

Effect of Audio Visual Teaching Media on Students Listening Comprehension

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Abstract: *This research is aimed to find out the effect of Audio Visual Teaching Media on the students Listening Comprehension. In doing this research, the researcher uses some theories namaely: Sapir (1949), Erichah (2011), Hemei (1997), King (2002), Brown G (1990), Brown D (2000), Martinez (2010), Saricoban (1999), Imhof (2011), Cohen, Manion, and Morrison (2007), Rasul, Bukhsh, Batoool (2011), and Bretz (1971). In this study, the first year students of English Study Program FKIP Universitas HKBP Nommensen Pematangsiantar are taken as subjects. This research use experimental research design. To get the data, the researcher uses Video of Marthin Luther King, Jr's Speech which is titled "I have a dream". The students in the experimental group listened and saw the video. But those in the control group simply listened to the speech. After analyzing the data it was found out that the t-count is higher than t-table ($3.17 > 1.67$). Therefore, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It's found that using audio-visual teaching media is more effective than the conventional teaching media on the students listening Comprehension.*

Keywords: *Audio visual, listening comprehension, media*

I. INTRODUCTION

This research is aimed to find out if the application of Audio-Visual Teaching Media more significantly affect than conventional teaching listening comprehension at second semester students English Department of Nommensen HKBP University Pematangsiantar. There are some resason why ths research to be done. First, the need of documentation for English department of UHN, it s also useful for the practical and scientific needs in future. The second is for the researcher himself as the strategy to teach listening comprehension in the classroom. The pleriminary research of this study show that the students are lact of listening comprehension achievement. To get the rela data of this research, the researcher formulate the research problem by the following question: Is the application of Audio-Visual Teaching Media more significantly effect than conventional teaching listening comprehension at second semester students English Department of Nommensen HKBP University Pematangsiantar?

II. THEORETICAL REVIEW

2.1 Definition of Listening

Listening is the act of concentrating on hearing something or the act of paying attention. Listening involves the physiological activity of hearing, it also involves predicting,

hypothesizing, checking, revising, and generalizing skills (Imhof, 2011:11), holding information in memory, focusing attention, forming images, interpreting, comparing, and evaluating (Imhof, 2011:11). To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication.

In listening, Wolvin & Coakley (1996, cited in Imhof, 2011:8) stated there are types of listening, they are: Discriminative listening, Listening comprehension, Critical listening, Empathic listening, Therapeutic listening. In this research, the researcher focus on listening comprehension. Listening is a complex activity which requires substantial mental effort. Brown (2000:249) says,

“Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms”

This is totally true for listening is more than just grasping sounds by the ear and passing these sound waves to the human brain. Listening comprehension takes more than just getting sounds for it is a long and complex process in which human use a variety of strategies or techniques to use this input and react towards it.

2.2 Types of Media in Teaching Listening

In teaching listening, it needs media to help students to comprehend their listening skills. Teacher will provide the suitable media that will use in teaching listening. Rudy Bretz (1971:38) states that there are 6 types of media in teaching listening, they are :

1. Audio Narration or Audio Media
2. Printed Narration or Printed Media
3. Audio and Print Narration in Combination or Audio Printed Media
4. Visual Support for Audio Narration or Silent Audio Visual Media
5. Semimotion or Audio-Visual Media
6. Visual Support for Printed Narration or Visual-Printed Media
7. Audio-Visual Media

2.3 Audio-Visual Media

In this study, the researcher focuses on the effect of using audio-visual teaching media in teaching listening comprehension. Audio-visual in education is instruction where particular attention is paid to the audio and visual presentation of the material, as the goal of improving comprehension and retention. Because of the visual element is attractive and commands attention. The sounds produced is much easier to understand the facial impressions, gestures, physical background shown, and learning become closer to real life situation. It is very important to preview any programme and assess its worth to class situation, time, and its content value and how to operate it more effectively to benefit all children in learning the content. In teaching listening, we can use audio-visual media such as video, television programme, television advertisement, and video.

The use of audio-visual teaching media named video is expected to be able to motivate students to learn and pay attention to the material given and improving their ability to listening. By using video as media in teaching, students will be more interested in learning listening. Besides that, they will practice regularly especially in listening. By using video during teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented.

2.4 The Use Video as Audio-Visual Media in Listening Comprehension

As a lecturer, we have to be able to vary our teaching method in order to anticipate students' boredom toward our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested in our teaching. In teaching listening, we can use video as our strategy. In the process of doing this research, the researcher finds some previous research about the application of using audio-visual in teaching listening strategy.

Kusumarasyati (2004, cited in Martinez, 2010:19) studied Listening, Viewing and Imagination: Videos in EFL Classes. The study suggests a technique of presenting videos in EFL listening classes. The researcher experimented with a number of tertiary institutions in Indonesia using the films as learning tools which were presented in two modes: with or without subtitles. The researcher provided three different characters from videos. There were the characters who articulate excessively unfamiliar technical terms, words with a particular accent and fast speech. Additionally, learners are enthusiastic to learn by using videos and the medium is exploited to improve listening skills. The researcher also suggests that the videos can be utilized in the teaching of English as a Foreign Language listening because of their pedagogical merits.

III. RESEARCH METHODOLOGY

3.1 Research Design

This research uses a quantitative research design. This research is designed to find out the audio-visual teaching media on students' listening comprehension at second semester students so that the researcher can describe the effect of audio-visual teaching media more significant than without audio-visual teaching media of students' ability in listening comprehension. There are two classes that are used as a Control and Experimental group which audio-visual teaching media is used in Experimental group and in Control group is used without audio-visual teaching media.

3.2 Population and Sample

The population includes all students second semester in English Department of FKIP HKBP Nommensen Pematangsiantar. In this research, the samples are 77 students of two classes which divide into Experimental group and Control group of second semester English Department of FKIP HKBP Nommensen Pematangsiantar. Experimental group is second semester group B Transactional Listening and Control group is second semester group C Transactional Listening.

3.3 Instrument of Research

In this research, the researcher uses the test. The researcher uses multiple choice as question to test.

3.4 Technique of Collecting Data

The data will be collected by test. The kind of test is multiple choice question. The test is used to compare the students' ability in listening comprehension by pre-test and post-test. The pre test will be done to both of the groups, experimental and control group. At Experimental group the researcherteaches listening comprehension using Audio Visual teaching media, while in control group only using Audio teaching media. After the pre-test, the researcher doing treatment to both of the groups and closed by giving post-test. The end of the process, the researcher compares the result of both.

3.5 Technique of Analyzing Data

After the data are collected, the researcher will analyze the data by following steps :

A. Scoring Data

In analyzing the data, the researcher will use scoring data by checked the right and wrong answers from the students.

$$\text{Students' score} = \frac{\text{Number of Correct Answers}}{\text{Number of Questions}} \times 100$$

Then, the obtained scores from the students are calculated by IBM SPSS 23.0. SPSS or **Statistical Package for the Social Science** is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs.

Calculated the mean (M) of the students' ability pre-test and post-test score by using SPSS. To compute it by click analyze, Descriptive statistics, frequencies, and click statistics and in central tendency click mean.

Table 3.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest control Valid N (listwise)					

Note :

- a) The N column shows the amount of data processed
- b) The Minimum column shows the lowest value
- c) Maximum column shows the highest value
- d) The Mean column shows the average value
- e) Std Deviation column shows the standard deviation or standard deviation value of the data.

B. Comparing Data

After scoring the data, the researcher will comparing the data form Experimental group and Control Group. In order to know whether there is any effect of audio-visual teaching media

to students' ability in Listening Comprehension, the difference of mean score of two groups are calculated by using t-test. Then, counting t-test to know the effect of using small group discussion technique on the introvert students' writing ability. The way to count t-test in SPSS, click analyze, compare means, independent sample t-test and make the group in.

- If the value of significance or sig. (2-tailed) > then H_0 accepted and H_a rejected
- If the value of significance or sig. (2-tailed) < then H_0 is rejected and H_a accepted

IV. FINDING AND DISCUSSION

4.1 Research Finding

Based on the data analysis, it is found that, there were several findings as followings:

1. The effect of Audio-Visual teaching media is more significant than using conventional teaching media to students' ability in listening comprehension for the second semester students of English Department FKIP Universitas HKBP Nommensen. It was proved from mean of the score in pre-test 73.82 and post-test 81.18. The result of analyzing the data, the score of t – test is higher than t – table ($3.17 > 1.67$). It means that t – test > t – table, where t – table is 1.67 and t – test is 3.17, so t – test is higher than t – table.
2. It was found that using Audio-Visual teaching media is a good decision in teaching listening comprehension. The statement could be showed by describing the analysis of the score from the pre-test and post-test in experimental and control class. After that, it was proved by accounting the t-test, where t-test was higher than t-table. The t-test was 3.17 and t-table was 1.67. So, H_a was accepted and H_0 was rejected.

4.2 Discussion

As what have been mentioned previously, the purpose of this research was to find out the effect of Audio-Visual teaching media is more effective than conventional teaching media to the students' ability in listening comprehension of the second semester students of English Department FKIP Universitas HKBP Nommensen. Researcher chose two classes as the sample that divided into two groups are second semester group B Transactional Listening as Experimental Group and Control group is second semester group C Transactional Listening.

Audio-visual in education is instruction where particular attention is paid to the audio and visual presentation of the material, with the goal of improving comprehension and retention. Because of the visual element is attractive and commands attention. According to Rasul et al. (2011:79), audio-visual is instructional devices which are used in the classroom to encourage learning and make it easier and interesting. Audio-visual help instructional which are used in the classroom to encourage teaching learning process.

As King (2002:1) states “video provides more pedagogical options and are a rich resource of naturally motivating materials for learners.” It shows that video help and motivate learners to learn English. When learners are exposed to videos, they can learn some words and phrases used in the videos and ultimately improve their target language.

From all the analyzed data, it is found that there was a significant effect in using Audio-Visual teaching media to the students' ability in listening comprehension. It shows that the result of t-test was higher than t-table ($3.17 > 1.67$), therefore the null hypothesis (H_0) is rejected and

alternative hypothesis (H_a) was accepted. Based on the result of the research, it was concluded that the effect of Audio-Visual teaching media is more effective than using conventional teaching media to students' ability in listening comprehension.

V. CONCLUSION

Based on the finding of the research, the researcher found out that t – test is higher than t – table ($3.17 > 1.67$). It means that t – test $>$ t – table, where t – table is 1.67 and t – test is 3.17, so t – test is higher than t – table. Therefore the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) was accepted. It means that there was a significant difference between variable **X** and variable **Y**. So, hypothesis testing was **accepted**. In other words, using audio-visual teaching media is more effective than using conventional teaching media to the students' ability in listening Comprehension. The result of this research shows that the applying of metacognitive strategy can improve students' ability in reading comprehension. Therefore, the researcher gives the suggestions to the English teacher and students.

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