

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, reasons for choosing topic, statement of the research, objectives of the research, significance of the research, scope of the research and outline of the research.

1.1 Background of the Study

Listening skill is one of the elements of English language that should be learned by English learners, including the students of junior high school. It taught in junior high school classes (Sugito, 2007: 45). Most of English teachers focus on listening and writing skills for the National Examination, however, there are four skills that should learn by the students if they want master in English. Listening and speaking skill are less taught in the class. Whereas, listening is also very important to improve vocabulary for listening, speaking and writing skills as element of English language.

English teacher can use various methods in teaching to make the class becomes more interesting. The teacher should also use various sources in teaching language, for instance, teaching language by using authentic visual materials, authentic printed materials, and realia (Gebhard, 2009:104). By using various sources in teaching language, the learners may be more motivated in learning English especially in listening activity. They also might understand and get more about the sound while learning listening comprehension.

Based on the description above, the researcher selects one of authentic visual materials that is video because it is an effective and helpful medium to motivate learners in language learning. According to Meskill in Fachmi (2014:3), video is widely considered more powerful, more salient, and more comprehensible input than other media for second and foreign language students. Nowadays, the teaching-learning trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language was meant learning to read the literature of the language, now the necessity of learning a new language has become a communicative need.

The use of audio-visual aids in teaching language skills is becoming popular nowadays among the language teachers. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students prefer to the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life (Cakir, 2006:67). As a result, the use of audio-visual aids seems to be benefit for both the teachers and the learners. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate, which language skills best, how classroom becomes dynamic because of audio-visual aids and so on.

About video song as an alternative media in listening skill, Horn (2007: 32) said that song is like a magic that can hypnotize us, therefore, when we hear songs we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of the lyrics and the melody

will play its emotion or feelings. From the songs we can learn many things, for example we can get some more new words, and we also could learn how the words are pronounced. Harmer (2007: 242) states that music or song is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Songs are a good resource for English teaching especially in listening. Furthermore, the researcher chooses video of the pop song. Some reasons are the pop song is popular song. It means that the song is famous and the students are familiar with the song. It can raise the students' interest during the teaching learning process.

In addition, the main purpose of this type of classroom arrangement is to remove the worry of the learners and ensure a friendly and comfortable classroom setting. It is generally believed if the learners are free of anxiety and are comfortable, it becomes easier for them to learn a new language. Besides, different smooth music is used in the classroom to make the learners relaxed and more attentive in the learning process. The classroom setting is arranged in a way so that it creates an image of target language settings.

Listening activities should be fun and challenging. In this regard, the students are expected willingly to read and have awareness about the importance of listening. Unfortunately, it was found that the listening activities were boring and wasting time for the class VIII A students of Islamic Junior High School Kalisidi Ungaran. Based on the researcher's observation and interview with the teacher and some of the students, there were some problems that were found on

listening comprehension of class VIII A at Islamic Junior High School Kalisidi Ungaran.

The first problem was that the students' listening comprehension was low. Based on the interview with the teacher, it was found that the mean score of the students' listening test was still under the KKM which was 75. Many students gained the score under 75. It was because the students found some difficulties in understanding a text since they did not pay attention to the teacher when the teacher explained the material. They would pay attention to the teacher if the teacher asked them to read the text or answer the question given by the teacher. It was captured by the researcher when the researcher did the observation. Some of the students had difficulties to deal with vocabulary in the text. Yet many of them did not bring dictionary. Then, some of the students had difficulties in understanding the meaning of words in the text.

Secondly, the students felt bored when they were faced with an English text that they should read. In doing observation, the researcher found that many students yawned and some others were busy with their own business such as talking to their friend and making such a joke in the class. They were reluctant to understand the text in understanding the unfamiliar word, interpreting the content, and finding the main idea. In this case, it could be said that they were less motivated to respond to the listening activity. Furthermore, when the teacher gave tasks to the students, only some of the students who sat down in the front did the task while the rest just copied them.

Lastly, the teacher used the teacher-centered approach which caused the learning process dominated by the students who have better competency than others. The teacher rarely applied the cooperative learning such as dividing group work in the class. It made the class monotonous so some students were not active and tended to be passive. They were depended on the teacher with the information about the text so it made the students to be lazy to explore the text by themselves. Also based on the researcher's observation, the teaching-learning process was not effective because it took the whole meeting to discuss only two short advertisement texts. In this regard, the time management of the class was not good.

Based on the reason above, the researcher is interested to formulate a research entitled "The Use of Audio-Visual in Teaching Listening to Improve Student's English Vocabulary".

1.2 Reasons of Choosing Topic

It is impossible to solve all the problems identified in the Islamic Junior High School Kalisidi Ungaran especially those related to the teacher, so the researcher limited the problems related to the students and the learning activity. This limitation is based on the researcher's observation and interview with the teacher. The students' listening comprehension was low because they were less motivated and they tended to be passive because of monotonous activities in the listening class. That is why the class VIII A students of Islamic Junior High School Kalisidi Ungaran need a teaching technique, the audio-visual technique, that can make the students engaged in teaching-learning process and they become

more active in the class. Thus, from the discussion in the background of the study and the identification of the problems, the researcher chose the audio-visual technique to improve the students' low listening comprehension. It is because the audio-visual technique can solve the problems related to students and the learning activity.

1.3 Statement of Problems

Based on the explanation above, the researcher will propose the following problem statements:

1. How can audio-visual be used in teaching listening improve students' English vocabulary?
2. To what extent does students' achievement in vocabulary is improving using audio-visual as the media?

1.4 Objectives of the Study

This research is aimed:

1. To find out the use of audio visual in teaching English vocabulary mastery.
2. To describe the students' achievement in English vocabulary mastery using audio-visual as the media.

1.5 Significances of the Study

The significances of the research are as follows:

1. For the students of junior high school, this research is expected to improve their English vocabulary.

2. For English teachers, they get more knowledge about the method to stimulate learners in English learning to be attractive and enjoyable for the learners. Though, the teachers would be able to create an effective and efficient teaching-learning process.

1.6 Scope of the study

The researcher focuses on the study on the use of audio-visual in teaching listening to improve students' English vocabulary by English song. This is an action research to the eight grade of junior high school students at Islamic Junior High School Kalisidi Ungaran/ MTs Kalisidi Ungaran.

1.7 Outline of The Study

The research paper comprised into five chapters;

Chapter I contains an introduction which covered background of the study, reasons for choosing topic, statement of problem, objectives of the study, significance of the study, scope of the study and outline of the study.

Chapter II includes the review of related literature underlying previous study, the concept of teaching listening, the students' English vocabularies in learning English, English pop song in building students' motivation, and audio-visual approach.

Chapter III describes the research methodology that consisted of research design, subject of the study, method and instrument of collecting data, data analysis and research procedure.

Chapter IV discusses the research finding and discussion regarding suitability of audio-visual approach in teaching listening to improve students' English vocabulary by English video song, using audio-visual in teaching listening to improve students' English vocabulary by English video song, and the result of students' achievement in improving English vocabulary by English video song at seventh grade of Islamic Junior High School Kalisidi Ungaran.

Chapter V presents the conclusion and suggestion of the study.

