



Second Graders' Perception of Audio Visual Use in Teaching Listening Skills at SMP Negeri 3 Majene

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Abstract

Listening is the act of focusing on hearing something or the act of paying attention. Teaching listening skills to students who are learning English as a foreign language is a challenge for teachers. The purpose of this study was to determine students' perceptions of the use of audiovisual media in listening classes among the second-grade students of SMP Negeri 3 Majene. This study used qualitative research. Questionnaires and interviews served as the instruments. Findings showed that the students have a positive perception of audiovisuals because the use of audiovisuals in learning listening skills makes it easier for students to understand the material provided and interact with friends during the lesson. Audio-visual media is attractive, effective, relevant, and motivating for students in listening activities

Keywords:

*audio-visual,
listening skills,
students' perception*

INTRODUCTION

Listening is one of the four language skills that function as the mode or manner in which language is used for communication (Richards & Schmidt, 2002). While communicating through the oral language, a person receives the messages by listening and responds by speaking (Pardede, 2019). Therefore, listening skills are crucial in communication and in the teaching and learning process as well. According to Myers (1992), listening is not only considered hearing but also includes additional aspects of understanding, paying attention, analyzing and evaluating spoken messages, and possibly acting on those messages that were heard. According to Brown (1996), the importance of listening in

language learning can hardly be overstated. Through perception, learners acquire linguistic information they cannot yet produce. In other words, listening provides auditory input that underlies language acquisition and allows learners to interact in spoken communication. Without learning to listen, one may not be able to speak, read and write. According to Rost (1994), listening is so important in language learning that spoken language provides a means of interaction for learners. Since learners must interact to gain understanding, access to language speakers is essential.

Furthermore, since learners' inability to understand the language they hear is a motivator rather than a barrier to interaction and learning, authentic spoken language presents a challenge for learners. For learners trying to understand language as it is used by native speakers, listening exercises provide a way for teachers to draw learners' attention to new forms (vocabulary, grammar, interactive models) in language. The use of audiovisual media in language teaching today has become very important.

According to Anderson (1998), audiovisual is described as a series of electronic images with an audio component and thus an image component drawn by a videotape and played by a video player. One of the effects of audiovisual media on learning outcomes is that it can increase an individual's enthusiasm or motivation for learning. Audiovisual media can facilitate the dissemination of messages and materials. Learn, as well as facilitated the acceptance and understanding of the material in a personal way. Currently, illustrations such as pictures and videos increase the individual's memory of the material presented. Audiovisual media can also enhance thinking and analytical skills because each individual learning with audiovisual is forced to interpret information or material provided independently.

Based on observations made by a researcher at SMP Negeri 3 Majene, it was found that second graders lacked listening skills. This was influenced by various factors such as the students' lack of knowledge of English and vocabulary as well as the lack of practice for students' ability to communicate in English in daily life. To know this problem, researchers have to use many training methods, especially in teaching listening. One of the methods that can be applied is the audiovisual method. According to Azhar Arsyad (2002), to use audiovisual media as a learning medium that can help teachers convey messages or lessons so that students can understand what is being taught, educators must select and use audio-visual media. They were selected according to established pedagogical goals, which often refer to a combination of one of the areas of cooperation, effectiveness, and psychology. Based on the above statements, the researchers want to conduct research on audiovisual media in teaching listening skills.

Related to this, several previous studies have been conducted. Setyawan (2020) studied the empowerment of audio-visual media in teaching listening skills to the seventh-grade students of SMP Muhammadiyah 5 Surakarta to explore how the use of audio-visual media empowers the teaching of listening skills and to find out the challenges faced by teachers in using audio-visual media to teach English. He collected the data employing interviews and a questionnaire, The findings revealed that both teachers managed to use audio-visual media to empower teaching listening skills to seventh-grade students very well and both teachers encounter challenges in terms of practical, and technical problems and ideas to making appropriate materials for students. Then, Kirana (2016) studied the

use of audio-visual to improve listening. Her research was to find out if the use of the audio-visual method could improve the listening ability of grade VIII ESL students more than the standard method of teaching listening. Her research used an experimental design with pre-tests and post-tests. The findings revealed that the students in the experimental group got significantly higher average scores (69) for listening comprehension than the control group (62). The t-test result showed that the listening ability of the students from the two groups was significantly different. It can be concluded that the students taught using the audio-visual Method got better results in listening comprehension than students who were taught using the standard listening comprehension technique. Negara (2017) researched the use of audio-visual media in teaching English to non-English majors. The purpose of her study was to improve students' learning outcomes through the use of audio-visual media in teaching English to non-English majors. The study was a classroom action research that was conducted in two cycles. The subject in his study is fourth-semester students of STIE Indonesia Pontianak in the academic year 2016-2017. His study uses data analysis techniques from observation and student learning outcomes. The findings revealed that lecturer activity in cycle I reached 66,67% and cycle II reached 83,33% which means an increase of 16,66%. Likewise, students' activity in cycle I reached 73,33% and cycle II reached 90%, which means there was an increase of 16,67%. The use of audio-visual media in teaching English for non-English majors shows the increased activity of lecturers, activities, and student learning outcomes.

Sherman (2003) explains that videos introduce learners to a wide array of real-life language experiences that enriches their learning environment, and contextualize their learning process. Audiovisual is a medium for the learning process because it can provide efficient value as an easy-to-apply media and effectively makes students motivated to learn English so that it will be easy to remember the learning material. However, Junior High School students have difficulty learning English because they lack passion, attractiveness, motivation, and focus. They need audiovisuals as a medium for learning so that students are excited and have a new experience in learning English in the classroom. The study aims to determine students' perception of using audio-visual media in teaching listening to second-year students at SMP Negeri 3 Majene.

METHOD

Research Type and Design

This study used a descriptive qualitative research method. According to Fraenkel and Wallen (2007), qualitative research investigates the quality of relationships, activities, situations, or documents. The natural environment was the direct source of data and the researcher is the primary tool. Data was collected as descriptive data that describes a given state as completely and accurately as possible. This study was included in qualitative research because researchers were the main instruments in collecting data in the natural environment without doing any manipulations to the data source and obtained data explained the actual relationships of data, activities, situations, or documents. Through the study, the researchers focused on how to use audiovisual media in teaching listening skills at SMPN 3 Majene. The students were given a questionnaire and an interview to collect data.

Data Sources

In this research, the researchers took the students in the second grade of SMP N 3 Majene as the subject of the study. All students participated voluntarily in the study. 22 students participated in this study at the second grade of SMP Negeri 3 Majene.

Data Collection

Data were gathered through a questionnaire. After that, the researchers determined a schedule to provide a questionnaire following the request of the research informants to provide an online questionnaire directly in connection with the government's appeal to stay home due to the soaring of covid-19 outbreak in Indonesia. The type of questionnaire used by the researcher is a closed questionnaire. The definition of a closed questionnaire is a questionnaire method that lists several options for alternative answers (usually consisting of 2-5 answer columns). That way, the subject is only asked to check the desired answer column. The researcher classified students' scores based on the table.

Table 1. *Range Score of Statements*

No	Answer	Score
1	Strongly Disagree	1
2	Disagree	2
3	Agree	3
4	Strongly Agree	4

The questionnaire in this research employs the four scales Likert Scale with close-ended questions to be responded with 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The questionnaire was adopted from Shafira and Rosita (2022). To triangulate the findings, a semi-structured interview was done to get information about students' perceptions of the use of audiovisual. The interview was recorded, and the record was then transcribed to facilitate an easy analysis. To measure the interview items' validity, an expert judge was administered. The obtained data were analyzed using the descriptive analysis technique.

FINDINGS AND DISCUSSION

The Results of the Questionnaire

As shown in Table 2, students had positive perceptions toward the use of audiovisuals in learning listening skills. The students agreed that listening activity using audio-video attracts attention when learning English to practice listening. They agreed that learning using audio-visual media is the best way to understand the material in listening activities. They also agreed that the audio-visual materials used are relevant to the learning content. They also agreed that felt more enthusiastic in listening activities when teachers use audio-visual material. Based on these results, it can be seen that the audiovisual material is engaging, effective, relevant, and motivating for students in listening activities.

Table 2. *Students' Perception toward the Use of Audiovisual Media in Listening Skill*

NO	Statements	Responses			
		SD	D	A	SA
1.	Listening activity using audio-video attracts my attention when learning English to practice listening	0%	0%	59%	41%
2.	The audio-video displayed is interesting	0%	0%	82%	18%
3.	It is easier to practice English material with audio-visual media	0%	9%	59%	32%
4.	Learning using audio-visual media is the best way to understand the material in a listening activity	0%	0%	68%	32%
5.	Listening to the video as audio-visual material helped me to remember more information than listening to the audio only during learning English to practice listening	0%	5%	73%	22%
6.	Audio-visual materials used are relevant to the learning content	0%	0%	86%	14%
7.	The audio-video media increase my listening comprehension	0%	0%	73%	27%
8.	I want my teachers to include more audio-visual material in listening classes than audio material only	0%	0%	72%	28%
9.	I am more enthusiastic in listening activities when teachers teach me using audio-visual media	0%	0%	59%	41%

The Results of the Interview

The research aimed to determine students' perception of learning using audio-visuals effectively. There were 10 questions from 4 respondents that are used to find out students' perceptions about the use of audio-visual, which can be seen in the responses. Based on the interview conducted by the researcher, the students stated a positive perception of the media used by the teacher in teaching English in the classroom which is necessary for effective teaching and learning process for the students.

Student responses were needed to achieve more positive learning in the teaching and learning process the results of the interview show that the use of the audio-visual method creates effective learning. This can be seen from the one of results of the respondent as follows: "*very helpful in learning because better understand the pictures shown with a louder and more exciting sound*". Based on the interview, students provide perceptions about the usefulness of audio-visual. The second question is about students' liking or not learning English using audio-visual. Students' perception of the media used by the teacher was that they can express their opinion about how they like learning using audio-visual. From the interview, the researchers can conclude that students prefer

learning English using audio-visual because they can more easily understand the material provided by the teacher and they also state that the audio-visual system can be played back. The third question about whether audio-visuals can help students concentrate on learning English and the results of students' perception of audio=visuals, whether they experience concentration when learning English using audio-visuals or not, they express their opinions as: *"Yes, because the audio-visual method was more enjoyable. Because it was fun, we can concentrate on learning and make it easier to understand"*. From the dialogue, it can be concluded that they are very concentrated on learning English using audio-visuals, and they also say that learning audio-visuals is not boring. And some respondents said that they were not always able to concentrate because of network errors and the environment was not always supportive.

The fourth question is whether the use of audio-visual can improve students' hearing. The response was the use of audio visuals in learning listening is a fun activity because it makes students study harder so they can communicate with the people around them, and can improve hearing when they use audiovisuals. We can see the students' response below: *"yes, because we can immediately understand what we hear in the lesson"*. From the response, it can be concluded that audio visuals can improve students' hearing for the better. The fifth question about students' perception of English lessons was difficult or not. Based on an interview conducted by researchers, student responses were needed to achieve more positive learning in the teaching and learning process. This can be seen from the results of the respondents' responses as follows: *"not bad because, how to pronounce and write sentences that must be correct"*. The other response like *"I think English lessons were quite difficult because the way of writing and pronouncing them must be correct"*. From the response, it can be concluded that English lessons were a bit difficult because the writing and pronunciation must be correct and they were a bit difficult to understand because of different writing and pronunciation, and they will find it difficult to learn English if they lack the vocabulary they have. For the sixth question about learning through the audio-visual method, students can remember the information they learn. Based on the interview, the students said that learning through audio-visual was very easy to obtain and remember the information learned. One of the students responded *"Yes because the audio-visual learning style focuses on hearing and vision. When learning new things, this type usually needs to see and hear to better understand and understand. In addition, the audio-visual was also more comfortable learning by using colors, lines, and patterns"*. Based on the results of the interview, it can be concluded that learning through the audio-visual method helps students to be able to remember the information or lessons they were learning.

The seventh question was about learning English through the audio-visual method were students excited or not. Learning English through the audio-visual method where students are excited or can't, we see the response like: *"yes, there was a translation in the visual media and it explains the learning theme"*. Also, *"yes, because you listen through hearing(audio) and visual(visual) make a more relaxed atmosphere and attract attention so that learning can be accepted easier"*. From the response, it can be concluded that learning through audio-visual students was very enthusiastic in learning because the explanation was very easy to understand through audio-visual. For the eighth question

about students' perception of English lessons. Based on the interview, the students said that they like English lessons rather than math lessons like math and memorization lessons. "*English lessons in my opinion were lessons that may be sometimes very complicated and very easy, English can teach and guide us to become successful people*". It was shown that some students liked learning English because English was a universal language and respondents also say that English was a bit difficult because of pronunciation and writing. The last question is about students supporting factors in learning English. Students responded, "*the supporting factors in learning, namely the family environment was the first place for me to study with the people closest to me*". From the above response, it can be concluded that the supporting factors for students in learning were food so that they can increase energy and a cold environment so that they can focus more on learning. The respondents stated that the supporting factors in learning English were the interests and talents of students in learning to be effective.

Based on the respondents above, it was stated that audio-visual is often used in learning English so that the atmosphere of learning English becomes comfortable and more focused in learning. In conclusion, students want to increase their English learning so that in the future it will be more fun and easier to learn English. The results of the interview with respondents stated that audiovisual can make students more enthusiastic and easier to understand lessons besides that students are very enthusiastic about learning because the explanations are very easy to understand through audio-visual. From the results of the interview, it can be concluded that the use of audio visuals in learning is effective and preferred by students.

DISCUSSION

Based on the findings of this research, most of the students gave a positive response about the use of audio-visual media in listening activities. For the first research question about students' perception of the use of audiovisuals in listening skills, the researcher found that audio-visual is a medium that has elements of images. Supported by Reddy (2008) states that audio-visual education consists of the use of interactional devices such as film projectors, radio, television, charts, posters, models, field trips, etc. Besides, audiovisual is important in learning because they can stimulate learners and encourage them to learn a foreign language. Supported by Sumiati (2018), teachers in Maros Regency have taken various approaches to students to improve their learning achievement, while the approach taken by classroom teachers is to give students the freedom to improve their learning achievements, and knowledge, by searching in electronic and print media, then giving advice, attention, praise and simple gifts to students who managed to get the highest score and gave light warnings to lazy students.

In the first findings from the interview, it is easier for students to understand the lesson by using audio-visual and it is more fun so that students can concentrate on learning. Supported by Sanaky (2011) the use of audio-visual learning is to provide interesting learning so that it can foster motivation in learning because the material presented is clearer in meaning and does not get boring in absorbing the teaching material, to improve learning outcomes. In the second finding of the interview, students like English lessons using audio-visuals because by using audio-visuals students understand

more about the images shown, and the sound is louder and more exciting. Supported by Themistoklis Semenderiadis (2009), audio-visual plays a significant role in the education process, particularly when used extensively by both teachers and children. Audiovisuals provide children with many stimuli, due to their nature (sound, images). They enrich the learning environment, nurture explorations, experiments, and discoveries, and encourage children to develop their speech and express their thoughts. The third finding, it is easier for students to understand the lesson by using audio-visuals and it is more fun so that students can concentrate on learning. Supported by Sanaky (2011) the use of audio-visual learning is to provide interesting learning so that it can foster motivation in learning because the material presented is clearer in meaning and does not get boring in absorbing the teaching material, to improve learning outcomes.

From the results of the fourth topic in the interview, about students' perceptions of learning to listen, students answered that it is very important because if we learn while listening we can understand well. In the fifth topic, this vocabulary question, some students answered that knowing a lot of vocabulary can improve listening skills and can immediately understand the material being listened to. Supported by Herlina (2015), the more vocabulary students master, the easier it will be to learn English is one of the important things to master. The sixth topic, in this question some students answer that English lessons are difficult because the way of pronunciation is different from its writing so it is not easy to understand, and some students answer that English lessons are difficult because they depend on the desire to learn English. Supported by Darsiana (2018), which influences learning English feels difficult for students, namely: (a), the low ability of skills speaks English because it is not used, (b), some students are still reluctant and even shut up if they are invited to speak in English. Even though when viewed from the mastery of the student vocabulary they should have been able to speak English even though in a series of very simple sentences, (c), find it difficult to speak English so they have not been able to communicate.

The seventh topic in the interview, students are easier to remember information through audio-visual because audio-visual learning focuses on hearing and sight so that they better understand and understand the material explained by the teacher. Supported by Hartono (2016), the use of audio-visual as supporting media in learning described by line demonstrated that background music has a positive effect on intrinsic motivation and the flow experience of the game. Background music can be considered a source of motivation in education games without damaging the success of learning, it can be concluded that the use of media can foster student learning motivation to create fun learning to improve students' memory. The eighth topic in the interview, in this question students, answered that they were very enthusiastic about learning to use audio-visual because listening through hearing (audio) and sight (visual) made the atmosphere more interesting, they could know the correct pronunciation procedure by listening. Ninth, in this question some students answer that English lessons are difficult because the way of pronunciation is different from its writing so it is not easy to understand, and some students answer that English lessons are difficult because they depend on the desire to learn English. Supported by Darsiana (2018), which influences learning English feels difficult for students, namely: (a), the low ability of skills speaks English because it is not

used, (b), some students are still reluctant and even shut up if they are invited to speak in English. Even though when viewed from the mastery of the student vocabulary they should have been able to speak English even though in a series of very simple sentences, (c), find it difficult to speak English so they have not been able to communicate. The last topic, the student's supporting factor is some say that the student's supporting factor is the family environment, interests, and talents of students, and some say that with the food they can increase energy so they can be more focused. The result stated that audio-visuals can make students more enthusiastic and easier to understand lessons besides that students are very enthusiastic about learning because the explanations are very easy to understand through audio-visuals. From the results of the interview, it can be concluded that the use of audio-visual in learning is effective and preferred by students.

CONCLUSIONS

Based on the result and discussion, several points can be drawn. It was easier for students to understand the lesson by using audio-visual and it is more fun so that students can concentrate on learning. By using audio visuals, students understand more about the images shown, the sound is louder and more exciting. Some students answered that knowing a lot of vocabulary can improve listening skills and can immediately understand the material being listened to. Audio-visual learning focuses on hearing and sight so that they better understand the material explained by the teacher. The students supporting factor for the study was the family environment, interests, and talents of students, and some say that with the food they can increase energy so they can be more focused. It is suggested that English teachers use audio-visual material in learning English. Also, the next researchers are suggested to conduct further research regarding the topic of this study in a comprehensive manner such as taking into consideration on teachers' perceptions.

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