

THE EFFECT OF TEACHING USING AUDIOVISUAL (VIDEO) MEDIA, ON SEVENTH GRADE STUDENTS' LISTENING COMPREHENSION AT SMP NEGERI 1 MENGWI ACADEMIC YEAR 2017/2018

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan antara siswa kelas tujuh yang diajar dengan media audiovisual (video) dengan siswa yang diajar tanpa media audiovisual atau dengan media audio saja (cara konvensional dalam mengajar listening) di SMP Negeri 1 Mengwi, tahun ajaran 2017/2018. Populasi penelitian ini adalah seluruh siswa kelas tujuh di SMP Negeri 1 Mengwi, tahun ajaran 2017/2018 yang dimana jumlah seluruhnya adalah 402 siswa. Sampel penelitian ini adalah kelas VII A dan VII B di SMP Negeri 1 Mengwi yang dimana tiap kelas terdapat 32 jumlah siswa. Data dikumpulkan dengan menggunakan tes pilihan ganda (multiple choice test), dengan total jumlah pertanyaan adalah sebanyak 20. Data yang dikumpulkan dianalisis menggunakan analisis statistik deskriptif dan statistik inferensial (uji-t). Berdasarkan hasil analisis, data menunjukkan bahwa $t_{hit} > t_{tab}$ yaitu $7.34 > 1.99$. Jika dibandingkan akan terlihat bahwa $t_{hit} > t_{tab}$. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari mengajar listening dengan menggunakan media audiovisual (video) daripada menggunakan cara yang konvensional dalam mengajar listening (dengan menggunakan media audio saja).

Kata-kata kunci: Pemahaman Listening, Media Audiovisual, Media Audio (Cara yang biasa)

Abstract

The purpose of this study was to know the differences between the seventh-grade students who were taught by audiovisual (video) media and the students who were taught without audiovisual media or by audio media only (conventional way in teaching listening) at SMP Negeri 1 Mengwi, academic year 2017/2018. The population of this study was the whole students in class VII of SMP Negeri 1 Mengwi academic year 2017/2018 in which the total students were 402. The samples in this study were Class VII A and VII B in SMP Negeri 1 Mengwi in which each class consisted of 32 students. The data were collected by using a multiple-choice test, with the total number of the questions were 20 questions. The data collected were analyzed by using descriptive statistics analysis and inferential statistics analysis (t-test). Based on the result of the analysis, it showed $t_{obs} > t_{cv}$ which was $7.34 > 1.99$. If compared, it showed that $t_{obs} > t_{cv}$. Therefore, it can be concluded that there was a significant effect of teaching listening by using audiovisual media rather than using the conventional way in teaching listening (by using audio media only).

Key Terms: Listening Comprehension, Audiovisual Media, Audio Media (Conventional Way)

INTRODUCTION

In order to acquire a foreign language as well as the first language, EFL students need to learn all of the basic language skills such as speaking, listening, reading and writing. Pourhosein G. and Seyedeh M. A (2011) stated that beside the four main areas of language skills, listening is the most important of all and it has an important role in the communication process. It means that, listening has an important role in order to acquire a language.

According to John Field (2008), listening is a skill which impacts in specific ways upon the classroom context in general and upon in individual learner in particular. It can be said that the students have information from listening that makes them prepare before they are reading something or conversation. In other words, listening becomes a greater important skill in foreign language classroom. Students can get knowledge and understand about the language by listening. Listening is an important skill for students especially in teaching and learning process. By listening something, they get the important information from electronic media or someone.

According to Gilakjani and Ahmadi (2011), Listening comprehension is a rational phenomenon establishes a meaning when they obtain the information from the listening source. In the other word, listening comprehension is about the ability of the listener to gain the information as much as possible, how they construct the information on their brain through listening. The most fundamental aspect of comprehension is the integration of the information from the text with information already known by the listener. It is very difficult to teach the students' in improving their listening comprehension. The teachers' duty is to make strategies that maintain students' attention high in order to make the learning process easier. The content of the instruction should be interesting for the students, and the material should contextual or it should be related to the real life of the students.

There are two approaches in teaching listening, namely bottom-up and

top-down processing approaches. The learners need to adopt both of top down and bottom up processing strategies. Brown (2001) states that the teaching of listening skill through the bottom-up is typically focusing on sound, grammatical structures, and other components. Thus, the goal of listening material with the bottom-up processing is listening to the language components in detail. In the other hand, top-down process means making as much use as you can of your knowledge and the situation. From your knowledge of situations, contexts, texts, conversations, phrases and sentences, you can understand what you hear. It is emphasized the macro-features of text such as the speaker's purpose and the topic of the message (Nunan, 2003). Because both bottom up and top down strategies are very important. As the teacher, it very important in developing the materials or the lessons. It is not only to teach the students about the skills such as the ability to differentiate between the minimal pairs, but also to help the students use what they have already know to understand what they hear.

Three main reasons to support the importance of listening in foreign language learning are; (1) a new language learner should learn listening at the initial stage of language learning in the same way as a child learns a mother language (Buck, 2001); (2) listening can enhance the other skills especially in speaking skill. Spoken language provides a means of interaction for the learner; and (3) listening exercises help to draw a learner's attention to new forms in the language for the example in vocabulary, grammar and interaction patterns. Thus, by having a good listening comprehension, it provides the right conditions for language acquisition and the development of other language skills.

In accordance to the education, through listening, students can concentrate what they listen and comprehend the meaning what they listen to. So, it gives impact for the students especially in learning English language when they have a good comprehension on listening. Ranukadevi (2014), mentioned

that in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax as well as the comprehension of message conveyed can be based solely on tone of voice, pitch and accent. In the other word, by listening it helps the learner to get the information as much as possible to comprehend what the message that is communicated by the person through their pitch, voice and accent.

In fact, listening comprehension becomes the most difficult skill for the learners. Because listening comprehension is not only a process of identifying sounds, but also a process of catching the idea of the spoken text whether it is stated explicitly or implicitly. According to Vogely as cited in Ibrahim and Noor (2017), the learners got difficulties in listening comprehension because of three factors. (1) students have lack of practice and uncomfortable environment in listening. (2) there are the level of difficulty, repetition and lack of visual support. And (3) there are unsuitable strategies in listening, the lack of time in comprehending process so that the students cannot check the answer before submitting their worksheet.

By that case, every school need to prepare a curriculum based on the students' needs, the environment and background. Nowadays, there are many schools especially in junior high school in Indonesia already implemented K13 curriculum, which is the main focus of this curriculum is the students themselves (student centered). means that each school must make the curriculum and content of the curriculum suitable with the conditions of students in the school. SMP N 1 Mengwi has already implemented this K13 since 2016. In this curriculum, in the English lesson, all aspects of the language skill such as reading, writing, speaking and listening must be achieved well.

But, many teachers in the school just focused on the writing, reading and speaking skills only. Sometimes, teachers do not know the effective strategies that can be implemented to improve the

students' in listening achievement. In teaching listening in the school, there are many schools still teach listening in a conventional way (using audio only media). This is proofed by the writer when implementing PPL and micro teaching programs. Besides that, the teaching of listening in the school is also lack. In a year, there is only one Basic Competencies of the material that covers the listening aspect, more than that, it just focuses on reading, writing and speaking. The proportion of language skills should be balanced. But often schools and teachers are not too concerned with the listening aspect.

Also, based on the writer's interview with several English teachers at SMP N 1 Mengwi, they are still using conventional way in listening teaching methods. Their reason is because that's all they know and they do not want to be complicated. This shows that, teachers do not know what media is effective to use in teaching listening to students. According to Harmer (2001) and Sherman (2003) said that one of the strategies to improve English is using audiovisual (video) media. It means that, audiovisual (video) media can be one tool that can be used in improving English, especially for listening comprehension. Secules, Herron & Tomasello (1992) as cited in Keihaniyan, (2013) mentioned that the applied of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input.

Audiovisual can be a very valuable tool for language learning especially for listening comprehension. The use of audiovisual, beside give the audio output it is also present the visual output, that can make the students easier to understand or catch the meaning. Audiovisual means the combination from both audio and visual, in which it represents not only the sound, but the visualization also. It is in line with Potosi, et al (2009), which stated that audiovisual (video) materials is a learning tool that provide the information in the form of combination between audio and visualization (picture, image, action).

Mirvan (2013) expressed that employing video materials in a classroom could enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

N. G. Mathew as cited in Hea-Suk Kim (2017), found that audio-visual materials could make lessons easy to understand and concluded that using visuals during language lessons was always helpful for the learners. Students not only listened to the characters, but also paid attention to non-verbal expressions (S. F. Hu, 2006). In order to choose the video materials, the topics must be contextual and authentic that is chosen based on students' interest and their level of English proficiency.

The use of contextual video may give lots of advantages in learning a foreign language. According to Arthur (1999) as cited in Canning and Wilson (2000), through video, the students can imitate realistic models for role play, increase their awareness of other cultures by teaching appropriateness and suitability, strengthen audio/visual linguistic perceptions simultaneously, widen the classroom range activities, and the students have lower anxiety when practicing the skill of listening. Rammal (2006) stated that using video materials in an ESL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video. Besides, video can be more motivating than other forms of authentic material. Christopher and Ho (1996) as cited in Kretsai Woottipong (2014), they provide another reason why this is so. It can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss.

The use of audiovisual media in teaching students' listening comprehension will be very useful if the media are chosen by taking the audience, objectives, language level of students and the content into consideration are carried out. They should involve appropriate materials for the learners. Besides that,

teacher should know the procedure of using it in teaching and learning process. some stages in using audiovisual (video) as media are (1) pre listening, it is used to make students be aware of the purpose of listening to the audiovisual media and to focus on the information in the video while listening and seeing; (2) Listening, In this process the students are guided by the teacher to control their comprehension skills and focus on listening to the audiovisual media which provided by the teacher; and (3) post listening, In this stage is used for assessing the students understanding about the video given. Some activities can be used for assessing the whole process of listening.

Another research has been conducted to get the information of the effectiveness of teaching listening using audiovisual media by some researchers. (1) Kretsai Woottipong has conducted a research in August 22, 2014, on his title "Effect of Using Video Materials in the Teaching of Listening Skills for University Students" in Thailand. The result indicated that the students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skills. (2) Danxin Liang's research entitle The Effects of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory. The research has been conducted in Guangzhou University, Guangzhou, Guangdong, China in 2013. The result of the research indicates that if the sound messages are closely correlated with the visual ones, people's cognitive schema can be stimulated and enriched, which will give concrete and vivid clues to their treatment of the sound materials and improve their level of listening comprehension.

The strengths of audiovisual (video materials) to improve Listening comprehension are, (1) video can give picture to the students. It means that video can help to understand the materials, which are learned by learners; (2) video can help the learners to comprehend the language through watching. From

watching the video, learners can get easy to understand the content of materials; (3) video can motivate and stimulate the learners to learn about English. In learning English, the learners' motivation can be developed using video material, because from that, the learners have been stimulated in easy way of learning, therefore they will have big spirit to learn English. Other studies have conducted research related to this, and the result shows that the use of audiovisual media, gives a positive impact to the students' listening comprehension and their motivation.

From those, the writer can conclude that most of audiovisual especially the use of video material that is used in teaching listening are effectively can improve the students' listening comprehension and they also give positive response in doing the listening activity through video. In conclusion, the teachers can used video materials as the alternative way in teaching listening in order to improve the students' listening comprehension.

Therefore, since using audiovisual (video) media materials in the classroom can positively influence students' listening comprehension, and also many studies that support this research. And the teaching and learning environment at SMP N 1 Mengwi has supported to implement this research, and based on interview and writer's observation, where teacher at SMP N 1 Mengwi still use conventional method (using audio media only) in teaching listening. So, the aims of this study were to know the significant effect of teaching using audiovisual (video) media on the students' listening comprehension of seventh grade students at SMP N 1 Mengwi.

METHOD

This study was used a quantitative method and applied an experimental design. Which will used post test only for assessing the students' progress. This research aimed to find out whether there is or not significant difference between the students' who are taught using audiovisual and students' who are taught by using

conventional method on their listening comprehension. The participants of this study were two classes of seventh grade of EFL students in Junior High School that were designed into two groups. The first was experimental class, which was given the treatment by implementing audiovisual (contextual video materials), and the second one was control class, which was given no treatment or used conventional way in listening activities.

In this type of research design, it only considers to the post test score in the data analysis in which to see the differences between audiovisual media and conventional media. Then, the score that was used to find out the normality test and homogeneity of variance was the students' listening score from the previous semester. the writer used post test only design because the listening comprehension score of the students in experiment class and control class was in equal. In this study, two classes were randomly selected. First class was the experiment group who are taught by using audiovisual media and second class was the control group which is taught by using conventional way (audio only). Both of the group were given treatment three times.

For the treatment given, the materials were taken from the curriculum and the syllabus that was applied in that school. Both of the group, given the same materials of the treatment or it can be said as equal. The difference was only the media that is used. In the experiment group, it was used audiovisual media. And in the other hand, for the control group it was used media audio only (conventional way of listening). All of the listening materials were taken from the British council website. After the treatment for both of the classes were given, then listening post test were given for both of the group in order to get the data for the writer to analyze whether there is any significant effect teaching using different media for the students' listening comprehension or not. The result or the score of the students' post test will be used as the data for the writer to be analyzed. The result of the post test was

analyzed by using SPSS program version 23.

The place where the writer will be get the data was held in SMP N 1 Mengwi, which is located in Jalan Danau Batur, Mengwi, Badung. Based on the writer experience during PPL and some interview in this school, the writer found that this school still used the conventional way in teaching listening, and lack of the listening section for the students. The teachers also seemed do not know the effective way to teach listening. Therefore, in order to get the information about the effectiveness of Teaching using audiovisual (video media) for the students' listening comprehension the writer wants to do this research in this school. And this research was held around 2 weeks. There were 4 meetings for each group. In which 3 times for giving treatment and 1 section for giving the post test. This research was held in 23 April – 8 May 2018.

Then the population of this research were EFL students in Junior High School grade 7th academic year 2017/2018 in SMPN 1 Mengwi. There were twelve classes of that, with the total numbers of students in this population were 402 students. In this research, the sample were the students in two classes in grade seven. It was selected by simple random sampling from many class in grade seven. It was to make sure that they have the same level of the study, then the writer can do this research effectively. In order to make sure both of the classes in which chosen by simple random sampling were homogeneous or not, the writer took their last listening score for testing. Two classes were paired to test the score to check whether it is significance different or not. In this research, the writer chose class VII A and VII B as the sample from twelve classes of the population. Because both of those classes were in normal distribution and homogeneous one with each other.

According to Tuckman (1999), there are two variables there are independent and dependent variables. Independent means that the factor that is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomenon. In the other

hand, dependent variable is a response variable or output. Therefore, the independent variable in this study was the use of audiovisual especially the use video materials to teach listening and the audio only (conventional way in teaching listening). Then, the students' listening comprehension was the dependent variable on this study.

In collecting the data, this study used post-test only. After the instruments were appropriate, post-test was applied to both classes to measure the effectiveness of the treatment that was given. Post-test were given to both groups to measure whether there is a significant difference between students' listening comprehension (seen at their listening score) in control class and in experimental class after the treatment given. The post test was in the form of multiple choice test. In doing the research, and for collecting the data, the researcher need instruments. Some instruments were used to do this research. Those were lesson plan, audiovisual (video), audio, and post-test (multiple choice test). The instruments were intended to help the writer to find out whether audiovisual media can give significant effect to the students' listening comprehension.

Listening comprehension test was used to measure both of experimental and control group achievement in listening comprehension. The test was in the form of multiple choice test, which the questions were about the comprehension questions. Then the result of this test, will be used by the writer to be analyzed through descriptive statistical analysis and inferential statistical analysis. And from that data, the writer will see if there is any or not significant differences between the students who are taught by using audiovisual (video) media (experimental class) and the students who are taught by using audio media (conventional way) (control class). For the validity and reliability of the test, it was designed by using ANATES program to help the writer in order to make a good test for the research.

In order to do data analysis, the writer will compare the post test result of

the students which is given the treatment with the students with conventional activities in listening. The students' previous score was used to measure the students' ability in Listening. Then the writer will know the level of the students' in listening comprehension. And for the posttest is used to compare the result of the students' score in listening. The writer analyzed those data by using the descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to measure the data. There are some aspects that can be used to measure, there are mean, median mode, range, standard deviation and variance. In inferential statistical analysis, it was used in order to gain the information whether audiovisual has a significant impact to the students' listening comprehension. It is used the t-test and it is analyzed by using a SPSS (Statistical Product and Service Solution) program.

FINDINGS AND DISCUSSIONS

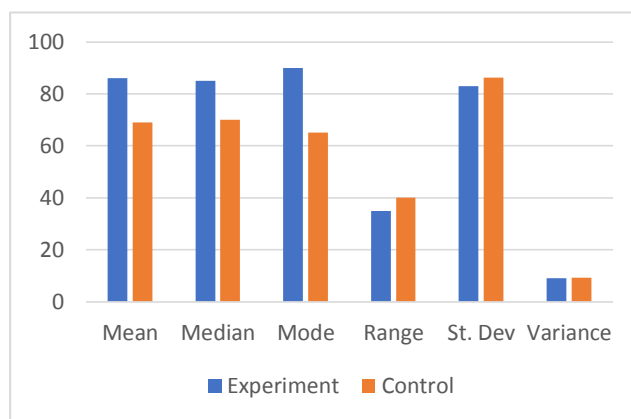
Before the test was administrated, the writer has to make sure that the sample of this study were in normal distribution and homogeneous. The result showed that both of the selected class as the experiment and control class were in normal distribution and homogeneous. It is seen from their last listening score which adopted from the teachers' journal.

After proving that the both groups are homogenous and in normal distribution, the treatments were carried out 3 times for each group. The treatments are different in terms of the media to be used. For the experimental group, the students are taught by using audiovisual (video) as the media for listening. Meanwhile for the control group, the students are taught by using conventional way (audio only) as the media for listening. The treatments were aimed to know the effect of using audiovisual as media toward the students' Listening comprehension. After conducted the treatments, the posttest was assigned to both groups.

Then, after the writer make sure that the experimental group make the enhancement after they given the

treatment, then the writer conducted the post test for both of the group. In this study, both experimental and control group are given the same English Listening test. The difference is only for the media which is used. Then, the result of the post test is analyzed by using descriptive statistics and inferential statistics in order to see the result whether the audiovisual media can give significant effect on the students' listening comprehension than using the conventional way (audio only) media. Therefore, the data which is obtained from the result of the post test are analyzed descriptively and inferentially to see there are significant different or not. The result of descriptive statistical analysis can be seen as the chart below. (chart 1)

Chart 1. Result of descriptive analysis



From the calculation above, for the descriptive statistical analysis we can see that the experimental class gain higher score rather than the control class in the listening comprehension post-test. Start from the mean, experimental class got 85.94, and the mean score of the control class is just 69.06. Then from the median, the experimental class got 85 and the control class just 70. For the mode, experimental class got 90 and the control class gain the score only 65 for the mode. Range for the experimental class is 35, but the control class is 40. The variance of experimental class is 82.96 and the variance of control class is 86.19. And for the last is about the standard deviation, the experimental is 9.11 and the control class is 9.28. It is clear that the

experimental class got higher score than the control class.

For The inferential statistical analysis, it provides about the significant effect of audiovisual media to the students' listening comprehension. In this analysis, as stated in the research method, the writer used t-test to analyze the data, and the writer helped by using SPSS program to determine the t-test score. Before the data been analyzed, the data should be categorized as having normal distribution and homogeneity of variance. And from

which hypothesis can be used as the final result of this study. It can be seen from its value. If the significance value (Sig. 2 tailed) of the data is higher than 0.05, the hypothesis null is accepted. But, in the other hand, if the significance value (Sig. 2 tailed) is lower than 0.05, then the hypothesis null is rejected. Following is the result of the calculation of the data by using SPSS program.

The inferential analysis (t-test) can be seen as the table below. (table 1)

Table 1. Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Post Test	Equal variances assumed	.000	1.000	7.340	62	.000	16.87500	2.29914	21.47091	12.27909
Listening	Equal variances not assumed			7.340	61.977	.000	16.87500	2.29914	21.47095	12.27905

the result, it showed that both of the groups were in normal distribution and homogeneous. Therefore, the writer can conduct the hypothesis test for both of the groups.

After the data are already normally distributed and the samples are homogeneous, then the data are inferentially analyzed by using independent samples test (t-test) in order to test whether this study hypothesis is rejected or not. The data determined by using SPSS program at 5% level of significance. In this analysis, there are two qualifications for determining

From the result above, the result of the independent sample t-test shows that the significance value (Sig. 2 tailed) is only .000 which means that 0.05 is higher than the result of the significance value (Sig. 2 tailed), or it can be simply seen like this $.000 < 0.05$, then the hypothesis null is

rejected. It means that there is a significant difference between the students who are taught by using audiovisual media and the students who are taught by using audio only media or the conventional way in teaching the students listening comprehension.

Another way also can be used to interpret the result. The result above shows that the t_{obs} is 7.340. It is higher than the value of the t_{cv} at 1.999 ($\alpha = 0.05$). It indicates that, if the value of t_{obs} is higher than t_{cv} , the hypothesis must be significant if the t_{obs} is higher than the t_{cv} . The result shows that $7.340 > 1.999$, which means there is a significant effect of teaching using audiovisual than using audio only for the students listening comprehension. Therefore, the hypothesis of audiovisual media gives the significant effect on the students' listening comprehension at SMP N 1 Mengwi is accepted.

The descriptive statistical analysis shows the result of both of the classes start from the mean, median, mode, range, standard deviation and the variance. Overall, from the result in the findings showed in descriptive statistics analysis, the students who are taught by using audiovisual media had better score in the listening comprehension test (post test). It is proven by the result of the analysis of their post test score. Seen from the mean score, the experimental group achieve score about 85.94. In the other hand, the mean of the control class is only achieved the score 69.06. From that we can see, the students who are taught by using audiovisual is better than who is taught using audio media only.

In inferential statistics analysis, before the hypothesis test is conducted, the writer has to check again the normality and the homogeneity of the students score in both of the classes. The result as stated above in findings, both of the classes, in the listening comprehension test (post test) score is already in normal distribution and homogeneous. Which means that the hypothesis test (t-test) can be continued to be analyzed. In analyzing this inferential statistics analysis, the writer is helped by using SPSS program. Then, the result of the independent sample test (t-test) showed that the null hypothesis is rejected. It means that there is a significant effect of the student who are taught by using audiovisual media has better score in listening comprehension test (post test).

Teaching the students by using audiovisual media is better than using the conventional way (audio media) only. It is already proven by the result of the analysis. Besides that, the enthusiasm of the students who are taught by using audiovisual media in teaching listening is better than the students who are taught by using audio media only (conventional way). The students show their interest when the teacher used the audiovisual media in the listening class, but in the other side, the students who are taught by using audio media only does not show their interest in learning.

Besides that, so many researchers have conducted the same research about the effectiveness of audiovisual (video) media in teaching listening over the world, it can be seen on the empirical review. And the result shows that the use of audiovisual (video) media is effective for teaching the students especially in the listening comprehension. It is effective because audiovisual (video) media is not only provide the audio, but also the visualization which can made the students gain more interest in learning and they can easily comprehend the meaning. It can be said audiovisual media gives a positive impact to the students' listening comprehension.

Therefore, based on the result of the data analysis also from the other research which related to this study, and from the theories, the implementation of the audiovisual (video) media gives a significant effect to the students' listening comprehension. In which, in this study shows that the experimental class achieve higher listening comprehension test score, rather than the control class. Because the experimental class is taught by using audiovisual (video) media, and the control class is taught by using audio media only.

CONCLUSION AND SUGGESTION

from the result of descriptive and inferential statistical analysis which showed in finding and discussion, it can be concluded that the use of audiovisual media as a tool for teaching listening for seventh grade students at SMP Negeri 1

Mengwi gave significant effect towards the listening comprehension of the students. It can be seen from the statistical analysis, in which the mean score of the students' listening comprehension test in experimental group was higher than the mean score of the students in control group. The mean score of the experimental group was 85.94 while the mean score of the control group was 69.06. It was indicated that the use of audiovisual media is more effective rather than teaching listening by conventional way or in the other words by using audio between t_{obs} and t_{cv} was $7.340 > 1.999$. It was indicated that. Since the value of t observed was higher than the value of t critical value, then the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, it could be concluded that the use of audiovisual media gives the significant effect to the seventh grade students' listening comprehension.

In relations to the result of this study, there are some suggestions which can be proposed by the writer. (1) The use of audiovisual media as a tool for teaching listening are recommended to be implemented by the junior high school teachers as one of teaching media for teaching listening. Since it can effectively help the students in their listening comprehension, because audiovisual not only provide the audio source, but also the visualization; (2) For the students, audiovisual can be used as a useful tool to help them in mastering listening comprehension through interesting way; (3) For other researchers, it is recommended to conduct another study in relation to the use of audiovisual media in order to develop its advantages and evidences of its use.

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