

The Effect of English Audio Visual Towards Students' English Listening Skill

Fatimah Windi Yana¹
fatimahwindiyana@umnaw.ac.id

Yugi Dirada Prawiyata² (corresponding author)
yugidiragaprawiyata@umnaaw.ac.id

Rini Fadhillah Putri³
rinifadhillahputri@umnaw.ac.id

Ahmad Laut Hasibuan⁴
ahmadlauthsb@umnaw.ac.id

^{1,2,3}English Education Study Program, Faculty of Teacher Training and Education

⁴English Education Study Program, Postgraduate Program
Universitas Muslim Nusantara Al Washliyah

Abstract

The objective of the research was to find out whether there is significant effect of using media audio visual on students' competency in listening skill. This research was conducted in MAS AL-MANAR Medan students of tenth grade. This research used quantitative research with experimental design with two classes. Control class consisted of 20 students and experimental class consisted 21 students. This research used media audio visual as learning method. The technique of collecting data of this research were pre-test, treatment, and post-test. With each test comes 10 questions of multiple choice. The results obtained in this research proved that there was a different score on students' in learning listening by using media audio visual and used media audio. Students' achieved good grades but in the control class it was lower than the experimental class. It could be show as follows that the t-test value was 14.735 with $df = n - 2 = 39$, $t_{observed} > t_{table}$, $t_{observed}$ was higher than t_{table} with 2.0227. It can be concluded that Media Audio Visual can be affected on students' listening skill.

Keywords : audio-visual, listening skill, experimental study

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari penggunaan media audio visual pada kompetensi siswa dalam mendengarkan. Penelitian ini telah dilakukan di MAS AL-MANAR Medan siswa kelas sepuluh. Penelitian ini menggunakan penelitian kuantitatif dengan desain eksperimen dengan dua kelas, kelas kontrol yang terdiri dari 20 siswa dan kedua adalah kelas eksperimental yang terdiri dari 21 siswa. Penelitian ini menggunakan media audio visual sebagai media pembelajaran. Teknik pengumpulan data penelitian ini adalah pra-tes, pengajaran, dan pasca-tes. Dengan masing-masing tes terdiri dari 10 soal pilihan berganda. Hasil yang diperoleh dalam penelitian ini membuktikan bahwa ada perbedaan nilai siswa dalam mendengarkan pembelajaran dengan menggunakan media audio visual dan menggunakan media audio. Siswa mencapai nilai yang baik tetapi di kelas kontrol nilai yang didapat lebih rendah dari kelas eksperimental. Hal ini di tunjukkan dengan uji-t yang bernilai 14.752 dengan $df = n - 2 = 39$, $t_{observed} > t_{tabel}$. lebih tinggi dari t_{tabel} dengan 2.0227. dapat disimpulkan bahwa Media Audio-Visual sangat mempengaruhi kemampuan mendengar siswa.

Kata kunci : media audio visual, kemampuan mendengarkan, studi eksperimen

1. Introduction

In addition to our coming into the era of revolution industry 4.0, there is no denying that English mastery was of great importance to students and employer. Because of the amount of information as well as knowledge we can obtain through the Internet media that is presented in much English. Whether presented in the form of journals, articles, videos, movies, news or electronic books. According to Brumfit (2001, P. 35) English is an international language that it is the most widespread medium of international communication.

Listening skill is a process than hearing which involves merely perceiving should in a passive way while listening occupies an active and immediate analysis of the stream of sounds. In other words, it can be elaborated that listening skill is not just the process of hearing the sounds but it is a process of construction interpretation to speakers' utterances. As mentioned in Nunan (2003:24)" Listening is an active, purposeful process of making sense of what we hear." it means that, we should interpret the meaning from what we hear, therefore listening skill. In this situation many teachers often use the listening media to test students' listening skills. Those teachers usually begin with listening skill of some passage by introducing some difficult vocabularies, than they play the sounds and ask students' to listen carefully. After listening the sound teachers ask the students' to finish the exercise. After finishing the exercise, the teacher check the students' answer, if they find that the incorrect answer, they will tell the students' to try again but without any explanation. I think it just makes the learners get bored and lazy to learn more.

We are as a teachers should use a variety of media in teaching listening skill. Such as, using Audio-Visual to support the teaching process. There are some teaching media available now. So here the researcher uses the English Audio-Visual as a media to teaching English listening skill to make students' motivation enjoyable to know the students' ability in listening skill. According to Akram and Malik (2012) audio-visual aids make a lesson or a lecture more interesting and a memorable experience not only for students but for teachers. Audio-visual aids play a vibrant role in focusing the attention of individual student towards the teachers or the topic. The resercher using Audio-Visual as a media to know about student's ability in listening and resercher think audio-visual in listening skill is more interesting for students' activities. As we know watching English movie, listen to English song and etc. The researcher chooses listening skill as the object of research because the researcher self is destitute in listening ability, because the researcher consider listening is not easy and spends a lot of time.

2. Literature Review

2.1 Definition of Listening skill

Listening skill is the newest ability to be added to the language arts program. Not long time ago, the teaching of listening was not considered important. Students' were to be seen and not heard, and it was expected that they could also listen. Listening is the one of the language skills that are frequently used in everyday life and we spend out time mostly for listening such as watch the television, listen the music on radio, handphone, and others.

According to Brown (2001) that learning to listen really means learning to respond to and continuing to respond to listening as a chain. Listening skills mean understand the meaning of what is heard. Process from this listening in one way that will help students to understand what was asked or said. Moreover, listening is a key to all effective communication, without the ability effectively, the message received will be misunderstood, communication was broken and the sender of the message could become frustrated or annoyed.

2.2 Definition of Audio-Visual

Audio visual is a medium in which there is a combination of audio / sound and images in the process of presentation or communication that can be heard and seen. Audio visuals can include anything from videos and slideshows to infographics and audio recordings. By using a mixture of audio and visual content, we can create a more engaging and effective presentation display that will make it easier for the audience to understand well its intent and purpose.

According to Brophy (2004), audio-visual media is a medium that presents a teaching material through sound (audio) and image (visual) to be easily understood by the listeners. Through audio-visual media, it is hoped that it can help increase students' interested in learning.

Brown (1997:2) says that there are four kinds of media:

- a. Audio materials (radio and recorders)

- b. Visual materials (models, pictures, and transparencies)
- c. Audio-visual materials (film, projectors, televisions, and video tape)

2.3 Types of Audio-Visual

According to Ahmad (2013), there are four types of audio-visual. There are:

1. Films
2. Television
3. Video
4. CDs

2.4 Technique of Audio-Visual Method

According to Ekayan (2012:1) there are several of techniques:

1. The lesson begins the filmstrips and tape presentation.
2. The materials are explained by teacher through pointing, demonstrating, selective listening, question and answer.
3. The dialogue is repeated several times and memorized by frequent replays of tape-recording and filmstrips or by language laboratory practice.
4. Students are gradually emancipated by filmstrips and tape-recorder.

Based on the statements, technique of audio visual is one of effective solution, this method refers to both sound and pictures which is typically in the form of video and recorded speech. Which can support the teaching of learning process in order to improve students' listening skills.

2.5 Youtube

YouTube is one of top rated video website. Youtube is seen as an online media in which trainers and learners learn through videos anywhere and anytime as long as there internet connection (Educause, 2006). YouTube is implementation in classrooms will provide students with better knowledge of the lesson.

Nejati (2010; Lord, 2009) argues that YouTube is critical, particularly in relation to enhancing future language learning, because such platforms play a "pivotal role in practicing the target language and its pragmatics, engaging students in active and productive projects, preparing them for likely future encounters in computer-mediated communication, learning more about other cultures and preparing them for becoming autonomous learners".

2.6 Conceptual Framework

This research has a specific intention to look closely at the students listening ability through English audio-visual. The researcher would used two listening method there are audio (sound) and visual (video/picture from youtube or other online portal). The researcher chooses the effect of English audio visual to know the students ability in listening. The used of English audio-visual as a media to listening was also able to make students interested and motivates them in learning process.

3. Method

Priyono (2016:3) stated that research method is science of ways that is passed to reach understanding. It means that research method and research design is very important and must be determined precisely. So that the research could run properly. According to Priyono (2016:45) that quantitative research is research that uses the assumptions of a positivist approach. Positivist approach based on natural phenomena and their properties and relations as verified by the empirical sciences.

This study would be used an experimental research which consists of pre-test and post-test in order to know the effect of using English audio visual as a method which had two purposes to provide answers to research questions and to control the variance with two different groups, namely control group and experimental group. Which is involved 41 students' of MAS AL-MANAR Medan.

4. Result and Discussion

In the collecting the data, the researcher used media Audio Visual in English Listening Skill and then the researcher took the data obtained from the test, The test namely pre-test and post-test were conducted to both experimental and control group. A pre-test gave before treatment to the experimental and control class. The post-test gave after treatment was carried out. A test was administrated to collect the data. The experimental and control groups were tenth grade of MAS AL-MANAR Medan. After the researcher got the mean and standard deviation of experimental group and control group, it put in t-test formula which was proposed by Arikunto (2010) as follow: From the data above, the calculation by using t-test formula as follow:

$$\frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + y^2}{\sum N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Where:

- M_x = The mean of experimental group
- M_y = The mean of control group
- X^2 = The deviation of experimental group
- Y^2 = The deviation of control group
- N_x = The total sample of experimental group
- N_y = The total sample of control group

$$\begin{aligned} t &= \frac{51-19}{\frac{\sqrt{\left(\frac{10,39+7,6}{21+20-2}\right)\left(\frac{1}{21}+\frac{1}{20}\right)}}{32}} \\ &= \frac{\sqrt{\left(\frac{17,99}{39}\right)(0,09)}}{32} \\ &= \frac{\sqrt{0,461(0,09)}}{32} \\ &= \frac{\sqrt{0,04149}}{32} \\ &= \frac{0,461}{32} \\ t &= 14.752 \end{aligned}$$

After calculating the data by using t-test, it shown that the t_{observed} value from both groups were 14.752. To get the value of t_{table} , the researcher found the degree of freedom (df) by using the following formula as follow:

$$\begin{aligned} Df &= N-2 \\ &= 41-2 \\ &= 39 \end{aligned}$$

df= 39 with a significance level of 0,025 to obtained $t_{\text{table}} = 2.0227$

Discussion

Based on calculating and explanation above, it was concluded that by using media audio visual in English listening skill at the tenth grade of students of MAS AL-MANAR Medan and the hypothesis was accepted. In the order word, the students' achievement that was taught by using media audio visual on the students achievement in English listening was higher than without using media audio visual. After calculating and analyzing the data of the research, it was found that the tenth grade of MAS AL-MANAR Medan in English listening skill by using media audio visual was higher than without using media audio visual. it can be seen from the mean score of experimental group were 51, while the mean score of control group were 19.

5. Conclusion

Based on the data analysis and discussion, it could be concluded that the influence of media audio visual on students' competency in English listening skill has significant effect rather than in class that did not applying

media audio visual. It was also indicated by teaching listening through media audio visual could be improved because the students were more interesting, happy and enjoying when they learn English. In conclusion, influencing media audio visual on students' competency can give the significant effect on students' listening skill at the students of tenth grade.

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