

CHAPTER I

INTRODUCTION

This chapter covers the research background, research problem, research objectives, operational definition of the terms, research significance and research limitation. They are presented in these following sections.

1.1 Background of The Research

In this global era, English as an international language becomes one of the most important languages that has extensive influences in human's life over the world. In Indonesia, English is the first foreign language to teach in educational system. It is known from the need to have English as a compulsory subject to be taught from Junior High School up to university levels. Based on the 2006 Institutional Level Curriculum (KTSP), the aim of English teaching at junior high school is to achieve four language skills: listening, speaking, reading and writing.

Listening as one of the English skill has an essential part in English education. Vandergrift (1999:170) states that listening plays an important role in the process of language learning and facilitating the emergence of other language skills. It means that listening is the main key which must be mastered first before people can continue learning the other three skills. It can be seen from the case that when someone starts to learn to speak of his/her mother tongue when they are kids, they learn to speak to give a respond. Later, through what they are listening or talking about, they start to learn to read and write. In this case, the condition where a kid starts to learn a mother tongue is just like the condition where a student starts to learn a foreign language.

There are some factors that make the students can not listen English well. Those factors are as follows: they did not practice the lesson after they learned with their teacher, they lacks of practice in the class, and they have low motivation in studying English. Most of them are still shy. Besides that, the media that the teacher used in teaching English listening was the conventional media.

The problems also happen at SMP Islam Gumukmas. Based on the result of observation and documentation of the eight grade students at SMP Islam Gumukmas the way of teacher in teaching listening to the students by using cassette. The teacher asked the students to hear the speaker and fill in the blank on paper. In fact, most of the students in listening class seems very passive, bored, and not motivated. The students are not interested with the media used in that time. They are still difficult to understand the material given by the teacher. When the test was given. From 28 students, only 50% students passed the test with the score 70. The others got 40-55. The minimum standard of the score that should be gained by each student is 70. Based on the data, it can be concluded that eight grade students' listening at SMP Islam is still low. Based on this case, it should be found an interesting and effective media to solve the problems.

Audio visual media (Video) is one of the solutions to overcome the students' problem in listening. Burt (1999) states that video is a powerful tool in helping English language learners improve their language skill by providing them with content and language. Hence, the students can easily catch the information by synchronizing what they listen and what they see while they are

watching the video in learning listening ability. Therefore, teaching listening by using audio visual media (video) to solve the problems is needed.

1.2 Problem of The Research

Based on the researcher background, the research problem is formulated as follows:

How can the use of audio visual media improve the eight grade students' listening ability at SMP Islam Gumukmas in the 2015/2016 academic year?

1.3 Objectives of The Research

The objective of the research is to improve students' listening ability by using Audio Media (Audio visual) at SMP Islam in the 2015/2016 academic year.

1.4 Operational Definition

The operational definition of the terms is intended to avoid misunderstanding between researcher and the readers about the concept used in this research. Those terms are operationally defined as follows:

1. Audio Visual

Audio visual is media that has elements of sound and image.

This audio visual has advantages in helping students to be easier in getting the message from listening test. Because this types of media include auditory (hearing) and visual (seeing).

2. Listening Ability

Listening ability indicates the increasing level or amount of the students listening ability through Audio Visual. It can be known from

the students listening score test which focus on vocabulary comprehension.

1.5 Significance of The Research

The result of the research was expected to be useful theoretically and practically.

1. Theoretical Significance

The result of this classroom action result is useful for English teachers as reference to encourage them to use audio visual media to improve the students' listening.

2. Practical Significance

The action given to the students provides listening practices by using Audio Visual Media to improve their listening ability. Particularly in understanding a message of information.

1.6 The Scope of the Research

The researcher limits the study of the research on teaching audio visual about nature to improve the eight students' listening ability by using Audio Visual Media at SMP Islam Gumukmas in the 2015/2016 academic year. There are 38 students and the research will be held in event semester.