

Improving Students' Listening Skills by Using Audio Visual

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Abstract

Listening is among the various abilities that is necessary for learning English. Listening is crucial to language learning because the more we hear the language, the faster we learn it. However, listening is not as easy as it seems especially for EFL students. Alternative media plays an important role to assist students more interested and enthusiastic about learning a language. This study aimed to investigate 1) the students' listening skills taught by using audio 2) the students' listening skills taught by using audio visual 3) to figure out to discover the significant disparity in students' listening abilities taught by using audio and those taught by using audio visual. This is an experimental study that employed a quasi-experimental research design having two classes: control and experimental class. The sample of this study was 8th grades students at SMPN 34 Semarang with a total amount of 68 students. Each class consisted of 34 students. The writer used audiovisuals in the form of short animation videos. To collect data, 20 questions were provided. SPSS 24 was used to do statistical analysis on the acquired data. The results indicated that 1) the students' listening skills taught by using audio were classified as good with a score of 70.9 2) the students' listening skills taught by using audio visual were classified as excellent with a score of 82.9 3) There was a substantial difference in the listening abilities of learners taught using audio and those taught using audio visual. N-Gain test also showed a mean score of 64 with an effective enough category. This recognized that audiovisual is effective in improving students' listening skills. Seeing these results, audiovisuals can be considered to be used as an innovative way of language teaching, especially listening.

Keywords: listening, audio visual, English learning

a) Introduction

English is an international language and is used in many countries. English has a crucial role in the educational sector, as proven by the fact that several nations have established English a required language (Reddy, 2012). A language is a tool in communication and to build good communication, listeners and speakers must understand each other because the main purpose of communicating is to send and exchange ideas.

In Indonesia, English is considered a foreign language. Of course, as a global language, English will be important and increasingly needed in the future. In junior high school education, there are four macro skills taught, namely reading, writing, listening, and speaking. Since listening does not generate anything, it is a receptive skill. Listening is one of the skills that have an essential role in learning English. According to Lina (2018) listening is a fundamental language

skill. Listening is fundamental because when the learning process occurs, students have to pass the listening process first to gain information delivered by the teacher before they can respond. Besides that, listening is also the key to being able to capture and understand information, ideas, and knowledge spoken by the speaker. However, the majority of learners face difficulties when studying English. The obstacles faced can come from students' internal factors, such as students' listening habits, students' ability to receive and process information, student's motivation, and also lacking vocabulary mastery so that they feel difficult, especially in pronunciation and vocabulary.

According to the explanation before, it can be seen that listening is not as easy as it seems especially for EFL students. As stated by Yuyun & Simamora (2021) English effective listening are among the most difficult to teach. Thus, teachers need to be more creative with the media or materials used throughout the process of education and learning. Interactive media may be utilized as an alternate method of increasing students' motivation and interest in listening instruction and learning in order to develop students' English listening ability. As Ampa (2015) stated that there are many types of interactive multimedia that might be used to teach listening. Students get more enthusiastic about learning when they use interactive multimedia. Multimedia allows them to listen to audio, watch video, and examine text, animation, and graphics all at the same time. In this case, audio visual can be used as alternative media to teaching listening. With the use of audio visual, the student can link between the words and the visuals they see so that they can analyze the language they hear.

In this study, the writer wants to conduct a study on teaching English specifically in the scope of English listening improvement. The writer tries to apply audio visual in form of animation video as interactive media used in teaching listening.

b) Literature Review

1. English Listening Skills

Several experts have given various meanings of listening. As stated by Banat (2015) listening is an activity of observing and interpreting the meaning of what we hear. Adnan (2013) added that the capacity to perceive and comprehend what others are saying is referred to as listening. Based on Pamungkas & Adi (2020) listening is an explanation process by matching what they hear with what they already know.

Listening is just not only a hearing activity but there is a sequence from listening to understanding the meaning itself. From this sequence, of course, there is a process that Listeners must undertake in order to get the meaning of the spoken text. According to Tyagi (2013) Receiving (hearing), Understanding (learning), Remembering (recalling), Assessing (judging), and Responding (answering) are the five steps of the listening process.

In line with the statement above, according to Brown & Abeywickrama (2018), There are four broad categories of listening performance. Each category has its own set of evaluation tasks and methods.

1. Intensive

Phonemes, words, intonation, discourse signs, and other components are all perceived during intensive listening.

2. Responsive

Responsive listening is a style of listening that involves responding to relatively short words such as greetings, inquiries, commands, comprehension assessments, and so on.

3. Selective

Selective hearing is a sort of listening that involves "scanning" select information by processing the linguistic context in a dialogue, such as a brief monologue.

4. Extensive

Thorough listening is a method of developing a largest global grasp of spoken language. Thorough listening is required to formulate the primary concept or conclusion.

2. Teaching Media for English Listening

Generally, teaching media can be interpreted as tools used by teachers to teach, deliver, and transmit the material in the practice of education and instruction. Budi (2020) points out that teaching media has its benefits for learning and in it, there is an instructional purpose for learning. In line, Meliala et al. (2021) stated, As previously stated, a media mediator conveys data between the sender and the recipient. Hence, teaching media is defined as media that conveys messages or instructional material for the aim of learning.

Audio-visual is a media that combines both of audio (sound) and visual (picture or animation). Audio-visual can be valuable learning tools for listening comprehension. Brian et al. (2018), express that students were helpful with the use of audio-visual during language lessons because audiovisual could make lessons easy to understand. This is because the use of audio-visual does not only provide audio but also provides visualization so that students can more easily grasp the meaning.

Students can be encouraged to participate and be more active by using audiovisual resources. Kirana (2016) reveals some advantages of using audiovisual, as follows:

1. Video convey the meaning better than another media.
 2. Audiovisuals provide language in context in a different way that cannot do by records.
The visual clues of visual will support learners' comprehension.
3. Video portrays a positive description of the technology.
4. Teenager, in specific, indicate positive attitude toward audiovisual such as television and video. It is considered more 'modern' than the book.

c) Method

The writer employed a quantitative research design in this study. Also, this is an experimental research. As described by Creswell (2012) The typical method for performing quantitative research is experimental research. The researcher utilized a quasi-experimental study approach in this case. A quasi-experimental design is an experimental research that employs intervention, with two groups selected without random assignment (Creswell, 2012). This study involves two groups, Specifically, there are two classes: experimental and control.

Table 1 Illustration Design of Pre-test and Post-test by Creswell

	Pre-test	Treatment	Post-test
Experimental Class	O ₁	X	O ₂
Control Class	O ₃	(-)	O ₄

Notes:

- O₁ O₁ : Pre-test of experimental class
- O₂ O₂ : Post-test of experimental class
- X X : Treatment of experimental class by using audio visual
- O₃ O₃ : Pre-test of control class
- O₄ O₄ : Post-test of control class
- (-) (-) : No treatment

a. Population and sample

According to Creswell (2012), a population is a collection of people who have similar features and will be the focus of research. The participants in this study are second-year students of SMPN 34 Semarang.

According to Sugiyono (2019), the sample is a subset of the population's size and features. The writer will employ two classes as samples in this study: VIII A will be the control class, and VIII B will be the experimental class. Both courses, VIII A and VIII B, have 34 students in each group.

b. Instrument of the Study

The quantitative data utilized in this investigation was acquired. Furthermore, Creswell (2014) noted that under the quantitative method, the data collected on the instrument assesses attitudes, and the data is evaluated using statistical processes and hypothesis testing. In this scenario, the researcher gathered data through a listening test. According to Gultom (2016), the test is used to assess students' ability, knowledge, and performance in teaching and learning. The writer employs a listening test to determine the percentage of significant difference between groups that are taught using audio and those that are taught using audio visual. The listening test consisted of multiple choice and true/false questions.

c. Method of Data Collection

There are several steps done by the writer as the procedure to gather the data for this study, as follows:

1. The writer conducted a pre-test at the beginning of the experimental class and control class. This aimed to determine students' capabilities in listening comprehension.
2. After pre-test results of both class are obtain, the writer conducted teaching and learning activities and gives treatment by using audio visual for the experimental class. While for control class used audio media.
3. The writer provided a post-test at the end of study for the experimental class and control class. This aimed to find out if there is any enhancement between the two groups.
4. After post-test results are obtained, the writer gives the score and analyzed the data to measure the students' listening skills and determine the results of the study.

d. Method of Data Analysis

Following the collection of data, the writer took several actions to analyzed the whole data in order to determine students' listening skills. The following is the data analysis carried out:

1. Scoring Rubric and Description

The writer calculates and grades student tests using the scoring rubric below.

Table 2 Scoring Rubric

No.	Score
1 – 20	1
Max Score	100

Description of score weights:

1. If answered correctly score 1
2. If answered uncorrectly/not answered score 0
3. The total score is 20

$$\text{Value} = \frac{\text{Total Score}}{\text{Max Score}} \times 5$$

After finishing giving the score, the writer uses the score description to categories the test and mean results. Based on Pramesti et al. (2021), there were five categories analytic scales based on the scores gained. As follows:

Table 3 Description of Score

Score	Integrity	Level	Category
81 – 100%	5	A	Excellent
61 – 80%	4	B	Good
41 – 60%	3	C	Enough
21 – 40%	2	D	Bad
< 21%	1	E	Very Bad

2. Using SPSS version 24 to analyze the data. The following are the steps performed by the writer for SPSS analysis:

a. Normality Test

The normality test determines if the data is from a population with a normal distribution. The hypothesis being investigated is whether the data values in the control and experimental classes come from a regularly distributed population.

The data are normally distributed, if Sig. Value > 0,05.

The data are not normally distributed, if Sig. Value < 0,05.

b. Homogeneity Test

The homogeneity test is an analytical technique used to assess whether or not the data from the two variances of each sample group is homogenous.

Hypothesis:

The variance of two or more data population groups is the same (homogeneous), if Sig. Based on Mean > 0,05.

The variance of two or more data population groups is not the same (not homogeneous), if Sig. Based on Mean < 0,05.

c. Paired Sample T-Test

The Paired Sample T-Test is a statistical method used to compare and contrast two variables, two circumstances, two time points, or a matched piece. The paired sample t test was employed in order to evaluate the difference between the two means of two paired samples under the assumption that the data were normally distributed.

Hypothesis:

If Sig. Value > 0,05, The pre-test and post-test scores show a substantial difference in learning results.

If Sig. Value < 0,05, There is no statistically significant difference in learning outcomes between pre-test and post-test scores.

d. Independent Sample T-Test

This approach compares two means from unrelated populations. The case to be examined is if there is a substantial difference in students' listening abilities who are taught using audio-visual vs those who are taught using audio. The following is the hypothesis:

There is a significant difference, if Sig. Value < 0.05.

There is no significant difference, if Sig. Value > 0.05.

e. N-Gain

The N-Gain test is used to evaluate the efficacy of a one-group pre-test post-test design research with experimental and control classes. The n-gain test may be carried out using the following formula:

$$\text{N- Gain score} : \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximum score} - \text{Pretest score}}$$

After determining the average value of the two variables, the effectiveness of the method used can be determined using the following effectiveness categories:

Table 4 Index N-Gain Category

Percentage	Category
< 40	Not effective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Effective

Adapted from Hake, R.R (1999)

d) Finding and Discussion

Statistical Hypothesis Testing:

Normality Test

Table 5 Descriptive Statistics of Normality Test

		One-Sample Kolmogorov-Smirnov Test			
		Pre test (control)	Post test (control)	Pre test (experiment)	Post test *experiment)
N		34	34	34	34
Normal Parameters(a,b)	Mean	54.7059	70.8824	54.5588	82.9412
	Std. Deviation	7.68126	5.56920	9.32313	7.59961
Most Extreme Differences	Absolute	.221	.182	.133	.151
	Positive	.157	.178	.099	.151
	Negative	-.221	-.182	-.133	-.143
Kolmogorov-Smirnov Z		1.290	1.061	.777	.878
Asymp. Sig. (2-tailed)		.072	.210	.581	.423

a Test distribution is Normal.

b Calculated from data.

Based on the normality test table shown above, it can be inferred that the data is normally distributed because the Sig. Value for all data is greater than 0,05. If the data is normal, the matched and independent sample t-tests can be utilized.

Homogeneity Test

Table 6 Descriptive Statistics of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Total Value	Based on Mean	3.147	1	66	.081
	Based on Median	3.481	1	66	.067
	Based on Median and with adjusted df	3.481	1	62.783	.067
	Based on trimmed mean	3.232	1	66	.077

The value 0.081 in the table above indicates that the Sig. Value Based on Mean is bigger than 0.05. Based on such information, it is possible to deduce that the data values from the two classes are homogenous.

After performed normality and homogeneity test, the writer deciphered the data by presenting it into the following points:

1. Students' Listening Skills Taught by Using Audio

Table 7 Pre-Test and Post-Test of Control Class

	Pre-test Score	Category	Post-test Score	Category
Mean Score	54,8	C	70,9	B

From the table shown above, it can be seen that the average value of pre-test was C which based on the scoring category is classified enough then for the average value of post-test is B which classified good.

Then, to see the differences clearly the paired sample t-test was showed below to see if there is a difference in the mean of two matched samples. The test was used to depict the answer from the first statement problem "to what extent are students' listening skills taught by using audio?"

Table 8 Paired Samples Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1 PreTest(Control)-PostTest(Control)	16.176	5.64866	.96874	18.14	14.20	16.699	33	.000

Based on the output pair 1 (control class) the Sig.Value is 0,000 which smaller than 0,05, we can draw conclusion that there is a average differences in students' learning outcomes for pre-test and post-test in control class.

2. Students' Listening Skills Taught by Using Audio Visual

Table 9 Pre-Test and Post-Test of Experimental Class

	Pre-test Score	Category	Post-test Score	Category
Mean Score	54,5	C	82,9	A

From the table shown above, it can be seen that the average value of pre-test was got C which based on scoring category was categorized enough then for the average value of post-test is A which categorized excellent.

The experimental class had gained 82,9 for the post-test average and 54,5 for the pre-test which the post-test test results were greater than pre-test and showed more significant improvement.

The paired sample t-test also has done to portray the answer from the second statement problem "to what extent are students' listening skills taught by using audio-visual?"

Table 1 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 2 PreTest (Experiment)- Post Test *Experiment)	-28.382	4.55	.78194	-29.97	-26.798	36.297	33	.000

Based on the output pair 2 (experimental class) the Sig. Value is 0,000 and it's smaller than 0,05. According to the hypothesis there is a average differences of students' learning outcomes for pre-test and post-test in experimental class.

3. The Significant Difference Between Students Taught by Using Audio and Those Taught by Using Audio Visual

To demonstrate the considerable difference between the control and experimental classes. The data description below was provided to demonstrate the progress of the two groups.

Table 2 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.Deviation
Pre-Experimental	34	35	70	54.56	9.323
Post-Experimental	34	70	100	82.94	7.600
Pre-Control	34	30	70	54.71	7.681
Post-Control	34	60	85	70.88	5.569
Valid N (listwise)	34				

Using these post-test findings, it is possible to conclude that the experimental class outperforms the control class. In addition, the independent sample t-test was employed to calculate the average value of two unpaired variables, the control and experimental classes. As a result, the data used is from the post-test of the control and experimental class.

Table 12 Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
Post Test	Equal variances assumed	7.463	66	.000	12.05882	1.61582	8.832	15.284
	Equal variances not assumed	7.463	60.510	.000	12.05882	1.61582	8.827	15.290

Based on the statistics supplied above, the Sig. Value is 0,000, which is less than 0.05. Hence, based on the premise, it is possible to conclude that there is a difference in the approach utilized for the control and experimental class.

Moreover, to emphasize the second and third findings that audio visual is more effective and have significant results the writer conducted N-Gain test.

Table 13 N-Gain Calculation Results

	Class	Mean
N-Gain Percentage	Experiment	63,9335
	Control	35,5313

The N-Gain calculation findings revealed that the average value of the control class is 36, indicating that the outcomes are ineffective according to the Index N-Gain Category above. Also, the average value achieved in the experimental class is 64, which is higher and classified as effective enough. Hence we may conclude that audio-visual is the more effective method of improving pupils' listening abilities.

This research focused on using audio-visual to improve students' listening abilities. Additionally, the study was conducted with two groups, and the author wishes to determine the significant difference between the two groups.

In this study, the author offered a test with 20 items, 15 multiple-choice and 5 true false questions. The experimental class shows much positive learning outcomes. This caused the media used in experimental class is more comprehensive. Visual is a beneficial manifestation for students. These visualization can stimulate students to receive and understand content inside the video related to the topic under discussion. The series of actions shown by the narrator may indirectly provoke students to guess and predict each other's responses between the narrators.

Audiovisual used is in the form of short animation video related to the topic downloaded from youtube media. Short animation video used because generally for junior high school students animation video are fascinating and the length of video can affect students' focus. Moreover, the selection of video is also considered must be appropriate with students' age where the video content doesn't contain violence and adult content that is not appropriate for their age. The grammatical and speed of speech in the video also should be adjusted to the student's English skills level. These points must be considered in order for the students can capture the message delivered and to avoid the possibility of students' misunderstanding as EFL learners to comprehend the video.

As noted previously, the present study confirms the previous studies that audiovisual is effective in improving students' listening skills. The ease of access and variety of audiovisual materials can greatly assist students in learning. To summarize, audiovisual is a media that combines audio and visual which is more comprehensive, can make the learning process more attractive, and make the class atmosphere more relaxed, and effective. Furthermore, audiovisuals introduce an easy way of delivering new material and students can be arranged more conducive when media is used. So it can create efficient learning.

e) Conclusion

1. The students' listening skills taught by using audio were classified good. This evidence by comparing the pre-test score of 54.8 and the post-test score of 70.9. Furthermore, based on N-Gain calculation and referring to the index n-gain category audio is not effective to improve students' listening skills. So, it obtained unacceptable results.

2. The students' listening skills taught by using audio visual were classified excellent. This showed by comparing the pre-test score of 54.5 and the post-test score of 82.9. Further, based on n-gain calculation and referring to the index n-gain category audiovisual is effective enough and it proved effective to improve students' listening skills. So, it obtained acceptable results

3. There was a substantial difference in the listening abilities of students who were taught using audio vs those who were taught using audiovisual. There was an improvement in students' listening skills by using audiovisual compared to students' listening skills by using audio. According to the N-Gain results also delivered that audio was not effective and audiovisual was effective to improve students' listening skills.

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