

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter provides two major sections of the research which are the presentation of the research findings and discussion. The findings and discussion are presented and discussed in order to answer the two research questions in the study. The first is the teacher's perceptions on the use of audio and audio visual media to help students understand listening comprehension materials, and the second is the advantages and challenges of using the audio and audio visual media teaching listening.

#### **Research Findings and Discussion**

This presentation of the results of the research is divided into two subtopics under the research questions proposed in the current study. The findings and discussion are based on the interview results from the teacher's response. The four English teachers in SMA Muhammadiyah 3 Yogyakarta were interviewed to provide some information related to the use of audio and audio visual media to improve students' listening comprehension and also the advantages and the challenges of each media in language learning.

#### **1. The findings on teachers' perception on the use of audio and audio visual media**

The first research question is the teachers' perception on the use of audio and audio visual media to improve students' understanding in listening

comprehension. The research findings are presented into two subthemes including *the types* of learning media frequently used by the teachers, and *the functions* of audio and audio visual media in language learning.

a. Perceptions on the types of learning media

Based on the interview, there are some types of learning media that can be used by the teachers to teach listening comprehension. The first respondent mentioned some media to teach listening comprehension are media which can be seen, heard, and held.

*"There are some media that can be used in language learning. The first is real object, the second is media that can be heard, and media that can be held such as cards". (R1.001)*

In addition, the second respondent said that the media that she can use to teach listening comprehension are such as tape recorder, cassette, flash disk, cards, audio and audio-visual equipments.

*"Learning Media that can be used in language learning such as internet, tape recorder, cassette, flash disk or cards, audio visual video and audio". (R2.002)*

The third respondent also stated that there are several types of learning media to improve students' listening comprehension like visual such as pictures, graphics, and moving images. The other media is audio, or the combination of both visual and media.

*"There are some types of learning media such as picture, text, graphic. Those are visual media. Then, the media that can be seen like audio visual and real object. Moreover, and there are audio media and combination between audio and visual media.*

”. (R3.003)

Moreover, the fourth respondent also mentioned that there are many kinds of learning media such as laptop, computer, LCD, loudspeaker, flash disk, tape recorder and audio visual.

“Types of learning media are laptop, computer, LCD, Loud speaker, pictures (audio visual), tape recorder, Flash disk and audio” . (R4.004)

**Table 4.1.**

**The findings on the types of learning media used by the English teachers  
in SMA Muhammadiyah 3**

<b>Respondent</b>	<b>Real objects</b>	<b>Text</b>	<b>Visual</b>	<b>Audio</b>	<b>Video - Audio (Multimedia)</b>
1			√	√	
2			√	√	√
3		√	√	√	√
4			√	√	√

As seen in the table, all the four respondents use visual media, all four respondents use audio media, and three respondents use both audio and audio-video as learning media in the classroom activity. This is in line with the theory that has been mentioned by Newby, et al. (as cited in Sukemi 2012) that teaching media which can be used in language learning are classified into real objects, text, video, audio, visual, and multimedia. In addition, Sulaiman (1981) explained that in learning, audio media only based on the sounds and tools using cassette, tape recorder and that media can be used to teach listening skills.

b. Perceptions on the functions of learning media

Based on the result of the interview, the respondents mentioned some functions of learning media in process of teaching and learning. To begin with, the first respondent said that by using learning media, it will be easier for the teacher to transfer information and the student will be easy to understand the learning material.

*"The function of learning media is to help teachers explain material to the students, in that the teacher will be easy to transfer learning material to the students and the students will be easy to understand the material" (R1.003)*

The second respondent also mentioned some functions of learning media. She states that one of the functions of using learning media is to ease the students in understanding the lesson or material being delivered. The students can comprehend the lesson faster so that they can imitate or apply it.

*"The first function is to present the material clearly, thus students can understand the material which are taught by the teacher so that students can imitate ". (R2.002)*

The third respondent also gave the same statement on the function of learning media to help students understand listening comprehension. She stated that learning media eases the process of transferring the lesson so that, by the good knowledge transfer, the lesson can be easier to understand. By using media, the students are easier to comprehend the lesson.

*"The functions of learning media such as to convey information well and by using learning media, students will be easy to understand the material". (R3.002)*

In addition, the fourth respondent also mentioned many functions of learning media. The first is to train students' listening skill in which the students

can get information directly from the native speaker. The second, student can look at the visualization of what the native speakers are doing and the third, student will remember the material for long time or they can remember the lesson longer.

*"There are many functions of learning media. Firstly, audio media can train students' listening skill, in which the students learn to understand or get the information from the native speaker. Secondly, by using audio visual, the students can look at what the speaker do. Thirdly, by using picture, the students can remember the lesson longer". (R4.003)*

Based on the result of the interview, the participants stated six functions of audio and audio visual media in language learning for the students. The first function of audio and audio visual is helping the students understand the lesson or materials easily. This function is stated by respondent one, two and three. The other function of audio and audio visual media admitted by the teachers is enabling the students to imitate or apply the lesson. Respondent two clarified that by using audio and audio visual media, students are able to imitate the language used in the media. The third function of audio and audio visual media which is stated by respondent three is as a media to practice students' listening comprehension. The fourth function is providing visualization for the students to learn directly from the natives. This is stated by the fourth participant that the audio visual media provides visualization for the students clearly. The last function of audio and audio visual media is enabling the students to remember or memorize the materials longer or memory retention. Besides for students, the function of audio and audio visual also helps the teacher to transfer the information or lesson easily.

This function of audio and audio visual media for the teacher mentioned by participant one and three.

**Table 4.2. The findings on the functions of audio and audio visual**

Respondent	For Students					For Teacher
	Function 1	Function 2	Function 3	Function 4	Function 5	Function 6
1	√					√
2	√	√				
3	√		√			√
4				√	√	

**Note:**

Function 1: helping the students to understand the lesson or materials easily.

Function 2: enabling the students to imitate or apply the lesson.

Function 3: practicing students' listening comprehension.

Function 4: providing visualization for the students to learn directly from the natives.

Function 5: enabling the students to remember or memorize the materials longer or memory retention.

Function 6: helping the teacher to transfer the information or lesson easily.

The findings from the interview are in line with some theories discussed in chapter II. Hamalik in Zulkifli (2009) say that media like any tools, methods, and techniques are used to make the communication and interaction between the teacher and students more effective in the teaching and learning process. Besides, Celce - Murcia (2001) argue that media provides teachers with a means of presenting material in a time efficient and compact manner. Sadiman (1986) states that media is something that can be used to convey message from the sender to the receiver. Therefore, learning media facilitate the transfer of knowledge in language learning process.

## 2. The findings on the advantages and challenges of using audio and audio visual media

In this point, the researcher will answer the second research question, which is, what are the advantages and challenges the teachers get when using audio and audio visual media in teaching listening. The discussion is divided into two parts which are the advantages of audio and audio visual media in teaching listening, while the other part is about the challenges the teachers face when using both audio and audio visual media.

### a. Advantages of Audio and Audio Visual Media in Teaching Listening

Audio and audio visual media provide language teachers some advantages. The followings are the advantages of audio and audio visual media according to all of the respondents' responses from the interview.

#### i. *The findings on the advantages of audio media*

From the result of the interview, there are some advantages of the use audio media according to four respondents. The first respondent said audio media helps students learn about pronunciation, language expression, and students will get CCU (cross cultural understanding) context from the audio.

*"Audio media is more focus on voice without picture, but it also provides pronunciation, expression and cross culture understanding that can be learnt by the students.*

*". (R1.015)*

The second respondent supported the first respondent statement on the use of audio media in which it can improve students' pronunciation. She also argues that audio media can improve students' listening skill like pronunciation and accent.

*"The students can improve their listening skill, in which they are used to the pronunciation and accent of native speakers. Besides, the students can also imitate speaking style of native speakers when they spoke.".(R2.013)*

The third respondent argued that audio media helps students to imagine the context of the audio being listened, so the students can be more focused in listening. In short, audio media helps the students focus in listening.

*"The strengths of audio media are to help students imagine the context of spoken language and to help students focus when they are listening". (R3.017)*

Then fourth respondent also said by using the audio media, students can improve their listening skill and the student can learn about pronunciation, and accent.

*"Audio media can be used to train students' listening skill. Students will be familiar with the spoken language or dialogue when they did a lot of listening practices. They will be able to understand the pronunciation and the accent of the speakers". (R4.012)*

Beside that, in the other question, the other respondents also said that audio media can improve their listening skill and student can make the summary from what is heard.

*"The strengths of audio are to train students to make conclusion of what is heard and to train students' listening skill".(R2.015)*

Based on the interview results, there are four advantages of audio media in teaching listening. *The first* advantage of audio in teaching listening is it can improve students' listening skill which is stated by three respondents (the first, the second and fourth respondent). *The second* advantage of using audio media is also mentioned by three participants (the first, the second and fourth respondent), that audio media helps the students to improve their pronunciation and accent. One



respondent (respondent 3) mentioned *the other advantage* of audio media in teaching listening. She gave an idea that audio media helps the students focus on the listening activities, and because they focus, they can imagine the context. *The last* advantage of audio media is mentioned by one respondent (respondent 2), which is to train students to make summary of what is heard.

From the teachers' answers, audio media is a useful media for teachers to teach listening and provides advantages for students to improve their listening skills. This is consistent with Harmer (2007) who states that by using audio media, student can improve their listening skills to acquire good speaking habits as result of the spoken English they absorb and helps to improve their pronunciation.

*ii. The findings on the advantages of audio visual media*

The following presents the finding and the discussion on the advantages of using audio visual media in language learning, based on the interview results with four English teachers in SMA Muhammadiyah 3 Yogyakarta. To begin with, the first respondent said that audio visual media provides advantage which is by using audio visual media, students can get real examples, they can see the native speaker expression.

*"There are many strength of audio visual media, such as the student can get examples of spoken language and the student can also look at native speakers' facial expression". (R1.015)*

The second respondent mentioned some advantages the students get by using audio visual media. Students can easy to understand the material, students are also able to imitate native's speaking style because students can look and also heard

what the native speakers say and do, so students get many ideas. Besides, the student will be motivated by the use of audio visual media.

*"The advantages of audio visual are the students will be easy to understand and imitate native speaker because the students can look at the speakers. Besides, by using audio visual media, the students will be motivated". (R2.014)*

The third respondent has the same answer on the advantages of the use of audio visual media. As audio visual media provides both audio and visual, students are more interested because students can both see and listen.

*"Audio visual media is good for students because the students is not only listen to the listening material but also they can look at the speaker. So, they are interested in listening to the material". (R3.015)*

In addition, the fourth respondent also said that by using audio visual media, besides students can see and listen, students become more interested. Audio visual media also helps students to remember the lesson or material longer.

*"The advantages of audio visual are the students can make conclusion from what they have heard and look, the students are interested in listening to the material, and by using audio visual media, the students will remember the material longer because there are visual imanges". (R4.014)*

In conclusion, audio visual provides many advantages for the students based on the respondents' answer from the interview. The first respondent said that audio visual in listening skill provides advantages such as students get easy to understand the material, student can see how the native speaker speaks and student can increase their pronunciation like a native speaker. Students also can learn about cross culture understanding. Then, the second respondent mentioned the other advantages of audio visual. She stated that students can retell what they

heard, students can learn pronunciation and they can see facial expression from native speaker and they can also see native speaker's body language. Next, the third respondent gave the same answer on the strengths of using audio visual media. Students can see native's expression, body movement and student can easy to understand the materials. Moreover, the last respondent said that audio visual media helps students to memorize the materials longer. So, the use of audio visual is good to teach listening, student can easy to understand and teachers also easy to deliver the material well.

The research findings support the theories in chapter II. According to Celce- Murcia (2001). Audio visual media serves as an important motivation in the language teaching process. Besides, she also states that audio visual media provides both visual and auditory learners, so students get multiple input sources. Moreover, Harmer (2007) says, there are many reasons to use audio visual media in teaching listening skill, such as the students can look at the speaker's facial expression, the speaker's body movements, and the setting or location. Thus, audio visual media will help students understand listening easily. The following table (table 4.3) presents the advantages of both audio media and audio visual media.

Table 4.3

**The Findings on the Advantages of Using Audio and Audio Visual Media**

No	The Advantages of Audio Media	The Advantages of Audio Visual Media
1.	Students can learn about pronunciation, and accent	Students can look the native speaker expression, (body movement, facial, expression)
2.	Students can improve their listening skill	Student can get the example from the native speaker
3	Students can make summary what they hear	Student easy to understand with the material
4	Students can focus on what they listen	Students get motivation
5	Students can imitate language expression of the native speakers	Students will be interested
6	Students can also know about CCU	Students can retell
7		Students can remember long time

**b. Challenges of Using Audio and Audio Visual Media in Teaching Listening**

Besides provide some advantages for the teachers and learners in teaching learners, audio and audio visual media also gives some challenges. This part discusses the findings of the second research question on the challenges the teachers face when using audio and audio visual in language teaching. As audio and audio visual give different challenges, so the discussion is separated.

*i. The findings on challenges of audio media*

There are some challenges faced by teachers when they use audio media. The challenges are related to *environment, technical, and the students.*

The first challenge is related to the environment. The challenges the teachers face related to the environment is when the school's location is near from the road, it makes the noise outside the class heard into the class. So that, the students lose their concentration, and the sound of the audio cannot be heard clearly. This is stated by respondent one, three, and four.

*"Some challenges of audio media are; the student were not interested in listening to spoken language. In addition, our school is near the road, it makes the noise outside the class heard into class. Thus, the students lose their concentration". (R1.023)*

*"The challenges of using audio media are; the school is near the road, so the students are disturbed by the noise from outside. Besides, audio media is only supported by sound. There is no visual images". (R3.019)*

*"Disturbed from outside, for instance, the environment is noisy, so the student will lose their concentration in listening because they only listen to the sound without look at the pictures" (R4.018)*

The second challenge in using audio material is related to the technical things. The challenge of audio media is also related to the technical things, explained by the second respondent. Sometimes, the teacher gets trouble with the recorded voice which is not clear or having trouble.

*"The problem are; we have prepared audio media, but it does not work at class, the students are not interested in listening spoken language, not all of the students concentrate while they are listening. Hence, the teachers found it difficult to present the materia". (R2.019)*

Respondent four also argued the same thought on the challenges of using audio media related to the technical thing which is on the tools, like the speaker. If the speaker used is not good, then the audio produced is not really clear.

*"The challenge of audio media is dealing with technical thing. For instance, the quality of loudspeaker is bad, thus it produces unclear sound.*

*The challenge of audio media is the sound-speaker is not good, so student can not hear the voice from the native clearly." (R4.018)*

Besides the challenges from the environment and technical things, other challenge of using audio and audio visual media also come from the students' side. *The last* challenge of using audio media is related to the students themselves. Four respondents stated that students found it difficult to learn from audio media because they only listen to speakers' sound without any visualization.

For the first respondents, she said students are sometimes difficult to understand when the teachers use audio media.

*"The weakness is, sometimes the students found it difficult to understand the text or dialogue which are presented by the teachers". (R1.015)*

The second respondent said that audio media provides only sounds, so students only hear which make students difficult to understand.

*"Since audio media is only provide the students with sound sound based media. Since the students found it difficult to understand what is heard because there are not used to listen to English spoken language". (R2.015)*

The second respondent also stated the challenge is from the students, different class program has different challenge. The enthusiasm of students from science class is different with students from the social class.

*“Defend on class if the teacher teach IPA class the teachers will easy to transfer the material, if the teachers teach IPS class the teacher get difficult because many students not interested to learn. (R2.019)*

Moreover, the third and fourth respondent mention that in using audio media, students feel difficult to listen because they perceive that some English words are pronounced similar so the students just guess what they heard.

*“The weaknesses are the students found it difficult to listen to the speaker because they perceive that some English words are pronounced similar so, the students just guess what they heard”. (R3.017)*

*“As I have explained the students just guess what they have heard because students perceive that some English words are pronounced similar, so students just guess what they heard”. (R4.013)*

In conclusion, the teachers face three challenges when using audio media in teaching listening which are related to *environment, technical*, and also *students*. *The first* is related to the environment of the schools. When the schools are near the road, the noise outside makes the audio cannot be heard clearly. So that, the students lose their concentration when they listen to the audio. *The second* challenge is related to technical things. Sometimes, the teacher gets trouble with the recorded voice which is not clear or having trouble. Another technical thing is related to the speaker available in the class. *The last* challenge faced by teachers is from the students themselves. Sometimes students are not interested to listen because audio media has only voice and have no visual. This is in accordance with Jeteline (2010) that audio programs are only sound based and have no visuals. Consequently, students may not be interested to learn with audio media. Besides, Jeteline (2010) also states those audios is one side or one way

communication and miss the personal touch as it is only supported by sound. So, the students are not easy to understand what the speaker said.

ii. *The findings on challenges of audio visual media*

Based on the result of the interview, all of the respondents have the same answer about the challenges of audio visual media. The respondents as teachers found difficulties to find suitable materials because they think teacher should have many references of learning material. Furthermore, the teacher must spend much time to find out suitable learning material so the teachers can deliver the material well. Below are some statements from the respondent about the challenges of audio visual media.

The first respondent mentioned four challenges for the teacher in using audio visual media in teaching listening. *The first* challenge is on preparing the equipment like laptop, cable, LCD, etc. *Another* challenge is on the timing. The teacher should think of the time spent for playing the video. *The third* challenge is related to the video materials. Teachers cannot produce the video themselves, they should take or download from many resources. It is not easy to find suitable material (video), for example, the material is already suitable but its level of difficulty is high, the duration is long, so it cannot be used for the students. Moreover, it makes the teachers to spend more time and to have many resources to find the appropriate materials. The last is on the availability of the equipment, such as LCD, and speaker.

*“ The challenges of audio visual are teachers must prepare before they teach and teachers must check the technical thing like cable and LCD. Then, the other challenges are found it difficult to find references or suitable material. Dealing with*



*learning material in which the teachers cannot produce the material by themselves”*  
 . (R1.002)

*“The challenges of using audio visual media is the teacher found it difficult to get the suitable materials for example: when I want to teach about expression or giving opinion I have to search and prepare audio and audio visual material which are related to the topic. It is not difficult, but I have to spend much time to find the suitable material from the internet”.(R1.014)*

The second respondents mentioned two main challenges in using audio visual in teaching listening. The first challenge is technical, which is on the sound. The other challenge is teacher should be smart or creative in selecting the materials.

*“The challenges of using audio visual media is on the sound which is produced by media. I have no problem in using audio media because the students can see the visual while they are listening to the audio. Thus, the students can understand the material easily”. (R2.020)*

The third respondent also explained the same challenges the teachers face in using audio visual media in teaching listening. The first challenge is teacher must check the material before they teach. Another challenge is teacher should be able to choose good materials which is suitable with the topic and the not too long in the duration, so student do not get bored. She also mentioned another challenge related to technical thing, the electricity which is often off in her school so it disturbs the use of audio visual media in the learning process.

*“The weakness of audio visual media is the teacher should find suitable material thus teacher can convey the material well”. (R3.015)*

*“ For me there are some challenges of using audio visual especially before the teacher teach. The teacher must check and prepare the material. Then teacher must be able to choose the suitable material. Moreover, the electricity connected air*

*conditioner so sometime the electricity does not work. So, it is disturbing teaching process. Then if the teachers teach too long students will get bored". (R3.021)*

The fourth respondent also mentioned the challenges of using audio visual media in teaching listening. The difficulty is in finding suitable materials, so it makes teachers to have many resources or references. Besides, the teachers should also spend much time to look for the suitable material.

*"The teachers found it difficult to find the suitable material". (R4.015)*

*"I think the problems are the teachers are difficult to find the suitable material. Therefore, they have to spend much time to look for the suitable materials for their students". (R4.020)*

In conclusion, the respondents outlined four big challenges for the teacher in using audio visual media in teaching listening. *The first* challenge is on preparing the equipment like laptop, cable, LCD, etc. *Another* challenge is related to finding suitable or appropriate video materials. Teachers cannot produce the video themselves, they should take or download from many resources. It is not easy to find suitable material (video), for example, the material is already suitable but it the level of difficulty is high, the duration is long, so it cannot be used for the students. *The third* challenge is on the time and resources. The teacher should spend more time and to have many resources to find the appropriate materials. In terms of timing, teacher should also be able to adjust the time between delivering the lesson, playing the video, and the learning activities. *The last* is on the availability of the equipment, such as LCD, speaker, and electricity. The challenges faced by the teachers stated in the literature review. Sukiman (2010:189) states that provision of audio visual especially video and film is generally expensive and time consuming. In addition, video and film are not

always in accordance to the needs and desired learning objectives, unless they are designed and manufactured specifically for learning needs. Table 4.4 presents the comparison of the challenges of using audio media and audio visual media in language teaching.

**Table 4.4**

**The Findings on the Challenges of Using Audio and Audio Visual Media**

No	The Challenges of Audio Media	The Challenges of Audio Visual Media
1.	The challenge from the environment: The noise outside makes the audio cannot be heard clearly.	<i>The first</i> challenge is on preparing the equipment like laptop, cable, LCD, etc.
2.	The challenge from the technical things: The sounds from the audio and the speaker.	<i>Another</i> challenge is related to find suitable or appropriate video materials.
3.	The challenge from the students: Student difficult to understand as it is only supported by sound.	<i>The third</i> challenge is on the time and resources. Teachers must spend much time and resources to find the material
4.	Students guess what they heard as the think they hear the same words.	<i>The last</i> is on the availability of the equipment, such as LCD, and speaker, electricity.