Furthermore, the advantages and challenges of both audio and audio visual media were also revealed in the current research. To get the data, the researcher interviewed four English teachers at SMA Muhammadiyah 3 Yogyakarta to find out their perceptions on the use of both media. When the researcher practiced teaching at SMA Muhammadiyah 3

Yogyakarta, the researcher had the opportunity to observe the teachers when they taught. All of the teachers used audio and audio visual media when they taught listening.

C. Research Questions

Based on the problem restriction, the research questions are as the followings:

1. What are the teachers' perceptions on the use of audio and audio visual media to help students understand listening comprehension materials?
2. What are the advantages and challenges of using audio and audio visual media in teaching listening?

D. Research Objectives

Based on the above problem formulation, the objectives of this research are as follows:

1. To investigate the teachers' perceptions on the use of audio and audio visual media to help students understand listening comprehension materials.
2. To reveal the advantages and challenges of using audio and audio visual media in teaching listening skills.

E. Research Benefits

The results of this study are hoped to benefit the following parties, including the researcher, teachers, students, and schools.

1. The Researcher

From this research, the researcher knows the advantages and challenges from both of media for students. The results of this study provide some basis information related to the use of audio and audio media in language learning. Besides, the researcher can increase the knowledge of teaching method of learning process in the future.

2. English Teachers

From this research, teachers can improve their quality of teaching to use media in learning teaching activity. In addition, the teachers can be more creative in using the teaching media. Moreover, from this research teachers can create teaching and learning activities so that the teaching and learning activity become more interesting.

3. Students

The result of this research can help students to overcome the difficulties in listening comprehension. Besides, the students can be more motivated to learn and to practice their listening skill intensively and effectively.

4. School

This research is expected to give basic ideas for the school to provide more complete facilities for the English learning activities. Therefore, school can provide more supporting media that can aid the students' skill improvement, especially in listening comprehension.

F. Research Outline

This research report is arranged as the following :

Chapter I is the introduction of the research. In this chapter, the researcher discusses the research background, statement of problem, research questions, research objectives, research benefits and research outline.

Chapter II is the literature review. This chapter consists of some theories that related to the study. The theories being reviewed are functions of media in language learning, types of learning media, advantages and challenges of audio media and using audio media in language learning, advantages and challenges of audio visual media and using audio visual media in language learning.

Chapter III is the methodology. This chapter discusses the research design, research setting and participants, data collecting instrument, data collecting procedure, and data analysis.

Chapter IV is findings and discussion. This chapter discusses the main problem in this research and discusses the teacher's perception on the use of audio and audiovisual media to help the students understand listening comprehension materials. Besides, this chapter also elaborates the findings on the advantages and challenges faced by the teachers when using both audio and audio visual media in teaching listening.

Chapter V is conclusion and suggestion. This chapter concludes the study and provides suggestions.