

CHAPTER I INTRODUCTION

The researcher discusses the reasons for taking on this study in this section, which includes the research background, problem identification, research limitations, problem formulation, research objectives, and research significance.

1.1 Background of The Study

In the 2013 curriculum and 21st-century skills, higher-order thinking skills (HOTS) were considered as one of the most valuable abilities in the learning process as a result of they could encourage learners to think broadly and deeply by analyzing, evaluating, and synthesizing the knowledge they had to solve the problem in daily life, especially in education. According to Kemendikbud (2017, p. 1), applying HOTS questions that encourage learners to do reasoning, not just understandable values and apply and also follow the demands of 21st-century skills would be very valuable (Turidho, Oktalidiasari, & Wahyu, 2019). This is in line with AACTE (Association of Colleges of Teacher Education) in cooperation with P21 (Partnership for 21st Century Skill) in 2010 which claimed that academic topics that has to be stressed in 21st-century learning are: 1) Global Sensitivity, which requires concern for global issues, other countries, and their cultures. 2) Literacy in economics, politics, and business, where learners needed to understand how important the role of the economy is in the community so that they could make choices when faced with conditional terms. 3) Societal literacy, in this situation, as a student must grasp the science of society in order to later become a human being capable of living side by side with the community, and 4) Environmental Literacy, in this situation, knowledge of the environment is stressed because there will be many obstacles related to environmental issues in the future.

Based on those utterances, it could be assumed that literacy is one thing

that could develop people's competence to survive in the 21st process. Besides that, through literacy people can get much prior knowledge which is very useful in learning especially in learning language.

To achieve strong literacy in a language, teachers should employ a variety of methods to improve students' language abilities. EFL learners, in particular, must learn all of the essential language skills such as speaking, listening, reading, and writing. All of those aspects had a relation with each other. Listening is one of the language skills that are valuable in acquiring a language as a result listening is the first skill used to acquire a language based on natural order (Ratminingsih, 2016). Besides that, Gilakjani and Ahmadi (2011) claimed that, of the four major aspects of language abilities, listening is the most valuable. They also stated that in the communication process, listening had a valuable role which meant that, listening had a valuable role to acquire a language. As a result of language first learned through listening.

In this regard, several scientific investigations have been undertaken that have examined the findings of studies relating to the significance of listening abilities. According to Ghoneim (2013), listening in the English language was an active skill that requires addresses to deal with a variety of complicated assignments, such as discriminating between sounds and interpreting stress and intonation. As a result, learners may concentrate on what they hear and absorb the meaning of what they hear through listening. As a result, it has an impact on the learners, especially when they are learning the English language and have strong listening comprehension. There were some reasons why listening was valuable to learn especially for the learners in Senior high school with English language as their foreign language.

The importance of hearing in foreign language learning is supported by three primary reasons. First, a new language learner should acquire listening at the beginning of language learning in the same way as a child learns a mother

tongue (Buck, 2001). This was due to the fact that listening was a talent that was formed at the very beginning of a child learning a language. Second, listening has the potential to improve other skills, particularly speaking abilities. For the learner, spoken language provides a medium of interaction. Third, listening activities aided in directing the learner's attention to new forms of language for evidence in vocabulary, grammar, and interaction formulae.

However, listening comprehension becomes the most difficult skill for the learners. According to Otair and Aziz (2017), the learners got difficulties in listening comprehension as a result of some factors. First, the learners had a lack of practice and an uncomfortable environment in listening. Second, There was a level of difficulty, repetition, and lack of visual support. Third, there were unsuitable strategies for listening, and the lack of time in comprehending processes that the learners cannot check the answer before submitting their worksheets.

Based on pre-observation at SMAN 1 Seririt, the learners had problems in listening, which could be seen in the question from the teacher and the answer from the learners, which was somehow irrelevant, which could be seen when the student was asked about the number of learners in the class, but the student responded by giving his ID number at class. Based on these problems, there may be difficulties encountered by students with cultural differences, the accent of the sounds, and unfamiliar vocabulary (Megasari, 2021) These factors certainly hinder students' listening comprehension. For this reason, a special strategy is needed to help students learn to listen, one of which is to use media that is easier for students to understand. A classroom for learning techniques had a great chance for success if it gives some beneficial feedback to the learners (Brown, 2001). The learners attend the course as a result of it was fun, interesting, and challenging, and not, as a result, they needed some knowledge from the course or reward from their teacher.

According to Harmer (2001), one strategy for improving the English

language is to use audiovisual (video) media. It suggests that audiovisual (video) media could be one technique for improving English language skills, particularly listening comprehension. The learners' motivation to learn the English language could be boosted by employing learning video content; as a consequence, the learners were stimulated in an easy style of learning, and they would have a strong desire to learn the English language. Audiovisual was a blend of the terms audio and visual, where audio referred to the voice that could be heard or listened to and visual referred to the image, picture, or moving picture that could be seen. The audiovisual was therefore defined as a combination of both audio and visual, in which it represented not only the sound but also the visualization. According to Potosi et al. (2009), audiovisual (video) materials are a learning tool that give information in the form of a combination of audio and visuals (picture, image, action). For example, audio-visual media contained two values: voice values and picture values that could be seen and heard, such as learning video recordings, slides, noises, and so on. As a result, there were two audio and visual values for learning video on television or learning video utilizing projector media.

Several studies related to Audio-Visual Media had been conducted. Woottipong researched on August 22, 2014, his title “Effect of Using Learning Video Materials in the Teaching of Listening Skills for University Learners” in Thailand. The results showed that 1) learners' English language listening comprehension capacity improved significantly after learning using videos, and 2) learners had positive views toward using videos in the listening teaching process abilities.

Kamilah also researched on February 22, 2013, on her title “The Use of Contextual Learning Video to Improve Learners' Listening Ability” in Indonesia. The study's main goals were to investigate the effectiveness of contextual learning video usage in improving learners' listening ability and to discover learners' attitudes toward the use of contextual learning video in practical listening in relation to the learners' English language knowledge and psychology.. The

outcome of the questionnaire analysis also revealed that the learners' responses toward the use of contextual learning videos in practical listening were positive. Most learners stated that contextual learning videos gave more advantages than disadvantages related to their English language knowledge and psychology.

Based on the explanation above, to be able to apply audiovisual media (video) in the learning process, schools also need to provide supporting facilities such as LCDs, projectors and speakers. Based on the researcher's observations, the learning classrooms at SMA N 1 SERIRIT have been supported to implement the use of audio-visual media in the classroom for learning because of the availability of LCDs, projectors, speakers and all other additional needs. This researchers can conduct research at the school to see the application of AVM and its strengths and weaknesses in the learning process, especially in listening skills. Therefore, the use of audiovisual media materials (video) in the classroom for learning can positively influence students' listening comprehension, many studies support this research. The teaching and learning environment at SMA N 1 SERIRIT supports the implementation of this research, and based on the interviews and observations of researchers, teachers at SMA N 1 SERIRIT still use conventional methods (using audio media only) in teaching listening. This is different from previous research, namely investigating the effectiveness of using contextual learning videos in improving students' listening skills and to determine students' attitudes towards using contextual learning videos in listening practice in application with students' knowledge of English and psychology. So this and previous research can be said to be different.

1.2 Problem statement

Based on the background above, there are several research questions that the researchers will use as a reference to obtain data and information related to the

research. Research questions can be formulated as follows :

1. How do English teachers implement audiovisual media (AVM) in the listening teaching process?
2. What are the strengths and weaknesses of the use of AVM in the teaching of listening skills?

1.3 Objectives of the study

a) General objectives

The general objective of this study consists of looking at the use of Audio Visual Media (AVM) in the listening teaching process abilities of tenth-grade students in SMA 1 Seririt, which the researcher has chosen as the subject of this study. Then, the next objectives are to describe the strengths and weaknesses of the use of AVM in listening teaching process skills encountered in the class.

b) Specific Objectives

The specific objectives of the proposed research are as follows :

1. To describe the implementation of Audio Visual Media (AVM) in the listening teaching process skill
2. To describe the strengths and weaknesses of the use of AVM in the listening teaching process skill

1.4 Research Significance

The theoretical significance of the study can be viewed from two perspectives namely theoretical significance and practical significance.

1. Theoretical significance

It aims that this research will be useful to everyone, particularly teachers, in providing listening teaching strategies in high school by understanding how to apply AVM in the listening learning process and also understanding the strenght and weakness of using AVM in listening learning. So, this research can also be a reference for other researchers in conducting research in the future.

2. Practical significance

The result of a recent study is expected to provide sources and information to teachers, students, and researchers.

a. Teacher

The results of this most recent study are likely to be used as a resource for teaching listening skills utilizing Audio Visual Media (AVM), particularly in listening comprehension, and to provide appropriate media for teaching listening skills. The teacher is able to create effective techniques for children to practice their listening abilities.

b. Student

The results of this research are likely to provide students with additional information for developing their listening abilities. As a result, students can practice using Audio Visual Media (AVM) as an engaging medium to strengthen their cognitive skills in listening.

c. Researchers

The results of this study are going to be used as a resource for future research. Furthermore, this research is expected to provide information regarding the strengths and weaknesses of AVM as well as generate a concept for future researchers.

1.5 Research scope

In this study, researchers wanted to find out how an English teacher uses audiovisual media (AMV) to teach listening skills at the high school level. In the 2013 curriculum, teachers are required to teach creatively, which focuses more on students, so that what is most used to make students active is the media used that is interesting and adapts to existing technology. Based on pre-observations made by the teacher at SMA 1 Seririt, it is customary to use (AMV) audio-visual media as a medium to support applied learning methods, and the supporting factors for these media, such as LCDs, speakers, projectors, and the internet, are well available. However, apart from adequate media and supporting tools, it was found that students' listening comprehension in class 10 SMA 1 Seririt in terms of

listening was still lacking, so the teacher applied audiovisual media (AMV) to stimulate participation and increase students' sensitivity in learning listening skills.

