

EFL STUDENTS' LISTENING COMPREHENSION AND THE RESPECTIVE CONSEQUENCES OF AUDIO-VISUAL MEDIA AT SENIOR HIGH SCHOOL IN MEDAN

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ABSTRACT

This study is to find out audio visual media has a significant effect to the students' listening comprehension. The research applied quantitative design. The samples were 60 students which divide into two groups, namely experimental group and control group. The instrument of the study was multiple choice tests about conversations and stories. Based on the result of this research, the implementation of audio visual media have effect to students' listening comprehension at the second year senior high school students score experimental group from 60 in pre-test up to 80 in post-test. The findings should that t-observed 4,05 > t-table 1,66 , means that t-observed is higher that t-table. So , Ha is accepted and H0 is rejected audio visual media has significant effect on students' listening comprehension.

Keyword : Audio-Visual Media, comprehension, EFL, listening.

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1. INTRODUCTION

Listening is more than merely hearing words. It is an active, purposeful process of what we hear (Nunan, 2003). Listening is one of language skills that should be mastered by the students. Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly ESL student had. For example when student could speak English fluently but she could not identify what the native speaker said. It could be influenced by neither the speed of speech that is too fast nor the low responses skill of what they heard.

According to (Carter, 2001) the term listening is used in language teaching to refer to complex process that allow us to understand spoken language. This theory explains that listening is not only recognizing the sound but also student must get the meaning of word. Recognizing the function of the sentences when in an interaction and student must listen carefully. If one sentence cannot be heard clearly, it is difficult to understand the other words or sentences. Therefore, there is so much attention in listening process. In the same way, (Nunan, 2001) define the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance.

Listening comprehension is the receptive skill in oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension are now generally acknowledged as an important facet of language learning; nevertheless, much work remains to be done

in both theory and practice (Morley, 2001). In other words, it can be elaborated that listening is not just the process of hearing the sounds but it is a process of constructing interpretation to the speakers' utterances. Activities in listening should teach not test. The teacher can set the suitable activities in pre, while, and post listening in order to guide the students to the process of listening. These activities should establish the purpose of listening activities and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of listening task.

Those teachers usually begin with listening of some passage by introducing some difficult vocabularies, and then they play the tape and ask learners to listen carefully. After that, students are asked to finish the comprehension exercises. When learners finish the exercises, the teacher check the answer and if they find that the students get the wrong answer, they will let the students listen again without any explanation. Students easily get tired of such listening exercises. They are not motivated. When it happens the understanding of hearing is not achieved students should be able to understand what the speaker is saying in the recording. Only then can they answer the question or question correctly. Audio visual is to enable the teacher to make his lessons effective and interesting. In the teaching of English the teacher uses the direct method. Therefore, it is for the teachers to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the pupils mind. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching.

Based on the problem above, the teachers must have the competence to apply some activities that teach the students to improve their listening comprehension and guide them to the process of listening. These activities can be found in listening strategies. Listening skill is a process in language skill that needs practice by using audio/technology such as a research done by Embi and Latiff (2004) in using E-learning as a tool for learning EFL. After practicing, the students agreed that comprehension of listening ability had been increased significantly. The teacher use audio way of teaching as tape and the students listening after that the students answer the questions based on the text. Combine the media trying to get students to understand what the speaker saying. This is the basis of the researcher to research the effect of using audio visual in listening skill.

2. RESEARCH METHOD

The design of this research was quantitative research by doing an experiment. There was two variables that 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 who receive treatment by using audio - visual media and control group was a group who receive treatment without by using audio-visual media. The study was conductad pretest and posttest. The design of this research figured out on the following:

Table 1 Two group Pretest-Posttest Design

Group	Pre-test	Independet Variable	Post-test
Experimental	✓	Using audio- visual media	✓
Control	✓	Without using audio - visual media	✓

Table 2 The Research Sampling

Group	The number of students
Experimental	30 Students
Control	30 students
TOTAL	60 students

The instrument that used to collect the data was quantitative multiple choice qustion that consist of 20 items. In multiple choice tests there was almost completed marker reliability. Student's marks, unlike those in subjective formarts, cannot be affected by the personal judgment. The marking, as well as being reliable, was simple, more rapidand ofter much effective that other forms of writter test.

3. RESULTS AND DISCUSSION

The score of pre-test that was conducted in the first meeting and the score of the post-test that was conducted in the secone meeting.from the table below showed the lowest and the highest score from both pre-test and post-test in the experimental group.

Table 3 The Result of Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-test	Post-test
1.	AR	60	80
2.	BRY	40	75
3.	BA	55	70
4.	BP	75	80
5.	CA	65	80
6.	DI	60	95
7.	DW	75	95
8.	DY	45	65
9.	DIS	60	100
10.	DH	75	70
11.	FR	65	75
12.	FSP	45	80
13.	IH	85	90
14.	JW	45	80
15.	MG	60	80
16.	MH	25	60
17.	MIA	70	75
18.	MRR	55	70
19.	MZH	65	90
20.	NNP	45	60
21.	RD	65	95
22.	RN	60	80
23.	RA	70	95
24.	SA	70	95
25.	S	55	70
26.	TL	70	75
27.	TAY	40	90
28.	WN	70	95
29.	YM	55	70
30.	YR	65	80
Total		1,840	2,435
Mean		55	80

From the table above it could be seen that the highest score of the pre-test of experimental group was 85 and the lowest score of the pre-test of experimental group was 25. The highest score of the post-test of the experimental group was 100 and the lowest score of the post-test of the experimental group was 60. The data were obtained from pre-test dan post-test scores of the experimental group. The mean of the score of the experimental group in pre-test was 60 and post-test was 80.

Table 4 Table of Experimental Group

No	Characteristics	Pre-test	Post-test
1.	<50-55 very bad value	9	-
2.	60-65 bad value	6	3
3.	70-80 Enough value	10	13
4.	85-90 good value	5	1
5.	90-100 very good value	-	12
Total of students		30	30

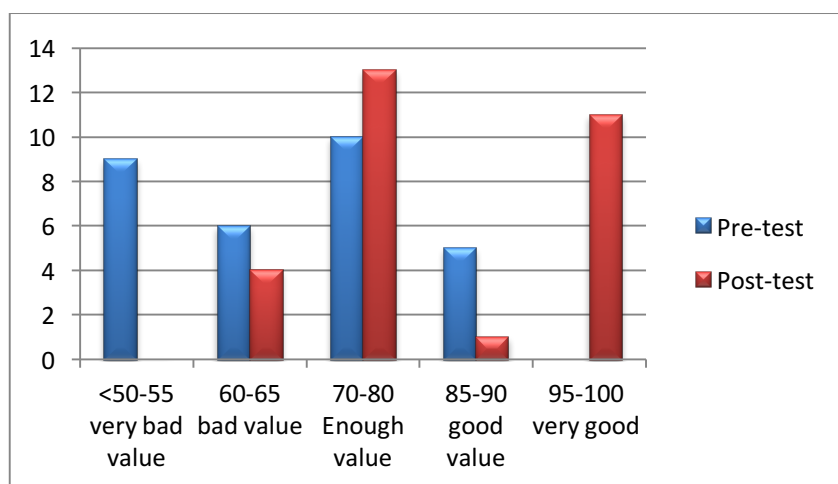


Figure 1 Graph of Experimental Group

The result of pre-test and post-test of the controlling group, if the experimental group was done with audio visual media, the controlling group was done without audio visual media.

Table 5 The Result of Pre-test and Post-test of the Controlling Group

No.	Students' ID	Pre-test	Post-test
1.	AFR	50	55
2.	AD	50	65
3.	AL	55	60
4.	DY	55	65
5.	FB	60	60
6.	G	55	65
7.	NN	65	70
8.	RI	60	65
9.	AR	55	60
10.	DK	65	70
11.	K	40	50
12.	IBA	25	45
13.	MFM	60	75
14.	MR	45	50
15.	MA	60	80
16.	NWS	75	90
17.	NF	45	50
18.	RK	55	60
19.	RS	55	60
20.	RA	55	70
21.	JO	70	75
22.	SP	70	70
23.	TA	70	75
24.	UM	50	55
25.	P	50	55
26.	ES	65	70
27.	MI	55	60
28.	ARF	50	60
29.	AIC	40	40
30.	TH	55	75
Total		1,660	1,875

Mean	55	60
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It could be seen that the highest score of the pre-test of the control group was 75 and lowest score of the pre test of the control group was 25. The highest score of the post-test of the control group was 90 and the lowest score of the post-test of the control group was 45. The data were gained after calculating the pre-test and the post-test. The mean of the pre-test was 55 and the mean of the post-test was 60. It could be calculated that the students' score in the controlling group were not significantly increased without audio visual media.

Table 6 Table of Control Group

No	Characteristics	Pre-test	Post-test
1.	<50-55 very bad value	19	8
2.	60-65 bad value	7	11
3.	70-80 Enough value	4	10
4.	85-90 good value	-	1
5.	90-100 very good value	-	-
Total of students		30	30

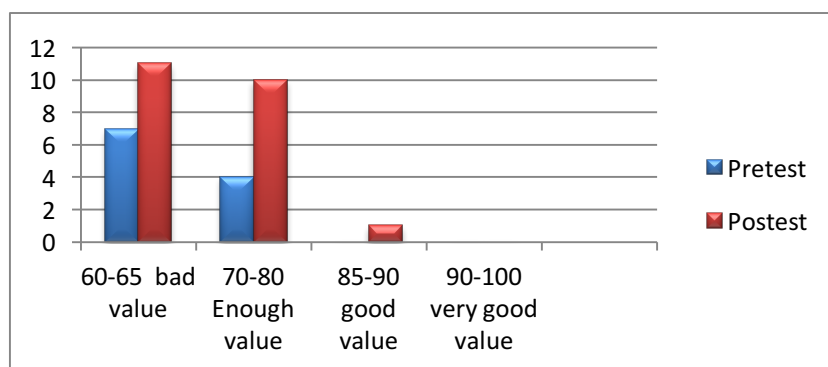


Figure 2 Graph of Control Group

This section presents the results of the research illustration of descriptives statistic pre-test and post-test of experimental group and control group.

Table 7 Descriptives Statistic

Descriptives Statistic	Experimental Group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
Mean	60	80	55	60
N	30	30	30	30
Standard Deviation	12,030	12,177	10,626	9,421
Standard Error Mean	2,196	2,223	1,940	1,720

Mean score pre-test is 60 and post test is 80. Mean of score the variable of the data have revealed that although there is improvement in experimental group, the improvement of experimental group with post-test is much more that pre-test because in experimental group get treatment. Mean score pre-test is 55 and post-test is 60. Mean of score the variable of the data have revealed that although there is no improvement in control group, there is no improvement of the control group with post-test is much more that pre-test but in control group not get treatment.

This section presents the resils of illustration test of normality pre-test and post-test of experimental group and control group.

Table 8 Test of Normality

Normality Data	Experimental Group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
Statistic	0,144	0,161	0,125	0,165
DF	30	30	30	30
sig	0,112	0,046	0,200	0,036

Based on test of normality in experimental group, the value of two test (pre-test and post-test) are normal. The value of pre-test(Lobserved) =0,144 and post-test (Lobserved)=0,161. Then the value of Lobserved consultancy with the value critical L with level of significance $\alpha=0,01$. Number of students'=30 and $L_{table}= 1,87$. So that $L_{observed} < L_{table}$. This proves that the variable of the data are normal distribution.

Based on test of normality in control group, the value of pre-test and post-test are normal. The value of pre-test (Lobserved) = 0,125 and post-test (Lobserved) =0,165. Then the value of Lobserved consultancy with the value critical L with level of significance $\alpha=0,01$. Number of students'=30 and $L_{table}=1,87$. So that $L_{observed} < L_{table}$. This proves that the variable of the data are normal distribution. This section presents the results of illustration test of homogeneity pre-test and post-test in experimental group and control group.

Table 9 Test of Homogeneity

Homogenities Data	Experimental Group		Control Group	
	Levene Statistic	Significant	Levene Statistic	Significant
Besed on Mean	0,103	0,750	0,304	0,584
Besed on Median	0,134	0,716	0,379	0,541
Besed on Median and With adjusted df	0,134	0,716	0,379	0,541

The criteria of testing experimental group is $F_{observed} < F_{table}$ taken from $dk(\text{numerator})$ and $dk(\text{mentions})$ is the smallest varianst. From table distributions F at the level significance $\alpha = 0,05$. The value of $F_{observed} = 0,134 < F_{table}=1,84$. Because $F_{observed} < F_{table} (0,134 < 1,84)$ so that the variable of the data is homogeneous.

The criteria of testing control group is $F_{observed} < F_{table}$ taken from $dk(\text{numerator})$ and $dk(\text{mentions})$ is the smallest varianst. From table distributions F at the level significance $\alpha = 0,05$ and number of studens' 30 so that $F_{table}=1,84$ because $F_{observed} < F_{table} (0,379 < 1,84)$ so that the variable of the data is homogeneous.

The hypothesis was aimed to know whether the hypothesis was accepted or rejected. The basic theory that the writer used was:

1. The hypothesis was accepted if $t\text{-observed} > t\text{-table}$
2. The hypothesis was rejected if $t\text{-observed} < t\text{-table}$

Based on the calculation on the analysis of the score above, it was found that:

1. $t\text{-observed}$ was 4.05
2. degree of freedom was
(df) = 81

From the table critical value, it can be seen that in degree of freedom 81 the result is 1,66. From these findings it was concluded that $t\text{-observed} > t\text{-table}$ in degree of the freedom, or in another words:

$$4,05 > 1,66 \text{ (} p=0,05 \text{ ; } df=81 \text{)}$$

Based on the calculation, it can be said that there was a significant effect on the students' listening comperhension. It means that the alternative hypothesis was accepted and null hypothesis is rejected.

Based on the research in this study, it is found that mean of score in three variables. Mean score of pre-test was 60 and mean score of post-test was 80. In test normality in experimental group with test of liliefors found that $L_{observed} < L_{table}$. Based on the analysis of the data in this research, it was found that score of t-test in experimental group get the results that $T_{observed} 4,05$ and $T_{table} 1,66$. with the level significance 0,05 and the degree of freedom (df) was 81. The value of $T_{observed}=4,05 > T_{table}=1,66$. So that null Hypothesis (H_0) rejected and Hypothesis alternative (H_a) accepted.

4. CONCLUSION

The researchers can conclude that the research was done successfully because it can increase student value. the increased value can be seen from the experimental group that uses audio visual media as a medium to attract students preferred listen to conversations in english. in the control group is not used audio visual media that affect the willingness of students to do the problem with focused and corrected. by using audio visual media in experimental group class to make the students in that class to focused hear in order to answer the question better, it makes the different value significantly. effect of using audio visual media on the student's listening comprehension can improve score of students', interest in student learning and multiply the new vocabulary they hear.

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