

THE ROLE OF AUDIO-VISUAL MEDIA IN TEACHING LEARNING PROCESS OF LISTENING COMPREHENSION AT THE NINTH GRADE OF MTs. AL-HUDA SUMBER NANGKA PAMEKASAN

Darrin Zuhri*, A Fanani

English Department, FKIP, Madura University

*Email: congbudiharto@gmail.com

Abstract:

The objectives of this study were to describe the kinds of audio-visual media used by the teacher in teaching learning process of listening comprehension at the ninth grade of MTs. Al-Huda Sumber Nangka Pamekasan, how the way to implement the audio-visual media in teaching learning process of listening comprehension at the ninth grade of MTs. Al-Huda Pamekasan, the advantages got by the teacher and students in teaching learning process of listening comprehension by using audio-visual media, and the ninth grade students' response toward the use of audio-visual media in teaching learning process of listening comprehension. The population of this study was the ninth grade of MTs Al-Huda Sumber Nangka-Pamekasan, namely: IX-A and IX-B, the number of the ninth grade students is 51 students. The sample of this study is 51 students of the ninth grade and an English teacher. Here, researcher took the whole population as the sample because it was less than 100. And in this study, the researcher applied descriptive qualitative method. The location of this research was at MTs. Al-Huda Sumber Nangka Duko Timur Village-Larangan-Pamekasan-East Java. This research had done four times. The first, it was done on July 24, 2008, the second, on July 28, 2008, the third, on August 4, 2008, and the fourth, on August 11, 2008. The result of the study showed that audio-visual media was used to motivate and attract students' attention. Audio-visual media also functioned to activate students, save time, reduce verbalism, and make the explanation clearer and the class more alive. When the teacher used audio-visual media, the teaching learning process became more effective and efficient because it could be helpful for him and his students. All students (100 %) agreed that their teacher used audio-visual media and they liked it. Most of them (94,1 %) agreed that if their teacher used audio-visual media, his explanation become more understandable, 50 respondents (98 %) agreed that if their teacher used audio-visual media, the lesson become more interesting, and 46 respondents (90,2 %) agreed that they became more active. The audio-visual media has an important role to make the teaching learning process of listening comprehension more effective and efficient because it can help the teacher and students in understanding material.

Key term: Audio-visual media, teaching learning process

INTRODUCTION

In teaching learning process in Junior High School, teachers have an important role because teachers are the influential people in the classroom and students can learn from the teacher. In the other hand, the students depend on the teachers and do not do anything without teachers' instruction. It means that teachers have to motivate the students to learn English well in class. Therefore, teachers have to be able to teach and use good interesting instruction material and media in order to motivate and interest the students. According to Finochiaro in Sri (1998:6) It was what we as teachers do to promote a friendly environment in the classroom to create and organize materials, to overcome

shortcomings in the textbooks, to stimulate and maintain interest through varied practice activities, to emphasize enjoyable aspect of the learning and to give students necessary feeling of success which will determine their growth towards communication. From the statement above, it can be concluded that teachers should have good and interesting techniques in teaching, so that the students feel interested in learning the subject, especially in English (Listening) one of the good techniques to motivate and interest the student in using instructional media. The class can be more alive because the students fell interested and more active in attending the class and joining the lesson. Media also attracts and holds attention, it supplements verbal information and illustrates

relationships in away that are not possible with words, this statement is in line with Finochiaro's statement in Sri (1998:6) that Media can make situation of class more alive.

While, according to Hamalik in Azhar A. (2002:15) Instructional Media is the media that is used to make communication between teachers and students in teaching learning process at school more effective. Beside that, Instructional Media is one of the learning resources that can distribute messages and overcome difficulties in teaching learning communication that is often ineffective and inefficient (Suleiman in Sri, 1998:7). By using media, the students can be active. Similarly, Brown, Lewis, and Halcleroad (1983:64) state that Media activates students, and as they learn actively, the teacher can enjoy the evidence of their progress. There is an old proverb saying that that "I hear I forget, I see I remember, I do I understand". It means that if teachers always give the materials or the information orally, it is difficult for students to remember and understand the information. However, if the learning materials are given by using interesting audio-visual media, such as: Slide, Film Strip, Video (Video Tape Recorder or Video Cassette Recorder and Video Disc), and Television, etc, are easier for student to remember the information.

Media has an important role in the teaching learning process. Media is not only a supplement, but with this appropriate material and method, it has an important role in achieving the formulated instructional objectives. Media can also improve ability and transfer information. The use of instructional media in teaching listening comprehension is attended to make the teaching learning process more effective and efficient. So that, the quality of education can be improved. Media can be used to make explanation clearer, gives stress on the part of the explanation, and use variation in the way of teaching, and using media is a better way for giving information. One of the main causes of failure in having efficient ways of learning and communicating is that forgets everything easily. If people only get and learn everything orally, it will be difficult for them to remember. Therefore, they should

find their own way to retain the information. Audio-visual aids (media) not only gives effective ways of learning in shorter term, but also help to retain the information better and longer (Suleiman in Sri, 1998:15). Therefore, this title is expected to provide information for English teacher that audio-visual media has an important role in teaching learning process, especially in teaching listening comprehension.

In teaching listening comprehension, audio-visual media is very useful because students can understand and get the information easier since they not only listen to speakers' voice but they also see the speakers' appearance. Their body movements give clues as to meaning, so do the clothes they wear, their location, etc. background information can be filled in audio and visually. Beside that, audio-visual media can help students to prevent misunderstanding because in English itself there are many different varieties and accents. As Kasbolah (1993: 6) states that there are many differences between the foreign language (English) and our own language, Indonesian. So that, the audio-visual media can help them since they can listen and see the motion pictures.

METHOD

The current study was trying to get information about the kinds of audio-visual media used by the teacher in teaching learning process of listening comprehension at the ninth grade students of MTs. Al-Huda Sumber-Nangka-Pamekasan, how the way to implement the audio-visual media, the advantages got by the teacher and students by using audio-visual media., and how the ninth grade students' response toward the use of audio-visual media in teaching learning process of listening comprehension. Therefore, the descriptive design and survey research were considered appropriate to describe what exists in the time of the study. The study is also a case study which is used to deeply describe some problems of a particular school and conditions.

In collecting the data, researcher began from observation, questionnaire and interview. *First*, researcher applied observation form. It is used obtain the data by directly observing toward students' and

teacher's activities in using audio-visual media in teaching learning process of listening comprehension at the ninth grade students of MTs Al-Huda Sumber-Nangka Pamekasan. It was done twice for each class or four times. In observing the activities the researcher used an observation guide which contains the following items:

1. Kinds of audio-visual media used in teaching learning activities.
2. The function of audio-visual media.
3. Students' responses in teaching learning proses by using audio-visual media.
4. Note was provided as additional information.

Second, researcher used questionnaire form to collect data by giving a number of questionnaires only special for students. To obtain some information from the students, the researcher saw their answers on questionnaire.

And the third, researcher applied interview. The interview form was done to teacher and students. For the teacher was about whether he often used audio-visual media in teaching listening comprehension,

the kinds of audio-visual media, where did he get it, and the advantages that he got by using audio-visual media. For the students was about the advantages got by them in learning process of listening comprehension by using audio-visual media.

FINDINGS AND DISCUSSIONS

The Kinds of Audio-Visual Media

This part is divided into three sections, they are: 1) the use of audio-visual media by the teacher, 2) the kinds of audio-visual media the teacher used, and 3) how the teacher got audio-visual media.

1) *The use of audio-visual media by the teacher*

The data was obtained from the students' answers in students' questionnaire that asked whether their English teacher used audio-visual media when he was teaching listening comprehension in classroom. In their questionnaire were obtained that all students of the ninth grade answered that their English teacher used audio-visual media in teaching listening comprehension. The data obtained is presented in following table.

Table 1. The use of audio-visual media by the teacher

STATEMENT	YES	NO
My English teacher used audio-visual media in teaching listening comprehension	51 respondents (100%)	0 respondent (0%)

From the table above, indicated that according to 51 respondents (100%) their English teacher used audio-visual media in teaching listening. Beside students' questionnaire, the data was also obtained from the teacher's interview. Based on the interview, the teacher stated that he often used audio-visual media in teaching English. It depended on the English materials given. He used audio-visual media only for teaching listening comprehension.

2) *The kinds of audio-visual media the teacher used*

This data was obtained through interview and observation form. In the interview, the teacher stated that he often used Video Cassette Disc(VCD) Player, Video Disc and Television. The reason for using those kinds of audio-visual media because they were interesting and make the students easy in understanding the listen materials since the audio-visual media not

only provided the speaker's sound but students can directly see their body movement, clothes, their location, etc. therefore, the students were interested and motivated because the information could be filled soundly and visually. Besides, audio-visual media could be rewound and played back, and they could be played slowly or fast. From the observation, it was obtained that the teacher also used Video Cassette Disc (VCD) Player, Video Disc and Television.

3) *How the teacher got audio-visual media*

These data was obtained from interview and students' questionnaire. From the interview, researcher just interviewed a teacher, he stated that he got audio-visual media from the school itself, because the audio-visual media is school facility which had been ready to be used for teaching and learning process, especially in teaching listening comprehension. But sometimes, he

brought part of audio-visual media by himself, like Video Disc. It means that sometimes he also got audio-visual media by providing them by himself. The data was also obtained from the answer of students'

questionnaire which asked whether their teacher provided audio-visual media himself or their school provided audio-visual media itself. The data which was obtained is presented in the following table.

Table 2 How the teacher got audio-visual media

Statement	Yes	No
• My teacher provides audio-visual media himself	3 resp.(5,9 %)	48 resp.(94,1 %)
• My school used audio-visual media from school facility	45 resp.(88,2 %)	6 resp.(11,8 %)

From the data above, it was obtained that 3 respondents (5,9 %) agreed with the statement their teacher provided audio-visual media himself, while 48 respondents (94,1 %) did not agree that their teacher provided audio-visual media himself. They did not agree with the statement because they thought that their teacher used audio-visual media that they got from the school itself. While, according 45 respondents (88, 2 %) stated that their teacher used audio-visual media from school facility. This happened because they know before that audio-visual media was the school facility which was used by a teacher to make the students easier in understanding the materials given, especially the materials of listening comprehension. In these data, only 6 respondents (11, 8 %) from 51 respondents stated that their teacher did not use audio-visual media from school facility.

How the Way to Implement Audio-Visual Media

This data was obtained from observation. It was done twice for each class. In the first observation, researcher observed at the class IX-A. There, the English teacher taught "Dialogue" between Ani and Isti". They talked about "weather Forecast". In which Ani expected it was going to rain because her plants needed water. While, Isti was not sure that it was going to rain because it was windy and there was no cloud on the sky.

In the implementation, the teacher played audio-visual media contained the material of listening comprehension, namely: first, he made sure that audio-visual media that consisted of Video Cassette Disc (VCD) Player, Video Disc (Program), and Television (Monitor) were on. Then he entered video disc into CD Room and played

it. He played back it for five times. In which, the first listening was used to give the students an idea of what the material of listening comprehension sounds like or the students were expected to find general information. After this step, the teacher made a pause the video disc (Program) to make the students ready to the next return. The second and third listening were used to give them opportunity to find detail information. The fourth listening was used for exercises section. In this section, the students were asked to answer some questions orally based on what they have listened. To correct the students' answers, the teacher used feedback that enabled to students to correct each other. And as a final correction, he played back the program as the fifth listening. The same activity and material also applied in class IX-B.

In the next observation (at the classes IX-A and IX-B), the teacher taught listening comprehension in text form about "Advertisement". The implementation of this material, the teacher played back the program for three times because it was different with the first material. The first listening, students were expected to complete the missing words of text on their worksheets. After that, the teacher paused the program, and then he played back it twice for correction.

The Advantages of Using Audio-Visual Media

In collecting this data, researcher used interview form. It was done to an English teacher and some students. In the teacher's interview, he stated that the advantages of using audio-visual media in teaching learning process of listening comprehension, such as: the teaching learning process was very effective and

efficient because he did not need too many words to explain certain material since the students had already caught the idea of the material from the audio-visual media that the teacher used. He also stated that by using audio-visual media the teaching method had been more various, not only verbal communication through teacher' explanation, so that, the students were not bored and the teacher's energy had been kept.

In some students' interview, they stated that by using audio-visual media in teaching learning process of listening comprehension they were more attractive to instructional material, so that, their motivation will rise to learn, they could really understand the material easily because they not only listened sound but they also directly saw motion pictures that could help them in understanding the material. They also stated that they found new experiences that it was not easy to find through other

ways, and their thought became regular and continue, especially because of motion pictures.

The Students' Response

This part contains the data about the students' response toward the use of audio-visual media in teaching listening comprehension. The data was obtained from the students' questionnaire. Table 4.3 shows that frequency and percentage of respondents' responses to item number one, two, three and four. Item number one asked whether the students liked to have audio-visual media in teaching listening comprehension and item number two whether the audio-visual media could make the explanation from their English teacher easier to understand. Item number three asked whether audio-visual media could make the lesson more interesting, while item number four asked whether audio-visual media could make the students more active.

Table.3 Students' response toward the use of audio-visual media

No	Statements	Yes	No
1	I like teacher using audio-visual media.	51 resp.(100 %)	0 resp.(0 %)
2	When my teacher uses audio-visual media, his explanation become more understandable.	48 resp.(94,1 %)	3 resp.(5,9 %)
3	When my teacher uses audio-visual media the lesson become more interesting.	50 resp.(98 %)	1 resp.(2 %)
4	When my teacher uses audio-visual media my friends become more active.	46 resp.(90,2 %)	5 resp.(9,8 %)

The data above indicates that all students (100%) liked to have audio-visual media in their listening class. Most of the students (48 respondents or 94,1 %) agreed that when the teacher used audio-visual media, the explanation become more understandable, while only 3 respondents (5,9 %) did not agree with this statement. The three respondents also liked to have audio-visual media, but they did not think that by using audio-visual media they could understand the explanation easily because they thought that learning listening comprehension was always difficult.

The next, 50 respondents (98 %) agreed with the statement that when the teacher used audio-visual media, the lesson became more interesting and only 1 respondent (2 %) agreed with this. Many students, 46 respondents (90, 2 %) agreed with the statement that when teacher used audio-visual media, the students became

more active, and 5 respondents (9, 8 %) did not agree with this statement.

The findings revealed that the teacher used audio-visual media in his teaching listening comprehension. All of students, 51 respondents (100%) stated that their teacher used audio-visual media. It is implied that the teacher realized and knew the importance of the role of audio visual media. Therefore, they used audio-visual media in his teaching activities to attract students' attention and arouse their interest. Generally, there are many kinds of audio-visual media that can be used in teaching learning process of listening comprehension, but at the ninth grade of MTs. Al-Huda Sumber Nangka Pamekasan, the teacher used three kinds of audio-visual media, they are Video Cassette Disc (VCD) Player, Video Disc, and Television. The three instruments have tight correlation that can not be separated among of them because each

instrument has different function. So that, they will be good in instructional media if the three different functions are combined.

Video Cassette Disc (VCD) Player receives electronic frequencies from the audio and video inputs. It builds these signals into a composite signal that stored on a VCD Player. It can be rewound and played back and also it can be used to manipulate the program as it is played back. Video Disc has function to keep picture information and sound (materials of listening comprehension). This Video Disc will be played through VCD Player and then it will transmit the materials of listening comprehension (picture and sound) into television (monitor). Television receives signal from the VCD Player that contains materials of listening comprehension on Video Disc.

The teacher also stated that he got audio-visual media from the school itself because it was school facility which had been ready to be used for teaching and learning process. But sometimes, he provided audio-visual media by himself because he brought a part of audio-visual media. Most of the students (48 respondents or 94, 1%) did not agree that their teacher provided audio-visual media by himself. They did not agree with the statement because they thought that their teacher used audio-visual media that he got from the school itself. While, according 3 respondents or 5, 9% they agreed with the statement that their teacher provided audio-visual media by himself because they knew that their teacher provided a part of audio-visual media by himself. 45 respondents (88, 2%) stated that their teacher used audio-visual media from school facility, only 6 respondents (11, 8%) stated that their teacher did not used audio visual media from school facility.

The findings about how the way to implement audio-visual media in teaching dialogue and listening comprehension text showed that the two kinds of materials could influence the way to implement audio-visual media. In other word, the technique that the teacher used in teaching material of dialogue was different with the teaching text of listening comprehension. The teacher played back the program five times for teaching dialogue. In which, the first listening was

used to deliver general information, the second and third were used to deliver detail information, and the fourth listening was used for exercise section. In this section, the students had to answer some questions that the teacher gave orally. All students had opportunity to answer the questions for the same questions, but the teacher selected the right ones. This way was used to stimulate their thought and make them active. The fifth listening was used for correction. In this case, the students would know which ones the answers were right.

While, in teaching text of listening comprehension, he played back the program just three times. In which, for the first listening was used to directly answer the questions on the students worksheets. The second and third listening were used to give students opportunity to correct back their answers. In this case, all students hold worksheets that contain listening material in uncompleted text. To complete the missing words of the text, they had to pay attention to material of listening comprehension that the teacher playing is.

Learning from the findings, audio-visual media was very helpful for teacher and students in teaching learning process of listening comprehension. In the interview, the teacher stated that he did not need too many words to explain material since the students could understand the material easily, so, the teaching learning process were effective and efficient. The statement is in accordance to Encyclopedia of Educational Research in Azhar (2002:25) that one of the benefits of instructional media is it can reduce verbalism, and Davies' statement in Sri (1998:17) that media can manage instruction more efficiently operating role of instruction from teacher and instructor. By using audio-visual media the teacher have applied other teaching method and used interesting instructional media besides verbal information that could help the students to avoid boredom. So that, it would enable to make the class situation more alive (Finochiaro in Sri, 1998:6), since they have been feeling interested in the media. While in the students' interview, they stated that by using audio-visual media in teaching learning process of listening comprehension they were more attractive and the instructional

easily. Their statement is suitable with Charles F. Hoban, *et. al* in Holt (1963:65) that audio-visual materials have a high degree of interest for students. They also stated that they found new experiences and their thought become regular and continue. It means that the students find events or something new that have happened or they will be likely happen in their life. In which, they can give positive contributions to their thought or they are able to give inspiration to their better life.

Based on the students' questionnaire, it was obtained that all students (100%) liked to have audio visual media in their class. Most of the students (48 respondents or 94,1%) agreed with statement that when the teacher used audio visual media the explanation become more understandable, only 3 respondents (5,9%) did not agreed with the statement. Most of the students (50 respondents or 98%) also agreed with statement that when the teacher used audio visual media the lesson became more interesting and the rest 1 respondents (2%) did not agree with the statement. The last, 48 respondents (90,2%) agreed with the statement that when the teacher used the audio visual media, the students became more active only 5 respondents (9,8%) did not agree with this statement.

The findings above imply that audio visual media is interesting and useful for junior high school students. By using audio visual media, students can have better understanding and the class becomes more alive because media can attract students' attention. This statement support Fenochiaro's statement in Sri (1998:6) that media can make class situation more alive and Richard's statement (1985:17) that one the roles of instructional media is attentional role. The findings also show that audio-visual media could make the students more

active. This statement is suitable with Brown's statement (1983:64) that media can activate students, and as they learn actively, the teacher can enjoy the evidence of their progress.

CONCLUSION

Using audio-visual media in teaching learning process of listening comprehension is very useful and helpful for the teachers and students since listening subject is more difficult than the other skills of English. In other word, audio-visual media really have an important role to make the teaching learning process of listening comprehension more effective and efficient. Based on the findings, it can be concluded that the teacher uses audio-visual media, such as: Video Cassette Disc (VCD) Player, Video Disc and Television in the teaching learning process of listening comprehension. By using audio-visual media, he does not need too much time and too many words to explain certain material since his explanation is more understandable. He only needs to give additional information about the material because the students have really understood the material easily. Audio-visual media also makes the students are not bored because the teaching method becomes more various and the teacher's energy is kept.

The other roles of audio-visual media are the class situation can be more alive, they can attract the students' attention to join the lesson and the students can be active because the lesson becomes more interesting. Besides that, they find new experiences from the audio-visual media that is not easy to find through other ways, and their thought become regular and continue. Because of the roles, all students like audio-visual media used by their teacher in teaching learning process of listening comprehension.

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