## **CHAPTER I**

# **INTRODUCTION**

## 1.1. The Background of the Study

Listening comprehension activities have a direct and important relationship to the amount

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the linguistics point, he argues that the lack of vocabulary and complex grammatical structure

also become problems.

To improve listening skill, students need to listen to various listening texts for different situations, such as short dialog on the phone, announcement in the airport, instruction on how to operate a new machine, speeches, poems, songs, etc. The main objective of listening

comprehension practice in junior high school level is that the students should learn to function successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres (Solak, 2016), for example; monolog: speech, reports, instruction, poems, songs, etc. and dialog: debate, discussion, movie etc. Moreover, they are able to complete the information and respond to quest

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The prelir yah 8 Medan and concerned about School students,

particularly to second grade (year 8) students about descriptive text. By interviewing the class teacher, it was known that the students' listening achievement is low because cannot fulfill the minimum passing grade on the topic of descriptive text (KKM) ≥70. As the input, students must gain the score as the achievement around 70% up to 80%. Furthermore, if gained score is <70% so the student should be helped to reach the standard score of the students from the material

given. The students had low ability in understanding descriptive text such as difficulties in comprehending language features, finding out the main ideas of the text, finding out the factual and detail information from a given text.

From the observation, it was found some serious problems in English learning process, like the text book that often used by the teacher at the school is not completed by audio file and

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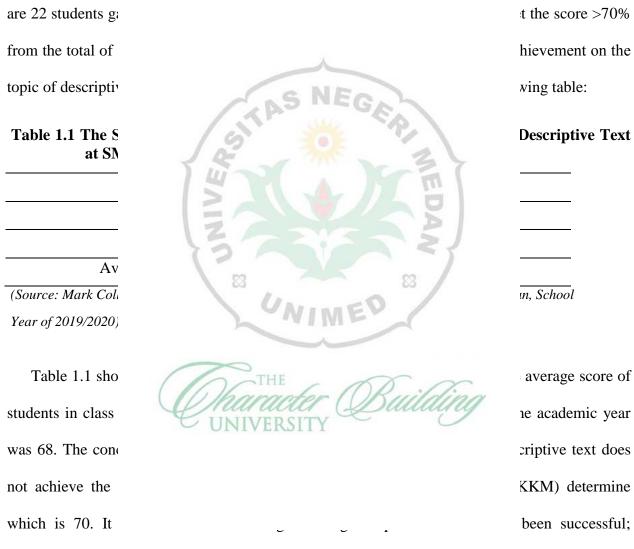


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without getting a good mark in English but are not able to maintain a basic conversation.

Some students were asked about their listening habit and their motivation in learning English. Most of them said that they really like to study English but they honestly said that they feel confused to understand the text and some unfamiliar vocabularies, also the accents that they

heard is different from one teacher to another. They also said in the listening comprehension subject, students used to hear the voice of their teacher in the front class and sometimes the teacher use audio media like cassette recorder once in a while. In addition, by observing the level of students listening comprehension, it was found that the quality of students listening achievement on the topic of descriptive text is still low. Based on the data from the teacher, there



therefore, the teaching process should be improved in order to achieve standard based score.

With the popularization audio, computers, animations, videos and social media channel, the media language learning has increased correspondingly. Application of multi-media in class makes language teaching become more vivid. The internet and TV programs enable students to extends their language learning from classrooms to obtain their language learning resources, like the English programs of news broadcasts, documentary films, interviews, soap operas and films, etc. They are excellent language learning material.

The use of media in teaching learning process can helps teachers to create learning situation effective d many styles of al materials have visual presentatio positive contribut time, in the right place. In this rest g opportunities to students practice Audio-vis g audio media to teach listening (1 material, audionderstand clearer visual media can about the express ice they visualize and hear it in the uess the situation and context of the According a as audio visual media teaching n ivities on subject of listening com thentic videos as audio-visual media is better than using audio compact disc as audio media in teaching listening comprehension. She also said that using authentic video in the language classroom can be quite

challenging for the students, but it also more interesting at the same time because it was a

successful method for improving teaching of listening.

Mahadi, Hanna and Haerun (2018) concluded that video as audio-visual media teaching material is an effective media in teaching listening comprehension. They can affirm that using videos to practice the listening comprehension skill can improve students' vocabulary and pronunciation in the process of learning a foreign language especially English. The statement is supported by Arjulayana's (2018) opinion in his experiment which using video as treatment in

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Based on een chosen as an audio-visual media will be investigated in order to improve the students' ability in listening

descriptive text. The using of animation video is to make the students easier in comprehending and to support teaching listening about descriptive text. It provides one of the stories of descriptive text with colorful images, moving pictures and script. The animation video is one of

so they can be more motivated to learn. By watching animation video, students will be interest to learn and comprehend descriptive text, it is expected that they can have a good understanding in learning process.

Considering this condition, it is of interest to study and compare a listening class using audio media and audio-visual media based on their motivation in learning English. In the line with explanation teaching media especially audio-

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## 1.3. The Objectives of the Study

In the line with the background of the study and the statement of the problems above, it can be concluded that the objectives of this study were as follows:

1. To investigate the differences between the students' achievement in listening taught by audio-visual media significantly higher than that taught by audio media.

2. To analyze

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3. To elaborate i

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## 1.4. The Scope of

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# 1.5. Significances of the Study

The research findings were expected to be useful and have benefits in education, either directly or indirectly for the theoretical and practical development. They are:

## 1. Theoretical benefits

Theoretically, the results of this study are expected to be useful for:

Contribute ideas for curriculum reform in Junior High School which continues to develop in accordance with the demands of society and in accordance with the needs of student development.

- Making so don by improving the use o ation to increase students'.

- As a basis stening ability of

2. Practical benef

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- For writer tudents' listening ability thr
- For educa English language teacher sin , also to promote deeper con
- For students, it can help them who have problem in listening and become more enjoyable in learning English.
- For schools, as a material for consideration in preparing a learning program and can develop the teaching process by using audio-visual media and audio media in the learning.