

## **Chapter Two**

### **Literature Review**

This chapter explains the literature review related to the study. There are several parts mentioned in this chapter. Firstly, this chapter discusses learning English in Indonesian schools. Then, this chapter discusses the use of media in the English classroom. Next, the chapter explores the types of audio-visual media in teaching English. Finally, this chapter explains the challenges teachers faced by using audio-visual media.

#### **Learning English in Indonesian Schools**

Indonesia is a multicultural country which has a variety of other cultures, languages, and diversity. However, the role of foreign languages in Indonesia is equally important. For example, learning English in Indonesian schools. According to Abrar et al (2018), English becomes one of the compulsory courses to be taught in Indonesian schools and they also offered English becomes one of the program studies in Indonesian institutions. Unfortunately, not many students or learners are able to communicate in English fluently even after having English instruction for years. In addition, a study by Suryasa, Prayoga, and Werdistira (2017), foreign language teaching in Indonesia, specifically English, is far from successful. Even though they have learned since elementary school, the mastery level is still at the inadequate level. In their findings, it was shown that from the daily test to the final exam, the results were not satisfactory. It happened because of the students' anxiety and less confidence to learn and practice in communicating use English. The teacher had a

new task to improve the quality of teaching that is more effective and efficient for students.

On the other hand, Tahir (2016) stated that students have the opportunity to learn foreign languages easily by the way the teacher combines the target language with their first language. In addition, the teacher also gives instructions, class routines, and asks students to interact with their peers using their target language. Then, Irmawati, Widiati, and Cahyono (2017), a good place for students to learn the target language in Indonesia is a school environment. Also, Rababa'h stated that there are many factors why it is so difficult to learn English. One of them is the lack of learner's vocabulary needed to understand the meaning (as cited in Hosni, 2014, p.24).

### **The Use of Media in the English Classroom**

According to Mursyidto (2014), media plays an important role in the English teaching-learning process. It can offer students to using media and teaching technique in English teaching-learning experience effectively and efficiently. Similar to Mursyidto's description, Andriyani (2017) stated that media has an important part in the learning process which using media can help students if there is vagueness. Andriyani (2017) also stated that "significantly, the role of media will not appear if its use is not suitable with the content and the purpose that has been formulated" (p. 28).

One of those media that teachers can be used is audio-visual media. The term has also been defined by Dike (as cited in Ashaver & Igyuve, 2013, P. 1):

those materials which do not depend solely upon reading to convey meaning.

They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses.

Indeed, the variety of such resources is a striking characteristic.

In addition, Farooq (2014) stated that audio-visual media is teaching media that can make teaching-learning situation feel real by watching and listening to the knowledge directly. Moreover, Munir (2016) explained that audio-visual media is helpful for teachers to teach so that the students can understand English easily. Besides that, Ivers and Baron stated that multimedia can also help students convey their ideas to others in various ways. Not only that, the students can gain new insights in organizing, but also can evaluate information (as cited in Kurniawan, 2016, p. 184).

### **Types of Audio-Visual Media in Teaching English**

Using audio-visual media can create an easy teaching-learning process. There are various types of audio-visual media for teaching English for high school students.

**Video Blog.** The development of technology can help teachers in selecting teaching media that are suitable for teaching English in the classroom, for example, video blog or vlog. According to Arifah (2018), teachers and students can be helped by vlog as teaching media in writing recount text. Vlog is very helpful media for the teacher to increase students' interest and enable to gain the students' new ideas and construct those ideas into an understandable text. In addition, vlog can ease students to understand and learn to write a recount text based on the video blog. Maldin, Reza, and Rezeki (2017) stated that vlog is also a useful teaching media for speaking skill.

In the process of creating a vlog, students can see their error with the help of the teacher as a facilitator. Besides, a study by Berk (2009) also stated that videos and multimedia learning provides the teaching base used in teaching, especially with introductory courses and beginner students, in order to increase memory, comprehension, understanding, and deeper learning.

**Movies.** Movie can be used as media to learn English. Harmer and Alwasilah explained that movie can help teachers to teach students in writing skill, especially narrative text (as cited in Aziz & Fathiyyurrizqi, 2017, p. 207). Based on previous study, students often faced some obstacles in writing English text, such as students were not able to choose the right words, use correct grammars, gain the ideas, and arrangement those ideas in their writing. In this case, Aziz and Fathiyyurrizqi (2017) stated that movie can increase students' motivation in writing narrative text.

Furthermore, Sherman and Webb (as cited in Khan, 2015, p. 47) also explained that using movies, students are able to listen to authentic oral communication which will help them improve their vocabulary, pronunciation, voice modulation, accent, speech, and tone. Thus as stated by Iranmanesh and Darani (2018), movies can help students to learn English idiomatic and daily expressions and can motivate teacher to combine movie with more enthusiasm in the classroom.

**Web-Based Application.** There are several web-based applications to English teaching, such as Kahoot! and Edmodo. According to Piskorz (2016), teacher can be helped by Kahoot! to gain students' motivation in the teaching-learning process. Kahoot! is fun, therefore students will never get bored or feel stress during

learning activities. In addition, Kahoot! is a good choice to teach English in any subject, especially to practice vocabulary in the classroom. On the other hand, according to Monalisa and Ardi (2013), Edmodo is one of the web-based applications that is very useful because it helps to make the interaction between teacher and students through “wall” Edmodo. With no hesitation, students can share and express their ideas or opinion on Edmodo. Teacher can also give the assessment and students will submit on it virtually.

### **Challenges in Teaching English using Audio-Visual Media**

There are various challenges or obstacles that teachers face when teaching English using audio-visual media. The following paragraphs describe more detail about the problems the teachers have when using audio-visual media in teaching English in the classroom.

**Limitation of school facilities.** The major obstacles in using video for the teaching-learning process are limited to school facilities, lack of technical support, and difficult to get a suitable video. For example, not having electricity in some classrooms, the projector in school is limited, the broken cable, the computer or laptop stuck. In addition, the electricity can off at any time during the class, thus the video cannot be played. Then, teacher had a difficult time to find the right video to be implemented in the class (Nova, 2017, p. 22). According to Omariba, Gitau, and Ayot (2016) also stated that the lack of technical support made the teaching-learning process very tough.

**Lack of time.** Omariba, Gitau, and Ayot (2016) stated that in using teaching media related to technology takes a long time in the process of teaching and learning in the classroom because it requires preparation and equipment that must be used in accordance with the topics being taught. In addition, Park and Bae Son (as cited in Mathew and Alidmat, 2013, p. 88) explained that teacher had positive and favorable attitudes in using computer in the classroom; however, it took quite a long time.

**Teachers have little experience.** According to International Journal of Education and Development using ICT, the challenge that the teacher may face in using teaching media is the fear of technological developments and software that it may not be able to cope with (as cited in Omariba et al., 2016, p. 3129). Nova (2017) also stated that teachers should attend teacher professional development program and training to increase their competence and skill in using video or other media related to technology in the teaching-learning process. In addition, Dawes (as cited in Mathew and Alidmat, 2013, p. 91) stated the new technologies can support in teaching-learning process, therefore teacher should have a deeper understanding in using audio-visual media to provide the effective communication between teacher and students, such as the advantages of the audio-visual media.

**Insufficient internet access.** Some of audio-visual media are used online. Hicks (2015) stated that there are some obstacles that occur such as the internet that does not work well. According to Bolandifar (as cited in Sahin & Secer, 2016, p. 861), there are also some obstacles that teachers feel when using ICT in the

classroom, such as lack of internet access, lack of computer facilities, lack of computer skills, and lack of time.

### **Related Studies**

Cakir (2006) discussed the use of video as an audio-visual material in foreign language teaching classroom. The study used a library research, thus there is no record where and whom the participants for the researcher collected the data for the study. The findings of this study presented how to use videos to teach English effectively and the role of technology is needed in the classroom. In this study, the researcher explained the use of video could be beneficial as long as the video used can help students to improve their motivation in the practice of listening, speaking, and writing skills.

The next study, Mamun (2014) focused on how language class can be run effectively using audio-visual materials. This study took place at one of Institute of Dhaka City with the 5 English teachers. This study used a qualitative approach. The results showed that audio-visual aids are very helpful and beneficial for teachers and students in language teaching in the classroom. In this study, the teacher used several types of audio-visual aids to teach students, such as power point slides, songs, videos, and audio clips. Audio-visual aids made class more interesting and lively. Then, it could increase students' attention, made lesson easier, facilitated language skills as long as the teacher is selective in choosing the right audio-visual aids.

From both of the related studies, there are similarities between those previous studies with the present study. Firstly, the previous studies focused on the use of

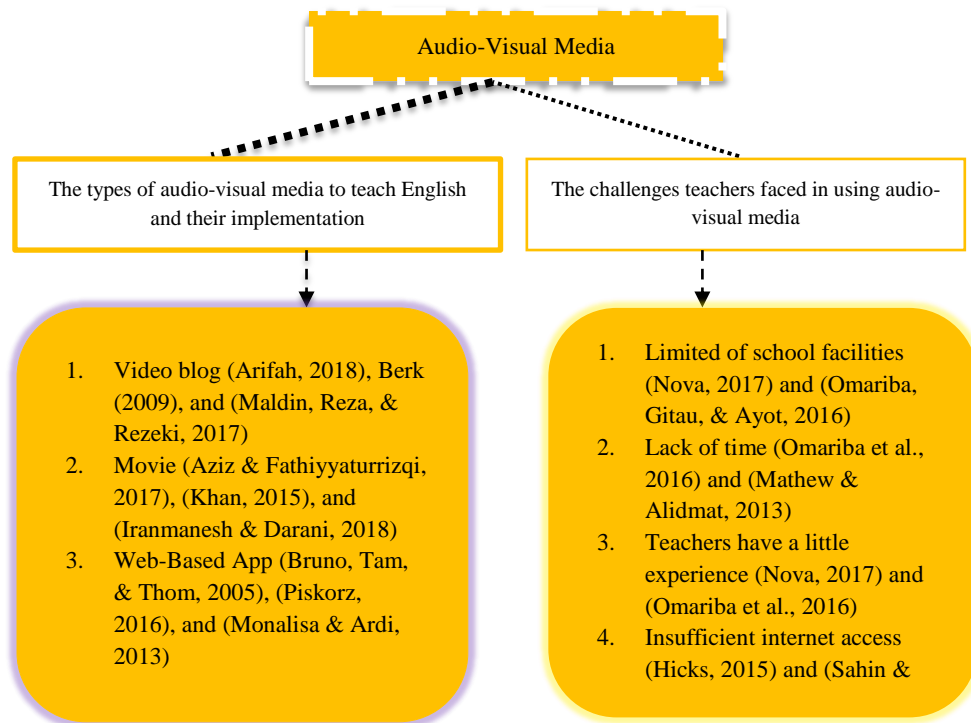
audio-visual media in teaching English. Secondly, the previous studies discussed audio-visual media that is also related to technology. Thirdly, the previous study found that audio-visual media is very helpful for English teachers and students in English class. However, there were the differences between this present study with the previous studies; the number of participants, the place of the researcher conducted the study, how the researcher conducted the study, and those previous studies did not focus on what the challenges teachers face in using audio-visual media. Thus, from these differences can get different findings from the two previous studies.

### **Conceptual Framework**

There are two main ideas in this study. Firstly, the researcher wants to discover the types of audio-visual media used by teachers and how are they implemented in teaching English. Secondly, the researcher wants to investigate the challenges faced by teachers in using audio-visual media. To answer the research questions related to the audio-visual media to teach English, the research applied the research findings from Arifah (2018), Berk (2009), Maldin, Reza, and Rezeki (2017), Aziz and Fathiyyaturrizqi (2017), Khan (2015), Iranmanesh and Darani (2018), Bruno, Tam, and Thom (2005), Piskorz (2016), Monalisa and Ardi (2013). Those literatures are suitable for this study because they discussed the use of audio-visual media to teach English for students. To answer the second research questions related to the challenges faced by teachers in using audio-visual media, the researcher used the literatures from Nova (2017), Omariba, Gitau, Ayot (2016), Mathew and Alidmat



(2013), Hicks (2015), and Sahin and Secer (2016). The schema of research is described in the following chart.



*Figure 1. Teaching media chart*