

## The Effectiveness of Using Audio Visual Media Toward Students' Listening Skill at Eleventh Grade SMA N 9 Jambi

Aprilia Eroza, Nurul Fitri, Siti Aisyah

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

### ABSTARCT

Listening skills are techniques that contribute to the ability to absorb information accurately when communicating with others. This type of research was a quasi-experimental study of 133 people. Through a simple random selection procedure, 36 XI IPS 3 students were selected for the control class and 33 XI IPS 1 students were selected for the experimental class. A technique for collecting data by distributing questions to respondents. In this research, the data analysis technique used the Statistical Package for the Social Sciences (SPSS) version 21 for Windows. The results of this research showed that, (1) Students' listening skills in English subjects taught using audio-visual media have an average arithmetic score of 80,44, (2) The average listening skill of students in English subjects taught only by listening media (speakers) was 77,31, (3) Students' Listening skills in English subjects taught using the audio-visual media were higher than students' Listening skills in English subjects taught using listening audio (speaker), with a value of Sig.  $0.000 < 0.05$ . The results showed that English students experienced a significant effect in listening skills after learning by video.

**Keywords:** *Listening Skill, Audio-visual Media, Learning Media.*

### INTRODUCTION

Finocchiaro (1964) Language is each system of spoken characters that allow all people about a particular culture, or others who have studied the cultural structure, to communicate or interact. Pei & Gaynor (1954) define language as a structure of communication involving sound, namely a system of speaking and listening among people in a particular group or community, using vowel characters that have arbitrary and conventional meanings. Thus, language is a communication structure involving sound, or a system of talking and hearing among people in a certain group to learn a cultural structure.

English is one of the basic student requirements that students need during this period. There are four English learning materials that need to be learned: listening, reading, writing, and speaking. Listening is the most essential skill for language learning and has been shown to facilitate the development of other language skills.

According to Nunan (1997), listening to a second language is a complex process, very important for

language development. Listening activities require students to be able to process what they hear along with additional information they already know and interpret what they hear by integrating it with pre-existing data in their brain (Helgesen, 2013).

According to Semenderiadi (2009) Audiovisual media plays an important role in the educational process, especially when it is widely used by teachers and children. Audiovisual media gives children many thing stimuli, because of its nature (sound, image). They enrich the learning environment, foster exploration, experimentation, and discovery, and encourage children to develop their speech and express their thoughts. One of the learning media considered to improve the understanding and motivation of students is audiovisual media. The use of audiovisual media is closely related to learning, especially for students who do not yet understand the lesson. In this case, audiovisual media can be used as tools to illustrate concepts, clarify learning messages, and provide more concrete explanations. In addition, audiovisual

media can also improve students' comprehension. Because students can see more types of material than just hear the material displayed.

There are several factors that hinder the teaching and learning process, namely the lack of responsiveness of students, lack of teaching materials, lack of school facilities, speakers in recorded material speak too fast, and lack of vocabulary that students understand. Then, the teacher's lack of knowledge about technology in the operation of audio-visual media, the teacher only uses audio media when learning English. Students tend to get bored easily and easily forget the material they have heard. This is because if students do not understand what is heard, then students will not have good listening skills to respond to what is heard.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Listening**

Russell and Russell (1959) defined listening as a listening activity accompanied by complete understanding, attention, and appreciation. Listening is listening to verbal symbols with due attention, comprehension, appreciation, and interpretation in order to obtain information, grasp the content or message, and understand the meaning of the speech or spoken communication conveyed by the speaker. Further Nunan (2003) "Listening is an active, goal-oriented process of making sense of what we hear." This means that meaning is interpreted through what we hear, so listening is an active skill. Listening is a complex problem-solving skill, not just hearing sounds. Listening involves understanding the meaning of words, phrases, clauses, sentences, and related discourse. Oxford (1993). In inclusion, listening is an important teaching material in English, so students should practice listening to texts

and conversations in English a lot. This allows the student to correctly and correctly perceive and understand the words they hear.

### **Definition of Media**

The word media is of Latin origin and is the plural form of the word media, which can literally be interpreted as 'mediator'. Jones (1977). Print and audiovisual formats for communications and equipment. Media must be manipulated, viewed, heard and read. Kemp and Dayton (1985), argues that the role of media in the communication process is that of the sender (sender) tool that transmits messages from the sender (thunder) to the receiver, message, or information (receiver). From this, it can be concluded that media survive an integral part of the teaching and learning process to achieve educational goals in general and learning goals in schools in particular. Educational media in the teaching and learning process can arouse new desires and interests, generate motivation, stimulate learning activity, and even have a psychological impact on students.

### **The Function of Learning Media**

Odera (2011) Media also integrate learners into the learning experience in a representative yet meaningful way, describe and illustrate professional content and competencies, and provide opportunities for self-analysis of individual performance and behaviour.

Based on this description, various functions of using media for learning activities can be summarized:

- 1) The use of media can simplify the presentation of theories, principles, or philosophies in teaching and learning activities and develop more diverse teaching methods.

- 2) Exposure to learning media promotes student attention and compact in learning activities.
- 3) The concepts in learning can be explained more easily by using learning media.

### **Definition of Audio Visual**

According to Anderson (1994), audio visual media is a sequence of electronic images with audio-sound elements, including image elements cast on videotape. A series of electronic images are played on a device such as a video recorder or a video player. Meanwhile, (Miarso, 1994) Audio visual media claim to be methods of producing and distributing materials using mechanical and electronic devices to present audio visual messages. From this, we can conclude that audio visual media are media that help students more easily understand the material presented in their research. This research uses audio visual media by showing movies/videos/movies related to the material presented. Intermediate media is ingested through sight and sound to create the conditions that enable students to acquire the knowledge, skills, or attitudes used to achieve learning objectives.

### **Benefits of Audio Visual Media**

According to Dale (1954), technology in the world of education offers several advantages. Specifically, we are developing technology for the development of more specific educational media, that is, audio visual media.

1. Foster greater empathy and understanding among students.
2. Bring about notable adjustments in student conduct.
3. Showcase a second connection between the needs and interests of students and the material they are

- studying in order to improve student motivation.
4. Provide newness and variety to students of various abilities.
5. Increase the relevance of learning outcomes for different learner abilities.
6. Encourage students to be creative and actively participate in the learning process to make materials meaningful and improve learning outcomes.
7. Give pupils any essential feedback that will allow them to assess their level of learning.

### **METHODOLOGY**

This research uses quantitative research to test hypotheses against data collected by previous theories and concepts. Cresswell (2014), Quantitative research is a method of studying the relationship between variables and objective theories. These variables can then be instrumentally measured to provide numbered data that can be examined using statistical techniques. The research design uses a form of experimental research method, namely a quasi-experimental design. Quasi-experiment is defined as an experiment that has treatment, impact measurement, and experimental units but does not use random assignment to create comparisons in order to conclude changes caused by treatment (Cook & Campbell, 1979).

The population of this study was class XI students at SMAN 9 Jambi City for the 2022/2023 academic year with a total of 133 students. Based on the population determined and the number of samples, the sampling technique used by in this research is cluster sampling. The cluster sampling technique was used because the researchers randomly came from a large population. The sample was 36 students in XI IPS 3 class as the control

class and 33 students in XI IPS 1 as the experimental class.

Furthermore, the research instruments of this study are observation and data collection facilities. This study also obtained data collection techniques by distributing tests with the following steps: 1) Before giving treatment, the researcher gave the students a pre-test to find out their listening skills when learning English. The test usually consists of multiple-choice questions. 2) Researchers apply the use of audio-visual media to listening skills for the experimental class and listening-based learning models for the control class. The researchers wanted to know whether the audio-visual media in the experimental class affected students' listening skills compared to the control class which was not given any treatment. The researcher will give repetition of audio-visual media playback 3 times. 3) the researcher conducted a post-test to test the results of the treatment and measure students' listening skills when learning English through audio visual media. The researcher gave the same test as the pre-test, and students used their knowledge to answer written questions.

The validity of formulation is:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right] \sum Y^2 - \left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

Description:

- X = any score
  - $\sum$  = sum of; add them up
  - $\sum X$  = the sum of all the scores
  - N = total number of subjects
- (Gay, 1981)

The research used the SPSS program version 21 for Windows to test the validity of questions on the following criteria:

1. If the Corrected Item-Total Correlation value is positive or

different from the  $r_{table}$  at a significant level ( $\alpha = 0.05$ ), then the item is declared valid.

2. If the Corrected Item-Total Correlation value is negative or smaller than the  $r_{table}$  at a significant level ( $\alpha = 0.05$ ), then the item is declared invalid

Question reliability testing can be used with the following formula:

$$r_{axx} = \frac{K}{K-1} \left( \frac{S_x^2 - \sum pq}{S_x^2} \right)$$

Description

- $r_{axx}$  = Overall test reliability
- K = Number of test items
- $S_x^2$  = Variance of results across tests (square standard deviation)
- p = Correct answer rate for a single item
- q = Incorrect answer rate for the same item

(Ary et al., 2010)

The research used the SPSS program version 21 for Windows to perform the t test, it can be used with the following formula:

$$t = \frac{\bar{X} - \mu_0}{\frac{s}{\sqrt{N}}}$$

Description:

- t = tcount
- $\bar{X}$  = sample average
- $\mu_0$  = specific average or certain average (with which to compare)
- s = standard deviation of the sample
- n = number of samples.

- 1) If the significance values is less than 0,05 or tcount > ttable then there is effect of variable X on variable Y
- 2) If the sig value > 0,05, or tcount < ttable the there is no effect of variable X on variable Y. After obtaining the result of the ttable count, then see distributed table tcount.

### FINDINGS AND DISCUSSIONS

The researcher checked the validity and reliability of each question. Instrument questions can be used because they have a significance value of 1.0000 which indicates that the test can be used or is valid. SPSS version 21 is used to assess the validity of the test, and the questions are known to be reliable. The second piece of evidence comes from Cronbach's Alpha, which has a value of 0.822. This means that the Cronbach's Alpha value is in the high range which indicates that the question can be used for research.

**Case Processing Summary**

		N	%
Cases	Valid	69	100.0
	Excluded <sup>a</sup>	0	.0
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.822	40

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TEST - POSTTEST	25.36364	20.15071	3.50779	32.50877	18.21851	7.231	.000	

It is known that the value of sig. (2-tailed) of  $0.000 < 0.05$ , it can be concluded that there is a significant difference between the results of listening learning scores in the pre-test and post-test data.

The researcher found that the results of students' scores in this study revealed that the Likert scale in this pre-test ranged from poor to good. for the

experimental class there are "less" criteria, namely 7 students, for "enough" criteria, namely 18 students, and for "good" criteria, namely 10 students. This propose that the mean learning score of the control class (pre-test) is higher than the mean learning score of the experimental class (pre-test), and the mean learning score of the control class (pre-test) is 68,22, whereas the mean learning score of (pre-test) can be concluded to be high 54,06 in the experimental class. the researcher found that the results of students' scores in this study revealed that the Likert scale in this post-test ranged from fair to very good. for the experimental class there are "enough" criteria, namely 8 students, for "good" criteria 15 students, and for "very good" criteria 10 students. Thus, it can conclude that the average learning outcomes of the experimental classes (post-test) are higher than those of the control classes, where the average learning outcome (post-test) for the experimental class is 80,44 and the average learning outcome (post-test) for the control class is 77,31.

The listening skills of English students in class XI IPS 1 SMA Negeri 9 Jambi City taught using audio visual media are known to have an average (mean) learning outcome (pre-test) of 54,06 for the experimental class. the listening skills of students in English class XI IPS 1 taught with audio visual media are known to have an average (mean) learning outcome (post-test) of 80.44. From this, it can be concluded that the students' listening improved from 54.06 to 80.44 in learning outcomes. This equates to an improvement of approximately 26.38%.

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. Listening skill

is one of the abilities to make us focus when listening to speakers, understand the message or information that is obtained, and able to answer questions appropriately. the benefits that can be obtained from this ability are; Making it easier to understand something. Considered someone who wants to listen and pay attention. Facilitate the application of knowledge or information obtained (Dornyei, 2001: 89).

Reddy (2008) states that “audiovisual education consists of the uses of interactional devices such as film projectors, radio, television, charts, poster, models, field trips and etc”. Besides, audiovisuals are important in learning because they can stimulate learners and encourage them to learn a foreign language. It is known that the average (mean) learning outcome (post-test) for the experimental class taught with audiovisual media is 80,44. It is known that the average (mean) of the learning outcomes (post-test) for the control class taught with audio media only is 77,31. From the theory above, it can be concluded that student learning outcomes are higher in English subjects taught with audiovisual media than in English subjects taught with audio media only.

Overall, using Audiovisual media makes it easier to present learning material, increases student learning motivation, and overcomes students' space and time limitations. besides it encourages teaching and learning process and makes it easier and interesting. Audiovisual media is the best tool to make effective teaching and best knowledge dissemination.

## CONCLUSIONS

Based on the research results obtained by the researcher, the following conclusions can be drawn:

1. The listening skills of the students in English language subjects taught with

the help of audio-visual media received a pre-test score of 54,06 and a post-test score of 80,44. So the average number (mean) is 80,44.

2. The listening skills of the students in the English language department, which is taught only by listening to media (speakers), receives a pre-test score of 68,02 and a post-test score of 77,31. So, the average count (mean) is 77,31.

Listening skills of students in English subjects taught through audio-visual media were higher than in English subjects taught through listening (speaker), with a value of Sig. 0.000 < 0.05

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