


USING ADVERTISEMENT IN ENGLISH LANGUAGE TEACHING TO INCREASE LISTENING COMPREHENSION SKILL AT JUNIOR HIGH SCHOOL 3 BONTOMARANNU

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 5, 2022 Revised: March 28, 2022 Accepted: April 15, 2022 Published: April 30, 2022</p> <p>Keywords: <i>Listening Skill</i> <i>Advertisement</i> <i>Accuracy of Answer</i></p>	<p>This research aimed at finding out the increase of students' listening skill in terms of accuracy of answer by using Advertisement at eighth Grade students of SMP Negeri 3 Bontomarannu. The Researcher used a quantitative method with one group pre-test and post-test; the researcher used a pre-experimental design. The findings showed that Advertisement was effective to increase students' listening skill. It was supported by the students mean score in pre-test was 45.00 and it was increase to be 84.09 in post-test and the value of t-test was higher rather than the value of t-table ($6.919 > 1.720$). Therefore, the Alternative Hypothesis was accepted and the Null hypothesis was rejected. Based on the result analysis, the researcher concluded that advertisement increase students' listening skill</p> <p>This is an open access article under the CC BY-SA license.</p> 
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INTRODUCTION

English as a language has four skills, namely: listening, reading, writing, and speaking. Among those skills, listening is the skill that is acquired and mastered first, and the other skills follow afterwards. Listening makes sense of what one heard in which that listening is a primary skill, because children learn listening skill unconsciously and naturally before they learn the other skills.

One of the skills that must be possessed in language activities is listening. Listening activities become the basis for interactive activities to improve student skills Hogan et.al in Syakur (2020). This means children learn to listen before they learn to talk. The development of listening skill has its beginning before the child enters schools.

Advertisement can be one of the most enjoyable ways to practice and develop listening skills. New vocabulary, pronunciation, use of technical language, (un)usual intonation, word and sentence stress, Ad music and songs, phrases and captions are the matters that matter in enhancing quality listening. Most of the advertisements in YouTube are in English and other language advertisements are available with English subtitles.

The researcher can take the conclusion that listening is a skill that students must master when learning English; if students are good at listening, they will understand and even do well at the productive skills of speaking and writing. Based on the explanation above, the problem of the present study are the students faced a lot of difficulties in listening skills such as could not understand the material correctly, the students made mistakes in answering the questions from the teacher, like inappropriate vocabulary, wrong spelling, could not catch the content of the text, and they also could not distinguish the pronunciation well.

According to pre-observation by interviewed SMPN 3 Bontomarannu teacher, the achievement of the students' in listening is still low and its need the improvement. Many students' can't understand the word and meaning of the text that have they listening. To overcome this problem, the researcher tries to find a way to solve this problem by using advertisements and the researcher wants to conduct a research entitled "Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu."

RESEARCH METHOD

This research conducted in a pre-experimental design used a quantitative approach. The researcher used Pre-Experimental Design because the researcher wants to know how to increase listening skill used advertisement. The researcher took one class as pre-test and post-test.

RESULT AND DISCUSSION

The data were collected by administrating the test, the test was done twice namely Pre-Test and Post-Test, the Pre-Test was given before the treatment and the Post-Test was given after treatment.

The Students Achievement Listening Skill in Term of Accuracy of Answer

Table 1. Mean score of students' listening skill in terms of accuracy of answer

Indicator	Mean score		Increase (%)
	Pre-test	Post-test	
Accuracy of answer	45.00	84.09	86,87%

The table showed that the mean score of the students' in post-test improved after teaching listening skill in terms of the accuracy of answer by using advertisement. The mean score of the students in pre-test 45.00 and post-test which to be 84.09.

Table 2. The Rate Percentage Listening Skill in Term of Accuracy of Answer

No.	Classification	Score	Pre-test		Post-test	
			F	P (%)	F	P (%)
1	Excellent	80 - 100	3	14%	16	73%
2	Very good	66-79	2	9%	0	0%
3	Good	56-65	4	18%	5	23%
4	Poor	41-55	1	4.5%	1	4%
5	Very poor	≤40	12	54.5%	0	0%
			22	100%	22	100%

The table showed the students' score percentage in pre-test, which was done before treatment, there are 12 (54.5) students got very poor, 1 (4.5%) students' got poor, 4 (18%) students got good, 2 (9%) students got very good and 3(14%) students' got excellent. Then, in post-test there are 16 (73%) students' got excellent, 5 (23%) students got, 1 (4.5%) students' got poor and then there is no student' got very poor. Based on the result, it can be concluded that the rate percentage in post-test was higher than the rate percentage of pre-test.

The Students Increase Listening Skill

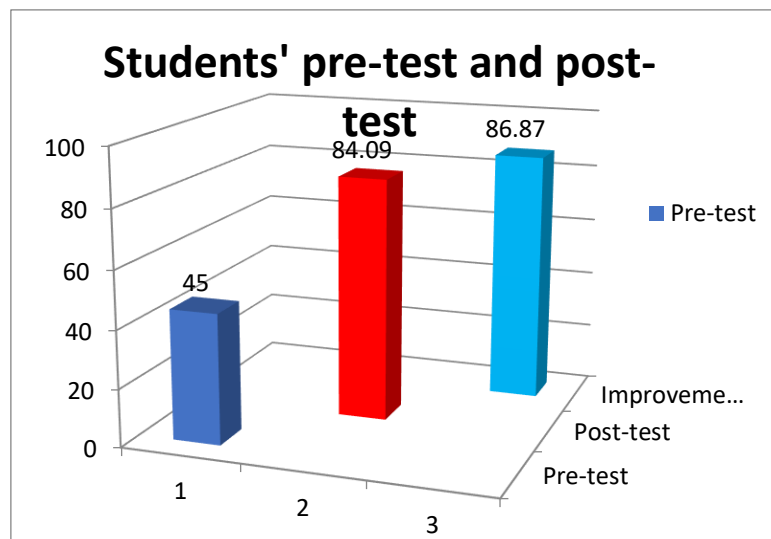


Figure 1. The mean score and Increase of The Students' Listening Skill in Terms of Accuracy of Answer

The graphic showed that there was improvement of the students in listening skill in terms of the accuracy of answer from pre-test with the mean score was 45 to post-test with the mean score was 84.09 and the improvement of pre-test and post-test was 86,87%.

The Increase of Listening Skill Significance

Based on the result of the test, there is a significant of using advertisement to increase listening skill. After analyzing the results of the tests such as pre-test and post-test, the researcher found that the result of students listening skill based on the test showed that a significant increase in post-test score than pre-test. It can be seen that the mean score in pre-test was 45% while the mean score in post-test was 84.09%. After the students' score analyzed using SPSS 21, both pre-test and post-test were significantly different. It was proved by the Sig. (2-tailed) (0.000) which is lower than $\alpha = 0.05$. Thus, it can be meant that H1 is accepted whereas H0 is rejected. So, it can be concluded that there is a significant difference between the score got in pre-test and post-test.

The result of the study Based on the data analysis, it was proven that students' increase in listening skill by using advertisement got better. It could be seen by the comparison between pre-test and post-test of the experimental class there was an increase

on the students score where the pre-test score in the term of accuracy of answer was 45.00% and the post-test was 84.09%. In term of accuracy of answer in pre-test, the students were did not know how to choose the correct word in the test, because the students still confused with the sound of words that the speakers say and also because the students were lack of vocabularies that related to the topic were given and did not understand the meaning about the speakers say. So, it made the students have the mistakes in answer the test. It just like what Kurita (2012) said that learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones.

The use of advertisement is effective to increase students' listening skill. It was proved by the students' achievement mean score before being treated using advertisement. There was improvement of the students in listening skill in terms of the accuracy of answer from pre-test with the mean score was 45 to post-test with the mean score was 84.09 and the increase of pre-test and post-test was 86,87%. This finding also strengthened by Tuzi et al. (2012) investigated the effect of TV advertisements on ESL/EFL learning. They discovered that TV ads are useful for language learning due to their inherent characteristics, i.e., the shortness of advertisements (30-50 seconds). They also specified that advertisements are created in many English-speaking countries and this result in providing the opportunity of having access to a variety of English's. They concluded that through using advertisements learners' language learning improved significantly.

CONCLUSION

Based on the result of the tests such us pre-test and post-test, the researcher found that the result of students listening skill based on the test showed that a significant increase in post-test score than pre-test. It can be seen that the mean score in pre-test was 45% while the mean score in post-test was 84.09% and the t-test value was 6.819 and it was higher than t-table value 1.720. So it can be concluded that there is a significant effect of using advertisement to increase listening skill at the eighth grade students at Junior High School 3 Bontomarannu.

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