

The Effect of Audio Visual and Audio Teaching Media on the Student's Listening Achievement

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ABSTRACT

Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Through listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Teaching listening has its own challenge since some steps and requirements that teacher should prepare to undertake in the classroom. Moreover, conventional tool is still used in the classroom activity when the teacher teaches listening, in this case means students only hear the voice of the teacher while they listen to the text. Audio-visual media like animation videos is assumed as the best teaching media for students to improve their listening comprehension in language learning because it can make student easily imagine the real situation and increase their motivation in learning English, also it has attractive, rich content and appropriate tools to use in practice teaching listening. The objectives of the study are to investigate the differences between the students' achievement in listening that taught by audio-visual media significantly higher than that taught by audio teaching media.

Keywords: *teaching listening, audio visual media, audio media, listening achievement*

1. INTRODUCTION

Listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as the knowledge of the language, background knowledge, etc. Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture [1]. Through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important, for some language learners it is considered to be the most difficult language skill.

Some problems appear in many EFL learners when they have limited vocabulary. They cannot understand what the speaker says. Listeners sometimes fail to realize that the speaker had moved to other topic since it is a foreign language. Since listening is the process of receiving information, the listener needs to concentrate to get the point of what speaker says. Those difficulties exist for foreign language speaker especially new learner. Moreover, the difficulties of English listening usually happen because of certain problems such as the

pronunciation of some English words is changing when it combined with other words [2]. From the linguistics point, he argues that the lack of vocabulary and complex grammatical structure also become problems.

To improve listening skill, students need to listen to various listening texts for different situations, such as short dialog on the phone, announcement in the airport, instruction on how to operate a new machine, speeches, poems, songs, etc. The main objective of listening comprehension practice in junior high school level is that the students should learn to function successfully in real life situations.

The preliminary class observation has been conducted at SMP Al-Washliyah 8 Medan and concerned about the poor results of teaching listening to Junior High School students, particularly to second grade (year 8) students about descriptive text. By interviewing the class teacher, it was known that the students' listening achievement is low because cannot fulfil the minimum passing grade on the topic of descriptive text (KKM) ≥ 70 . As the input, students must gain the score as the achievement around 70% up to 80%.

From the observation, in English teaching process the writer still found some serious problems on it like the text book that often used by the teacher at the school is not completed by audio file and the teacher still uses conventional tool in teaching listening orally.

Based on the data from the teacher, there are 20 students gain score <75%. Thus, there are 5 students who are able to get the score >75% from the total of students in one class.

Table1. Students’ ListeningComprehensionScore

Class	Average Score of Students
XA	71
XB	69
Average Score	70

(Source: Mark Collection List (Daftar Kumpulan Nilai: DKN) of SMP Al Washliyah 8 Medan, School Year of 2019/2020)

The use of media in teaching learning process can help teachers to create learning situation effectively. Many media and many styles of visual presentation are useful to the language learner [3]. That is to say, audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, audio-visual media like videos provide important learning opportunities to students practice in a second language.

Multimedia as audio visual media teaching material is necessary for students to improve their learning activities on subject of listening comprehension [4]. Meanwhile, using authentic videos as audio-visual media is better than using audio compact disc as audio media in teaching listening comprehension [5]. Video as audio-visual media teaching material is an effective media in teaching listening comprehension [6].

Listening comprehension especially for teaching English to Indonesian students will be more effective if it is assisted by using interesting media, cheap, efficient by not ignoring the utilization of modern tools in accordance with the development of modern science and technology [7].

Based on the problems above, the use of an audio-visual media that is animation video will be investigated in order to increase the students’ ability in listening descriptive text. The using of audio-visual media is to make the students easier in comprehending and to support teaching listening about descriptive text. The animation video provides one of the stories of descriptive text with colourful images, moving pictures and script. The animation video is one of audio-visual media in listening comprehension to help increasing students’ attention, so they can be motivated to learn.

By watching animation video, students will be interest to learn and comprehend descriptive text, it is expected that they can have a good understanding in learning process.

Considering this condition, it is of interest to study and compare a listening class using audio media and audio-visual media in order to improve students listening achievement in learning English. In the line with explanation above, this study is devoted to investigate the method with on entitle The Effect of Audio-Visual and Audio Teaching Media on the Student’s Listening Achievement.

2. REVIEW OF LITERATURE

2.1. The Nature of Listening

Listening is the natural precursor to speaking, the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening [8]. So, listening is the first communication skill we engage in the moment we are born. Listening plays a very important role in communication. The communication skills comprise receptive skills and productive skills.

2.2. The Concept of Listening

Listening is the activity of paying attention to and trying to get meaning from something we hear [9]. Listening is a working method of comprehension and constructing meaning from both verbal and non-verbal texts [10]. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity and empathy [11]. Listening, in its broadest sense, as a process of receiving, what the speaker actually says; constructing and representing meaning; negotiating meaning with the speaker and responding; and creating meaning through involvement, imagination and empathy [12]. Another, listening is the route to tolerate, make meaning out of, and offer clarification as nonverbal messages to be spoken [13].

2.3. The Listening Comprehension

Listening comprehension requires a desire to understand another human being, an attitude and respect and acceptance, and willingness to open one’s mind to try and see things from another’s point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another’s shoes and try to see the world through that person’s eyes [14]. Listening comprehension is the various processes of understanding and making sense of spoken language. This involve knowing speech sounds, comprehending

meaning of individual words and understanding the syntax of sentences [11].

2.4. The Listening Process

Listening is an active process in which the listener must discriminate amongst sounds, understand words and verbal structures, interpret intonations and retain the information gathered in order to interpret it in the context or setting [9]. Listening is not automatic but to be better listeners we need to understand and work with the components of the listening process [13].

2.5. The Stages of Listening Process

Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is a reason why; recently, the language teaching profession has brought into focus on listening comprehension. Listening process is divided into three stages: pre-listening, in-while listening and post-listening [15].

2.6. Descriptive Text

Descriptive text is a text provides information on a topic through descriptive facts, details, characteristics and traits [16]. We use descriptive text to say what something or somebody is pictures with words, and we can describe a person, animals, plants, places, process, thoughts or feelings. So, it can be concluded that a descriptive text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place or thing.

Generic structure also called with text structure. There are two generic structure elements of descriptive text. The learners should know it, because it will be affected their thinking and fetching the meaning of a text. Generic structure elements of descriptive text are identification (classification) and description [17]. Then, the language features are focused on specific participant and using simple present tense.

2.7. Teaching Listening Comprehension

The aim of teaching listening comprehension is to help students with listening in their real lives, but there is a large variety of different types of listening in real life, such as listening to announcements in stations, airports and so on, listening to the radio, participating in a conversation face-to-face, watching television, participating in a meeting, seminar or discussion, taking part in a lesson, participating in a telephone conversation, among others.

Students, as listeners, should be made aware not every clue, in this case word, is equally important to the

message. Therefore, when they miss a piece of language, they need not panic since there is a good chance that other clues will enable them to understand the message. The criterion of success in listening comprehension is not whether he/she (student, as a listener) has understood every word, but whether he/she has constructed enough of the meanings in order to satisfy his/her own communicative purposes [18]. Students can find various ways that can be done usefully by them to do something. Activities are important for students in learning, because this is a part of learning process. It means that if the students can pay attention in their learning activities, they will improve their awareness and processing their listening comprehension.

According to school-based curriculum, listening is taught through genre text. In syllabus, the basic competence of listening, especially for the eighth grade, the students are required comprehending to the meaning in very simple monologue accurately, fluently and acceptably to interact with the immediate environment in the form of descriptive and procedure texts. In this study, students listening comprehension focuses on comprehending descriptive text only. Descriptive text is a text which says what a person or a thing is like. It wants the listeners to picture what is being described. It describes a particular place, person, thing or animal. In this case, based on the theories above, some indicators that can be used to achieve the successful of listening comprehension standard are the ability to find the main idea(s) from the text, ability to predict the meaning of messages, ability to identify the key words and understanding colloquial vocabulary.

2.8. The Teaching Media

The purpose of teaching media is to facilitate communication in learning process. Media as something that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, attention and motivation and attention so that the learning process takes place [19]. Also, media can be interpreted everything that is used to convey message and can stimulate thoughts, feelings, attention, and willingness to learn so that it can encourage deliberate learning, have goals and control [20].

2.9. Audio Visual Media

The use of audio-visual media in language teaching has gained much importance nowadays. Audio-visual is described as an electronic picture series with audio component and so is drawn image component presented by video tape and they are played by a video player [21].

2.10. Audio Media

Audio media is used to involve the sense of hearing so that the process of listening occurred [7]. While another expert states that audio learning media if it is used properly can contribute to education [8]. With audio, students can listen to different accent variations of more than one speaker. Also, it can sharpen their sensitivity to hear what the speaker says even in different accent.

2.11. The Communication Process with Media

The communication process is described as the signal or message sent by the sender (sender of the message) to the recipient of the message [22]. Messages in the form of knowledge, expertise, skills, ideas or experiences are poured out by the sender (source of messages) into symbols of communication, both verbal symbols (oral and written words) and non-verbal or visual symbols. The process of pouring messages into communication is called encoding. Then the recipient of the message interprets the communication symbols so that the message is obtained. The process of interpreting communication symbols containing messages is called decoding, as in Fig .1

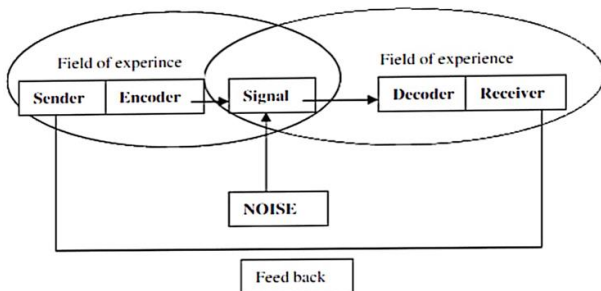


Figure 1. Schramm communication mode. Source: Heinich, Molenda, Russell, and Smaldino, 1996:13

The process of interpreting messages can sometimes work well and sometimes it doesn't work or fails. This failure is caused by the inhibiting factors called noise.

3. METHOD

3.1. Research Design

This research is experimental research, employed descriptive quantitative methods. The pretest and posttest were given to investigate the effect of teaching media on student's listening achievements.

3.2. Subject of the Study

The subject of the study was twenty-five the second grade of SMP Al-Washliyah 8 Medan in academic year of 2020/2021.

3.3. Procedure of Treatment

Both groups will be given the same material but presented in different teaching media in two steps as in Table 2.

Table 2. The Procedure of Using Teaching Media

No.	Procedure of Using Audio-Visual and Audio Teaching Media
1.	Planning by the teacher.
2.	Preparing the equipment of audio-visual teaching media (cables, laptop, three small sound systems, projector and screen projector) to display the images from laptop so that the images can be seen by the students, and audio media (cables, laptop, and sound systems).
3.	Checking the sounds, images and connections work in order getting good audio and visual.
4.	Minimize the noise by vary the loudness and the clearness of the audio-visual volume and images, also from audio teaching media volume.
5.	Preparing the students in order to pay attention on the learning material.
6.	Selecting the appropriate learning material.
7.	Teaching media learning material presented by native speaker's voices.
8.	The teacher always monitors the sounds and visual images.

3.4. Instrument of Collecting the Data

In this research, pre-test and post-test will be conducted to both groups. The test contained ten questions in 30 minutes. The students had to answer the questions based on the audio/audio-visual media which is delivered by the researcher as the teacher.

3.5. Technical of Analysing Data

This study aims to determine effectiveness of learning outcomes and are quantitative then the data analysis technique used in this study will be using a statistical test technique (t-test). T-test is used to compare the treatment class both the experimental and the control class. So that later will be found which one more effective between both teaching media.

4. RESULTS AND DISCUSSION

4.1. The Data Analysis

The data was analysed using Calc™ (spread sheet LibreOffice) with the following formula:

$$\text{Average} = \frac{1}{n} \sum_{i=1}^n ai = \frac{1}{n} (a1 + a2 + \dots + an) \quad (1)$$

Note: n = total number of students

The results of the student's listening achievement are 82.16 taught by audio-visual and 63.08 taught by audio learning media. Students who took part in the pre-test and post-test with both teaching media increase their listening achievement, although audio-visual is superior to audio as in Fig.2

No.	Name	Pretest	Posttest (Audio-visual)	X1 (Post-Pre)	Posttest (Audio)	X2 (Post-Pre)
1	Rz	70	90	20	84	14
2	Yo	50	80	30	75	25
3	Do	34	60	26	44	10
4	Rn	37	55	18	50	13
5	Rs	60	92	32	80	20
6	Jo	50	80	30	77	27
7	Nj	74	100	26	97	23
8	Pm	27	74	47	35	8
9	Dm	57	100	43	94	37
10	Zf	54	84	30	75	21
11	Dm	64	95	31	80	16
12	Si	20	85	65	20	0
13	An	47	89	42	84	37
14	Dy	57	80	23	60	3
15	Ag	54	85	31	60	6
16	Ay	67	80	13	57	-10
17	Fz	40	80	40	80	40
18	Rf	54	80	26	70	16
19	Ra	37	75	38	40	3
20	Jb	50	85	35	60	10
21	Hb	50	75	25	54	4
22	Tm	87	100	13	97	10
23	Rh	40	80	40	50	10
24	Dk	54	70	16	0	-54
25	Sd	27	80	53	54	27
Average		50.44	82.16	31.72	63.08	12.64

Figure 2. Students Result Listening Achievement

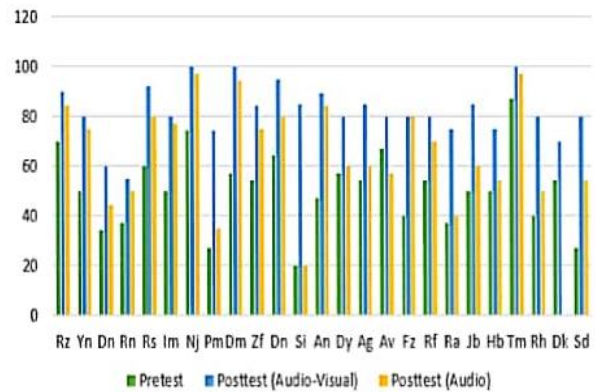


Figure3. Histogram of Students Result Listening Achievement

Based on the figures above, students who took part in the pretest and posttest with both teaching media (audio-visual and audio) will show the increasing results.

5. CONCLUSION AND SUGGESTION

5.1. Conclusions

As the results from testing the hypothesis, the writer concluded that students' listening achievement who taught by audio-visual media better than students' listening achievement who taught by audio media in learning English. Most of the students were difficult to understand the main ideas in listening comprehension, but after the treatment they can improve their sensitivities in understanding the ideas of the speaker talked.

5.2. Suggestions

The students need to improve their sensitivities in understanding the idea in listening comprehension in order to make them used to respond what the speaker means in conversations. Teachers needs to improve their intensity in using teaching media learning as alternative in delivery listening teaching material in creating a comfortable atmosphere and fun in order to improve student's attention and understanding in learning. However, the school is expected to facilitate and support the students for developing their English language skills by providing language laboratory with audio-visual or audio teaching media.

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