

USING AUDIO-VISUAL MEDIA IN THE FORM OF LEARNING VIDEO TO IMPROVE THE LISTENING ABILITY OF THIRD-GRADE STUDENTS OF SMP NEGERI 4 MENGKENDEK

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Abstract

This pre-experimental research aims to identify whether using audio-visual media in the form of learning videos can improve the listening ability of third-grade students of SMP Negeri 4 Mengkendek. The released fickle in this research is a learning video while the contingent fickle listens to ability. The inhabitant in this investigation was every third-grade learner of SMP Negeri 4 Mengkendek, as many as 5 classes, while the sample was class III. A with 20 students. The research instrument used a listening test; the test given to students consisted of 2, namely a pre-test and a post-test consisting of 30 multiple-choice questions. The data analysis technique is SPSS, built on the proceeds of data coverage, $P = 0.001$ is smaller than $\alpha = 0.05$, which means that H_0 of this study is refused and H_1 is received. So, it should be decided that the application of learning using audio-visual learning videos improves the listening ability of third-grade students of SMP Negeri 4 Mengkendek.

Keywords — listening, learning video, media, narrative text.

INTRODUCTION

Listening is very important for every individual; listening often gets less attention from certain parties, for example from, the teacher or from the students themselves. Therefore, many students are less proficient in listening with the reason that listening is very difficult to understand. Audio visual is the contemporary instructional medium that is in conformity with the times and can be interpreted as a collection of equipment used by teachers when providing ideas, concepts, and knowledge that will be captured by the senses of visual perception and auditory perception. The purpose of this research is to find whether or not using audio-visual media in the form of learning video improve the listening ability of the third-grade students of SMP Negeri 4 Mengkendek and the problem statement of this research is Does the use of

audio-visual in the form of learning media in improves the listening ability of the third grade students of SMP Negeri 4 Mengkendek, the terms audio-visual was first put forward by Brooks (1964) this medium is claimed to be the most effective and efficient medium of learning foreign languages. Audio-visual functions can be activated as follows: 1. Social: The social function of audio-visual is to convey the same authentic information to everyone. This will certainly expand the association by introducing a new culture, 2. Culture: The function of audiovisual culture is to make changes in people's lives. In addition, this type of media can continue and pass on elements of the arts and culture of the local community, 3. Education: The function of audiovisual education is as a medium for delivering educational material with the media students are invited to think critically. In addition, knowledge and ways of thinking can also be developed, 4. Economical: The economical function of audiovisual is the efficient delivery of material. The application of this audiovisuals understanding itself is a combination of auditive and visual media. Submission of material using both media will reduce costs and time but is effective for its purpose.

Abidin (2012:93) listening is one of the language skills that are receptive and appreciative. Receptive means the listener must be able to understand what is contained in the reading material. Appreciative nature means that listening requires the participants to not only be able to understand what messages are contained in the reading material but furthermore provide a response to the reading material.

Gustina (2018) discusses audio-visual in the form of DVD, credible to improve the listening ability of third-grade students of SMP Negeri 1 Mempura. This interpretation using Class Action Research (CAR) method, several teachers entered the classroom to observe the correctness of the use of this media. In addition, the researcher also assigned one of the students to observe during the learning process, and from these observations, students' creativity and cooperation increased. Researchers divided it into 2 cycles, the material in cycle 1 was delivered from easy to difficult and the results obtained were 36.33% of students in the low category while for cycle 2, 72.67% of students in the high category. Cycle 1 to cycle 2 is 36.33%, and this shows that the use of audio-visual media can revamp students' listening prowess. The disadvantage of this research is that it still uses the same method as other research, namely using the classroom action research method. Previous research that differs from this research is the use of the method and medium.

Another research by Maimah (2017), also found that audio media in the form of English

pop songs shall improve the listening ability of second-grade students at MTs Al-Khairiyah Banyuwangi Pulo Ampel Serang-Banten. This study uses the "Classroom Action Research (CAR)" methodology, while this study used a pre-experimental design, previous research showed that English pop songs as a medium made it painless for students to be cognizant of material and this is an effective way because with songs students get values and responsiveness, the song also presents some new vocabulary so that the students enjoy the song and from the results of the study it is known that the mean of cycle 1 is 53.75% and the mean of cycle 2 is 84.7% from these results it can be concluded that English pop songs are effective for improving listening skills. The disadvantage of this study is that some students will only enjoy the song and focus less on understanding the material.

Previous studies have several differences from this study, namely all these studies used Classroom Action Research (CAR) as a research method. In this study, researchers used a pre-experiment with one group pretest-posttest. Another difference is that none of the previous studies used learning video media, while this study used learning videos as media. Previous research has shown that audio-visual media is an effective medium, this is what makes researchers interested in researching interested in using this media in third-grade students of SMP Negeri 4 Mengkendek to improve their listening skills.

LITERATURE REVIEW

Abidin (2012: 93) listening is one of the language skills that are receptive and appreciative. Receptive means the listener must be able to understand what is contained in the reading material. Appreciative nature means that listening requires the participants to not only be able to understand what messages are contained in the reading material but furthermore provide a response to the reading material. Nunan (2003) defines listening is identified a substantial fount of a coherent process.

There is various defense that constructs listening as very necessary in the vernacular investigation, they are: listening is consequential language, spoken dialect, and authentic spoken. Rost (1991:141). There are tandem kinds of listening affairs, namely interactive listening case and non-interactive listening state. Interactive listening occurs enclosed by private natter together with telephone parley, non-interactive listening occurs to movies or listening to the radio. In listening activities, listeners must be able to master the following things: storing or remembering the language elements heard using short-term memory, attempts to

distinguish sounds that differentiate meaning in the target language, being aware of the forms of stress and tone, tone of voice, intonation, and the reduction of word forms, differentiate and understand the meaning of the words heard, confess particular idiom-form patterns, detect keywords that identify topics and ideas, guess the meaning of the context, grammatical word classes, be aware of the basic forms of syntax, confess united devices, and detect sentence elements such as subject, predicate, object, preposition, and other elements.

There are 5 objectives of listening, they are: 1. listening to discriminatory is done to listen to different sounds and develop sensitive skills in nonverbal communication. 2. Comprehensive listening is done to understand the message conveyed by the speaker. 3. Listening critically is listening that aims to evaluate the messages. 4. Listening appreciatively is a type of listening to that aims to gain pleasure through the work or experiences of others. 5. Therapeutic listening is listening to provide an opportunity to talk through a problem. According to Tarigan, types of listening ability consist of two categories: 1. Extensive listening focuses on the longer activity as well as overall understanding, there are four stamps out extensive listening, namely: secondary, social, aesthetic, and passive. 2. Intensive listening focuses primarily on short listening exercises, there are six stamps out of intensive listening, specifically: critical, concentrated, interrogative, exploratory, and selective.

Hermawan (2012:36) there are five stages of listening namely: receiving (listening/attending), understanding (studying/interpreting), evaluating (judging/ criticizing), remembering, and responding (answering/giving feedback).

- a. The receiving stage
- b. The awareness point, awareness chance if second the adviser congregation dividend an acquaintance with explication, this is level while gathering influence the ambiance along with elucidation by the idiom their discern.
- c. The evaluating state, evaluating sanctions the listeners to contour an assumption from what they attend to along with getting down to expanding a repercussion.
- d. The remembering state, summoning up former enlightenment is pedantic of moving further.
- e. The responding state, an auditor could retort for which they discern one of vocally whether non-vocally. Non-vocally shall consist of motions, such as creating eye contact and smiling.

1. Definition of audio-visual

On the authority of Djamarah (2011), audio-visual media is the vehicle that possesses the detail of ballots and figures. Audio-visual media are a modern instructional medium that fits with the era's development (Raharja, 2000). There are 2 two of audio-visual according to Miarso (1986:34), they are pure audio-visual (movies, video, and television) and improper audio-visual (media that present ballots and figures, for example, sound slides)

Learning video is a simulation tool that provides an overview of the situation (Norhaziana, 2005). According to Anderson (1994:102), they are several objectives of video learning, they are as follows: cognitive, affective, and psychomotor. In addition, Smaldino, et.al (1995) found the profit of applying video in prevalent, are as follows:

- a. Mobility: locomotive figures own clear profit constant images visually illustrating the idea in mobility is necessary for domination.
- b. Process
- c. Theatrical work
- d. Knowledge craft
- e. Affective knowledge
- f. Ethnic fathom

There are 4 techniques to measure students' abilities, as follows:

- a. Questions and answer method, it will be easy to find out the extent related to which students have knowledge related to the material to be taught.
- b. Written tests, will be easy to find out how far the depth of students' understanding of the material, and the written test can be in the form of questions consisting of several numbers.
- c. Ask students to tell their experiences related to the material, a powerful step to measure students' understanding of the material is to ask students to share their experiences with the material.
- d. Mind mapping, in this study, the researchers used written tests as a technique to determine students' abilities in the form of multiple choice, there are several reasons why the author uses multiple choice, as follows: multiple choice has good characteristics for measuring students listening outcomes, intensively constructed multiple choice test items can cover almost all learning material provided. Multiple choice items are appropriate to measure the information mastery of students who want to be evaluated, multiple choice

test items can measure students' intellectual or cognitive, affective, and psychomotor abilities.

Listening ability is a person's ability to carry out activities to listen to the information in the form of verbal information with full attention and is part of the interaction in communicating. According to Abidin (2012: 96) states the teacher must properly master the comprehension strategies when listening, namely exchanging ideas, arguing, and compiling responses to the contents of the reading. Listening strategies can make students active while listening and require students to always concentrate while listening. Without a strategy, students are only able to have the pseudo-listening ability, which is only able to answer questions without understanding or understanding the reading material. In the process of improving listening ability, teachers have a great responsibility, they are required to have innovation in teaching styles and must also be sensitive to the development of the digital world and choose the right media to achieve learning goals and obtain maximum results. The use of teaching media at the teaching stage will be very helpful in delivering the message and content of the lesson at that time. In the experimental class that uses learning video media before the practicum is carried out, student practicum activities are more focused (Dimiyati, 2006: 9). According to Azhar (2003:15-16), the use of learning videos in the teaching and learning process can generate new desires and interests, generate motivation, and stimulate learning activities and is designed based on the applicable curriculum.

METHODS

The design of this research is a pre-experimental design that consists of one group, namely one group pretest-posttest design. The researchers gave a pretest and post-test in one group to be studied to test the success of the learning video in increasing students' listening. The scores of both the pre-test and post-test were administered to determine the students' enhancement of English listening ability by applying learning video. The researchers collected data through a listening test as the research instrument, the test consist of 30 multiple-choice items and the material of the test is narrative texts. The procedures for collecting data consist of two steps, they are:

1. Pretest, the purpose of the test is to know the prior ability of the students to listen before the treatment had been given.

2. Posttest, the purpose of this test was to know the enhancement of the student’s listening ability after the treatment is given.
3. Experiment, this research, the handling was conducted in six encounters with 20 students as a sample, the etiquette of the handling can be as attends:
 - a. At the first meeting, the investigator explained the learning video and the text that was trained. In this affair, the types of scripts that were trained and built on the modules are narration scripts.
 - b. At the secondary meeting, the researchers implemented a learning video in the teaching process to conceive a narration script. The bustles in this meeting are:
 - 1) The researchers were explaining the concept of narrative text and gave the example.
 - 2) The students were put into some groups and the researchers gave them a learning video to watch.
 - 3) The students watched and understood the content words in the video based on their knowledge and opinions. In this stage, the researchers didn’t help them to understand it and just control them during the activity.
 - 4) The student individually made difficult word lists or phrases, then they found out the meaning of the words.
 - 5) The student individually determined the characters, theme, and moral values of the video they watched.
 - 6) Each group reported the result of their discussion in the classroom and the researchers gave feedback about their understanding of the video.
 - c. From the second meeting until the sixth meeting, the students used the same activities as in the second meeting but will use different videos in the learning process.

RESULTS AND DISCUSSIONS

Build on the results, the listening paper goal of the students was categorized as good. It means that most students learned their present listening through a video lesson.

Table 1. Frequencies and Percentages of Learners’ Score

Classification	Score	Pretest		Posttest	
		Frequency	Percentages	Frequency	Percentages
Very Good	93-100	0	0	4	20.0
Good	84-92	1	5.0	5	25.0
Average	75-83	8	40	9	45.0

Poor	<75	11	55	2	10.0
Total		20	100%	20	100%

From Table 1, the results of the pretest and posttest showed that there was a change in the frequency of each classification.

Table 2. Mean Score and Standard Deviation

		Pretest	Posttest
N	Valid	20	20
	Missing	0	0
Mean		73.30	84.15
Std. Error of Mean		1.823	1.818
Std. Deviation		8.151	8.132

From Table 2, we can describe that the mean score in the pretest was 73.30 and was included in the poor classification, and the basic drift was 8.151. The mean score for the posttest was 84.15 and included in the good classification and the standard deviation was 8.132. It indicates that the students' listening ability improves significantly after they were given treatment by using video lessons.

Table 3. THE HYPOTHESIS TEST

	T	Df	Sig. (tailed)
Pretest-Posttest	-3.935	19	.001

(Standard of significant at the 0.05 level (2-tailed))

To test the hypothesis, the sig value (0.001) must be lower than (0.05) therefore, the researchers have determined the initial hypothesis, namely:

(H0): The use of audio-visual media cannot improve the students' listening ability.

(H1): The use of audio-visual media can improve the students' listening ability.

Based on Table 3, in column significance was 0.001, and $0.001 < 0.05$ which means H0 was rejected and H1 was accepted. From these data, it can be deduced that the use of audio-visual media can improve the students' listening ability.

In general, the yields of this survey showed potent leverage from the use of learning media on student listening ability, the use of learning video the students focus and enthusiastic because the language is easy to understand. The mean score in the pretest was 73.30 and was included in the poor classification and the mean score of posttests was 84.15 and was included in the good classification. It is indicated that the students' listening ability improves after they

were given treatment. To improve listening, the right media is needed so those students don't feel bored, and one of the media that can be used is a film in improving listening skills (Budiasih, 2018). Febiyanti, et. al., (2021) revealed that in the current situation, teachers need innovative teaching techniques to attract students' attention. Based on the findings, shows that learning videos have a significant impact on students' listening ability during the covid-19 pandemic. This is evidenced by the increase in the average score of students from 75.75 to 86.85.

CONCLUSIONS

Based on research and discussion, the following predicates are established: The researchers completed the data analysis process in the previous part, and in this section, she is ultimately in a position to offer the research's conclusions. The researchers discovered differences both before and after using learning videos as a medium after analyzing the data. The mean goal of the pre-test was lower than the post-test mean score, where the pre-test was 73.30 (poor score), and the post-test was 84.15 (good score). Meanwhile, there is a significant difference because the value of Sig (2-tailed) < P or (0.001 < 0.05), so it can be deduced that the use of audio-visual media can improve the students' listening ability in third grade of SMP Negeri 4 Mengkendek. Researchers found the power of learning videos in improving listening ability, learning videos can attract students' attention and students are very active in class and very enthusiastic in determining themes, characters, and moral values.

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