THE EFFECT OF AUDIO-VISUAL MEDIA TOWARDS STUDENTS'ACHIEVEMENT IN LISTENING SKILL AT SEVENTH GRADE STUDENTS OF SMPN 1 MAOSPATI

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Abstract— T*he objective of this research is to find out whether there is an effect of audio-visual media towards students' achievement in listening skill at seventh grade students of SMPN 1 Maospati in academic year 2021/2022. The research methodology of this research is quantitative in the term of intact-group comparison design. The population is seventh grade students of SMPN 1 Maospati in the academic year of 2021/2022. The samples are VII A grade as the experimental group which consists of 15 students group was taught by using audio visual media, and VII C grade as the control group which consists of 15 students was taught without audio-visual media. The technique in collecting the data used test. The technique of data analysis used normality test, homogeneity test and t test. Based on data analysis the results of the pre-requisite test, showed that the normality test is declared the two samples normally distributed. Based on the results of homogeneity test were the sample expressed homogeneous, then the hypothesis test using t test with results $t_{obtained} = 11,108 > t_{table} = 1.701$, it can be concluded that the audio-visual media have a positive impact on students' achievement in grade VII A SMPN 1 Maospati*

Keywords— *Students' Achievement, Audio-Visual Media, Listening Skill*

I. INTRODUCTION

In learning English there are four skills to be mastered namely listening, speaking, reading and writing. Listening is receptive skill with this skill student can get the information from the others, besides that listening also a precursor skill to learn others English skills. Therefore, listening is one that must be taught in order to improve student's language communication ability. According to Etemadfar et al. (2020), listening comprehension is an active and dynamic process in which listeners use linguistic knowledge and working memory to construct meaning continuously. Listening is a vital mental capacity – one of the principal means by which we understand and take part in the world around us.

However, some Indonesian learners still face difficulty in learning listening especially in getting and understanding the sound. It can be seen when the writer did a taraining in SMP N 1 Maospati on September 2021. She found that some learners faced difficulty in getting and understanding the information. They have low score on several listening comprehension exercises on learners' score book. The average score of their listening comprehension exercises was 65. It categorized as low score because it was below 75 as the English standard score at SMP N 1 Maospati. The result of interview on Monday, September 8th 2021 with the teacher and student also showed that the learners faced difficulty in understanding and getting the listening comprehension material, it might occur due to their lack of vocabulary, less of practice on listening comprehension material and then the availability of listening

comprehension tools such as sound, and material are not easy to find. Another factor affecting student achievement such as the use of media in teaching and learning, especially in teaching listening.

As Zhang, Hui, and Wang (2020) explain, media literacy education seeks to cultivate a wide range of competencies across different symbolic systems including visual and aural modalities rather than merely focusing on traditional print-based texts. The use of the media in teaching and learning also be motivating the students and the students do not feel bored. Based on the opinion of some students of SMP N 1 Maospati class VII A, they have difficulty in learning because they get bored in listening to the way teachers teach without using the media. It is this which an impact on student achievement.

The Objective of The Study

Research objectives based on the research problem, the researchers did a study with the following objectives to know the effect of audio-visual media towards students' achievement in listening class at Seventh Grade students of SMP N 1 Maospati in academic year 2021/2022.

Theoritical Review and Hypothesis

Listening is receptive skill with this skill student can get the information from the others, besides that listening also a precursor skill to learn others English skills. As stated by Fathi and Rahimi (2020), listening is an essential component of communicative competence that enables learners to process spoken language, formulate responses, and engage in meaningful verbal interaction. Sometimes teacher confused to determine appropriate techniques in teaching listening. This occurs that listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. Therefore, here by that should make teachers more creative and more challenged to find the right technique. Here are some teaching techniques of listening that the author uses in this research which taken from Nation & Newton and Harmer as followed:

Oral cloze exercises

Oral cloze test is the listeners listen to a story and occasionally the teacher pauses so that the learners can guess the next word in the story. The word should be easy to guess and the guessing should not interrupt the story too much. According to Alqahtani (2019), when learners have limited English proficiency, teachers can assist them by presenting essential vocabulary visually or allowing the use of their first language to enhance understanding and engagement in classroom activities.

Silent viewing (for language)

The teacher plays the video at normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the video with sound so that they can check to see if they guessed correctly. According to Ismaili (2020), using video-based activities can effectively stimulate learners' language production by encouraging them to make predictions and discuss visual or spoken content, thereby enhancing engagement and comprehension. According to Albiladi and Alshareef (2020), using techniques such as pausing or freezing video scenes can engage learners in prediction and discussion activities, helping them to anticipate what will happen next and improving their speaking and comprehension skills.

As a teacher, we should use various media or teaching aids in giving the material to the students as stated by according to Nuraeni and Suryani (2020), language teachers can enhance learners' understanding and engagement by using a variety of teaching aids such as visual media, digital tools, and real objects to explain meaning, structure, and to stimulate classroom interaction. Audio Visual Aid can be helpful to the teacher of a foreign language. It can be used in a number different ways: It create interest for learning in the students, it is time saving beacuse it explain the idea easily and precisely, it use the burden of teacher is reduced, the teacher can improve his own English by aural aids, It is the sources of a variety of experiences for students, English is a difficult language. Dakhilkhan (2019), the use of audio-visual aids in English language teaching helps learners grasp concepts more easily and maintains their attention and interest throughout the lesson.

II. RESEARCH METHODOLOGY

This reserach performed on 17th and 18th September 2021. This reserach was conducted in VII A and VII C class of SMP N 1 Maospati in the academic year of 2021/2022.

Related to the objective of this study, the method used in this study is experimental research. According to Creswell and Creswell (2021), experimental research is conducted to examine causal relationships between variables by manipulating one or more independent variables and observing their effects on dependent variables. In doing this, the researcher attempts to determine or predict what September occur. In this research the writer applying *intact-group comparison design*. In this design, there is one group that is used to study that is class VII A, but divided into two groups: experimental and control groups. It can be described in the figure below:

$$
\begin{array}{cc}
X & O_1 \\
& O_2
\end{array}
$$
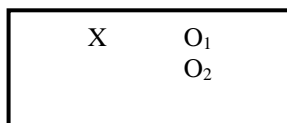
Picture 3.1. Design of The Research

O_1 = Score of experimental group

O_2 = Score of control group

Pengaruh perlakuan = $O_1 - O_2$

Sugiyono (2015: 111)

In the experimental group, the students taught using audio-visual media. Meanwhile in the control group, the students taught without using audio-visual media. The learning processes were done using teaching material prepared for the control group. The population of this research is the seventh grade students of SMP N 1 Maospati, in the academic year of 2021/ 2017. They are grouped into 10 classes (VII A – VIIJ) where each class consists of 30 and 29 students. The total number of population is 299 students.The sample of this research comes from two class VII A (as experimental group and VII C (control group) of the seventh grade of SMP N 1 Maospati in academic year of 2021/2022. The total of sample is 30 students, consist of 15 students from class VIIA as experimental group and 15 studnets from

class VIIC as control group. In this research, the writer uses random sampling. According to Etikan and Bala (2021), simple random sampling is a technique in which every member of the population has an equal chance of being chosen, ensuring that the sample represents the entire population without bias.

In collecting the data for this research, the writer used achievement test. According to Jannah and Fitri (2020), achievement tests are directly linked to specific instructional objectives, classroom lessons, or curricular content, and are designed to measure how well students have mastered what has been taught. So the achievement test is a test used to measure the achievement of someone having studied something. The instrument used in this study is lesson plan and written test. The total number questions of experiment group is 40 items (mutiple choice 4 items and gap filling 36 items) and the control group was 40 items gap filling 5 items and True or Fals 35 items.

In analyzing the data, the researcher used validitation test, reability test normality test, homogeneity test and hypothesis test.

1.   Validity of the test Instrument

    The test items were valid if they really measured what they supposed to measure. The test items were said to be valid if the value of the correlation was greater than the r_{obtain} of the table in the significance level of 0.05 ($r_{table} = 0{,}482$). In analyzing the data, the researcher was using *IBM SPSS Statistics 21.0 for Windows*.

2.   The Reliability of the Instrument

    To find out the reliability of the instrument, the writer uses Spearman Brown formula. The formula for computing the reability is as follows:

$$r_{11} = \frac{2(r_{xy})}{(1 + r_{xy})}$$

Note :

r_{11} = reliability of instrument

r_{xy} = correlation value

(Siregar, 2013: 65)

a. Experiment group

$$r_{11} = \frac{2(0.3674)}{(1+0.3674)}$$

$$= \frac{0.7348}{1.3674}$$

$$= 0.537$$

From the test above the results of rhitung = 0.537

b. Control group

$$r_{11} = \frac{2(0.7418)}{(1+0.7418)}$$

$$= \frac{1.4836}{1.7418}$$

$$= 0.582$$

From the test above the result of $r_{obtain} = 0.582$

Thus, from the result of the test of instrument reliability test of the experimental group and the control group above, it can be concluded that the two instruments are realibel because the experiment group> rtabel = 0.537> 0.522 rhitung (control group)> rtabel = 0.582> 0.522 with significant level α = 0,05 (can be seen in the appendix)

3. Normality test

Normality test is used to know whether the data have normal distribution or not. In order to test the normality, the writer uses Liliefors formula. The procedures are as follows.

$$Zi = \frac{(Xi - \overline{x})}{s}$$

Zi= Angka baku

X= Mean

$$= \frac{\sum Xi}{N}$$

Using standard number distribution list for each of the standard number, then count the probability $F(Zi) = P(Z \leq Zi)$.

$$S(zi) = \frac{the\ number\ of\ z_{1}z_{2},...zn\ which\ \pounds\ zi}{N}$$

Counting the result of $F(Zi) - S(Zi)$ then state the absolute value.

Taking the highest value among the absolute values from that result. The maximum result of $F(Zi) - S(Zi)$ is Lo.

Criteria: **Lo (L obtained) > Lt (L table)** = data do not have normal distribution **Lo (L obtained) ≤ Lt (L table)** = data have normal distribution.

(Suryono, 2014: 93-94)

4. Homogeneity test

Homogeneity test is used to know whether the data is homogeneous or not. In order to test the hogeneity the writer uses formula as below

$$F = \frac{The\ largest\ variance}{The\ smallest\ variance}$$

(Sugiyono, 2015: 276)

5. Hypothesis testing

Hypothesis test that used in this study using a *t* test.

a. The formula *t*-test

Formula t-test were used in the search for the combined variance (Sgab) in this study quoted from

(Sugiyono 2015: 181).

$$Sgab = \sqrt{\frac{(n^1 - 1)s_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}}$$

Note :

s_1^2 : variance of group A

s_2^2 : varince of group B

n_1 : total sampel of the first test

n_2 : total sample of the final test

b. Calculating the *t* test

t test formula being used in this study using a formula according to

(Sugiyono 2015: 181)

$$= \frac{x_1 - x_2}{Sgab \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note :

t= value of t test ($t_{obtained}$)

x_1= mean of group 1

x_2= mean of group 2

n_1= total sample of experimental group

n_2= total sample of   control group

Criteria : Rejected H_0, if $t_o > t_t$ and accepted H_a

Accepted H_0 if $t_o < t_t$ and rejected H_a

Sarwono (2006: 139)

III. RESULT AND DISCUSSION

Based on data analysis the results of the pre-requisite test, showed that the normality test of control group L_o = -0,086 < L_t = 0,220 and experimental group L_o = -0,100 < L_t = 0.220 is declared the two samples normally distributed. Based on the results of homogeneity test were carried out (F_o= 1,33 < F_t = 4,18), a second variant of the sample expressed homogeneous, then the hypothesis test using t test with results $t_{obtained}$ = 11,108 > t_{table} =1.701, which means that Alternative Hypothesis (H_a) is accepted while Null Hypothesis (H_o) is rejected. It can be concluded that the audio-visual media have a positive impact on students' achievement in grade VII A SMPN 1 Maospati Academic Year 2021/2022.

IV. CONCLUTION

From the results of the study conducted by researchers on subjects Listening using audio-visual media classes IIV SMP N 1 Maospati in a homogeneous state. This is evident from the homogeneity with 1.15 F_o and F_t 2,48 so $F_o < F_t$. This means that the data is homogeneous.

Media Audio Visual effect on learning outcomes of students in learning Listening can be seen from the analysis of test the hypothesis that there is a positive influence between media use Audio Visual

to the learning outcomes of students in the listening class at SMP N 1 Maospati. Based on the analysis performed that t test, $t_{obtain} = 11.108$ And $T_{table} = 1.701$. This means $t_o > t_t$ the H_o is reject, meaning that the average (mean) value of the experimental class and control class is not identical or significantly effect. It could be argued that the use of audio-visu al media positive effect on improvement of learning outcomes of students grade VII SMPN 1 Maospati on subjects Listening.

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