

**THE EFFECT OF AUDIO VISUAL ON THE STUDENTS'
LISTENING COMPREHENSION
OF SMP T. P DAYA CIPTA MEDAN**

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Abstract

This research was aimed to find the effect of audio visual on the students' listening comprehension of SMP Daya Cipta Medan. This research was conducted by using experimental research design. There were two groups in this research, namely experimental and control group. The data obtained from the score of the experimental class and the control class were analyzed by applying t-test formula and it was found that the students' score taught by applying audio visual media was higher than the students' achievement without applying audio visual. It means that the application of audio visual affects students' listening comprehension. The result of computation of by using t-test is called t-observed. In this study, the result of computation by using t-test is 4,291 and the calculation by using t-test for degree of freedom (df) 34 ($N_a=N_b-2=19-19-2$) at the level of significant 0,05 that critical value is 1,308. The result of computation by using t-test showed observed (t-obs) is higher than t-tabel. It can be seen as follows. $T - Obs > t\text{-tabel}$ ($t=0.05$) with df 19 and $4,291 > 1,308$ ($t=0,05$) with df 19. It means that alternative hypothesis (H_a) is accepted.

Key Words: *audio visual, listening comprehension*

1. INTRODUCTION

In learning English students or learners must develop the four major skills, they are: listening, reading, speaking and writing. Listening is the first step in learning a language, it remains as important from the three skills. Every person is firstly learning listening then speaking. Listening and speaking are activities that direct two – way communication or face to face communication when person meet another people. Through listening to the person receives some information from others. In this thesis, the writer would focus in one of those skills, that is listening

skills. Listening is very important of foreign language learning that must be learn by students or learners.

Rankin (1952:847) defined listening as the ability to understand spoken language. According to Morley (1991:82), listening is the most common communicative activity in daily life, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Underwood (1989:1) simplified the definition of listening to the activity of paying attention to and trying to get meaning from something we hear.

Based on the writer’s experiences in PPL ‘Teaching Practice Program’ at SMP T.P Daya Cipta Medan, the writer found out the problem of the listening ability in some students’. The students’ could not answer the question from the listening test. The first problem was the students’ never listen words in English. Some students had difficulty to hear an English word in listening session. The second problem was the students did not have a lot of vocabulary. The third problem was the teachers still used the conventional method in teaching listening skill. The way of teaching was monotonous and uninteresting. The teacher only used audio media as tape and the students listened after that the students answered the questions based on the text. So, it made them get bored to study. It was against this backdrop that the study investigated the effect of the use of audio visual resources in listening ability. In this case, the writer conducted audio – visual media as media in teaching listening comprehension.

Based on the result above, it was one of the reason why the writer chose the title **“The Effect of Audio Visual on the Students’ Listening Comprehension of SMP T.P Daya Cipta Medan ”**.

2. METHODOLOGY

Research Design

The design of this research was quantitative research by doing an experiment. There were two variables that were observed in this study. They were dependent and independent variables.

This study was conducted by using experimental group and control group. The experimental was a group which received treatment by using audio – visual media and control group was a group which received treatment without using audio – visual media. The study was conducted by giving pre – test and post – test. The design of this research was figured out on the following:

Table 3.1 Randomized Groups, Pretest – Posttest Design

Group	Pre – Test	Independent Variable	Post – Test
Experimental	√	Using Audio – Visual Media	√
Control	√	Using Audio Media or Writer’s Voice	√

Independent variable was audio – visual media and dependent variable was listening ability.

3.2 Population and Sample

Best (1981: 13) states that population is any group of individuals which have one or more characteristics in common. Blankenship (2002: 82 – 89) sample is referred to as a subject. The individuals or groups selected as the sample would participate in the study, and would be gathered from them to formulate the conclusion of the study.

3.2.1 Population

The population of this research was the seventh grade students' at SMP T.P Daya Cipta Medan. The seventh grade students' consisted of two classes, namely: VII – 1 consisted of 19 students', and VII – 2 consisted of 19 students', so the total number of the population was 38 students. The writer chose this seventh grade students' as the population because the students' had problem about listening ability and the topic of the writer had never been conducted in the school.

3.2.2 Sample

The sample of this research was 38 students from two classes. The sample was divided into two groups. The first class as experimental group and the other class as control group. The sample was taken by using cluster random sampling. Class VII – 2 as experimental group was taught by using Audio – Visual media while VII – 1 as control class was taught without using Audio – Visual media.

3.3 Place and Time of the Research

The research was conducted at SMP T.P Daya Cipta Medan. The school was located at Jl. Mistar No. 17 – A Medan 20118, 2019/2020 academic year. The time of this research was conducted on 22nd July 2019 – 9th August 2019. The writer chose SMP T.P Daya Cipta Medan as the research because the research topic had never been conducted on the effect of Audio Visual on the students' listening ability in the location before and the students' had problem about listening ability in the study of English.

3.4 The Instrument of Collecting Data

According to Arikunto (2010: 192), research instrument is a device which is used by the researcher while collecting data to make this work became easier and get better the result, complete and systematic in order to make the data easy to process. The instrument that used to collect the data was essay test by filling – in the blank to know listening comprehension of student which was missing gape in English song. The test consisted of 30 missing gape to the student.

Brown defined test is a method of measuring a person's ability, knowledge or performance in a given domain. The writer would apply two kinds of test, there were pre – test and post – test. The pre – test was given to students before the teacher taught them by using Audio Visual media. While the post – test was given to the students after they were given the treatment.

3.5 The Scoring of the Test

In scoring of the test, the writer used score ranging from 0 – 100 by counting the correct answer and applying this formula based on Sugiyono (2010: 38): $S =$

$$\frac{R}{N} \times 100$$

Where :

S = The score

R = The number of correct answer

N = The number of test items

3.6 The Research Procedure

In teaching listening comprehension to the experimental group and control group, the writer used the same technique by using different media. In the experimental group, the writer taught the students by using audio – visual media (listened the video), but in the control group, the writer taught without using audio visual media (listened the tape or writer’s voice). The students were asked to listen then the students answered some questions by filling the missing gape with the answer in their answer sheet.

3.6.1 Pre – Test

The pre – test was given out to both of group (experimental group and control group) before the treatment. The pre – test was used to know the mean of scores of the two group before receiving the treatment.

Table 3.2 Teaching Procedures for Experimental Group and Control Group

Teachers’ activities in experimental group	Teachers’ activities in control group
First Meeting Pre – Test	First Meeting Pre – Test
Second Meeting Treatment 1. Teacher introduced the material of listening comprehension. 2. Teacher gave an example by watching the video of English song. 3. Teacher explained about the video of English song. 4. Teacher asked the students’ to looking the video about English song. 5. Teacher asked the students’ to repeat until three times about the video 6. Teacher asked the students’ to collect their worksheet.	Second Meeting Treatment 1. Teacher introduced the material of listening comprehension. 2. Teacher gave an example of watching the video of English song. 3. Teacher asked the students’ to listen the teachers’ about the explaining of video. 4. Teacher asked the students’ about difficult word of that video. 5. Teacher asked the students’ to make the analysis about the video. 6. Teacher asked the students’ to analyze one by one at the front of class.

3.6.2 Treatment

Table 3.3 Treatment Procedures for Experimental Group and Control Group

Third Meeting Treatment	Third Meeting Treatment
Predicting 1. Opening the class 2. Teacher asked the students’ to pray the first time before study. 3. Teacher asked the students’ to return about the video.	Predicting 1. Opening the class 2. Teacher asked the students’ to prepare them art of study on the table.

4. Teacher asked the students' to explain about the video that would be return.	3. Teacher asked the students' to listen about the video.
5. Teacher asked the students' to make the analysis about the video.	4. Teacher asked the students' to listen about difficult word at the video.
6. Teacher asked the students' to collect their analysis about the video.	5. Teacher asked the students' to find out about difficult word at the video.
	6. Teacher asked the students' to make conclusion about the video.

3.6.3 Post – Test

After giving the treatment, the writer gave the test to experimental group and control group and then the writer collected their score in order to get the mean score between experimental group and control group. Moreover, it was done in order to know whether using audio visual media had a significant effect on the students' listening comprehension or not.

Table 3.4 Teaching Procedures for Experimental Group and Control Group

Fourth Meeting	Fourth Meeting
Post Test	Post Test

3. Result and Discussion

The data obtained from the score of the experimental class and the control class were analyzed by applying t-test formula and it was found that the students' score taught by applying audio visual media was higher than the students' achievement without applying audio visual. It means that the application of audio visual affects students' listening comprehension.

The result of computation of by using t-test is called t-observed. In this study, the result of computation by using t-test is 4,291 and the calculation by using t-test for degree of freedom (df) 34 (Na=Nb-2=19-19-2) at the level of significant 0,05 that critical value is 1,308. The result of computation by using t-test showed observed (t-obs) is higher than t-tabel. It can be seen as follows.

$T - Obs > t\text{-tabel} (t=0.05) \text{ with } df 19$

$4,291 > 1,308 (t=0,05) \text{ with } df 19$

It's means that alternative hypothesis (H_a) is accepted

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