

# CHAPTER I

## INTRODUCTION

### ***A. Background***

Language is one of tools of communication for giving concept or good idea in an oral and written manner. English language acts as a tool to bridge the gap in reaching across the borders. English is the most important language which is used by people all over the world as an international language to communicate to one another either in spoken or written interaction. <sup>1</sup>

As an English teacher, we have to always keep on figuring out effective techniques, methods, and approaches in teaching English. In learning English, listening and reading are receptive skill, as it involves responding to language rather than producing it. Writing and speaking are productive skill, as it involves using speech to express meanings to the other people.

Listening skill are vital for interpersonal communication. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstanding. As a result, communication breaks down and the sender of the messages can easily become misunderstood.

Based on the researcher's small observation, the researcher found that is very difficult for the students to understand English trough listening. The most problem is there is not effective media to train their listening skill. Listening is not common for

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<sup>1</sup>Moats, L. C. (2000). *Speech to print: Language Essentials for Teachers*. ERIC.

the students. They cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English.

Considering the importance of listening skill in daily communication, English learners should work hard to improve their listening skill. They have to practice listening to spoken language in through radio, TV and video. Improving listening is not an easy work for either learners or teachers of English.<sup>2</sup>

One of the most important tasks that students have to expose themselves as possible as to their target language. To tackle this task, therefore, they may make use of different authentic materials such as video/TV programs, magazines, and films in English, etc.<sup>3</sup>

The teachers must use variety media in teaching listening skill. One of the media that used in teaching is using audio-visual to support the teaching and learning process. There are several teaching media available now. Therefore, the researchers interested using audio-visuals in teaching English in listening skill to make students motivated and fun to learn listening skill, the teacher must be creative in delivering the material.

The International Federation of Library Associations and Institutions stated audio-visuals are many materials that pertain to sight and/or sound (IFLA, 2007). Using audio-visual at the school has become an integral part of education, and even of services offered by school libraries (Swank, 2011). In the same vein, Ameh (2012), the immense role of audio-visuals in assisting students to learn at their own pace and

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<sup>2</sup>Underwood, M., Kenworthy, J., & Rost, M. (1989). *Teaching listening (Vol. 117)*. Longman New York..

<sup>3</sup>Gowhary, H., Pourhalashi, Z., Jamalinesari, A., & Azizifar, A. (2015). *Investigating The Effect of Video Captioning on Iranian EFL Learners ' Listening Comprehension*. *Procedia - Social and Behavioral Sciences*, 192, 205–212.

consequently make learning process meaningful stimulating and stress-free is in no doubt.<sup>4</sup>

In fact, audio visual makes the students enjoy. Audio-visual provides more information in addition to increasing mastery of vocabulary, culture, and certain phenomena. Besides that, as learning media it is an effective way in improving students' listening abilities specifically for Indonesian English Foreign Language (EFL) learners.

Therefore, the research is interest in conducting research under title of “Investigating the Effect of Audio-Visual on Indonesian English Foreign Language (EFL) Learners Listening Skill at MAN 1 Bone”.

### **B. Problem Statement**

1. How is the effect of using audio – visual in teaching English on the Indonesian English Foreign Language (EFL) learners' in listening skill?

### **C. Definition of Term**

Based on the title of the research, the researcher has to mention the definition each word of the title, it follows:

1. **Investigating** is examining the facts about something in order to discover the truth.<sup>5</sup>
2. **Effect** is particular look, sound or impression that somebody wants to create.<sup>6</sup>

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<sup>4</sup>Seçer, . Y. E., ahin, M., & Alç1, B. (2015). *Investigating the Effect of Audio Visual Materials as Warm-up Activity in Aviation English Courses on Students' Motivation and Participation at High School Level*. *Procedia - Social and Behavioral Sciences*, 199, 120–128.

<sup>5</sup>Oxford Learner's Pocket Dictionary. the fourth edition. (Oxford University press, 2008), p. 235.

<sup>6</sup> Oxford Learner's Pocket Dictionary. the fourth edition. (Oxford University press, 2008), p. 143.

3. **Audio-Visual Aids** are any device which can be used to make the learning experience, more concrete, more realistic, and more dynamic.<sup>7</sup>
4. **Indonesian English Foreign Language (EFL)** is the teaching of English to Indonesian whose first language is not English.
5. **Listening Skill** is developing in the context of interaction.<sup>8</sup>

#### **D. Objective and Significance of the Research**

Based on the problem statement, the objective of this research provides the overview of the significant effect of audio-visual Indonesian EFL learners' listening skill.

The significance of this research is expected useful as follows:

##### 1. Theoretically

The result of this study is expected useful, could contribute to develop the value of education, and may provide information about the effect of audio-visual.

##### 2. Practically

###### a. The students

This study is aimed to give them an effort to advancing their listening skill by using audio-visual.

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<sup>7</sup> Anderson, Skye. (2019). *Audio Visual Aids in Education*. ED- Tech Press, p. 21.

<sup>8</sup> Rivera, V. F. P., & Montoya, R. R. (2009). *Application of Games for the Development of the Listening Skill in Second Graders of Canceles School* (Doctoral dissertation, Universidad Tecnológica de Pereira. Facultad de Bellas Artes y Humanidades. Licenciatura en Enseñanza de la Lengua Inglesa).

b. The teacher

Finding of this study expected useful to success of teaching-learning process.

**E. Previous Related Finding**

The researcher has taken three previous researchers. The first researcher Aditya Anugrah Ramadhan (2016) entitle “The Use of Audio Visual as A Media to Improve Students’ Listening Skill”. In this research, the researcher said “The advantage of using the authentic material (audio visual) as a media to improve students’ listening skill such as the material of audio visual is easiest to find, it may a movie or video, etc. , audio visual is easy to use and implement in the classroom or at home and also audio visual can improve students’ listening skill because when the students listening a movie or a video they will get a new vocabulary and learn to pronounce the world correctly so they can know what they are listening about”.<sup>9</sup>

The second research Novita Sari (2016) entitle “The Effect of Using Audio - Visual in Teaching English on The Students’ Ability in Listening Comprehension Comprehension at Tenth Year MAL UIN SU Medan”. In this research, Novita said “Audio – visual as media is one of effective media that can be applied by English teacher. This is a media to use when you are teaching for listen a story as narrative text. English teachers by using audio – visual for survey on the students’ ability in listening comprehension. Students’ concentration will focus only on the audio - visual that is given by the teacher and give a practice experience to students that can comprehension. The using of audio - visual greatly affects the learning process,

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<sup>9</sup>Aditya Anugrah Ramadhan, *The Use of Audio Visual as A Media to Improve Students’ Listening Skill*. Academia.edu

because it has elements of sound and image elements. And audio-visual media is a media that can be seen and heard are directly. Lessons to be more active if the teacher wears audio - visual in teaching listening comprehension, because students listen, see, and comprehend at the same time to facilitate their comprehension. And any significant effect of using audio – visual in teaching English on the students’ ability in listening comprehension”.<sup>10</sup>

The third research was conducted by Bilal Huri Yaseen (2015) entitled “Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur”. The result of the research revealed that watching movies enhance information retention and make it easier for retrieving them. With practice, students can make use of movies as a separate strategy for listening, writing, and speaking. When learners give attention to those scenes from the movie, the text becomes more interesting. Watching movies also stimulates one’s imagination; develop an atmosphere for enhancing motivation as well as creativity and process of language learning.<sup>11</sup>

Referring to the previous research finding above, it shows that there are many differences and similarities this research among the other researches. The similarities of this research among the other research are the first research used audio-visual as a media of the research, the second research also used audio-visual as a media of the research, the third research has the same aim is teaching EFL learners. The differences of this research among the other research are the first research focused on students’ listening skills, in addition the researcher also expecting students to get new

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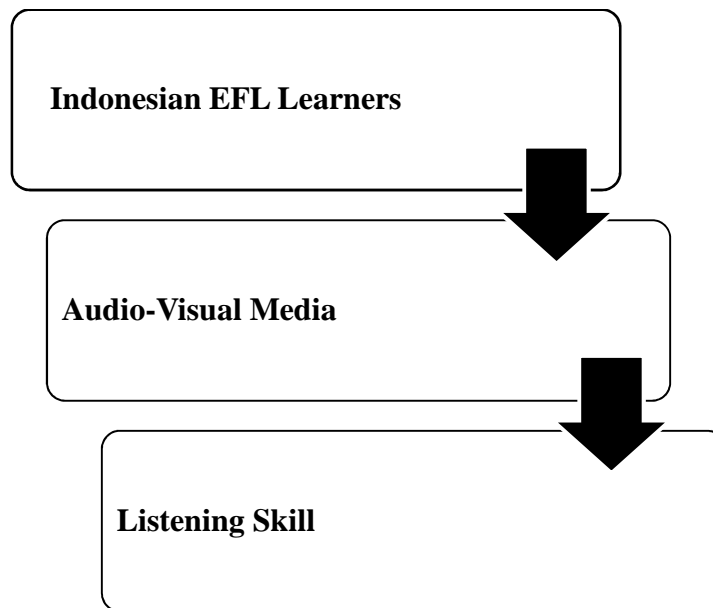
<sup>10</sup>Novita Sari, *The Effect of Using Audio - Visual in Teaching English on The Students’ Ability in Listening Comprehension Comprehension at Tenth Year MAL UIN SU Medan*. Repository.uinsu.ac.id

<sup>11</sup>Bilal Huri Yaseen, (2016) *Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur*, Vol. 3, No 3, p. 34.

vocabularies and pronounce the word correctly, the second researcher was teaching for listening a story as narrative text, the third researcher used movie as a separate strategy for listening, writing and speaking.

#### ***F. Conceptual Framework***

**Table 1.1**



On the conceptual framework above, it can be explained that the researcher will teach Indonesian EFL learners then the researcher gives the students a treatment through audio-visual learning method particularly video learning, the researcher wants to find out the audio-visual effectiveness, through this way is expected to be able to improve students' listening skill.

## **G. Hypothesis**

On attempting to give tentative solution to the problem, the alternative hypothesis namely:

1.  $H_1$  (Alternative hypothesis): audio-visual is an effective method for the students listening skill.
2.  $H_0$  (Null hypothesis): audio-visual is not effective method for the students listening skill.

## **H. Research Method**

### **1. Type and Approach of Research**

This research is a quantitative research, which used is spread the questionnaire to the students design to know the effect of audio-visual on Indonesian EFL learners.

Quantitative research based on the measurement of quantity or amount. It is applicable to phenomena can be expressed in terms of quantity.<sup>12</sup>

### **2. Location of Research**

The research will be carried on Madrasah Aliyah Negeri (MAN) 1 Bone.

### **3. Population and Sample**

#### **a. Population**

The researcher gets the data by asking at the school. The total populations of the second grade at MAN 1 Bone are about 341 students.

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<sup>12</sup> Ranjit Kumar, *Research Methodology a Step by Step guide for beginner*, (Sage Publication, 2011), p. 3.



#### b. Sample

The sample of this research is the member of English Club of Aliyah One (ELCAN) at the school, who are Indonesian EFL learners.

Cluster sampling is based on the ability of the researcher to divide the sampling population into groups (based upon visible or easily identifiable characteristics), called clusters, and then to select elements within each cluster, using the SRS technique. Clusters can be formed on the basis of geographical proximity or a common characteristic that has a correlation with the main variable of the study (as in stratified sampling). Depending on the level of clustering, sometimes sampling may be done at different levels. These levels constitute the different stages (single, double or multiple) of clustering.<sup>13</sup>

#### 4. Research Variable

There are two variables in this research:

- a. Independent variable : audio visual (media).
- b. Dependent variable : the students' listening skill.

#### 5. Data and Source of Data

The source of the data in the study is the subject of where the data can be obtained in this study the research use two sources of data are:

##### a. Primary Data

The primary data is taken from the from student's answer in meaning of questionnaire.

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<sup>13</sup> Ranjit Kumar, *Research Methodology a Step by Step Guide for Beginner*, p. 240.

b. Secondary Source

It is a data source, which is used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books of literature theories, value and education.

**6. Instrument**

The instruments of this research are used test and questionnaire:

- a. Test is experiment to discover whether something works, etc.  
language

test is defined as any means of checking what students can do with language.<sup>14</sup>

- b. Questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondent read the questions, interpret what is expected and then write down the answers. The only difference between a questionnaire schedule and a questionnaire is that in the former it is the questionnaire that who asks the questions (and if necessary, explains them) and records the respondent's replies on a questionnaire schedule and in the latter replies are recorded by the respondents themselves. This distinction is important in accounting for the respective strengths and weaknesses of the two methods.<sup>15</sup>

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<sup>14</sup> Baso Jabu, *English Language Testing*, (badan penerbit UNM, 2008), p. 1

<sup>15</sup> Ranjit Kumar, *Research Methodology a Step by Step guide for beginner*, p. 146.

Based on the problem statement of this research, the researcher uses questionnaire and test to collected data about the effect of audio-visual media.

## **7. Data Collection Technique**

In this research, the researcher gives the students some questions about the teaching technique and this instrument count based on the rubric that has been prepared it.

### **a. Test**

The researcher will give the students test. It consis of 25 questions in the form of fill in gap. The type of the test is fill in the blank test means the test must representative of listening skill. It will be held on 30 minutes.

### **b. Questionnaire**

The researcher used questionnaire in the form of a statement. Questionnaire the use of audio-visual media in the form Likert Scare totaling 10 questions consisting of 5 alternatives.

## **8. Data Analysing Techniques**

Data that has been collected using instruments previously mentioned are analyzed quantitatively.

Descriptive statistical analysis techniques used in this study is:

### **a. Test**

This analysis includes averages, standard deviations, maximum values and values minimum.

Therefore, the highest score was 100 and the lowest was zero. The data description of the student's test score and classified into five criteria.

**Table 1.2**

**The Score Classification**

No	Score	Classification
1	85,00 – 100,00	Excellent
2	75,00 – 84,99	Good
3	60,00 - 74,99	Fair
4	45,00 - 59,99	Poor
5	00,00 – 44,99	Very Poor <sup>16</sup>

b. Questionnaire

The data from questionnaire analyze by using Likert Scale as follows:

**Table 1.3**

**Likert Scale**

Positive Statement	Category	Negative Statement
Score		Score
5	Strongly Agree	1
4	Agree	2
3	Neutral	3

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<sup>16</sup>Ivah, *The Effectiveness of Watching Video in Teaching American Accent Materials in Promoting Students Speaking Ability at The Sixth Semester of English Department in IAIN Bone*, Thesis (Bone: IAIN Bone, 2016) p. 17

2	Disagree	4
1	Strongly Disagree	5

**Table 1. 4**

**Score Classification of the Questionnaire<sup>17</sup>**

<b>Score</b>	<b>Classification</b>
41-50	Very High
31-40	High
21-30	Moderate
11-20	Low
0-10	Very Low

The analyzing of mean score, calculated the frequency, calculating the standard deviation, calculating the value of test and so on, the researcher used the SPSS 22 application.

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<sup>17</sup>Ivah, *The Effectiveness of Watching Video in Teaching American Accent Materials in Promoting Students Speaking Ability at The Sixth Semester of English Department in IAIN Bone*, Thesis (Bone: IAIN Bone, 2016) p. 18