

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problem, purpose of the research, operational definition, the significance of the research and the scope of the research.

1.1 Background of the Research

As a global language, English has quite a high position in many countries around the world, including Indonesia. The importance of mastering English is proven by the fact that this language takes roles in many fields. One is in education. Students from elementary until high schools or even universities are obliged to have English as one of their subjects.

There are four basic skills in English namely listening, speaking, reading and writing. Among these skills, listening is the most crucial one, as it is the first skill that human develops in order to acquire a language. As an input skill, listening plays a vital role in students' language development. The development of students' listening comprehension in the classroom is closely related to the listening materials they use (Richards, 2008; Sadiku, 2015; Vandergrift, 1999). Related to this, Harmer (2007:265) stated that language activation can be accessed if we understand the meaning of the input in which our brains need to fully engage with the text that we are hearing. Richard (2008:15) proposed another crucial role in listening namely consciousness of awareness. He argues that we

will not learn anything from input we hear and understand unless we notice something about the input. The explanation mentioned above shows that listeners' attention and the comprehensible input of the material are the two essential factors to succeed in listening comprehension.

Since listening is important due to its role as a foundation in acquiring language, teachers need an effective strategy to use in the classroom. When teaching listening, especially listening comprehension, the teacher has to choose the right media and materials for the students. As mentioned before, the media and materials should be interesting and own the comprehensible input so that the students are able to comprehend the meaning. The media that teachers may use in teaching listening comprehension are video (audio visual).

As stated by Rost (2011:146) nowadays listening received much more attention especially in second language teaching. Various studies related to this topic have been held. Danxin Liang (2013) drew listening on the field of cognitive psychology which introduced the notions of bottom up and top down processing, the role of prior knowledge and schema in comprehension. The result of his study *"The effect of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory"* stated that visual stimuli are beneficial to the activation of viewers' background schemas that further boosts the process of listening comprehension. Chen Chan, Wang Lei, Xu Lena (2014) claimed that if the multimedia materials are well designed, the video mode is more favourable to listening comprehension. Regarding to this, audio visual is a great option to be used in listening class. According to Harmer (2007:308) one major advantage of videos is that the students not only can listen to the language but also they can see

it. Another advantage of video is the visual aspect of video can attract students' attention. This attention is needed for the students to monitoring input and storing and retrieving messages in listening process (Rost, 2011:119).

Based on the explanation above, most of the relevant studies claimed that video materials could make language input more comprehensible, and thus facilitate foreign language study, especially the activity of listening comprehension. Previous studies have rarely examined the impact of animated videos on listening comprehension. Therefore, this study aims to investigate how animated videos influence listening comprehension.

1.2 Research Question

Based on the background above, the research problem is formulated as written below:

Is there any effect of visual aid on students' listening comprehension?

1.3 Research Objective

In relation to the research problem, the objective of the research is to investigate the effect of visual aid on students' listening comprehension.

1.4 Operational Definition

To give clear clarification and prevent misinterpretation about the terms used in this study. The terms will be explained as follows:

1.4.1 Listening Comprehension

Listening comprehension means the ability of someone to understand and make sense of what he/she has listened.

1.4.2 Visual Aid

Visual aid is a tool to help illustrate any written or spoken information. There are different types of visual aids such as images, graphs, video etc. The one that the writer uses in her current study is video. Video is a recording that shows moving images, typically accompanied by sound, captured using a camera or created digitally. It can depict real-life scenes, events, or animations.

In this paper, the term 'visual aid' specifically refers to animated video. It is a type of video that uses images, drawings, or computer-generated graphics to create the illusion of movement.

1.5 Significance of the Research

The finding of the research is expected to give significant contributions, they are:

1. Theoretical Significance

This research is expected to give more information about how visual aid (animated video) affects students' listening comprehension.

2. Practical Significance

a. For students

The finding of this research hopefully can give a reference for students to help them gaining listening comprehension using audio visual media.

b. For English Teachers/ Lecturers

Hopefully, the finding of this research can motivate and inspire teachers/ lecturers to use audio visual media in teaching listening.

c. For other Researchers

The next researcher may inspect this topic more thoroughly to see the extent of audio visual as medium for language learning.

1.6 Scope of the Research

The subject of this research is the 8th semester undergraduate students of English Department at Universitas Muhammadiyah Jember. The focus of the research is to investigate the effect of visual aid on students' listening comprehension.