

IMPROVING THE STUDENTS' LISTENING COMPREHENSION BY USING DISCUSSION WITH AUDIO-VISUAL MEDIA (VIDEO)

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Abstract

This research focuses on the use of audio-visual media (video) to improve the students' listening skill for the seventh-grade students of SMP PGRI Curug in the academic year of 2019/2020. Aim of this study is to find out whether the use of audio-visual media (video) can improve the students' listening skill and how far the improvement in students listening skill by using audio-visual media (video). The method of this research is action research. The technique of data analysis is qualitative research. Each cycle comprises planning, acting, observation, and reflecting. The researcher stated that there is an improvement of students' listening skill using audio-visual media (video). It can be seen from the number of students who pass the passing grade (KKM) in cycle I and cycle II. The passing grade is 70. The result of a listening test in a pre-cycle without using video got an average score of 64,80 or 33 % of students to get a good score or the passing grade (KKM). In the cycle, I, the result of the listening test using video, got an average score of 71,07. or 66 % of students get a good score or the passing grade (KKM). The students were easier to listen to. Although they still found it difficult to focus while watching a video. The result of the listening test got better in cycle II. The students were more understanding in doing their activity using video. In this cycle, they got an average score of 76,93 or 100 % of students to get a good score or the passing grade (KKM).

Keywords: *audio visual media, listening skill, smp pgri curug, video*

INTRODUCTION

English is considered as one of the important parts to be learned by students in Indonesia. It is taught from kindergarten school, elementary school, junior high school, senior high school, and university level. The English teaching and learning process are aimed at a highly important role to develop the students' competence in English both spoken and written especially in junior high school.

By learning English, students can develop the understanding of the relationship between language and culture, gain a chance to better career in modern society's lives, and expanding the students' knowledge through the method and technology that mostly uses English as a medium of instruction such as audio slide, films, broadcast news from the internet, completeness of teaching facilitation, topics that suitable for the ages of the learners. As a result, the English teaching and learning process has to motivate learners' English skills aimed to master the four skills of the language: listening, speaking, reading, and writing.

Nevertheless, listening is considered one of the important skills for Junior High School students in foreign language learning because the key to learning a language is to receive language by hearing. According to Sarita (2019: 57), "In English learning and teaching, listening is a skill that is learnt by learners equally with another skill. Since one of the purposes of

language is to communicate, listening takes an important role in the language. It means listening is one of the English skills which must be mastered by English learners. On other hand, mastering listening skill is not easy for some students. Most students have difficulties in learning listening skill. Moreover, it is their first experience in learning listening.” While Nation and Newton (2009:38) explain that “Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language”. The listening lesson is an activity that trains hearing in students to get information about the intent and purpose of what the speakers mean.

Based on the result of pre-research observation, there were some problems found at Seventh Grade Students of SMP PGRI Curug in the English teaching and learning process, especially in the teaching of the listening skill. Those problems were divided into some problems related to the students, the teacher, the media, and the material. It was proven by the students’ lack of self-confidence. They felt listening skills were difficult to master and to understand what the speaker said because of the accent and the pronunciations of the native speakers, which differed from us. Besides, students’ motivation was still lacking during the learning listening process. It became worse because of a lack of initiative’ students to practice listening skills regularly. It was also one of the concerns to be developed by the students.

Therefore, English teachers have an important role to support and improve their students in practicing listening skills in the classroom. Teachers need to be creative to transform a classroom atmosphere to be lively for developing students’ motivation and making appropriate interesting activities to improve the ability’ students. Of course, teachers should be careful in selecting activities to teach listening. They should consider the interests of students who determine whether the activities are appropriate or not.

The second problem was related to the teacher. The teacher had difficulties finding the listening materials so the learning and teaching process is done by simply reading the text on the book then the students are asked to listen to it only and sometimes English native speaker’s recording materials were too difficult for the students. The last problem was related to the media. The lack of innovation in the use of media so that learning listening skills make the students easily saturated and bored. In line with this, Meskill (1996:185), “Audio-Visual Media (Video) is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students”. It means that the video is a very good medium for increasing students’ language comprehension, especially for learning listening skills in a foreign language. The use of Audio-Visual Media (Video) movies can provide a different atmosphere that of attracting their attention. It can also help the students to get information, introduce new vocabulary, grammar, messages, and entertainment at the same time.

Considering the idea that has been presented in the background above, the statement of the problem in the study deals with how the use of Audio-Visual Media (Video) can improve the students’ listening skill for the Seventh Grade Students in SMP PGRI Curug. The scope of this study is teaching listening to the Seventh Grade Students in SMP PGRI Curug. The limitation of this study is Using Audio-Visual Media (Video) toward 30 students. The goal of the study is to find out whether the use of Discussion with Audio- Visual Media (Video) can improve the students’ listening skill for Seventh Grade Students in SMP PGRI Curug. The results of this study are expected to be beneficial both theoretically and practically. Theoretically, the results of the research are expected to support theories dealing with teaching listening to improve students’ listening skills. Practically, the results of this research are expected to give information to the English teachers, especially in effectively guiding students’ listening skills. It is also expected to motivate and encourage students’ awareness of improving listening ability through Audio- Visual Media (Video) as one of the most interesting media.

REVIEW OF LITERATURE

Listening is a challenge so teachers not only focus on the success of the learning but also find ways to make learning that appeals to students. Here are some researches related topics created by the authors. The first of them was from Lancara (2009). She graduated from the Faculty of Letters Universitas Pamulang entitled “Teaching Listening Through Watching English Movie”. In this thesis, watching English movie was used as a way or alternative to improving students’ listening skills. In the study, the use of video movie students gave a positive response in learning to listen, and students can enjoy the learning provided which makes listening to learning more enjoyable.

The second research is from Ana Susilowati (2013). She graduated from the English Education Department Faculty of Languages and Arts State University Of Yogyakarta with entitled “Improving The Tenth Grade Students’ Listening Skills Using Videos at MAN 4 Yogyakarta in The Academic Year Of 2012/2013”. She focused on using videos to Improving students Listening Skills. From the result of the research, she explained how the students also became more actively took part, motivated in the listening lessons. Moreover, shows that the use of the videos is believed to be an alternative in improving the students’ listening skills, so it is recommended that the English teachers can apply and explore more deeply the application of the videos in improving the students’ listening skills.

The third research is by Amelia (2017). She graduated from the Faculty of Letters Pamulang University with entitled “Teaching Listening Using Song Lyrics Through Audio-Lingual Method (An Experimental Research of Seventh Grade Students of Junior High School SMP AL-AMANA)”. Related to the research she made, she explained that teaching listening using song lyrics through a quality lingual audio method proves the ability to hear increasing learners because the learners are more enthusiastic in teaching listening by using the lyrics of the song as an object. Almost of all learners are teenager that is really like to listen to the song, that's why writers teach listening using lyrics to songs with the audio-lingual method is perfect for their age and this can also be a solution for teachers to teach listening using song lyrics with the lingual audio method as an alternative way so that learners can add more vocabulary when listening to songs and can motivate learners to find the meaning of the song.

In this study, the writer focuses on analysis and observing during to teach students listening by using Audio Visual (Video) as media in the classroom. Before conducting research, it is necessary to present a theory concerning the subject being discussed. In this chapter, the writer wants to find out some references by connecting any information or source which applies to the study. This chapter covers the definition of listening, the definition of Audio-Visual Media (Video), and teaching listening.

Listening plays an important role in language learning. Glenn (2010:204) explains “Listening is one of the most important elements in studying a foreign language. Listening is needed for the natural precursor to speaking EFL”. It means that listening is a major factor in speaking because by listening we can understand the content in a conversation. We cannot speak without listening first.

The author quoted the definition of listening due to not to be confused, as “The selective process of attending to hearing, understanding, and remembering aural symbols” Barker (2010:205). It can be concluded that listening not just attending to hearing but also understanding and remembering information selectively. Hearing is dealing with sense, but listening deals with the mind. Therefore, hearing and listening are being as a natural ability but listening different from hearing. Hearing is a simple recognition of sound, but listening implies some conscious attention to the message of what is said. So, listening is needed to be taught because of its characteristic that usually the source message is difficult to understand, comprehend and needs a thinking process.

METHOD

This research is classroom action research with a qualitative approach. As for design classroom action research which is used in this study is a model of Kemmis and McTaggart in Burns Book "*Collaborative Action Research for English Language Teachers*," (2006) action research occurs through a dynamic and complementary process, which consist of four cycles included planning, acting, observing, and reflecting. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, the researcher makes conclusions so that a new cycle can begin.

The data resources of this research are all students of Seventh Grade Students of SMP PGRI Curug with 30 students who are going to study as the object of this research activity, so they are the main object of this research activity to get some data needed from this research.

As Classroom Action Research used in this study is using a model of Kemmis and McTaggart in Burns Book "*Collaborative Action Research for English Language Teachers*," (2006), so the implementation of actions in this classroom Action Research includes four grooves (steps):

- (1) Planning, it is the first step and expected to be futuristic and flexible to face some non-anticipated effects.
- (2) Acting is an application of planning.
- (3) Observation, it is used to take a note of the process of action, the action's effects, environment and some trouble.
- (4) Reflecting, it consists of analysis, synthesis, interpretation, explanation, and conclusion.

FINDINGS AND DISCUSSION

The design of this research was classroom action research. Furthermore, the research conducted used a model of Kemmis and McTaggart. This research used 3 stages, namely pre-cycle, cycle I, and cycle II. Each stage included planning, acting, observation, and reflecting. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, the researcher makes conclusions so that a new cycle can begin.

Planning is an important thing to do before the writer conducts the research. The planning includes designing a lesson plan with the indicator that the student can understand what some texts are being played, listening materials, Student's worksheet, observation sheet, and listening skill test materials.

Opening Activity

The teacher gave a greeting to the students. Then, the teacher did an apperception. The teacher explained the material that the students will study today.

Main Activity

The teacher gave some questions to the students and invited the students to watch the video that the teacher gave. The teacher played the video. While the video played, the teacher asked the students to answer the question based on the video that they had watched. Every section of the video, the teacher paused it and asked the students about the information of the video. So, there was some discussion about the information in the video. After watching the movie, the teacher asked the students if they had finished answering the questions. Because they had not finished answering the questions, the teacher started to play the movie again and invited them to

discuss each other. The teacher observed the process of the student discussion and helped them if they had trouble catching the content or the information on the video. One of their groups gives a presentation in front of the class and the other group gives attention to the presentation and gives some questions to the presenter. Then, the students discuss the video and make a summary of the video content which is discussed by them. The students asked the teacher about some words or grammar they do not understand.

Closing Activity

The teacher gave some conclusion and feedback related to the result of the learning. The teacher gives more motivation to the students about how to study hard and focus more as long as they are learning. The teacher and students prayed together. The teacher gave a greeting to the student for closing the learning.

The researcher observed students and teacher's activities by using the observation checklist in the learning process. This observation checklist was proposed to know how far the situation and enthusiasm of the students and teacher's activities were during the teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

CONCLUSIONS

The result of a listening test in a pre- cycle without using video got an average score of 64, 80 or 33 % of students to get a good score or the passing grade (KKM). In the cycle, I, the result of the listening test using video, got an average score of 71, 07 or 66 % of students get a good score or the passing grade (KKM). The students were easier to listen to. Although they still found it difficult to focus while watching a video. The result of the listening test got better in cycle II. The students were more understanding in doing their activity using video. In this cycle, they got an average score of 76,93 or 100 % of students to get a good score or the passing grade (KKM).

Video can be considered as an effective way to improve students' achievement in listening skills because it can be easier to understand some information of English that they listen to because they have some description that they listen to. The teaching-learning activity in the classroom or school environment can influence the process and the result of the students' achievements.

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