

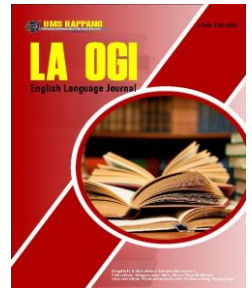


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IMPROVING THE ABILITY LISTENING ENGLISH THROUGH AUDIO-VISUAL COMMUNICATION FOR STUDENTS OF THE SEVENTH GRADE IN UPTD SMP NEGERI 1 GILIRENG

(CLASS ACTION RESEARCH)

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ABSTRACT

Improving English Listening Skills Through Audio-Visual for Class VII Students of UPTD SMP Negeri 1 Gilireng. Academic Year 2021/2022. This research was carried out at the UPTD of SMP Negeri 1 Gilireng in Class VII where the students' ability to listen to English was quite low. The purpose of writing this classroom action research is to find out whether the Audio-Visual learning model can increase student activity and learning achievement. The data collection methods are observation and learning achievement tests. The data analysis method is descriptive for both qualitative data and quantitative data.

The results obtained from this research are that Audio-Visual can improve activities and student learning achievements. This is evident from the results obtained in Cycle I which was 6.3 for learning achievement. From Cycle I to Cycle II it rose to 7.9 for learning achievement. The conclusion obtained from this research is that the Audio-Visual learning model can improve learning achievement.

Keyword: Ability Listening English, Audio-Visual Communication

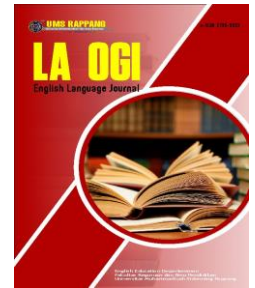


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INTRODUCTION

When We learn Language English, We know four components Language, like: listen, read, write, And speak, where these four components are the main factors in teaching English as a language foreign. Component – component This will develop ability student communication either verbally or in writing. Listening skill, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate What Which they hear. Ability For listen can actively improve personal relationships through reducing conflict, strengthening cooperation, developing understanding. Listening is one of the language components that is still an obstacle for students to learn. We can find out from student achievement. The scores they get are still low when compared to other language components such as reading and writing. Communication will run better if listeners can respond to what the speaker is saying. However, most students still have difficulty hearing due to dialect differences. These differences are not only in terms of pronunciation but also in terms of culture. By grammatical Also Can result misunderstanding between speaker and listeners. The low level of students' listening ability in English is influenced by various factors, including: students' lack of knowledge of English, students' lack of vocabulary, students' lack of English communication practice in everyday life,

low activity in understanding students' English, low quality of student assignments, and less precise techniques used by teachers. Among the many causal factors low Skills student understand in Inappropriate English learning techniques are the most dominant factor. The teacher continuously introduces English patterns and expressions without using the appropriate context or situation, and is not followed by practice and application or practice listen. Activity interaction between student very not enough. By therefore improving speaking skills in English is not optimal. In solving problems above, para Teacher must remain trying to find a way to solve the problem. Teachers must be able to use several learning methods, especially in teaching listening. And one technique that can be applied to improve students' listening skills is through Audio-Visual. Audio-lingual or Audio-visual is a very interesting method in the learning process. Therefore, this method aims to ensure that students are able to understand the target language, speak with acceptable and grammatically correct pronunciation, and are able to understand the material presented. Suleiman (1985:11) said that Audio-visual or Audio-lingual is a medium that can be seen and heard in carrying out communication. One of the audio-lingual methods is video. Videos can be played according to the material required. It can be used to watch movies. Based on this film, it can increase students' understanding.

Based on the background above and knowing students' weaknesses in learning listening and students' lack of ability in listening comprehension. So writer focused For teach listening through Audio-Visual for UPTD students of SMP Negeri 1 Gilireng.class 7 using DVD (Digital Video Disc).

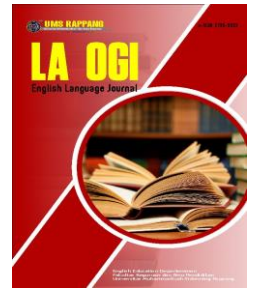


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Review Literature

Listening is one of the language skills among four other language skills such as writing, reading and speaking. Listening activities play an important role in developing a person's language skills. Listening is very close in meaning to listening and listening. Listening or paying attention is the process of capturing messages or ideas presented through speech. Listening is one of the most important language skills, besides reading, speaking and writing. Communication will not be able to take place smoothly without listening skills. Listening skills are the basis of good speaking skills. Sutari, et al. (1997:17) states that listening means listening or paying close attention to what other people say. It is clear that there is a deliberate factor in listening activities large enough, bigger rather than listening because in listening activities there is an attempt to understand what one is listening to, whereas in listening activities the level of understanding has not yet been achieved.

The term Audio-Visual was first proposed by Prof. Nelson Brooks in 1964. This method claims to be the most effective and efficient method in learning foreign languages and claims to be a method that has changed teaching Language from only A tips to A knowledge. Richards & Rodgers (1986:51 in Prayogo, 1998:9) adding several learning principles that have become the basis of the psychology of audio-lingualism and its application as follows:

1. Learning a foreign language is basically a mechanistic process of habit formation
2. Skills language is learned more effectively if aspects What must be learned in the target language is presented in oral form before being seen in written form.
3. Forms analogy give base Which more Good for language learners from the form of analysis, generalization, and distinctions are better than explanations of rules.
4. The meanings of words possessed by native speakers can be studied only in the context of language and culture and do not stand alone.

Motivation Study in Process Learning

Learning motivation is the encouragement or driving force within students Good in a way internal nor external in self somebody For stage change in behavior. Motivation to learn can basically help in understanding And explain behavior individual, including individual Which currently study (Uno, 2007: 27). There is a number of role important from motivation in Study And learning namely: (1) determine things that can be used as reinforcement for learning, (2) clarifying the learning objectives to be achieved, (3) determining the type of control over stimuli learn,(4) determine study persistence .a. The Role of Motivation in Determining Learning Reinforcers Motivation can play a role in strengthening Study if a child Which Study faced with something problem Which need solving, And can only solved thanks to the help of things he has gone through. Motivation will strengthen children's learning when children really have the

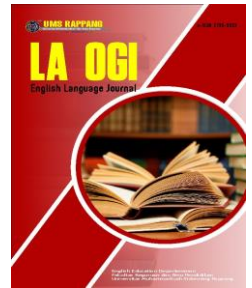


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motivation to learn something. In other words, motivation can strengthen children in their actions.

b. The Role of Motivation in Clarifying Learning Goals
The role of motivation in clarifying learning goals is closely related to the meaning of learning. Children will be interested in learning when what they have learned has at least some benefit for the child. So children will be motivated to learn because they are clear about the goals of their learning.

c. Motivation as Control of Learning
Stimulation A child who has motivation will have control and stimulation For Study. Child will hook facility Study as a stimulus for learning. Without motivation children will never be stimulated to take advantage stimuli as controller in Study.

d. Motivation Determines Perseverance in Learning
A child who is motivated to learn something, will try learn with Good And persistent, with expectations obtain results Which better. In this case it appears that the motivation for uk Study cause somebody persistent Study. On the contrary, if somebody No If he has the motivation to study then he can't stand studying for long. This means that motivation has a big influence on persistence and resilience in learning.

As explained above, grade 7 students at UPTD SMP Negeri 1 Gilireng have skills listen in Language English Still not enough. Activity very class passive. Student Still Confused understand What Which teacher talks about. This is due to Because lack of knowledge listening student, minimal treasury students' vocabulary, the use of techniques used by teachers is not appropriate in teaching English, and there is a lack of media available at the school. By using Audio-Visual it can be assumed that the learning process will be more systematic, complete and creative. Students are given to watch videos where from these videos students can not only improve their listening skills, but can learn grammar and enrich students' vocabulary. In this way, students will have knowledge, readiness and courage, so that they will be more active in the learning process. In this way, students' listening skills in English will be improved.

RRSEARCH METHOD

Place Study This done in class VII UPTD SMP Negeri 1 Gilireng. This place was chosen because based on the results of classroom observations and interviews with the English teacher in the class it could be concluded that the students' listening skills were deep English is still low. This is because teachers do not use adequate techniques, there are limited books available at school and media equipment is still lacking

Study This done from beginning month October as description from The implementation of this research can be seen in the following table:

Which made subject in this research is all student class VII UPTD SMP Negeri 1 Gilireng. .
Entire student amount 27 person, Which consists from 11 person female students and 16 male students.

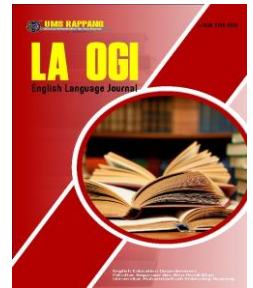


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two person female students have relatively good ability in listening to English, six have medium ability, and three have ability Which very weak. Two person student man Men have relatively good abilities in listening to English. Five people have moderate abilities, And nine people really don't capable listen in English.

The data from this research comes from students and teachers. Data from students is the result test, Good test beginning nor test end Which can observed direct by researcher, and activities in process learning. Data from Teacher is observation results Which carried out by researchers while the teaching and learning process was taking place as additional data in this research.

Technique And Tool Collection Data

1. Data collection techniques Data collection techniques used in this research is test And sheet observation. Test given to student to gain students' understanding in listening to English. Observation Sheets are used For take notes information from all activity ongoing. The observation sheet consists of student activities, time, student responses, class situations, and other notes that occurred during the action process
2. Data Collection Tools Tool which is used For collecting data is the result from tests, questionnaires and observation sheets.

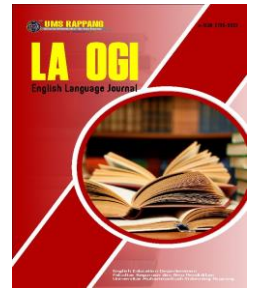
Analysis Data

The data obtained in each action will be analyzed quantitatively and qualitatively to determine the final result of an action. Qualitative data on student learning outcomes will be analyzed descriptively by finding the average value of student success in both the pre-test and post-test. The evaluation result data will be analyzed using descriptive analysis by finding the average value of student success in both the pre-test and post-test, namely by using the following steps:

3. Mark from every student answer test in every meeting.
4. Data calculated with formula as following:

$$X = \frac{\sum X}{N}$$

Where:



X = Mark average achieved student on tests.

ΣX = Amount whole mark.

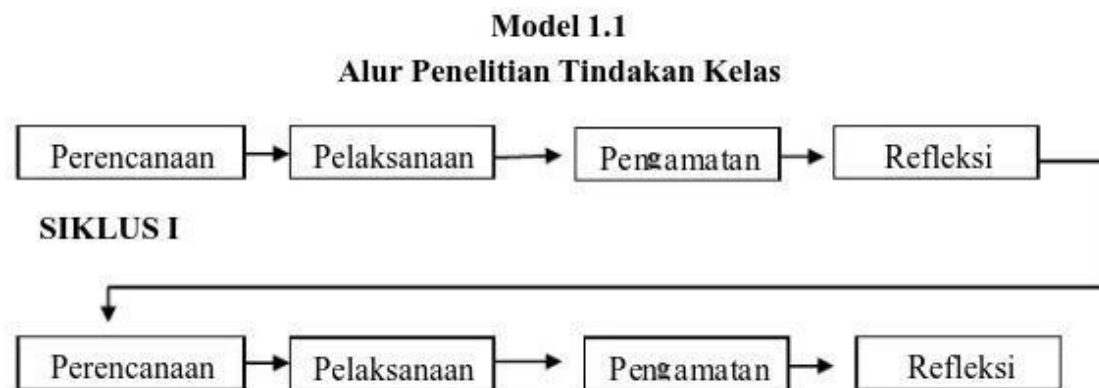
N = Number of students.

Meanwhile, qualitative data obtained through observation sheets is analyzed so that it can provide an overview of the level of understanding of the lesson, students' attitudes or views towards the learning methods applied, students' activities in following lesson, attention, enthusiastic in Study, trust self, motivation learning, and the like are analyzed qualitatively.

Procedure Study

This research was conducted using the classroom action research (PTK) method. There is four stages Which common passed in study action

This class is (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection (Arikunto, 2007: 11). As in the model below:



The four steps in the two cycles above are carried out to improve students' ability to listen to English. The four steps above will be explained in detail below.

1. Planning

In this stage, the researcher prepares and designs actions that will be implemented to improve students' *listening comprehension skills* and students' low learning motivation. Based on the initial tests and observations made, the average student is only 5.7 And with Spirit And motivation Study Which low. Action Which given to students only takes place in 2 cycles over a period of 12 x 40 minutes. Plan action Which held in stages This is The learning design was developed based on the problems found and the learning method used, namely *Audio-Visual* to solve the problem of low student understanding and motivation to learn.

Implementation

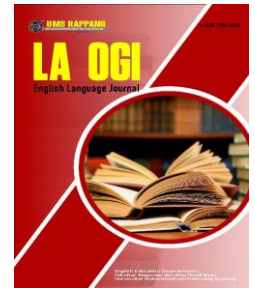


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In this step the researcher carries out learning steps by applying techniques *Audio visual* in accordance with design learning Which has prepared on step First. In treatment action through application *Audio visual*. Researcher carry out activity learning in accordance with design learning compiled .Students are guided through steps

to improve understanding it effective And efficient And increase performance memory in understanding the content of the conversation. The first step, the first video with the topic " *Always remember to say please* " is played to students by providing some brainstorming to increase students' interest in learning. After the video was played 2 times , students were then asked to answer several questions question Which nature general in accordance with videos Which played.

Then writer invite student For discuss every answer from every question asked. After the discussion was finished, the second video with the topic " *Cheers... hicccuupp* " was played 2 times. Then the students were asked to answer the questions given by the presenter orally, but the questions given this time were in more detail related to the video being played.

The next step, students are shown a video with the topic "Long time nose and Jeffry doesn't live here" during two time. After videos the After playing it, students are then given a multiple choice test and students are given the opportunity to answer the questions. After all students' answers are collected, then students are given a script from the first video to the last video, then students are asked to show (perform) each video that was played previously in front of the class.

The steps above are the essence of the treatment given to students to improve their understanding in listening to English. so, student learning outcomes using *audio techniques*. *Visuals* can expected more satisfying And can increase ability listen student.

RESULTS STUDY AND DISCUSSION

the author presents the data obtained from this action research in detail based on research conducted at UPTD SMP Negeri 1 Gilireng. Before presenting the research results, it is better to first look at the opinions of educational experts. following: in convey results study And discussion, need presents a description of each cycle with complete data starting from planning, implementation, observation and reflection which contains an explanation of aspects of success and weaknesses that occurred. It is necessary to add basic things, namely the results of discussions (progress) in students, the environment, teachers, motivation and learning activities, class situations and learning outcomes, present graphs and tables of data analysis results that show change Which happen accompanied discussion in a way systematic and clear (Suharsimi Arikunto, Suhardjono, Supardi, 2006: 83).

From the excerpt above it is clear what should be explained in this chapter, namely writing complete start of what which are made according to plan, what the results were, how it was implemented, what has been achieved, up to reflection. Hence the conversation on part This started with What Which what was

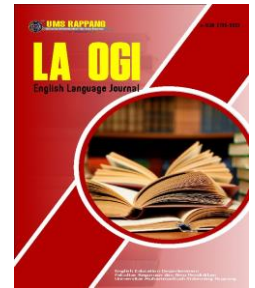


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done in the planning part, what was done in the implementation, what was done on observations and what is done on reflection, as seen below.

Results Which obtained from Planning activities include:

a. Compile design action furthermore study complete with Plan Implementation Learning (RPP) Which will held with Audio-Visual Based The initial results of class VII students' abilities are listed in the background, the researcher plans more intensive activities such as consulting with fellow teachers and school principals regarding preparations for implementing learning using Audio-Visual techniques.

b. Supervisors has notified For more understand about supervision principles so that they no longer tend to be instructive and are more friendly to the principle of equality

c. In carrying out supervision, supervisors are expected to show a friendly sense of equality and be willing to assess the truth.

d. Researcher provide an explanation on student that presence supervisor classy

not to look for the teacher's mistakes or weaknesses in learning, but to improve students' ability to master knowledge.

e. Plan material lesson And formulate objectives, determining learning materials, with method adapt with syllabus Which applyand explanation with pretty good.

f. Select and organize materials, media and learning resources. In the first cycle This, researcher organize learning materials well. Order of writing

The goal is from easy to difficult, the material coverage is meaningful enough for students, determining teaching aids. Meanwhile, the determination of learning resources has been adjusted with objective, material learning And level development participant educate.

g. Designing learning scenarios Learning scenarios are adapted to the objectives, material and level of student development, seeking variations in delivery. The structure and steps of learning have been adjusted to the objectives, material, level of student development, time available, the systematic way is to place students in Position central, following the change in educational strategy from teaching to learners teachings in accordance Candy National Education Department No. 41 Year 2007 And adapt with an Audio-Visual learning model.

Conclusion

With know that trigger low activity learn and learning achievement is there on factors such as method Which used by teachers, so that the use or replacement of conventional methods with constructivist methods is very necessary, as a result researchers try models Audio-Visual learning in an effort to solve problems that exist in schools. Based on the low learning activities and student learning

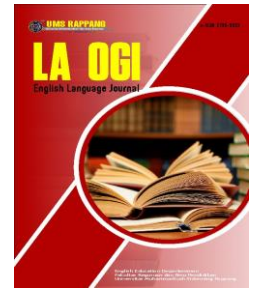


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achievements presented in the background of the problem, the use of the Audio-Visual learning model attempted For can complete the goal study This that is For understand the increase in student learning achievement. How much improvement has been achieved is clearly explained at the end of the analysis. From the research results presented in Chapter IV and all the data that has been submitted, the research objectives presented can be achieved. To answer the research objective, namely achieving an increase in student learning achievement, the evidence that has been presented can be seen.

- a. From data beginning almost all student get mark in lower, then in cycle I it decreased to 8 students and in cycle II the scores of all students were above the standards determined at the school
- b. From an initial average of 4.5 it rose to 6.3 in cycle I and in cycle II it rose to 7.9.
- c. From the initial data, there were no students who completed it, whereas in cycle I there were more, namely 4 students, and in cycle II all students achieved completion.

From all data supporter proof achievement objective learning can be delivered that model Audio visual can give answer Which expected in accordance the purpose of this research. All this can be achieved due to the readiness and hard work of researchers from since making proposals, review things Which Not yet Good together fellow teachers, preparing research grids and instruments, using data triangulation facilities to achieve maximum research implementation.

Suggestion

Based on the findings that have been concluded from the research results, in an effort to achieve learning objectives in the field of English studies, the following suggestions can be made:

1. If you want to carry out the learning process on English language subjects, use it model learning Audio visual should be choice from There are several existing methods considering that this method has been proven to increase cooperation, be creative, act actively, exchange information, express opinions, ask questions, argue and so on.
2. Although this research has been able to prove the main effect of the Audio-Visual model in increase activity And performance study, it is certain that in this research there are still things that have not been done perfectly, therefore, other researchers who are interested in researching the same topic should research the parts that have not been researched.
3. Furthermore, for further strengthening, it is hoped that other researchers will carry out further research to verify the data from this research.

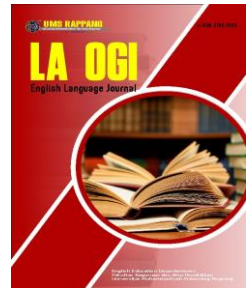


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