



## THE IMPROVING BY USING OF VISUAL MEDIA APPROACH IN THE ENGLISH LANGUAGE LISTENING SKILLS AT CLASS X AK.2 SMKN 3 WAJO

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### Abstract

*Results of research on the use of visual-Media to improve listening skills in student of class X AK.2 SMKN 3 Wajo, concluded that students' listening skills can be increased through the use of visual-Media learning. Listening skills of students in the first cycle in the category enough to average 68.71, and yet meet the expected learning completeness, then the second cycle increased to excellent category with an average of 83.87, and has met the expected learning completeness. Increasing listening skills through the use of visual-Media is supported by the increase in student learning activities, such as: active students prepare themselves in the content of chert listening to visual-Media, listen to the story in the visual-Media, noted the contents of the story, questioning related to the content of the story, and concluded the material content of the story on visual-Media.*

**Keywords:** *visual-Media, improve listening skills*

### INTRODUCTION

School education is essentially intended to realize the functions and objectives of national education as defined in the Constitution of the Republic of UU. No. 20 of 2003 on the National Education System (2003: 7), namely: The function of

the national education develops the ability and character development and civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty,

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noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Listening skills to junior high school (SMA/SMK) students is very important in supporting their learning ability. However, a phenomenon occurs in the majority of students who sometimes have difficulty listening to the subject matter. Similarly, students of class X AK.2 SMKN 3 Wajo. Based on preliminary observations, found quite a lot of students have the skills of listening to the material is low, the average value is 67 and still below the established standards KKM is 70. Similarly, most students pay less attention when the teacher is explaining, do not understand the question from the teacher or a friend - temannya if there is a question and answer. Teachers when teaching have not used visual-Media in English language learning, such as: DVD, television and the like. This is due to the limitations of media prepared by the school.

Listening skills to senior high school students (SMA/SMK) is very important in supporting their learning ability. However, a phenomenon occurs in the majority of students who sometimes have difficulty listening to the subject matter. Similarly, students of student of class X AK.2 SMKN 3 Wajo. Based on preliminary observations, found quite a lot of students have the skills of listening to the material is low, the average value is 67 and still below the established standards KKM is 70. Similarly, most students pay less attention when the teacher is explaining, do not understand the question from the teacher or a friend -temannya if there is a question and answer. Teachers when teaching have not used visual-Media in English language learning, such as: DVD, television and the like. This is due to the limitations of media prepared by the school.

## LITERATURE REVIEW

The word comes from the Latin media "medius" which literally means an intermediary or introduction. In Arabic, the media is an intermediary or an introductory message from the sender to the receiver. According Soeparno (Juanda, 2006: 102) is "a tool that is used as a channel (channel) to convey the message or information from the source to the receiver of the message".

Gintings (2008: 140) argues "the media is anything that can be channeled message from the teacher or teaching materials as a communicator to the students as a communicant and vice versa". Arsyad (2009: 5) argues "the media is the source component of learning or physical vehicle containing instructional materials in the student environment that can stimulate students to learn". The opinion emphasizes the media as a tool in learning serves to convey ideas, ideas or opinions, and stimulate students to learn in school. The above opinion is relevant to the opinion Sardiman (2001: 6) that "the media are all

forms and channels used to distribute the messages or information". Hamalik (1994: 12) argues "the media are tools, methods and techniques used to further streamline the communication and interaction between teachers and students in the process of education and teaching in schools". While Djamarah and Zain (2002: 137) argues that "the media is an intermediary or an introduction".

Based on these opinions, then the media is as a form of intermediaries to convey an idea or ideas, that idea or ideas that come to the receiver which will expand the human ability to feel, hear or see within the boundaries of distance, space and time are almost limitless again . Media are referred to in this study is an visualmedium. Visual-Media are media that have elements of sound and image. This media type has a better ability than the auditory or visual media only. With the ability to hear and see, then students can more easily understand the material being taught teacher learning. According Arsyad (2009:

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30) that "visual-Media is teaching material absorption through sight and hearing, and not entirely depend on the understanding of words or symbols that are similar". While Djamarah and Zain (2002: 141) argues that "visual-Media are media that have elements of sound and picture element". This means that the visual-Media is a medium that has two elements at once, that is, elements of sound and image. Visual-Media types have a better ability, because it includes audio (audible) and visual (visible).

## RESEARCH METHODS

The research was conducted in SMKN 3 Wajo in April 2023, semester in the academic year 2023/2024. The subjects were students of student of class X AK.2 SMKN 3 Wajo as plenty of 31 students.

The focus of research is the use of visual-Media learning and listening skills. The second focus of this study operationalized as follows:

1. The use of visual learning is a process of learning English using visual audio device supports DVD and television are played repeatedly while the students look at the picture (writing) with the sense of vision once heard verbal symbols with the senses of hearing. The first cycle, visual-Media played titled "Shallots and Garlic", and the second cycle entitled "Malin Kundang".
2. Skills listened to the learning outcomes of students based on test results in writing relating to the content of visual-Media.

This research is a class act. According Arikunto (2008: 3) that "action research is a scrutiny of the learning activities in the form of an action, which is deliberately raised and occurs in a class together"

## RESULTS AND DISCUSSION

This study was conducted on 31 subjects research, examines the use of visual-Media to improve listening skills in student of class X AK.2 SMKN 3 Wajo. Research results through observation and tests analyzed descriptively and classified

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into two parts, namely: a description of the results of the first cycle and the second cycle.

### 1. First Cycle

Activity in the first cycle, including: planning, action, observation, and reflection. Each activity is described as follows:

#### a. plan

The first cycle of planning arranged so that the process of implementation of the action can take place either as an effort to improve listening skills through the use of visual-Media in student of class X AK.2 SMKN 3 Wajo. Learning activities taking material folklore entitled "Onion and Garlic.

Planning activities include: reviewing the English curriculum based SBC on listening skills, to plan the implementation of English language learning materials story entitled "Onion and Garlic, made the observation sheet teaching activities of teachers and students' learning activities, prepare visual-Media and devices, as well

as the source learning as a teaching reference, develop guidelines for listening skill assessment, prepare a schedule of learning activities, and establish indicators of success is at least an average of 70 or a minimum average of both categories.

#### b. implementation of the action

Meeting activities as much as 2 meetings (4 x 45 minutes), which is the first meeting for learning activities, and the second meeting to strengthen the material and the end of the test. Implementation of the action took place on May 14, 2023 and May 17, 2023.

English learning process of listening skills through the use of visual-Media, beginning with prayer together led by the chairman of the class, students roll, hold apperception, motivating students to learn, express purpose of learning to use audio media, and prepare visual-Media and prepare students in listening to the material.

Core activities of teaching and learning English are: teachers raise students' readiness to listen to the audio material through the use of visual-Media. Once

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everything is ready, the teacher play or display material through visual-Media with the story "Red Onion and Garlic" 2 times, while the students listen to the story through visual-Media, and follow-up debriefing to discuss the content of the story through visual-Media. For students to be able to listen to the material, then the teacher play back visual-Media as much as 1 time to deepen understanding of the content of the story on visual-Media. End activities in English language learning is the teacher and the students make inferences content of the story, motivating students to diligently hear folklore, inform listening test activities at the next meeting, the material that will be taught at the next meeting, at the same time convey moral messages to students.

## Conclusions

Results of research on the use of visual-Media to improve listening skills in student of class X AK.2 SMKN 3 Wajo, concluded that students' listening skills can be increased through the use of visual-Media learning. Listening skills of students in the first cycle in the category enough to average 68.71, and yet meet the expected learning completeness, then the second cycle increased to excellent category with an average of 83.87, and has met the expected learning completeness. Increasing listening skills through the use of visual-Media is supported by the increase in student learning activities, such as: active students prepare themselves in the content of chert listening to visual-Media, listen to the story in the visual-Media, noted the contents of the story, questioning related to the content of the story, and concluded the material content of the story on visual-Media.

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