

**STUDENTS PERCEPTION ON THE USE OF AUDIO VISUAL
IN ENGLISH LISTENING CLASS**

SKRIPSI

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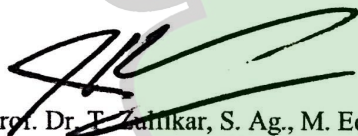
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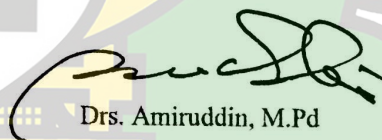
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STUDENTS PERCEPTIONS ON THE USE OF AUDIO VISUAL IN ENGLISH LISTENING CLASS

adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Juni 2023

Saya yang membuat pernyataan,



M. Fazaki

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ABSTRACT

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The advance of technology has provided teacher with a range of opportunities to improve student listening skills, such as audio visual. It has positive impact for students during listening class. This study aims to explore the effectiveness of using audio visual in improving listening skill. The research was conducted to discover students' perceptions on the use of audio visual in English listening class and the challenges that faced by students. A qualitative approach was used as a research design to conduct the study. The participants in this research were ten students of second grade in Al-Manar Islamic Boarding School and the data were gathered by interview. The findings of this study show that most students in this study perceived audio visual in listening class was very beneficial for learning process. Listening to audio recordings and watching videos in class helped them to learn English in a more engaging and interactive way. The challenges faced by students when using audio-visual in listening class that most students encountered various difficulties, including struggling to understand unfamiliar vocabulary and phrases that are not commonly used. The lack of familiarity with the vocabulary used in the videos posed a challenge for the students.

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CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

Listening is a form of language, and it involves the active participation of individuals (Gilakjani & Ahmadi, 2011). Nunan (2002) emphasized that 50% of the time used by students in learning foreign languages is spent in listening. Thus, listening plays a fairly significant role in the learning of foreign languages.

Hamouda (2013, as cited in Gilakjani & Sabouri, 2016) stated that the listening ability is critical for obtaining comprehensible input. There would be no learning if there were no feedback. Saha (2008) argued that language learning depends on listening because people will respond after they hear. Listening provides feedback that supports language proficiency and encourages learners to participate in oral communication. Therefore, the ideal language teacher should help learners to be introduced to native speakers.

More focus should be made on teaching listening to improve EFL students' language skills. Listening is a dynamic mechanism in which several things happen at the same time within the mind. In the process of learning to listen, student tends to have difficulty. Ur (2000) said there are six difficulties faced by students listening, they are sound problem, the difficulty in understanding every word spoken, not able to understand the fast and natural speech of a native speaker, the need to repeat more than once heard, difficult to follow every word, easy to feel tired.

Nowadays, through the advancement of technology, teacher can choose a range of media for teaching listening. One of them is audio visual media. Buck (2001) mentioned that visual information is more important in interactional language use, where the emphasis is on the relationship between participants. He also mentions that with audio visual it is easy to see who is speaking, the setting of places plus the situations and the gestures.

There were previous studies aimed to find out the use of audio visual both in improving student's learning activity and improving student's listening. The reaserch entitled "The Empowering of Audio Visual Media in Teaching Listening Skills" at 7 Grade of SMP Muhammadiyah Surakarta conducted by Febriansyah and Setyawan (2019). They found that most of students are enthutiastic in learning listening with audio visual, they didn't feel bored. Moreover, they were easy to understand the material given.

Another study conducted by Hardiyah (2017) entitled Improving Student's Listening Skills by Using Audio Visual. It showed that using audio visual to improved the ability of students listening skills. Audio Visual was very effective to help students understand the listening comprehension. Moreover, the use of this media is to increased the students focus and concentration during listening activities.

The previous studies discussed the implementation of media used by teachers to assist students in learning listening comprehension. However, this present research investigates the EFL students' of Second Grade in MAS Al-Manar perception on using audio visuals in their classroom. The research will focus more

on students' experience using audio visuals to improve listening skills and the challenges of using it.

B. Research Questions

The researcher formulates the following research questions based on the study background:

1. What are the EFL students' perceptions on the use of audio visual in the classroom in improving their listening skills?
2. What are the challenges of using Audio Visual in listening class?

C. The Objective of The Study

Based on the problems above, the purposes of this study are:

1. To find out EFL students' perceptions on the use of audio visual in the classroom in improving their listening skills.
2. To reveal out the challenges of using Audio Visual in listening class?

D. Significance of The Study

A. To students

Based on this research, the researcher hopes that his research will be helpful for English learners to improve their listening skills by using Audio Visual in Learning English.

B. To Teachers

Teachers hopefully get more information from this research about the contribution and the benefit of audio visual as a language learning instruction in the learning process. It would make teachers invent a new teaching method and know-how to effectively use Audio Visual to improve EFL students' listening skills.

C. To Other Researchers

The researcher hopes this study may be helpful to future researchers who react and tries to find references for the same case study. However, this research is far from perfect, so hopefully, the researcher can fill this research gap.

E. Terminologies

1. Listening

According to Rost (2001), listening has fully translated the sounds from the phonemes to the language. Brown (2000) claims that learning to listen entails adapting to listening in a chain. Listening skills refer to the ability to listen to comprehend the sense of what is being said. Furthermore, efficient communication requires good listening; without it, communications are rapidly ignored, communication breaks down, and the message sender becomes or upset.

There are varieties of listening resources available. Teacher talks, student talks, guest speakers, textbook recordings (e.g., talking books), tape recordings, movies, DVDs, radio, and the internet are examples (Wilson, 2008, p. 40)

2. *Audio Visual*

Winkel (2009) stated that audio-visual media is a combination of audio and visual created like slides combined with audio cassettes. Audio Visual is a visual screen with audio as its refinement to provide educational, political or other interests so that students or people who see it are easier to understand.

