**CHAPTER II**

**REVIEW OF LITERATURE**

1. **Theoryetical Framework**

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. The term must be clarified to avoid confusion. So, researcher and the reader may have the same perception of them.

**A.1 Definition of the Effect**

The word "Effect" is mean by a result or change of something. They term effect can be generally mean by a change that something causes in something else, a result. The definition of the second seems to fit the actions rather the process in doing something. In terms of the statistics, this concept should be made operational and measurable.

Effect in this research means any ability improvement after learning something. Improvement in learning is certain proof of success or ability of students in doing their learning activities which based on their level class. The improvement in which achieved by the student then are realized in the form of score so that it is acknowledge the certain positive of a student in the class because the score they have reflect their improvement in the learning process.[[1]](#footnote-2)

Based on the above understanding, it can be concluded Effect is anything that can affect a person up to get a change.

**A.2 Definition of Teaching English**

Teaching is an honorable and essential profession that plays very important role in our community, society, and country. Teacher are responsible for teaching students various subjects in order to prepare them to become successful adults. This profession makes all other profession possible to happen. Therefore, it is very crucial to develop this profession in order to produce well-qualified, caring, and committed teachers.[[2]](#footnote-3)

Teaching in English has been done by English teachers of instruction in non-English speaking countries. Non-English teacher in Asian countries are also encouraged to teach in English. In Indonesia, the Minister of Culture and Education has officially launced an International program for both state and private schoos since 2008. This program demands all subject teachers of "the international class group program" to teach in English. However, several schools in big cities have been running their teaching-learning process in English. In addition, there are also getting more tertiary level education that suggest their lectures to teach in English.[[3]](#footnote-4)

To gain international recognition including world class accreditation, it is a must for schools, universities, or institutions to communicate in English. English as an international language is used by international class organizations, including United Nations Organization (UNO), United Nations Educational, Scientific, and Cultural Organization (UNESCO), Tourism Education Quality (TEDQUAL) under World Tourism Organization (WTO), and other world class school, universities, and institutions. Direct oral communication and indirect written communication only happen among them by using international language.[[4]](#footnote-5)

Teaching is one of English is very important in Education World. Allah says: QS. Ar- Rahman 1-4

Artinya :

1. (Tuhan) yang Maha pemurah,

2. Yang telah mengajarkan Al Quran.

3. Dia menciptakan manusia.

4. Mengajarnya pandai berbicara.

Meaning :

This means:
1. (God) the most quixotic,
2. Who has taught the Qur'an.
3. He created man.
4. Taught him articulate.

Its content:

Starting with the word Ar-Rahman that aims to pique the curiosity of them, expecting to bother to acknowledge the favors and believe in Allah. Ar-Rahman, who teaches the Koran it is the creation of human beings who most need instruction. Al-Qur'an is Allah's words delivered by the angel Gabriel to the Prophet Muhammad. And this verse teaches about how to talk, learn and listen.

According to Kimble and Garmezy says that as (in Slamet Riyanto’s book) defines teaching as "indicate or help someone to learn how to do something, giving instructions, guiding study something, give knowledge, led to know or understand." Not so different definition said by Brown which defines taeching as a guide and facilitate learning, which allows students to learn, establish the conditions for learning.[[5]](#footnote-6)

So, teaching English have four specific aims, there are to understand spoken English, to speak English, to understand written English and to write English.

**A.3 Definition of Ability**

Ability is a potential capacity on power to do something or mentally, morally, legally and financially. Ability is the quality or state or being able, especially in physical, mental, on leg as power perfoms. From the explanation above we can conclude that ability is a present state or condition of being able to something.

According to Richard say that ability divided from "able" which means a quality of being able to do something, physically, mental, legally, morally, financially etc. Ability is science the human able to mastery and influence behavior of other human. When someone has ability she or he will develop society. The ability to get some information from mass media or book is important to develop society. It means that the ability is very important, especially for the students who want to increase their knowledge.

Knowledge is very important not only to the students but also to everyone, with the knowledge the people can increase their human life. So everyone must have the ability to learn and get the knowledge.[[6]](#footnote-7)

So, ability is the power to do or act, power to do some special things, natural gift, and talent.

**A.3.1 Students’ Ability**

 The students' ability is related to the students' effort of getting something into their cognitive system. Ability is the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional or legal, capacity, skill or competence in doing, sufficiency of strength, skuill, resourch, etc. It means that ability is skill that the people can be perform with the quality and capacity.

 According to Winkel say that the students' ability is certain proof if succuess or the ability of a student in doing their learning activities which based on their level of class. Implicit theories of intelligence or ability are characterized as either entity or incremental. Students with entity theory believe that ability is natural and fixed can not changed, whereas those with an encremental theory perceive it is a malleable quality tahat can be change through their long-term efforts.[[7]](#footnote-8)

 The writer concludes that ability is present state of condition of being able to do something wheterphysically or mentally on relation to this study. From the definiyion above students' ability mean the error and skill that are needed by students to do or get something. In learning process of English, the students must have the ability to get some information and knowledge from material. The ability of students' can be shown in the effort of students to get it. Without the ability and the effort the students can not get they want about knowledge.

**A.4 Definition of Listening comprehension**

Listening comprehension is necessary to develop speaking skills. However, the listening comprehension is the most neglected one, both in primary and second language teaching. In a classroom situation listening comprehension to repeat, listening comprehension to understand and comprehend for communication should be emphasized.[[8]](#footnote-9)

Listening comprehension is the newest skill to be added to the language arts program. Not long ago the teaching of listening comprehension eas not considered important. Children were to be seen and not heard, and it was expected that they could also listen. Indeed, there were few distractions to keep them from listening comprehension. Much of the time in the classroom was spent listening comprehension to the drone of the teacher’s voice. Much of the time outside the classroomwas spent listening comprehension to relatively few people and to familiar sound day after day. [[9]](#footnote-10)

When listening comprehension, however, he cannot normally exercise any control over the language that is used: he must be prepared to extracted at him. It is therefore not enough that he should merely be able to understand the same range of language that he can speak: his receptive repertoire must be matched not against his own productive repertoire, but against the native speakers he will need to understand. In addition, he must be prepared to cope with need to undestand.[[10]](#footnote-11)

So, we can say that listening comprehension is the ability to identify and understand what other are saying. It is also a complex activity, and we can help students comprehend what they hear by activiting their prior knowledge. Furthermore, it will consider another way teacher can help ease the difficulty of listening comprehension by training students in different type of listening comprehension.

Definition above will be concerned with what learned might be asked to do with such materials, since mere unmotivated exposure is not enough to ensure that they develop the ability to listen and understand.

In this process of constructing meanings, the listener relies to varying degrees on individual linguistic signal. For example, let us say that the overhears somebody saying that 'Mr Smith bought a goat at the market yesterday'. If the listener has no previous knowledge of the event, most of the individual items cam new information which is relevant to the message; that it was Mr (not Mrs) Smith (not Jones) who bought (not sold) a goat (not a coat), and so on. There are therefore several points where, if the listener failed to process the linguistic sihnal(e.g. because of noise or inattention), he would also fail to extract the meaning.[[11]](#footnote-12)

As people listen, they process not only hear also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are creating the meaning in their own minds. Listening comprehension is meaning based. When we listen, we are normally doing so for a purpose. The listeners might be even say that they do not listen to words, but the meaning behind the words.

Listening comprehension is often compared to reading, the other receptive while the two do share some similarities, two major differences should be noted. Firstly, listening comprehension usually happens in real time. That is, people listen and have to comprehend what they hear immediately. There is no time to go back and review, look up unknown words,etc. Secondly, although listening comprehension is receptive, it very often happens in the midst of a conversation, something which requires productive, spoken responses.

Based on the statement above, it can be said that listening comprehension is one of the language skills that are frequently used in everyday life. We spend our time mostly for listening comprehension for our teacher, friends, family, lectures, radio, music, movie, television, and others. In order to communicate effectively we have to be able to hear what the other person is speaking.

**A.4.1 Problem in Listening comprehension**

In order to help students get improved with their listening comprehension, it is needed finding out thier listening comprehension problems which cause difficulties to them. The problems in listening comprehension were accompanied with the four following factors: the message, the speaker, the listener and the physical setting.

Increasingly students find it difficult to understand of English oral is heard in other places of foreign radio broadcasts such as VOA (Voice of America), BBC (Britsh Broadcasting Corporation), or ABS (Australian Broadcasting Corporation) or other. The same condition also occurs when students watch and listen to the English-language television channels such as CNN, BBC, Al Jazeera, Euronews, Bloomberg, FOX News, CNBC, and so on.

Many teachers prefer to speak English only in the classroom or even they mostly use the native language when a teacher to explain or teach English. So, the students had never heard of the expression of the teacher is heard elsewhere on television.

According to Richard C. Stitler (in Slamet Riyanto’s book) say that states: "One of the reasons that students cannot understand spoken English is that they may never have a chance to hear it. Previously, most tend to emphasize the teaching of English grammar, reading, writing, and translation. The teacher speak a lot of English, but they rarely speak English itself, explanations, comments, and discussions were almost entirely in the native language of their students. Uunder these conditions, it is not surprising that students have difficulty understanding spoken English ". It is not surprising that students have difficulty understanding of English oral ".[[12]](#footnote-13)

Now, it is very difficult to teach listening comprehension skills by talking or reading to students. Students must be trained in order to achieve mastery. Teachers have an important role in providing students with the task of listening comprehension. Speaking, reading, and writing can be learned from books, but can not listen.

Students need to have a lot of experience of the language. They hear it all the time. If the English teacher use to English as much as possible in class, it means the students have many opportunities to listen to the English language as a means of communication and as language of instruction. If teachers often give their students the material recorded on a CD or DVD, the student will be familiar with the activities of listening comprehension.

**A.4.2 The purpose of Listening comprehension**

The purpose of listening comprehension can be categorized into some types:

* 1. To gain information
	2. To distinguish between fact and opinion
	3. To identify main ideas
	4. To summarize ideas
	5. To make inferences
	6. To follow direction
	7. To gratify the listener’s sense
	8. To sense emotion and moods through words use the manner of delivery
	9. The form sensory images, and to discriminate between the sound.[[13]](#footnote-14)

Beside the classifications above, there are the other main purposes for listening comprehension. They are listening comprehension for gaining information’s and listening comprehension for pleasure. Listening comprehension for gain information for example, listening comprehension news in radio, television, listening comprehension for the teacher explanation. While the example of listening comprehension for the pleasure is listens to the music.

In other words, we say that the position of the speaker and listener are both important in communication. Both listener and speaker must accommodate each other in the communicative transaction. So, we can separate the speaker from the listener. Speaker and listener have relation, if the interlocutor listen carefully to the speaker utterance. Moreover he/she able to fix in his/her mind. Information he/she considers useful to remember. As he listen. The interlocutor can also indicate that the speaker expected.[[14]](#footnote-15)

**A.4.3 Difficulties in Listening comprehension**

Listening comprehension is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening comprehension learning a major challenge and it is no surprise that the students can find it difficult.

There are some students difficulties in learning listening comprehension; trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening comprehension is the students have no control over the speed of what they are hearing and they cannot go back of rewind to listen again. Although, in class the listening comprehension materials are recorded and can be played again or students to listen again, it is usually under the control.

As mention by Brown and Yule suggest that there are four principal sets of factors effecting the difficulty of listening comprehension.

a. Speaker factors: how many speaker are there? How quickly do they speak? What types of accents do they have?

b. Listener factors: what listener's role-eavesdropper or participants? What level of response is required? How interest is the listener in the subject?

c. The content: how complex is the grammar, vocabulary, and information structure? What background knowledge is assumed?

d. Support: how much support is provided in term of picture, diagrams, or other visual aids?[[15]](#footnote-16)

**A.4.4 Types of Listening comprehension Activities**

We always have a purpose for listening comprehension. We many listen to radio in the morning to know the up to date reports. We many listen to a song for pleasure. We may listen to TV Program. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

a. Listen to English pop song includes write a summary, sing along with yhe melody, do a cloze exercise, and dictate lyrics.

b. Listen to TV news reports, includes predications keep a diary, and record the news.

c. Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitels, and read the novel of the film.

d. Listen to TV programs or videos, includes follow instructions without looking at the screen, cover the subtitels, and watch the first version in advence.

e. Listen to radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.[[16]](#footnote-17)

**A.5 Definition of Media**

Media is considered as instructional system of teaching learning process. Instructional media is also called teaching aid. It is issued in order to facilitate the teacher to achieve the goal of teaching learning process. The teacher can select the media from the traditional ones up to the modern ones.

According to Gagne (in Arif S. Sadirman’s dkk book) say that the media are different types of components in the environment that can stimulate students to learn. Mean while according to Briggs say that argues that the media is all the physical tools that can present the message and stimulate students to learn. Books, films, tapes, etc.[[17]](#footnote-18)

Media audio associated with the sense of hearing. The message conveyed is poured into symbols audit if, both verbal (in a word - word / language spoken) and non-verbal. There are several types of media can be grouped in audio media, including radio, tool develop magnetic tapes, and a language laboratory.

Media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn. On the other, the National Education Association gives the definition of media as a form of communication, both printed and Audio - Visual and equipment, so the media can be manipulated, seen, heard, or read.**[[18]](#footnote-19)**

Media in teaching learning process very importance to help students become effective and interesting in learning process. According to Machmudah and Wahab says that there are many teaching media can be divided into various forms, they can be classified in three kinds, and they are:

Learning media used to reach the goal or basic competence. Judging by type, there are several kinds of media used in learning, namely audio media, visual media, and audio-visual media.

1. Visual aids, it is media that can be seen such as picture, reality, Google earth, flashcard, newspaper, etc.
2. Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.
3. Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the researcher uses audio - visual in listening comprehension. It can be classified as audio visual aids because it can be seen and can be heard. Arsyad’s Sudjana and Rifai said that they have benefits audio – visual there are:

a) The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students’ attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.

b) The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.

c) The teaching and learning process will be variety. It makes students enjoying the teaching learning process. Students will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.[[19]](#footnote-20)

From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

So the media is a tool used in teaching and learning in order to realize the learning process well.[[20]](#footnote-21) Teachers, books, and student environment is also the media.

**A.5.1 The Characteristics of Learning Media**

1. Media education has a physical sense which today is known as hardware, some object that can be seen, heard, or touched with sensing.

2. Media education has a sense of non-physical known as (software); the content of the message contained in the hardware that is the content you want delivered to students.

3. The emphasis found in educational media and audio visual.

4. Media education has a sense aids in the learning process both inside and outside the classroom.

5. Media education is used in the context of communication and interaction of teachers and students in the learning process.

6. Media education can be used in bulk (e.g., radio, television), large groups and small groups (e.g., films, slides, video, OHP), or individual (e.g. modules, computers, radio tape / cassette, video recorder).

7. Attitudes, actions, organization, strategy, and management related to the implementation of a science.[[21]](#footnote-22)

**A.6 Definition of Audio – Visual**

Media Audio - Visual is media that can be heard and seen. Technology Audio - Visual how to produce or deliver material by using machines - mechanical and electronic machinery for presenting messages - audio and visual messages. Teaching through the Audio - Visual clearly characterized by the use of hardware during the learning process, such as a movie projector machine, tape recorder, and a wide visual projectors. So teaching through the Audio - Visual is the production of absorption through the use of materials, as well as vision and hearing are not entirely dependent on the understanding of the word or symbols similar**.**[[22]](#footnote-23)

Kustiyono say that the media is one important component in improving the quality of learning, one of which is an audio-visual.[[23]](#footnote-24) Because of with use of audio-visual teaching materials can facilitate convey. And using audio-visual in teaching listening can enhance students' understanding, presenting interesting material, and get information.

Djamarah say that (in Arsyad book) use of audio- visual book to improve effectiveness and efficient teaching and learning, so that students are able to develop their thinking. Learning to use double senses of hearing and sight that will provide benefits for the students, because the students will learn more focus.[[24]](#footnote-25)

**A.6.1 Advantages of Using Audio - Visual**

1. The teaching materials will be quite vague so it can be understood by students, and students can master English language learning objective in listening comprehension.
2. Teaching will be more varied, not only verbal communication through said by the teacher, so that the students not bored and teachers are not run out of steam when teaching.
3. The students more active learning, such as observe,
listen, and comprehendand etc.
4. The use of audio-visual teaching will attract more attention so it can motivate students to learn.
5. Can describe an exact process, and can be witnessed repeatedly.
6. Can stimulate active participation of hearing students, as well as to develop imagination like Wring, drawing, etc

**A.6.2 Disadvantages of Using Audio - visual**

1. Film voice can’t be interspersed with spoken descriptions while the movie is playing, playback stoppage will distract the audience
2. Audience will not be able to follow properly if the movie is playing too fast.
3. What has passed is difficult to be repeated unless the roll back overall
4. Attention difficult to control the crowd, their participation is rarely practiced.
5. Boring for the students who do not understand[[25]](#footnote-26)

**A.6.3 Application Use of Media Audio Visual**

For an educator, teaching is not a problem or a challenge that is burdensome, but teaching is a fun activity. But faced with the question of how to teach well so successful, then it would be a challenge. It teaches that seems simple, but if we examine further, many aspects that need to be noticed.

More so when associated with the advancement of science and technology, then use a variety of sophisticated equipment in the learning process demands special attention of educators. The end is the use of electronic equipment such as radios, radio cassette, OHP, Film, Video and computer as a result of science and communication technologies have started to enter the world of education. This requires a change in attitude of an educator who used to teach with conventional or traditional system of teaching that is tailored towards the advancement of science and technologies. Therefore, the following will describe how an educator using a video program is integral to the learning process as a medium of education.

1. **Preparation**

Preparatory activities of an educator who will teach the use of audio – visual among others:

1. Make a lesson unit as usual by including the visual media.

2. Study the first programs to be presented to students, to make it more known exactly what material will be presented so that if there are shortcomings can be known in advance.

3. Learn the first words or terms that need to be presented to the learners before watching the program.

4. It would be better preview with two or three students. Learners who witnessed preview given the opportunity to submit questions related to this program. The question need not be answered at that time but is the consideration for educators.

5. Prepare the equipment that will be used so that the implementation will not be in a hurry and do not have to search anymore.

1. **The Implementation**

Some things you need to know in teaching with video media, among others:

1. Room presenter

The rooms were in use for the implementation of the learning process, namely a classroom or a special space for the presentation of media education programs. This room should have electricity and can deployment or dark half.

1. Equipment used

Teaching by using audio- visual media requires equipment:

1) Laptop

2) Speaker

3) Infocus

4) Electrical wires and cables monitor.

1. **Related Study**

1. This study is related to Damanik, Eka Putri (2005), State University of Medan/ UNIMED) has done research on the title **“ The Effect of Using Prediction on The Students’ Listening comprehension Comprehension at SMA Negeri 10 Medan”.** The objectives study is; to find out the Effect of using Prediction strategy on the students’ listening comprehension comprehension. The population of this study was the first year’s students SMA Negeri 10 Medan are 240 students. The sample of this research taken 60 students. The instrument of this study test (multiple choice tests). In this research the data is analyzed “t” test formula. From analyzing data, the researcher found that where df (58) and the df were referred to the “t” test is 0.05 was (2.00), so the value of “t” test was 0.61 (6, 13). It means that “t” observation is refused hypothesis of zero (Ho) and hypothesis of alternative (Ha) is accepted.

2. . This study is related to Facmi, Teguh ( Academic Year in 2014, Skripsi, Department of English Education, The Faculty of Tarbiyah and Teachers' Training State Islamic University Syarif Hidayatullah ,) has done research on the title **“ The Effect of Using Descriptive Video in Learning Listening comprehension (Quasi-Experimental Research at First Year of SMK Islamiyah Ciputat”.** The objectives study is; to find out The Effect of Using Descriptive Video in Learning Listening comprehension (Quasi-Experimental Research at First Year of SMK Islamiyah Ciputat are 75 students. The sample of this research taken 35 students. The instrument used is form of objective tests as multiple choices, and fill in the blanks. In this research the collected and analyzed by using t-test. According to the result of statical calculation, it is obtained the value of to (t-observation) is 5.758 and the value of “tt”(t-table) from the df(68) on degree of significant of 5%= 1.7 and 1%-2.4, as known “to” is higher than “t” table as 1.7<5.758> 2.4. It means that the null hypothesis (Ho) which says there is significant effect of using descriptive video in learning listening comprehension is rejected and the alternative Hypothesis (Ha) which says that there is significant effect of using descriptive video in learning listening comprehension accepted.

3. . This study is related to Marbun, Indah Crish Ramah 2101121024 ( Academic Year in 2015, Skripsi, English Department, Faculty of Languages and Arts, State University of Medan 2015.has done research on the title **“The Effect Of Using Picture Word Inductive Model On Students’ Achievement In Writing Narrative text ”.** This study aims to find out whether students’ achievement through using Picture Word Inductive Model is higher than through lecture method in writing narrative text . The research was conducted by Experimental research use in two groups. They are Experimental use picture word inductive model and control use lecture method. The subject of this were the students of SMP 32 class IX-A and IX-B consist of 30 students for each class. To collecting the data was taken from writing test. After analyzing the data, it was found that the value of t-obs was 4.16 with degree of freedom (df) = 58 at the level of significant p(0,05) = 2,000. It means that t-obs is higher than t-table. It was found that teaching narrative text by use picture word inductive model is higher than lecture method. Picture word inductive model has a significant effect on students’ achievement in writing narrative text.

1. **Conceptual Framework**

In this era of modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the International languages for communication. It has been used as a means of communication around the globe. In non-English speaking countries, teaching in English has also became a trend to keep up with international development of education.

Teachers, instructors, and students are able to gain international sources of information either directly from the source persons or media of communication and have more opportunities to follow the development of current information. It means they have better chances to develop themeselves or to go deep into their interest and potentialities. Their minds are open to the world.

Those who are able to go international are individuals, who have international knowledge, skills, attitude, and who are able to speak an international language. No matter how good a person's competence is, without an international language he can not go international. That is why English as international language is suggested to be used as a means of instruction in order to make students able to communicate in English.

Students must be able to use a lot of their listening comprehension ability, if they want to be successful in learning. Listening comprehension is an important element in language besides pronounciation and grammar. We can't not express ideas in English without it.

By using audio-visual as a media in the learning of English is expected to attract an audience's attention well as more communicative and hopefully overcome the learning conditions.

In English learning, there are four skill that should be learn by students, namely; reading, writing, speaking, and listening comprehension.

In the world of education, audio-visual equipment is often used as a "sensory aids" or assistive devices senses in the learning space that will facilitate the understanding of words written or expressed. Each teacher shall make instructional media technology with audio - visual and fun (to use it) in learning, a teacher makes learning media audio - visual that will provoke interest of students to learn some vital lessons and are keen to develop their knowledge.

Dr. Vernom A. Magnesen states we studied, 10% of what they read; 20% of what they hear, 30% of what they see, 50% of what is seen and heard, 70% of what is said, 90% of what you do. "Vernom strongly affirm that the concept of learning by using audio-visual technology will ensure in increasing the learning capacity by 50%, without the use of the media.[[26]](#footnote-27)

In teaching English used audio – visual I choose “Narrative Text”, as the listening comprehension material. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson say that narrative is a piece of tells a story and, in doing so, entertains or informs the reader or listener.

In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people’s experience, some crisis events and the legend or myth in the society. It makes many kinds story of narrative text. A narrative text can be a form of creative thinking for students. Students can develop their ideas about many new stories.

Every text has a generic structure that will help the reader to write it. The first is orientation. This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

The second is complication. This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

The last is resolution. The crisis resolved, for better or even worse. This part contains the ending of the character’s problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

Narrative text uses past tense because it told about some events in the past. There are three kinds of past tense. The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example, Anne was cooking when he arrived at the door, but at the same time I was watching TV.[[27]](#footnote-28)

1. **Hypothesis**

Ha: There is significant effect of using Audio – Visual in teaching English affects on the students’ ability in listening comprehension at tenth year MAL UIN SU Medan.

Ho: There is no significant effect of using Audio– Visual in teaching English on the students’ ability in listening comprehension at tenth year MAL UIN SU Medan.

1. Dhara Ayu Paramitha, “*The Effect of Picture Dictation Technique on the Students’ Listening Achievement*”, Thesis Spd UMSU (Medan: Faculty of Teachers’ Training and Education, Academic Year In 2015). P.6. [↑](#footnote-ref-2)
2. Sutanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta, Cv. ANDI OFFSET, 2013). P.239. [↑](#footnote-ref-3)
3. *Ibid*. P.1. [↑](#footnote-ref-4)
4. *Ibid.* P.7-8. [↑](#footnote-ref-5)
5. Slamet Riyanto, *The Practice of Teaching English Panduan Praktis Terampil Mengajar Bahasa Inggris Kreatif di Sekolah*, (Yogyakarta, CV ANDI OFFSET, 2015). P.3. [↑](#footnote-ref-6)
6. Chairunnisa, “*The Ability of The Third Year Students of SMA Muhammadiyah 1 Medan in making Causative Sentence*”, Thesis SPd UMSU (Medan: Faculty of Teachers’ Training and Education, Academic Year In 2015). P.7. [↑](#footnote-ref-7)
7. *Ibid.* P.8. [↑](#footnote-ref-8)
8. Meenakshi Raman, *English Language Teaching* (New Delhi, Mehra Offset Press, 2004). P.7. [↑](#footnote-ref-9)
9. James A. Smith, *Relative Teaching Of The Language Arts in the Elementary School* (Unite State Of America, Allyn and Bacon, Inc, 1972). P.63. [↑](#footnote-ref-10)
10. William Littlewood, *Communicative Language Teaching* (Cambridge, University Press, 1981). P.65 [↑](#footnote-ref-11)
11. *Ibid*. P.74. [↑](#footnote-ref-12)
12. Slamet Riyanto, *The Practice of Teaching English Panduan Praktis Terampil Mengajar Bahasa Inggris dan Kreatif Disekolah*, (Ygyakarta, CV. Andi ffset), P.28. [↑](#footnote-ref-13)
13. Ana Nurlela “*The Effectiveness f Using Missing Lyric in Teaching Listening of the Tenth Grade Students at MA Unggulan Bandung*”, Thesis SI IAIN ( Tulungan: Faculty of Educatin and Teacher Training, Academic Year In 2014). P.11 [↑](#footnote-ref-14)
14. Anggi Puspita “*The Students’ Listening Ability in Identfying Themes on Narrative Text*”, Thesis SPd UMSU (Medan: Faculty f Teacher Training and Educatin, Academic Year In 2015), P.11. [↑](#footnote-ref-15)
15. Ana Nurlela “*The Effectiveness f Using Missing Lyric in Teaching Listening of the Tenth Grade Students at MA Unggulan Bandung*”, Thesis SI IAIN ( Tulungan: Faculty of Educatin and Teacher Training, 2014), P.13-14. [↑](#footnote-ref-16)
16. *Ibid*. P.16. [↑](#footnote-ref-17)
17. Arif S. Sadirman dkk, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya,* ( Jakarta, PT. Grafindo), 2008. P.6. [↑](#footnote-ref-18)
18. Azhar Arsyad, *Media Pengajaran*, ( Jakarta, PT RajaGrafindo Persada, 2000). P.4-5 [↑](#footnote-ref-19)
19. Ana Nurlela “*The Effectiveness f Using Missing Lyric in Teaching Listening of the Tenth Grade Students at MA Unggulan Bandung*”, Thesis SI IAIN ( Tulungan: Faculty of Educatin and Teacher Training, Academic Year In 2014), P.17-18. [↑](#footnote-ref-20)
20. Azhar Arsyad, *Media Pembelajaran*, ( Jakarta, Rajawali Press), 2013. P.3. [↑](#footnote-ref-21)
21. *Ibid*. P.6-7. [↑](#footnote-ref-22)
22. Azhar Arsyad, *Media Pembelajaran*, ( Jakarta, Rajawali Press), 2013. P.30 [↑](#footnote-ref-23)
23. Lismurtini, (1998). Media Audi-Visual dan Multimedia, [Online], Tersedia: [https://lismurtini270992.wordpress.com/2013/06/18/media-audio-visual-dan multimedia//](https://lismurtini270992.wordpress.com/2013/06/18/media-audio-visual-dan%20multimedia//) Access: Wednesday, April. 27th 2016, 5.45 PM. [↑](#footnote-ref-24)
24. Sharingmediapembelajaran,(2012),[Online],Tersedia:http:sharingmediapembelajaran.blogspot.com/2012/05/20/media-pembelajaran-berbasis-audio.html/ Access: Wednesday, April 27th, 2016, 5.30 PM. [↑](#footnote-ref-25)
25. Silfiamelita,(Academic year in 2014), Keuntungan dan kelemahan penggunaan media komunikasi, [Online], Tersedia, [https://silfiamelita.wordpress.com/2014/05/08/keuntungan-dan-kelemahan penggunaan-media-komunikasi/.Wednesday](https://silfiamelita.wordpress.com/2014/05/08/keuntungan-dan-kelemahan%20penggunaan-media-komunikasi/.Wednesday), February, 2th 2016, 2.33 PM. [↑](#footnote-ref-26)
26. Niken Ariani dan Deny *Haryanto, Pembelajaran Multi Media Disekolah Pedoman Pembelajar Inspiratif Konstruktif dan Prospektif*, (Jakarta, PT. Prestasi Pustakaraya, 2010), P.97 [↑](#footnote-ref-27)
27. Niken Ariani dan Deny *Haryanto, Pembelajaran Multi Media Disekolah Pedoman Pembelajar Inspiratif Konstruktif dan Prospektif*, (Jakarta, PT. Prestasi Pustakaraya, 2010), P. 97 [↑](#footnote-ref-28)