

IMPROVING EFL LEARNERS' LISTENING SKILLS BY USING AUDIO VISUAL AIDS

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Abstract

The purpose of this research is find out how audio-visual aid can enhance students listening skills of EFL learners. From the observation, it was found that most students have bad scores in listening skills and low motivation in following listening materials. The researchers, then, employed the classroom action research method to fix the problem directly. This research was conducted in the English department of UIN FAS Bengkulu. The population used by the researchers was students in the third semester who got listening class. The sampling technique used was purposive sampling, choosing the criteria or specific considerations so that they do not go through the selection process as done in a random technique. In this case, the researchers chose class 3b because it had the lowest grades and motivation among the other classes. Two cycles were done to handle the problem. The instrument used to gain the data by using a test, observation sheet, and interview. The data comparison from pre-assessment to final assessment shows a positive impact of the strategy on students' scores and motivation in the teaching-learning process of listening.

Keywords: listening, audio visual aids, English for foreign language

INTRODUCTION

Listening is considered as one of the most difficult skills of English. It was strengthened by Walker (2014) who stated that listening skills usually requiring a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration through to exhilaration and pride, teaching listening skills is one of the most difficult tasks that a teacher faces. Orilina and Suryani (2017) argued that the first skill received by person is listening skill it means that

listening is the core of language skill. By listening one can get information, entertainment and imitation skill (speaking skills), so it is fundamental to speaking skill. In addition, according to Rost (2001), listening is the most critical skill for language learning since it is more frequently utilized in everyday life and develops more rapidly than the other language skills; this indicates that it facilitates the development of the other language skills. Listening skills means practicing thinking skills. This is because when listening, the listener will process what one hears in the mind, both implied and written to be understood. It is how recognize and understand various expressions, how to listen actively and accurately in a conversation, discussion, or argument, how to recognize the meaning of an expression.

According to Buck (2001), “there are three primary reasons why listening is so important in foreign languages: (1) a new language learner should be taught to listen as a kid learns his or her mother tongue; (2) listening can increase other skills, especially speaking. Learners can communicate with one another through spoken language, and listening activities can assist attract their attention to new forms of the language, such as vocabulary, syntax, and ways of interacting with one another. (3). having high listening comprehension sets the stage for the acquisition of other language abilities, such as vocabulary, pronunciation, and reading comprehension”. Getting information while listening is not that easy moreover if it is not native language or foreign learners. Students of foreign language need strategy or media to improve listening skills. In this case, the teacher should create good atmosphere firstly in order to increase student’s motivation and skill in learning which also in line with the development of technology and related to student’s life.

Implementing Audio visual aids can be alternative solution to improve students listening skill. To help students better understand how similar circumstances occur in the real world. Wardhana & Muhammad (2021) speculated that although the majority of students believe that video media is a fantastic tool for increasing their enthusiasm to study listening, the usage of audio media occasionally should not be discounted. It means that audio visual aid can’t be denied in teaching learning process. The use of audiovisual aids in the classroom can increase students' willingness to learn and hence improve their performance. Audiovisual aids may serve as the basis for any language lesson, including those involving the four main language skills of listening, speaking, reading, and writing. The majority of students surveyed agreed that using audiovisual aids would help them better grasp course material. Teaching students with audiovisual resources has been shown to increase their recall of content, accuracy of word pronunciation, comprehension of text, and proficiency in writing. The vast majority of students also agreed that employing audiovisual aids in the classroom makes for a more exciting and interesting learning experience. Questionnaire and interview results demonstrate that students are more engaged in the learning process when they have access to

audiovisual materials that are appealing, effective, and relevant to their needs (Shafira & Rosita, 2022). From the perspectives of four linguistic competencies, then, students see audiovisual materials for teaching and learning English favorably. According to Duffy and Donald as cited in Isnaini., Wahyuni, S & Qamariah (2020) “With its roots in the constructivist learning style and the multiple intelligences theoretical camps, audio visual aids are a highly respected educational tool that is widely used”. Audio visual aids, which combine sight and sound, are the ideal medium for kids who learn in a variety of ways, including aural, visual, and kinesthetic-tactile.

Aside from that, audio visual aids can be used as a listening tool to improve the listening experiences of students as well. When it comes to the teaching and learning process, visual information contained in audio visual aids is critical, especially when it comes to the teaching of second language listening. Correlation study also conducted by Ardini et al (2019), they find that The use of audio-visual learning media in the learning process has optimized instructors' roles as motivators, as indicated by students' attention and motivation to engage in the listening process throughout the class. Students actively participate in learning activities such as watching, gathering facts, making suggestions, listening to friends' thoughts, and exchanging ideas with peers through the use of audio-visual learning media. It means that there is a positive relation between students listening skill and the use of audio visual aids.

Based on the observation done with the students of UIN FAS Bengkulu as EFL learners, it is found that there are several reasons of students listening problems that make their test under standard such as, unattractive media used, lack of vocabularies, unfamiliar in listening native speaker, and less concentration while listening the passage, To improve the strategy awareness in language learning, the present study aimed to give alternative solution to solve various learning problem of listening skill through using audio visual aids, especially for foreign learners of students of UIN FAS Bengkulu.

RESEARCH METHODOLOGY

Subject of the research

The subject of the research were the students at third semester of English Department at UIN Fatmawati Sukarno Bengkulu that is located in Pagar Dewa, Bengkulu city. Nonprobability sampling was used in this research. Sugiyono cited in (Saputra et al., 2016) said that “Nonprobability sampling is a technique sampling that does not provide equal opportunity/opportunity for everyone elements or members of the population to be selected as

samples. One technique sampling that was used by the researchers of nonprobability sampling is purposive sampling” By using purposive sampling, the sample was determined deliberately by the researchers based on criteria or certain considerations. Then, the researchers chose class 3B which consist of 28 students academic year 2020-2021. This class consists of 23 women and 5 men. The researchers chose this class as the subject of the class because the pre-observation revealed that the students in this class has no motivation toward the learning process and get the lowest score of pretest among the three class.

Collaborator

A distinctive feature of Classroom Action Research is the partnership between the lecturer and the researchers (also known as the collaborator). Collaboration between a professor and a researcher is essential for discovering and examining the real problems that are encountered. In Classroom Action Research, the position is equivalent between teacher researcher, in the sense that both have tasks and responsibilities that are dependent and complement each other in order to accomplish the desired results. In this research, the researchers collaborated with the lecturer of English Department.

Research Instruments

The instruments used in this study were video related to academic listening, the researchers used interesting videos, observation sheets, and a test to see how well students could listen.

- a. Observation sheet: Observation, a method of data collection by observing directly to the object under research so that it can be understood how the system works. One of the efforts that can be done in organizing observation sheet was by conducting expert judgment, it was done by asking for an evaluation from an expert to the guide made. the researchers divided observation sheet into three parts, they are: observation sheet for the media used in teaching learning process, observation sheet for the researchers when teaching learning process, and observation sheet for the students' activity during teaching learning process
- b. Test: The test was made by the researchers in measuring the students' score. The test was consists of 30 questions in form of multiple choice. The difficulty level test is intended to find out whether the questions are included easy, medium or difficult. The researchers also used a camera to keep track of things.
- c. Interviewing, the process of obtaining information for research purposes by means of face-to-face question and answer. In this part, the researchers asked the lecturer ten

questions about students' difficulty in learning listening and the teacher responded about audio visual aid in teaching listening. The result of interview was recorded by the researchers at this time.

Research Procedures

In doing the research, the researchers decided to conduct classroom action research. The researchers employed classroom action research to attempt to fix the problem directly. According to Arikunto as cited in Febriani & Jono (2021), "classroom action research is a strategy for observing the teaching and learning process while introducing new methods in order to improve the teaching and learning process's quality". The purpose of conducted classroom action research was the culture of research that grows from the implementation of classroom action research on a regular basis continuously made teachers more professional in this matter become more independent, confident, and dare to take risks in trying new things to improve the quality of learning carried out. The teacher can build knowledge, and does not rule out the possibility that the knowledge he builds from this experience will become a theory about practice (Ani Widayati, 2008). Latif et al (2017) added that Teacher competence in doing CAR is one of the important components in the implementation of CAR. CAR is an activity that not only seeks to solve the problem, but at the same time seek scientific support for solving the problem.

Pre assessment and cycles were involved in this method. Pre assment to determine the initial ability of participants regarding the lessons delivered. Cycles, in this phase The Classroom Action Research (CAR) used four steps stated in Arikunto et al as cited in (Indriyanti & Prasetyo, 2018). They were :

(1) planning, The researchers planned the investigation in the following ways: 1) Developing a lesson plan in accordance with the teaching content. (RPS) n2) Material preparation. 3) Instrument preparation. 4) Developing an observation plan and locating fascinating video. (2) executing

(2) Implementing: 1) The researchers and a collaborator made a classroom visit. 2) The researchers devised a strategy for audio lingual assistance. 3) The researchers provided an overview and instructions on how to develop this method. 4) The researchers taught listening skills through the use of an engaging video. 5) The researchers questioned students about the difficulties encountered during the preceding lecture. 6) The researchers administered the test to ascertain their comprehension.

(3) Observing, In this step, the researchers documented the entire process of playing out instructional activities, then wrote a report based on the outcome of the first act, highlighting teaching weaknesses and student engagement via an observation checklist.

(4) Self-evaluation or self-reflection. The researchers documented the entire process of playing out instructional activities, then created a report based on the outcome of the first act, highlighting teaching weaknesses and student engagement in an observation checklist. This CAR was conducted in two cycles.

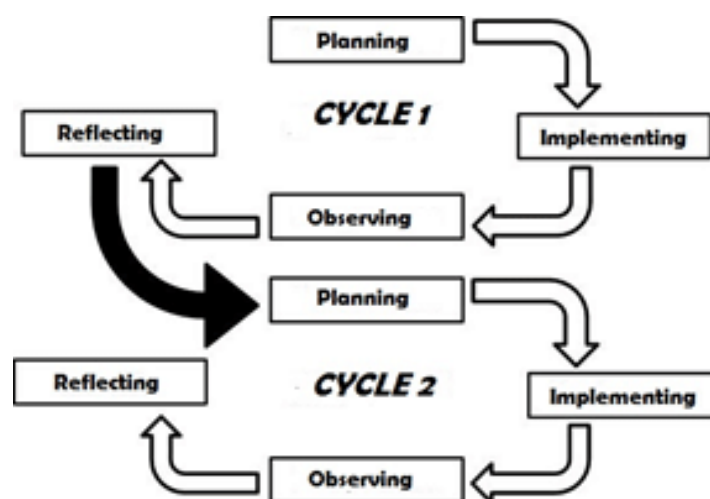


Figure 1. The illustration of each cycles

The table below is the activities done by the researchers from pre-test to post-test

Table 1. The steps in conducting the research

No	Stage	Activities
1	Pre assessment	The researchers gave pretest to see student initial skill of listening. It consist of 30 questions
2	Treatment 1	- The researchers prepared types of audio-visual aid based on student level, age and learning objectives to be achieved. In this case researchers took a media from "Listening Exercise_Easy English Lesson" level B that can be access in internet. - The researchers prepared a class or study room conducive environment such as student seats, table, power source, screen, projector, speaker and ask students to work in creating the classroom atmosphere conducive to achieving the objectives study - The researchers gave questions to the students - The researchers played the audio visual - The researchers played back the material parts listening that has not been mastered by slow learners - The researchers guided students to respond to the content of listening material - The researchers gave assessment during learning
3.	Treatment 2	- The researchers prepared types of audio-visual aid based on student level, age and learning objectives to be achieved. In this case researchers took a media from "Listening Exercise_Easy English Lesson" level C that can be access in internet. - The researchers prepare d a class or study room conducive environment such as student seats, table, power source, screen, projector, speaker and ask students to work in creating the classroom atmosphere conducive to achieving the objectives study - The researchers gave questions to the students - The researchers played audio visual - The researchers played back the material parts listening that has not been mastered by slow learners - The researchers guided students to respond to the content of listening material - The researchers give assessment during learning
4	Post test	The researchers gave 30 questions to the students

Techniques of Data analysis

Data analysis is the stage at which statements or assertions about what the research reveals are generated. Its goal is to explain what the data show and to find an explanation for what emerges from the data description (Lina, 2015). In this research, the researchers analysed the numerical data by gaining students average of listening score using the formula:

$$\bar{X} = \frac{\sum X_i}{N}$$

$$\bar{X} = \text{Mean}$$

$\sum X_i$ = Individual score

N = Number of student

(Anas, 2008)

The data in this research was evaluated by comparing and analyzing the outcomes from each period in order to analyze student score.

$$P = \frac{F}{N} \times 100\%$$

Note

P : Percentage of the students' listening skill

F : Total number of correct items

N : Total number of items

(Sugiyono, 2018)

The percentage of the student's score from the calculation would be consulted to interval of five scale percentages as below (Nugiantorio in Safitri, 2009: 26):

Table 2. The interval of the percentages

Interval	Qualification
0-39	Very poor
40-59	Poor
60-74	Average
75-84	Good
85-100	Excellent

Indicator of success

- 1) This classroom Action Research would be success if the use of Audio lingual aids strategy can improve student's listening skill in semester 3B students of English department of UIN FAS Bengkulu with mean score of Listening skill test is 70

- 2) The teaching and learning process in implementing audio lingual aid strategy can be effective and can motivated student in learning English especially student's listening skill.

FINDINGS AND DISCUSSION

After applying audio visual aids in listening learning in two cycles, it was found that there was a positive impact on student learning, both in terms of student motivation and its score. This was in line with research conducted by Dheghu et al (2021), According to the study's findings, Audio visual aids can increase student engagement and academic success of listening skill. Both the difference between the two studies lies in the research subject where the researchers conducted the research to students from the English major while their research was conducted on accounting students with more careful planning in each cycle. Istifadah (2022) stated that two strategies on listening comprehension with Audio-Visual and Interactive-Audio strategy can be concluded that Audio-Visual strategy is more effective to be applied in teaching and learning the listening comprehension skill process. The results of the survey on the questionnaire on Audio-Visual strategy showed that the voters with the highest scale were on the Agree and Strongly Agree to scale with a total of 76.92%. This research is also one of the reasons for the researchers to use audio-visual aid in improving students' listening skills. In addition Shafira & Rosita (2022) claimed that Students had good perspectives on the usage of audio visual material in learning English as observed from all four language skills: listening, speaking, reading, and writing. These findings are based on the data from the questionnaire and the interview. In this research, the researchers also found that audio visual aids could be alternative solution to improve student's skill. It can be seen from student's participation in class that much higher and also from the result of the data in pre-assessment and each cycle were compared and analyzed as followed:

Pre assessment

It was done to measure students score to see their first ability before audio lingual aids implement in the class. The researchers gave students 30 questions related to academic listening that has been adapted to student standards. The researchers obtained the following finding from the pre-assessment which can be seen in table 3.

Table 3. The result of pre-assessment

Interval	Qualification	Assessment 1	
		Frequency (Students)	Percentages
85-100	Excellent	0	0%
75-84	Good	0	0%
60-74	Average	4	12.50%
40-59	Poor	23	71.88%
0-39	Very poor	5	15.62%

The data from pre assessment showed that most students, which are up to average got low score in listening test, no one had excellent qualification. 12.50 % students had gotten average scores, and 71.88% in poor qualification. It indicated that before implementing the strategy, students score were in bad category.

Table 4. The result from cycles 1

Interval	Qualification	Assesment in Cycle 1	
		Frequency (Students)	Percentages
85-100	Excellent	0	0%
75-84	Good	1	3.57%
60-74	Average	12	43%
40-59	Poor	10	35.70%
0-39	Very poor	5	17.85%

It can be seen from table 4 that after doing action in the first cycle, there was improvement but not too significant, there was student (3, 75%) got good qualification, 12 students were in average (43%), ten students still had poor category (35,70%) and there were 5 students in very poor category. It was crucial to have listening skill and it was found that audio visual aid can significance increase student's listening skill (Dung, 2021). Even though in the first cycle the student scores did not increase drastically, there was still an increase in both grades and students' enthusiasm for learning

Table 5. The result from cycles 2

Interval	Qualification	Assessment in Cycle 2	
		Frequency (Students)	Percentages
85-100	Excellent	1	4%
75-84	Good	3	10.71%
60-74	Average	14	50%
40-59	Poor	7	25.00%
0-39	Very poor	3	10.71%

The data from cycles two in table 5 showed more improvement of students listening skill by using audio visual aids strategy. It was because students have been familiar with the strategy. 1 students (4%) got excellent, 3 students (10,71%) got good qualification, 14 student in average (50%), 7 student (25,00 %) in poor category then 3 students were still in very poor qualification.

Table 6. The students' score of final assessment

Interval	Qualification	Final Assesment	
		Frequency(Students)	Percentages
85-100	Exellent	3	10.71%
75-84	Good	3	10.71%
60-74	Average	17	60.71%
40-59	Poor	3	10.71%
0-39	Very poor	2	7%

From the table above, it can be seen that, 3 students got excellent qualification, 3 students in good one, followed by 17 students got average range, 3 students in poor qualification and the last 2 students in very poor qualification

Table 7. The data comparison between cycle 1 and cycle 2

Interval	Qualification	Assessment 1		Assesment in Cycle 1		Assessment in Cycle 2		Final Assesment	
		Freq (Students)	(%)	Freq (Students)	(%)	Freq (Students)	(%)	Freq (Students)	(%)
85-100	Exellent	0	0%	0	0%	1	4%	3	10.71%
75-84	Good	0	0%	1	3.57%	3	10.71%	3	10.71%
60-74	Average	4	12.50%	12	43%	14	50%	17	60.71%
40-59	Poor	23	71.88%	10	35.70%	7	25.00%	3	10.71%
0-39	Very poor	5	15.62%	5	17.85%	3	10.71%	2	7%

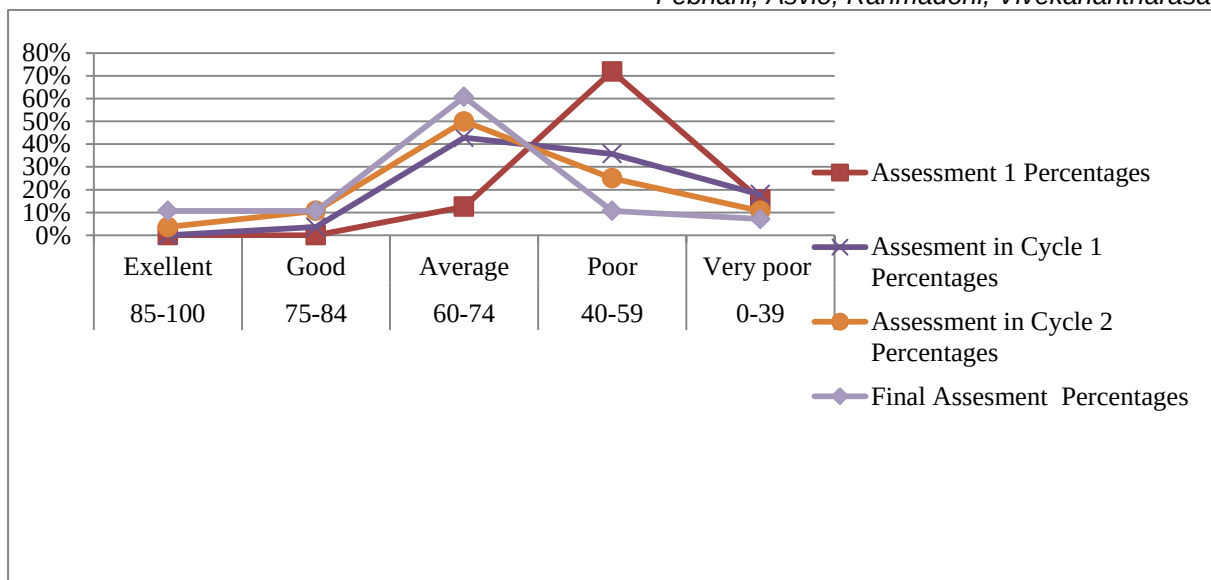


Figure 1. The students' score comparison

The graph showed the improvement of students listening skill after implementing audio visual aids strategy. It can be seen from the graph before implementing the strategy there were no students got excellent category but after the action, there were 3 students got excellent category. The atmosphere of teaching learning process was also improved that can be proved by a lot of student participation in the class. It has similar result with the previous research. According to Kirana (2016), "The data were determined to be regularly distributed based on the results of the homogeneity test and the normality test. The outcomes showed that the grade VIII students' critical listening abilities had improved as a result of using the Audio Visual aid in the classroom. Her research use experimental study in order hand this research tried to use classroom action research but both of the research show the same results that audio-visual aid can improve students' listening skills.

CONCLUSION

The classroom action research was conducted at third semester of English Department at UIN Fatmawati Sukarno Bengkulu to improve students listening skills. Audio visual aids are used to help EFL learners overcome difficulties in teaching and learning listening. From the results of this study, the researchers concluded that the results from each cycle to the final assessment significantly improve. The findings indicated that the use of Audio Visual Aids in teaching the third semester of English at UIN Fatmawati Sukarno Bengkulu resulted in a positive improvement in students' listening skill

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