

THE USE OF AUDIO VISUAL AS MEDIA IN ENHANCING STUDENTS' LISTENING SKILL

Rosdiana
STKIP Bina Bangsa Getsempena
Email : rosectz15@gmail.com

Abstract

Listening is a basic ability required in mastering English. The purpose of this article is to describe the utilization of audio visual media in improving listening skills of students majoring in STKIP Language BBG Banda Aceh. The main purpose of this research is 1) to know the application of learning development of audio-visual media in improving listening ability of first year English students of STKIP BBBG. 2) to know the increasing of listening ability of English student of second year students of STKIP BBBG after getting learning using audio visual media. This research is quantitative study. To achieve these objectives, purposive sampling is used which is focused on the first year student students semester II are taken as the subject of this research. Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that 1) the students' English listening comprehension ability increased significantly after learning with videos and 2) students had positive attitudes towards using videos in teaching listening skills.

Keywords: *Audio Visual Media, Listening*

INTRODUCTION

Learning media is a vehicle and delivery of information or learning messages to learners. With the media on teaching and learning process, is expected to help educators in improving learning achievement in learners. Therefore, educators should present the media in every learning process for the achievement of learning objectives. Richards, (2001: 54) explains that the educational media is a tool, methods and techniques used to further streamline communication and interaction between educators and learners in the process of education and teaching in schools.

The important of using learning media in teaching and learning is that it generates new desires and interests, motivation and stimulation of learning activities, and even bring psychological

influences on students. Thus, the use the instructional media will greatly help the effectiveness of the learning process and the delivery of messages and content of the lesson in the listening classroom.

Based on observations in English students, listening learning process still tends to get less portion than other learning. In addition, the process of learning in the classroom is still done conventional methods and minimal use of media learning. students more often learn based on printed books owned by listening to audio media. This causes the resultant listening value of the students still need to be improved.

To achieve the objectives of the learning curriculum in teaching and learning process, it is necessary to be supported by good media and teaching materials that are teaching materials that are able to attract

learners, in accordance with the times and not deviate from the curriculum. It is, therefore, presentation of subject matter on the object by using Audio Visual (Video) is expected to attract learners, generating passion of learners to study the material presented through multi media (text, image, audio, video) material presented with various colors and images very interesting and so on, (Dornyei, 2001: 89).

In the process of teaching and learning, the function of media according to Sherman, (2003) as a tool in teaching and learning process is not an additional function, but has its own function as a tool to realize effective teaching and learning situation. The use of instructional media is an integral part and overall teaching situation where the use of media in teaching takes precedence to accelerate the teaching and learning process and assist the students in understanding the understanding given by the teacher. In this case the use of media in teaching is also prioritized to enhance the quality of teaching and learning.

Through the media that has been developed, learners can use optimally the sense devices they have. The more sensory devices used by learners then something learned will be more easily accepted and remembered, eventually the media can motivate learners to learn better. The use of audio-visual media as a learning medium works by enabling two senses of the child at once. This audio visual media is expected to help improve the students' learning interest towards listening learning. Audio visual media is designed creatively to make students interested in learning.

Based on the exposure, the researcher chose to improve the listening ability of second class students by using audio visual media. Audio visual media according to Brophy, (2004) is a medium that presents a teaching material through sound (audio) and image (visual) to be easily understood by the listeners.

METHOD

Population and Sample

The population of this study was 32 first-year English major students in the second semester of academic year 2017 at STKIP BBG. The sample in the study was purposive sampling consist of 32 students, selected purposively. The study was conducted during the second semester of academic year 2017. It involved 10 meeting. Two periods were used for the pre-test and post-test and the other 8 periods were used for the experiment.

Data Collection

The data were collected from the students' scores of the pre-test and post-test of listening comprehension, and from exercises undertaken after each learning material was presented. The procedure followed in the teaching plan used in the study encompassed the following three stages; pre-listening, while-listening and post-listening.

Data Analysis

It was used in order to see the progress of students' learning achievement before and after they studied listening with videos. The data obtained from this method of teaching in the study was analysed and

interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test. The t-test was used to compare the listening competency of the experimental group and control group.

RESEARCH FINDING

The table below showed the comparative result of English listening pre-test and post-test scores of students. According to the level of significance degree with $(\alpha) = 0,05$ and $df = (n_1 + n_2 - 2) = (30 + 30 - 2) = 58$, the result of t-table with the level of significance 0,05 is

1,68 ($t_{0,95(58)} = 2,02$) and the result of t-test is 5,01. Based on the criteria for test two means that if $t\text{-test} < t\text{-table}$, H_0 should be accepted. On the other hand, if $t\text{-test} > t\text{-table}$, H_a should be accepted.

By comparing the result from t-test and t-table, it is found that $t\text{-test} > t\text{-table}$ in which $5,01 > 2,02$. Therefore, H_a should be accepted since the value of t-table exceeds the t-test score. it can be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0.05. The students' listening comprehension ability increased significantly after learning with the videos.

Table. 1 Statistical Summary of the Result of the Post-test both Experimental and Control Class

	Experimental Class	s_{gab}	$t\text{-test}$	df	α	$t\text{-table}$	Control Class
N	30	10,47	5,01	58	0,05	2,02	30
\bar{x}	82,5						69,9
s^2	97,15						122,6
s	9,8						11,05

CONCLUSION

The findings of this study revealed that the implementation of video enhances students' listening comprehension. It seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. It is proven that the media of video can be used as an alternative media in teaching listening due to the rich source of materials offered; conversation and dialogue by native speakers. Thus, it is really helpful in assisting the teacher when it was implemented in EFL classroom to improve

students' listening comprehension. This can greatly facilitate students to practice their listening comprehension in English language learning. Overall, students agreed that videos were helpful in learning English, and that English subtitles in video movies were an excellent aid to learning English.

REFERENCES

Andrienne, H., & Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*, 3rd ed. Upper Saddle River, NJ: Pearson Education, Inc

- Arikunto, S. (1998). *Procedur Penelitian, Satuan Pendekatan Praktek*. Jakarta: Rhineka cipta.
- Canning-Wilson, C. (2000). Practical aspects of using video in the foreign language classroom. *Internet TESL Journal*, 6(11).
<http://iteslj.org/Articles/Canning-Video.html>
- Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*. 5 (1), 1-21.
- Brophy, J. (Ed.). (2004). *Using Video in Teacher Education*. Oxford, UK: Elsevier.
- Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET*. 5 (4), 67-72.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Richards, J. C. and Bohlke, D. (2011). *Creating Effective Language Lessons*. Cambridge: Cambridge University Press.
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics*. 6 (4), 200-212.