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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English broadly influences people's life, hence it developed on the expansions of technologies and the prior to spoken language. For people who are not English native speakers, they must learn English. Not only learn the skills (listening, speaking, listening and reading), they are also demanded to master the linguistic components such as grammar, vocabulary, spelling, linguistic conventions, and etc.

In schools, students are being taught that English is a foreign language. To learn this language requires constant practice and patience. According to Kannan (2009:60) the kind of feeling that prevails among students is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages, like English.

Audio has come a long way as a teaching and learning aid and an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with the students and providing up-to-date content, interviews, discussions or lecture materials.

According to Middleton (2013); in Deakin module (2014:4) highlights that audio has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Audio can easily be created with many desktop tools and small digital recording devices such as smartphones.

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The use of video as instructional media has been widely used in many countries. Many people argue that this multimedia device has many advantages for students and teachers. The ease of use is one of the benefits in using video instructions. Also, the spread use of computers and the decreasing cost of internet bandwidth facilitate and ease people in using and making video and animation in computerbased learning environment. Hartmann(2006); in Deakin module (2014: 4). Video is also very appropriate to deliver a large amount of information in a relatively short of time

In order to support students' needs in comprehending their English proficiency, The National Curriculum (the revised version of 2013 curriculum) is applied by SMA Negeri 1 Kampar as it's guidance in teaching and learning process. The teaching and learning English itself has been done in various techniques, such as by doing completion, dictation, paraphrasing, note-taking and so on. In this curriculum, English is taught once a week in 2 credit hours with the duration is 45 minutes for an hour.

Based on the observation of the writer at SMAN 1 Kampar, especially at the 1st grade students, it is clear that the most of the 1st grade students of SMAN 1 Kampar are facing the problems in their English proficiency, especially in processing the language itself. Teacher has done some teaching strategies in class but some students still hard to pass the passing grade.

Based on the observation at SMAN 1 Kampar, the writer found some phenomena related to the use of English as follows:

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1. Some students did not fully understand spoken English instructions.
2. Some students were lack of vocabulary, therefore it was hard for them to understand what they heard.
3. Some students were not interested in some difficult materials especially in listening because they were not familiar with the native speakers' language.
4. Most of students did not understand how to understand new information they learned during the class.
5. They were lack opportunity to improve their listening skill.

Based on the explanation and the phenomena above, the writer found that the students faced the problems majorly in listening skills, especially in processing the information from spoken English. So, the writer intended to use Audio media and audio visual media as teaching media to ease the students' problems and help them to be familiar with spoken English not only from the Indonesian speakers, but native speakers as well.

Furthermore, the writer interested to conduct research entitled: "The Comparison between using Audio Media and Audio-Visual Media on Students' Listening Skill at Senior High School 1 Kampar Regency".

B. The Problem of the Research

1. Identification of the Problem

After conducting preliminary study at SMAN 1 Kampar, it was clear that most of students had problems, especially in term of comprehend their English proficiency.

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The problems of this research are identified in the following identification:

- a. How was the students' understanding when they listen to instructions in spoken English?
- b. What were the causes that the students were not able to improve their vocabulary mastery?
- c. What were the causes that the students were not uninterested in learning listening English materials?
- d. How was their understanding about processing the information they got in English class?
- e. How did the students practice their listening skill?

2. Limitation of the Problem

In carrying out this research, the researcher should have a limitation of the problem to be solved. Therefore, this research focused on the comparison of students' listening skill which taught by using audio media and audio visual media implemented at tenth grade students of Senior High School 1 Kampar.

3. Formulation of the Problem

- a. Is there any significant difference on students' listening skill after using audio media at the tenth grade students at SMAN 1 Kampar?



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- b. Is there any significant difference on students' listening skill after using audio visual media at the tenth grade students at SMAN 1 Kampar?
- c. Is there any significant effect on students' listening skill between using audio media and audio visual media at the tenth grade students at SMAN 1 Kampar?

C. Objective and Significance of the Research

1 The Objectives of the Research

- a. To find out the students' listening skill after being taught using audio media.
- b. To find out students' listening skill after being taught using audio-visual media.
- c. To find out whether there is significant effect between using audio media and audio-visual media on students' listening skill at State Senior High School 1 Kampar Regency.

2 The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. As the writer's contribution to develop the use of teaching media especially audio and audio-visual media in teaching English proficiency especially in listening skill.
- b. As input for SMAN 1 Kampar to improve student's creativity, especially in comprehending and mastering English proficiency.
- c. As a valuable contribution for students to improve their English Proficiency

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D. Reasons for Choosing the Title

1. The problem of the research are very interesting and challenging to be investigated in term teaching and learning English, especially in teaching listening.
2. This title of this research is relevant with the writer as a student of English Education Department.
3. As far as the writer knows, this topic has never been researched yet.

E. Definition of the Terms

In order to avoid misunderstanding and misinterpretation of the terms used in this research, the researcher needs to explain them as follow:

a. Comparison

Comparison is the process of comparing two or more people or things In this occasion, the writer intends to compare the students' English proficiency especially in listening skill.

b. Audio Media

Audiomedia is a media, device or equipment that related to recorded, transmitted or reproduced sound.

c. Audio-visualMedia

Audio-visual media is an audio and visual device used by a teacher to help learning.

d. Proficiency

Language proficiency is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. Proficiency in this thesis refers to listening skills.