

CHAPTER I

INTRODUCTION

This chapter presents six subchapters, they are background of the study, statement and problem, objective of the study, significance of the study, scope and limitation of the study and definition of terms.

1.1. Background of the Study

According to Hornby (1985) language is used by humans as a system of sounds and words to communicate. Everybody has learnt their mother tongue since they were children. The process occurs naturally. Listening ability in English as foreign language also plays an important role in building communication skill.

As we know, communication is a part of humans daily activities. Through communication, we can share our ideas and thoughts with other people. In that way a smooth interaction between people can take place.

As foreign language in our country, English is widely taught from elementary school up to university. The teaching at this level has a goal to give basic knowledge of using English as foreign language.

English has four skills, namely: speaking, reading and writing. In learning English sometimes students get bored. This might be because of the teacher's way of teaching. Various techniques can be used by teacher to teach listening. Sometimes teacher thought that listening is the easiest skill to teach. For example by using English songs, movies, or maybe chats in interesting English. But in the

teaching and learning, as the writer experienced, the teacher just used audio as a media when they are teaching listening. Using audio teaching aids in the classroom can improve students performance. According to Thomas Hoerr, Ph.D., "when teachers offer different pathways for students to learn, more students find success in school." Using audio in the classroom has many advantages, including engaging auditory learners, adding novelty to activities and using music and mnemonics for memorization. As students become more accustomed to technology, audio – visual materials play an even more important role in classrooms. Students learn in a variety of different ways, which is why the use of audio – visual components helps to enhance the learning environment. Harmer (2007a: 144) explains that using video can be much richer than using audio. Video doesn't only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; so do their clothes they wear, their location, etc. background information can be filled in visually. Because of that, the writer want to know find out if teach listen by using visual – media is effective or not.

Based on the background above, the writer decides to carry out the research entitled **“The Effectiveness of Audio Visual Media in Improving Listening Ability of the Tenth Grade Students of SMA Negeri 1 Kupang in the School Year 2014/2015”**.

1.2. Problem Statement

In line with the background above, then the study will be done to answer the following questions;

1. Is using audio visual media effective in improving listening ability of the tenth grade students of SMA Negeri 1 Kupang in the academic year 2014/2015?
2. How much is the increase of the scores from pre – test to the post – test for each student?

1.3. Objective of the Study

The objective of the study is as follows:

1. To find out whether using audio visual media is effective or not in improving listening ability of the tenth grade students of SMA Negeri 1 Kupang in the academic year 2014/2015.
2. To find out the increase of the scores from pre – test to the post – test for each student.

1.4. Significance of the Study

This study is beneficial for the teacher of English and the students; they are put into detail below:

1. For the teacher of English

It is expected that the result of the study will be an input for the teachers of English in which audio visual media can be an alternative media used to teach listening to students. And this media also can be used by the teacher to develop their teaching technique. Hopefully, it can give inspiration to the

teacher to make some variation in teaching english, so the students wouldn't feel bored with the lesson.

2. For the students

Through the result of the study, students are informed about the effectiveness of audio visual media in helping them to improve their listening ability so that they themselves can learn listening using this media.

3. For the writer

Through this study, the writer can increase her knowledge about teaching listening using audio visual media.

1.5. Scope and Limitation of the Study

This study deals with a media used to teach listening of English language. There are three of media that can be used to teach listening, for example: audio media, visual media, and audio visual media. This study focuses on the use of audio visual media to teach listening to the tenth grade students of SMA Negeri 1 Kupang in academic year 2014/2015.

1.6. Definition of Term

There are some terms used in this research, and to avoid misunderstanding from reader then the writer would define the terms.

1. Effectiveness

Effectiveness means doing the right thing (Borich 1992:56). An effective teacher is the one who has strong commitment and reach teaching experiences.

In this study, effectiveness means the writer want to find the effecttiveness of Audio Visual Media in improving listening ability.

2. Audio Visual Media

According to Hornby(1985:86) audio visual media is using both sound and pictures. We can understand that media is the sound and pictures that be moved and taken from the record. In this study audio visual media means, the writer uses the media in teaching listening to find out the effectiveness of student listening ability in SMA Negeri 1 Kupang.

3. Listening

According to Hornby Listening is to pay attention to somebody says to you so that you follow their advice or believe them.

4. SMA Negeri 1 Kupang

SMA Negeri 1 Kupang is one of the public high school in Kupang. Its located at Jl. Cak Doko 59, Oebobo – Kupang.