

Chapter One

Introduction

This chapter provides an introduction to the study. In this chapter, several important points are explained. First, the background of the research explains why the researcher are interested in exploring students' perceptions of the use of audio-visual in learning listening skills and challenges in learning listening skills use audio-visual according student's perception. The research questions that guide the analysis are also presented in this chapter. In addition, the purpose of this research is also presented in this chapter. The importance of this research is also explained.

Background of the Research

In this study, the researcher raised the topic of learning listening skills using audio-visual aids students' perception. The problems studied by researchers in this study are the benefits and challenges of using audio-visual aids in learning listening skills students' perception. In learning English, teachers can use the tools needed to support learning activities, for example the use of audio-visual aids in teaching listening. Audio-visual itself is a combination of audio and visual or what is often referred to as viewing and hearing media. The use of audio-visual aids involves the senses of sight and hearing.

Audio-visual is included in multimedia where multimedia itself is a combination of audio, images, text. Teaching aids with audio-visual are easy to apply where teachers can use them to help students improve their listening skills. The use of audio-visual in teaching can make students who were originally passive listeners become active listeners. Teachers can also use audio-visual teaching aids to create a conducive and fun classroom atmosphere. According to Heinz Kock (cited in Wuryani, 2008), audio-visual media is media that has images and sounds and incorporates the

eyes and ears in order to produce conducive, intriguing, and enjoyable learning circumstances and environments. With this media, it is expected that students are motivated to learn the listening skills.

Listening is a critical skill for students to develop. In comparison to speaking, reading, and writing, listening takes up a disproportionate amount of time. This remark is also confirmed by professional opinion, which claims that listening has the optimal proportion of 42 percent among the other three talents, namely speaking, reading, and writing. Meanwhile, speaking accounts for 25%, reading accounts for 15%, and writing accounts for 18%. Speaking accounts for 25%, reading accounts for 15%, and writing accounts for 18%. (Saddhono, 2012).

From the above opinion, if students have L1 (first language) which is not English, they will have difficulty in knowing the meaning of the words they hear. Therefore, it is important for students who want to make English as their L2 (second language) to often hear words or sayings in English to practice their listening skills.

Based on the observations of the previous research, Before the researcher conducted interviews with the participants, the researchers explored more about their listening skills. From the results, the researchers found that there were still many students who had difficulties in developing their listening skills. There are still many students who are weak in their listening skills. This situation may be caused by the limited tools provided by the departments in supporting the learning activities, therefore, teachers use traditional methods which only listen to audio conversations that are less interesting for students. Therefore, this study aims to explore students' perception in listening activities using audio-visual learning aids in terms of its benefit and challenges.

Identification of Problem

In the process of learning to listen to students, many problems were found by students in learning listening skills using audio-visual. The problem that often occurs in students is an internet connection that is less stable. There is a lot of available content, therefore students will be confused in sorting out the appropriate content. Lack of students' listening skills.

From the previous studies that have been mentioned, there are still some problems that the researchers found. First, students' perceptions of the benefit of using audio-visual in learning listening skills, especially YouTube. This is because the level of students in capturing the material is different. The second is students' perception of the challenges they face in learning listening skills using audio-visual, especially YouTube.

This research can help teachers and students. For teachers themselves, this research can determine the perceptions of students who receive learning activities, especially listening using audio-visual aids. For students themselves, they can find out the benefit of using YouTube in learning listening skills and the challenges that students will face in learning listening skills using YouTube. In addition, the use of audio-visual in student learning activities helps improve listening skills.

Delimitation of the Problem

In this study, the researcher focuses on students' perceptions in learning listening skills using of audio-visual aids for its benefit and challenges faced by them. To make this research more effective, the researcher limits the research exploration to a certain extent. First, the audio-visual aids are limited only for YouTube videos that use English as the medium of communication. These can be in a form of movies, songs, podcasts, and reactions. Second, the researcher will only analyze student learning activities using audio visual to support their listening skills learning. Third, the

participants in this study are six students of batch 2020 of the English Language Education Department at an Islamic private university in Yogyakarta

Research Questions

The research questions are formulated as follows:

1. What are the benefit of learning listening skills using audio-visual learning aids according to the students' perception?
2. What are the challenges in learning listening using audio-visual aids according to the students' perspective?

The Objective of the Research

Based on the research questions, the objectives of the research are:

1. Explore benefit of learning listening skills using audio-visual for students.
2. Reveal challenges in learning listening skills using audio-visual aids for students.

The Significance of the Research

This research is expected to provide benefits and good impact for many aspects for students, teachers, and future the researcher. The explanation is presented below:

Students

This research can be used to determine the benefit of using audio-visual aids in learning listening skills according to students' perceptions and to find out the challenges faced by students in learning listening skills using audio-visual aids according to students' perceptions. Students can use this research as an initial understanding if their school used audio-visual aids as a learning tool, to find out the benefit and challenges that will be obtained by students in learning listening skills using audio-visual aids.

Teachers/Lecturers

Teachers can use this research as an evaluation of the use of audio-visual aids media for learning listening skills. Teachers can better understand the benefit of listening activities by using audio-visual aids. In addition, teachers can better understand the challenges of students in learning listening skills using audio-visual aids, so that teachers can provide alternative solutions to these challenges if they occur to students. Teachers can use listening learning aids, especially audio-visual aids, appropriately to students.

Future Researchers

The findings of this study can be used by other researchers who are interested in exploring the same field of study. The findings of this study are also expected to be a further reference for those who wish to research the same field of study from different perspectives and objectives.

The Organization of the Chapter

This research consists of five chapters. Chapter one consists of the background of the research, identification of the research, problem boundaries, research questions, research objectives, and the significance of the research.

Chapter two is a literature review. It provides a definition of the listening skills, media in learning listening, audio-visual aids in listening, YouTube, benefit of learning listening skills using audio-visual aids, challenges in learning listening skills using audio-visual media, review of previous studies and conceptual framework.

Chapter three is methodology. This chapter describes how the research was conducted by the researcher. This chapter discusses the methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains findings and discussion. This chapter presents the results of the data, namely about the benefit of using audio-visual aids for learning listening skills according to students' perceptions and the challenges experienced by students in using audio-visual aids for learning listening skills according to students' perceptions. In addition, researchers also provide theories related to the findings.

Chapter five consists of conclusions and recommendations. This chapter describes general answers to research questions and recommendations from researchers. In closing, the researcher presents a summary of this research. The second part is the recommendations given to teachers, students, and other researchers.