Chapter One

Introduction

This chapter describes the introduction of the study which explains several issues. First, the background of study presents the reason why the researcher is interested in investigating the use of audio-visual media in teaching English. Next, the researcher also states the research questions as the guide of this chapter. Then, the researcher explains the statement and limitation of the problem of the study. In addition, the researcher describes the objectives of the study. Then, the significance of the study discusses the benefits of this study for several parties. The last, the organization of the chapter presents the description of each chapter.

Background of the Study

English has the status of a foreign language in Indonesia, and people in Indonesia barely speak English language in their daily life. Consequently, English language is regarded difficult by many people, including students at schools, and students' English skill mastery is regarded low. According to Putri and Hanantio (2013), most of the high school students have not mastered English properly and correctly, because they think that English is a language that is difficult to understand.

In Indonesian schools, English has become a compulsory subject to study. As one of the compulsory subjects, English has been taught from secondary schools to university level. However, there are still many students in Indonesia who think that English is only for learning at school, and they will not use it outside of school. This fact was stated by Anggalih (2017) who mentioned that most of the students in

Indonesia still think that learning English at school is only to fulfill obligations, not for their own volition. It makes the desire to learn English in students decreased. In addition, Education First (EF) conducted a recent study about English proficiency which showed that in 2017, Indonesian's rank dropped from 32 (intermediate level) to 39 (low proficiency level). This happened because the use of English only occurred in certain contexts and ineffective learning in English at school. This is a challenge for English teachers in Indonesia to make students interested in English and use English outside classroom.

Teaching English subjects would be interesting and attract students' attention by using interesting media such as audio-visual media in the classroom. According to Farooq (2014), audio-visual is learning media that make the learning atmosphere feel real through seeing and hearing the knowledge directly. Similarly, Dike (as cited in Ashaver & Igyuve, 2013) stated that audio-visual media is generally used in learning material that can be used to convey meaning without dependence on symbols or verbal language. In fact, audio-visual media is the media most often implemented by teachers in classrooms today, especially to teach English for students in high school level. Nowadays, audio-visual media that tends to be used is that those which are related to technology, such as using movies. In watching a movie, the teacher brought a laptop, a projector, and speakers so that the students can watch and listen to the movie clearly. However, in implementing audio-visual media that used technology in the teaching-learning process, teachers also faced several obstacles before or during

the teaching-learning process in the class. The problems can be from the teacher, the students, and school facilities.

It also happened in the private high school where the researcher did an internship. Teachers in that school often use video and movie as their audio-visual media to teach English in the classroom. By using audio-visual media to teach English, they have also faced problems related to the use of audio-visual media in class before or during teaching-learning process, such as the projector and laptop had a problem, so it took a long time to start the teaching-learning activities.

Based on the explanation above, the researcher wanted to conduct a research about the use of audio-visual media to teach in English class in that private high school in Yogyakarta. In this study, the researcher wanted to investigate the types of audio-visuals used by the teachers to make the English class successful and how these media were implemented by the teachers. In addition, the researcher wanted to seek the obstacles faced by these teachers when using those media.

Statement and the limitation of the Problem

The use of media in teaching English language is not something new to English teachers, especially in using audio-visual media. Indeed, it can be very useful for teachers and students during the teaching-learning process. However, what types of audio-visual media and how they are implemented in the classroom can be various, depending on the teacher's consideration and school setting. What it means by school setting include students, teachers, school facilities, technical problems, and academic atmosphere. The challenges in using audio-visual media can occur in certain

circumstances, for example, how teachers prepare audio-visual media before the teaching-learning process can be a challenge for teachers because they have to really prepare audio-visual media that is suitable for the material and students' needs. Besides that, technical problems occurred in an unexpected situation when teachers use audio-visual media to teach English. In addition, how the students react to the implementation of audio-visual media can be a challenge for teachers because it will determine whether students understand the material or not.

In this study, the study was focused more on the types of audio-visual media and how they were implemented, as well as the obstacles occurred when the teachers implemented these media in the classroom. The researcher only focused on two English teachers who had sufficient experiences in using audio-visual media. The study was limited to use a qualitative research design using a case study approach. In addition, of various data collection methods, this study was restricted to individual interviews and observation.

Research Questions

To conduct this study, two research questions were formulated. The research questions are stated as follows:

1. What are the types of audio-visual media used by teachers and how are they implemented in teaching English?

2. What are the challenges faced by teachers in using audio-visual media to teach English?

Objectives of the Research

Based on the research questions, there are two purposes for this research:

1. To describe the types of audio-visual media used by teachers and their implementation in teaching English.

2. To investigate the challenges faced by teachers in using audio-visual media to teach English.

Significance of the Research

This research has several advantages and positive contributions. These advantages are as follows:

For teachers. It is expected that this study may help the teacher to be more selective in choosing audio-visual media implemented in the classroom. In addition, the researcher hopes that the teacher can develop their creativity in implementing multimedia to teach students. Finally, the researcher also hopes that this study can provide new ideas for teachers in determining what multimedia can be used in the classroom, specifically in English class.

For other researchers. This study can enrich the existing bulk of studies about audio-visual media in English teaching. Then, this study can help other researchers who want to investigate similar problems and hope that the findings of this study can be an additional reference for them.

Organization of Chapter

The researcher divides the *skripsi* into five chapters. The first chapter is the introduction. The second chapter is the literature review. The third chapter is the

research methodology. The fourth chapter is the finding and discussion. Then, the

fifth chapter is the conclusion.

Chapter one focuses on the background of the topic of the study. This study

focuses on the audio-visual media that teachers use in teaching English. There are

two research purposes of the study. The first purpose is to describe what types of

audio-visual media teachers used to teach English and the implementation in the

classroom. The second purpose is to investigate the challenges faced by teachers to

teach English. This study also has several advantages and positive contributions to

teachers, the researcher, and the other researchers.

Chapter two describes the theories related to audiovisual media teachers used

to teach English in that high school. Chapter two describes English learning in

Indonesian schools. Then, the researcher mentions the use of media in the English

classroom. The research also mentions the types of audio-visual media that can be

used by teachers to teach English. Then, this chapter describes the challenges may

teacher faced by using those audio-visual media, such as the limited of school

facilities, the lack of time, teachers have little experience and insufficient internet

access.

Chapter three explains the methodology chosen in this study. Moreover, the

researcher describes that interviews and observation are used as the data collection.

The participants and the setting of this study are described in chapter three. Then, it

explains how the researcher gathered the data in the data gathering procedure. It also

describes how the researcher analyzed the data. Lastly, trustworthiness and interpreting issues clarified how the data results are valid.

Chapter four explores the findings and discussions of the study. There are six findings in this research. The two of four findings of this study are related to the types of audio-visual media used by teachers and how they are implemented to teach English. The last two findings of this study are related to the challenges faced by teachers in using audio-visual media.

Chapter five consists of two parts; conclusion and suggestion. The conclusion presents a summary of the study. The researcher concludes what this study is about, how to collect and analyze data, summarize findings and discussions. Then, the researcher shows some suggestions for teachers and other researchers in order to make better research in the future.