

CHAPTER I

INTRODUCTION

The chapter presents a brief description of the research. The beginning of the section describes how the urgency carrying this research occurs in teaching listening in the classroom and problems usually faced by students. This chapter also states scope and aims of the research and clarifies some disputable terms. The end of the section describes in briefly what this whole research paper consists of.

1.1 Background

English has four basic skills. They are listening, speaking, reading, and writing. The first skill that should be developed is listening. According to Brown (2001:247) listening is an important skill in language learning and it cannot be underestimated especially in academic context. Brown said that the students do more listening than speaking in the classroom.

In teaching and learning language process, especially at school, students find many problems particularly in developing listening ability. Ur (1984:11) mentions the difficulties faced by the students when they listen to foreign language. Therefore, a preliminary step was conducted to investigate students' listening problems.

Based on the preliminary investigation before conducting the cycles, the study found that most students stated that they did not get the message that they heard because they could not understand the words. Moreover, they were not able to predict the sound, intonation, and stress since the speaker usually spoke too

fast. The students also said that the listening was not interesting because the teacher almost never used appropriate media.

With respect to the problems mentioned earlier, teacher may need to adjust his/her methods to students' needs and create particular strategy to improve their listening ability. One of the probable strategies in teaching listening is media usage. Media usage is required to help teacher enhances students' listening ability. Heinich and friends (1985:9) states that the instructional media give students' required experiences and build their prior knowledge. It is needed to conduct the instructional process effectively, particularly in the teaching listening.

The media for an instructional activity should suit the students' natural learning. Piaget argued that the students' natural learning relates to visualization, hearings, and touching in creating a meaningful language learning behavior (cited in Amalani, 2006: 2). Looking at Piaget's argument, the instructional media can comprise audio aids such as CD's, radios and cassettes, visual aids such as pictures, graphics, models and slides, and audio visual aids such as movies and television.

Thus, to improve students' listening ability, teacher can use a medium in his/her instructional process. One of the appropriate media to learn listening is audio visual aid particularly, movie. This medium is expected to develop students' listening ability. Therefore, the teacher needs to carry out a classroom action research to find out whether or not audio visual aid helps students improve their listening ability. Furthermore, this research is expected to inspire teacher to use audio visual aid in the teaching listening in the future.

1.2 Research Questions

Based on the problems formulated above, the research questions of this study are:

2.1 In what ways does the use of audio visual aid help students improve their listening ability?

2.2 **How do students perceive on the use of audio visual aid in improving their listening ability?**

1.3 The Aims of the Research

Referring to the questions formulated above, the first aim of this research is to find out whether audio visual aid help students improve their listening ability or not. The research informs teacher the ways to teach listening by using audio visual aid.

The second aim is to find out how students perceive on listening ability improvement through audio visual aid. This research encourages teacher to know students' perception on the instructional activity.

1.4 Scopes of the Research

Considering problems that have been formulated above, the research focuses on planning and process of teaching listening using audio visual aid. This research employs classroom action research (CAR) method. CAR consists of three cycles. Each cycle is conducted in one meeting in the learning activity and it has several steps: planning, acting, observing, and reflecting.

This research also focuses on students' perception. It describes students' perception on learning listening using audio visual aid. To discover their

perception, it carries out interview after conducting the cycles. The interview also notices their difficulties and strategies when they learn listening through audio visual aid.

The results of this research are intended to inform teachers using audio visual aid in teaching listening and students' perception when listening to the foreign language through audio visual aid. Furthermore, this research helps teacher create meaningful instruction in the future.

1.5 Significances of the Research

The results of this research are expected to give inspire to teacher to use audio visual aids in his/her instruction. It informs him/her the way to teach listening using audio visual aid to improve students' listening ability.

In the end, this research is meant to motivate high school students, particularly SMA 10 students, to use audio visual aid in listening. It helps them to get better their listening ability.

1.6 Clarifications of the Key Terms

To avoid misunderstanding, several terms are clarified.

1. Classroom action research, in this study, is an action to observe instructional process in developing teaching listening. This action including several steps: planning, action, reflection, and evaluation.
2. Listening is an activity to hear and understand the message. In this research, the message is shown by the dialog of the movie through audio visual aid.

3. Audio visual is an aid that is used in teaching listening ability. In this research, the audio visual is represented by short movie.

1.7 Organization of the Paper

This paper is organized into five chapters. The first chapter is introduction. This chapter discusses the reasons to conduct it which arises from burning issue and problems usually faced by students. This chapter also describes expectation of the research, clarification of key terms, and brief description of the whole part of the paper. The second chapter presents theoretical foundation. This chapter mentions some theories related to listening and audio visual aid such as definition of listening, process of listening, types of listening, importance of teaching listening and importance of using media. The third chapter provides research method. This chapter encompasses the method used by the researcher. It also shows the respondents who are participated and how the data are analyzed in this research. The fourth chapter is findings and discussion. The chapter provides some description of the activities in each cycle such as planning, acting, observing, and reflecting and shows the result of the pre-test, post-test and interviews. This chapter also demonstrates the discussion of the findings at the same time answering the research questions. Finally, the fifth chapter formulates the conclusion and the suggestion. This chapter draws the conclusions and suggestions of the research expected to give inspiration to the teaching listening in the future.