

## THE USE OF AUDIO VISUAL MEDIA IN LEARNING ENGLISH TO IMPROVE STUDENTS' LISTENING COMPREHENSION AT SEVENTH GRADE STUDENTS OF MTS NEGERI TARAKAN

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### **Abstract**

*The objective of the research was to find out whether using audio visual media can improve the students' listening comprehension at seventh grade students of MTs Negeri Tarakan. This research used CAR (Classroom Action Research) conducted in two cycles, each cycle consists of two meetings. The instrument of this research were observation checklist for teacher and students, and listening test. The result of the observation checklist for teacher got score in the first cycle, meeting I: 74 (70.47%) and meeting II: 80 (746.19%) then, the second cycle the score in meeting I: 83 (79.04%) and meeting II: 88 (81.90%). And The result of the students score in first cycle 19 (70.37%) students success to reach the minimum passed grade (KKM) and 8 (26.62%) students fail to reach the minimum passed grade. But in second cycle there was improvement of the result of the students' score in listening comprehension, can be seen from the result that 22 (81.48%) students success to reach the minimum passed grade and only 5 (18.51%) students fail to reach the minimum passed grade. The conclusion in this research by using audio visual media in learning English can improve students' listening comprehension especially for seventh grade students in MTs Negeri Tarakan.*

**Keyword:** *Listening comprehension, audio visual media*

### **INTRODUCTION**

In learning English, students should master four language skills, there are speaking, writing, listening and reading. One of the important skills in learning English is listening. Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills Vander and Goh in Fitriyani (2018). In daily life listening has an important role to make a good communication, because people listen more than they speak, write or read. Therefore, listening should be mastered by the students because it helps students to increase other English skills. Listening is one of the four language skills. Through listening the students will know the pronunciation of the words and students can improve other skills such as speaking, reading and writing Padmadewi, *et.al*, (2017). In learning activities students should listen the learning material and after that the students write and respond to what the students have learned. Moreover, an executive communication time is spent roughly in the following proportion: listening 45%, speaking 30%, reading 16% while writing 9%. In this case, listening is one of important skill that should be mastered by the students Rai (2010).

However, it is not easy for English teachers to teach the students to reach the learning objective. Based on pre-liminary study on 2<sup>nd</sup> to 5<sup>th</sup> October 2018, the standard score is 70 in the school for seventh grade and from students' English subject score, 27 students especially in VII-C failed to reach the minimum standard score. It can be happened because the students unable to listen to the English text very well in the class.

Based on researcher's experience there are several problems found at MTs Negeri Tarakan in the context of the English subject and specific for learning listening, especially at seventh grade. For example, the teacher seldom gave the listening part in the learning process, because the facility is not available to do the listening section. It makes the students became unfamiliar to the listening itself. The students could not write down what they heard correctly and also they lack of vocabulary. The last problem is the teacher seldom uses media in teaching and learning English in the class. Therefore, to make the students successful in listening subject the teacher should be creative to find out the learning method. Actually, there are a lot of strategies that can be used to increase listening comprehension of the students. One of strategies that can be used by the teacher is media usage. To increase students' listening comprehension, the use of audio visual media is one of of learning method that suitable for those problems. As stated by Altman in Zonoubi (2011) audio visual media is that video enhances the listening process because it enables listeners to get clues from what speakers say or may be going to say often before the utterance it heard Altman in Zonoubi (2011). Applying audio visual media in classroom is expected can improve the students' listening comprehension. The students can understand what the speaker say and interpret the topic with their background knowledge. Based on the explanation above, the researcher conducted a research entitled "The use of audio visual media in learning English to improve students' listening comprehension at seventh grade students of MTs Negeri Tarakan".

## METHOD

Research was a careful and detailed study into a specific problem, concern or issue using the scientific method. Research was a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps; make a questions, collect data to answer the questions, and present an answer to the questions (Creswell, 2008). Research design is a design used by the researcher as the guidance in carrying out a research (Arikunto, 1997). Action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice (Bassegy, 1998). Classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning and teaching in the classroom, department, or school (Hermida, 2001). The purpose of action research as the production of practical knowledge that is useful to people in everyday context of their lives (Handbook of Action 36 Research, Reason and Bradbury, 2001). The method of this research is Classroom Action Research (CAR). Cohen *et.al* (2007) stated, "action research is a powerful tool for change and improvement at the local level". Whereas, Arikunto, 2008 "classroom action research is an observation to a learning activity in the form of an action, which is deliberately raised and occurs in a classroom". Based on the description above, the researcher concluded that CAR was one of research design which used to correct or improve problem based in the classroom. Suhardjono, 2008

states that the main purpose of classroom action research is to solve real problems an occur in the classroom. More detail, the purposes of CAR are:

1. Improving the correct quality, input, process also education and learning result in the school.
2. Help teachers and another education staff in school area to overcome learning and education problems in an outside of the class.
3. Improving educator' Professionalism
4. Growing the academic culture in the school area, so it will create proactive attitude in doing improvement in education and learning quality sustainable.

The population of this research was seventh grade students of MTs Negeri Tarakan. MTs Negeri Tarakan consist of five classes for seventh grade, four classes for eighth grade and three classes for ninth grade. So total number of the class are twelve classes. Then, the sample of this research was class VII-C as the subject of the research because daily exam score was very low. The researcher used two instruments to collect the data of this research. Observation checklist used to observe students' and teachers' activities in the classroom by giving score in each activity. Listening test was used to know the improvement of students' comprehension in each cycle. The purpose of giving the test was forgot information about students' listening comprehension progress. In this research, the researcher be the teacher and the teacher be the collaborator.

The researcher and the teacher made a lesson plan together, and the teacher as a collaborator observe to the students' and teachers' activities based on observation checklist. Observation checklist based on the lesson plan. The data took based on the students' and teachers' participation during teaching and learning activities based on lesson plan. The researcher used listening test to got the data result of the students' listening comprehension with audio visual media. The test aim to measure the students' listening comprehension in audio visual media. There were 20 questions and consists three part, there were: part one is multiple choice, part two is true or false and the last part is fill in the blank. The researcher used the observation checklist in observing the class condition and monitoring the teaching and learning process. At the end, the data analyzed by calculating the score of each activity. After getting the total score for each student, the researcher used the formula below to calculated the students' learning completeness or students' percentage that pass the minimum passing grade, which is 75%. Suyanto and Djihad (2013) stated that there was standard of success to determine the criteria of success. Currently, it used the principle of "mastery learning" in teaching and learning process. Generally, the students could be succeeding if they have reach 70 of learning completeness. Therefore, the researcher determine that 75% as criteria of success of this research. Because when 75% from total of the students in the class can get 70 in their learning process, then the research is success. The students have to reach in the English subject for seventh grade students 70, or the other word 70 is KKM (Minimum Passes Grade).

## RESULTS/FINDINGS

The result of all the instruments, those were observation checklist and test. The researcher took assessment from observation checklist in every meeting to knew the improvement the result of students' and teachers' activities. The next instrument was test, it

took in the last meeting to know the development of material that have been explained by the researcher as a teacher in the class when the research conducted. In this cycle, the researcher and English teacher realized that the students did not got the improvement. It was under the criteria of success. The students considered to be successful if they were able to achieve 70 minimum passed grade 75% students. In this cycle, the students were failed because they got 70.37% of 75%. The researcher found some weakness in the cycle. They were as follows:

- The students were unfamiliar with the new model, it makes them felt difficult and confused to follow the learning process. The students did not pay attention to the short movie and the researchers' explanation.
- The researcher did not prepared the material enough, it made some students did not understood the material.
- The researcher not gave clear explanation to the students.

Based on the reason above, the researcher would prepare and check the instruments and give more explanation to the students about the material. From the result of the observation checklist in the cycle I, the researcher wanted to solve the problem. The researcher revised the plan and prepared two meetings for cycle II. Besides trying to enhance the students' score in listening test, this cycle also tried to improve the students interest and action of the teacher when she teach in the class should be appropriate based on lesson plan. It focused in changing the assumption toward English lesson especially listening, tried to make it more interesting so they were active and involved in the teaching and learning process. Based on the result of observation checklist for teacher and the students and also students' score of listening test in cycle II showed that the process of teaching and learning using short movie has passed minimum passed grade (KKM). This case showed that all of the assessment items for the students and the teacher were more improve in cycle II than cycle I. Finishing the second cycle, the researcher discussed with English teacher as the final reflection. The result of the second cycle showed the 81% of the students achieved the minimum passing grade. It was upper the criteria of success where the students were considered to be successful if they were able to achieve score of minimum passing grade as many 75%. Therefore, the researcher and the English teacher decided to stop the cycle since the result of the last cycle showed good improvement of the students' listening comprehension. The results of teacher's and students' activities were also presented to support finding that the use of short movie could improve students' listening comprehension.

The researcher conducted the research because the classroom action research using audio visual media can improve students listening comprehension. There were two cycles, cycle I and cycle II. Besides, the researcher observed the students' listening test, the researcher observed the teacher's and the students' activities from the first to the second cycle. During two cycles in the research by using audio visual media, the students listening comprehension and students activities increased in each cycle, the same as the teacher's activities. The criteria to assess the teacher's activity were teacher's activities in teaching process, consisted of opening, main activity and closing. Whereas, the students was assessed for their politeness, discipline, responsibility, receive, value, comprehension of the audio visual media and respond. To assess the improvement of students listening comprehension the

researcher used listening test.

Implementation of audio visual media in teaching process, it showed there were several improvements from the teacher performance. In the first cycle, some activities got poor score, they were, the teacher cannot controlled the class well and the teacher not prepared the material very good. Although there were some poor score, but the result of teacher's activity got good category in the first cycle and increased became very good in second cycle. As stated by Hakkâri & Kantar et al., (2008), Considering that the students are able to focus on lecture for 16-20 minutes at most during the class hour, so using films gains significant importance in order to attract attention for a long time. And it means that, can help the teacher in teaching and learning process in the class to got the students' attention to the material. The result of students' activities also showed improvement from the first to the second cycle. It was appropriate with the statement from Rai (2010), an executive communication time is spent roughly in the following proportion: listening 45%, speaking 30%, reading 16% while writing 9%. In this case, listening is one of important skill that should be mastered by the students, and Padmadewi, *et.al*, (2017) stated that through listening the students will know the pronunciation of the words and students can improve other skills such as speaking, reading and writing. There were any improvement in each cycle then, the researcher and the collaborator decided that the research could be stopped. According to Wiraatmadja in Dini (2013), the cycle could be stopped if the changing which is purposed to improve the listening comprehension in teaching and learning process showed improvement students' success.

## CONCLUSION

From the result of the use of audio visual media in learning English to improve students listening comprehension at VII-C in MTs Negeri Tarakan can be concluded that: The use of audio visual media was useful to improve the students listening comprehension especially for seventh grade (VII-C) in this research. Based on the result of this research, there was improvement of students' score, students' activity and teacher's activity from the first to second cycle. This case can be seen from the result of observation checklist for teacher and students and also the result of listening test. Based on the observation checklist result, it can be concluded that the observation checklist result of teacher's and students' activities increased in every meeting in each cycle. In the first cycle the teacher's activity got score, meeting I: 70 (70.47%) and meeting II: 80 (76.19%) then, the second cycle the score in meeting I: 83 (79.04%) and meeting II: 88 (81.90%). Based on the observation checklist for students' activity got score in the first cycle, meeting I: 95 (70.37%) and meeting II: 100 (74.07%) then, the second cycle the score in meeting I: 103 (76.29%) and meeting II: 107 (79.25%). Based on the result of students score, it can be concluded that in first cycle 19 (70.37%) students success to reach the minimum passed grade (KKM) and 8 (26.62%) students fail to reach the minimum passed grade (KKM). But in second cycle there was improvement of the result of the students' score in listening comprehension, can be seen from the result that 22 (81.48%) students success to reach the minimum passed grade and only 5 (18.51%) students fail to reach the minimum passed grade. This case, showed that the second cycle there was good improvement and got the result upper the criteria success (75%).

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