

## CHAPTER I

### INTRODUCTION

#### A. Background

The foreign language acquisition of a learner is different from the acquisition of their first language in terms of both personal characteristics and conditions for learning. There are four basic skills that are taught in learning foreign language and one of those four skills is understanding spoken text. The writer finds that most people, who learn English as foreign language, have difficulty in understanding spoken text. They are good at other basic skills, but still have trouble in understanding what English native-speakers say in live situation or through recording.

Understanding foreign speech is a complex activity involving a large number of different skills and abilities. From J.C. Richard's experiment about listening to second language, which is cited in Ur, we know that when we try to understand what a native-speaker says, we need intelligence as much as when we read written text (24). In some ways, good listening is even harder than good reading. When you have missed something on the printed page, you can go back to read. When you listen, except to recordings, you must comprehend everything the first time.

We usually have some preconceived idea of the content, formality level and so on, of the discourse we are about to hear (Ur 2). Such ideas are based on what J.C. Richard calls "script competence", that is the knowledge we possess in

advance about the subject matter or context of the discourse (“listening comprehension”, Richard’s TESOL Quarterly cited in Ur 2). From that idea we know that our expectations may often be linked to our response to listening. If we want to know the answer to a question, we will ask and expect to hear a relevant response. According to Ur, in many cases that expectation leads to our “listening out” for certain key phrases or words (3).

The writer thinks that the ability of “listening out” can be influenced by the form of exercises. The writer finds that many classroom listening comprehension exercises demand no response until the end of long stretches of speech so that when it comes to this response, it is largely a test of memory rather than comprehension. Regarding to this problem, Ur suggests short speeches as listening exercises, especially for the beginners, so that active responses can occur during, or between parts of, the listening passage rather than at the end (4).

Knowing that most students of listening class have difficulty in understanding spoken text, the writer thinks that a teacher also ought to be more creative in using the techniques and materials which appropriate with the competence level of the students. Some environmental clues, usually visual, accompaniment to heard discourse is a characteristic of most listening situation (Ur 5). In the classroom these environmental clues will usually be represented by different kinds of visual. Ur says that the presence of such materials is of immense value in contextualizing and bringing to life the listening situation as well as an aiding comprehension of language (6).

It is relatively difficult to concentrate on spoken material that is heard 'blind' but, far easier if there is something relevant to look at. Regarding to that the writer intends to find out whether there are influences of visual aids on understanding English spoken texts or not. Generally, visuals have an important function as aids in learning and teaching activity because they attract learners' attention and encourage them to focus on the subject in hand.

### **B. Statement of The Problem**

Based on the background, I formulate statement of the problem as follows:

1. Is there any influence of visual aids on the understanding of English spoken text?

Hypotheses:

Ho: There is no influence of visual aids on the understanding of English spoken text.

Hi: There is influence of visual aids on the understanding of English spoken text.

2. If there is, does the use of visual aids also give effects on level of stress and attention?

### **C. Objective of The Study**

The objectives of the study are as follows:

1. To find out whether there is influence of visual aids on the understanding of English spoken text.
2. To find out whether the use of visual aids also gives effect on level of stress and attention.

#### **D. Significance of The Study**

The result of this study is useful for students of linguistics. It also provides reference for students who do studies on the relationship between visual aids and understanding English spoken text.

In applied linguistics, this study may give useful contribution to the teaching field. To both formal and informal educational institution, this study can be a contribution to developing an effective method in teaching English listening comprehension.

#### **E. Scope and Limitation**

In this study, the writer uses pictures as the visual aids. The writer ignores gender and the impact of color since the writer uses black and white pictures only. Besides ignoring gender and the impact of color, the writer also focuses only on the understanding of spoken text and not the perception of hearing the words.

#### **F. Theoretical Framework**

In doing this study, the writer uses psycholinguistic approach, which demands an explanatory understanding not only in the linguistics field itself but also on the overall idea of the topic chosen dealing with psychology. Hence, the writer needs to draw on some theories of both psycholinguistics and applied linguistics.

Wright (136) states that pictures have been used for centuries to help students understand various aspects of foreign language. The pictures motivate the

students, make the subject they are dealing with clearer, and illustrate the general idea and form of object or action, which are particular to a culture. As Wright (10) points out, pictures can play a key role in motivating students, contextualizing the language they are using, giving them a reference, and helping to discipline the activity. Pictures can also be used to remind the students of what to say as well as what other people have said.

From psycholinguistics theory, the correlation between ears and eyes are explained in a theory called mislocation theory. Young (cited in Blake & Sekuler 366) states that our brain believes our eyes and not our ears. What this binaural swap does to sound localization depends on whether we listen with eyes opened or closed. Probably the most convincing proof of vision dominance is provided by pseudophone.

### **G. Method of The Study**

This study is a quantitative study that will measure the positive effects of visual aids (pictures) to understanding English spoken text. According to Dabbs (cited in Berg 198), Quantitative refers to counts and measures of things. The source of data in a quantitative study depends on the number of samples (Nawawi & Martini 183). Quantitative data are data in the form of numbers, from either counting, or scaling, or both. Measurement turns data into numbers and its function is to help us make comparison (Punch 60).

## **1. Definition of Key Terms**

In analyzing the positive effects of visual aids on understanding English spoken text, the following key terms are used throughout this thesis.

- **Visual aids:** Pictures, sketches, black board or overhead project, panel- or magnet-board which are used as the environment clues in listening comprehension.
- **Spoken Text:** The oral record of communicative act.

## **2. Location**

This study took place at Faculty of Letters of Airlangga University.

## **3. Population and Sampling**

The sampling or population of this study is the freshmen of S1 students of English Department. They were auditory comprehension I students. The writer took the quantitative data from 50 respondents.

In a study in which the writer tries to find the differences between two groups, there should be equality between both groups of respondents before giving treatments and tests. Giving qualifications to respondents creates the equality in this study.

The qualifications of the respondents are:

1. The respondents speak Indonesian as their first language and learn English as their second language.
2. The respondents are the first semester students since the writer assumes that they did not get enough practice in understanding English spoken text before.

In doing this study those 50 respondents were divided into two groups. Each group consists of 25 students. Group A received visual aids (pictures) treatment, while group B did not. Group A is the experimental group and group B is the control group.

#### **4. Technique of Data Collection**

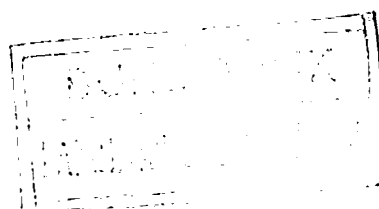
Data collection is a process of gaining data for study. Since data must be valid, an appropriate method of data collection is needed. The result must support the objective of the study. The data in this study were obtained from the result of the respondents' tests and questionnaire.

According to Munasir (53), to find out the difference and influence or to compare the influence of one system to another system, a researcher has to do experiment. He says (54), further, that an experimental study consists of three steps: pre-test, treatment, and post-test.

The steps of collecting the data are as follows:

##### **1. Pre-Test**

After classifying the respondents into two groups, the writer gave them a pre-test. This pre-test was designed to measure the ability of those two groups in understanding English spoken text before treatments were given. In the pre test, the respondents of the two groups were asked to listen to the spoken texts once and then answer the test questions. The pre-test took 30 minutes.



## 2. Treatment

The writer gave treatments after giving the pre-test. Both experimental and control group got treatments in two different ways. The experimental group was treated using visual aids, while the control group was without visual aids. The control group relied only on their ear while the experimental group relied on both sight and hearing. Treatments were done once a week for four times.

Based on Munasir' opinion (63) that states test and treatment material should be the same in order to be able to find out the significance of difference or to compare the significant influence of one treatment to another treatment, so the writer gave the same spoken texts to the respondents during tests and treatments.

The spoken texts consisted of five topics. Those five topics were divided by the number of treatment days. The respondents listened to narratives on the first to the third day. On the fourth day, they listened to two conversations. The respondents of both groups were asked to listen to the spoken texts twice and then answer the questions.

The exercise types of treatment are different from the tests. The exercise types of treatment are completing sentences and tables and rearrange the story (see appendix 3). The treatment questions were not assigned to take scores, but only for the respondents' practice. The visual aids that were used during treatment were the same with the visual aids of tests (see appendix 6). Each treatment took 15 minutes.



### 3. Post-Test

After giving treatments, a post-test was carried out. In the post-test, The control group relied only on their ear while the experimental group relied on both sight and hearing. In the post-test, the respondents of both groups were also asked to listen to the spoken texts once and then answer the questions. The post-test took 30 minutes.

### 4. Questionnaire

After the post-test, the writer gave questionnaire to the respondents of both groups. The questionnaire, which is used to know the respondents' level of stress and attention, is semantic differential technique.

### 5. Instruments and Measurement

The materials used for pre-test, post-test and treatments are taken from Doff and Carolyn's Listening 1. The listening test papers can be seen in appendix 1. Other instrument is a test tool. According to Anastasi (2), traditionally, test tool is made to measure differences between individuals, or reactions of the same individuals in different conditions

Physically, a test is a group of questions that have to be answered or assignments that have to be fulfilled by respondents. Azwar (2) says that based on the answer of those questions or the process and the result of the respondents in doing those assignments, we can get information about certain psychological and intelligence aspect. It depends on the objectives of the study.

Azwar states that a test can be designed in any forms and types (4). A researcher himself can design a test which is appropriate to the objective of the study. In making the test questions, the writer used Utomo & Ruijter's guide lines of making test questions which are written in *Peningkatan dan Pengembangan Pendidikan*.

The test consists of two types of spoken texts; those are one conversation and three non-conversations. The recordings are spoken by English native-speakers. The respondents listen to each recording once. The conversation recording consists of 5 T/F questions. The three non-conversation recordings consist of 7 answering questions and 13 multiple choice questions. The number of the whole questions are 25.

Measurement is another important thing that has to be concerned besides test instruments. Measurement is a process of giving scores to objects or event, based on certain rules (Kerlinger 687). The test measurement of this study is scoring. Utomo & Ruijter (60) write scoring is based on fixed measurement that has been formulated by the teacher. In this study, the tests are scored from the right responses produced by respondents. Score for each correct answer is 4 while the wrong one is 0.

To measure level of stress and attention, the writer uses questionnaire. The questionnaire, which is used in this study, is semantic differential technique (see appendix 6). Osgood, Suci and Tannenbaum (cited in Azwar 168) develop this technique as a way to measure psychological aspects. This technique has special characteristics. One of the characteristics is that the respondents give responses to

the items in semantic differential scale. In this case, the respondents are not asked to give agreement or disagreement responses but they directly give their judgement value on a stimulus based on the adjective of each continuum in scale.

Azwar (1969) defines "meaning" of a concept as an allocation of a point in multidimensional semantic space. From there, an attitude of a concept can be defined as the reflection of that point on evaluative dimension in semantic space which is meant. What is meant, as scale is the adjectives, which refer to the characteristic of stimulus given to the respondents, for examples, bad-good negative -positive, etc.

To get the highest validity and reliability of the semantic differential scale questionnaire, the writer uses different adjectives in each statement of the questionnaire. The adjectives in the left side of the continuum are favorable adjectives while the adjectives in the right side of the continuum are unfavorable adjectives. This semantic differential scale questionnaire has seven continuums. The left side of the continuum has higher value than the right side since it is favorable.

Before making the statements of the questionnaire, the researcher has to make the blue print. According to Azwar (1969), the blue print has a function as a guideline of making the questionnaire statement. The blue print contains of the aspects and the their components in which the questionnaire will measure. The blue print of the questionnaire can be seen in appendix 5. Two aspects that this differential scale questionnaire measures are level of stress and attention. Each aspect has its own components. Level of stress has three components: difficulty,

fatigue, and relaxation, while level of attention has four components: interest, boredom, focus, and understanding.

## 6. Technique of Data Analysis

After getting the data, the writer analyzes the data through the following steps:

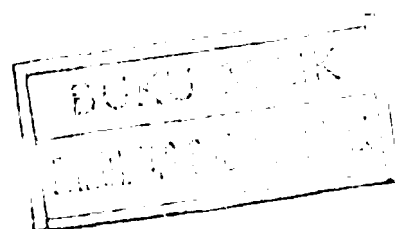
1. Classifying the data of the listening test into two groups: pre-test and post-test.
2. Putting the scores of both groups' pre-test and post-test in tables.
3. Applying T-test formula to know whether the visual aids have influence on understanding English spoken text. This analysis consists of four steps below:
  - Counting the mean of the difference of the pre and post-test of control and experimental group's increased/decreased score ( $\bar{d}$ ).
  - Counting the standard deviation of the difference ( $S_d$ ) in order to find the t value.
  - Finding the t-value.
  - Looking for the t-value from the T table of correlation and making the diagram.
4. If there is influence, then, to analyze the effect of visual aids on the respondents' level of stress and attention, the writer does the following steps:
  - Tabulating semantic differential scale.
  - Counting the percentage of each component aspect.
  - Comparing the total percentage of the favorable and the unfavorable adjective.

- Considering the adjective that has the highest total percentage as the dominant influence of pictures.
- 5. Making interpretation from the result of tests and questionnaire and drawing conclusion.

#### **H. Organization of The Paper**

The writer organizes the paper as follows:

1. Chapter I Introduction. In this first chapter, the writer states the reason of choosing the topic, problems, some supporting theories and method of doing the research
2. Chapter II Literature Review. In this second chapter, the writer reviews some theories dealing with the topic of the thesis.
3. Chapter III Data Presentation and Analysis. In this third chapter, the writer presents the score resume of listening test and value resume of the questionnaire in tables, the calculation, and the interpretation.
4. Chapter IV Conclusion and Suggestions. In this fourth chapter, the writer concludes that the use of pictures as visual aids gives influence on listening comprehension and learners' level of stress and attention. The writer gives some practical suggestions in organizing a listening class.



# **CHAPTER II**

## **LITERATURE REVIEW**