

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English has an important role in many aspects, including medicine, engineering, and education (Dutta, 2020). Because of the importance of English, people have to learn and master English neither just for daily communication or many important kinds of needs. On the way to learning English there are four important skills that should be learned and mastered; one of them is listening. Listening comprehension is considered an important skill for learners who wish to learn a language (Trans & Dong, 2020). Despite its critical importance, many students encounter significant challenges in mastering listening comprehension, often due to a lack of interest and motivation. A recent study by Eatough (2022) emphasizes that listening should be prioritized in educational settings because it is the first skill children acquire before they begin to speak. This foundational aspect of listening highlights its role in language development and effective communication. Research indicates that people spend significantly more time listening compared to speaking, reading, or writing—45% of their communication time is dedicated to listening, while only 30% is spent speaking, 15% reading, and 10% writing. This data underscores the argument that mastering listening is critical for overall effective communication. This pervasive issue underscores the urgent need for the implementation of effective teaching strategies that can actively engage students and enhance their listening abilities.

Extensive research has demonstrated that the strategies employed by teachers play a pivotal role in shaping students' motivation and interest in learning. For example, interactive teaching methods, the integration of multimedia resources, and the provision of positive reinforcement have been shown to significantly boost student engagement and improve learning outcomes. However, there remains a notable gap in the literature specifically examining the correlation between teachers strategies in using audio-visual media for developing first and third semester TEFL students' interest in listening comprehension topics .

Listening comprehension is not merely about hearing words; it involves understanding, interpreting, and responding to spoken language. This skill is crucial for students to follow instructions, participate in discussions, and engage with multimedia content. In the context of Teaching English as a Foreign Language (TEFL) education, listening comprehension becomes even more challenging due to the diversity of accents, speech rates, and cultural references. Therefore, enhancing students' listening skills is paramount for their overall language proficiency.

One of the primary reasons students struggle with listening comprehension is the lack of interest and motivation. When students are not engaged, they are less likely to put in the effort required to improve their listening skills. This lack of engagement can stem from various factors, including monotonous teaching methods, uninteresting content, and the absence of immediate feedback. Consequently, students may develop a negative attitude towards listening activities, further hindering their progress.

To address these challenges, educators must adopt effective teaching strategies that can stimulate students' interest and motivation. Interactive teaching methods, such as group discussions, role-plays, and interactive listening exercises, can make listening activities more engaging and enjoyable. These methods encourage active participation and collaboration, allowing students to practice their listening skills in a supportive environment. For instance, a study by Smith and Johnson (2021) found that students who participated in interactive listening activities showed significant improvements in their listening comprehension and overall language proficiency.

The integration of multimedia resources is another effective strategy for enhancing listening comprehension. Multimedia resources, such as videos, podcasts, and interactive software, provide authentic listening experiences that can capture students' attention and interest. These resources expose students to a variety of speaking styles, accents, and contexts, helping them develop a more comprehensive understanding of the language. Additionally, multimedia resources often come with visual aids and interactive features that can aid comprehension and retention. According to a study by Lee and Kim (2021), the use of multimedia resources in listening instruction significantly increased students' motivation and engagement, leading to better listening outcomes.

A study by Sindi et al. (2023) highlights that immediate and constructive feedback is essential for students to recognize their progress in listening skills. Positive reinforcement, such as praise and rewards, significantly boosts students' confidence and encourages them to continue practicing their listening abilities. Research

conducted by Nabiyeu and Idiyev (2022) indicates that positive reinforcement not only fosters interest but also enhances motivation among students. The study found that verbal acknowledgments and constructive feedback play a crucial role in engaging students during listening activities, leading to improved comprehension outcome. A study by Brown and Williams (2021) highlighted the importance of positive reinforcement in language learning, showing that students who received regular feedback and encouragement were more motivated and performed better in listening comprehension tasks.

Despite the proven effectiveness of these strategies, there is limited research specifically examining the correlation between these strategies and students' interest in listening comprehension. Most studies focus on the general impact of teaching strategies on language learning outcomes, without delving into the specific effects on listening comprehension. This gap in the literature highlights the need for more targeted research to understand how different teaching strategies can influence students' interest and motivation in listening comprehension.

This study seeks to address this gap by investigating how various teaching strategies influence students' interest in listening comprehension topics. By identifying and analyzing effective strategies, this research aims to provide educators with valuable insights that can better support students in developing their listening skills. Ultimately, the goal is to enhance overall language proficiency, thereby contributing to more effective and meaningful language learning experiences.

The significance of this study lies in its potential to inform teaching practices and curriculum development. By understanding the correlation between teaching strategies and students' interest in listening comprehension, educators can tailor their instructional methods to meet the needs and preferences of their students. This personalized approach can lead to more engaging and effective listening instruction, ultimately improving students' listening skills and overall language proficiency.

A study by Suryanto (2020) discusses how teacher training programs can incorporate findings related to effective listening strategies. By equipping teachers with the necessary knowledge and skills, these programs can bridge the gap between research and practice, ensuring educators are prepared to implement effective listening instruction in their classrooms. According to Khoirunnisa et al. (2018), effective listening instruction is critical for improving students' listening skills. Their research suggests that teacher training should focus on various strategies, such as using authentic materials and engaging students actively during listening activities, which can be integrated into teacher training curricula. Moreover, this study can contribute to teacher training programs by highlighting the importance of effective listening instruction. Teacher training programs can incorporate findings from this study to equip teachers with the knowledge and skills necessary to implement effective listening strategies. This can help bridge the gap between research and practice, ensuring that teachers are well-prepared to support their students in developing their listening comprehension skills.

In conclusion, listening comprehension is a critical skill in language acquisition that requires effective teaching strategies to enhance students' interest and motivation. Despite its importance, many students struggle with listening comprehension due to a lack of engagement and motivation. This study aims to explore the correlation between teachers' strategies, student interest, and listening comprehension subject by using audio-visual media, providing valuable insights for educators and contributing to more effective language instruction. By identifying and implementing effective strategies, educators can better support their students in developing their listening skills, ultimately leading to improved overall language proficiency.

1.2 Research Question

Based on what has already been discussed, the researcher develops the following research questions:

1. What is the level benefit of using audio-visual media in learning listening comprehension?
2. What is the level of teachers' strategies in using audio visual for developing second and fourth semester TEFL students' interest in listening comprehension topics ?
3. What is the level of student interest in learning listening comprehension by using audio-visual media ?
4. Is there any correlation between benefits, teachers' strategies, listening difficulty and student interest toward listening comprehension achievement?

1.3. Research Hypothesis

1. Hypothesis regarding the correlation between teachers' strategies in using audio-visual media and listening comprehension achievement:
 - H_0 (Null Hypothesis) : There is no significant correlation between teachers' strategies in using audio-visual media and students' listening comprehension achievement.
 - H_a (Alternative Hypothesis) : There is a significant correlation between teachers' strategies in using audio-visual media and students' listening comprehension achievement.
2. Hypothesis regarding the correlation between students' interest and listening comprehension achievement:
 - H_0 (Null Hypothesis) : There is no significant correlation between students' interest and listening comprehension achievement.
 - H_a (Alternative Hypothesis) : There is a significant correlation between students' interest and listening comprehension achievement.
3. Hypothesis regarding the correlation between teachers' strategies in using audio-visual media and students' interest:
 - H_0 (Null Hypothesis) : There is no significant correlation between teachers' strategies in using audio-visual media and students' interest.
 - H_a (Alternative Hypothesis) : There is a significant correlation between teachers' strategies in using audio-visual media and students' interest.

1.4. Purpose of the Study

The purpose of this research is to identify teachers strategies in using audio visual for developing first and third semester TEFL students' interest in listening comprehension topics, and the second to identify the level of student interest in learning listening comprehension, also find out the correlation between correlation between teachers' strategies in using audio-visual media and student interest toward listening comprehension achievement.

1.5. Significant of the Study

This study will contribute to the field of language education by providing empirical evidence on the effectiveness of various teaching strategies in enhancing students' interest in listening comprehension. The findings will help educators design more engaging and effective listening activities, ultimately improving students' language skills and academic performance.

1.6. Limitation of the Study

The study may involve a limited number of participants, which can affect the generalizability of the findings. A small or homogenous sample may not accurately represent the broader population of second and fourth semester TEFL students, limiting the applicability of the results to different educational contexts. The adoption of audiovisual media sources originates from basic YouTube channels in the field of English, for example : TEDx Talks.

1.7.Definition of the Key Terms

1.7.1. Teacher's Strategies

Teacher's strategies refer to the various methods and techniques that educators use to facilitate learning and manage their classrooms. These strategies are designed to enhance student engagement, understanding, and retention of material. Common strategies include:

1. Differentiated Instruction: Tailoring teaching methods to meet the diverse needs of students.
2. Formative Assessment: Using ongoing assessments to monitor student learning and provide feedback.
3. Scaffolding: Providing temporary support to help students achieve learning goals (Brown, L. (2021).
4. Collaborative Learning: Encouraging students to work together to solve problems and complete tasks.

1.7.2. Student's Interest

Student's interest refers to the level of curiosity and enthusiasm that students have towards learning and specific subjects. High levels of interest can lead to increased motivation, engagement, and academic achievement. Factors influencing student interest include: Relevance of Content: How the material relates to students' lives and future goals, Teaching Methods: Interactive and engaging teaching methods can boost interest, Student Autonomy: Allowing

students to have a say in their learning process (Green, M., & Smith, J. (2022).

1.7.3. Listening Comprehension

Listening comprehension is the ability to understand and interpret spoken language. It involves several cognitive processes, including: Receiving: Hearing the words and sounds, Understanding: Grasping the meaning of the words and sentences, Remembering: Retaining the information heard, Evaluating: Judging the content and its relevance, Responding: Providing feedback or taking action based on what was hear (Johnson, P. (2023). Listening comprehension is crucial for effective communication and language acquisition. Strategies to improve listening comprehension include active listening, note-taking, and practicing with authentic listening materials.

