

## ***IMPROVING ABILITY OF STUDENTS IN LISTENING SKILL FOR JUNIOR HIGH SCHOOL BY USING AUDIO-VISUAL METHOD***

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### **ABSTRACT**

*Listening skill is the ability to receive and a communication technique where listeners can understand what is heard, so that good communication can be established well too. In this study, the design used by the researcher is the CAR research design (Classroom Action Research) which is carried out with research procedures based on the Kemmis and Taggart principles which include planning, action, observation, reflection or evaluation activities. This study found that the lack of students' ability to listen and listen in learning English makes students' interest in learning decline. To improve students' listening skills in Junior High School, by using audio-visual media as a learning method and how this audio-visual media can influence students to be more active in learning to listen to English well. The data collection of this research was taken from 12 students of SMP DWIWARNA in class VIII, so that this research got a method for good results in the listening learning process using audio-visual for junior high school students. In general, it can be concluded that audio-visual can improve students' focus and concentration in learning listening and the choice of topic material is also very influential on student learning outcomes in listening.*

**Keywords: Improving, Listening, Audio Visual.**

### **ABSTRAK**

Keterampilan mendengarkan adalah kemampuan menerima dan sebuah teknik komunikasi dimana pendengar dapat mengerti dengan apa yang didengar, sehingga komunikasi yang baik dapat terjalin dengan baik juga. Dalam penelitian ini, desain yang digunakan peneliti adalah desain Penelitian PTK (Penelitian Tindakan Kelas) yang dilakukan dengan prosedur penelitian berdasarkan prinsip Kemmis dan Taggart yang meliputi kegiatan perencanaan, tindakan, observasi, refleksi atau evaluasi. Penelitian ini menemukan bahwa kurangnya kemampuan siswa dalam menyimak dan mendengar dalam belajar bahasa Inggris, membuat minat belajar siswa menurun. Untuk meningkatkan keterampilan menyimak siswa di Sekolah Menengah Pertama, dengan menggunakan media audio visual sebagai metode pembelajaran dan bagaimana media audio visual ini dapat mempengaruhi siswa untuk lebih aktif dalam belajar mendengarkan bahasa Inggris dengan baik. Pengumpulan data penelitian ini diambil dari siswa SMP DWIWARNA di kelas VIII sebanyak 12 siswa, Sehingga penelitian ini mendapatkan metode untuk hasil yang baik dalam proses pembelajaran menyimak menggunakan audio visual untuk siswa Sekolah Menengah Pertama. Secara umum dapat disimpulkan bahwa audio visual dapat meningkatkan fokus serta konsentrasi siswa dalam belajar listening dan pemilihan materi topik juga sangat berpengaruh terhadap hasil belajar siswa dalam menyimak dan mendengar.

**Kata Kunci: Peningkatan, Menyimak, Audiovisual.**

## 1. INTRODUCTION

Language is a form of communication used by humans both in education and society. With the language, we are able to establish relationships with people who have different backgrounds such as English. English is the international language for all countries. When we study English, we must know the four components of the English language, namely: listening, reading, writing, and speaking, of these four components, will help students in developing both oral and written communication. As we know learning to speak English is very easy if we have the intention and ability to speak English. Many now a days use English as a means of communication with foreigners or as job seekers. In fact, many of them are accepted in a company by using their English language skills. Listening skill is the ability to receive and a communication technique where listeners can understand what is heard, so that good communication can be established well too.

According to (Astini Agun Student, 2018), the ability to speak English is one of the objectives of the 2013 curriculum, therefore listening skills are one of the language skills that must be mastered by students before other skills. Students cannot speak fluent English if students cannot listen and respond to spoken language accurately. According to (Hardiah, 2019) the listening process includes four stages namely listening, understanding, remembering, evaluating and responding. Given the complexity of the process of listening skills, the right method needs to be applied so that students are able to explore listening skills maximally.

To overcome these problems, teachers must be able to use appropriate learning methods, especially in learning listening in the classroom. And methods that can be applied to improving

students' listening skills are using audio-visual as a tool in learning. Audio-visual or we often hear with audio-lingual is one of the interesting methods in the learning and teaching process. The audio-visual method aims so that students or students can understand the target language, speak with the right pronunciation and grammatically correct and be able to understand the material presented in learning.

“According to (Yefridelti, 2018) says that audio visual or audio lingual is a medium that can be seen and heard in carrying out communication. One of the audio ling methods is video. Videos can be played according to the material needed. It can be used to watch movies. Based on the film, it can improve students' understanding. According to (Saidaturrohmah, 2017) Audio visual is a medium that has sound elements and image elements. So audio-visual is a combination of audio and visual, where audio is a sound that can be heard while visual is an image that can be seen. This audio visual, helps convey information more clearly and interestingly, especially in today's world of education, to foster student interest in learning to listen, we can use audio visuals as a tool to attract students to learn.

Types of audio-visual learning methods, Motion method Audio visual is often referred to as motion audiovisual which is a medium that displays elements of sound and moving images such as:

1. Movies are often used to only entertain and assist students in practicing listening. Like a commercial film playing in a cinema. However, the film referred to in this discussion is a learning tool.
2. Video is an audio visual that displays motion and sound in the images in the video, the message conveyed can have factual or

fictitious nature, and can be informative.

3. Television In addition to films and videos, television is also an informational news medium that offers learning messages both at home and abroad.

Audio visual sound method,

This audio-visual method is a medium that only provides sound elements without moving images. Among others:

1. Radio is one of the listening tools from the audio-visual method that only uses sound.
2. Music is a song that is played that is entertaining for those who hear the song. So that music can be used as an audio visual method.

Audio Visual Method Process

A lesson will be successful, if in learning it can be understood and understood by the student. In this case, a teacher must play a role in increasing student activity in the learning process in the classroom. Audio visual can be used in the learning process and can be applied as a tool for the safe learning process. In this audio visual, the teacher can choose the motion audio visual method or the sound audio visual method. Then the teacher can match it as student learning material in listening and understanding the learning process using the audio-visual method.

What is seen in a film, video, television or radio and music should give tangible results to students. Teachers must adjust the needs of students according to their grade level, to assist students in learning audio-visual which will be applied in the learning process. When the teacher chooses the motion audio visual method process, such as in a film, he must choose the following: In accordance with the learning theme, Can attract students, Motivating movies, Add student insight, According to the maturity level of students and Correct

vocabulary. When the teacher chooses the audio-visual sound method, the teacher must choose the following: In accordance with the learning theme, Informative, The sound heard is quite clear, A room away from the noise and The loudspeaker used is working fine.

Audio Visual Method Procedure. To improve listening skills in the audio visual method, it is necessary to have a procedure for applying it to students. Learning by using this audio-visual method, must be effective and have an impact on students, the things that must be prepared are as follows:

1. Form study groups according to the number of students in the class.
2. Determine the tasks to be carried out by each group.
3. Carry out group practice.
4. Give feedback to other groups.
5. Choose the audio-visual method of motion or sound.
6. The media tools used work well.

Benefits of the Audio Visual Method. The benefits of using audio visuals during the start of learning are as follows:

1. Makes it easier to present and also receives learning or information and can avoid misunderstandings.
2. Encouraging students' curiosity in learning to use the audio-visual method.
3. Ensure the understanding gained during audio-visual learning can reach students' memory in understanding the lesson.

Build student and teacher appreciation in learning and teaching.

## 2. METHOD

This audio-visual method is very important in improving students' listening skills, both spoken and written. As we know, in pronunciation, the word order in a foreign language and the mother tongue are very different.

Therefore, in learning a foreign language or English, students are required to say or read word for word repeatedly given by the teacher in audio-visual form.

In this study, the design used by the researcher is the CAR Research design (Classroom Action Research) which is carried out with research procedures based on the principles of Kemmis and Taggart which include planning activities, action, observation, reflection. or evaluation. These four activities take place repeatedly in the form of cycles (Dahir, 2018). It is one of the efforts to improve listening skills and answer or complete questions in the form of completing words in a predetermined story.

Planning is a series of plans that are systematically arranged to improve students' listening in the learning process and the action plan must be oriented for the future.

Action is one of the main components of the class action which is followed by observation and reflection activities. The actions taken must be appropriate and in accordance with the needs of the research because it is one of the implementations of the teaching and learning process to convey material in class.

Observation is observations made by researchers, namely observing the learning process and assessing test results, so that the results obtained by students can be known so that they can be used to plan further actions in the results of the next cycle.

Reflection is a type of activity that involves analyzing and interpreting all data gathered during action activities. So that we can observe, study, and consider the findings of research efforts in this activity.

The subject to be studied is SMP Dwi Warna Teladan. Class VIII with a total of 12 students, this school is located on Jl. Statue Building, West Example,

Medan. The research was conducted face-to-face.

The procedure used by the researcher consisted of two cycles, but there was no difference in the activities in cycle I and cycle II. Activities in cycle I.

- a. prepare material in the form of short stories and material questions.
- b. prepare audio-visual as a tool in learning.
- c. set a standard of completeness for students who can complete the words in the empty story.
- d. prepare observation sheets to record things found during the research and to improve learning in cycle II if needed.

Researchers carry out learning in accordance with the plans that have been prepared in cycle I, as follows:

- a. Start learning
- b. Delivering the purpose of learning.
- c. Explain the activities carried out using audio-visual as a tool used in learning
- d. Prepare a short story video display in the form of audio-visual where there is sound and pictures so that students can easily understand the story
- e. Repeat the video so that students can hear and understand the story again
- f. Guiding students in working on questions to complete the word pieces in the story
- g. Make conclusions together with students
- h. Closing the lesson with closing greetings.

Observations are made when students are learning to see if they can hear well by using audio-visual as a technique to develop listening skills and carefully train their attentiveness.

In cycle I, students must continue to acclimate to studying a more familiar

language, and many students still struggle to listen to English in short stories.

After the end of the first cycle of learning, the researcher reflected that students had not succeeded in learning English, especially in listening using audio-visual. So the researchers made improvements again in the second cycle of learning.

The following are examples of CAR data that can be gathered by researchers:

1. Researchers did out observations during English language instruction after acquiring permission from the homeroom teacher.
2. Examination results in the form of an English test

Observations were made during the English learning process by researchers, during the learning process the researchers paid attention to the extent to which students could listen and listen to audio properly and precisely.

The test results are taken from the students' assignment scores in completing the appropriate word pieces in short stories using audio-visual as a learning method.

### 3. FINDINGS

This study was done in 2x60 minutes by cycle through two stages. The outcomes and explanation of the stages of the first and second cycles, as well as the test results for each cycle, are listed below.

#### Cycle I

Learning in cycle I start at 08:40 and ends at 09:20 WIB. In this first cycle, the teacher explained how to improve listening skills using the audio-visual method. Researchers provided laptops, speakers, and a projector as supporting tools in the first cycle. In the researcher's class as a teacher who will

provide material to students, namely students, the researcher starts playing short story videos using a projector so that the images can be seen by students and using speakers for sound in the story. After the video was finished playing, the researcher asked the students questions about the content of the story. After finishing, the researcher replayed the video so that students could listen and understand what they heard about the content of the story on the projector screen. To find out how far the students listened to the video, the teacher gave a written test in the form of a question to complete the blank word pieces in the story by playing back the video. To help students complete the blank words, the teacher plays the video three times so that students can answer the blank words according to the content of the story.

#### A. Planning:

1. The teacher uses audio-visual as a learning method in the classroom.
2. The teacher prepares materials, projector, speakers, and laptops as tools that support the audio-visual method.
3. The teacher discusses the student's graduation standards that will be taken from the exam tests that have been provided.
4. The teacher prepares the observation paper that is used during the lesson.

#### B. Action:

1. The teacher starts the lesson by greeting and introducing himself to the students.
2. The teacher explains the materials and media that will be used in the learning process.
3. The teacher explains the design of the activities that will be carried out during the start of the lesson.
4. The teacher introduces what audio-visual media will be used to students.

5. The teacher plays the audio visual that has been provided to attract students to hear it.
6. The teacher plays back the audio-visual so that students can understand what they heard again.
7. The teacher gives a test to students as an evaluation material.
8. The teacher helps students in increasing vocabulary to improve students' listening.
9. The teacher asks students to provide feedback on the audio-visual method used.
10. The teacher closes the lesson with greetings and motivates students to be more active in learning, especially learning English.

**C. Observation**

During the research in the first cycle, the researchers observed the extent to which students could follow the audio-visual learning process and the extent to which they could stimulate their memory in listening to a video story well. Below are the student test results in cycle I.

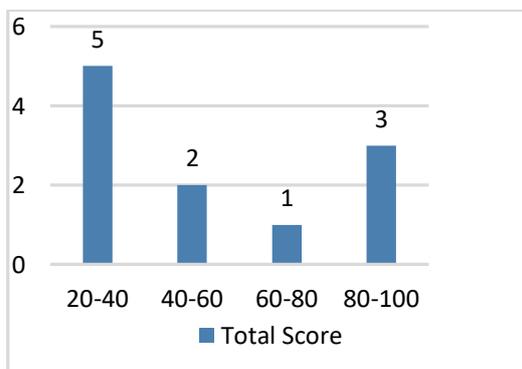


Table 1. Result of test from cycle 1.

**D. Reflection**

Judging from the test results in cycle I, it was still not good, so the researcher decided to continue to cycle II to get good results.

**Cycle II**

The teacher enhances students' listening abilities at this level of the

second cycle by repeating the phrases from the first cycle with the same content. The outcome of the second cycle is as follows.

**E. Action**

1. The teacher starts the lesson by greeting and introducing himself to the students.
2. The teacher explains the materials and media that will be used in the learning process.
3. The teacher explains the design of the activities that will be carried out during the start of the lesson.
4. The teacher introduces what audio-visual media will be used to students.
5. The teacher plays the audio visual that has been provided to attract students to hear it.
6. The teacher plays back the audio-visual so that students can understand what they heard again.
7. The teacher gives a test to students as an evaluation material.
8. The teacher helps students in increasing vocabulary to improve students' listening.
9. The teacher asks students to provide feedback on the audio-visual method used.
10. The teacher closes the lesson with greetings and motivates students to be more active in learning, especially learning English.

**F. Observation**

Observations made by researchers at the research stage in the second cycle, students seem to be more familiar with audio-visual media, so the improvement of students in the second cycle can look good and good in listening and listening with satisfactory test results in the second cycle.

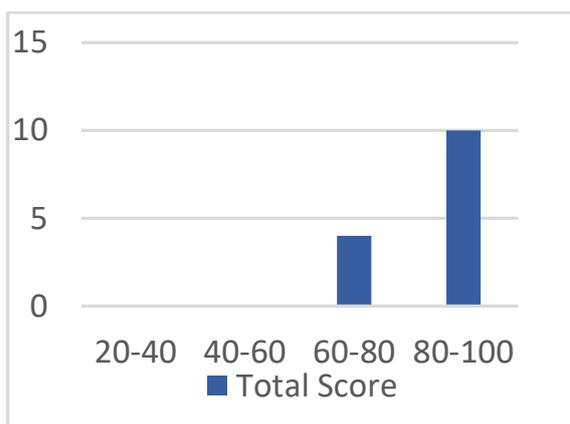


Table 2. Result of test from cycle 2.

### G. Reflection

Based on the findings of cycle II's learning observations, it can be concluded that learning is progressing well and is improving over earlier learning. Cycle II learning entails preparation for the execution of learning through the use of image media on the subject to teach attitudes aimed at achieving national unity, which is then applied in the classroom.

### Discussion

In the learning process using audio-visual as a method to improve students' listening skills. Moreover, in the cognitive development of students, audio visual media is very beneficial for students, because by using audio visuals students can learn while living the story so that the message from the story can be conveyed. The equipment used in audio-visual can help students in sensing sight and hearing.

So that students can catch the lesson well and be more enthusiastic. it can be seen from the results of our research that learning using audio-visual is very helpful for students, besides listening and listening, students can also laugh at the stories that are displayed so that the learning atmosphere becomes active. During the learning process, the teacher gets feedback from students in the form of their responses in answering questions, discussing and asking

questions about the material, so that the teacher can observe active and inactive students, and the student's response to the teacher is very good. So that the interaction between teachers and students shows good chemistry.

Building students' interest in learning is very important in the learning and teaching process, when students' interest grows in them, they will be much more enthusiastic about learning English, according to (yunita ika, 2015) "Learning is a process of changing behavior thanks to experience and practice. This means that the purpose of the activity is a behavior change, both concerning knowledge, skills, and attitudes, even covering all aspects of the organism or personal (YANTI, 2020).

Hopefully, the research conducted can help teachers in building an active classroom atmosphere and the methods used can assist teachers in preparing materials and assist teachers in improving students' listening skills.

### 4. CONCLUSION

Sesuai dengan perumusan masalah dan Listening is one of the four components of English that we must know, without hearing we cannot speak, write and read well. In English, listening is one of the important components that we must know to practice our English, both spoken and written. Based on the results of research and discussions that have been studied, we can conclude that using the audio-visual learning model as a method used in learning is very useful to improve students' listening skills at the junior high school stage. Where this learning activity is carried out using the audio-visual method to display images and sounds.

This audio-visual trains the sense of hearing and vision where students can see pictures along with sound so that they can help students learn to listen in learning English. The teacher provides material as material and evaluation to

see how far students can catch the lessons they have heard. The evaluation used in learning is in the form of questions that complete the word pieces in the short story, where the teacher plays back the audio to help students complete the blank words in the story. And the teacher can find out the extent to which students can catch the lesson, especially on listening. Learning using the audio-visual method is very helpful for teachers in improving students' listening skills and can turn on an active atmosphere so that students not only learn but they can also watch and students can draw messages from the audio they hear and see.

And from all the first and second cycles we can see good results in the use of the audio-visual method, although in the first cycle it is still very lacking because students are still adjusting to learning using the audio-visual method, in the second cycle it can be seen that. The students showed very good progress, so the research in the second cycle stage was going well and the results were good too.

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