

Students Learning Outcomes in Listening taught by Using Audio Visual Media

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ABSTRACT

This research is generally to find out the students' learning outcomes after being taught by audio visual media. The subjects were the students of English department of FKIP Universitas Wahidiyah located in Kediri, East Java, Indonesia. The research was conducted during the academic year 2020/2021.

Researchers used classroom action research (CAR) as the method of research. The number of students in Listening II class of English department in Universitas Wahidiyah was 6 students. It was conducted in two cycles. Each cycle consisted of planning, action, test, observation, and documentation.

The result of this research shows that (1) the implementation of audiovisual media to improve students' listening skill in asking and giving opinion as a material was going smoothly. In the process, students paid attention, completed the task, more enthusiastic and not got bored quickly. The lecturer also taught and gave material well. (2) There was an improvement of students' listening skill using audio visual media. It was shown in the result of research. The mean of pre-test and post-test cycle I was 72, 5 to 70, 1. The mean of pre-test and post-test cycle II were 77, 4 to 82,2. The percentages of the students who passed the passing grade were 50% in pre-test I, 28, 7% in the post test I. 78,7% pre-test cycle II, and 100% in post-test cycle II. It showed that the students' percentage who got score higher than passing grade of post-test cycle II is higher than post-test cycle I. so the result was significant it means that the use audio visual media to improve students listening ability.

Key word; listening Comprehension, audio visual, car

INTRODUCTION

Researchers around the world has agreed that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life. Listening is also the major components in learning English Nord (1980:17). Based on Michael Rost (2011:1), there are four skills in English, namely: reading, listening, speaking, and writing. Out of the four skill, listening is a basic language skill, and as such it benefits a important priority among the four skill areas for language students. In listening, the students are supposed to be able to comprehend what is being spoken. This statement supported by Hamouda (2013:113) "in learning English listening is important, because we can understand what other people say for that we need to make efforts to improve listening skills, including understanding the words we hear carefully and using interesting methods and media to improve listening skills".

Wei (2012) said that listening has several functions, including being able to practice pronunciation, increase vocabulary, and make it easier for us to tell stories, communicate and interact with people around us. Listening also involves the following components, which evolve out of the realization of the three dimensions: the sonic realization, the segmental or suprasegmental form, the musical pitch and rhythm, the lexical phrasing, the purpose of the message intended by the speaker, and the actualization.

Meanwhile, Julep (2014), advantages of Practicing Active Listening Active listening will show great respect to the speaker. It demonstrates that you authentically yearn for understanding in his or her point of view. It assists and facilitates the development of a good relationship between the listener and the speaker. Active listening makes possible further disclosure. Disclosure is significant for efficient legal representations. Active listening will allow the speaker to correct if you have not stated express the statement well. So, in that manner you will be guided. Active listening facilitates the listener to stay focused on the discussion, and to retain information what the person hears. Active listening resolves conflict. It is difficult to keep hitting when the other party does not hit back. Active listening permits the speaker to express feelings. Active listening will provide you with additional information. Because you comprehend what the speaker says, the information will be retained to your brain and used for future purposes.

Based on the background mentioned, the researcher conducted research concerning the students' learning outcomes in listening after being taught by using audio visual media.

LITERATURE REVIEW

Listening

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. Those subcomponents of listening are well explained by (Rost: 1994)

According to Russel in Hasyuni (2006:8) listening skill is listening with comprehension, attention, and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But listening is not the same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process.

According to Brown (2001:247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than 12 speaking." It means that listening is the important thing in daily activities; through listening we can interpret the meaning.

Now according to (Miller, Goodish, and 2001: 48) Listening is the ability to identify and understand what the speaker is saying through understanding his accent pronunciation, grammar, vocabulary and grasping his meaning.

Those subcomponents of listening are well explained by According to Burney and Wage (2011) the best kind of listening has the following characteristic. Such as Voluntary, purposeful, motivated, cooperative, critical. Voluntary mean good listening begins with a willingness to participate completely in a communicative situation. Purposeful means you choose to listen because of some very good reason/reasons. Motivated means when you have good reasons for listening, you are all keyed up for the activity and nothing can stop you. Cooperative means you keep quiet and give your wholehearted cooperation when you listen because you hope for nothing but only the best from the speaker. Critical means you follow the speaker's ideas carefully and get things clear so that in the end, you may be able to make intellectual judgments when you evaluate his ideas before responding.

Based on Mendelson (1994) proposes three reasons for why listening was poorly taught. First all, listening was not accepted as a separate skill to be taught explicitly for a long time. Supporters of the idea argued that language learners would improve their listening skill on their own while they are listening to the teacher during the day. Secondly, teachers felt insecure about teaching listening. And finally, the traditional materials for language teaching were not efficient enough to teach listening.

Audio Visual Media

The goal of learning English is to achieve good language skills, one of which is good listening skills, so the most appropriate method to achieve these skills is to use audio visuals. Sola (2012:46), audio-visual is “anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight”. It can be means that audiovisual aids are combination of audio aids and visual aids. It includes both audio and visual sensory. This is facilitation from the teachers to learn in enjoyable way. The students can use both their eyes and ears. It helps the students to learn better.

Mellisa (2017). The use of Audio-visual materials has largely proven to be very much effective in teaching a second language. In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great deal of importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly due to the increasing emphasis on communicative techniques, and it is also obvious that the use of video is a great help for second language teachers in stimulating and facilitating the target language. Language learning is generally a complex process. In this process, language teachers cannot be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines.

Daniel (2013:3813) states the advantages of audio-visual aids. Audio-visual aids create interest for learning in the students. Audio-visual aids are time saving because they explain ideas easily and precisely. By using it, the burden of the teachers is reduced, the teachers can improve their own English aural aids, Audio-visual aids are the sources of a variety of experiences for students, and it makes learning English easier. Audio-visual aids help to create natural English environment; Audio-visual aids help the student to pay attention. It can be said that Audio-visual aids can give direct sensory experience to the students. It also interesting aids in learning English language in the classroom.

In the teaching learning process, there are always advantages and disadvantages of any aids that are used. Although audio-visual aids combine two aids at once, there are still some barriers. Agrrawall and Kuldepp (2009) as cited in sola (2012:65) points out the obstacles of using audio-visual aids as follows: Apathy of the teachers, teachers still do not recognize the role that the teaching aids play in classroom they base their instruction merely on words ineffectiveness of the aids, what makes the use of audio visual fails in providing successful instruction is the teachers’ lack of pre-planning and preparation. Research has shed light on the role of planning because it is the way to effective presentation, application, and discussion. Financial hurdles, governments and organizations should give more interest to set up audio visual education. Underdeveloped countries have serious problems concerning the lack of programmers, in turn they cannot enable them to achieve further objectives. Irregular power supply, no one can refuse that teaching materials, especially the technological ones, need electrical and technical power to work. So, these devices will not be activated unless there is enough power, and this fact could be unwelcomed prospect from the part for certain countries and areas which have insufficient energy. Need for training, each kind of teaching material requires special treatment and way of dealing. Therefore, instructors should be aware of their differences as well as receiving training on how to use them.

METHOD

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher, researcher, principals, school counselors, or other stakeholders in teaching environment to gather information about how their school operates, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process to improve educational practice.

According to (kember) who stated that action research has several major characteristics:

1. Action research is concerned with social practice which involves direct interaction between teacher and group of students.
2. Action research is aimed towards improvement.
3. Action research is a cycle l process which involves some phase of planning, acting, observing, and reflecting.
4. Action research is pursued by systematic inquiry.
5. Action research is participative.

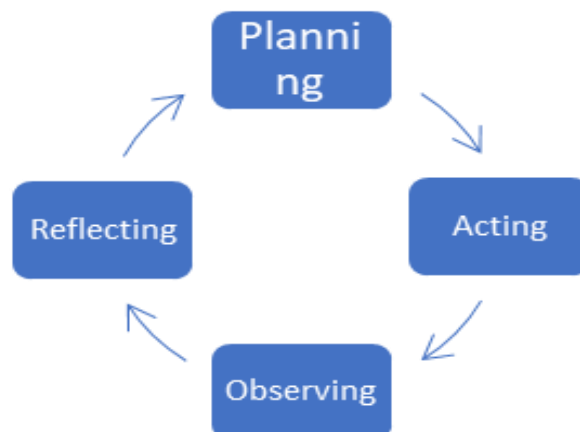
From those statements, Classroom Action Research is problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting, it is normal for a project to go through two or more cycles in an interactive process.

The process of Classroom Action Research (CAR) involves several steps to be conducted by the teacher who act as the researcher:

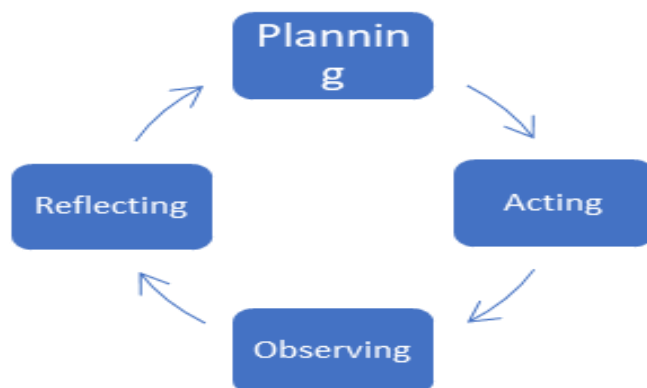
1. Classroom problems are identified to be solved. The problem here relates to any classroom practice that can be improved to get better results. any professional teacher has a classroom problem.
2. Alternative instructional strategies are reviewed from related references, from teacher's conferences, from discussion with colleagues.
3. One best alternative instructional strategy is selected into a detailed teaching scenario, or a lesson plan.
4. The selected instructional strategy is translated into a detailed teaching scenario, or a lesson plan.
5. The instructional media and the assessment instruments are developed.
6. The targeted criteria for success are decided to be achieved.

The uses the classroom action research procedure based on Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases: planning, acting, observing, and reflecting.

Figure 1.1
Cycle 1:



Cycle II:



The Classroom Action Research using Lewin's design consists of four phases: planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle.

Planning phase

At this stage the researcher make plan for actions out in using and applying audio visual in teaching listening, that activities in planning are presented as follows:

1. Apply learning material according to syllabus.
2. Prepare the material, make the lesson plan, and design the steps that will be carried out.
3. Prepare the media to be used in the listening class.
4. Prepare a list of student and teacher observations, cycle 1 (knowing the teaching and learning process in the classroom when the media is applied).
5. Make a post-test cycle 1.

The preparation was designed to gain the purpose of the teaching learning process, students are supposed to improve their listening of students' understanding of the material that has been given.

Acting phase

After the preparation finished, the researcher taught listening material in the class by using audio visual media. In acting stage as the stage of implementation the preparation, the researcher presented as bellow:

1. Conducted a pre-test.
2. Taught listening by using audio visual.
3. Conducted post-test.
4. Concluded the material and gave feedback after the lesson.

Observing phase

The researcher observed the students' and lecturer's activity by using observation checklists. Observation is one of the methods of collecting data with systematic supervision against researched indication. The stage was done by observing and interpreting the activity of using audiovisual in the teaching learning process and in listening learning outcomes that have been conducted to obtain data. The researcher observed whether using audio visual can improve students' learning outcomes in listening. The data collected was used as the basis to decide what the activity would involve in the next meetings.

Reflecting phase

Reflecting is research finding analysis. At this point, the researcher reflected on the evaluation, and described the effects of the action. This was to see what happens in observation. Reflection seeks to make sense of processes, problems, and real issues in teaching learning. Reflection is an evaluation aspect; it asks the researcher to weigh the experience, to judge whether the technique can be solving the problem and to enhance students listening skills. Here were the actions of researcher on the reflecting phase:

1. evaluated the activities that have been done.
2. Planned a better circumstance to do the next stage so that the problems could be solved.
3. Analyzed the data from the observation checklist and students' score of the test in cycle II.

To calculate the data, the researcher used a scale value of 0-100. According to Sudijono (2011: 35) compiled the criteria for evaluating students' listening comprehension become five categories as follows:

1. Excellent to very good
Accurately accurate implied information. It doesn't matter on vocabulary and expressions. (90-100).
2. Very well
Demonstrate good ability to infer information. No problems at recognizing vocabulary and expressions. (80-90).
3. Good
Demonstrate some ability to infer information implied some problem in vocabulary and expressions. (70-79).
4. Fair
Still demonstrates the ability to infer information implied some of the problems at vocabulary and expressions. (60-69).
5. Low
Failed to inform many problems in vocabulary and expressions (0-59).

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher, researcher, principals, school counselors, or other stakeholders in teaching environment to gather information about how their school operates, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process to improve educational practice.

After collecting data, the next step of the study is analyzing the data. The data is the result of pre-test and post-test. Analyzing the test scores of the written test, a statistical technique was used to find the mean score of the students' behavior during the action is analyzed.

In this study to measure the improvement of pre-test and post-test the researcher calculated the mean, mean of differences, the standard deviation, and t-test of the qualitative data.

a. Mean

$$M_x = \frac{\sum x}{N}$$

Explanation:

M_x = Mean of students' score

$\sum x$ = the sum of students' score

N = the total number of student

b. Calculation Mean of Difference

$$MD = \frac{\sum D \sum D}{N \ N}$$

Explanation:

MD = Mean of difference

$\sum D \sum D$ = Total Difference between pre-test and post-test

N = the total number of students

c. Standard Deviation

The researcher calculated the standard deviation with formula as follows:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Explanation:

SD = Standard deviation for one sample test

D = Difference between pre-test and post-test

N = Total number of students

d. T-test

The researcher use T-test to know if there are significant difference between pre-test and post-test. The researcher calculated the standard error the formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

Explanation:

SE_{MD} = Standard error mean of difference

SD_D = the difference of standard deviation

N = the total number of the students

Then the researcher calculated the t-test by using this following formula:

$$T_O = \frac{MD}{SE_{MD}}$$

Explanation:

T_O = T-test for difference between pre-test and post test

MD = Mean of difference

SE_{MD} = Standard error of mean of difference

The minimal standard of successful

The successes and failures of students in carrying out the activity plan above were assessed by referring to the minimal passing grade of criteria (KKM). The Passing grade of the lesson was 75. The researcher targeted at least 85% of students passed the passing grade.

RESULT AND DISCUSSION

The researcher concluded that the students' learning outcome in listening taught by audio visual media was successful. The students' learning outcome improvement could be seen from several aspects. Starting from cycle I the total score from the observation checklist in cycle I is 72 or 1%. The aspect assessed, "Teacher ability to manage this class" got score 4, 'teacher strategy in teaching class' scored 4, "teacher ability to access students learning outcome" scored 3, "teacher ability to answer students question" scored 3, every aspect of the teacher's score maximal was 5.

The observation for students in the cycle I, there are several aspects assessed, “students’ attention and respond toward teachers explanation” scored 4, “students activity during the learning process” scored 4, “students attention to the teacher and the other students” scored 4, “students ability to convey ideas and opinions conveyed to the teacher” scored 4, “students ability to understand the material presented by the teacher” scored 3.

In cycle II, the percentage value from the observation checklist has increased to 96, which meant 4%, there were many aspects that has increased in the percentage. The researcher could conclude that there were improvements in students’ learning outcomes in listening taught by audio visual media.

The improvement can be seen as follow:

Table 1
Table of Data Analysis

No	Analysis	Cycle I	Cycle II
1.	Mean of pre-test Mean of post-test	72,5 70, 1	77,4 82,2
2.	total of the students who pass the passing grade (>75) pre-test post-test	50% 28,7%	78,7% 100%
3.	T-table (N=42)	2,021	2,021

From the research that has been done, it can be seen that there is an increase in the number of students from cycle I to cycle II, the percentage of pre-test scores in cycle 1 is 50%, the percentage of post-test is 28.7%. The increase was seen from the percentage of pre-test cycle II 78.7% and post-test 100%, the using audio visual media was successful to improve students listening ability in recount text as a material.

CONCLUSION

From the finding resulted, there were several conclusions as follow: 1) The implementation of audio-visual media to improve students listening was going smoothly. During the activities, students’ attention, interaction to teacher, student ability to expand their idea in a listening from, was very excellent and there was improvement in a understanding more the material given, the students were more enthusiastic and not god bored quickly. The teacher also taught and gave material well, she started by greeting, checking students attendant list, ability to manage the class, ability motivate the students, ability to evaluate the students, ability answer the students question, giving feedback after lesson; 2) The use of audio-visual media significantly has improved students’ listening outcomes proven by there were $T_0 > TT = 9.586 > 2.048$. In cycle II, $T_0 > TT = 12.027 > 2.021$ of students who got score higher than the passing grade. This result could be seen from the pre-test and post-test of cycle I and cycle II.

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