

CHAPTER I

INTRODUCTION

A. Background

Generally in Indonesia, English is one of the compulsory subjects that students at the secondary level must learn. The aim of teaching and learning English at this level is to improve students' communicative abilities in the four language skills, namely listening, reading, writing, and speaking. In addition, teaching English also includes aspects of language components such as vocabulary and grammar, which are important parts of understanding and using English effectively. With a good understanding and mastery of language skills, students are expected to be able to communicate more fluently and master English as an international language that is widely used in today's world. An important skill in learning English is listening ability. It is considered a challenging talent for many students at all levels of education in non-English speaking countries around the world. Therefore, special attention needs to be paid to listening skills among the four language skills. Many students studying English as a foreign language (EFL) have difficulty understanding spoken communication, especially those delivered by native speakers. According to Amir (2019), students have difficulties listening during the teaching and learning process. Furthermore, to achieve these learning outcomes, teachers must use a variety of strategies to assist students in improving students' listening skills in English such as technology integration, according to Rohmah and Marimin (2015) learner success is an indicator of educator success as a teacher. In addition, Azhar (2016) that the use of appropriate environmental media as needed can improve student learning outcomes compared to the use of conventional media which does not provide relatively less concrete space. Thus, the teacher must prepare the right media and materials so that students can more easily understand the lessons presented, according to Puguh and Parmin (2015) to support learning, tools or learning media are needed that are able to bridge the delivery of knowledge. Technology is an alternative medium to increase student learning interest in order to increase. In

the digital era now technology has an important role in the world of education to support more effective learning.

The role of learning media is very significant in supporting the quality of the teaching and learning process. The media plays an important role in increasing student learning progress and making learning more interesting, in line with the times. To improve listening skills in learning English, the media has a significant impact on improving listening skills. This skill is very important because it is a vital mental and physical activity by which hearing people perceive and participate in the world around them. Listening is more than hearing words. Richards (2008:4-10) states that to deal with learning listening, listeners need to know the types of processes involved in understanding the incoming data of spoken text. The use of audio-visual media in learning English is a factor that can improve students' listening skills. Based on the preliminary observation did by writer it is found that students' abilities can be increased if the teacher at school provides learning with media, in this context learning English to improve listening comprehension skills requires supporting media to improve the quality of students' abilities such as audio-visual media. According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. The use of audio-visual in the field of education refers to the use of sound (audio) components and image (visual) components, some equipment is needed to be able to present this. Instructional videos and television programs are examples of audio-visual presentations that can be used in learning English to improve students' listening skills. in addition, Listening comprehension aims to test your ability to understand spoken language.

Some research has been conducted about audio visual media. Kirana (2016) The results showed that audio-visual media could improve students' listening comprehension. From the results of this study it is clear that the use of media is very significant and plays an important role in learning English to improve students' listening skills. (Istifadah et al., 2022) Presented the results of his research that the Audio-Visual strategy is more effective to be applied in learning and the learning process of listening comprehension skills. The results of

the Audio-Visual strategy questionnaire survey show that voters with the highest scale are on the Agree and Strongly Agree scale with a total of 76.92%. The results of several studies that have been conducted show that the use of media for learning English in improving listening comprehension skills has a good role in learning because it can have a positive impact. (Namaziandost & Nasri, 2019) The findings show that learning using audio-visual media obtains greater listening results than those taught with audio compact discs (CDs). Consequence studies show that using audio-visual aids can help EFL students develop their understanding of listening.

Thus, the background regarding the use of audio-visual media to improve listening comprehension skills is then supported by previous research which suggests that the use of media plays an important role and has a positive impact. This is the reason for the writer to investigate further related to the influence of audio-visual media on english students to improve their listening comprehension skills. whether the presence of exams through audiovisual media can help facilitate lessons and can improve students' listening comprehension skills.

B. Formulation of the problem

Based on the background, the researcher would like to formulate the research question as follow : What are the impacts of Audio-Visual media to the students' listening comprehension ?

C. Objective of research

Based on the research problem above, the researcher aims is to find out the influence of audio-visual media on students' listening comprehension.

D. Research significance

This research was expected to provide significant contribution both theoretically and practically. Theoretically can be used as a source of literacy and practically can provide information related to technological media that can be used as a teaching process in education.

E. Research scope

To limit the discussion the author provides the scope and boundaries of the problems to be discussed. In the content of this study, the author will discuss the influence of audio-visual media students' listening comprehension in English

students in Cirebon. There are 3 EFL students who will be involved in this research.