

## INCREASING STUDENTS' LISTENING CAPABILITY BY USING AUDIO VISUAL AT 8TH GRADE STUDENTS OF MTs AL – HIDAYAH BEKASI

Dina Lusiana

Universitas Panca Sakti Bekasi, Kota Bekasi, Indonesia

\*Correspondence Author Email: [dinalusiana2424@gmail.com](mailto:dinalusiana2424@gmail.com)

**Abstrak:** Penelitian ini bertujuan untuk mengetahui (1) implementasi keterampilan mendengarkan bertanya dan memberi pendapat dengan menggunakan media audio visual pada siswa kelas VIII MTs AL – Hidayah Bekasi pada Tahun Pelajaran 2023/2024. (2) Untuk mengetahui apakah penggunaan audio visual dapat meningkatkan keterampilan mendengarkan siswa pada siswa kelas delapan MTs AL – Hidayah Bekasi pada Tahun Ajaran 2023/2024. Desain penelitian penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) penerapan media audio visual untuk meningkatkan keterampilan mendengarkan siswa dalam bertanya dan berpendapat sebagai suatu materi berjalan lancar. Dalam prosesnya siswa memperhatikan, menyelesaikan tugas, lebih antusias dan tidak cepat bosan. Guru juga mengajar dan memberikan materi dengan baik. (2) Terdapat peningkatan keterampilan menyimak siswa dengan menggunakan media audio visual. Hal itu terlihat dari hasil penelitiannya. Rerata pre-test dan post-test siklus I sebesar 65,5 hingga 69. Rata-rata pre-test dan post-test siklus II adalah 72 hingga 85,3. Persentase siswa yang tuntas dalam pre-test I sebesar 25%, post-test I sebesar 85,7%, pre-test II sebesar 85,7%, dan post-test siklus II sebesar 100%. Hal ini menunjukkan bahwa persentase siswa yang memperoleh nilai lebih tinggi dari nilai ketuntasan post-test siklus II lebih tinggi dibandingkan post-test siklus I. Hasil uji-t siklus I sebesar 3,769 dan siklus II sebesar 4,408. Nilai thitung siklus I dan II lebih besar dari ttabel, sehingga thitung > ttabel sehingga hasilnya signifikan. Artinya penggunaan media audio visual meningkatkan keterampilan mendengarkan siswa.

**Kata kunci:** Audio Visual, Media, Mendengarkan,

**Abstract:** This research is aimed to find out (1) the implementation of listening skills in asking and giving opinion using audio visual media at the eighth grade students of MTs AL – Hidayah Bekasi in the Academic Year of 2023/2024. (2) To find out whether the use of audio visual can improve the students' listening skill at the eighth grade students of MTs AL – Hidayah Bekasi in the Academic Year of 2023/2024. The research design of this study was Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of planning, action, test, observation, and documentation. The results of this research showed that (1) the implementation of audio visual media to improve students' listening skills in asking and giving opinion as a material was going smoothly. In the process students paid attention, completed the task, more enthusiastic and not got bored quickly. The teacher also taught and gave material well. (2) There was improvement of students' listening skills using audio visual media. It was shown in the result of the research. The mean of pre-test and post-test cycle I was 65,5 to 69. The mean of pre-test and post-test cycle II were 72 to 85.3. The percentages the students who pass the passing grade were 25% in the pre-test I, 85.7% in the post-test I. 85.7% pre-test II, and 100% in the post-test cycle II. It showed that the students' percentages who got score higher than the passing grade of post-test cycle II is higher than post-test cycle I. The result of the t-test of cycle I was 3,769 and cycle II was 4,408. The t-test of cycle I and II were higher than t-table, t-test > t-table, so the result was significant. It means that the use of audio visual media improved students' listening skills.

**Keywords:** Audio Visual, Media, Listening

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## **INTRODUCTION**

Listening skills are one of the fundamental abilities in language learning, playing a crucial role in daily communication. Listening is part of the four main language skills—alongside reading, writing, and speaking—that students must master (Brown, 2007). In the context of teaching English as a foreign language, listening skills pose specific challenges, particularly for students unfamiliar with the intonation, accent, and rhythm of native speakers (Harmer, 2001). As a receptive skill, listening involves a complex process that requires the accurate comprehension of auditory information in order to respond appropriately. Guo and Wills (2006) emphasize that "listening comprehension is crucial as it provides a large portion of learners' linguistic input", making it difficult for effective language acquisition to take place without strong listening skills.

However, teaching listening skills is often less than optimal, as students can quickly lose focus during listening activities (Vandergrift, 2007). This is due to the limited use of engaging teaching media that hold students' attention over time, alongside the challenges of processing information solely through auditory channels. Audiovisual media, combining visual and auditory elements, is believed to enhance student attention and motivation by allowing them to use two sensory channels simultaneously (Mayer, 2001). Previous studies have also demonstrated the benefits of audiovisual tools for developing listening skills, as visuals accompanying audio can help students comprehend content more effectively (Canning-Wilson, 2000).

Nevertheless, while much research highlights the advantages of audiovisual media for improving listening skills, there is a gap in studies examining its application at the junior high school level, especially in Indonesia. Most studies focus on higher levels of education or students with more advanced English proficiency. Therefore, this research is significant in addressing this literature gap by examining the effectiveness of audiovisual media in enhancing the listening skills of eighth-grade students at MTs Al-Hidayah Bekasi.

Based on this background, this study aims to address two main questions: first, how can listening skills be implemented using audiovisual media for eighth-grade students at MTs Al-Hidayah Bekasi; and second, can audiovisual media enhance students' listening skills. This study uses a Classroom Action Research (CAR) method with a two-cycle design, which is expected to provide a clear picture of the process and effectiveness of implementing audiovisual media in listening skills instruction in the classroom.

## **METHOD**

This study utilizes a Classroom Action Research (CAR) design to assess the effectiveness of audiovisual media in improving the listening skills of eighth-grade students at MTs Al-Hidayah Bekasi. CAR is chosen for its systematic, cyclical process of planning, acting, observing, and reflecting, which allows for an ongoing assessment of teaching methods and their impact on student outcomes. Below are the detailed procedures and components of the methodology used.

### **Research Type and Method**

The research employs a qualitative CAR approach, which incorporates both qualitative observations and quantitative data from pre-tests and post-tests to measure student progress in listening skills. The CAR design follows the model developed by Kemmis and McTaggart (2000), comprising two cycles. Each cycle includes four stages: planning, action, observation, and reflection, allowing the researcher to assess and refine the interventions used with each iteration.

### **Participants**

The participants in this study consist of 28 eighth-grade students (16 males and 12 females) from MTs Al-Hidayah Bekasi during the 2023/2024 academic year. These students were selected as they represented the typical listening proficiency level of junior high school students learning English as a foreign language in Indonesia. In addition, the English teacher of the class was involved in the implementation and observation phases. The study was conducted at MTs Al-Hidayah Bekasi, located in Pondok Melati, Bekasi, West Java. The school was chosen due to its accessibility and relevance, as the students have shown low listening skills as identified by preliminary observations.

### **Instruments**

To assess improvements in students' listening abilities, pre-tests and post-tests were conducted before and after each cycle. These tests comprised questions related to everyday conversational expressions, derived from audiovisual content. Additionally, an observation checklist was implemented to gauge student engagement, focus, and response during listening activities, recording indicators of active listening and student interaction with the audiovisual materials. Field notes were also maintained by the researcher to document real-time classroom events, student behaviors, and teacher observations. Audiovisual media, primarily videos from YouTube covering conversational English topics like asking and giving opinions, served as the main instructional resources, aligning with the objective of enhancing students' listening skills through relevant, contextual content.

### **Data Collection Techniques**

Data collection involved both quantitative and qualitative approaches. Quantitative data was gathered by recording and analyzing pre-test and post-test scores to evaluate improvements in students' listening skills across different cycles. Meanwhile, qualitative data was obtained through observations using a checklist and field notes, offering insights into student engagement and classroom dynamics during audiovisual listening activities.

### **Data Analysis Techniques**

This study employed both quantitative and qualitative analysis techniques to comprehensively assess the impact of audiovisual media on listening skills development among junior high school students. Quantitative data from pre-test and post-test scores were analyzed by calculating mean scores and applying an independent t-test to determine the statistical significance of listening skill improvements across cycles.

Meanwhile, qualitative data from observations and field notes were analyzed through coding, categorization, and thematic analysis to uncover patterns related to student engagement, focus, and behavioral responses to audiovisual materials. This dual approach enabled a holistic understanding of the effects of audiovisual content on student listening abilities.

## **RESULTS AND DISCUSSION**

### **Results**

The research was conducted in two cycles, each consisting of a series of steps: planning, action, observation, and reflection. This section presents the main findings across both cycles, particularly focusing on the results of the listening skills pre-tests and post-tests, which measure the improvement in students' listening abilities. The key data collected include students' scores from pre- and post-tests for each cycle.

### **Cycle I**

Before conducting research, the researcher prepared several instruments, including an English syllabus, lesson plans, materials, teaching aids, an observation checklist for the first cycle, and test instruments. The English syllabus, sourced from the English teacher at MTs Al-Hidayah Bekasi, served as a guide for arranging lesson plans. Lesson plans were created to design and structure the teaching steps and manage classroom activities. Materials for teaching were sourced from various resources, including the student workbook (LKS), internet materials, and relevant YouTube videos. The researcher also prepared teaching aids such as a projector, board marker, observation forms for both students and teachers, and a video on "asking and giving opinions." An observation checklist was used to assess classroom conditions during the learning process, focusing on both student and teacher actions. Testing instruments included a pre-test administered before teaching began to gauge students' initial listening skills, and a post-test conducted after the teaching activities to measure progress.

The implementation phase of Cycle I began on Monday, October 7th, 2024, and was divided into three stages: pre-test, treatment, and post-test. During the pre-test, students were assessed for about 15 minutes, with the teacher monitoring them to identify listening difficulties. Following the pre-test, the teacher delivered a lesson on asking and giving opinions, beginning with a brief explanation and examples in both formal and informal contexts. The teacher encouraged student interaction by asking questions and providing a video example that demonstrated the expression in use. Students engaged by repeating sentences from the video as directed by the teacher.

In the final stage of Cycle I, a post-test was administered to measure students' understanding of the material. After completing the test, the teacher summarized the lesson, offered feedback, and motivated the students for the next session. The meeting concluded with a collective prayer, as the teacher expressed gratitude and bid farewell to the class. The pre-test, conducted on October 7th, 2024, served as a measure of

students' comprehension and readiness for further instruction. However, initial results showed that students' vocabulary skills were still in need of improvement.

In the first cycle, students' average pre-test score was 65.5, indicating a need for improvement to reach the Minimum Passing Grade (MPG) of 74. After applying the audiovisual-based instruction, students took a post-test, resulting in an increased average score of 69. The percentage of students meeting or exceeding the MPG rose from 25% in the pre-test to 85.7% in the post-test.

## **Cycle II**

Based on the results of Cycle I, it was necessary for the researcher to proceed to Cycle II. The planning stage for Cycle II took place on October 8, 2024, and mirrored the procedures of Cycle I, focusing on teaching, learning, and assessment tests. The researcher prepared the necessary research instruments, which included an English syllabus, lesson plans, materials, teaching aids, an observation checklist, and assessment tests. The syllabus, provided by the English teacher at Mts Al-Hidayah Bekasi, served as a guide for lesson structuring, while the lesson plan outlined classroom activities. For materials, the researcher used resources such as textbooks, YouTube videos, online sources, and LKS (Leimbar Kerja Siswa). Teaching aids, including a projector, speakers, video clips, paper, and board markers, were prepared, alongside an observation checklist to monitor teacher and student engagement. The researcher also prepared pre-tests, administered before the lesson, and post-tests, given after the lesson, to measure learning outcomes.

The implementation of actions in Cycle II began on October 7, 2024, and was divided into three parts: pre-test, treatment, and post-test. The first part took place from 12:30 to 2:00 p.m. on October 7, when the teacher and researcher greeted the students with "Assalamualaikum wr. wb.," to which the students responded warmly. After checking the attendance list, which recorded 28 students, the teacher distributed a pre-test lasting about 15 minutes, focusing on asking and giving opinions prior to using audiovisual aids. The teacher walked around the classroom to monitor students' progress during the pre-test.

In the second part, starting at 1:05 p.m., the teacher introduced the treatment, utilizing audiovisual media, while the researcher and an assistant documented the session through photos and videos. The teacher explained the concept of asking and giving opinions and provided examples with audiovisual aids similar to those used in Cycle I.

The third part involved administering a post-test at 1:30 p.m. The students were given 15 minutes to complete the test, during which a video of five minutes was played twice. This post-test aimed to assess the students' comprehension after receiving instruction with audiovisual aids in listening activities. After the students submitted their work at 1:45 p.m., the teacher summarized the material, provided feedback, and briefed the students about the next session before closing with a prayer and parting words.

During the observation phase, it was noted that in Cycle II, students showed enthusiasm and enjoyment, paying close attention to the teacher's instructions. The implementation of audiovisual media appeared effective in enhancing the students' listening skills, as evidenced by the completed observation checklist for Cycle II.

Building on the feedback and observations from Cycle I, the second cycle involved adjustments to the teaching method, such as increased teacher guidance and more structured audiovisual sessions. The students' pre-test score in Cycle II rose to an average of 72. After the Cycle II intervention, the post-test average further improved to 85.3, with 100% of students meeting or exceeding.

The table 1. The average pre-test and post-test scores for each cycle.

<b>Cycle</b>	<b>Average Pre-Test Score</b>	<b>Average Post-Test Score</b>	<b>Percentage Meeting</b>
Cycle I	65.5	69	85.7%
Cycle II	72	85.3	100%

## Discussion

The findings from both cycles reveal a significant improvement in students' listening skills through the use of audiovisual media, suggesting that this method is effective in enhancing comprehension and engagement among junior high school students. The increase in students' post-test scores from Cycle I to Cycle II demonstrates the method's efficacy, as well as the positive impact of refining instructional techniques based on student feedback and observation.

The significant improvement aligns with existing literature on the advantages of using audiovisual materials in language learning. Mayer (2001) found that audiovisual media supports dual-channel learning, allowing learners to process visual and auditory inputs simultaneously, which can aid in the retention of information. The results of this study support Mayer's findings, as students were observed to engage more actively and demonstrated improved listening comprehension.

One of the new insights from this study is the effectiveness of structured audiovisual sessions combined with guided practice. Through increased focus and structured viewing sessions, students were able to understand contextual language cues better and apply them in their responses. This structured approach may address a key challenge in language learning environments where students often struggle with passive listening.

Overall, the study demonstrates that incorporating audiovisual media not only improves students' listening scores but also fosters a more interactive and enjoyable learning environment. Future research may explore the long-term impact of audiovisual media on language retention and investigate how this method could be adapted for other language skills such as speaking or reading.

## CONCLUSION

This study demonstrates that the use of audiovisual media significantly enhances the listening skills of eighth-grade students at MTs Al-Hidayah Bekasi, as evidenced by

increased test scores and improved student engagement across two cycles. The study's findings emphasize the value of structured audiovisual methods for fostering active listening and comprehension in language learning. However, limitations include the study's short duration and its focus on a single skill within a specific educational context. Future research could explore the long-term effects of audiovisual media on language retention and its application across other language skills and diverse student populations to better generalize the benefits observed in this study.

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