

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of the Study

Listening comprehension activities have a direct and important relationship to the amount and quality of spoken language. Listening is one of the most important skills in language learning. It is the basis for the development of reading and writing skills. The teacher's role is to make initial contact with the students and to help them acquire listening skills. Though listening is considered to be the most difficult language skill, it is the basis for the development of other language skills.

Some people cannot understand what the speaker says. They have moved to other countries and do not know the language. In this situation, the difficulties exist. The teacher should help them. Wilson (2008) says that the difficulties in listening are the pronunciation of words and the lack of vocabulary.

From 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

teaching material

In English writing. Among students. Based on *Pendidikan: KTS* Junior High School descriptive text descriptive text skills basic competence and acceptably in listening text.

The preliminary concerned about 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)  $\geq 70$ . 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

1 things, such as

ing, reading and mastered by the *Tingkat Satuan* er of eight grade ssay in form of lard competence, school, while the curately, fluently ie competence in

yah 8 Medan and School students,







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 and many styles of visual presentatic al materials have positive contribut time, in the right place. In this resp opportunities to students practice

Audio-vis g audio media to teach listening (l material, audio- visual media can nderstand clearer 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 comp 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 teaching listening audio visual media understand the content of the audio tape recorder as a

Listening in this case English is more efficient by not using science and technology effectiveness of teaching media. The material is more interesting, so that listening achievement

Based on the results of the experiment, it has been 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 audio-visual media in listening comprehension to help increasing students' attention and focus,

using video as a treatment makes students easier to understand the content of the audio tape recorder as a treatment than just using audio media, cheap, and the development of technology to improve the listening skills is to use not only listen to audio media, but more varied and interesting will improve their



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 of teaching media especially audio-based on their learning score results

## 1.2. The Problem

This research

1. Are the students taught by audio media higher than that
2. Are the students with low motivation than students' that
3. Are there any audio media, and motivation to



### 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 the students' motivation in learning with high audio-visual, audio
3. To elaborate the students' motivation in learning with high audio-visual, audio

### 1.4. The Scope of the Study

The scope of the study was limited to the students in Grade X English and how descriptive texts competencies in learning English and how descriptive texts competencies in learning English based on syllabus



(TEFL) for the students on the effect of learning English in learning English about the topic of learning English on their basic learning material

### 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 suggestions for the use of audio-visual media in learning English by improving the use of audio-visual media to increase students' listening ability.
- As a basis for curriculum reform in junior high school to improve the listening ability of students.

## 2. Practical benefits

Practically this study can be used:

- For writer, this study can be used as a reference for the ability through audio-visual media.
- For educators, this study can be used as a reference for English language teacher skills in learning English; also to promote deeper cooperation between teachers and students.
- 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.

