

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a brief description of the research. The description of the research includes the urgency carrying this research occurs in teaching listening in the classroom and problems usually faced by students, the statement of problems, the aim of the study, the significance of the study, and the organization of the paper.

#### **1.1. Background of the Study**

Communication is the most important skill in life. We spend hours utilizing one or more of the four basic types of communication: reading, writing, speaking and listening. In academic context, listening is an important skill for second language learners. In line with Brown (2001:247) stated that listening is an important skill in language learning and it cannot be underestimated especially in academic context. Brown said that students do more listening than speaking in the classroom. That is why this research is conducted to see how visual aid affects students' listening ability.

Paul Rankin (Rankin, 1930, cited in Rubin, 1983) conducted a study about the amount of time spent in listening. He discovered that adults spend 42.1 percent in listening, 31.9 percent in speaking, 15 percent in reading, and 11 percent in writing. This statement is also supported by Werner (1975; Weinrauch and Swanda, 1975, cited in Rubin, 1983). He investigated the

amount of time that people spend in listening. With the increasing number of media for listening such as radio and television, the amount of time people spend in listening will increased. This means that the students will have more time listening rather than practicing other skills in communication.

Not only at home but also at school, children spend more times in listening. At school, high school students spend a great deal of time to listen as reported in a research by Taylor (1964:3, cited in Rubin, 1983). He reported that 90 percent of the time class in high schools and colleges is spent in listening to discussion and lectures.

The listening teaching learning quality is still low. This is affected by many factors, one of them is teaching learning effectiveness. According to Armstrong (cited in Marzuki, 2002), ineffectiveness of teaching learning process is because teachers only concern with two kinds of intelligences; word smart and number smart. This problem can discourage students in learning subject. Blazely (cited in Mulyana, 2006:1) stated that learning activity at school is considered theoretical. Nur (cited in Mulyana, 2006:1) stated that pattern of learning activity at school concerns more on product and it seems to be the process of collecting fact, theory, and concept. The students do not know how to imply it in the real situation and become passive in conversation. These problems must be solved out soon by finding and implementing the suitable teaching methods which can increase the effectiveness in teaching and learning process especially in listening.

In the other hand, Ur (1984) also set problems that are faced by foreign-language learners when they listen to English as a foreign language.

He stated

“Some of the main potential problems in listening foreign language process are hearing the sounds, understanding intonation and stress, coping with redundancy and noise, understanding colloquial vocabulary, fatigue, understanding different accents, and using visual and aural environment clues”.(11)

With all the problems above, teachers should adapt their methods with the students' needs and create strategies that are different from others to improve students' listening skill. One of the strategies that can be used in teaching listening is media usage. Media usage will help teachers to increase students' listening skill. Heinich and friends (1985:9) stated that instructional media give students' needed experiences and build their prior knowledge. Instructional media is necessary to guide instructional process effectively specially in teaching listening.

In instructional activity it is very important to choose the suitable media with students' natural learning. Piaget argued that students' natural learning should be closely related to visualization, hearings, and touching in creating a meaningful language learning behavior (as cited in Amalani, 2006:2). Based on Piaget's argument, the instructional media can cover visual aids such as pictures, diagrams, model, and slides, audio aids such as CD's, radios, and cassettes, and audio visual aids such as CD's, DVD's, and television.

Teachers have to use a medium of instruction process to improve students' listening skill. One of the media that can be used for practicing

listening is visual aid. Picture as visual aid for improving students' listening ability is chosen for this research. The medium is expected to develop students' strategies in solving the problems in listening. Therefore, to see whether the visual aid is effective to improve students' listening ability, an experimental study is conducted. Furthermore, this research is dedicated for the teaching listening in the future.

### **1.2. The Statement of Problems**

Learning English in Cimahi, especially in the second grade of SMAN 2 Cimahi, where the students may find difficulties in communicating and understanding English as their foreign language, therefore, these following questions are formulated for this research:

1. Is visual aid method effective in improving listening skill?
2. What are the students' perceptions toward visual aid usage in improving their listening skill?

### **1.3. The Aims of the Study**

The aims of present study are to:

1. Clarify the effectiveness of visual aid (picture) to improve students' listening ability.
2. Find out students perceptions toward visual aid usage in improving their listening ability.

#### **1.4. The Significance of the Study**

This study is expected to be able to give a significant contribution for English language teachers and the students of English education department themselves in terms of the importance of listening skill in understanding the message in context. They will invent new ways of teaching English that suit with our educational world and our students' ability.

#### **1.5. Hypothesis**

Hatch and Farhady (1982) stated that hypothesis is a tentative statement about the outcome of the research. Further, Hatch and Farhady (1982) stated that hypothesis could be assumed as a question that must be answered by conducting an experimental or a series of observation.

In this research, the null hypothesis is:

$H_0$  = Visual aid does not give effect the improvement of students' listening ability.

#### **1.6. Research Methods**

This research is used quantitative analysis to compute the data from pre-test and post-test. A questionnaire also distributed to gain students' perception.

### 1.6.1. Research Design

This study uses quantitative method. The research have done by using the  $t$  Test, the null hypothesis will be tested against the conventional level of  $p = 0.05$ , the primary purpose of which to compare two means from two groups taken from the population (Hatch & Farhady, 1982:111).

The  $t$  test formula is as follow:

$$t_{obt} = \frac{\bar{x}_e - \bar{x}_c}{s_{(\bar{x}_e - \bar{x}_c)}}$$

Where:

$t_{obt}$  = The value of  $t$  obtained through your data

$\bar{x}_e$  = The means of the experimental group

$\bar{x}_c$  = The means of the control group

$s_{(\bar{x}_e - \bar{x}_c)}$  = values that is needed to arrived at  $t_{obt}^2$

*Independent  $t$  test formula, as cited at Research Design and Statistics for Applied Linguistics, Hatch and Farhady (1982:111)*

There are two groups taken for this study. First, the Experimental Group (EG) which will be treated by the strategy of picture, and second, is the Control Group (CG) which will be treated by using conventional strategy.

The experimental design in this study is described schematically as the following:

**Table 1.1**  
**Experimental Design**

Sample	Pre test	Treatment	Post test
Experimental group	X1e	T	X2e
Control Group	X1c	0	X2c

Notes:

X1e : Students' listening achievement of experimental group in pre test

X1c : Students' listening achievement of control group in pre test

X2e : Students' listening achievement of experimental group in post test

X2c : Students' listening achievement of control group in post test

T : Treatment using the strategy of picture

## **1.6.2. The Subjects of Research**

### **1.6.2.1. Population**

According to Encyclopedia of Educational Evaluation (1990) which is quoted in Arikunto (2008), a population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research is classes of the second grade. They are the second grade of SMAN 2 Cimahi.

### **1.6.2.2. Sample**

The sample of this research is 72 students. The subjects are the students of the second grade in SMAN 2 Cimahi.

Technique of sampling in this study is random sampling, involves two classes. The classes are first, XI science 2 as the control group and second, XI science 3 as the experiment group.

### **1.6.3. Data Collection Technique**

#### **1.6.3.1. Instruments**

As the instruments of the study the writer use particular instruments as follow; Firstly, a listening test (pre test and post test) is used to find out the effectiveness of visual aid as alternative teaching strategy to improve students' listening ability. Secondly, questionnaire is used to find out the students' perceptions toward visual aid to improve students' listening ability. Furthermore, an observation is applied to know the background of the class teaching strategy, especially in teaching listening.

#### **1.6.3.2. Procedure**

To conduct the research, there are eight steps procedure to be done.

The steps are as follow:

- 1) Organizing the teaching procedures.
- 2) Organizing the research instrument.
- 3) Conducting observation of the classroom teaching in the school.



- 4) Conducting a try-out test to find the questions that are valid and reliable.
- 5) Conducting pre-test in both experimental and control group to find their initial ability and are the eligible for the research.
- 6) Conducting treatment in the experimental class, which is giving picture strategy.
- 7) Conducting post-test in both experimental and control group to find out the result of the treatment.
- 8) Distributing questionnaire to the experimental group.

#### **1.6.4. Data Analysis**

The data analysis conducted in this study involved several statistical processes, such as:

- 1) Analyzing the students' scores on try-out test in order to investigate the validity and reliability of the instruments.
- 2) Analyzing the experimental and the control groups' scores in the pre-test and post-test using the  $t$ -test formula in order to investigate whether or not the two groups were equivalent.
- 3) Analyzing the students' scores of each group in pre-test and post-test using the  $t$ -test formula in order to investigate whether or not there was a significant improvement in students scores.
- 4) Interpreting the research findings.

## **1.7. Clarification of Terms**

In this research, there are three terms that need to be clarified, i.e. effectiveness, listening ability, and visual aid.

### **1. Effectiveness**

Effectiveness refers to different effect which produces better result in students listening ability from the process of interactive listening via visual aid in teaching listening. In this study the effectiveness of using visual aid for teaching listening will be discovered through the result of t-test.

### **2. Visual Aid**

In this study, visual aid refers to picture as one of interactive listening strategy that can be used in teaching and learning listening. For this study, visual aid as the interactive teaching listening are used picture from tree, fire, lightning, water, lion, speed boat, stadium, traffic jam, people with different activities, fireworks, and flower.

### **3. Improving Students' Listening Skill**

Improving students' listening skills is defined as to improve listening comprehension, skill and achievement of students in the process of listening learning. To prove the existence of improving students listening ability will be based on the measure from the final test result.

## **1.8. Organization of Paper**

The paper will be presented into five chapters. The chapter will be subdivided into subtopics that will elaborate that issue given. Chapter I is introduction. It encompasses the background of the research, reason for choosing the topic, formulating the problems, limitation of the problems, significance of the study, clarification of terms, and organization of the paper. Chapter II provides theoretical framework of the topic. It slightly provides the students characteristics; how they always learn English in their daily routine, and do they always listen to English. Chapter III will include the method of the research which will discuss the steps and procedure of the research, and the data analysis. Chapter IV will report the result of the study. The result will embrace the answer of the research questions. Chapter V is about the conclusions and suggestions of the study. The paper ends with bibliography or references.