

# Improving Students' Listening Skill Using Audio Visual Aids

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**Abstract**—This research was conducted at State Polytechnic of Kupang. The aim of this research was to obtain the empirical evidence of the effect of using Audio Visual Aids on Students' Listening Skill. A classroom action research was used as the design of this research. The population of this research was second grade students of State Polytechnic of Kupang. the data collection methods are observation sheet and learning achievement tests. The data analysis method is descriptive both for qualitative data and for quantitative data. The results obtained from this study are that Audio-Visual can improve students' activity and learning achievement. This is evident from the results obtained in Cycle I is 6.3 for learning achievement. From Cycle I to Cycle II it increased to 7.9 for learning achievement. The conclusion from this research is that the Audio-Visual learning model can improve learning achievement.

**Keywords**—listening, english for accounting, students, audio-visual, classroom action research

## I. INTRODUCTION

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 foundation of good speaking skills. One of the big problems in learning listening is the low participation of students; they tend to wait and hear what the lecturer says without the motivation or desire to ask questions as an effort to deepen the meaning of the listening process. Sometimes they find it difficult to listen to and understand what material is being discussed if there are no learning aids. There are also some classic problems from learning listening in educational institutions, such as the lack of time allocation for learning, lack of student interest in learning, lack of learning resources, low competition in foreign languages, English learning in class puts more emphasis on reading comprehension, teachers who teach listening tend to ignore the students' problem on listening without being more creative in implementing listening learning strategies that can make students feel at home and want to continue learning. Listening is closely related to how students understand somethings, listening is the process of capturing messages or ideas presented through speech.

What can teachers do to help students master the difficulties? Not all the problems described above can be overcome. Certain features of the message and speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. She/he can at least provide the students with the suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies.

To solve the problem in learning listening, the writer tries to use audio visual learning aids to help students learn with enjoy and more focus on listening. The audio-visual aids can be applied to improve students' listening ability, to make students be able to understand the target language, speak with acceptable and grammatically correct pronunciation, and be able to understand the material presented.

## II. METHODS

The research was conducted at State Polytechnic of Kupang at Accounting Department East of Nusa Tenggara during the second semester in first grade. This research was started on May 04 until July 04, 2020. The research contains 6 meetings online included pre-test in the first meeting followed by the treatment in second step until the fifth and post-test in the last meeting.

The aim of this research was to obtain the empirical evidence of the effect of using Audio Visual Aids on Students' Listening Skill. A classroom action research (CAR) was used as the design of this research. The population of this research was the students of Accounting Department at second semester with the total students are 200 of six classes then the sample technique that used was purposive sampling in which only conducted the treatment into two classes with total students are 40.

Research Instrument, the researcher uses listening test as the instrument of the study for the pre-test and post-test. The content of the test is multiple – choice, the test contained 20 questions and it applied to pre-test and post-test with different content. The students are given 45 minutes to finish the pre-test

and post-test. Both pre-test and post-test had difference audio content. The sources of audio-visual aids file were obtained from YouTube.

The data collection technique, students listening skill was measured by giving them the listening test. The test consists of pre-test and post-test. The pre-test and post-test were given to both classes. Both tests were used to detect the effectiveness of the treatment given to the students. The pre-test was given in the first meeting. It is aimed to see and to measure the students' listening skill before using the audio-visual aids. Meanwhile post-test aimed to see and measure students' listening skill after teaching and learning process. Post-test was given in the last meeting after the treatment. There upon gaining students pre-test and post-test, the score was compared.

Research Procedure, The procedure of research is to use the modified steps of Classroom Action Research (CAR) [1] as seen in Table 1.

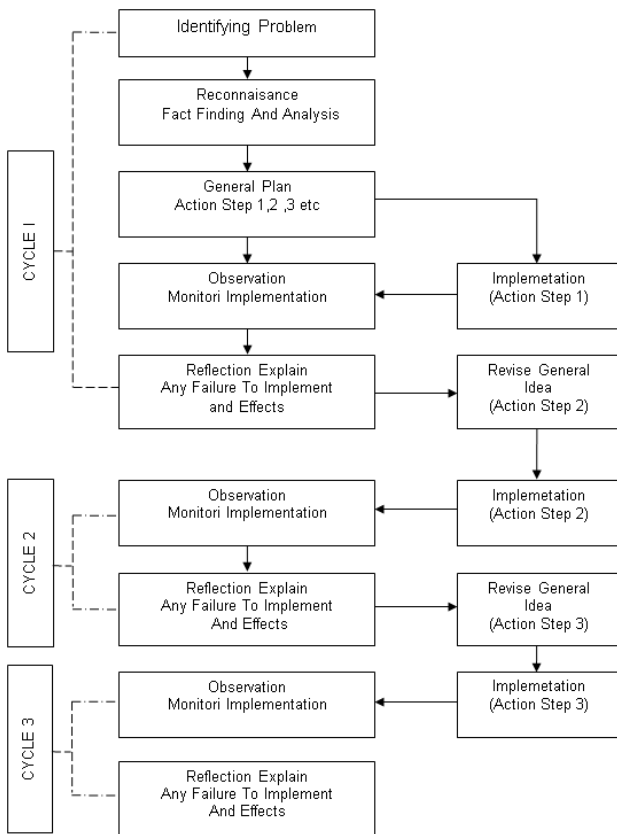


Fig. 1. The modified steps of classroom action research [1].

### III. FINDINGS AND DISCUSSION

#### A. Cycle I test results

The results of the multiple-choice test, the average value in cycle I was 5.7 in the first session and 6.9 in the second session, although it was not perfect. These results indicate an increase in students' ability to master English subjects,

especially listening skills. The results of learning achievement tests in cycle I have shown the effect of using the method influences student achievement, in this case the audio-visual method. This is in accordance with the results of the meta-analysis of learning methods conducted by Soedomo [2] which states that the learning methods applied by a teacher influence their learning achievement.

#### B. Cycle II results

The results obtained from the learning achievement test in cycle II showed that the students' ability to take lessons was good enough. This is evident from the student's average score of 7.5 in session 3 and 8.3 in session 4. These results indicate that the Audio-Visual method has succeeded in improving students' ability to forge knowledge as expected. Audio-Visual is a suitable model for students if the teacher wants them to have the ability to create, argue, express opinions straight forwardly, exchange ideas, argue, considering the use of this method is to cultivate students' intellectual abilities, encourage students to be able to find themselves, place students on a central position and strive so that students do not learn by memorizing.

The results of this study turned out to have the main effect that the model applied in the learning process had a significant effect on student achievement. These findings prove that the teacher has chosen the right method in carrying out the learning process because the method selection is something that cannot be ruled out. The English subject focuses on its studies on cognitive, affective and psychomotor aspects as a guide for students' abilities, both thoughts, behaviour and visuals occupy an important place because they can activate students optimally. From the scores obtained by the students, more than half of the students got a score of 8.5, 13 students got an intermediate score of 8. From the comparison of these scores, it can be believed that student achievement can be improved by using the audio-visual method.

Looking at the comparison of the initial value, the value of cycle I and the value of cycle II, there was a significant improvement, namely from the average initial value of 4.5 up in cycle I to 6.3 and in cycle II up to 7.9 This increase cannot underestimate because this increase in value is a result of the maximum efforts carried out by researchers for improving the quality of education and advancement of education, especially in Accounting Department at the State Polytechnic of Kupang.

### IV. CONCLUSION

The results of the multiple-choice test, the average score of students in cycle I was 5.7 in the first session and 6.9 in the second session, indicating that the students had mastered the material being taught even though they were not perfect. These results indicate an increase in students' ability to master English subjects, especially in listening skills when compared with the students' initial scores.

The results of learning achievement tests in cycle I have found the main effect that the use of certain methods will affect students' achievement, in this case the audio-visual method.

As is well known, English subjects focus on learning on cognitive, affective, and psychomotor aspects as guidelines for the behaviour of students' daily lives. To solve existing difficulties, the use of this method can help students to be creative, act actively, exchange ideas, issue opinions, ask questions, discuss, argue, exchange information and solve problems that exist together with members of the discussion group. This is what makes students think sharper, more creatively and critically so that they can solve complex problems and the next effect is that students will be able to understand and absorb English subjects further.

The remaining obstacle that needs to be discussed is the learning achievement achieved in cycle I has not met expectations in accordance with the demands of English lessons in this institution, namely 7.5. Therefore, further improvement efforts still need to be made so that more careful planning is needed for the cycle next.

#### REFERENCES

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