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THE USE OF AUDIO VISUAL AIDS IN TEACHING LISTENING COMPREHENSION (A DESCRIPTIVE STUDY AT LISTENING CLASS OF STKIP BINA BANGSA BANDACEH BANDACEH)

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui jenis Audio Visual Aids yang digunakan oleh dosen di kelas listening. Peneliti menggunakan penelitian kualitatif deskriptif sebagai metode dalam penelitian ini. Observasi, wawancara, dan questioner digunakan sebagai instrumen. Hasil penelitian menunjukkan bahwa sebagian besar siswa menyatakan bahwa alat bantu audio visual yang digunakan dalam dua kelas listening adalah recording. Data wawancara menunjukkan bahwa dengan menggunakan alat bantu audio visual di dalam kelas, perkuliahan dapat mengajarkan mendengarkan dengan mudah. Alat bantu audio visual menghadirkan variasi dalam pengajaran menyimak yang membantu menarik perhatian siswa terhadap pelajaran. Berdasarkan persepsi siswa, penggunaan alat bantu audio visual memberikan kesempatan kepada peserta didik untuk memiliki latar belakang pengetahuan tentang topik apa saja yang diperlukan bagi peserta didik. Selain itu, penggunaan alat bantu audio-visual juga memberikan pemaparan bahasa yang lebih luas kepada pelajar dan memberi mereka gagasan yang lebih baik tentang budaya bahasa target. Selain itu, hasil penelitian juga menunjukkan bahwa materi audio visual memotivasi peserta didik dan membantu mereka dalam menurunkan tingkat kecemasannya.

Kata Kunci: mendengarkan, alat bantu audio visual.

ABSTRACT

The purpose of this research is to figure out the kind of audio visual aids used by the lectures in listening class. The researcher used descriptive qualitative research as the method in this study. The Observation, interview, and questionnaire were used as the instrument. The result shows that most of students stated that the audio visual aids used in two listening classes were recording. The data of interview shows that by using audio visual aids in the classroom, lectures can teach listening easily. Audio visuals aids bring variation in teaching listening which help to draw the attention of the students toward the lessons. Based on the students' perception, the use of the audio-visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Furthermore, the use of audio-visual aids also gives the learners extended language exposure and giving them better idea of the target language culture. Moreover, the result of the

study also indicates that the audio-visual materials motivates the learners and helps them to lower their anxiety levels.

Keywords: *Listening, Audio Visual Aids*

INTRODUCTION

For University students, listening is one of the integrated skills which the students should acquire. In the 2019/2020 curriculum, it is stated that the listening class students at University are expected to be able to respond to the meaning of facts or ideas, react to the meaning of messages in a given passage, summarize and understand ESL language accurately, fluently and acceptably in daily life contexts (Depdiknas, 2006:23). To achieve this aim, the lecture needs to find creative ways to design activities in the classroom that can encourage and motivate her students to learn. Thus, the lecture has to plan and conduct learning activities that will help her students to listen to ESL as much as possible. In line with this case, Nunan (2010:345) states that the first task of the lecture is to create the best conditions for her students to study.

Smaldino (2012:45) stated that the word of media comes from “medium” from the Latin language that means carrier or escort, a thing bringing information from a source to a receiver. Media can be classified into three types. They are visual media, audio media, and audio visual media. In this research, I focus my study on video, a teaching medium that can be classified as audio visual aids. There are many and various techniques that can be employed by a lecture to help students comprehend in listening lessons. The teaching - learning process can be facilitated by using some form of teaching media. Media help the lecture as a means of communication to convey messages more concretely and also to stimulate interest in learning English. One of the forms of media that can be used in teaching English is video. The use of audio visual aids in the classroom can guide the study activities in an interesting way. Audio visual aids provide information to both eyes and ears, so students can see communication in action and it presents language in a lively way.

According to Duffy and Donald (2010:332) that audio visual aids is a highly regarded instructional method with its roots in the constructivist learning style, and multiple intelligences theoretical camps. Using sight and sound, audio visual aids is the perfect medium for students who are auditory, visual and kinesthetic-tactile learners. Besides, audio visual aids as a listening tool it also can enhance the listening experiences of students. Visual information in the audio visual aids is important in the teaching and learning process, especially in the teaching of second language listening.

Furthermore, Buck (2010:46-47) suggests that visual support can aid language learners, especially less proficient learners, and is particularly helpful with more difficult texts. The setting, action, emotion, gestures, etc. that the students can observe in a video clip provide important visual stimuli for language production and practice. In addition, Buck (2010:172) mentions that visual information is more important in interactional language use, where the emphasis is on the relationship between participants. He also mentions that with audio visual aids it is easy to see who is speaking, the setting of places plus the situations and the gestures.

In this case, the background of researcher to conduct this research is to find out what kind of Audio Visual used by the lectures in listening class, what is the lectures' opinion about the use of Audio Visual aids in listening class, and how is the student's response of the use of Audio Visual aids in classroom. Some research on The use of Audio Visual Aids in Teaching Listening has been done. First by Kheider (2013) titled The Role of Audio - Visual Aids in Improving EFL Learners' Listening Skill. The results show that the achievement of competency in listening through audio-visual aids leads to a better achievement in comprehension ability. Yuroh (2018) conducted a study entitled The Use of Audio-Visual Aids in EFL Students' Listening Comprehension of IAI Genteng, Banyuwangi. The results showed that the use of audio-visual aids could increase the students' listening comprehension and the students' interest to learn English.

METHODOLOGY

In this study, researcher used descriptive qualitative research as a research design. According to Margono (2010:8) that descriptive method is a method that seeks to provide a systematic and careful with the actual facts and nature of certain populations which aims to solve the current problems and collect data or information to be arranged, described, and analyzed. Ainin (2007:30) notified that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

The researcher conducts research at STKIP Bina Bangsa Getsempena Banda Aceh. In obtaining the data, the researchers choose English students of STKIP Bina Bangsa Getsempena Banda Aceh, who take listening class and two lectures who teach listening skill. The researcher used purposive sampling, because the research wants to know the application of audio visual aids in listening class. The researcher took two English language lectures of STKIP Bina Bangsa Getsempena Banda Aceh as a sample who have been teaching English for more than five years. Besides, 56 students from two classes were participated in the data collection process of the same institution who takes listening class.

In this study, researchers used several instruments to obtain valid data from students. The instruments used by researchers were (1) Observation, Margono (2010:158-159) that observation is a scientific method which is focusing on an object by using the senses. The writer observed the lectures' and students' activity in listening while teaching and learning process. (2) Interviews, Arikunto (2010: 198) interviews were dialogues between questioners and responders aimed at obtaining some information related to research. In this case, the researchers used the interview to know how is the lectures opinion about the use of Audio Visual Aids in teaching listening. (3) Questionnaire, Sugiono (2014: 142), a questionnaire is the technique to found efficient data. There are two types of questionnaire. They are closed questionnaire and open ended questionnaire. The questionnaire that is used in this research is open ended questionnaire.

According to Puspitawati and Anggadini (2011:23) that procedure is a series of steps that arranged systematically in a detailed sequence and must be following to be able to solve a problem. Furthermore, in the technique of analysis the writer does the following steps to collect the data. Firstly, the researcher observed two English lecturers while teaching listening in the classroom and take some note on how the lecturers teach the

students by using observation checklist. Secondly, the researcher give the questionnaire to the student as respondents to obtain the data, this questionnaire contains some questions in measuring the students' opinion about the use of audio visual aids in teaching listening comprehension. Thirdly, the researcher reviews English lecturers about their perceptions of the use of audio visual aids in teaching listening comprehension.

Then, the data are categorized and arranged in detail information about its source of data content and information that related to the use of audio visual aids in teaching listening comprehension. After that, the process is continued into data analyzing which intended to analyze the data materials. After the data are analyzed, the data are checked about its validity. The data validity that is used in this research is observer triangulation.

Data analysis methods in qualitative research are useful for developing theories that have been built from data that has been obtained in the field. Qualitative research methods in the first stage the researcher explored and collected data in depth, from observation to report preparation. In this study, the analysis of the data used was qualitative using clear words and speech forms from students. The purpose of data analysis is to simplify and also facilitate data to interpret more qualitative data expressed in terms of words or symbols.

Data analysis is an important aspect in this research. Data analysis is the process of systematically searching and arranging the interview script, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others (Sugiyono,2014:334). The techniques in data collection is the most strategic in the study, because the main purpose of the research is getting a data. So, the writer analyzes with the complete data source taken from the teacher and students. After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data. The first step in analyzing qualitative data involves data reduction. Data reduction aimed to reduce original data by choosing the important point, focusing on particular part of topic so that the result can give the researcher clear description, and facilitating researcher to continue the next step (Sugiyono,2013:247). Actually, there are lots of unimportant data from interview stage. Data reduction assisted researcher to centralize their critical thinking in reducing data. Hence, the researcher could display the clear data depending on the topic in observation guide. The second step is data display. This stage was done after data reduction. Furthermore, it showed the clear data in several categories. Thus data display can be called as stage which provides qualitative data in short explanation, chart, flowchart, and many other kinds. By displaying the data after data reduction, it was easy to be understood by the researcher. The third step of qualitative data analysis is drawing conclusions and verification. After data display, the last stage of analyzing the data is conclusion drawing/verification. According to Sugiyono (2013:252) stated that the collected data is categorized, found pattern, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

In qualitative research, there are several techniques that can be used to increase the validity of researcher data. Research validity is very important in a study. One of them is triangulation. According to Moleong (2014:330), triangulation is a technique for checking

the validity of data that uses something other than data to examine or compare the data. Hence, the triangulation technique was chosen in this study because in this study using several data sources derived from documents and other sources.

Denzin (in Lexy 2008: 330) states that there are four kinds of triangulation techniques: (1) Source triangulation: Source triangulation uses different source to get the same data. It used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collecting method or others. (2) Methodological triangulation: This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same source to test the data validity. (3) Observer triangulation: Observer triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity and (4) theoretical triangulation. is in which the researchers use various theories that aim to ensure the data collected that has met the requirements. In this study several explanations of theories used can be seen in the discussion chapter. In this study, the researcher used the triangulation of observers to get the validity of data. The triangulation of observers means that there are other observers involved besides the researcher who also examines the results of the data collection. In this research, the researcher took some of her friend to observe and examine the result of the data collection.

RESEARCH FINDINGS AND DISCUSSION

The research was conducted at STKIP Bina Bangsa getsempena Banda Aceh. The researcher took 56 students and two English lecturers for the research subject. The writer analyzed the result of the study based on the observation sheet, interview, and questionnaire. The result of observation can be shown as following table:

The observation result of the first class

| No | Activity | Yes | No |
|----|--|-----|----|
| 1 | Common audio-visual aids used: Audio clip/ videos/ picture/ poster/ power point/recorder/ others | √ | |
| 2 | The audio-visual aids were related to the objectives of the lesson | √ | |
| 3 | Lecture use English movie in teaching listening | √ | |
| 4 | Audio-visual aids to facilitate discussion | √ | |
| 5 | Lectures relate the audio-visual materials with the lesson | √ | |
| 6 | Lectures' selection audio visual aids for language class | √ | |
| 7 | Lectures' mostly used audio-visual aids in classroom | √ | |
| 8 | Lectures use audio recorder in teaching listening | √ | |

| | | | |
|----|--|--|---|
| 9 | Lectures use PPT to explain the material | | √ |
| 10 | Lectures use video in teaching listening | | √ |

The observation result of the second class

| No | Activity | Yes | No |
|----|--|-----|----|
| 1 | Common audio-visual aids used: Audio clip/ videos/ picture/ poster/ power point/recorder/ others | √ | |
| 2 | The audio-visual aids were related to the objectives of the lesson | √ | |
| 3 | Lecture use English movie in teaching listening | √ | |
| 4 | Audio-visual aids to facilitate discussion | √ | |
| 5 | Lectures relate the audio-visual materials with the lesson | √ | |
| 6 | Lectures' selection audio visual aids for language class | √ | |
| 7 | Lectures' mostly used audio-visual aids in classroom | √ | |
| 8 | Lectures use audio recorder in teaching listening | √ | |
| 9 | Lectures use PPT to explain the material | | √ |
| 10 | Lectures use video in teaching listening | | √ |

Based on the observation, it can be seen that the use of the recording was found very effective as the students got a complete audio visual idea with the understanding about the topic. It created an interest among a student which helped them to perform the follow up activity with active participation. Students were very much responsive in the classes where the lectures used audio visual aids. Students paid more attention to the lesson, understood the lesson well. The audio visual aids play an important role. In one of the language classes, the lecture used a recording to teach TOEFL. The students were asked to explain the short dialogue in the conversation. The lecture explains how to understand the conversation in the dialogue. It was found that there were many different ideas among the students. There were agreements and these agreements among them. And then the lecture could directly introduce the topic and explain about the conversation in the short dialogue. And also the lecture explains about long dialogue. The lecture plays the recorder many times so that it can make the student easy to understand about the conversation, and then the lecture gives the task to the students about the conversation in the dialogue.

After that, the lecture asks the student about the answering of the question in the conversation. The teacher also explains about all the answering of the conversation that the students cannot answer the question. As a result, students got ideas of the topic before hand which also helped them to develop their listening skill. Thus the class was full of

discussions based on the conversation in the recording which provided the learners with opportunity to develop their listening skill.

By using audio visual aids in the classroom, lectures can teach listening easily. Audio visuals aids bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. For example, if the language lectures use short dialogue related to the lesson of the class ,the classes become more interesting. It is always better to have something audio visuals in front of the students so that they can understand the lesson well. Most students are learning better by listening. Therefore, having something audio visual on the lesson are always helpful for the learners.

Moreover, different conversation provides the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related audio visuals beforehand. Also, lectures can ask questions about the audio visuals to elicit ideas from the learners about the dialogue. This creates an opportunity for a good class teaching which is very important in teaching listening. It has been found that a great advantage of using the audio-visual aids is the contextualization of the lesson. Lectures can make the lessons effective and create contexts using audio-visual aids. Learners can easily make a correlation with the audio visual aids and the lessons. Moreover it creates a long-term impact on learners' mind if there are audio visuals with the lessons. However, the lectures need to be careful in selecting the audio visual materials for teaching listening. The listening tracks should be comprehensible an appropriate for the learners. Otherwise the objective will not be fulfilled. Besides, the visual aids should obtain sufficient information for the learners so that they can generate ideas for listening.

According to the concern of the students, the use of the audio-visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Also use of audio-visual aids gives the learners extended language exposure to the learners giving them better idea of the target language culture. The results also indicate that recording, video, picture and etc can be useful additional audio-visual materials for teaching listening skill. It is a powerful stimulus for the engagement of the learners in the task as it directly touches their emotion. The result of the study also indicates that the audio-visual materials motivates the learners and helps them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom. These work as hints to the learners about the topics and give them ideas for discussions which ultimately make them ready for listening. Listening practice becomes more effective when the lectures use interesting audio/video clips. Learners can know the correct pronunciation uttered by the native speakers from the conversation. The result above is supported by the finding of other observer in triangulation technique. Another observer who involved in this research agreed that the use of Audio - Visual Aids in teaching listening comprehension can improve the students' ability in listening skill. The result of the research found in this study is in line with the other observer finding. The data from observation, interview, and questionnaire revealed that the use of Audio - Visual Aids in teaching listening comprehension can improve the students' ability in listening skill. The use of the audio-visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Also use of audio-visual aids gives the learners extended language exposure to

the learners giving them better idea of the target language culture. The results also indicate that recording, video, picture and etc can be useful additional audio-visual materials for teaching listening skill. It is a powerful stimulus for the engagement of the learners in the task as it directly touches their emotion.

CONCLUSION AND SUGGESTION

Based on the analysis in the previous chapter, the writer concluded that The implementation of audio visual aids in teaching listening at two language class of STKIP Bina Bangsa Getsempena Banda Aceh was going smoothly. During the learning process, by using audio visual aids in teaching listening, Students were more enthusiastic and not got bored quickly. The class becomes more interesting in learning listening. The lecture also taught and gave material well in teaching listening, she started the class by greeting, ability to manage the listening class, ability to motivate the students, ability to answer the students' question and giving feedback after lesson. Furthermore, The use of audio visual aids is assumed to give improvement to students' listening skill at STKIP Bina Bangsa Getsempena Banda Aceh. It shows from the result of lectures' interview and also from the responses of students' questioner. Audio visual materials motivates the learners and helps them to improve their listening skill. These make the classroom more interactive. And also make the classroom becomes more effective when the lectures use audio visual media.

The findings of this research come up with some suggestions for the lecturer; Listening is one of difficult skill in language teaching, the use of audio visual aids in listening skill especially in asking and giving opinion was an interesting media because it can attract the students' interest, students can understand more easily, can help the students who have problem or difficulties learning English. In this case, the lecture should be able to find the best way or best technique to teach listening skill to make the learning process become more effective. The researcher suggested for the teacher to use audio visual aids in teaching listening skill. For the students; Listening is the important skill should be mastered by the students. Best on the result above, the researcher would like to suggest that that the students should find many ways to improve their listening skill. There are many materials in the internet and many fun ways to have better listening skill. For the researcher; This research is expected to give useful information toward the readers and the other researcher about using audio visual aids in teaching listening skill. This research can be used as reference.

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