

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, the emerging science and technology can be utilized to improve teaching and learning processes. Educators agree that the use of new technology helps them a lot in their profession. Besides, students have the same feeling that learning with the implementation of new technology has become more engaging, fun, and interactive. Therefore, The uses of science and technology have occurred in learning the language.

Brown states that teaching is showing how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹ It means the teacher as a facilitator in the learning process must think creatively how English can be learned well and make students interested to learn. When students are interested to learn, they will enjoy the learning process and it can facilitate students to achieve their maximum potencies and help them to understand the lesson well.

Recently, the use of technology in language learning may vary, for instance, as a media or facilitation for teaching and learning language process. One of the most influential media in language learning is audio media. The use of audio is commonly used in Listening Activities. This

¹H.D. Brown. *Teaching by Principles and Interactive Approach to Language Pedagogy*. (New York: Longman Inc, 2011).p. 7.

audio is paired with question paper where students listen to the conversation carefully and answer the question from what was heard on paper.

In the late 90s, David Nunan called listening as a "Cinderella" skill.² Meaning a skill that is often overlooked in language learning research because of learning English language only emphasis on speaking, writing, reading rather than listening. Therefore, the studies of listening did not receive more attentions from scholars and it causes learning listening was neglected by English teachers without exception in Indonesia setting.

The writer has conducted preliminary research, the data was obtained from classroom observation and interviews. Based on the results of classroom observation and interview the writer got many information related to students' difficulties in listening comprehension as follows: First, Listening did not receive special attention in teaching-learning English, because the teacher only emphasizes teaching English in speaking, grammar, reading, vocabulary, or writing than listening. Second, listening is rarely practiced in the classroom. Third, students still find difficulties in learning to listen especially in understanding the speaker message.

Based on the problems previously mentioned, the researcher wants to know the students' perceptions On using Macromedia Flash 8 in English Learning because the perception of students in learning also is important in

² TEFL.net, *Skills: Listening* (<https://www.tefl.net/elt/category/reviews/listening-skills/>. accessed on 11 jenuary2020)

the learning process because by knowing how the opinion of a student in the learning process can be very helpful in finding strategies, methods, styles as a solution in problems faced by students during the learning process, so students feel comfortable and happy when learning.

B. Limitation of the Study

Due to the researcher has many limitations in conducting this study, so the focus of this study is only to know the student perception on using macromedia flash 8 in Listening Activities.

C. Statement of the Problems.

Based on the limitations of the problems above, so the researcher proposes as follows :

1. What are the students' perception on using Macromedia in learning Listening at the eighth grade of MTS Daar Al-Ilmi ?
2. What are the advantages of using Macromedia in Learning listening at the eighth grade of MTS Daar Al-Ilmi ?

D. Objectives of the study

Based on the research questions above, so the objectives of the study can be inferred as follows:

1. To explore the students' perception on using Macromedia in Listening Activities at the eighth grade of MTS Daar Al-Ilmi ?

2. To Know the advantages of using Macromedia in Listening Activities at the eighth grade of MTS Daar Al-Ilmi ?

E. Significances of study

The research result is expected to give information:

- a. For the teachers, the result of this research is expected to give information and help the teacher about students' perception of the use of Macromedia in Listening Activities. The teacher also can use different media while teaching listening but be more careful about the media used in the classroom.
- b. For the learners, the research is expected to motivate them in Listening Activities by using Macromedia, the learning process will be more interesting and interactive. Besides, a situation that requires the distance learning process can give the students a new atmosphere in the learning process. So, for learners that have a negative perception, the researcher hopes this research will give further researcher and teacher to be careful in using media and can find the more suitable and interesting media for teaching and learning process.

F. The Previous Research.

There are several Previous of research which conducted related to Development of listening media or the use of technology or the internet in

learning listening. In the following lines, the researcher will provide the previous studies as follows:

The first Previous research, entitled *A Descriptive Study of Students Perception on Learning Listening Comprehension: A Senior High School Context*, was conducted by Adiftya Permadi from Jember university.³ This research was a qualitative method SMA Negeri Arjasa in the 2017/2018 academic year. The participants of this research were the eleventh grade students of SMA Negeri Arjasa in the 2017/2018 academic year. There were 261 respondents then randomly sampled as many as 70 people who were considered sufficient to represent all respondents. The design of this research was descriptive research. The main data of this research were taken by using questionnaires. The result of the questionnaire was described and categorized by the researcher into three main factors that are material content, linguistic feature, and classroom physical setting. The result is that more than 50% of respondents have negative perceptions of listening comprehension.

The second Previous research, entitled *Developing Multimedia-Based Listening Materials For The Tenth Grade Students*, was conducted by Karim and Ciptaningrum Yogyakarta State University. This research was developing the supplementary multimedia-based listening materials at tenth grade students in the first semester MAN 1 Pamekasan using scientific

³ Adiftya Permadi, *A Descriptive Study of Students Perception on Learning Listening Comprehension : A Senior High School Context*. P. 1.

approach Curriculum of 2013. This research using the model by Brach. The final product of this research was in a macro-media flash file attached inside CDs. So the result of the product evaluation and try-out showed that the materials were interestingly presented in terms of topics and listening activities. Moreover, it was also able to motivate students to learn listening.⁴

The third Previous research, entitled *Looking into EFL Students' Perceptions in Listening by Using English Movie Videos on YouTube* by Tengku Maya Silviant from Syiah Kuala University, Banda Aceh, Indonesia. This research This study used a mix of open and closed questionnaires. The study took place at the English Language Department of the University of Syiah Kuala, Banda Aceh Indonesia. 45 students enrolled in a Listening III class were taken as the sample. The findings showed that the highest motive for students to use it was because 'using YouTube has been beneficial to their English, followed by 'using YouTube is interesting', then, 'using YouTube motivated them to study English' and 'the YouTube material was relevant to what was studied in class'. The lowest motive included 'using YouTube in class motivated them to use it to themselves to study English outside of classes. So, the result of YouTube can be considered to be used as a material in listening class because it is found to provide many benefits for students.

⁴ Curnia Karim, Dyah, S. *Ciptaningrum, Developing Multimedia-Based Listening Materials For The Tenth Grade Students*. p.54.

The last Previous research, entitled *Students' Perceptions: The Use of Joox to Enhance Vocabulary and Listening Skill*, conducted by Renita Rizky Anggraini and Maulida Arum Fauzi from English Department, Tidar University, Magelang.⁵ This research was using qualitative approach by giving 9 statements to the students English Department study program of Tidar University from second semester until sixth semester and this study involves 25students. The statements that given are about the impact of using Joox to their vocabulary and listening skill using likert scale. So, the result of questionnaire revealed that students have positive perception toward the use of Joox in enhancing their vocabulary and listening skill.

However, unfortunately up to now, the researcher did not find any study which concern to observe on students' perception on using Macromedia Flash 8 in learning English. Therefore, the researcher strongly believes that this study will give contribution either theoretically or practically to the treasure of science and technology.

⁵ Renita Rizky Anggraini, Maulida Arum Fauzi, *The Use of Joox to Enhance Vocabulary and Listening Skil*. (Magelang : English Department, Tidar University, 2019),p. 1.