TEACHERS AND STUDENTS' PERCEPTION OF USING AUDIO AND VIDEO IN ENGLISH LISTENING ACTIVITIES AT SMA ADABIAH 2 PADANG

Thesis

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(B.Ed.) in English Language Education

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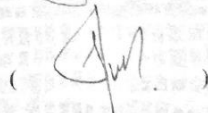
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Finally, the author is completely aware of the numerous weaknesses in this study. In order to improve the quality of the thesis, the author wants feedback and suggestions from the readers.

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ABSTRACT

Pilochutari, Shanny. 2023. *Teachers and Students' Perception of Using Audio and Video in English Listening Activities at SMA Adabiah 2 Padang.* A Thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang.

This research aimed to examine teachers and students' perception of using audio and video for listening, also teachers' difficulties in teaching listening using audio and video. This study used a descriptive qualitative methodology. For this study, the author applied a questionnaire and interview, with 16 statements for the questionnaire and 8 main questions for the interview. The participants were 70 students and three teachers of SMA Adabiah 2 Padang.

According to the research's findings, students perceived that using video is better than using of audio. Video helped them more in learning listening, because it has visual cue, pictures, sound, and sometimes subtitles. Student thought that they understand the listening material better in video forms. Related to motivation and interest, students also felt that video makes them more enthusiastic in learning. Along with it, they believed that video improves their listening comprehension.

The researcher found that teachers' perceptions substantially influenced their instructional techniques and the choice of the materials that the pupils will learn. It is thought to be crucial to recognize the opinions of educators because it is essential knowledge to build international language instruction. However, from the findings, it can be concluded that most of the English teachers used audio for teaching listening regularly. It is effective for the learning and easy to prepare or use.

Key Words: *Perception, Audio, Video, Listening Activities.*

ABSTRAK

Pilochutari, Shanny. 2023. Persepsi Guru dan Siswa Terhadap Penggunaan Audio dan Video dalam Kegiatan Menyimak Bahasa Inggris di SMA Adabiah 2 Padang. Skripsi Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penelitian ini bertujuan untuk menguji persepsi guru dan siswa dalam menggunakan audio dan video untuk mendengarkan, serta kesulitan guru dalam mengajar menyimak (*listening*) menggunakan audio dan video. Penelitian ini menggunakan metodologi deskriptif kualitatif. Untuk penelitian ini, penulis menggunakan kuesioner dan wawancara, dengan 16 pernyataan untuk kuesioner dan 8 pertanyaan inti untuk wawancara. Data diambil dari siswa yang berjumlah 70 orang dan tiga orang guru SMA Adabiah 2 Padang.

Berdasarkan temuan penelitian, siswa berpendapat bahwa penggunaan video lebih baik daripada penggunaan audio. Video membantu mereka lebih baik dalam belajar menyimak, karena memiliki visual, gambar, suara, dan terkadang subtitle. Siswa berpikir bahwa mereka lebih memahami materi menyimak dalam bentuk video. Terkait motivasi dan minat, siswa juga merasakan bahwa video membuat mereka lebih bersemangat dalam belajar. Selain itu, mereka percaya bahwa video meningkatkan pemahaman menyimak mereka.

Peneliti menemukan bahwa persepsi guru secara substansial mempengaruhi teknik pengajaran mereka dan pilihan materi yang akan dipelajari siswa. Mengenali pendapat para pendidik dianggap penting karena merupakan pengetahuan penting untuk membangun pengajaran bahasa internasional. Namun, dari temuan tersebut, dapat disimpulkan bahwa sebagian besar guru bahasa Inggris sering menggunakan audio untuk mengajar menyimak. Ini efektif untuk pembelajaran dan mudah disiapkan atau digunakan.

Kata Kunci: *Persepsi, Audio, Video, Kegiatan Menyimak.*

CHAPTER I

INTRODUCTION

A.   Background of the Study

English is a difficult language for speakers of other tongues to learn. In teaching and learning English, there are four skills such as listening, reading, writing, and speaking. Out of the four skills, listening is included as one of the skills that is difficult to teach and learn. According to Brown and Yule (cited in Sindi, J & Suharyono, 2016), there are a number of factors that are undeniably contributing to listening difficulties. These include speaker factors (the number of speakers, the accent, the speed of speech), listener roles (as participants, the listeners' interest), contents (listener's background knowledge), and supportive aids (the availability of pictures, diagrams, or other visual aids). Those are some probabilities that believed as the difficulties in listening. Even though it is hard, listening still one of the crucial skills to learn. According to Rost, Michael (2001), one of the most important ways to learn a second language is by listening, which is also a skill area in language performance. When we listen, we use pacing, units of encoding, and pausing that are specific to spoken language to comprehend language in real time.

In Indonesia, there are many schools that still have to face some difficulties in doing listening activities. The difficulties come from both teachers and students. They can be in the form of material, media, and students' understandings. For instance, in a study by Aryana and Apsari (2018) at MA Islahul Aqidah Cikalongwetan, it showed that a teacher, who was the object of research, dealt with internal and external influences in teaching listening. Internal factor is like his belief that teaching listening was regarded as being challenging. Rather than receiving a module or textbook from school, he should locate some listening materials by himself, and he thought that it was difficult to select a media, method, approach, or teaching style for teaching listening. On the other hand, the external influences could be like the noise and sound coming from outside of the class, and there are no facilities like a module or English laboratory provided by school. Those make listening becomes so difficult to teach.

Moreover, students also face difficulties in learning listening. According to Ramadhianti and Somba (2021), students encounter some problems in learning listening. First, they had trouble to take effective notes because they tend to lose focus and fail to understand when they listening to material in English. Second, most students found it difficult to retain the information due to the lengthy description. And the last, some students did not understand the topic of the listening topic. Those showed how there are many difficulties that faced by students and teacher in learning and teaching listening.

Students' characteristics nowadays can be another challenge for teacher in teaching. As stated by Dwi, L (2018), numerous areas of life are changing as a result of technology's rising accessibility and current acceleration in technological advancement. Teaching senior high school students, who are raised in an advanced/modern technical period and are very proficient with technology, demands various approaches, media, resources, and other teaching strategies. There are many things that change over time, and one obvious change is the availability of media and strategies in teaching. There are many options nowadays, offering a wide range of opportunities for the listening instruction, from audio/radio, video, and the internet.

However, based on the researcher observation when conducted internship at a school, it can be seen that even though the era has changed, there are still some problems in teaching and learning listening process. As stated before that the problems come from students and teachers, including students' lack of skills and teachers' media in listening. Many students still have problem in understanding the vocabulary that exist in listening. They also lack of focus in doing the listening process, so the learning process is not effective. The material problem also comes from teachers. Even though the material itself is already good, some teachers do not have the right media in delivering the material, so it becomes ineffective.

The teaching process could become effective if there is a great match between the media that teachers choose to use and the way they deliver the materials. In Indonesia, a new law had been issued to help and describe more about the way teaching process should be, in this case is about teaching English. By Department of Standards, Curriculum, and Education Assessment number 33 of 2022 (Kemendikbud, 2022), in teaching students, there are six language skills of speaking, reading, viewing, listening, writing, and presenting—all of which are included into various sorts of

text—will help their use of the language become more efficient. So, the process of using the skills in teaching, especially English, is important.

The success of learning English is influenced by a variety of factors. The learning medias are one of the crucial components (Utomo, et al, 2019). There are many kind of media that can be used in listening. Normally, teachers give students practice and test to teach listening. It actually could help students, but sometimes it can be more helpful by using authentic materials. According to Gardner and Miller (cited in Sindi, J & Suharyono, 2016), authentic materials can take the shape of written texts, audio recordings of real communication, or movies. In those forms, students can achieve better listening comprehension. However, the effectiveness of the media is not certain yet, which one is better to be used in teaching for students, or which approach that students prefer. In teaching listening, many teachers already use authentic materials, and most of them are video and audio. Hatika (2020) also implied that the use of both video and audio in the teaching of listening comprehension is essential because it allows students to observe language usage in authentic settings and forges connections between words and images that aid in the analysis of their own language use.

Previously mentioned, the media that are commonly used by teachers are audio and video. Video as media is frequently used in the teaching and learning process because it can increase students' interest in learning (Prayudha, J., 2021). Learning process will not become tedious because students are watching and listening at the same time, so it is important to find the interesting and effective video for teaching listening. Video that is used sometimes in forms of part of movie, dialog or conversation compilation from YouTube and video materials self-made or taken from blogs. Meanwhile, audio is also commonly used by teachers in teaching listening. Students get the opportunity to hear a great deal of real native speech by using audio tape. Audio that usually used is like dictation, recording, and audio material from blogs. Nevertheless, it is still important to find out the perception of teachers and students in the use of audio or video, which media they can be perfectly use when they do listening activity.

In addition, this perception will be beneficial for both teacher and students. It will help teacher in finding the great media between audio or video to use in teaching, thus this will also impact students' skills in listening. Students will get to know better about listening beside what they have been thinking about learning listening. In high

school, many teachers use audio and video as media, yet the most used media in teaching listening is audio. Audio can be in many forms, including dictation. It only needs the material and teacher can deliver them by using dictation, thus it is easier for teacher to conduct them in class. According to Dwi, L (2018), despite the fact that video like movies can help students learn listening, many teachers think it is simpler by utilizing audio instead. The conventional dependence on audio recordings for the teaching of listening comprehension lowers the exposure of learners to non - verbal meaning. Thus, it is important to find the best media for students in learning listening.

Furthermore, there are many researchers that conducted studies about students' perception or teachers' perception, but many of them only discussed the implementation of one of the media in learning process or how students or teachers think about the use of it. They did not observe how students and teachers felt about using both forms of media, nor how they evaluated it. Hence, the researcher wants to find out teachers and students' perception on both of the media in listening activity.

The researcher only focused on teachers and students' perception in the use of audio and video as media, so the result would be able to help teacher in finding a better way to teach listening, also for students to help them having better media in learning. Teachers and students of SMA Adabiah 2 Padang were the objects of research because in the school, some teachers still using same media to convey the materials to students, like dictation. Dictation is used in expecting that students will be getting what teachers are saying and write the information on their note. Nevertheless, students might only have one thought about learning listening, is by using dictation. Based on the explanation above, the researcher interests in conducting a study under title "Teacher and Students' Perception of Using Audio and Video in English Listening Activities at SMA Adabiah 2 Padang."

B.   Focus of the Problem

Based on the background of the problem above, there are two main problems that are identified. First, in teaching listening many teachers still use similar media. There are many possible reasons. However, It is still unidentified what teachers think about the use of other media, why do they keep using the usual one, for example from like has stated before, the use of audio in the form of dictation. There are many advanced media nowadays that can be helpful in teaching listening, so students will

give more attention and also better understanding in learning process. In the way to find the answer, it is important to know what teachers' perception about the use of media, in this research is about audio and video.

Second, following the previous problem, because of no variation in teaching, students do not have clear understanding about listening. The media might work for some students, but some of them might not agree with the use of one media can make their learning effective. Thus, it is better to look out for students' perception in learning listening, whether the use of audio or video can be essential for them.

C. Limitation of the Problem

Based on the focus of the problem above, to limit the problems in this study, the researcher focused on finding the perception of teachers and students from SMA Adabiah 2 Padang about the use of audio or video as media in listening activities.

D. Formulation of the Problem

Regarding on the limitation of the problem, the researcher formulated the research questions which were:
1. What is students' perception of learning listening by using audio or video?
2. What is teachers' perception and difficulties of using audio or video to teach listening?

E. Purpose of the Research

The purpose of this research was to find out teachers and students' perception in the use of audio and/or video as media when doing listening activities, and also the difficulties that teachers experienced in teaching listening using both of the media.

F. Significance of the Research

The findings of this study theoretically may be valuable to both teachers and students. For teachers, this study is beneficial because the findings of this study can be applied as a guide to help teachers be more inventive with their media, lesson plans, and activities of connecting with students. For students, the findings of this study could help students understand more fully the benefits of using audio or video to learn, particularly while learning to listen.

G.   Definition of Key Terms

There are some terms involved in this study. The terms are defined to avoid misunderstanding about the research, such as:

1. Listening

    Listening is a skill that is used to understand the oral communication, the students use verbal and non-verbal to derive the meaning itself. Through listening, we can share ideas and knowledge to others.

2. Video

    Video is a media that combines audio and visual forms in it. Video can be in forms of movies, documentaries, talk show interviews, broadcast news, and other television program videos. It can be derived from YouTube or internet.

3. Audio

    Audio is a media that does the communication in the form of sound. Audio can be in forms of song, recording, dictation, and etc. It can be obtained from internet or radio.

4. Perception

    Perception is the interpretation of information based on comparison with the objects' understanding, which may have been formed by experience or other interactions.