



Teacher's Difficulties in Teaching Listening Using Audio-Visual at SMAN 3 Padang Panjang

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Abstract

The aim of this research was to find out the problems's caused factor difficulties in teaching listening using audio-visual at SMAN 3 Padang Panjang. This is a qualitative reaseach. The data collected with observation and interview intruments. The participants of this research were two english teachers of SMAN 3 Padang Panjang who teach at grade X, XI and XII. The finding of this research indicates that english teachers's difficulties and problems that caused it when teaching listening using audio-visual at SMAN 3 Padang Panjang. Moreover, the data find the problems caused difficulties and hopeful teacher can use the research to improve how to teach listening using audio-visual and resolve the problem when teaching listening using audio-visual at SMAN 3 Padang Panjang.

1. Introduction

Listening is a difficult skill in second language learning. The .difficult is caused by many factors varying from the difference of sound between the second language learners' first language and the second language he or she is learning, his or her lack of vocabulary, his or her grammatical unawareness, to pragmatic differences between two languages. Accordingly, English learners as a foreign language (EFL) need to be prepared to handle tests in listening comprehension (Nasrudin, 2013). So, as a foreign language listening learner, we need to master the vocabulary, grammatical and pragmatic differences between two languages before listening comprehension tests.

According to Good" Dictionary of Education, as cited in Sola (2012), audio-visual aids are "anything through which learning process may be encouraged or carried on through the sense of hearing or sense of sight". From Good, It can mean that audio-visual is a combination of audio aids and visual aids. It includes both audio and visual sensory; It is facilitation from the teachers to learn enjoyably, and the students can use both their eyes and ears. It helps the students to know better.

2. Research Method

This research is a kind of qualitative research whose purpose is to understood the teacher's difficulty listening used audiovisual. According to Fraenkel (2009), the researcher focuses on the experience of an activity or concept from participants' perspectives. This research will describe the phenomenon of the English teachers, especially about teachers who teach listening to Senior high school number 3 Padang Panjang. In this research that the researcher concerns about finding out

problems caused of teacher difficulties in teaching listening using audiovisual.

3. Result and Discussion

This research was aimed for knowing the difficulties were faced by teachers in teaching listening skill towards the students of SMAN 3 Padang Panjangand finding some factors caused the difficulties were faced by the teachers in teaching listening using audio visualat SMAN 3 Padang Panjang. The interview and observation were used as the instrument in this research.

From the explanation in advance, it can't be neglected that teaching listening using audio-visual was difficult to the teacher which can be seen from the result of observation and interview. There some difficulties that the teachers faced in teaching listening using audio-visual, the lack of the students motivation and interest to learn listening using audio visual, the lack of the students's vocabulary so the students did not comprehend what the speaker on the audio-video said, students not brought a dictionary, hard controlling students to focused in listening task used audio visual in the large class, lack of the media by the school and listening's laboratory was one of the big problem that teachers faced in teaching listening using audi-visual, the lack of the tools in the school, the school environment is very crowded.

Teaching in a large class was the main difficulty that the teachers faced in teaching listening using audio-visual because the teachers taught listening to 35 students in the normal class. Meanwhile, teaching listening was taught in the normal class. It was also caused by listening's laboratory it was not exist in the school. The students' ability to catch the teaching listening with audio visual was poor. It was caused the

lack of the students' vocabulary. The students' interest and motivation to hear the audio from audio-visual's media was also one of the difficulties to the teacher in teaching. It was caused the lack of the learning media that could be used as teaching listening. Meanwhile, in teaching listening using audio-visual, learning methods affected the students' interest in learning English, like some steps before the teachers started to play the audio-visual media. Furthermore, in teaching listening using audio-visual, the lack of the tools quality was also the teachers' difficulty. It was caused by the audio quality is not clearly. However, listening's laboratory was the most crucial one in teaching listening using audio-visual.

According to Ariyana and Apsari (2018:100) teachers' difficulties divided into several factors, those are internal and external factors. External factors it means the factors which came from the outside. Sounds from the environment can disturb teaching process, the sounds is not clearly because of noise from environment near the school, facility at school not complete like English laboratory not available at school, sometime during learning process with audio-visual and the electric off and it makes the learning activity cannot continue.

Based on the theories above, it can be concluded that there are some factors of difficulties in teaching listening using audio-visual, external factors are sounds of environment, not available of english learning laboratory, students' lack of vocabulary, and the media used by teachers is bad quality caused teacher mostly used their own not from school facilities.

4. Conclusion

The data analysis, the conclusions are presented follow:

1. There were five difficulties teachers in teaching listening skill at Vocational high school number 3 Padang Panjang. First, the lack of the student interest and motivation to learn listening using audio-visual was one of the teacher difficulties. Secondly, lack of the student vocabulary and the students not bring dictionary that makes teachers difficult in teaching listening using audio-visual. Thirdly, the facilities problems like controlling students to focus in learning listening in the large class without english laboratory and media tools that not available by the school. Fourth, environment problems that near the school there's slaughter animal place and the street in the middle of school it makes the sound from the native speaker cannot be heard clearly and sometime monkeys get into the class or outside and made student lost their focus. Fifth, class condition in one of difficulties when teaching listening using audio-visual, the problems caused the class is too close each other and hard by the teacher to manage the class.
2. Based on the observation, the problems caused the difficulties in teaching listening using audio-visual

were the wrong method that teachers used before play the audio-visual because some student never heard some words before and caused lack of motivation and interest by students. English is not familiar language for students and they're not bring dictionary caused Lack of students' vocabulary to understand the material from the teachers and not understood about what speaker said. In addition, there's several problem that caused difficulties in teaching listening using audio-visual at SMAN 3 Padang Panjang.

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