



La Ogi is English Language Journal

Vol. 10 – No. 01, tahun 2024, Hal.85-95

e-ISSN: 2745-9233

<https://jurnal.umsrappang.ac.id/laogi/issn>



THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

¹SMA Negeri 11 Enrekang , Provinsi Sulawesi Selatan

²SMP Negeri 4 Alla, Kab. Enrekang Provinsi Sulawesi Selatan

³SMPN 1 Saluputti

Email: alularusydi@gmail.com

ABSTRACT

The research aimed to explain, the improvement students' listening skill in informative listening with vocabulary and memory, then appreciative listening in presentation and perception. To explain the improvement, the research used a Classroom Action Research (CAR) which was conducted in two cycle consist of four meeting. The location of this research was taken at the second grade students of MTs. Muhammadiyah Tongko with the member of the students' of the object 29 students. The findings of this research were the improvement of the students' listening skill in term of informative listening and appreciative listening in which the mean score of diagnostic test was 4.09, the mean score of cycle I was 5.57 and the mean score of cycle II was 7.70. The result above indicated that there was a significant improvement of the students' listening skill in the application of audio visual media with listening answer technique at the second grade students of MTs. Muhammadiyah Tongko.

Keyword: Classroom Action Research, Audio Visual Media

THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

INTRODUCTION

Language skill closely related to the process of thinking underlying language. Language reflects one's mind. The more bright and clear one's mind the more skilled a person speaking. Train language skill means training thinking skills. Language skill includes four aspects, namely listening, speaking, reading, and writing. Each closely related and cannot be separated. Also factor in the school facilities are also inadequate include: (1) situation room for listening activities are too narrow, (2) software is still lacking, and (3) gathering the material that limited.

Efforts to improve the listening skill needed by an effective and efficient method. There is the idea that children will learn if class is created with an exciting atmosphere and use the media. In teaching and learning process, the media has a very important message for support the achievement of learning objectives. Audio visual media is a material containing a message in the form of discs that can display pictures and sound to stimulate thoughts, feelings, and progress of students so that there is a process teaching and learning. Listen-

answer technique that demands reaction students to answer what has been delivered.

Use of audio visual media and techniques is expected to listen- answer to facilitate students in understanding the material and information delivered. So the use of audio visual media with listening-answer technique to increase the skill of listening at students of MTs. Muhammadiyah Tongko, Kab.Enrekang.

REVIEW LITERATURE

This chapter begins with definition of audio visual media, some previous related findings and some pertinent ideas. The theoretical framework is presented at the end of this section. Audio-visual media is the use of learning media done by projected through the electric current in the form of sound. For example, a radio, tape recorder. And they are projected onto the monitor screen in the form of images and sounds for example, TV, Video, Film, DVD and VCD. Through this medium one is not only able to see or observe something but at the same time could hear everything that is visualized (Hastuti, 2006:208). Djamarah and Zain

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,¹Srinanengsi Daming², Yuliana Tanan³, Ummu Haerah Syam⁴, Ufrawati⁵ (2006: 124-125) explained that audio-visual media is media that has the elements of sound and image elements. These media types have a better ability, because the second covers media type that is the first media is audio-visual media is the media silent featuring the voices and images such as film frame sound (sound slides), framework of sound film, and voice print. Whereas the second is an audio media visual motion, namely media that can display the elements of sound and image move like a movie sound and video-cassette.

Audiovisual media used in this research is a VCD. Media VCD is a combination of voice media (audio) and media images (visual) that can assist teachers in delivering learning materials. This media is able to arouse feelings of two minds of students, facilitate material usage and attract students to learn. Media VCD has two devices, i.e. hardware and software. The hardware of the VCD is a player on the processing tool into the display software image.

The use of audio visual media in the learning process listening is expected to enhance the learning process so that this competency is really controlled by students. Also making process

learning more varied and interesting, because with the use of audio visual media, students can not only hear but also see all something.

Many ways or techniques that can we create for the learning process teaching in the classroom varies, not monotonous and to be bored, such as by using listening-answer. Listen-answer technique is a model that demands listening techniques observer reactions to answer anything submitted speaker (Sutari, 1997:130). This technique requires students to listen with full attention and concentration because in the learning skills of listening with listening-answer techniques, students are expected to quickly answer the questions given in accordance with what submitted speaker. Students first listen to the news. Then after listening process is completed, students were given questions related to what have been listened and answer the questions according to information obtained by students with listening-answer technique.

Listening was defined by many experts. Kline (2009) defined listening is the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Underwood (1989) defined

THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

listening is the activity of paying attention to and trying to get meaning from something we hear. Miller (2002:4) defined listening as an active process of organizing, understanding, and accurately interpreting the message communication by others. McErlain (1999) defined listening as the ability to receive and decode oral communication by processing a language sample.

Gusrianti (1996) concluded that teaching listening class by using native speakers voice recorded materials is very helpful.

Malik (2001) concluded that the third year students' of MAN 1 Bulukumba have a favorable interest in learning listening comprehension by using song in VCD. This finding is supported by the scores of pre-test and post-test.

Sarkiah (2002) concluded that teaching listening comprehension by using VCD can improve the student' listening of the second year students of SLTP Bulukumba. It was obviously seen that t-test was smaller than t-value.

NurZam-Zam (2005) concluded that Audio Lingual Method is useful to help the students to improve their listening ability.

Wisma (2007) concluded that teaching listening through fable in Video Compact Disc (VCD) is effective in improving the students' listening comprehension training. It is shown of the result of t-test that there was significance different between t-table.

Suriyana (2008) concluded that the first year students of MA BahrulUlumGowa have good listening comprehension on listening having taught through Listening Reading Transfer Lesson (LRTL).

Fadli (2008) concluded that the second year students of MA Islamic Boarding School Biru Bone Regency have good listening comprehension with use Top-Down processing strategy.

Referring to the some previous related findings, there were many ways that have done by the researchers to improve the listening ability/comprehension, like using native speakers' voice recorded materials, used top-down processing strategy, through LRTL, using fable and song in VCD. Although the strategies they used were different but all of the researchers have the same goal, namely to improve the listening skill. So that,

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

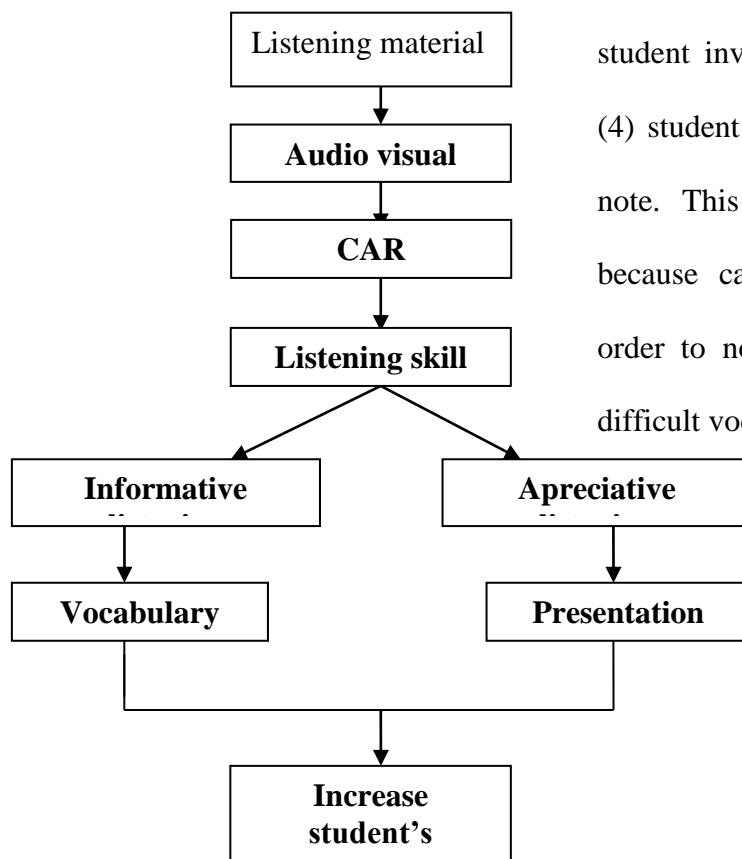
Yuliana Agustina Yanti,¹Srinanengsi Daming², Yuliana Tanan³, Ummu Haerah Syam⁴, Ufrawati⁵
in this research I'd like to use one of the strategies Listening skill of second year students of

that used multimedia in presenting the listening ability. I intended to know the effectiveness of listening skill when the researcher combines between visual and auditory.

Conceptual Framework

Listening Skill at school require to be improved because with the listening skill better, student will own and application good skill also. Others student expected can reaching result learn more optimal.

MTs.Muhammadiyah Tongko Enrekang not yet optimal. This matter was influenced by some factor among other things from student self that is: (1) student Attitude underestimating listening skill. So that student do not look down to the listening skill the teacher have to can give the clarification of benefit listening skill; (2) Student difficult connect various heard idea. This matter earn is overcome by practice which in phases; (3) tired student physical condition at the last Lesson. In solving problem at last hour of physical condition tired student, by student invited to listen the substance interesting; (4) student Habit correct reading at the same time note. This matter representing unfavorable habit because can confuse the concentration. Teacher order to note the just the essentials for example difficult vocabulary.



THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

RESEARCH METHOD

In this chapter will discuss (1) research design, (2) subject research, (3) variables, (4) research instruments, (5) techniques data collection, and (6) data analysis techniques. In this study, writer used classroom action research (CAR). CAR was a form of reflective self-study that collectively by researchers in social situation to improve reasoning and education and social justice practices, as well as their understanding about this practice and to the situation where do these practice. (Kemmis and Taggart in Riyanto 2001:49). Research conducted in the form of class action cycle consisting over four stages, namely planning, implementation actions, observations, and reflection.

The relations among them is called a cycle it means that a cycle consist of planning, acting, observing, and reflecting.

For more detail information of the research design of this research, the explanations were bellows:

1. Research Setting

a. Research Location

This classroom action research was conducted at MTs. Muhammadiyah Tongko Kabupaten Enrekang, the second year on 2010/2011 Academic years.

b. Research time

This research will be conducted on Juni-Juli, 2011. This research time was determined based on the school academic calendar because classroom action research requires two cycles.

c. Classroom Action Research Cycles

This classroom action research will be conducted through two cycles. It aims at observing the students' listening skill trough audio visual media by listening-answer technique.

FINDINGS AND DISCUSSION

In this research, before giving a test, the teacher explained the material first while applied the listening answer and in the end of every cycle, the teacher gave a test. From the students' achievement of speaking, the researcher can know

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,¹Srinanengsi Daming², Yuliana Tanan³, Ummu Haerah Syam⁴, Ufrawati⁵
their development from the D-Test to the cycle II. students'presentation mean score is 3.83. Whereas

The students' development is also gave a reference to the researcher whether his research was success or not.

The findings of this classroom action research deal with the answer of the problem statement which it aims to develop the students' listening skill in informative listening and apreciative listening. The findings consist of the development of the students' informative listening focused on vocabulary and memory, and apreciative listeningfocused on presentation and perception, the development of the students' listening skill, and the students' activeness in teaching and learning process. The findings of the research detection that listening answer technique can develop the students' listening skill in second class of MTs.Muhammadiyah Tongko.

The students' development of listening can be described by seeing the students' score of their test. In the D-Test of informative listening, the students 'vocabulary mean score was 4.60. Where as the students 'memory mean score was 4.18. It was lower score than the mean score of accuracy. Where in the test of listening, the

the students' perception mean score is 3.8 so the students' mean score in *apreciative listening* was 3.8.

In the cycle I, the students mean score of listening was developed. According to the students' assessment of informative listening, the students' vocabulary means score in the cycle I was 6.33. Where as the students' memory mean score is 5, 40, so the students' mean score in fluency was 5.85. It was higher than the students' mean score in accuracy and it developed from the cycle D-Test before. While the students' assessment of listening, the students' presentation mean score was 5.52 and the students' perception mean score was 5.06, so the students' mean score in *apreciative* was 5.29.From the result presentation and perception and mean score did not achieve the score target was 7.5 and still far away from this score target, so the researcher continued to cycle II.

Furthermore, in the cycle II, there was a significant development of the students' listening achievement. The students' assessment of listening, the students' mean score in the cycle II was 7.68. Whereas the students' presentation mean score was

THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

7.4, so the students' mean score in *informative listening* was 7.54. While the students' assessment of appreciative listening, the students' perception mean score was 7.11 and the students' vocabulary mean score was 8, 02, so the students' mean score in *memory* was 7.68. Its result of mean score above indicated that the *informative listening* mean score achieved the score target. It proves that the use of the audio visual media could develop the students' listening skill at second year students of MTs.Muhammadiyah Tongko.

Discussion

The discussion aims to answer the question as follows:

1. The students' development in listening skill through audio visual media with listening-answer technique. The description of data analysis through the test as explains in previous finding section shows that the students' ability about development in listening skill by using audio visual media is significant. It is supported by result of the test value in cycle 2 is greater than test value of cycle 1.

In applying listening answer technique in learning process in the class, the researcher finds that the mean score of test in cycle 2 of students' ability in listening skill is greater than test in cycle 1, in table 1 page 32 shows that in test of cycle 1 got 5.57 and after repairing the action in cycle 2 got 7.70 Therefore the researcher indicates that there is significant development of listening skill by audio visual media.

2. The students' development in listening skill through audio visual media. From the data analysis in the previous findings, the researcher finds that the mean score of test in cycle 2 of students' ability in listening skill is greater than test in cycle 1, in table 2 page 35 shows that in test of cycle I got 5.81, after repairing the action in cycle II got 7.56. Therefore the researcher indicates that there is significant development of listening skill by using audio visual media.

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

Yuliana Agustina Yanti,¹Srinanengsi Daming², Yuliana Tanan³, Ummu Haerah Syam⁴, Ufrawati⁵

3. The students' development in listening

skill through audio visual media. From the data analysis in the previous findings, the researcher finds that the mean score of test in cycle 2 of students' ability in listening is greater than test in cycle 1, in table 3 page 38 shows that in test of cycle 1 got 6 after repairing the action in cycle 2 got 7.55. Therefore the researcher indicates that there is significant development of listening skill through audio visual media.

4. The observation result of the students'

participation in learning listening by audio visual media, based on the data analysis as result of observation sheet of students' participation in learning process in previous findings shows that the participation of students from the first meeting until the fourth meeting are 50.86, 60.34, 62.06, and 64.65 with mean score of four meetings as cycle 1 is 59.47. Percentage of the first until the fourth meeting of the cycle 2 are 68.96, 72.41, 78.44 and 82.75 with the mean score

75.64. From the data analysis shows that

the students' participation in cycle 1 in learning process is still low. So that's why the researcher did repairing in cycle II so that there is significant development in cycle 2 of students' participation.

Based on the all result of data analysis above, researcher concludes that there are a significant development of students' listening skill through audio visual media and participation of students in learning process. Using audio visual media, the students are more interested in taking lessons to listen. The media is listening to students' learning can be improved. The results of studies in schools indicates the level of students' understanding of subjects listened to achieve more than the level of thoroughness 7.60 is 7.50.

CONCLUSION

After conducting the research about improving the students' listening skill through audio visual media at MTs. Muhammadiyah Tongko at second year, based on the research finding in the

THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS. MUHAMMADIYAH TONGKO)

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

previous chapter, the researcher can make conclusion as the following:

1. Audio visual media are significant to develop the students' listening skills in informative and appreciative listening at MTs. Muhammadiyah Tongko. It proves by the mean score cycle II greater than cycle I (7.70>6) and also indicates there is significant development in listening skill (25.83).
2. Audio visual media also develops the students' ability in listening especially in vocabulary, memory, presentation, perception, and grammar. The result of research indicates that the students get increasing value from the cycle I and cycle II. It is accordances with the successfully criteria that has been gotten in planning, action, observation and reflection.
3. The students are active in learning English subject. It can indicate of the students' improvement in understanding. It also can analysis from the students' activity observation sheet as show at the

attachment. The students' response toward the audio visual media most positively. The students' like to learn English subject with group because they can more actively.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Depdikbud. 1985. *Petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk Pelaksanaan Sistem Penilaian*. Jakarta: Depdikbud.
- Deva. 2007. *How to Improve Your Listening*. Retrieved from <http://www.englishbaby.com/forum/AskEnglish/thread/91247>
- Devito, Joseph. 2000. *Human Communication*. Hunter College of the City University of New York: Addition Wesley Longman.
- Fadli, M. Mangenre. 2008. *Applying Top-Down Processing Strategy in Improving Listening Comprehension*. A Thesis of UIN.
- Fazey, M. 1999. *Guidelines to Help Instructors Help Their Learners Get the Most Out of Video Lessons*. Unpublished Manuscript. (Available from Kentucky Educational Television, Lexington, KY).
- Gay, LR. 1981. *Education Research*. New York: Graw Hill Book Company.

UTILISING THE MEDIA GAMBLER TO INCREASE THE MOTIVATION OF ENGLISH LANGUAGE LEARNERS IN SISWA KELAS VII.A SMP NEGERI 1 BUA KABUPATEN LUWU

- Yuliana Agustina Yanti,¹Srinanengsi Daming², Yuliana Tanan³, Ummu Haerah Syam⁴, Ufrawati⁵ Gusrianti. 1996. *The Use of Recorded Materials in Listening Class*. A Thesis of FPBS UNM.
- Hornby, A S. 1995. *Oxford Edvanded Learner's Dictionary*. Oxford: Oxford University Press.
- Kline, John A. 2009. *Listening Effectively*. Retrieved from <http://www.au.af.mil/au/awc/awcgate/kline-listen/b10auth.htm>.
- Louw, Steve. 2008. *Using Movies in the Classroom*. Retrieved from <http://www.teflasia.com/articles/Teacher-Talk/Using-Movies-in-the-classroom.html>.
- Macavity. 2006. *How to Improve Listening Ability Substantially?*. Retrieved from <http://forum.wordreference.com/showthread.php>.
- Malik, Chaidir. 2001. *The Achievement and the Interest of the Third Students of MAN 1 Bulukumba in Listening Comprehension by Using Song through VCD*. A Thesis of FBS UNM.
- McErlain, Tricia. 1999. *The Nature of Listening: the Need for Listening in English for Academic Purposes*. Retrieved from <http://www.aelfe.org/documents/text1-McErlain.pdf>.
- McKeating, D. 1981. *Comprehension and Listening* in G. Abbot and P. Wingard (eds.), *The Teaching of English as an International Language*. Collins.
- Miller, Roziln. 2002. *Listening Curriculum Resource Guide*. Retrieved from <http://www.osteia.org/listening.htm>
- Nicholas, Wilga M. 1988. *Teaching Listening Comprehension*. The English Teaching Forum. Vol XXIV. No. 1 Januari.
- Oller, J. 1978. *Expectancy for Successive Elements: Key Ingredients to Language Use*. Foreign Language Annals7: 443-452.
- Salomon, G. (1979). *Interaction of Media, Cognition, and Learning: An Exploration of How Symbolic Forms Cultivate Mental Skills and Affect Knowledge Acquisition*. San Francisco: Jossey Bass Publishers.
- Sarkiah. 2002. *Teaching Listening Comprehension by Using VCD to Second Year Students of SLTP Bulukumba*. A Thesis FBS UNM.
- Sudjana, Nana. 2008. *Penilaian Hasil Belajar Mengajar*. Bandung: PT. Remaja Rosda Karya.
- Suriyana, S. 2008. *Improving the Listening Ability through Listening Reading Transfer Lesson (LRTL)*. A Thesis of UIN.
- Underwood, Mary. 1989. *Teaching Listening*. New York: Long Man Inc.

**THE USE OF AUDIO VISUAL MEDIA TO INCREASE THE SECOND YEAR
STUDENT LISTENING SKILL (A CLASSROOM ACTION RESEARCH AT MTS.
MUHAMMADIYAH TONGKO)**

Rusydi¹, Wahidah² Selfi Ravianty Tandiriterung³

Webster, M. N. 1989. *Webster Encyclopedia Unabridged Dictionary of English Language*. New York: Dilithium Press Ltd.

Wisma. 2007. *Using Fables in Video Compact Disc (VCD) to Improve the Students Listening Comprehension*. A Thesis of UIN.

Wordnet. 2008. *Movie Definition*. Retrieved from <http://dictionary.die.net/movie>.

Zam-Zam, Nur. 2005. *The Application of Audio Lingual Method in Improving Listening Skill*. A Thesis of UIN.