

CHAPTER I INTRODUCTION

A. Background of The Problem

Listening skill is one of the four skills (reading, writing, and speaking skill). According to Rost (2002), listening is an essential skill for language learning because it can be primarily used in everyday daily life and develops faster than the other language skills, which indicates that it makes easy the development of the other language skills. Ability can be increased, improve, even trained in many ways. The way use may be in line with the objectives so that everything can run in harmony.

In learning English, listening is also one of the essential skills that the students should master. Especially for the student whose, mother's tongue is not English. The student gets difficulty listening to the native speakers' accent, rhythm, and intonation used in speaking. As a teacher, listening comprehension is vital to teaching essential students to help them understand the mean of what the native speakers' said.

Furthermore, teaching listening is not easy; one of the main problems in practicing listening is students' attention that can be distracted easily. Therefore, the teacher should have attractive teaching media for listening to attract their student's interest during the listening practice using audio-visual. However, good teaching media can stimulate students' interest, encourage students' interest, and encourage students' participation in learning practice (Heinrich, 1993).

(Douglas:2004) Listening skill is not derived. Naturally, it needs some processes of learning. The methods of hearing in the classroom involve a teacher and students. At the school, the students are given some lists of exercises from several materials. Many listening materials are derived from recorded extracts, such as CDs, tape records, videos, etc. Probably the primary source of listening for students is the voice of their teacher. The individual voice of the teacher can also be called the source of listening because, in this teaching-learning process, the teacher's talk as he/she is giving some instructions should also be understood by their students. But in fact, the students need variety in listening then listen to the speaker's voice and a short video.

Elfi (2016:146) states that listening is essential in language learning because it provides input for learners and has the leading role in developing learners' language knowledge. Therefore, they must know the characteristic of students and how they teach their students.

Based on the background above, the researcher is interested to research the English teacher's difficulties teaching listening using audio-visual at Senior High school number 3 Padang Panjang..

B. Identification of The Problem

Based on the background of the research, the general difficulties for teachers in teaching listening using audio-visual include, first, lack of media or facilities from the teachers or school in learning English. It makes it students hard to learn English as a foreign language. Some students find English lesson is difficult, especially in listening skills. Because not all

students have good vocabulary and do not master English vocabulary, so they have difficulty learning listening skills. Then, students lack listening practice because not all of them get used to hearing English spoken. Lack of understanding in the material taught, students do not understand the storyline, and the media are not feasible, so it will be difficult for students to understand every sentence.

C. Formulation of The Problem

Based on the several problems above, the researcher focuses on teacher difficulties in teaching listening using audio-visual. Based on the focus of the research, the problem statement which researcher in this study can formulate:

1. What are the difficulties faced by the teachers in teaching listening using audio-visual at senior high school number 3 Padang Panjang?
2. What problems caused the teachers' difficulties in teaching listening using audio-visual at high school number 3 Padang Panjang?

D. Purpose of The Research

In the formulation of the problem, the purpose of the research is as follows:

1. To find the difficulties that face by the teacher in teaching listening using audio-visual at senior high school number 3 Padang Panjang.
2. To find the problems that cause the problems for the teachers in teaching listening at high school number 3 Padang Panjang.

E. The Significance of The Study

1. The teachers.

This study expects to give a clear description to the English teacher at senior high school number 3 Padang Panjang about the difficulties in teaching listening using Audio Visual.

2. The researcher.

This study can contribute to himself valuable knowledge and provide meaningful study experience for the researcher. Besides, this research fulfilled the requirement for the researcher to get an undergraduate degree (S1) in English Education at UPI "YPTK" Padang.

3. The Students

This study to make students easier to learn to listen using audio-visual, understandable with the storyline of listening using audio-visual, also expected it to raise students' interest with particular audio-visual .

4. The Readers.

This study is expected can make the readers learn the potential for certain people after this thesis is finished, as a means of consideration for government agencies that will develop and improve a character education system.

F. Definition of Key Term

To avoid ambiguity and mistake in understanding about critical terms used in this research, the definition of the key terms are as follow:

1. Listening is the ability that is essential to learn by students.
2. Nowadays, Audio-visual is the primary tool to teach and learn listening to be more accessible.

3. Teachers' difficulties using audio-visual is a situation that causes trouble or difficulty, especially when teachers teach listening using media audio-visual to get by students.

CHAPTER II

THEORETICAL REVIEW

A Definition of Listening

Listening is a difficult skill in second language learning. The difficulty is caused by many factors varying from the difference of sound between the second language learners' first language and the second language he or she is learning, his or her lack of vocabulary, his or her grammatical unawareness, to pragmatic differences between two languages. Accordingly, English learners as a foreign language (EFL) need to be prepared to handle tests in listening comprehension (Nasrudin, 2013). So, as foreign language listening learners, we need to master the vocabulary, grammatical and pragmatic differences between two languages before listening comprehension tests.

According to Rost (2009), listening helps us understand the world around us and is one of the necessary elements in creating successful communication. From Rose, we know that listening about hearing and understanding the word will help us communicate in a good way and help us in life.

Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input, and more than 50 percent of the time learners spend learning a foreign language is devoted to listening. According to Jafari and Hashim, there are four English skills, but mostly more than 50% of the time spent on learning listening shows us how critical listening is.