

# THE USE OF AUDIO-VISUAL MEDIA TO IMPROVE STUDENTS' LISTENING SKILL

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## Abstract

*Listening is the most important skill in language learning. In listening activities, students are required to be able to elaborate the information heard with other information that is already known and interpret its meaning by integrating what is heard with the data in the brain. One of the media used in learning which is believed to increase students' understanding and motivation is audio-visual media. This study aims to determine the extent to which students' listening skills can be improved by using audio-visual media. This research is classroom action research (CAR). The types of data used in this study are quantitative data and qualitative data. This classroom action research procedure is carried out in 1 (one) cycle, with the following procedures: (1) Planning, (2) Action implementation, (3) Observation, (4) Reflection. The results found are the students' listening ability after participating in learning using audio-visual media is increasing. It can be seen from the results of the listening test that the average score in the pre-test cycle I was 61.38 and in the post-test cycle I it was 88.61. The ability to listen to students before using audio-visual media was lower as evidenced by the average score during the pre-test. In addition, by using audio-visual media students look more enthusiastic and motivated in learning, especially in listening activities with material giving and asking for opinions.*

**Keywords:** *Learning Media, Audio-Visual, Listening, CAR*

## Abstrak

*Menyimak adalah kemampuan yang paling penting dalam pembelajaran bahasa. Dalam kegiatan menyimak, siswa dituntut untuk dapat mengelaborasi informasi yang didengar dengan informasi lain yang telah diketahui dan menginterpretasikan maknanya dengan mengintegrasikan apa yang didengar dengan data yang ada di otak. Salah satu media yang digunakan dalam pembelajaran yang diyakini dapat meningkatkan pemahaman dan motivasi siswa adalah media audio visual. Penelitian ini bertujuan untuk mengetahui sejauh mana kemampuan menyimak siswa dapat meningkat dengan penggunaan media audio visual. Penelitian ini adalah penelitian tindakan kelas (PTK). Jenis data yang digunakan dalam penelitian ini adalah data kuantitatif dan data kualitatif. Prosedur penelitian tindakan kelas ini dilaksanakan dalam 1 (satu) siklus, dengan prosedur-prosedur, yakni : (1) Perencanaan, (2) Pelaksanaan tindakan, (3) Observasi, (4) Refleksi. Hasil yang ditemukan adalah kemampuan menyimak siswa setelah mengikuti pembelajaran dengan menggunakan media audio visual adalah meningkat. Hal ini dapat dilihat dari hasil tes menyimak siswa mendapat nilai rata-rata pada pre-test siklus I adalah 61.38 dan pada post test siklus I adalah 88.61. Kemampuan menyimak siswa sebelum menggunakan media audio visual lebih rendah dibuktikan dengan nilai rata-rata saat pre-test. Selain itu, dengan menggunakan media audio visual siswa terlihat lebih antusias dan termotivasi dalam belajar khususnya pada kegiatan menyimak dengan materi memberi dan meminta pendapat.*

**Kata Kunci :** *Media Pembelajaran, Audio-Visual, Menyimak, PTK*

## **Preface**

English is one of students' necessary which is needed by students in this period. There are four materials to learn English the subject that must be taught, namely listening, reading, writing and speaking. Listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy the development of the other language skills. In listening activities, students are required to be able to elaborate information that is heard with other information that has already been known and interpret its meaning by integrating what is heard with existing data in the brain (Helgesen, 2003). Therefore, the teacher should have attractive teaching media for listening to attract their students' interest during the listening practice. One of the media used in learning that is believed to increase students' understanding and motivation is audio visual media. . The application of audio visual media is closely related to learning, especially for students who

are still lacking in understanding lessons. In this case audio-visual media can be used as a tool to demonstrate a concept, clarify learning messages and provide more concrete explanations, besides this audio visual media can also improve student understanding because students not only listen but can also see the material that is displayed more varies. Based on the description above, the researcher intends to find out the improvement after using audio visual media in teaching listening skills, especially on asking and giving opinion material. Therefore, the researcher took the initiative to conduct classroom action research with the title "The Use of Audio-Visual Media to Improve Students' Listening Skill of the Eighth Grade Students of SMP Muhammadiyah Boarding School Cepu In Academic Year of 2020/2021"

## **Research Method**

This research uses a Classroom Action Research (CAR) model. The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of

the students' score in taking listening test using audio visual media. The qualitative data were taken from observation result, questionnaire result, field note, and documentations. This research was conducted in VIII B of SMP Muhammadiyah Boarding School Cepu in the academic year of 2020/2021 with 21 students. This research was accomplished in one cycle, its cycle consisted of four steps (planning, action, observation, and reflection). Data analysis was carried out by looking at the pre-test and post test scores whether there was an increase or not, also paying attention to the actions and behavior of students in the classroom. Data analysis in the students' listening test was divided into five categories based on the scores obtained, as follows:

Description of Score:

- A =5 (excellent), if it reaches 81-100%.
- B =4 (good), if it reaches 61-80%.
- C =3 (enough), if it reaches 41-60%.
- D =2 (bad), if it reaches 21-40%.
- E =1 (very bad), if it reaches <21%

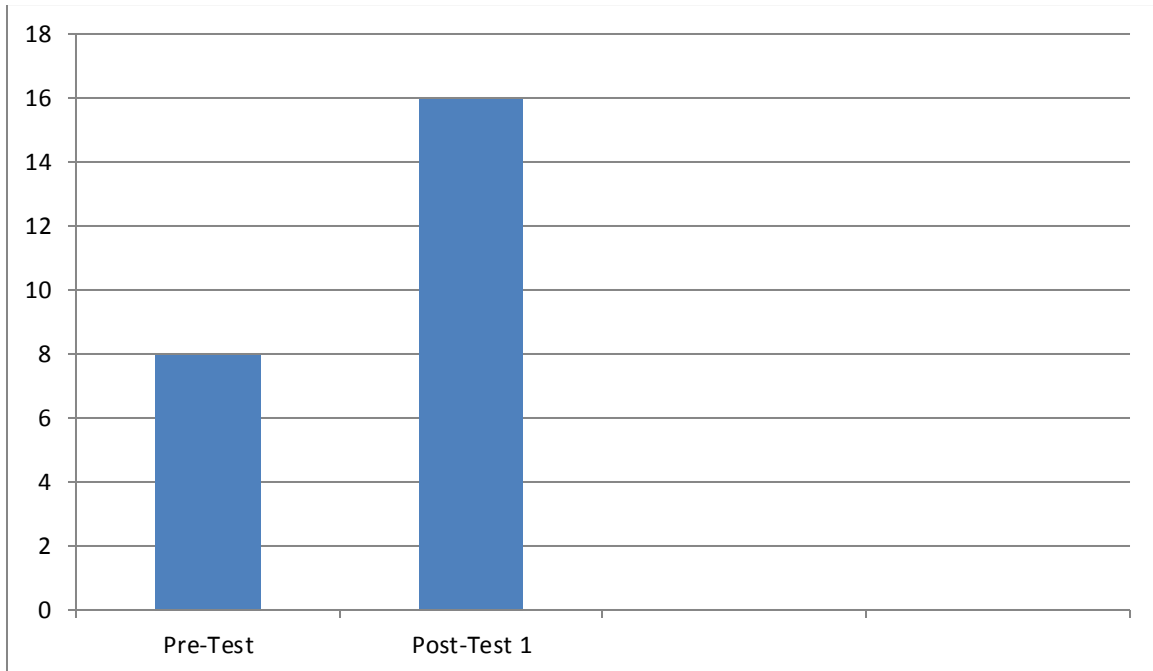
## RESULTS AND DISCUSSION

Based on the observation and the result of their test, the students could use audio visual media to improve their listening skill. In this research, pre-test and post-test I had done individually. It was aimed to know the students' listening skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an increasing from the students' result score. It could be seen from the average in pre-test 61.38 and post-test I 88.61. There was increasing of the students' achievement, cycled I was 16 students (88.8%) who complete in post-test 1. Those results were used to decide whether the writer should give an additional treatment and remedial test for those who failed in the cycled 1 assessment or moved to cycle 2. But in this CAR the writer observed and showed that the students were success because the indicator of success had been achieved in this cycle. It means that it would not be continued in the next cycle. The students score from pre-test and post-test I could be seen on the table below:

**Table 1****The Students' Score at Pre-Test and Post-Test I**

<b>No</b>	<b>Initial of Students'</b>	<b>Pre-Test</b>	<b>Post Test</b>	<b>Increasing</b>	<b>Note</b>
1.	AAY	75	100	25	Increased
2.	CD	65	85	20	Increased
3.	DA	50	90	40	Increased
4.	DBA	35	60	25	Increased
5.	DSAN	45	75	30	Increased
6.	FAM	-	-	-	-
7.	FI	75	95	20	Increased
8.	FFPS	75	100	25	Increased
9.	IAMS	75	95	20	Increased
10.	KL	65	85	20	Increased
11.	KRP	-	-	-	-
12.	MISP	-	-	-	-
13.	MSYA	75	95	20	Increased
14.	MPP	55	90	35	Increased
15.	MRA	35	55	20	Increased
16.	MRRW	75	100	25	Increased
17.	NDN	45	95	50	Increased
18.	RRS	70	95	20	Increased
19.	RI	85	100	15	Increased
20.	SRH	75	100	25	Increased
21.	ZML	30	80	50	Increased
	<b>Total</b>	<b>1105</b>	<b>1595</b>	<b>485</b>	
	<b>Average</b>	<b>61.38</b>	<b>88.61</b>	<b>26.94</b>	

**Graph of the Result of Pre-test and Post-test I**



### **Conclusion**

After the research was conducted, the researcher concludes some conclusions of the use audiovisual to improve eight grade students' listening skill at SMP Muhammadiyah Boarding School Cepu in academic year of 2020/2021. They were:

- a. The eight grade students' problems in learning listening at SMP Muhammadiyah Boarding School Cepu

is students' do not focus when listening to the material because of limited vocabulary knowledge and the more common difficulties are motivation and interest caused by the monotonous or uncreative teaching method of the teacher and also the use of wrong learning strategies. The loss of students' concentration often also causes failure in doing listening questions.

b. The use of audio-visual media to improve the listening skill of eighth grade students' at SMP Muhammadiyah Boarding School Cepu shows significant improvement that there were the mean of pre-test is 61.38 and the mean of post-test is 88.61. Based on the minimum mastery criterion (MMC) or *Kriteria Ketuntasan Minimal (KKM)*, there were 16 students' that had complete on post-test 1 or got score  $\geq 75$  and there were 2 students' that had incomplete on post-test I or got  $< 75$ . It means that in cycle I the students' achievement could increase enough and successfully and showed that the students' were success because the indicator of success had been achieved in this cycle. It means that it would not be continued in the next cycle.

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