

THE IMPLEMENTATION OF AUDIO VISUAL IN TEACHING LISTENING (AN EXPERIMENTAL STUDY AT SMK NEGERI 3 LANGSA)

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Abstract

This study was designed to discover the use of audio visual in teaching listening to the second year students of SMK Negeri 3 Langsa. The main goal of this study was to find out significant differences in students' listening achievement taught by either audio visual or audiotape. Therefore, two classes were selected randomly as the samples from the targeted population. The first class using audio visual was an experimental group, while the second-class using audiotape was a control group. Each class consisted of 24 students provided data through pre-test and post-test. The scores of the tests were analyzed quantitatively. After examining the data collected from both groups, it was found that the mean score of the post-test of the experimental group (78,79) was higher than the mean score of the post-test of the control group (53,75). Moreover, both of scores were analyzed through t_{test} compared to t_{table} . The result of t_{test} was 8,44 and the result of t_{table} score at the level of significant degree $\alpha = 0,05$ was 1,684. It displays that t_{test} score is higher than t_{table} ($8,44 > 1,684$). In other words, there is a significant difference in students' listening achievement between the experimental and control groups. Thus, it can be taken into account that the alternative hypothesis is accepted, while the null hypothesis is rejected.

Keywords: *teaching listening, audio visual, experimental study*

INTRODUCTION

The Ministry of National Education of Indonesia has developed a number of curricula to aid the students' English skills. However, most of Indonesian students are not very competent in carrying out English language skills, particularly listening skills. Listening is one of the most difficult skill to learn compare to other skills in English. In this skill, the students are require to be able to identify and understand the sound of the speech. It also involves understanding a speaker accent or pronunciation. (Hamouda, 2013). In a language classroom, listening ability plays a significant role in development of other language skill. Listening can help students construct vocabulary, develop language proficiency and improve language usage. (English, 2009). Rezai and Hashim (2013) assert that developing proficiency in

listening comprehension is the key to achieve proficiency in speaking. Otherwise Listening is not merely to listen to a speaker, but it needs effort and concentration to get the point of communication. Consequently, by having poor skills of listening, ones could lost the conveyed messages. For students, it might affect their grades, tasks, instructions, and so on. On the regard of basic competence in the syllabus for some schools, specifically vocational high school like Sekolah Menengah Kejuruan (SMK) Negeri 3 Langsa, East Aceh, the students need to be understood the everyday conversation. In detail, they are also demanded to be able in answering questions based on recorded materials in the listening section (Direktorat Pembinaan SMK, 2016). However, a preliminary study done in that school brought an unexpected result. The

average score of second grade students' listening skill was 54, while the Standard Passing Grade of English in that school requires the students to reach the score of 70.

Moreover, they admitted that they faced difficulties such as sound confusion, homonyms along with words with multiple meaning, the dialogue inference, and the dialogue topic. Some of such are in line with Rogers' details who specifies the problems in listening section faced by the students, namely: they are hard to understand words with many meaning, lack of vocabulary, sound-alikes, situation, the topic of the dialogue and unrecognised instruction (Rogers, 2011). In addition, the pupils also affirmed that the listening section through media of audiotape was uninteresting.

However, most of language learners, especially listeners, encounter several problems. As identified by Underwood that the listeners probably faced several conditions such as lack of control over a speaker's speaking speed, unable to get thing repeated, limited vocabulary, failure to recognise the pronunciation, problems of interpretation, inability to concentrate, and unestablished learning habits (Underwood, 1989). Those problems harm the language learners to get the message from the speaker. As a result, the listener probably cannot convey the good response.

Therefore, due to the importance of listening skills, an effective material in English as a Foreign Language (EFL) plays a fundamental role in the teaching method. With the intention of such circumstance, the use of technological method could be as an alternative way, particularly for a means of instruction. One of the technological methods, video, provides an assortment of

resource material which can be carried out to develop students' listening skill.

Since audio visual have a rich source of conversation, dialogue, and talks by English native speakers, those can be applied as an alternate instructional media. Besides, this can also support the learners' pronunciation. In teaching language learning, specifically in listening section, the implementation of video is preferably chosen since it has valuable input, which can motivate the learners to pay attention (Keihaniyan, 2013). In addition, the media is more prestigious since it provides cultural real-life communications (Liu, Y. (2005). That is, the employment of audio visual is considered to be carried out as a valuable addition to language learning. Besides, Liu (2005) mention that that the implementation of video in language learning was more valuable than other forms of authentic materials since it brings the contextual scene of life. For these reasons, the goal of this study was to obtain an improvement of listening skills by means of audio visual in the listening process. However, by doing this study, an insight to the language teachers of using video in listening skill will be obtained. This study expectedly will discover the effectiveness of using the media in the language classroom. Not only is the media applicable for listening skills, but hopefully it also will be relevant for other language skills. This research will implement audio visual in a vocational high school, SMKN 3 Langsa. Considering its specialty in several majors such as hotel accommodation, fashion, culinary art, and others, the participants of this study will be different with the other participants in the studies done by Cahyaningrum (2010), Isaza, et.al (2013), and Chan, Lei, and Lena, (2014). Therefore, due to the described

backgrounds, this study, the use of video in improving listening skill, is deserved to be conducted.

Several studies, which gave positive results from the implementation of video in teaching listening, were already applied by Maneekul (2002), Martinez (2010), Cahyaningrum (2010), Akufah (2012), Adnan (2014), and Woottipong (2014). Those studies proved that by using video in language classroom, the students' listening skills improved indirectly by a series of listening sections. Other teaching listening studies conducted by Ghasemboland & Nafissi (2012), Haghverdi & Vaezi (2012), and Kamarullah (2013) also brought a good outcome even though the media used in those studies was subtitled video. The media could develop the students' creativity, especially in building information literacy upon the given video (Mendoza, Caranto, & David, (2015), and it stimulated their ideas as well (Cakir, (2006). Other studies implemented by Bravo, et al., (2011) and Ramadhika (2014) revealed that video increased the students' motivation and caught their attention. Moreover, according to the study by Davidson, the employment of video in listening supported the students to be aware of the surrounding culture (Davidson, 2009).

Therefore, this research is considered having the same issue with the aforementioned studies. Practically, it will use the video to improve students' listening skill. Meanwhile, theoretically, the study aims that the students get supplementary benefits upon the use of video as depicted in the previous studies above.

METHOD

This study is considered as an experimental research as described by Cohen et.al. (2007). Practically, this study will test or examine the implementation of video in listening process; either it improves the students' listening skill or not. If it works as expected, the media can be an alternative way as a means of instructional process, specifically in listening.

As a true-experimental study, the design of this study will accurately test, analyse, and prove the hypothesis statistically. The researcher is likely to choose the pre-test-post-test control and experimental group design since it can discover the relationship between independent and dependent variables by comparing both groups, which presumably have the same characteristics and capabilities by using different treatments.

The population of this study was the second year students in the academic year of 2016/2017 at SMK Negeri 3 Langsa. They were categorised into five classes (hotel accommodation, fashion, cosmetics, patisserie, and culinary art), where each class approximately consisted of 25 to 30 students.

Meanwhile, as for sample, the researcher determined which via a probability sampling, the random sampling. In terms of sampling technique, the second year students of hotel accommodation, fashion, cosmetics, patisserie, and culinary art classes were selected randomly. Then, the researcher conducted the homogeneity test intended to measure either the students had similar capabilities or achievement in English. Based on the statistics, the students, were assigned to enter either experimental or control group.

Both pre-test and post-test applied in experimental and control groups were

designed in the form of multiple choice. Those were based on six videos taken from YouTube. Each test consisted of 25 questions. In addition, the tests were designed based on procedure text, manual, or Standard of Operation (SOP). The topic was considerably essential for the students as regards for their majors in that school. In addition, the test was referred to the listening section from Ujian Nasional (final national examination). Practically, the implementation of this study would enhance their preparation upon the exam. The listening section for the test then was represented by providing the sound only from the speaker. Both experimental and control groups were given the same test.

Next, in order to overcome the research question, the collected data were summarised and related qualitatively by using the following statistical procedures, namely: finding out mean score, calculating the value of standard deviation, checking normal distribution test, examining the homogeneity of variance, and computing the value of t_{test} . By doing such, the final score of t_{test} might determine the determination of null and alternative hypotheses.

RESULT AND DISCUSSION

Result

1. The Result of Result of the Independent t_{test} (Pre-test) of Experimental and Control Groups

Table 1. Statistical Summary of the Result of the Pre-test for Both of Experimental and Control Groups

	Experimental Group	S_{aab}	t_{test}	df	α	t_{table}	Control Group
n	24	7,9	0,03	46	0,05	1,684	24
\bar{x}	48,95						48,87
s^2	64						62
S	8						8

Based on the statistical summary above, two mean scores of the pre-test results were calculated for both experimental and control groups. Both of them were compared by employing an independent sample t_{test} . As shown in the Table 1 above, the mean score of the pre-test of the experimental group was 48,95 and the mean score of the pre-test of the control group was .48,87. Both of mean score were compared through an independent through an independent sample t_{test} with the level of significant degree $\alpha = 0,05$.

After comparing the two means in which

$$df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$$

the result of t_{table} with the level of significance 0,05 was 1,684 and the result of t_{test} was 0,03. It could be perceived that the t_{test} was lower than t_{table} ($0,03 < 1,684$). In other words, there was no significant difference between the result of the pre-test of the experimental and control groups. Hence, the previous listening skill of the both groups was similar.

2. The Result of Result of the Independent t_{test} (Post-test) of Experimental and Control Groups

Table 2. Statistical Summary of the Result of the Post-test for Both of Experimental and Control Groups

	Experimental Group	S_{aab}	t_{test}	df	α	t_{table}	Control Group
n	24	10,59	8,44	46	0,05	1,684	24
\bar{x}	78,79						53,75
s^2	145,4						79,23
S	12						8,9

Based on the statistical summary above, the two mean scores of the post-test results were calculated for both the experimental and control groups. Both of them were compared by employing an independent sample t_{test} . As shown in the Table 4.9 above, the mean score of the post-test of the experimental group was 78,79 and the mean score of the post-test of the control group was 53,75. Both of the mean scores were compared through an independent sample t_{test} with the level of significant degree $\alpha = 0,05$.

After comparing the two means score of the post-test for both the experimental and the control groups in

which

$$df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$$

the result of t_{table} with the level of significance 0,05 was 1,684 and the result of t_{test} was 8,44. It could be perceived that the t_{test} was higher than t_{table} ($8,44 < 1,684$). In other words, there was a significant difference between the result of the post-test of the experimental and control groups. Thus, the progression of the students' listening for both groups would be presented the following figure:

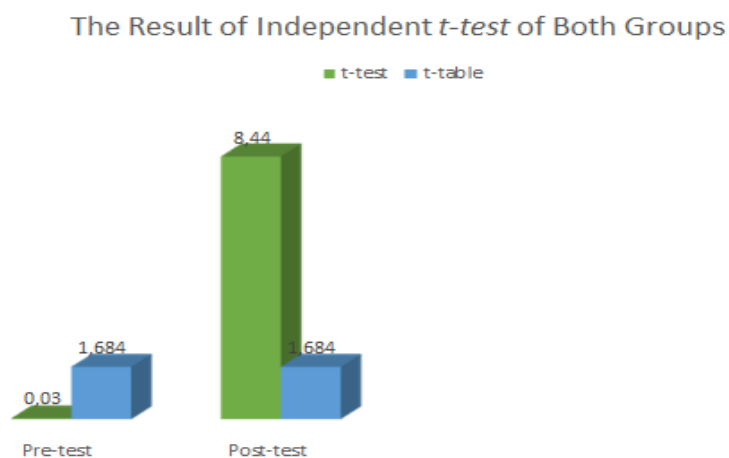


Figure 1. The Independent t_{test} Scores of Both Experimental and Control Groups

Discussion

In this point, the result if the data analysis toward the students' listening achievement were discussed in more detail based on the findings after the calculation had been done. In addition, the progression of the students' score percentage in bar chart was also discussed in depth.

Firstly, the discussion concerns the results of the quantitative data obtained from a series of test. The data obtained from the pre-tests were analyzed through chi-square formula. It aimed to discover the normality of experimental and control groups. It was also to find out the homogeneity of the samples selected. The result proved that both groups were normally distributed, while the samples taken were homogenous. Those conditions allowed the researcher going on the treatments for both of the experimental and control groups. After five meetings of treatments, the post-tests were finished. The result of which were examined to find out whether the achievement score of listening skill gained by the samples in experimental group was significantly different from the control groups'. In this case, t_{test} formula was employed and compared to t_{table} .

Before analyzing the data obtained from the post-test, the data collected from the pre-test should be analyzed first. It was conducted to find out the students' previous listening ability of the experimental and control groups. After analyzing the data achieved from the pre-tests, it was found that the mean score of the experimental group was 48,95 while the mean score of the control group was 48,875 as presented in Table 4.6. Both of the means were examined through an independent sample t_{test} to be compared to t_{table} . The result of t_{test} is 0,03 and t_{table} with the level of

significance degree $\alpha = 0,05$ was 1,684. In other words, t_{test} was lower than t_{table} ($0,03 > 1,684$). It shows that there was no significant difference between the result of the pre-tests of the experimental and the control groups. Thus, the pre-test results of the two groups were similar in previous students' listening ability.

Next, the post-tests data were analyzed in the same way as in analyzing the pre-tests data. It was found that the mean score of the experimental group was 78,79 and the mean score of the control group was 53,75 as presented in Table 4.9. Both of the means were examined through an independent sample t_{test} to be compared to t_{table} . Hence, the t_{test} (2,30) was higher than t_{table} (1,68) with the level of significance degree $\alpha = 0,05$. It specifies that there was a significant difference between the result of the post-tests of the experimental and the control groups. However, the post-test scores of the experimental group improved better than the post-test scores of the control group as presented through the means of them, ($78,79 > 53,75$).

Regarding the students' attitudes toward the use of videos in the classroom, the researcher admitted that the students were serious and enjoyed the classroom activities. In short, the students felt happy since they were entertained getting a new way of grasping the materials through videos, especially in the listening activity. By applying audio visual (videos) in listening section, the students felt relax examining and doing the work. Yagang (1993) mention that One can at least offer the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises

to aid them uncover effective listening strategies.

They also become more motivated in learning English subject especially listening. It is similar as stated by Mirvan (2013) who claimed that engaging video in classroom would boost pupils' motivation to study. In other words, the video may naturally fascinate the language learners by exposing them a diversity of situations, which will aid them to detain similar conditions in their real life. Additionally, they can study how the language is contextually used in the video although the learners' comprehension upon the video is limited. The language learners may adapt how the language use and its paralinguistic features are employed, including the way of conveying moods, feelings, and gestures. It can be concluded that using audio visual (video) at SMK Negeri 3 Langsa help the students to study more enjoyable, relax, happy and motivated.

CONCLUSION

Suggestion

The conclusions mainly encompass the answer to the research questions. Based on the findings and the discussion presented in the previous chapter, several conclusions are drawn in relation with teaching listening by using videos. They are: (1) there is a significant difference in listening achievement between the students who were taught by using videos and those who were taught through audiotape, (2) the students who were taught by using videos achieved higher score than those who were taught through audiotape, and (3) null hypothesis is rejected and alternative hypothesis is accepted.

The first conclusion is based on the result of examining t_{test} compared to t_{table} , in which t_{test} was 8,44 compared to t_{table} (1,684) with the level of significance 0,05. Thus, t_{test} score is higher than t_{table} score ($8,44 > 1,684$). This finding shows that there is a significant difference in listening achievement between the experimental and the control groups.

The second conclusion was proved by comparing the mean score of the experimental and control groups. The experimental group, where the videos were applied, achieved the mean score of the post-test 78,79. It is higher than the mean score of the post-test of the control group, 53,75. These results lead to a conclusion that the students taught by using videos achieved higher score than the students taught by audiotape.

The third conclusion is defined based on the statistical criteria in the hypotheses point: alternative hypotheses (H_a) are accepted of there is a significant different in students' listening achievement between the students taught by videos and the students taught by audiotape. As described in the first conclusion that there is a significant difference in listening achievement between the students in experimental and control groups. Therefore, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected.

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