

CHAPTER I

INTRODUCTION

A. Background of study

According to Nurmala Hedrawaty, listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the 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 a good competency in productive skills namely speaking and writing.¹ Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore when reading, students can go back and reread a phrase whereas with listening they only get one chance.

¹Nurmala Hendrawaty, The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya. *Loquen English Studies Journal*, (Vol 12 No 1 (2019), 57.

With reading, it's the reader who sets the pace whereas with listening it's the speaker or recording that sets the pace

According to Wina Sanjaya, audio visual is a type of media that in addition to containing elements of sound also contains elements of images that can be seen, such as video recordings, various sizes of films, sound slides, and etc. This media capability is considered better and more interesting, because it contains both elements of the first and second media types.² What contribution can audio visual make to the achievement of these goals? If, by teaching the language, we mean the four goals, we must break it down into teaching the students to understand listen, speak and write the language. In developing ability to listen and speak, audio-visual are only of indirect advantage, to the extent to which they enable the student to achieve ability to pronounce, add to his vocabulary or familiarize him with grammatical usage, as basic tools with which to build.

Before writing this study, the researcher carried out preliminary study. Preliminary was conducted on June, 13th 2022, the researcher had opportunity to interview in the teacher at SMKN 3 Cilegon (Yusita Kartika Sari, S.Pd.). This school uses the 2013 curriculum (K13) and has been accredited A. This means that both teachers and students must

²Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: PT. Fajar Interpratama, 2011), 211.

master English. Mrs. Yusi stated that in the process of learning English K13 requires students to achieve competence, especially in speaking, reading, listening and writing skills.

From the information data obtained, it shows that students of SMKN 3 Cilegon have several obstacles in learning English, in listening skills students have problems seldom to listening practice because very limited number of learning hours, lack of vocabulary so it's hard for students to digest what native speaker talked thus leaves students less motivated and lazy to learn listening. To motivate students in learning listening, the researcher believes that students need to use interesting media in learning listening that the use of audio visual is able to improve the listening course. In addition, the students also become more motivated and enthusiastic during the lecture which can be seen in the group discussion stage that implement Information, Communication and Technology (ICT).

Generally it can be concluded that audio visual can improve the focus and concentration of students in listening course. In this research that i will examine the audio visual media to class X ULP 2 and X AK 2 students at SMKN 3 Cilegon whether listening learning using audio visual media can improve student's listening skills, if it doesn't work, it

will be identified the student's difficulties in learning listening and the lack of supported for the media that applied in the class.

From the explanation above I will use the quantitative method for this research, and pick the title *The Effectiveness of Audio visual to Improve Student's Listening Skill.*

B. Identifications of problem

Based on the background of study, researcher can be identified the problem of listening as follows :

1. Lack of concentration while listening
2. Lack of vocabulary
3. Student motivation in learning listening is low
4. Seldom to listening practice
5. The application of the media used is not optimal

C. Limitation of the study

The focus of this research was to apply the audio visual to help pupils enhance their listening skill. research subject is class X SMKN 3 Cilegon. The audio visual was chosen by the researcher because it has numerous advantages, particularly in terms of stimulated and motivated the students listening skill.

D. Research Questions

1. How was the listening skill of the tenth grade students of SMKN 3 Cilegon before and after using the audio visual?
2. How is the effectiveness of audio visual to improve student's listening skill?

E. The Aims of The Study

In connection with the research questions above, the researcher intends to conduct this research as follows:

1. To observe the listening skill of the tenth grade students of SMKN 3 Cilegon before and after treatment
2. To describe the effectiveness of the audio visual in improving student's listening skill

F. Hypothesis of the Study

The researcher has two types of hypothesis in this investigation, which are follows:

Ha: There is a significant effectiveness to teaching listening using audio visual.

H0: There is no significant effectiveness to teaching listening using audio visual.

G. Previous Study

There are some previous studies related to the topic of audio visual, in this section the writer takes some previous studies as a reference that is reviewed to this study.

The first previous study that relates to this research is Mei Hardia's article that is published in Allughah Language journal IAIN Bengkulu entitled "Improving Student's Listening Skill by Using Audio Visual Media at University of Bengkulu". This classroom action research (CAR) is designed to improve the listening skill of the student by using audio visual media. The subject of this research are student of English at University of Bengkulu of Diploma program who take the listening course. This study was conducted in two cycles of progress namely: planning, observation, action, and reflection. This classroom action research was carried out in 2 cycles on 2 face-to-face meetings in class. This study aims to see the effect of the use of audio visual media on the ability to listen to students in the listening for lecture course. The audio visual media used is in the form of short scientific lectures on certain topics downloaded from YouTube media . The result showed that the use of audio visual media is able to improve the results of listening course. In addition, the student's also become more motivated

and enthusiastic during the lecture which can be seen in the group discussion stage that implement collaborative learning.³

The second previous study that relates to this research is I.P.F.C.K.Brian, I.N.P.H.Saputra, N.K.Wedhanti's article that is published in University Ganesha Singaraja entitled "The Effect Of Teaching Using Audio Visual (VIDEO) Media, On Seventh Grade Student's Listening Comprehension at SMP Negeri Mengwi Academic Year 2017/2018". The purpose of this study was to know the differences between the seventh-grade students who were taught by audio visual (video) media and the students who were taught without audio visual media or by audio media only (conventional way in teaching listening) at SMP Negeri 1 Mengwi, academic year 2017/2018. This study was used a quantitative method and applied an experimental design. Which will used post test only for assessing the student's progress. The data were collected by using a multiple-choice test, with the total number of the questions were 20 questions, the data collected were analyzed by using descriptive statistics analysis and inferential statistics analysis (t-test).⁴

³Mei Hardiah, "Improving Students Listening Skill by Using Audio Visual Media", *A Graduation Paper program Sarjana, University of Bengkulu 2017*.

⁴Brian. Saputra and Wedhanti, "The Effect of Teaching Using Audio Visual (Video) Media, A Quantitative Research of the Seventh Grade Students' Listening Comprehension at SMPN 1 Mengwi the Academic Year 2017", *A Graduation Paper Program Sarjana, University of Ganesha Singaraja 2017*.

The third previous study that relates to this research is Isnaini, Sri Wahyuni, and Hijjatul Qamaria's article that is published in *Jurnal Ilmiah Mahasiswa Pendidikan STKIP Bina Bangsa Banda Aceh* entitled "The Use of Audio Visual Aids in Teaching Listening Comprehension (A Descriptive Study at Listening Class of STKIP Bina Bangsa Banda Aceh)". The purpose of this research is to figure out the kind of audio visual aids used by the lectures in listening class. The researcher used descriptive qualitative research as the method in this study. The observation, interview, and questionnaire were used as the instrument. The result shows that most of students stated that the audio visual aids used in two listening classes were recording. During the learning process, by using audio visual aids in teaching listening, students were more enthusiastic and not got bored quickly. The class becomes more interesting in learning listening. The lecture also taught and gave material well in teaching listening, she started the class by greeting, ability to manage the listening class, ability to motivate the students, ability to answer the students' question and giving feedback after lesson. Furthermore, the use of audio visual aids is assumed to give improvement to students' listening skill at STKIP Bina Bangsa Banda

Aceh. It shows from the result of lectures' interview and also from the responses of students' questioner.⁵

From the previous study above the researcher find similarity of this study is the same object that is about listening and audio visual. The differences are the first previous study is focuses to find a solution to the problems of the existing teaching and learning process so as to produce a method of improvement to improve the quality of learning. The second previous study is focuses on the treatment because this research use the experimental design, in collecting the data, this study used pre-and post-test for the results. After the instruments were appropriate, post-test was applied to both classes to measure the effectiveness of the treatment that was given. The third previous study is focuses on purposive sampling, because the research wants to know the application of audio visual aids in listening class. And this study is focuses to find the effectiveness teaching listening of audio visual, and student difficulties of audio visual for their skill.

⁵Isnaini. Sri and Hijjatul, "The Use of Audio Visual Aids in Teaching Listening Comprehension, A Descriptive Study at Listening Class of STKIP Bina Bangsa Banda Aceh, A Graduation Paper Program Sarjana, STKIP Bina Bangsa Banda Aceh

H. The organization of the writing

This paper is arranged into three chapters, every chapter has some points to explain the chapter.

Chapter I introduction, it contains the background of the study, identification of problem, limitation of the study, objective of study, significance of study, and the organization of writing.

Chapter II is theoretical foundation, this chapter is consist of the theorist from some experts we have conducted the research related to this research.

Chapter III research methodology, it contains method of the research, the site and time of study, participant and sample, the technique of data collecting, and the technique of data analysis.

Chapter IV finding and discussion, it contain the description of data analysis, finding and discussion.

Chapter V conclusion and suggestion it consist conclusion for suggestion.