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CHAPTER I INTRODUCTION

A. The Background of The Problem

Nowadays, technology used in all over the world, and it very important in daily life. Therefore, with technology and wide use of computer and internet website, communication becomes easier than before and by technology can change teaching and learning strategies, from traditional technique that was chalk and talk to a more interactive and interesting teaching and learning process, manage student records, and create instructional materials and presentations.

Multimedia as one of a technology that can increase educational learning to be an active process. According to Asma (2013, p. 1) "Multimedia as one of these technological revolutions has strongly invaded education in all over the world, and it impacts the teaching and learning process". Integrating multimedia in the classroom environment is regarded as a vital element because of its wide services in promoting the educational systems and engaging students to be active participants in the classroom. Also, it facilitates the task for teachers to present their lessons in a way that has never been offered before. So, the teachers use a combination materials in specific environment to present a teaching task.

However, there are some elements of multimedia used in teaching such as texts, audios, graphics, animations, and videos also said with visual aids, it can facilitate the learning process and make it more effective. Using visual

aids can help student's learning by monitoring and evaluating their performance.

Visual aids can attract students' attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to memorize the new vocabulary and structures. A part from being an excellent tool to improve the language acquisition, the use of visual in the classroom provides a more meaningful context for the students. All these factors lead students to become more participative and communicative members of the class group. According to Clark and Lyons (2014) in María (2012, p. 6) visual aids result to be very effective to help students in memorizing news vocabulary and structures. There are several memory-strategies that can be put into practice when using visual materials.

According to Kashani et al (2011, p. 75-84) in Echeverry (2016, p. 17) establishes that "visual aids accompanied by listening tasks are of special significance in foreign language teaching because they help listeners to comprehend the key points of audio materials". Hence, it is important to highlight which are some of the types of visual aids that will help students to elicit and comprehend as much information as they can from a listening track. Listening should be completed with comprehension. Listening comprehension is that listeners can understand and catch the ideas what they are listening to, and it is the process that starts with the receiving news analyzed in sounds, words, clauses, and sentences until getting the messages of the speakers.

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According to Feyten (1991) in Banani (2012, p. 57) “Listening has emerged as an important component in the process of second language acquisition”.

Listening comprehension is not only of listen to the speaker but also it tries to get message from the speakers. Media is one of tools that can help teacher when teaching listening.

Students’ attitude toward introducing new technology is to support learning and teaching represent an important factor in predicting their adoption of technology in the educational environment. Based on studied by Dahlstrom and Bichsel (2014) in Almisad (2015, p.22) the majority of the students believed technology was embedded into their lives and they had positive attitudes toward the use of technology. According to Reid (2003, p.33) in Tubail (2015, p.55) reports attitudes are important to us because they cannot be separated from study. Brownell (2005) in Alrawashdeh (2015, p.18) state that attitude plays a key role in the ability to listen well. Unless he believe that listening essential for development, it will be difficult to devote the necessary energy to improving competence. In addition, listening requires an attitude of openness and interest in other. That is the main reason for exploring the students’ attitude toward the implementation of teaching listening by using multimedia visual aids into consideration.

Hasanah Islamic Senior High School Pekanbaru is one of the school that apply teaching with using multimedia visual aids for listening subject.

Based on the writer preliminary observation by interviewing the teacher at the

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school, the writer found the problem faced by students, it can be seen in following phenomena:

1. Some of the students thought that they need to learn listening by using multimedia visual aids
2. Some of the students were not eager to follow the activity if not using multimedia visual aids
3. Some of the students were lazy to do their task or assignment related to listening comprehension if the teacher not use multimedia visual aids

Based on the background and the phenomena above, the writer has seen that some of the students in Hasanah Islamic Senior High School Pekanbaru still have some problems. Therefore, in order to solve the problems faced by the students above, the writer viewed it that was important to conduct a research entitled: **“Students’ Attitude toward the Implementation of Teaching Listening by using Multimedia Visual Aids at Hasanah Islamic Senior High School Pekanbaru”**

B. The Problem

1. The Identification of the Problem

Based on the phenomena above, the problem of this research could be formulated in the following questions:

- a. Why the students thought that they need to learn listening by using multimedia visual aids?
- b. Why the students were not eager to follow the activity if not using multimedia visual aids?

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- c. Why the students were lazy to do their task or assignment related to listening comprehension if the teacher not use multimedia visual aids?

2. The Limitation of the Problem

In this research, the writer focuses on the students' attitude toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru. There are many kinds of multimedia visual aids such as films, slides, video, charts, symbols, cartoons, drawings, and picture. In this research teaching listening by using multimedia visual aids was limited to using videos and pictures in teaching listening comprehension for the students in the eleventh grade.

3. The Formulation of The Problem

The problems of this research are formulated into the following research questions:

- a. How is students' attitude toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru?
- b. Which aspect of students' attitude is the most dominant toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru?

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C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the students' attitude toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru
- b. To find out which aspects of students' attitude is the most dominant toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru

2. Significance of the Research

The writer hopes, this research can be usefull both teacher and students of English especially in listening, to improve writers' knowledge, and to fulfill one of the requirements for finishing the writer's undergraduate study program (S1) at the Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out a research on the topic above are based on several considerations :

1. This research topic is important because it can help the students to be successful in listening English
2. The writer is really interested in identifying more about the students' attitude toward the implementation of teaching listening by using multimedia visual aids in helping reluctant students in listening English

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3. The topic is relevant to the writer as one of the students of the English Education Department.

E. Definition of The Terms

1. Students' Attitude

According to Gardner (1985) in Alwarashdeh (2015, p.19) attitude is an evaluative response to some referent of attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. So, students' attitude toward response some object inferred based on their beliefs of opinions is very important.

2. Teaching with Multimedia Visual aids

According to Brown (2000) in Lesiak (2015, p. 248) "teaching should be defined with a term of learning, because "teaching" facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning".

Maddux, Johnson, & Willis (2001, p. 253) in Gilakjani (2012, p. 1209) says that "Multimedia comprises a computer program that includes —text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics".

Webster's New World Collage Dictionary (2010) in Asik (p. 170) says that "the term visual aids is defined as "films, slides, picture, video, charts, and other devices involving the sense of sight (other than books), used in teaching, illustrating lectures, etc".

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3. Listening Comprehension

Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. According to Buck (2001, p.1), listening comprehension is an active process of constructing meaning which is done by applying knowledge to the sounds that be heard. Brown (2006, p.2) point out that one very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension.