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Using Audio Visual Media To Improve Students Listening Ability Of Eight Grade Students Of English Department Of University Of Wahidiyah Kediri

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ABSTRACT
This research is generally to find the ability of English comprehension among students who are taught using audio-visual for eight grade students of English Department of University of Wahidiyah Kediri. Researchers used classroom action research (PTK). The research location is at English Department of University of Wahidiyah Kediri.and it is conducted on April 2024. The purpose of this research is improving the quality of their classroom performance the students who are taught by using audio visual media especially in listening skill. Researcher focuses on Using Audio Visual Media for Listening skill. 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 god bored quickly. The teacher also taught and gave material well. (2) There was 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 the students who pass the passing grade were 50% in the 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

Keywords: listening Comprehension, audio visual

ABSTRAK
Penelitian ini secara umum bertujuan untuk mengetahui kemampuan pemahaman bahasa Inggris pada siswa yang diajar menggunakan audio visual pada siswa kelas delapan Jurusan Bahasa Inggris Universitas Wahidiyah Kediri. Peneliti menggunakan penelitian tindakan kelas (PTK). Lokasi penelitian di Jurusan Bahasa Inggris Universitas Wahidiyah Kediri. dan dilaksanakan pada bulan April 2024. Tujuan penelitian ini adalah meningkatkan kualitas kinerja kelas siswa yang diajar dengan menggunakan media audio visual khususnya dalam keterampilan mendengarkan. Peneliti fokus pada Penggunaan Media Audio Visual untuk Keterampilan Mendengarkan. Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) penerapan media audiovisual untuk meningkatkan keterampilan mendengarkan siswa dalam bertanya dan memberikan pendapat sebagai suatu materi berjalan lancar. Dalam prosesnya siswa memperhatikan, menyelesaikan tugas, lebih antusias dan tidak cepat bosan. Guru juga mengajar dan memberikan materi dengan baik. (2) Terdapat peningkatan keterampilan menyimak siswa dengan menggunakan media audio visual. Hal itu ditunjukkan dalam hasil penelitian. Rerata pre-test dan post-test siklus I sebesar 72,5 hingga 70,1. Rerata pre-test dan post-test siklus II sebesar 77,4 hingga 82,2. Persentase siswa yang tuntas pada pre-test I sebesar 50%, post-test I sebesar

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28,7%, pre-test siklus II sebesar 78,7%, dan post-test siklus II sebesar 100%. Hal ini menunjukkan bahwa persentase siswa yang memperoleh nilai lebih tinggi dari nilai ketuntasan post-test siklus II lebih tinggi dibandingkan post-test siklus I. Jadi hasilnya signifikan, artinya penggunaan media audio visual dapat meningkatkan kemampuan mendengar siswa. kemampuan.

Kata Kunci: mendengarkan Pemahaman, audio visual

A. INTRODUCTION

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".

Based on to Wei (2012), 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.

According to 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 not 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 utter feelings. Active listening will provide you additional information. Because of the fact that you comprehend what the speaker says, the information will retain to your brain and use it for future purpose.

Based on the background mentioned, researcher conducts a research concerning "Using Audio Visual Media to Improve Students Listening Ability". The questions of this research is, "Is there are any significant difference in

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English listening comprehension in the use of audio visuals with students who are not taught using audio visual of English Department of University of Wahidiyah Kediri.

The objective of this study is improving the quality of their classroom performance the students who are taught by using audio visual media and those who are not taught by Using Audio Visual Media English Department of University of Wahidiyah Kediri. In this study the writer formulates the hypothesis of the study as follows "The students who have been taught by using audio visual media in learning listening English have higher comprehension than those who have not been taught by Using Audio Visual Media of Students English Department of University of Wahidiyah Kediri.

In this case, the writer states that the assumption of this study as follows "The students who have been taught by using audio visual media in learning English listening have different ability than those who have not been taught by Using Audio visual Media English Department of University of Wahidiyah Kediri.

Listening
1. The Nature of 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 sub components of listening are well explained by (Rost: 1994)

According to Russel in Hasyuni (2006:8) also say that 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 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 sub components 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

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communicative situation. Purposeful mean you choose to listen because of some very good reason/reasons. Motivated mean 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 mean 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.

2. The proposes of listening

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 Technique

1. The Definition of audio visual media technique

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.

2.The Advantages of Audio visual

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 idea easily and precisely. By using it, the burden

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of the teachers in 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

Research Design

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 particular school operates, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process in order 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 it involves direct interaction of 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 a 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:

Classroom problems are identified to be solved. The problem here refers to any classroom practice that can be improved to get the better results. Any professional teacher has a classroom problem.

Alternative instructional strategies are reviewed from related references, from teacher's conferences, from discussion with colleagues. One best alternative instructional strategy is selected into a detailed teaching scenario, or a lesson plan The selected instructional strategy is translated into a detailed teaching scenario, or a lesson plan. The instructional media and the assessment instruments are developed. The targeted criteria of success are decided to be achieved. Observation instruments are prepared.

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A collaborator is selected to help the researcher observe the implementation of the strategy. The teacher-researcher is trained to implement the planned instructional scenario The observer is trained to implementation of the strategy to collect data related to the criteria of success. The instructional scenario is implemented in class and observed by the observer. The data collected by observation are analyzed to reflect the result of implementation of strategy. If the result of the implementation of the strategy does not meet the targeted criteria of success, the instructional strategy is examined closely to find which part needs to be revised.The revised strategy is implemented again, observed, and reflected to see if further revisions are needed. If the target criteria of success are achieved, the research activities are reported. The strategy is presented in a manual booklet or video record. The research design of CAR in this study is a classroom action research.
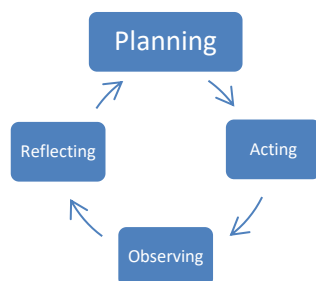
C. The procedure of study

The researcher 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 3.1

Cycle 1:
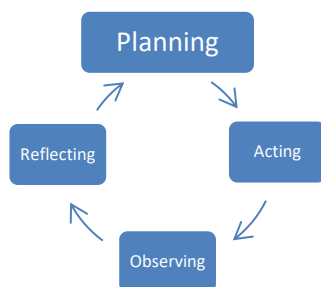
Cycle II:

The Classroom Action Research using Lewin's design consist of four phase: 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.

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1. Planning phase

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

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

The preparation was designed in order 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

2. Acting phase

After the preparation finished, the researcher did teaching learning process. In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as bellow:

- Giving pre-test and post-test for students.
- Giving the material and explain the material.
- Explain the materials and the implementation using audiovisual in listening materials.
- Giving the example of using audiovisual in learning process until the students" clearly.
- Giving post-test in this phase, the researcher and students were focus to the audiovisual is given. The students pay attention to the audiovisual is played. Meanwhile, the teacher focus to the audiovisual was played and focus to the students.43
- Concluding the material and giving feedback after the lesson.

3. Observing phase

The researcher observes the students activity by using observation checklist. Observation is one of the methods of collecting data with systematic supervision against researched indication. The stage is done by observing and interpreting the activity of the use of audiovisual in the teaching learning process and in listening learning outcomes that have been conducted to obtain data. The researcher observes whether using audio visual can improve students listening ability. The researcher observes the students" activities during the teaching and learning process. The result of the observation was

taken on observation checklist sheets as the data. The data collected can be used as the basic to decide the activity would involve in the next meetings.

4. Reflecting phase

Reflecting is a research finding analysis. At this point, the researcher reflected on evaluate, and described the effects of the action. This is to see what happens in observation. Reflection seeks to make sense of processes, problems and real issues in teaching learning. Reflection is an evaluate aspect; it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students listening skills.

- The researcher evaluated the activities that have been done.
- The teacher and the researcher discuss to make a reflection what will they do to repair the problems.
- Analyzing 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:
- Excellent to very good
  Accurately accurate implied information. It doesn't matter on vocabulary and expressions. (90-100).
- Very well
  Demonstrate good ability to infer information.   No problems at recognizing vocabulary and expressions. (80-90).
- Good
  Demonstrate some ability to infer information implied some problem in vocabulary and expressions. (70-79).
- Fair
  Still demonstrates the ability to infer information implied some of the problems at vocabulary and expressions. (60-69).
- Low
  Failed to inform many problems in vocabulary and expressions (0-59).

D. The technique of collecting data

In this research, the researcher observes the learning process. The learning process is taught by the teacher, while the researcher just observes the learning process. The observation consist of two cycles, that are cycle I and cycle II. In filling the observation checklist, the researcher use mark "√" . Rational science foundation (2012) states that "test provide a way to asses subjects' knowledge and capacity to apply this knowledge and capacity to apply this knowledge to new situation" In this stage, there searcher uses three step are pre-test, treatment and post-test.

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Pre-test

Is given before the teacher using audio visual in teaching learning process. The aim is to know about students' listening skill before treatment. It is consist of 10 questions.

Treatment

In this stage after pre-test, the teacher prepares the audio visual for the students. After all of the students ready, the teachers upload the video in Google classroom, and the teacher controls the students in what's up group.

Post-test

After the treatment, the teacher gives the post-test to the students. The test model is similar with the pre-test. But the post-test is given after the students got the treatment from the teacher using audio visual.

E. The technique of data analysis

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 particular school operates, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

After collecting data, the next step of the study is analyzing of the data. The data is the result of pre-test and post-test. Analyzing the test scores of the written test, a statistical technique is use 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

$$M_x = \frac{\sum x1}{N}$$

Explanation:

Mx = Mean of students' score

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

N = the total number of students

b. Calculation Mean of Difference

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

Explanation:

MD = Mean of difference

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

N = the total number of students

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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
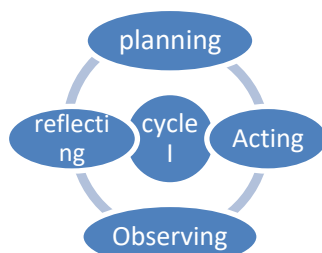
MD = Mean of difference

SE_{MD} = Standard error of mean of difference

F. The minimal standard of successful

The successes and failures of students in carrying out the activity plan above will be assessed by referring to the minimal passing grade of criteria (KKM). The value of passing the lesson at 75. The researchers target at least 85% of students who pass the passing grade.

This research has two cycles, each cycle consisting of planning, implementation of action, observation, and reflection. Steps this research will be explained in the description below:

Figure 3.2

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B. Discussion

1. The implementation of audio visual media to improve students' listening ability Of English Department of University of Wahidiyah Kediri.

From this research, the researcher could conclude that the implementation of audio visual media to improve students listening ability of English Department of University of Wahidiyah Kediri.was successful. From the research that has been done, can be seen an improvement from several aspect. Starting from cycle I the total score on percentage from the observation checklist in the cycle I is 72, 1% (Table 4.1), as for the aspect assessed, "Teacher ability to manage this class" get score 4, "teacher strategy in teaching class "score 4, "teacher ability to access students learning outcome" score 3, "teacher ability to answer students question" score 3, every aspect of the teacher's score maximal is 5 aspect.

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

In the cycle II, the percentage value from the observation checklist has increased to 96, 4%, there are many aspects that affect has increase in the percentage. The researcher could conclude that implementation of audio visual to improve students listening ability English Department of University of Wahidiyah Kediri.

2. The improvement of Using Audio Visual Media to improve Students' Listening Ability of English Department of University of Wahidiyah Kediri.

After analyzing the students' score in the cycle I and cycle II, the researcher concluded that there was significant improvement of the use audiovisual to improve student's listening skill. The improvement can be seen as follow:

Table 4.7

Table of Data Analysis

No	Analysis	Cycle I	Cycle II
1.	Mean of pre-test	72,5	77,4
	Mean of post-test	70, 1	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

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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

After the research was conducted, the researcher concludes some conclusions of the use audio visual to improve students listening ability at English Department of University of Wahidiyah Kediri, they were:

1. The implementation of audio visual media to improve students listening ability in English Department of University of Wahidiyah Kediri 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 (see table 4.1 observation checklist in the cycle II).

2. The use of audio visual media significantly improve students' listening skill English Department of University of Wahidiyah Kediri show that there were *T0 > TT = 9.586 > 2.048. In cycle II, T0 > 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.

Suggestion

Listening is the most known as difficult skill, the use of audiovisual in listening skill especially in asking and giving opinion was an interesting media because it can attract the students' interest, student can understand more easily , can help the students who have problem or difficulties in learning English. In learning English. In this case the teacher should be able to find new in delivering materials to students to make learning process become more effective. The researcher suggested for the teacher to use audio visual as a media in listening skill to make students easier.

Listening is the important skill should be mastered and improved by students based on findings above; the researcher would like to suggest that the students should find many ways to improve their listening skill. There are much resource in the internet and many fun ways to have better listening skill.

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This research is expected to give useful information toward the readers and the other researcher about audiovisual which used to improve students listening skill. This research can be used as reference. The next researcher can also develop the research in difference method of subject.

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