



Interdisciplinary science, open access, and peer-reviewed journal that disseminates research findings from lecturers, researchers, teachers, and scientists in a variety of scientific and technological fields.

e-issn: 2962-6110 | jsret.knpub.com

JSRET
Journal of Scientific Research, Education, and Technology

Effectiveness of Use of Audio-Visual Media for Improving 2021/2022 Kisaran High School Students' Listening Skills in Indonesian Language Education Subjects

Wan Nurul Atikah Nasution¹, Mapilindo², Sri Rahmayanti³

¹ Indonesian Language and Literature Education, Asahan University

² Mathematics Education, Asahan University

³ Mathematics Education, Asahan University

Correspondent Email: wannurulatikahnasution@gmail.com

ABSTRACT

This research is motivated by the teacher's ineffectiveness in using instructional media and is only based on the accuracy in selecting it for each lesson carried out in class. The aims of the study were, 1) To find out the listening skills of class XI students of SMA N 1 Kisaran, 2) To find out the use of audio-visual media in Indonesian language learning students, class XI SMA N 1 Kisaran 3) To find out the improvement in listening skills of students of class XI SMA N 1 Kisaran in learning Indonesian after using audio-visual media. The research approach uses qualitative methods with Classroom Action Research which consists of three cycles (Pre-Cycle, Cycle 1, Cycle 2). The instruments used were observation sheets, test questions (test and re-test), interview guidelines, and documentation studies. The sample size of the study was 35 students of class XI SMA N 1 Kisaran. The results showed an increase in the average score of the final listening test after receiving treatment on the effectiveness of the use of audiovisual media from each cycle. The results of the study were also taken from the results of the partner teacher's assessment (observer) that the research found good results from pre-cycle to cycle 2 and there was no need to continue research into the next cycle. Teacher creativity in terms of improving learning outcomes needs to be considered in every use of learning media, especially the use of audiovisual media in learning to listen to Indonesian language education subjects.

Keywords: *Audio-Visual Media, Listening Skills, Indonesian Language Learning Outcomes*

INTRODUCTION

Classroom learning is a form of activity carried out by students (teachers) and students (students) in the classroom to achieve common goals and participate in achieving national education goals. There is a dilemma for implementing students in optimizing the implementation of learning in order to achieve the desired goals, especially in the development of their students. Various efforts have been made by teachers to achieve successful learning or achieve the expected goals, such as choosing the right teaching aids, using various learning methods, and so on. Even so, teacher dissatisfaction always arises

when learning has reached the learning evaluation stage where the results are not uncommon to always find unsatisfactory results from students. The phenomenon that occurs above regarding learning in the classroom is indeed all teachers always experience it. This means that we need to think about this problem together, especially the movers or implementers in the field of education. Referring to the following statement, some teachers often focus on accuracy in selecting learning media, but must also be directly proportional to the accuracy of choosing the media with its use. The correct use of this media can foster student learning enthusiasm, so that teachers will easily bring learning situations with their students to the desired situation. The appropriate use of learning media is determined by the level of creativity of a teacher, knowledge insight, and richness of references that are relevant to what he will do. The aims of this study were, 1) To find out the listening skills of class XI students of SMA N 1 Kisaran, 2) To find out the use of audio-visual media in learning Indonesian for class XI students of SMA N 1 Kisaran, 3) To find out the improvement in listening skills of class students XI SMA N 1 Kisaran in learning Indonesian after using audio-visual media.

THEORETICAL BASIS

1. Definition of Audio-Visual Learning Media

The use of media or tools is very helpful in learning process activities, especially in improving student learning outcomes. According to Munadi (2008: 7), argues, "Learning media is anything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively". Another opinion was expressed by Briggs (Sadiman, 2008: 6) that, "Learning Media are all physical tools that can present messages and stimulate students to learn". A different opinion was expressed by the National Education Association

(Sadiman, 2008: 7) that, "Media is a form of communication both printed and audio-visual and its equipment".

Seeing the opinions of the experts above, it can be concluded that learning media is anything that is used to channel messages from the sender of the message to the recipient of the message, so that it can stimulate students' thoughts, feelings, interests, and attention so that the learning process occurs.

Learning media based on its type is divided into several types, namely motion audio-visual media, silent audio-visual, semi-motion audio, motion visual, silent visual, semi-motion, audio, and print media (Bretz in Munandi, 2008: 52) .

Audio-visual media is a type of media which, in addition to containing sound elements, also contains image elements that can be seen. This media involves the senses of hearing and sight as well as in one process.

Visual media is a type of media that can only be seen without sound elements. This media only involves the sense of sight when understanding something.

Audio media is a type of media that can only be heard without containing elements of sight. This media only involves the auditory element when understanding something.

2. Definition of Listening Learning

Listening as a means of communication, as a skill in communication, as an art, as a process, as a response, and as a creative experience.

Tarigan (1994: 4) states that, "Listening is a process that includes listening to the sounds of language, identifying, interpreting, assessing and reacting to the meaning contained therein." Listening aims so that people can gain knowledge from the speech material of the speaker. In addition, that listening can communicate ideas, ideas, or feelings to others fluently and precisely. The actual listening process is influenced by who is listening, when is listening, for what purpose is listening, what is the listening material, and who is the person conveying the information.

In relation to learning, listening learning prioritizes the achievement of learning objectives which include cognitive, psychomotor, and affective aspects. The development of students in their learning will increase further because listening learning can also improve students' concentration abilities so that they can also be applied to other interests in order to benefit properly and effectively. Good listeners have the following characteristics: a) physically and mentally ready, b) concentration, c) motivation, d) objective, e) thorough, f) appreciate, g) selective, h) earnest, i) not easily distracted, j) adapt quickly, k) know the direction of the conversation, l) contact with the speaker, m) summarize, n) evaluate, and o) respond.

Listening learning must have specific objectives that are clearly stated, usually called instructional objectives. Planning in learning to listen must be prepared carefully and systematically so that planning and content can be equated with students' language skills.

METHODS

This study uses a qualitative research approach. According to Bodgan and Taylor (Moleong, 2005: 4) that, "Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from the people and actors observed." The qualitative approach is also referred to as the artistic method, because the research process is more artistic (less patterned), and is referred to as the interpretive method because the research data is more concerned with the interpretation of the data found in the field. While the research method used is Classroom Action Research which is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together, (Arikunto, 2008: 3).

Classroom Action Research (CAR) can organize learning conducted by teachers with the experience they have. The teacher gets a picture of improvement from what he

has experienced by focusing on self-reflection in every lesson that has been implemented. PTK in its process is an iterative research or cycle in which each cycle has four stages, namely planning, implementing, observing, and reflecting.

The research was carried out in class XI students of SMA N 1 in the 2021-2022 academic year with a sample size of 35 students. The instruments used were: first, the observation sheet which is the partner teacher's assessment sheet (observer) to the researcher. Second, test questions (Test and Re-test), namely tests given to samples from the pre-cycle, cycle 1 and cycle 2 regarding the initial and final listening skill tests. Third, an interview guide aimed at sources of information, namely school principals, teachers and students. Fourth, is a documentation study. These instruments are used to dig up various information related to research objectives in order to increase the firmness of the information obtained.

The data analysis used is taken from the theory of Moleong (2005: 190) that data analysis refers to data reduction techniques, data coding, and data interpretation. Data validity uses member checks, triangulation, and data interpretation.

FINDING AND DISCUSSION

The research was carried out in three cycles consisting of pre-cycle, cycle 1, and cycle 2. The following describes the results of the research that has been carried out:

1. Pre-Cycle

At this stage, the researcher must first coordinate with the Wirasaba Pharmacy School in Kab. Karawang to convey several purposes, namely research and make agreements both in terms of time, technicality, involvement of partner teachers and the research process to be carried out. In addition, the researcher conducted an initial test on the determined sample, namely class XI regarding students' listening skills by providing learning materials and media for further written tests as a form of evaluation of the learning that had been carried out. This initial test yielded very alarming results, that in fact almost 90% of students had difficulty answering/doing the question instructions given by the researcher. This was evident from the format of the researcher's assessment which showed that the average grade XI got 49.84 , which turned out to be far from the KKM score that had been determined at the school. Obtaining this initial information, the researcher immediately made a plan that was adjusted to the research plan to be carried out in the next cycles.

2. Cycle 1

Planning in cycle 1 is made as thoroughly as possible by referring to the results of the initial test at the pre-cycle stage. Starting from the learning implementation plan, the learning implementation process plan, to the form of evaluation that will be given to students. Starting from the results of the partner teacher's assessment (observer) on the observation assessment sheet, it is said that the formulation of learning objectives is good

or in accordance with competency standards and basic competencies in KTSP and also in determining the learning method is appropriate for the learning material implemented. It's just that, during the learning process, the partner teacher gave an assessment that was stated in the less category, namely the researcher was less sensitive in using learning media, for example the duration of film screenings was too long, less interesting, so that students easily felt bored. In addition, class conditioning is not optimal so that learning is not carried out effectively which results in an uncertain learning situation. At the final stage of learning, researchers did not take time to motivate students as input to increase learning motivation. The test results in this cycle were more improved than the pre-cycle, it was proven that the sample class got an average value of 63.71 . Even though the average value has increased, the results of listening in this class cannot be said to be successful because the score of 63.71 is still far from the KKM score that has been determined, namely 75.00.

3. Cycle 2

At this stage of cycle 2, the results of the assessment through the observation sheet were obtained that the learning carried out at this stage was getting better, for example, the formulation of learning objectives was still good, the most important thing was during the learning process that had been carried out. Researchers are good at choosing learning methods, meaning more varied. Apart from that the implementation of the use of the specified method is very appropriate, in terms of accuracy with the material and based on student learning needs. Students' learning motivation looks more different, students' enthusiasm for learning is higher, student learning activeness increases, and students' level of understanding also increases. Learning carried out at this stage looks cooperative and conducive. Researchers can situate the class into a conducive learning situation. The class situation becomes more interesting and the achievement of learning objectives becomes clearer. In essence, learning at this stage is better than learning/research conducted before.

The results of the research in cycle 2 were supported and reinforced by the results of the listening skill test which had been prepared based on the error analysis of the previous cycle. Even though the average score obtained for the grade level only slightly exceeds the KKM score, learning in cycle 2 can still be said to be successful. The class average score obtained at this stage was 76.14 from the KKM score for Indonesian language schools of 75.00. This means that it can be concluded that learning in cycle 2 can be said to be successful and there is no need to add another research cycle.

CONCLUSION

The results of the research continued with data analysis, and adjusted to the formulation of the research that was determined, it was obtained a description of the conclusions of the research results, that learning using audio-visual was very effective for

learning to listen to class XI students of SMA N 1 Kisaran. This is proven by the achievement of the learning objectives that have been set in the learning implementation plan through research carried out from the pre-cycle, cycle 1, and cycle 2 which from each of these stages has increased. The conclusion of this increase was obtained from the results of the partner teacher's observation sheet assessment and the results of the listening ability test. The conclusion obtained is that the use of audio-visual media in listening learning will make it easier to achieve goals and make learning more effective, provided that it must be in accordance with what was planned beforehand and be sensitive to changes in unexpected situations or teacher planning.

The use of this audio-visual media must be maximized and based on student learning needs. When using media, it must be supported by appropriate and consistent methods. In using this media a teacher is required to be careful in selecting materials and learning tools. In addition, the teacher must be skilled in conditioning the class so that the learning situation is controlled and effective. A good teacher is a teacher who can analyze all the learning needs of his students, starting from his physical or mental needs as a human being/student.

In essence, the determinant of the success of teaching and learning is actually not only the teacher who plays a role, but the role of a school principal, committee/parents of students, and the school environment determines the success of teaching and learning activities in the classroom. In addition, adequate facilities and infrastructure will also play an active role in achieving effective learning objectives.

REFERENCES

- Arikunto, S. (2008a). *Fundamentals of Educational Evaluation*. Jakarta: PT. Script Earth.
- _____. (2008b). *Classroom action research*. Jakarta: PT. Script Earth.
- Budhiningsih, CA (2005). *Learning and Learning*. Jakarta: PT. Rineka Cipta.
- Hamalik, O. (2003). *Teaching and learning process*. Jakarta: Earth Script.
- Ibrahim, M., et al. (2000). *Cooperative Learning*. Surabaya: University Press.
- Cardi and Nur. (2003). *Introduction to Classroom Learning and Management*. Surabaya: University Press.
- Moleong, LJ (2005). *Qualitative Research Methods*. Bandung: PT. Rosdakarya.
- Munadi, Y. (2008). *Learning Media A New Approach*. Jakarta: Echoes of Persada
- Sadiman, US (2008). *Media Education, Understanding, Development, and Utilization*. Jakarta: Rajawali Press.
- Tarigan, HG (1994). *Reading as a Language Skill*. London: Space.