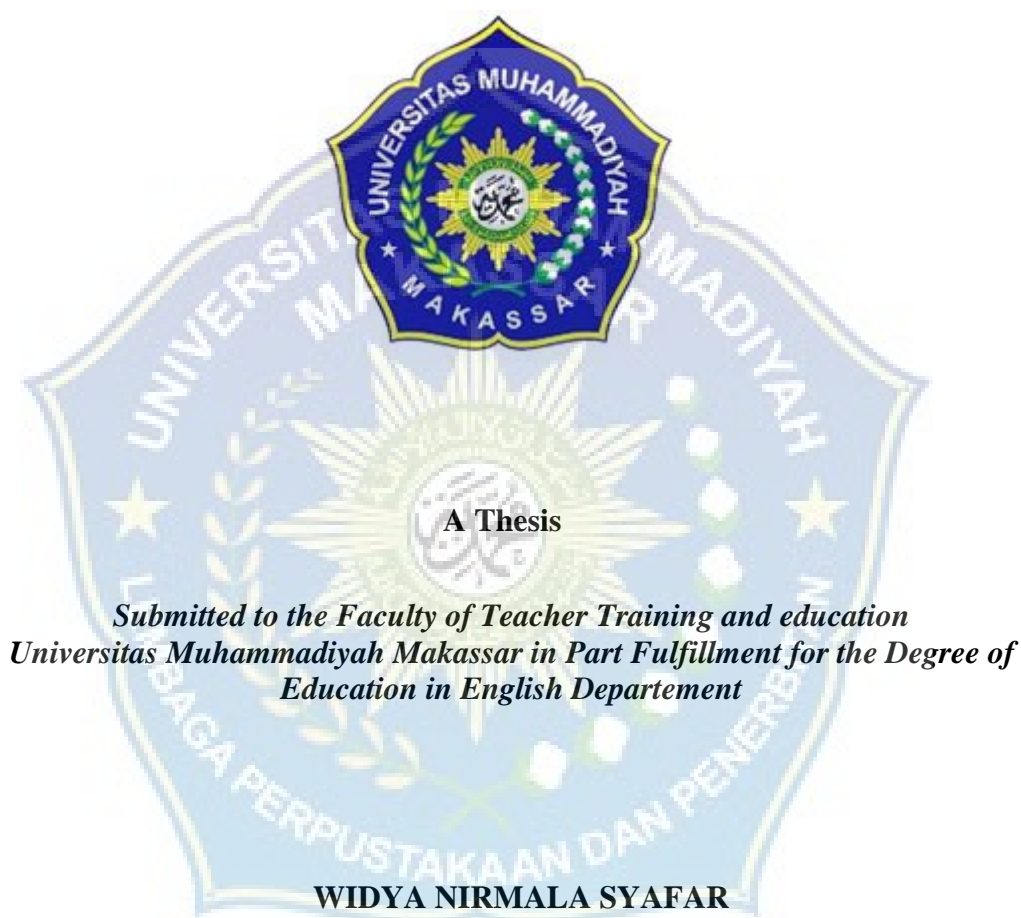


**ENGLISH TEACHER PERCEPTIONS OF STUDENTS' LISTENING  
COMPREHENSION USING AUDIOVISUAL AT THE 9<sup>TH</sup> GRADE OF  
SMP YAPEND BUNGAYA MAKASSAR**

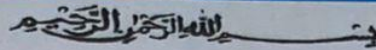
*(A Descriptive Method Research)*



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**2024**



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Comprehension Using Audiovisual at 9<sup>th</sup> grade of SMP  
YAPEND Bungaya Makassar

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27 August 2024	Chapter 1 4 and 5	- Revise the Problem statement - Research Issue	
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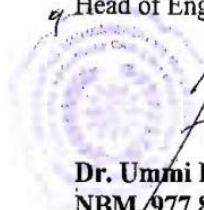
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Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : English Teacher Perceptions of The Use of Audiovisuals as A Tool in Learning English in Grade 9 Of SMP YAPEND Bungaya Makassar

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Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar,

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## Motto

*“Enjoy Every Process”*

*“Take pleasure in the outcome if something you wanted doesn't happen”.*

*~Ali Bin Abi Thalib~*

## Dedication

الرحيم الرحمن الله بسم

*My appreciation is directed toward myself, who has persevered so that I may successfully complete my thesis. By the grace of Allah SWT, I dedicate my thesis to my beloved parents, dearest brother and sister, and my adorable and amazing closest friends, who have always supported, helped, and prayed for me to finish this thesis.*



## ABSTRACT

**Widya Nirmala Syafar, 2024. English Teachers' Perceptions of The Use Of Audiovisuals As A Tool In Learning English In Grade 9 Of SMP YAPEND Bungaya Makassar.** (A qualitative method research) Thesis of English Education Department Faculty Of Teacher Training And Education Universitas Muhammadiyah Makassar Supervised By St. Asriati AM. And Ariana.

The purpose of this study is to describe how English teachers. Descriptive qualitative research methodology is used in this study. Semi-structured interviews are used as additional observations to collect research data. The participants of this study were English teachers in grade 9 at SMP YAPEND Bungaya Makassar. Based on the findings of the study the author explains how English teachers feel about the use of audiovisual materials in the classroom. These views include: students are less involved in class when vocabulary is not mastered well, they have difficulty understanding audio, or they have difficulty understanding audio, or they obtain the necessary information. According to English teachers, the second purpose of Audiovisual materials is to enliven the classroom atmosphere and increase students' confidence and interest in expressing their thoughts. The third is that English teachers think that using Audiovisual aids to help students understand topics was improve their sensory abilities. So, based on the opinions of English teachers at SMP YAPEND Bungaya Makassar, the conclusion is that there is nothing extraordinary to say about using audiovisuals to teach English.

**Keywords:** Teacher Perceptions, Audiovisual, English Learning

## ABSTRAK

**Widya Nirmala Syafar, 2024. Persepsi Guru Bahasa Inggris tentang Penggunaan Audiovisual sebagai Alat Peraga dalam Pembelajaran Bahasa Inggris di Kelas 9 SMP YAPEND Bungaya Makassar.**

(Penelitian Kualitatif) Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Dibimbing oleh St. Asriati AM. dan Ariana). Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana guru bahasa Inggris. Metodologi penelitian kualitatif deskriptif digunakan dalam penelitian ini. Wawancara semi terstruktur digunakan sebagai observasi tambahan untuk mengumpulkan data penelitian. Partisipan penelitian ini adalah guru bahasa Inggris di kelas 9 di SMP YAPEND Bungaya Makassar. Berdasarkan temuan penelitian, penulis menjelaskan bagaimana perasaan guru bahasa Inggris tentang penggunaan materi audiovisual di kelas. Pandangan tersebut meliputi: siswa kurang terlibat di kelas ketika kosakata tidak dikuasai dengan baik, mereka mengalami kesulitan memahami audio, atau mereka kesulitan memahami audio, atau mereka memperoleh informasi yang diperlukan. Menurut guru bahasa Inggris, tujuan kedua dari materi audiovisual adalah untuk meramaikan suasana kelas dan meningkatkan kepercayaan diri serta minat siswa dalam mengungkapkan pikiran mereka. Ketiga, guru bahasa Inggris beranggapan bahwa penggunaan alat bantu Audiovisual untuk membantu siswa memahami topik dapat meningkatkan kemampuan sensorik siswa. Jadi, berdasarkan pendapat guru bahasa Inggris di SMP YAPEND Bungaya Makassar, kesimpulannya adalah tidak ada yang luar biasa untuk dikatakan tentang penggunaan alat bantu Audiovisual untuk mengajar bahasa Inggris.

**Kata kunci:** Persepsi Guru, Audiovisual, Pembelajaran Bahasa Inggris

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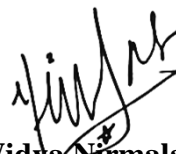
In this thesis cannot complete without support, guidance and assistance of various parties who have a great contribution and influences on the finish this thesis, it seems it is very difficult for the researcher to finish her thesis. Therefore the researcher will say to thank you so much to **Safaruddin** and **Supriani** as her beloved parents, their endless love, their support prayer, their carrying out, moral and financial support to the researcher. Deeply indebted to the following individuals for their invaluable contributions and guidance:

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Jazakumullahukhairan May Allah SubhanahuWa Ta'ala always be with us and give us power and guidance to keep us believing till the end of our life. Aamiin

Makassar, Agustus 2024



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## LIST OF PICTURE

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# CHAPTER 1

## INTRODUCTION

### A. Background

Learning is a process that helps students learn better. Another definition of learning, on the other hand, characterizes it as the assistance that educators provide students in their quest to learn and study, acquire skills and character, and develop attitudes and beliefs. Meanwhile, according to another definition, learning is the assistance provided by educators to students in the process of acquiring information and knowledge, developing skills and character, and forming attitudes and convictions. Learning is the result of an educator or teacher, teaching a science in order to expand knowledge, creativity, and enhance students' thinking abilities. It is also possible to define learning as the process through which students acquire knowledge and abilities. The objective of education is clear to impart information, skills, and the ability to shape attitudes to students. And what distinguishes learning from this process of learning is that a teacher may observe any growth or decline in student performance as a result of their instruction.

The thesis further clarifies this explanation according to Mr. Slameto (2010: 2), learning is a business process through which an individual gets modified into new behaviors as a result of his or her personal experience of interaction with the environment. Hamalik (2003) and Susanto (2013) define learning as the process of changing a person's or a person's behavior via interaction with the environment. Experience, exercise, and a change in habits, attitudes, and abilities led to this behavior modification. A learner must have



encountered a learning barrier when learning English. At school, there are still numerous difficulties or challenges with teaching and learning English, particularly with mastering vocabulary. Students find it difficult to understand and memorize English terms. And we already know that teaching English in Indonesia provides students with the opportunity to develop four skills are reading, writing, speaking and listening.

Listening is a homonym in the sense that it has the same spelling and pronunciation as listening but has different meanings. Listen things that are verbs or verbs in the class of verbs, so that Listening can reference activities, existence, or other dynamic experiences and understandings. Listening is a person's natural capacity to perceive and receive sound through the ear. Unless a person has a Listening loss condition, this continues to be a natural process. Listening is one of the five senses that is crucial to everyone's well-being. Listening isn't something you have to force yourself to do. It occurs without person intervention on a regular basis. It just happened on its own. As a result, Listening might be thought of as an involuntary process. The person makes no attempt to activate or acquire a condition of Listening. To hear sound waves, we only need our sense organs, specifically our ears. In our daily lives, we are exposed to a variety of sounds and pressure waves. Listening is crucial in many aspects of human existence, including communication, education, and many more.

According to Selin & Özgür (2016) Listening is a crucial Skill, listening is the very first step that people do when learning English. The first phase in speechperception is the auditory step, in which listening is vital for receiving

information. "The first skill that learners should acquire is listening because it has been proven to be the most basic of the four major skills of language development," Gold added. Listening is essential for people to maintain successful communication in both everyday life and academic environments. According to Selin & Özgür (2016) Anderson & Lynch (2003) states that listening skills are as important as speaking skills because people cannot communicate face to face unless the two skills are developed together. Wallace, Stariha & Walberg (2004) explaining listening skills are also important for learning purposes since through listening students receive information and gain insights.

Listening, on the other hand, is more deliberate and focused than it is unintentional. As a result, it necessitates work and motivation. According to Ardi (2015) listening is an important skill in daily activities and also for language learners. Listening is very important because, with this ability, we can analyze the necessary information and understand the content, meaning, and even purpose of the information heard or conveyed by the speaker. Of the four abilities (listening, speaking, writing, and reading) listening is also often mentioned as a difficult ability for foreign language students to master because it requires understanding of information when they listen to speakers in dialogue or monologue at a certain speed of speech. At its finest, listening is active, focused, and concentrated the ability to pay attention in order to comprehend the meanings offered by a speaker. Reading, writing, speaking, and listening skills are essentially combined into a single entity.

According to Toni, Susilowati, & Sartipa (2021), it was found that several students had difficulties learning to listen:

- 1) The content of the long listening text makes students feel tired and saturated, and because of this, it is quite difficult for students to interpret the listening text.
- 2) In terms of linguistic features, students find difficulties due to the presence of unfamiliar words, making them need to stop listening to think about the meaning of the unfamiliar word.
- 3) Failure of student concentration in the listening process also becomes a difficulty for students because their focus is diverted when they want to think about the meaning of answering the previous question, but the listening text for the next question has started to play. The discovery of unfamiliar words for students also influences student focus.
- 4) Student psychology becomes difficult when learning to listen because students are nervous or anxious about not being able to understand the listening text they are going to study.

Lack of motivation or encouragement to be interested in learning to listen is also a difficulty for students in learning. Because listening in English requires focus and attention, but in reality, many students tend to have some difficulties in focusing on listening exercises (Pratiwi & Andriyanti, 2019). Teachers should find out for better strategies in helping students to and improve their listening skills and be active in the teaching and learning process. For example by using

media or teaching aids in teaching and learning activities can create a learning atmosphere that makes students interested and enthusiastic.

Utilization of audio-visual as a learning medium that helps students to sharpen their brains in matching and processing the words they hear with existing objects. Audiovisual media is a tool that produces sound and displays images simultaneously. because by combining sound and showing images as a reference in processing information conveyed from this media, it actually makes it easier for teachers to deliver lessons systematically. A tool that can simultaneously display sound and images and convey educational messages is called audio-visual media. This audiovisual medium consists of multiple components that work together to display sound and moving images simultaneously. These components have been thoughtfully, methodically, and logically planned based on the goals and preparation levels of the students who will be using it (Daryanto, 1993:27). According to Hermawan (2007) audiovisual understood as a contemporary educational tool that, given its historical context, is suitable for teaching about visual or auditory stimuli. a communicator of data that the senses of hearing and sight can receive.

From the researcher's perspective, one of the initial ways to help teachers find out the level of students' listening comprehension is to conduct a media audiovisual. So, according to the researcher, this method will help teachers find methods or strategies that are appropriate to the level of understanding of their

students to help students improve their abilities and skills in listening in English lessons.

## **B. Problem Statement**

The researcher as to find out:

How do English teachers perceive the effectiveness of using audiovisual media in improving students' listening comprehension.

## **C. Research Objectives**

The object of this research is to describe the perceptions of English teacher on the use audiovisual in listening comprehension class of SMP YAPEND Bungaya Makassar .

## **D. Significance of the Research**

The following are some of the benefits of research:

1. This study for teachers, will provide feedback for ninth grade teachers that may be helpful to identify students' listening methods. The teachers will pay closer attention to their listening techniques and can more easily instruct them using the techniques that work for the students.
2. This study for students' will demonstrate the listening strategy they preferred. This will allow the students to solve the issue using their own unique technique and improve their listening comprehension.
3. The researcher expects that this study will motivate other researchers to perform more research on listening comprehension strategies.

### **E. Scope of the Research**

This research will focus on the teacher perceptions about ability of students' in interpretive listening using audiovisual of ninth grade SMP YAPEND Bungaya Makassar.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous of Study**

Based on the research above, according to the first research the study examines the impact of audiovisual media on junior high school students' listening skills, finding that it positively impacts their abilities and positively influences their attitudes towards media usage. The study utilized data analysis techniques, including literature sources, location identification, and evaluation, to incorporate the findings into the research presentation.

According to Intan, Yusuf, & Sari (2022) This study looks at how audiovisual media can help students in junior high school improve their listening abilities. Based on previous study, it was revealed that the children's average listening scores remained poor. As a result, audiovisual media has a good influence on students' listening abilities and may assist in their development. According to earlier research and expert ideas, the type of library research employed in this study focused on how using audiovisual material may improve students' listening abilities. Data identification from appropriate literature sources, location identification, data collecting, data assessment, and data inclusion into the study presentation are all phases in this data analysis approach. As a result, information concerning audiovisual medium was derived by paraphrasing data from previous relevant study. According to the results of this study, audiovisual medium improved students' listening ability. A number of studies also found that

students' opinions about the use of audiovisual media were favorable. Additionally, audiovisual content enthused and motivated students while they were being taught and studying.

Examined. Information obtained through library research .Time and space are limited. Researchers can easily retrieve data. Speech without time or space restrictions. Researcher A conclusion must be drawn from the relevant facts. George (2008) also discusses library research, which is reflected in his remarks.

Second thesis according to Isnaini, wahyuni, & Qamariah(2020) The goal of this study is to determine the types of Audiovisual aids utilized by lecturers in listening class. In this study, the researcher employed descriptive qualitative research as a method. The instrument consisted of observations, interviews, and a questionnaire. The findings demonstrate that the majority of students believed the Audiovisual aids utilized in two listening classrooms were recording. According to the interview data, lecturers may easily teach listening by employing Audiovisual aids in the classroom. Audiovisual tools add variety to teaching listening and serve to focus students' attention to the teachings. According to the students, the usage of audio-visual aids gives them the ability to get background information on any topic. it is required for the students. Furthermore, the use of audio-visual aids provides learners with additional language exposure and a greater understanding of the target language culture. Furthermore, the study's findings show that audio-visual resources excite learners and assist them reduce their anxiety levels.



This study investigates the Audiovisual aids used in listening class lectures using descriptive qualitative research methods. Using observation, interview, and questionnaires, the results indicate that most students use recording Audiovisual aids. These aids make teaching listening easier, provide variation in lessons, and provide learners with background knowledge on necessary topics. They also offer extended language exposure and help them understand the target language culture. The study also finds that audio-visual materials motivate learners and lower their anxiety levels.

The second research examines Audiovisual aids in listening class lectures using descriptive qualitative research methods. Results show that most students use recording aids, which simplify teaching, offer variation, and provide background knowledge. They also offer extended language exposure and help learners understand the target language culture. Audio-visual materials motivate and lower anxiety levels.

This third study according to (Pilojutari & Hilmi, 2023) the purpose of this study is to investigate how teachers see the use of audio and video for listening, how students view this usage, and how challenging it can be for teachers to teach listening using audio and video. A descriptive qualitative technique was employed in this investigation. The author used an interview and questionnaire for this study, comprising 8 primary interview questions and 16 statements for the questionnaire. Three professors and seventy-two students from SMA Adabiah 2 Padang participated. The study's conclusions showed that students thought using video was preferable than using audio. Because videos included visual signals,

visuals, noises, and occasionally subtitles, they were more effective in helping students learn how to listen.

From the three previous studies it can be concluded that the similarity in their research is the use of audiovisual media to see the subject's abilities and about increasing listening comprehension, but the approaches used by the three researchers are different. The first research uses library searching. The second and third study used a qualitative descriptive research method.

## **B. Some Pertinent Ideas**

### **1. The Concept of Perception**

#### **a. Definition of Perception**

According to Robbins (2003:160) explains that the act of organizing and interpreting sensory experiences to provide meaning to one's surroundings is known as perception. Kotler and Keller (2009) define perception as the process by which people choose, arrange, and interpret the information they receive in order to generate a meaningful image of the outside world. Perception is the opinion of someone who has gone through or experienced doing, observing or even feeling an event or something. The term perception usually refers to the experience of an object or an event. Perception is the process by which our sensory input (sensing) is compiled and organized to allow us to generate awareness of our surroundings, including knowledge of ourselves. Auxiliary organs receive input from the external environment and transmit it to the brain, which is the site of perception. It entails a thought process that culminates

in comprehension. (Saleh, 2004) perception according to wikipedia In addition to the passive reception of these signals, perception is also influenced by the recipient's attention, expectations, memory, and learning. This low-level information is transformed into high-level information through sensory input (e.g., extracting shape for object identification). Further processes link the individual's expectations and conceptions (knowledge), as well as restorative and selective processes (such as attention) that influence perception.

b. Role of Perception

According to David Krech and Richard S. Cruthfield (1997:235) in Rakhmat (2005), there are two factors that influence perception, namely:

- 1) Operational Elements: Needs, prior experiences, and other elements that are part of personal factors are the source of functional factors. The qualities of the individual who responds to the stimulus influence perception, not the kind or format of the stimulation.
- 2) Structural Factors: The kind of physical stimulation and the neurological changes it makes to a person's nervous system are the source of structural factors.

Furthermore, Restiyanti Prasetijo (2005:69) found that there are two primary elements that affect perception. These are as follows:

- 1) Internal elements, such as: Background; requirements; Evaluation: Hopes and expectations

- 2) External influences, such as: Outward appearance; Characteristics of stimuli; Circumstances

Toha also suggests some aspects that affect perception (2003) The variables are as follows:

- 1) Internal factors: learning processes, physical problems, mental diseases, values and needs, as well as interests and motivation; Prejudices, wants or hopes, Concentration and attention span.
- 2) External factors: family history, information gathered, awareness of and requirements for, intensity, size, resistance, movement repetition, and familiarity or unfamiliarity with an object.

c. Process of Perception

According to Alo Liliweri (2011: 157) there are stages in the perception process.

- 1) The person pays attention and makes a decision.
- 2) The person arranges the items that their senses have registered.
- 3) The person provides an explanation.

The creation of perception a perception can evolve through three interconnected stages, each of which influences the other constantly, mixedly, and overlapping, according to Joseph A. Devitto (1997: 76).

There are three stages:

- 1) Sensory stimulation, or the activation of the senses. At this point, the tools are triggered by the presence of anything, but despite the fact that

people can sense stimuli, they don't always utilize them—for instance, when they're daydreaming.

- 2) The device's stimulation is controlled. Several criteria, including similarity, govern how the senses are stimulated throughout the second stage of development. For instance, we interpret two messages that follow one another instantly as one and assume that they are connected. The completeness principle is an additional one. When faced with incomplete visuals or communications, people tend to fill in the logical gaps by associating some elements of the image or message with the whole.
- 3) Evaluation and interpretation are done on the sensory stimuli. The stage of evaluation is the third. To underline that the two cannot be distinguished, the two words are mixed. The recipient's appraisal is a subjective procedure in the third phase. The interpretation is heavily impacted by prior experiences, wants, goals, value systems, views about what should be, and the physical and emotional state of the individual at that particular moment, in addition to being primarily dependent on external inputs.

## **2. The Concept of Listening Comprehension**

### **a. Definition of listening**

Tarigan (2006: 19) Listening is one of the most important language skills. Listening is the part in communication, thought listening we can share our ideas with other people. Listening is an important component of

communication since it allows us to share our thoughts with others. Listening is a person's natural capacity to perceive and receive sound through the ear. Unless a person has a Listening loss condition, this continues to be a natural process. Listening is one of the five senses that is crucial to everyone's well-being. Listening isn't something you have to force yourself to do. It occurs without person intervention on a regular basis. It just happened on its own.

Listening, in Saputra (2017) according to Howatt and Dakinin Saricoban (1999: 1), is the ability to identify and comprehend what others are saying. Understanding a speaker's accent or pronunciation, grammar, and vocabulary, as well as getting his meaning, is required. A good listener can do all four of these tasks at the same time.

Ahmadi (2016) There are various meanings of "listening comprehension." Listening comprehension is not the same as reading comprehension. the process of comprehending spoken language This includes grasping the meaning of the sounds of speech. specific words, as well as comprehend sentence grammar Nadig (2013) as cited in Pourhosein Gilakjani & Sabouri (2016). Listening comprehension, according to Hamouda (2013), is an understanding of what the listener is hearing. have heard, and that is its ability to repeat the text despite the listener's ability to repeat the sound without being real. understanding. According to O'Malley, Chamot, and Kupper (1989) as referenced in Pourhossein Gilakjani & Ahmadi, (2011), listening comprehension

generate meaning through the use of contextual signals during the active process of comprehension. information and existing expertise, while relying on a large number of strategic resources to complete tasks condition.

b. Types of listening

According to Sutari (1998:47) in book Dr. Ummi Hijriah (2016) there is types of listening in learning Indonesian:

1) Extensive listening,

To re-present existing information in a fresh setting in a novel way.

Students can also be permitted to hear vocabulary items and structures that are new to them in the language flow that they are capable of handling.

2) Intensive listening.

Intensive listening involves focused and controlled attention to a certain topic.

3) Social listening,

Also known as *conversational listening* or *courtness listening*, occurs in social situations where people engage in conversation about topics that pique their interest. It involves paying attention to details and responding appropriately to colleagues' statements.

4) Secondary listening

Involves both casual and extensive listening, such as listening to music that conveys folk dance sounds while writing letters or participating in school activities like writing, sketching, and handwriting practice.

5) Aesthetic listening,

Also known as *Appreciative hearing* is the final step of listening by chance and is part of comprehensive listening. It covers two aspects. The first step is listening to music, poetry, reading, or watching a play on the radio or through recordings.

6) Critical listening

Involves identifying and addressing perceived lack of sincerity, bias, and inaccuracy.

7) Frequent listening,

Often known as study-type listening or just listening, is a research method. Concentrated listening activities involve following directions, sequencing thoughts, identifying essential information, and understanding cause and effect.

8) Creative listening

Involves reimagining a child's experiences with sound, visuals, movement, and kinesthetics based on what they did not hear.

9) Interrogative listening

Requires increased concentration and selection as the listener submits questions.



#### 10) Exploratory hearing,

Is rigorous listening with a shorter goal and meaning. During listening activities like these. The listener actively seeks out new and fascinating facts about a topic or rumor.

#### 11) Passive listening

is absorbing a language without conscious effort, such as studying attentively, hurrying, remembering, and practicing to perfect it. One example is listening passive are native individuals who do not go to school fluent in foreign languages.

#### 12) Selective listening

Is closely linked to passive listening. Although efficient, it is often overlooked as a mundane task.

#### c. Process of Listening

The process of learning to receive, decipher, recall, assess, and react to both spoken and non-spoken communication is called listening. It lacks a clear start and finish since it is a process. Similar to the communication process, listening is not a linear, step-by-step procedure; rather, it involves relational, behavioral, and cognitive components. Although process models are useful for helping us envision certain elements of a process, they are not able to fully convey the complexity, speed, or overlap of the real process.

#### 1) Receiving

We need to receive impulses through our senses before we can proceed with any more steps in the listening process. The main

ways that we get the information we need to listen are by sight and hearing. Though we don't consider visual signals to be a component of hearing, they do have an impact on how we understand communications. For instance, we can pick up nonverbal clues from facial expressions and eye contact when we can see someone's face while hearing their words. It can be challenging to interpret contextual signals into meaning when communicating solely through aural means because these visual cues are lacking from text, phone, and email exchanges.

## 2) Interpreting

When we listen interpretively, we try to make meaning of the information we are given by combining our auditory and visual senses. We can start to make meaning of the stimuli we are exposed to during the interpretative stage. When we comprehend something, we may give it significance by relating it to knowledge from the past.

## 3) Recalling

There are many physiological limitations on how memory functions that affect our capacity to recall information. After being arranged and understood, stimuli are stored in short-term memory until they eventually expire and are either forgotten or moved to long-term memory. Since recall is most frequently employed to evaluate listening efficacy and aptitude, it is a crucial component of the listening process.

#### 4) Evaluating

When we assess anything, we pass judgment on its worth, completeness, and believability. When evaluating a speaker's credibility, we attempt to ascertain the degree to which we accept that their claims are correct or truthful. We attempt to "read between the lines" and assess the message's completeness in light of our knowledge of the subject or circumstance under discussion. Making value judgments about whether we believe a message or concept is good or terrible, correct or wrong, or attractive or unwanted allows us to assess a communication's worth.

#### 5) Responding

Responding entails expressing awareness and attention—or lack thereof—through both spoken and nonverbal cues. We provide both verbal and nonverbal feedback to others both during and after their speech. Backchannel cues are signs we give during a conversation. They can be physical, such as leaning forward, making direct eye contact, and nodding, or vocal, like "uh-huh," "oh," and "right." Backchannel cues are often positive sources of input that suggest the other person is attentively listening. People may transmit both purposeful and involuntary indications that indicate they are not listening. We often perceive nonverbal cues like fidgeting, glancing aside, or looking away negatively when they come from the other person.

One way to demonstrate that you comprehend what is being said is to respond by paraphrasing. You put the knowledge in your own words when you paraphrase it. To start a paraphrased answer, you may say something like, "What I hear you saying is..." or "It sounds like you're saying..." To find out more, you may also enquire for clarification. When paraphrasing, it's usually a good idea to follow up with a question to keep the conversation going. You may use the following paraphrase and question combination, for instance: "It seems like you think you're being treated unfairly. Is that accurate? Alternatively, you may provide a stand-alone query such, "What actions do your colleagues take that lead you to believe they are 'playing favoritism'?" You may use the following paraphrase and question combination, for instance: "It seems like you think you're being treated unfairly. Is that accurate? Alternatively, you may provide a stand-alone query such, "What actions do your colleagues take that lead you to believe they are 'playing favoritism'?" Since interrupting can sometimes be seen as a lack of interest, make sure to paraphrase and/or pose questions after someone else has finished speaking.

#### 6) Active listening

In order to overcome obstacles that are personal, environmental, physical, and cognitive, active listening combines cognitive

exercises with constructive listening techniques. It entails deliberate decisions and actions to create the best possible listening environments, such as refraining from engaging in distracting activities when there is physiological or psychological noise. While maintaining eye contact is frequently seen as a crucial indicator of attentive listening, it should also be taken into account when considering cultural differences, processing new information, or other factors. Making allusions to earlier remarks, posing thoughtful queries, and requesting clarification are more indications that you are paying attention. For a speaker, nonverbal input might be helpful, and vocal communication could be required if they are unable to read it. It takes skill to avoid distractions and recognize when to keep your position as a listener when engaging in active listening. Taking notes may also be a sign of attentive listening.

#### 7) Listening with empathy

In order to listen with empathy, one must set aside preconceived notions and give the other person's message their whole attention. In order to incorporate the other person's comments into our experience without making them about us, paraphrasing is essential in this situation. Mirroring is a technique used in active empathic listening in which the listener imitates the nonverbal cues of the speaker. To establish a connection and

convey empathy, therapists frequently take on the same stances and vocalizations as their clients. Asking questions and paraphrasing are helpful strategies for empathetic listening because they let the other person answer without drawing attention to themselves. Asking follow-up questions prompts the speaker to elaborate and serves as a "verbal door opener". It's critical to respect the speaker's thoughts and emotions while firmly refusing unsolicited counsel.

#### 8) Listening in professional contexts

In workplace communication, listening skills like empathy and active listening may be extremely important. It is important for managers to develop their empathetic listening abilities since it fosters a healthy culture of communication with staff members. Members of an organization that actively listen to one another are more motivated and engaged, which promotes cohesiveness and a better environment for communication.

#### d. Listening Problems

Nguyen(2002) states problem that affect the listening comprehension is first all people find it hard to understand proper name as they have never heard about it before or they have no background knowledge about they are listening . the second problem he stressed out is believed to rise from the unfamiliar. Uninteresting and too long listening.

The last one is about the sound connections and intonation spoken by native speakers with different accents.

e. Strategies of Listening

1) Connect

Consider what you already know about the topic to help you understand a listening assignment. This allows your mind to make connections between what you already know and the new information you'll hear. "This lecture about animal communication makes me think about how my dog lets me know he needs to go outside," you tell yourself. He dashes off to get a sock and hands it to me."

2) Make informed predictions about what you might learn while you listen. Predicting allows your brain to concentrate on the task at hand. It makes no difference whether your assumptions are correct or incorrect. For example, if the topic is a Mars trip, you would say, "I bet it takes six months to get there, and it's probably really cold." "I don't believe humans can survive on Mars."Let's Talk About New Phrases.

3) Discuss New Words

If the assignment includes a list of pre-selected vocabulary words, go through the list and consider what you know about them. If you don't know the words, ask a friend or use a free audio dictionary like [www.dictionary.com](http://www.dictionary.com). If there isn't a word list, make sure you understand the words in the title and any opening text. Have a quick

mental conversation to clarify essential words. If you don't know what flaunting means, put down a synonym like showing off in the title "Flaunting Your Success" to refer to as you read. As you listen, a crude sketch, such as a dollar symbol in front of wealthy, can be useful. Make a list.

4) Listen for responses.

Listen for answers to your questions as you listen. To come up with questions to ask, think about the actions you need to do after you listen or turn the title of an assignment into a question. For example, if a presentation is titled "The Science of Love," you would wonder, "How is science related to love?" or "What have scientists learned about love?" Searching for answers to questions forces you to listen and keeps your mind active and aware.

5) Take Reminders

Make taking notes to help you remember concepts. Outlining and layering information is usually a good idea, but try these other creative note-taking methods: Make use of linked circles and shapes. Make a diagram or a map. Use abbreviations and symbols to help you stay up with the speaker's tempo of speech; for example, if the words memory and communication are frequently used, use acronyms and symbols to help you keep up. Simply use "M" and "C" in your notes, then after you complete, add a reminder that explains this. listening. Nonverbal communication is also used by speakers.



Take notes on a speaker's opinions and outlooks by paying attention to intonation and, if applicable, facial expressions.

6) Re-listen or find a solution.

When you grow bored or run out of ideas, you must find a means to get back on track. Re-listening is the best approach to make things right. You are not required to wait until the end to relisten. A brief retrace and re-listening to a sentence or two can sometimes immediately clear up uncertainty. This is especially true at the start of an audio task. If you are unable to re-listen, try a new listening approach to assist you restore your focus. For example, if you've been taking notes and are becoming confused, determine what's generating the trouble. Do you need to look up the definitions of any words? Should you write down your queries or try to summarize what you've learned so far?

7) Respond

What do you agree and disagree on? What are your favorite parts? What portions are perplexing? Use symbols, such as an exclamation point (!) before a good idea or a "next to something you disagree with, to help you rapidly write your reactions so you don't forget them.

8) Summarize

All week, read your lecture notes numerous times before and after class. Summarize the assignment in your brain and test yourself on

your notes. You may be required to write a formal summary on occasion. You will either read your summary orally or record it.

9) Extend

For further information about the subject, read and listen to various sources. Learning more about a topic makes it more important and exciting, especially when you share your ideas with others.

### 3. The Concept of Audiovisual (Andrew, 2021)

a. Definition of Audiovisual

In order to display audiovisual communications, material must be produced and sent using mechanical and electrical means. Audiovisual media has its own characteristics for conveying information. Different from magazines and newspapers, audiovisual actually comes from audio or speakers and is clarified with the support of pictures.

b. Kinds of Audiovisual

1) Pure audio-visual content, usually referred to as audio-visual motion, is a type of media used to present audio and visual components that come from many sources.

a. Sound Film, a live image, or a motion picture. It is a mechanically projected picture of a frame that is sent through the projector lens one at a time. In order for it to appear animated and alive later on the screen. Films are often utilized for entertainment, education, and documentation. Films may, however, also show and describe a wide range of intricate concepts, ideas, facts, and procedures.

b. Video, the use of video in society as an audio-visual format that conveys motion is growing. The message being delivered may be factual, fictional, educational, edifying, or instructive. In the realm of education, videos may typically take the place of the majority of film tasks.

2) Impure Audiovisual, This impure audio-visual is a form of media that incorporates audio and visual components from several sources. When speaking of media that shows both sound and still pictures, impure audio-visual is sometimes referred to as silent audio-visual with sound.

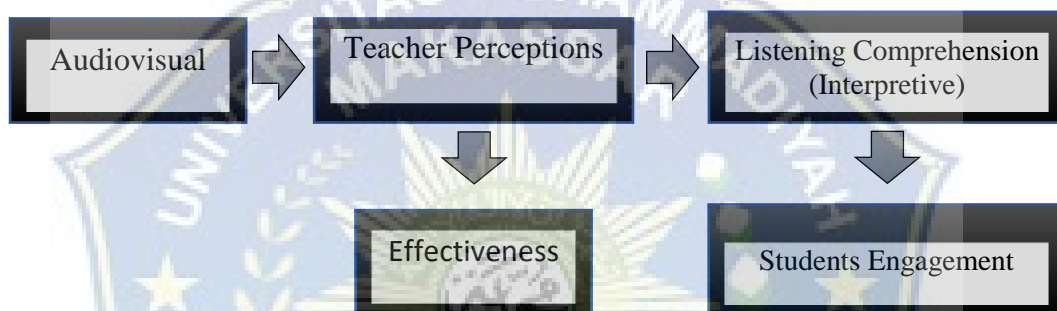
c. The Benefit of Using Audiovisual

1. Increasing Curiosity, due of the appealing visual look and accompanying sounds, this audio-visual medium can pique interest. Children will then be interested in the information presented in the media.
2. Not dull Because it fluctuates so much when utilized for learning, this audiovisual material is everything from monotonous. The term "Audiovisual" refers to the fusion of aural and visual media, as we well know. In the course of learning, many sorts of impressions may be produced by combining the two mediums.
3. Make Submission Easy material aid may be made easier through audiovisual medium. The rationale is that this particular form of

media may grab students' attention. Children will thus be correct in understanding the material's contents because it is simple to comprehend.

4. Making Certain Understanding, this audiovisual content can make sure that kids are getting the right information. Due to the broadcast's auditory and visual format, kids may learn concepts more rapidly.

### C. Conceptual Framework



Picture 2.1 Conceptual Framework

#### 1. Audiovisual

According to (Ojobor, Babarinde, & Fagbemi, 2020) the term "audiovisual" refers to educational materials that use the integration of both senses sight and hearing to reduce the meaning of complex concepts throughout the teaching and learning process. A variety of audio-visual resources, including computers, video cassettes, slideshows, films, televisions, projectors, and movies, were kept at the school library. As a researcher, I have seen what types of audiovisual materials teachers use in teaching listening comprehension. They used videos, pictures with recorded

audio, and short films. and teachers often use these materials in class. The audiovisual materials used will affect the teacher's perception. For example, if the teacher feels the video used is too difficult, this will affect their view of its effectiveness

## 2. Teacher Perception

According to (Demirdag & Efe, 2023) the term "teacher perceptions" describes the views and opinions that educators have regarding several facets of their work as professionals, the process of teaching and learning, and the educational setting. These viewpoints might be cognitive, affective, or attitudinal. Subjective in nature, these views have the potential to affect relationships with students, coworkers, and administrators as well as instructional strategies and decision-making. according to the teacher's perception, the use of these audiovisual materials was an effective medium or tool. although some obstacles occurred from the teacher's answers help researchers understand the teacher's point of view. Teachers' perceptions of audiovisual materials will affect how they use them in class, which will ultimately have an impact on students' listening comprehension.

## 3. Listening Comprehension

According to (Nadig, 2021) comprehending spoken language involves many processes that are all included in listening comprehension. These include identifying speech sounds, comprehending the meaning of particular words, and/or figuring out how sentences are put together. Most importantly, these audiovisual materials affected students' ability to understand the English

they hear. Students become more interested and involved in the lesson, and there is an increase in their understanding after using audiovisual materials. The student engagement will also influence the teacher's perception of the effectiveness of audiovisual materials.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research used descriptive with qualitative research design. The design of this study was descriptive qualitative design because the researcher want to measure the english teacher perception about students' Listening ability at the 9<sup>th</sup> grade of SMP YAPEND Bungaya Makassar in the teaching listening class. The descriptive approach was a research model that is used to learn everything there is to know about a certain object. It intends to explore the situations, conditions, or other items mentioned, with the results presented in the form of research reports. As Sugiyono (2013) stated, descriptive research was a study that used qualitative or quantitative methods to describe a phenomena, symptom, or situation.

This research describe the perception of English teacher at SMP YAPEND Bungaya Makassar on the using audiovisual when teaching english listening in the classroom.

#### **B. Subject of Research**

Research Subject This research was conducted with one English teacher at SMP YAPEND Bungaya Makassar, English teacher representing class IX

#### **C. Instrument of Research**

The research instrument was a crucial component of the study as it is required to choose the instrument that will be utilized in order to gather and

retrieve research data. The aforementioned researcher's perspective is also consistent to Nasution (2016) assertion that research instruments are instruments used to gather, examine, and evaluate data as well as to present it in an objective and organized manner in order to address a research topic. The researcher employed two procedures as a means of gathering data for this study:

1. Observation

Observation was used to know how students real condition during listening comprehension. According to Widoyoko (2014) Observation is the systematic recoding of the elements that appear in a symptom on the object of research. In order to gather the data required to carry out further research, observation is an action directed towards a process or object with the goal of sensing and then understanding the knowledge of a phenomenon built on information and concepts already known. Recording to Syafniadawaty (2020) also said Observation is a way of gathering data that involves attentively monitoring or evaluating data at the study site in order to determine the circumstances that exist or to show the validity of a research plan that is being carried out. In order to get the essential data and go forward with the investigation process, observation activities are carried out to process objects with the intention of feeling and then understanding a phenomenon that on previously acquired knowledge and ideas.

The use of observation as an instrument is as a reference and tool to facilitate researchers in conducting their research before proceeding to the



next stage with interviews. with observation, researchers can also see the condition of the class during the teaching and learning process correctly using audiovisual tools or media during English lessons on listening material Instruments.

## 2. Interview

Researchers in this study will employ semi-structured interviews as their tool. Interviews that are semi-structured do not strictly adhere to a predetermined list of questions from the interviewer. Eight questions on instructors' opinions about using audiovisuals to improve listening skills make up the interview guide.

### **D. Procedure of Collection Data**

In the data collection procedure, the author carries out several steps as follows:

4. The author conducted an observation to ensure the use of audiovisual media in listening learning in English classes with the relevant English teacher as a resource person in the interview session for this study.
5. After the observation is complete, the researcher will conduct an interview with the informant or English teacher after the class is over.

### **E. Data Analysis**

According to Sugiyono (2013: 247) in (Indiyani, 2021) the research collect the data of students will conduct in three stages, namely :

### 1. Data reduction

Reducing the data is the initial stage in the analysis of qualitative data. The goal of data reduction is to condense the original data by highlighting key points, narrowing down on certain areas of interest, and making it simpler for researchers to go on to the next stage of their investigation. Reducing data allows researchers to concentrate their critical thinking. As a result, researchers may clearly present data in accordance with the observation guidelines' theme.

### 2. Data display

Presenting the data is the second phase. Data reduction is completed before moving on to this step. Additionally, the same data is shown in many categories. Therefore, a stage that communicates qualitative data through the use of flow charts, diagrams, and brief explanations is known as data presentation. Researchers can easily grasp the data by seeing it after data reduction.

### 3. Drawing conclusions and verification

In qualitative data analysis, conclusion-making and verification are the third steps. The final step in data analysis is conclusion-making and verification, which comes after data display. Sugiyono (2013:252) claims that the researcher classifies the data after finding patterns and drawing a conclusion. Several particular conclusions are examined based on each interview with a respondent. This bolsters the research's fundamental conclusions.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The study was carried out at SMP YAPEND Bungaya Makassar, with English instructors teaching classes 7 and 9 serving as the subjects. The results of the researcher's observations and interviews serve as the foundation for the study findings. The researcher discovered that English teachers at SMP YAPEND Bungaya were correct to implement the use of audiovisuals as a learning tool when teaching in class. They use speaker, laptops, students' mobile phones, and even projectors to play audio and display images or play videos. This conclusion was made based on the researcher's observations of the teaching and learning process in the classroom. Based on classroom observations, it is evident that the instructor uses instructional aids to provide his pupils with clear audiovisual displays during the learning process. Additionally, students demonstrated enthusiasm for listening to the audio and actively responding to questions with the aid of visuals that had been posted on their whiteboards and displayed on their cellphones for specific purposes that would be further explained during the interview. The researcher presents the findings from the interview with the English teacher below. The study's findings outline the opinions and attitudes of SMP YAPEND Bungaya's English instructors with relation to using audiovisuals in the classroom. The study's data consist of:

## 1. The Reason of English Teacher Using Audiovisual

There are several reasons why English teachers at SMP YAPEND Bungaya use audiovisuals during the learning process, based on the responses given by English teachers from the results of interviews conducted by researchers, **students are less active in class because they do not master vocabulary, have difficulty understanding the meaning or getting the information needed in audio.**

**Subject :** "Karena dalam proses pembelajaran, students were not interested dan bahkan ada yang hanya diam saat saya pertanyakan apa saja familiar words yang bisa mereka tangkap karena mereka tidak percaya diri dengan yang mereka dengar dan merasa kurang cakap dalam English lessons. On learning process pun, kebanyakan dari mereka yang belum paham itu justru asik ngobrol. And very few of them show any interest in trying to learn more from the audio or my explanation. Karena itu saya mencari cara untuk membantu siswa meningkatkan rasa percaya diri dalam belajar bahasa Inggris dengan menggunakan alat atau gambar sebagai acuan siswa untuk memahami audio yang diputar atau penjelasan saya"

("Because in the learning process, students were not interested and some even just kept quiet when I asked them what familiar words they could catch because they were not confident with what they heard and felt less capable in English lessons. In the learning process, most of them who did not understand were actually busy chatting. And very few of them showed any interest in trying to learn more from the audio or my explanation. **Therefore, I looked for a way to help students increase their confidence in learning English by using visuals or pictures as tool and reference for students to understand the audio being played or my explanation.**")

From the first explanation, the subject has said the main reason for using audiovisual as a tool.

## 2. The function and purposed of using audiovisual based on the English teacher perception

The functions and objectives during the learning process, based on the responses given by English teachers from the results of interviews conducted by researcher is **liven up the atmosphere, increasing interest and confidence in voicing students' thoughts.**

**Subject :** " Using audiovisual as a media for learning English, especially listening, is very helpful. Anak-anak jadi makin tertarik, active, confident to speak up, mempermudah siswa to find information that matches the audio and explanations I provide."

("Yes, in my opinion, **using audiovisual as a media for learning English, especially listening, is very helpful. Children become more interested, active, confident in speaking up, making it easier for students to find information** that matches the audio and explanations I provide..")

The use of audiovisual media makes students more active and brave in expressing their thoughts and brave in answering because they get references from audiovisual media.

### 3. Audiovisual as strategy on learning English especially in interpretive listening

English learning using audiovisual as a medium is **closely related to sight and hearing**. Making **students' sensory abilities more effective and making it easier for students to understand the material presented by audiovisual**.

**Subject :** " Using audiovisual as a media for learning English, especially listening, is very helpful. Anak-anak jadi makin tertarik karena ada gambar yang menjadi acuan mereka dalam menjawab jadi siswa active, confident to speak up, mempermudah siswa to find information that matches the audio and explanations I provide"

("Using **audiovisual as a media** for learning English, especially listening, is very helpful. **Children become more interested because there are pictures that are their reference in answering so students are active, confident to speak up, making it easier for students to find information that matches the audio and explanations I provide.**")

of learning English, especially listening skills.

#### B. Discussion

The findings of the interviews that were performed serve as the basis for this research's discussion. After gathering data, the researcher categorized the conclusions drawn from the interviewees' responses.

Based on the results of interviews conducted by researchers with English teachers with several research questions to find out and describe their perceptions of the use of audiovisuals in teaching English, researchers have found the opinions and responses of English teachers which include: the reasons for teachers using audiovisuals, the functions and purposes of audiovisuals based on the perceptions of English teachers and Audiovisuals as a Strategy When Teaching based on the perceptions of English teachers. This will be explained as follows:

### 1. The reason of English teacher using audiovisual

(Purnaningsih, 2017)The selection of suitable learning material needs to take into account the goals, approaches, time constraints, and other available resources. The selection of learning materials that are in line with the goals (specified objective), the content (specification of content), the learning techniques (determination of strategy), and the time available (allocation of time) are therefore based on theoretical justifications.

Based on the comments provided by English teacher from the outcomes of interviews done by researchers, there are some of reasons why English teachers at SMP YAPEND Bungaya employ audiovisuals throughout the learning process. Because **they struggle with meaning comprehension, lack vocabulary, or are unable to obtain the necessary audio resources, students are less engaged in class.** They pause when they respond because they struggle to grasp the content or information in the audio and have little vocabulary in English. This finding was consistent with (Suparti, 2018) and several studies that found students The biggest challenge, in addition to a lack of vocabulary, difficulties focusing, and ambiguous pronunciation, was speaker speed, according to a number of research findings that supported this conclusion. According to Astuti and Zulkarnaen (2017) and Ummah (2012), STAIN students also reported that the listening material was too rapid, they had limited vocabulary mastery, they didn't know the meaning of words, and they didn't pay attention when they were listening.

## 2. The function and Purposed of Using Audiovisual

According to (Purnaningsih, 2017) In general, educational media serve as helpful tools for teaching and learning. Books, audio, video, photographs, and other formats can all be used as learning resources. Better learning outcomes are enhanced by the usage of learning media.

Based on English teacher answers to the researcher interviews, the goals and purposed of the learning process are to **enliven the environment and give students more confidence and interest in speaking out for themselves**. Because they may obtain references from audiovisual media, **students who use these resources are more engaged, bold, and courageous while expressing their ideas and responding**.

## 3. Audiovisual as a strategy on learning english especially listening skill

In essence, audiovisual media serves as a medium or means of content absorption through the senses of sight and hearing with the goal of providing students with authentic educational experiences (Duludu, 2017:51).

Learning English through audiovisual means is **strongly tied to sight and sound**. Making students' sensory capacities more **effective and making it easier for students to absorb the content delivered by audiovisual**. Acquiring techniques to enhance learners' perceptual awareness in order to speed up the process of acquiring English, particularly in the area of listening.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the author provides an explanation of the conclusions and suggestions from this research.

#### A. Conclusion

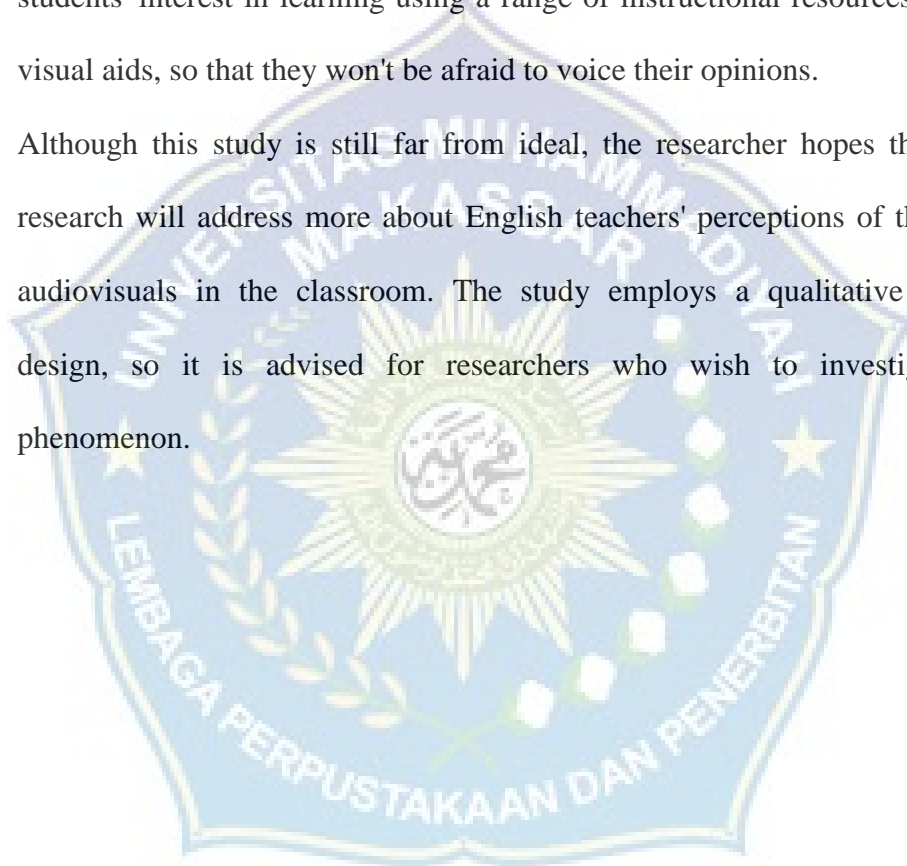
Based on the findings of the research that has been conducted through observation and interviews with English teachers at SMP YAPEND Bungaya Makassar, the researcher provides conclusions regarding the perceptions of English teachers about the use of code switching in teaching English. Based on the results of this study, the reasons, functions and objectives as well as the role of audiovisual media as a strategy to improve students' listening skills were found.

Based on the teacher's view there are Reasons English teachers use audiovisual media. as for the Function and purpose According to the English teacher's comments on the researcher's interview, the purpose and intent of the learning process is to enliven the environment and give students more confidence and interest in speaking on their own. according to the teacher's perception Audiovisual can be used as a strategy in learning English, especially listening skills. Learning English through audiovisual media is closely related to sight and sound. Improving students' sensory abilities and making it easier for students to absorb material presented audiovisually. Mastering techniques to increase students' perceptual awareness in order to accelerate the process of mastering English, especially in the field of listening.

## B. Suggestions

Based on the study's conclusions and analysis, the researcher would like to make the following recommendations:

1. To continue allaying students' fears about studying English, English teachers are urged to make the most of their instructional resources. and to pique students' interest in learning using a range of instructional resources, such as visual aids, so that they won't be afraid to voice their opinions.
2. Although this study is still far from ideal, the researcher hopes that future research will address more about English teachers' perceptions of the use of audiovisuals in the classroom. The study employs a qualitative research design, so it is advised for researchers who wish to investigate this phenomenon.



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## APPENDIX A

### Observation

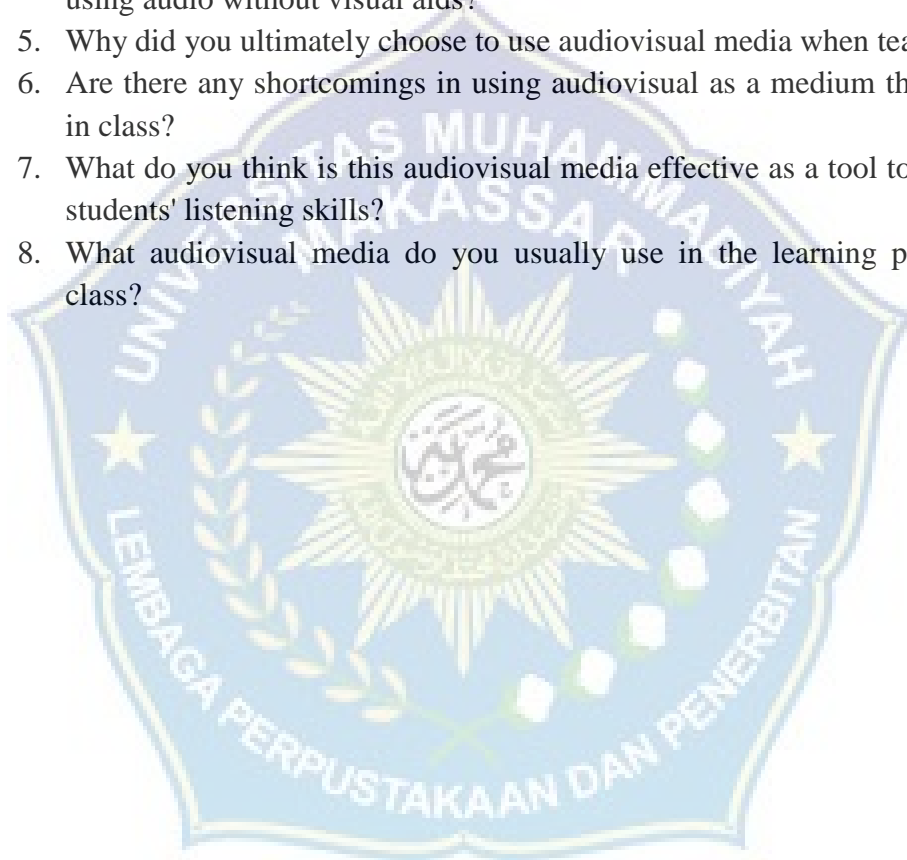
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**Phone Number** : 085343748572

Using Audiovisual as Media or Not	
Yes, teachers have used audiovisual as a tool or media to increase students' interest, activeness, and listening skills in English learning.	The English teacher here has used audiovisuals when teaching, he uses speakers to play audio and shares images via messages in the 9th grade WhatsApp group as visuals to help students understand the discourse conveyed by the audio.

## APPENDIX B

### Interview

1. Do you think media audiovisual in the learning can accelerate students understanding of the teaching material?
2. How do students react when learning listening with this audiovisual media?
3. As a teacher, does using audiovisuals make it easier for you to teach?
4. Is there a significant difference when using Audiovisual media or when using audio without visual aids?
5. Why did you ultimately choose to use audiovisual media when teaching?
6. Are there any shortcomings in using audiovisual as a medium that occurs in class?
7. What do you think is this audiovisual media effective as a tool to improve students' listening skills?
8. What audiovisual media do you usually use in the learning process in class?





## APPENDIX C

### A Putri Meylani Sugandi M, S. Pd.

1. Yes I think so
2. When I use audiovisual media in class, students are more active and brave in expressing their thoughts in answering because they get references from visuals, so students don't just guess what they hear to find out information from the audio that is played.
3. Yes that's right, penggunaan audiovisuals mempermudah saya to explain, and increases student activity. Students also confidently answer every question when listening with the help of pictures or visuals yang saya berikan.
4. The biggest difference yang saya lihat itu keaktifannya siswa during learning. When I explain or play audio as listening material or dictation dan tanpa bantuan visual, anak-anak cuma menulis words that are familiar to them and do not confident to speak or answer questions yang saya berikan.
5. Menurut saya untuk sejauh ini belum ada kekurangan yang saya lihat saat menggunakan audiovisual sebagai alat mengajar.
6. Kalau audio saya cari di Google as a discourse or instruction for questions, and then saya kirim images related to the audio to the student's cellphone or I print it and share it before the audio is played.
7. Yes, in my opinion, using audiovisual as a media for learning English, especially listening, is very helpful. Siswa jadi makin tertarik karena ada gambar yang menjadi acuan mereka dalam menjawab jadi siswa active, confident to speak up, mempermudah siswa to find information that matches the audio and explanations I provide.
8. Karena dalam proses pembelajaran, students were not interested dan bahkan ada yang hanya diam saat saya pertanyakan apa saja familiar words yang bisa mereka tangkap karena mereka tidak percaya diri dengan yang mereka dengar dan merasa kurang cakap dalam English lessons. On learning process pun, kebanyakan dari mereka yang belum paham itu justru asik ngobrol. Dan sebagian kecilnya lagi dari mereka show any interest in trying to learn more from the audio or my explanation. Karena itu saya mencari cara untuk membantu siswa meningkatkan rasa percaya diri dalam belajar bahasa Inggris dengan menggunakan alat peraga atau gambar sebagai acuan siswa untuk memahami audio yang diputar atau penjelasan saya.



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Widya Nirmala Syafar  
NIM : 105351103017  
Judul Penelitian : *English Teacher Perceptions of Students Listening Comprehension Using Audiovisual at 9<sup>th</sup> Grade of SMP YAPEND Bungaya Makassar*

Tanggal Ujian Proposal : 12 Februari 2024

Tempat/Lokasi Penelitian : SMP YAPEND Bungaya Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Selasa, 23 Juli 2024	Observasi, di SMP YAPEND Bungaya Makassar	A. Putri Meylani Sugandi M, S.Pd	
2				
3	Selasa, 23 Juli 2024	Observasi di kelas IX	A. Putri Meylani Sugandi M, S.Pd	
4				



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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5	Jum'at 02 Agustus 2024	Observasi di kelas IX dan wawancara	A. Putri Meylani Sugandi M, S.Pd	/
6				
7	Selasa, 06 Agustus 2024	Observasi di kelas IX dan wawancara	A. Putri Meylani Sugandi M. S.Pd.	/
8				
9	Jum'at 09 Agustus 2024	Mengurus surat telah penelitian	A. Putri Meylani Sugandi M, S.Pd	/
10				

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris,  
FKIP Unismuh Makassar

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**  
NBM. 977 807

Makassar, 26 Agustus 2024

Ketua STIKY APEND Bungaya Makassar



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**SURAT KETERANGAN TELAH PENELITIAN**

**NO: 030/421/SMP.YP.B/VIII/2024**

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut di bawah ini :

Nama : **WIDYA NIRMALA SYAFAR**  
NIM : 105351103017  
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian / pengumpulan data Fakultas Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 23 Juli 2024 sampai 9 Agustus 2024 untuk penyusunan Skripsi dengan judul:

“ ENGLISH TEACHER PERCEPTIONS OF STUDENTS LISTENING COMPREHENSION USING AUDIOVISUAL AT THE 9TH GRADE OF SMP YAPEND BUNGAYA MAKASSAR”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 9 Agustus 2024

Kepala Sekolah



**A. Putri Meylani Sugandi M, S.Pd.**

NIP: 55555555

## Documentation



Picture 2.



Picture 3.



Picture 4.



Picture 5.



Picture 6.

## CURRICULUM VITAE



Researcher Widya Nirmala Syafar was born in Timika on May 22, 1999. She is the eldest of 4 siblings. Her father is Mr. Safaruddin and her mother is Mrs. Supriani. From 2005 to 2011 she studied at SDN 001 Pegat Bukur, continued her junior high school education at SMPN 5 Sambaliung in 2011 and graduated in 2014, in the same year she entered high school, continued her education at SMAN 5 Gunung Tabur and graduated in 2017. Finally, she continued her education at Muhammadiyah University of Makassar as a regular student majoring in English Language Education at the Faculty of Teacher Training and Education. After completing her education, she was able to complete her thesis entitled "English Teacher Perceptions of Students' Listening Comprehension using Audiovisual Method in Grade IX of SMP YAPEND Bungaya Makassar"

