THE EFFECTIVENES OF AUDIO-VISUAL MEDIA
IN TEACHING LISTENING AT SMA N 1 SAMBIT PONOROGO

THESIS

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ABSTRACT

MUFITDAH, NISFATUN. 2022. *The Effectiveness of Audio-Visual Media in Teaching Listening at SMAN 1 Sambit Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies Ponorogo. Advisor : Ahmad Nadhif, M.Pd.

Keywords : *audio-visual media, teaching listening, senior high school.*

Listening is one of the most important skills in English language teaching. It is the first and basic skills in learning a new language that beginners must to learn because listening is a receptive skill, which means that the language learning beginners receive new words from what they heard or listened. However, many students find difficulties in mastering it because the students' lack vocabulary and less practice on listening. To overcome the problem, the teacher should use media to teach listening. One of media is audio-visual media. Audio-visual media can makes learning activity more enjoyable and interesting.

The purpose of this research is to find out whether or not audio-visual media is effective in teaching listening on the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

The research applied a quasi experimental design of quantitative research. The population was eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022. The sample were class XI MIPA 2 as experimental class and XI MIPA 2 as control class. The sampling technique was use cluster random sampling. This research used test and documentation in collecting the data and SPSS version 25 to analyse the data.

The result of this research showed the average of post-test from experimental class who are taught by using audio-visual media was 74,46 whereas post-test from control class was 66,04. It is found that the significance difference score on students' listening ability between the students who are taught by using audio-visual media and those who are not. The result of computation of t-test showed that t-value > t-table (3,264 > 2,012). The t-value was higher than the t-table, it means Ho was rejected and Ha was accepted. In conclusion, from the computation above it can be concluded that there was a significant difference in listening score between the students who were taught by using audio-visual media and those who were not. In other words, audio-visual media is effective to improve the students' listening ability at the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.
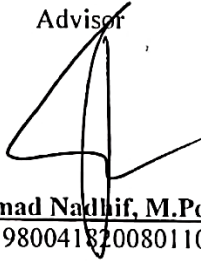
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TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, scope and limitation of the study, research question, research objective, significances of the study, and the organization of the study.

A. Background of the Study

Listening is one of the most important skills in English language learning.[1] It is the first and basic skill in learning a new language that beginners need to learn, because listening is a receptive skill, which means that the language learning beginners receive new words from what they have heard or listened to. The receptive skill will affect the productive skill. Therefore, if they are good listeners, they will understand and even become proficient in productive skills, namely writing and speaking.[2]

Furthermore, Mendelsohn as cited in Gilakjani and Ahmadi stated that listening has an important role in communication of the total time spent on communication, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %.[3] The importance of listening is also acknowledged by Brown who stated that "listening is the major component in language learning and teaching in the classroom learners do more listening than speaking."[4] It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

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[1] Mehdi Latifi,et al, "Movie Subtitles and the Improvement of Listening Comprehension Ability: Does it help?," *The Journal of Language Teaching and Learning*, 2011-1(2), 18-19.

[2] Nurmala Hendrawaty*, "*The Influence of Listening Pop Song to Improve Learners' Vocab at LKP Nuansa Jaya*," Loquen English Studies Journal*, Vol 12 No 1 (January-June 2019), 57.

[3] Gilakjani, et al, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language Teaching and Research*, 2(5) (2011), 977-988.

[4] Brown, H. D., *Teaching by Principles an Interactive Approach to Language Pendagogy*, (White Plains: Addision Welsey Longman, Inc, 2001).

Even though listening needs to be mastered, there are some problems in learning listening. Most of the case in listening skill was ignored previously in language teaching. Brown in Osada observe many countries consider listening as the least important skill in language teaching.[5] Gilakjani and Sabouri at their research, found that students have difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary.[6] In the same condition happening in Indonesia, Mahmudah stated reading text is the focus of mostly English Instruction in the classroom.[7] In addition, the research conducted by Syifa Nadhira and Silih Warni found that the difficulties in listening skills faced by students include unfamiliar words, rate of speech, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facility.[8]

The situation as such was found in SMA N 1 Sambit Ponorogo when the researcher did preliminary research. In this school there are some students who are poor in listening. It is caused several problems; first is student's lack of vocabulary. Second is less practice on listening, the teaching more focus on reading and writing. Third is limited supporting tools for teaching listening such as speaker.[9]

Teaching method is crucial to the teaching and learning process because it may have an impact on students' motivation during the teaching learning process. A good teaching method is one of criteria of good teachers. Harmer states that the teachers need to make the

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[5] Nobuka Osada, "Listening Comprehension Research: A brief review of the past thirty years," *Dialogue*, Vol 3, (2004) p.57.

[6] Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, *English Language Teaching*, Vol. 9 No. 6 (May, 2016).

[7] Memi Mahmudah, *The Implementation of Extensive Listening and Its Effect on The Students' Listening Skill (An Experimental Study at a Senior High School in Bandung Barat), (*Thesis*, UPI, Yogyakarta, 2015).

[8] Syifa Nadhira & Silih Warni, "Students' Learning Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context*," Advances in Social Science, Education and Humanities Research*, Vol. 547 (2020).

[9] Interview with English teacher of SMA N 1 Sambit, 16 February 2022.

interesting class.[10] Teacher must be able to create a fun classroom atmosphere through different teaching method. This can be a technique for the students to acquire the language more easily by creating an engaging classroom environment.

To make class become interesting and fun, an English teacher can employ a variety of methods in teaching. The teacher also should employ a variety of resources for teaching language, such as realia, authentic printed materials, and authentic visual materials.[11] The students may be more motivated to learn English, particularly listening activities, if sources are used in teaching language. While gaining listening comprehension, they may also comprehend learn more about the sound.

Media has an important role in educational and instructional activities. Students can learn to listen with the aid of media. According to Harmer, media can help students in learning listening. Additionally, media can support students in achieving previously established educational goals. Media also can assist the teacher in communicating with the students and conveying information.[12] The use of media in teaching and learning activities have several advantages, one of them is the students will be more engaged with the lessons and motivated to learn.

Due to the advancement of technology, the language teachers' task have gotten simpler today. In a matter of minutes, language for the teachers can obtain listening materials. Additionally, downloading listening materials from the internet is simply for the language teachers. As a result, audio visual materials are increasingly being used to teach listening skills.

Based on facts of data from previous studies, the use of audio-visual media is necessary for teaching listening. Research conducted by Ehsan Namaziandost, et al from

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[10] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1996), p. 54.

[11] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide: Second Edition, (*Michigan: The University of Michigan Press, 2009).

[12] Jeremy Harmer, *The Practice of English Language Teaching,* (UK: Ashford Colour University, 2009).

Islamic Azad University Iran showed the purpose of this research was to investigate the effects of audio and video aids on teaching listening among Iranian intermediate EFL learners. During the treatment sessions, the experimental group was taught by authentic video, while the control group used audio compact disc (CD). The result of this research is there was a significant improvement in terms of listening achievements after the use of audio and video treatment.[13]

Afifah Nur Amalia showed the purpose of her research was to obtain the empirical evidence of the effect of using audio visual aids on students' listening skill at the Tenth Grade of MAN 2 Kota Bogor. The result of post-test score showed that the experimental class got a higher mean score 80,16 than the control class 72,00. It clearly proves that using audio visual aids had an effect on students listening skill at the Tenth Grade of MAN 2 Kota Bogor.[14]

Based on the description above, the researcher selects audio visual as the media because it is an effective and helpful medium to motivate learners in language learning. Audio visual widely considered more powerful, more salient, and more comprehensible input than other media for second and foreign language students.[15]

According to Bavaro, audio visual media are important for teaching technical English as a foreign language because they help motivate students to learn a foreign language. Technical audio visual media can transmit information to the mind, emotions, and

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[13] Ehsan Namaziandost, et al, "The Impact of Teaching Listening Comprehension by Audio and Video Aids on the Intermediate EFL Learners Listening Proficiencies," *Language, Literature and Culture*, Vol 2, No.3, (October,2019), 121-128.

[14] Afifah Nur Amalia, "The Effect of Using Audio Visual Aids on Students' Listening Skill (A Quasi-experimental Research at the Tenth Grade of MAN 2 Kota Bogor in Academic Year 2018/2019)," (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2019).

[15] Carla Meskill, Listening Skills Development Through Multimedia, *Educational Multimedia and Hypermedia*, 5(2), (1996), 179-201.

ears through the eyes and ears. Computers, videos, overhead projectors, instruments and tools of industrialisation equipment are examples of technical audio visual media.[16]

Based on the problems above, the researcher is interested to conduct the research under the title: **"The Effectiveness of Audio-Visual Media in Teaching Listening at SMA N 1 Sambit Ponorogo".**

B. Scope and Limitation of the Study

Scope of this study is to measure the effectiveness of audio-visual media in teaching listening focuses on the eleventh grade and students' at SMA N 1 Sambit Ponorogo in academic year 2021/2022.

C. Statement of the Problem

Based on the background and the limitation the problem, the statement of problem is : Is there any significant difference in listening score between the students who are taught by using audio-visual media and those who are not at the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022?

D. Objective of the Study

Based on the problem statement above, the objective of the research is to find out the significant difference in listening score between the students who are taught by using audio visual media and those who are not at the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

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[16] Sandra Bavaro," Audio Visual Aids : A study of effect of Audio Visual Aids on the Comprehension Recall of Student," (Thesis, Kean University, Union, New Jersey, 1989).

E. Significances of the Study

The result of this problem is expected to be beneficial for :

1. Theoretical Significance

The result of this study is expected to be an alternative media in teaching listening and as a theoretical basis to build students' listening comprehension by using audio visual media.

2. Empirical Significance

The result of this research is expected to be beneficial for :

a. The teachers

This research is expected to add some knowledge and references for them to lead their students, especially in teaching listening.

b. The students

The study is expected to improve students' listening ability.

c. The readers

This research is expected to give contribution to readers, particularly the students of English Department of IAIN Ponorogo, in enriching references concerned with the effectiveness of using audio-visual media in teaching listening.

F. Organization of the study

The researcher has used the organization of the thesis that consists of five chapters. The organization of this thesis are:

CHAPTER I : Introduction, this chapter consists of background of the study, scope and limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the study.

CHAPTER II : Theoretical Background, this chapter consists of literature review, previous research study, conceptual framework and hypothesis.

CHAPTER III   : Research Method, this chapter consists of research design, population, and sample, research instrument, data collection technique, and data analysis technique.

CHAPTER IV   : Finding and Discussion, this chapter consists of data description, data analysis, and discussion and interpretation.

CHAPTER V   : Conclusion, this chapter consists of conclusion and recommendation.

CHAPTER II

THEORETICAL BACKGROUND

In this chapter, the researcher gives an overview of literature review, previous research findings, conceptual framework, and hypothesis.

A. Literature Review

In this sub chapter, the researcher discusses about listening, and audio-visual media.

1. Listening

This section gives an overview of definition of listening, kinds of listening, process of listening, and technique in teaching listening.

a. Definition of Listening

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language.[17] Therefore listening is a talent that is necessary for effective communication. When listening, a person has willingness and a competence to understand what is said. A person prefers to pay conscious attention to what is being said during this process in order to understand it.

According to Nunan, said that listening is an active, purposeful process of making sense of what we hear.[18] It means that, listening is an active skill since we should interpret the meaning from what we hear. In all actually, listeners "create the meaning" in their minds by fusing what they hear with their own thought and experiences.

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[17] I.S.P Nation & Jonathan Newton, *Teaching EFL/ISL Listening and Speaking,* (New York & London: Taylor & Francis group, 2009), 38.

[18] David Nunan, *Practical English Language Teaching* (Singapore : McGraw-Hill,2003), 24.

Listening defined by Erben is "an active process where in learners focus on certain features of the input and construct meaning in spoken language."[19] On the other hand, hearing can be defined as a process of receiving sounds without any focus or attention. This difference between listening and hearing can show that listening is more complicated. Language learners are given the opportunity to engage in listening activities where they are not only hear but also grasp spoken language. It is because listening is the process by which spoken language is converted to meaning in the mind.[20]

b. Kinds of Listening

According to Jeremy Harmer there are two kinds of listening namely extensive and intensive listening. Below are the kinds of listening based on Jeremy Harmer:[21]

1) Extensive Listening

Extensive listening typically occurs outside the classroom, in the students' home, in their car, or on their personal stereos while they are travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices what they are going to listen.

2) Intensive Listening

Intensive listening where teachers encourage students to choose for themselves what they listen to and to do so for pleasure and general language

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[19] Tony Erben, Ruth Ban, & Martha Castaneda, *Teaching English Language Learner through Technology,* (New York: Routledge, 2009), 141.

[20] Deborah Burnett Strorther, *On Listening*, The Phi Delta Kappan, 68, 1987, 625. (http://www.jstor.org).

[21] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Longman Group Ltd, 1998), 228..

improvements. Additionally, intensive listening can have a significant impact on a students' language learning.

c. Process of Listening

There are two kinds of process when we learn listening skill as follows:[22]

1) Bottom-up Processes

Bottom-up processes are those that the listener employs to put together the message from the speech stream, starting with the bits and working up to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive levels.

2) Top-Down Process

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

d. Technique in Teaching Listening

Here are some teaching techniques of teaching listening which taken from Nation & Newton and Harmer as follow.

1) Oral cloze exercises

Oral cloze test is the listeners listen to a story and occasionally the teacher pauses so that the learners can guess the next word in the story. The word should be easy to guess and the guessing should not interrupt the story too

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[22] I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening & Speaking*, (New York: Routledge, 2009), p.38.

much. If the learners can produce very little English, a list of possible words can be put on the board for them to choose from, or they can answer in their first language. Immediately after the learners have guessed, the teacher gives the answer.[23]

2) Silent Viewing

The teacher plays the video at normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the video with sound so that they can check to see if they guessed correctly.[24] This technique can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus what is being said, by a variety of guessing / prediction tasks.[25]

3) Freeze frame

Freeze frame at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next. By these video techniques is expected there is stimulation to remember the language by guess the word, to stimulate language activity about what is seen on the screen, and can build students creatively in interpreted the language.[26]

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[23] Ibid, p.44

[24] Jeremy Harmer, *The Practice of English Language Teaching;* Third Edition Completely Revised and Updated, (England: Longman, 2004), p.286

[25] Susan Stempleski and Barry Tomalin, *Video in Action, Recipes for Using Video in Language Teaching* (New York: Prentice Hall, 1990), p.15

[26] I.S.P. Nation & J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York : Routledge, 2009), p.43.

2. **Audio-Visual Media**

In this section the researcher gives an overview of definition of audio-visual media, advantages and disadvantages of audio-visual media, audio-visual media in teaching listening, and procedures of teaching through audio-visual media.

a. **Definition of Audio-Visual Media**

According to Rather, audio-visual media are instructional devices which are used in the classroom to encourage learning process and make it easier and interesting. The material such as video, film strip, television, projectors radio, maps, etc called instructional aids.[27] In line with McKean and Roberts (as cited in Lerrah) defined audio-visual media as supplementary devices by which the teacher through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.[28] Audio-visual aids provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses.[29] The audio-visual media concretize the knowledge to be presented and help in making learning experience real, living and vital. Audio visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

From the definition above, it can be concluded that audio-visual media are those which require the involvement of learners' visual and audio senses both seeing and hearing.

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[27] Rather, A.R, *Essentials Instructional Technology*, published by Darya gaj New Delhi. (2004) p. 23

[28] Lerrah Mirasol, "Effects of Audio-Visual Materials on Oral Discourse Competence of Grade Five Pupils," *International Journal of Engineering Science and Computing*, Vol. 9 No. 4 (April, 2019).

[29] Jain P, *Educational Technology*, (Delhi Moujpur publication, 2004) 7.

b. The Advantages of Audio-Visual Media

Audio-visual media can be considered as the best friends of the teacher, these tools optimize the teaching and learning process. Below are the advantages of using audio-visual media.[30]

1) Audio-visual media allow the teacher to present his class in attractive way; this means the students' interest in receiving the contents presented in English and above all allows students to develop their listening skills in English.

2) It is essential as an English teacher to know that the students learn in different ways and with different themes. Each student learns differently and different from others. Nonetheless, the use of audio-visual media means can cover different learning styles and achieve the goal of education.

3) Audio-visual media is saving of time, it means that students receive and assimilate the knowledge with greater ease, this is the reason why the advance of the contents is simpler and faster.

4) It generates a greater proximity between the student and the teacher which allows respect, attention and motivation.

c. The Disadvantages of Audio-Visual Media

As there are advantages, there are also disadvantages in the use of these audio-visual media, such as :[31]

1) It requires training to be able to handle as these resources, in addition to large amounts of money to be permanently update.

2) Audio-visual media are not economical, as a substantial amount of money is needed to acquire them.

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[30] Zambrano Alava D A, "Audiovisual Media for The Development of The Listening Skill in The English Language, in The Students of The Eight Grade "C" at "Tres De Julio" High School, in El Carmen Manabi, Periode 2016-2917," (Research Work, Universidad Laica Eloy Alfaro De Manabi, Ecuador, 2016), 20.

[31] Ibid, 21.

3) Excessive use of audio-visual media can generate a heavy or monotonous class, which often affects the vision of some students and it does not allow them to focus adequately.

4) These resources require an additional investment unlike a conventional class; due to more complex strategies must be generated with the use of audio-visual media.

d. Audio-Visual Media in Teaching Listening

According to stated that audio-visual media are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language.[32] Audio visual media is able to communicate the facts and ideas through hearing and seeing to help the students understanding about the material. Before implementing of audio visual in the learning process, the teacher must pay attention to the following things :[33]

1) Audio-visual must be match to the necessary and maturity level of students.

2) Students must be able to relate the media with the subject matter.

3) It must be large enough to be seen by the students sitting in the last bench of classroom.

4) Audio-visual must be able to attract the involvement and participation of students in the classroom.

5) Audio-visual must match with the real life and natural environment.

6) Audio-visual have to be used at appropriate time during teaching.

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[32] Sandra Bavaro," Audio Visual Aids : A study of effect of Audio Visual Aids on the Comprehension Recall of Student," (Thesis, Kean University, Union, New Jersey, 1989).

[33] Deepa Awasthi, Utilising Audio Visual Aids to Make Learning Easy and Effective in Primary Education, International Journal of Scientific Research Vol. 3 Issue 8, 63.

7) Problem and possible are of discussion have to be briefed to the students before introducing the media in the classroom.

e. Procedures of Teaching Through Audio-Visual Media

Before beginning teaching process, the teacher needs to prepare a learning plan that will be carried out in the classroom. The first one that have to be prepared by teachers is materials to be delivered to the students which is must chosen according to the students' level. The second is a learning media that will help the teachers to carry out learning process as effectively as possible. Likewise if the teacher uses Audio-visual Media as a learning media, the teacher must be prepared as well as possible. To apply a media in learning process, there are many procedures that the can be chosen by the teacher. Cakir mentions that the procedures in teaching through audio-visual media are as follows.

1) Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentations.

2) Freeze framing. It means stopping the picture on the screen by pressing still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expression, emotions, reactions, and responses.

3) Silent viewing. As video is an audio-visual media, the sound and the vision are separates component.

4) Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.

5) Repetition and role play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.

6) Reproducing/repeating or mimicking activities. After students have seen section students are asked to repeat what has just been said, to describe verbally what has happened or to write down what has happened.

7) Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.

8) Follow-up activities. It is important that video presentation should lead to a follow-up activity as the basis for further extended oral practice.[34]

The teachers have to choose one of the procedures to be applied in the classroom based on the condition and situation to makes the learning process more effective and enjoyable.

B. Previous Research Findings

Some researcher has linked some relevant studies. It could be references of researcher to help this study in term of listening skill and audio-visual media. The first researchers are Ehsan Namaziandost, Mehdi Nasri, and Samira Akbari from Islamic Azad University Iran. The title of the research is "*The Impact of Teaching Listening Comprehension by Audio and Video Aids on the Intermediate EFL Learners Listening Proficiencies*". The purpose of the research was to investigate the effects of audio and video aids on teaching listening among Iranian intermediate EFL learners. This experimental study utilized pre-test post-test for control group and experiment group.

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[34] Cakir, I. "The Use of Audio Visual as An Audio-Visual Material in Foreign Language Teaching Classroom," *The Turkish Online Journal of Educational Technology,* Vol 5 No. 4 (2006), 69.

During the treatment session, the experiment group was taught by using authentic video, while the control group used Audio Compact Disc (CD). The conclusion of the research is there was a significant improvement in terms of listening achievements after the use of audio and video treatment. The similarity between the previous research and this research is focuses on teaching listening using video.

The second previous research is conducted by Kretsai Woottipong from Thaksin University, Thailand. The title of this research is "*Effect of Using Video Materials in the Teaching of Listening Skills for University Students*." The purposes of the research are 1) to develop the listening skills of university students studying English with the use of video material and 2) to evaluate students' attitudes towards the use of video materials in teaching listening skills. The sample of the research are 41 first-year English major students in the second semester of the academic year 2012 at Thaksin University, Thailand. The one-group pre-test post-test design was implemented in this research. The instruments in this research were 1) lesson plans 2) English comprehension test (pre-test and post-test) 3) a questionnaire of the students' attitude. The result of this previous research indicated that 1) the students' English listening comprehension ability increased significantly after learning with videos and 2) students had positive attitudes towards using videos in teaching listening skills.[35] There are some similarities and differences between previous research and this research. Both of them usse video materials for teaching listening also used pre-test and post-test to get the data. While the differences is technique to collect sample, previous research used simple random sampling and this research used cluster random sampling. Another differences between these research is the previous research used one-group pretest-posttest design and the writer's research used pretest-posttest control group design.

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[35] Kretsai Woottipong, "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics*, Vol. 6 No. 4 (August, 2014).

The third researcher is Afifah Nur Amalia from Syarif Hidayatullah State Islamic University of Jakarta. The title of this study is "*The Effect of Using Audio Visual Aids on Students' Listening Skill (A Quasi-experimental Research at the Tenth Grade of MAN 2 Kota Bogor in Academic Year 2018/2019)*". The purpose of this study is to obtain the empirical evidence of the effect of using Audio Visual Aids on Students' Listening Skill. This study used quasi experimental research. The subject of this study were the students of class X MIPA 3 as experimental class and students of class X MIPA 4 as control class. The instrument of this study was pre-test and post-test. The data from the pre-test showed that both classes had a slight difference in the mean score, where experimental class got 67,00 and the control class got 69,00. However, the post-test score showed that the experimental class got a higher mean score 80,16 than the control class 72,00. It clearly proves that using audio visual aids had an effect on students listening skill in academic year 2018/2019.[36] The similarity between this research and the previous study above is focusing in teaching listening using audio-visual media. The differences are shown in sampling technique, this research use cluster random sampling, while the previous research used purposive sampling.

The fourth is research from Augusto Pinto, et al., entitled "*The Use of Contextual Video to Improve Students Listening Ability to The Second Grade Students*". The aims of this research are to know the use of contextual video to improve students' listening ability and improvement before and after the use of contextual video in grades eleven. The subject of this research was the grade eleven students of Ensino Secundario Publico 4 de Selembro Viqueque. There were 30 students as the sample. The researcher used pre-test, first cycle, second cycle, and post-test. The result showed that students' listening ability improved treatment. It discovers through observation and pre-test and

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[36] Afifah Nur Amalia, "The Effect of Using Audio Visual Aids on Students' Listening Skill (A Quasi-experimental Research at the Tenth Grade of MAN 2 Kota Bogor in Academic Year 2018/2019)," (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2019).

post-test mean score. The average score was 5,3 increasing to 7,7 in the final post-test. The conclusion was using the contextual video improve the students' listening ability and level of listening.[37] There are some similarities and differences between previous research above and the writer's research. The similarity between the writer's research and the previous study above is the use of audio-visual media in teaching listening. The differences between the previous research and this research is that the previous research used classroom action research while this research used quasi experimental research.

The last research related to this research is conducted by Teguh Fachmi with the title "*The Effect of Using Descriptive Video in Teaching Listening Comprehension"*. The purpose of the research is to investigate the effectiveness of using descriptive video in learning listening. The sample of the research was a students class X Accountancy 1 as experimental class and X Accountancy 2 as controlled class. The result of the research showed that t_o (t-observation) is 5.758 and the value of "t_t"(t-table) from the *df* (68) on degree of significant of 5% = 1.7 and 1% = 2.4, as known "to" is higher than "t" table as 1.7< 5.758 > 2.4. Based on the finding the research it can be concluded that learning listening by using descriptive video has significant effect on student listening ability, that showed by t-score.[38] The similarity between the writer's research and the previous study above is the method. Both of them used method of quasi experiment with pretest posttest control group design. While the difference is technique to collect the sample. The previous research above used purposive sampling and the writer's research use cluster random sampling.

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[37] Augusto Pinto, et al, "The Use of Contextual Video to Improve Students Listening Ability to The Second Grade Student,"*Journal of Innovative Studies on Character and Education,* vol. 4 issue 2 (November, 2020).

[38] Teguh Fachmi, "The Effect of using Descriptive Video in Learning Listening Quasi-Experimental Research at First year of SMK Islamiyah Ciputat," (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2014).

C. Conceptual Framework

The research is conduct to find out the effectiveness of using audio-visual media in teaching listening. The researcher is interest in testing out this strategy because the researcher found several problem in students' listening ability. Therefore, the researcher assumes that is necessary to know whether audio visual media will help students understand in learning.

Using audio-visual media will help students understand what they learn. As stated before, learning English is really important, beside the audio-visual media can easily help teacher in teaching listening it can also attract students' interest in learning English, especially listening.

D. Hypothesis

Based on the theoretical description and conceptual framework, the researcher formulated the following conceptual hypothesis.

Ho : There is no significant difference in listening score between the students who are taught by using audio-visual media and those who are not at eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

Ha : There is significant difference in listening score between the students who are taught by using audio-visual media and those who are not at eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher discusses about research design, population and sample, research instrument, data collection technique, and data analysis technique.

A. Research Design

The researcher used quantitative approach in this research. The design of this research was quasi experimental. Quasi experimental research design was an experimental research design that does not provide for full control of potential confounding variables.[39] The researcher utilize non equivalent (pre-test and post-test) control group design. A pre-test and post-test are given to both groups and he treatment is only given to the experimental group.

The following is a representation of one of the most regularly utilized quasi experimental designs in educational research:[40]

Experimental	O1	X	O2
Control	O3		O4
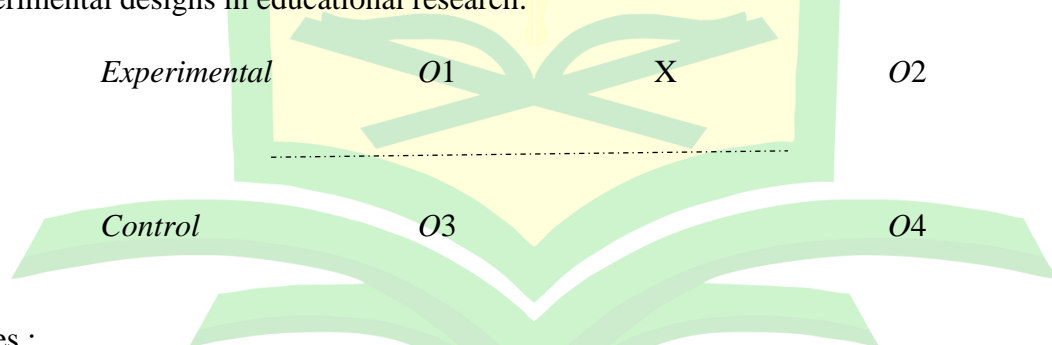
Notes :

X   : Treatment by using audio-visual media

O1   : Pre-test for the experimental class

O3   : Pre-test for the control class

O2   : Post-test for the experimental class

O4   : Post-test for the control class

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[39] Johson, R, Burkhe and Christensen Larry, *Educational Research: Quantitative, Qualitative and Mixed Approach* (USA: SAGE Publications, 2014), 476.

[40] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283

B. Research Setting

This research is conducted in SMA N 1 Sambit Ponorogo. The research is carried out in the academic year 2021/2022. This school is located on Jl. Raya Ponorogo-Trenggalek, in Besuki village, Sambit, Ponorogo, East Java. The reason why the researcher conduct the research in this school because there are some students who are poor in listening caused by several problems. They are; student's lack vocabulary, the teacher is more focus in teaching reading and writing and also limited supporting tools for teaching listening such as speaker.

C. Population and Sample

In this section, the researcher discusses a population and the sample.

1. Population

The population in this research were all of eleventh grade students at SMAN 1 Sambit, Ponorogo in academic year 2021/2022. The population were 97 students and they are divide into XI MIPA I, XI MIPA 2, IPS 1, and IPS 2. It can be seen at the table below.

Table 3.1
Population of the research

No.	Classes	Students' Quantity
1.	XI MIPA 1	24
2.	XI MIPA 2	26
3.	XI IPS 1	22
4.	XI IPS 2	26

2. Sample

Cluster random sampling is used to choose the sample of this research. Instead of selecting individual units from a population, cluster random sampling selects entire groups or cluster at random. The experimental and control class have choose at random using a piece of paper with the name of each class written on it, the papers rolled and

shaken. The classes that have choose are XI MIPA 1 and XI MIPA 2. Where class XI MIPA 2 as experimental class and XI MIPA 1 as control class.

D. Research Instrument

To carry out the research, there are ways to collect the data. The instrument used in this research was test. The researcher used pre-test and post-test to measure the students' listening ability before and after the treatment.

1. Pre-test

Before starting the treatment, a pre-test was conducted to find out how far students' abilities in listening. By the pre-test, differences between before and after the treatment are known. That test is an objective test in form of multiple choice.

2. Post-test

The researcher give the pre-test and treatment before administering the post-test. The purpose of post-test is to see how far students' listening abilities have improved after applying audio-visual media. The post-test is produces by the researcher for both the experimental and control groups.

Before the instrument used in this research, the researcher tested the instrument with two test: validity and reliability test.

a. Validity

Validity is when individual's scores from an instrument make sense are relevant, and allow the writer to draw good inferences from the sample that are studying. [41]

In this research, the researcher uses a validity test to determine whether the instrument of listening is valid. The researcher give 25 multiple choices to measured items. The researcher uses SPSS version 25 to count the validity of the instruments.

The result calculation item validity instrument, can be seen in table 3.2 below.

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[41] John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Reasearch* (New York: Pearson), 140.

Table 3.2

The Result of Validity Calculation

Item	"r" Calculated	"r" Index	Criteria
1	-0,226	0,3882	Invalid
2	0,425	0,3882	Valid
3	0,460	0,3882	Valid
4	0,448	0,3882	Valid
5	0,479	0,3882	Valid
6	0,512	0,3882	Valid
7	0,043	0,3882	Valid
8	0,475	0,3882	Valid
9	0,234	0,3882	Invalid
10	0,170	0,3882	Invalid
11	0,541	0,3882	Valid
12	0,510	0,3882	Valid
13	0,624	0,3882	Valid
14	0,433	0,3882	Valid
15	0,541	0,3882	Valid
16	0,562	0,3882	Valid
17	0,470	0,3882	Valid
18	0,454	0,3882	Valid
19	0,417	0,3882	Valid
20	0,00	0,3882	Invalid
21	0,439	0,3882	Valid
22	0,517	0,3882	Valid
23	0,516	0,3882	Valid
24	0,510	0,3882	Valid
25	0,461	0,3882	Valid

The table above shows the result of the validity test which is conducted with 26 respondents. Based on the statistical calculation, there are 21 valid items and 4 invalid items.

a. Reliability

The term "reliability" refers to the consistency of a set of measurements throughout time.[42] It means reliability is a score from an instrument are stable and consistent. In this research, the researcher uses SPSS version 25 to test reliability.

Table 3.3
The Result of Reliability Statistic

Cronbach's Alpha	N of Items
0,715	26

The of the test shows that the reliability of the instrument is 0,715. The value of reliability is counted with r_{table} on the significance 5%. The value of r_{table} is 0,338. Because the value of "r" index reliability is 0,715> "r" table (0,338), the test is therefore reliable.

E. Data Collection Technique

To get accurate data, there are two ways to collect the data, they are:

1. Test

A test is a way of determining a person's skill, knowledge, or performance in a specific area. The test was separated into two parts in this research, they were pre-test and post-test. The pre-test was used to determine the students' previous degree of the listening, while the post-test determined the students' degree of their listening after the researcher give a treatment.

2. Documentation

In this research, the researcher used documentation to support the data about students.

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[42] Prabhat Panday and Menu Mishra Pandeyl, *Research Metodology: Tools and Technique*, (Romania: Bridge Center, 2015), 21.

3. Data Analysis Technique

The collected data will analyse to decide whether or not audio-visual media is effective in teaching listening on eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

In this research, the data is analyse through two types of test: the assumption test and hypothesis test.

1. Assumption Test

After pre-test and post-test have given to the students, they will be tasted. The test is focused on students pre-test and post-test. The test result will be analysed by using assumption test, those are normality test and homogeneity test. It will be calculated by using SPSS 25 version.

a. Normality Test

The purpose of the normality test is to determine whether or not the data is distributed normally. Normality test is used to know whether the data from the two group samples examined comes from the population or distribution or not.[43] The normality test will be calculated using SPSS version 25 in this research.

b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations. A homogeneity test is used to know before we compare come of the groups. In this research, the researcher will use SPSS 25 version program for windows to calculate homogeneity test.

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[43] James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: Mc Graw Hill, 2005), 27.

2. Hypothesis Test

After testing of normality and homogeneity test, the researcher continue to analyze the data using t_{test}. The researcher analysed the data by comparing the score between the experimental class and control class in the post test. The criteria of hypothesis, as follows:

1) Ho : if t test < t table in significant degree 5%, there is no significant difference in listening score between the students who are taught by using audio-visual media and those who are not at eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

2) Ha : if t test > t table in significant degree 5%, there is significant difference in listening score between the students who are taught by using audio-visual media and those who are not at eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.
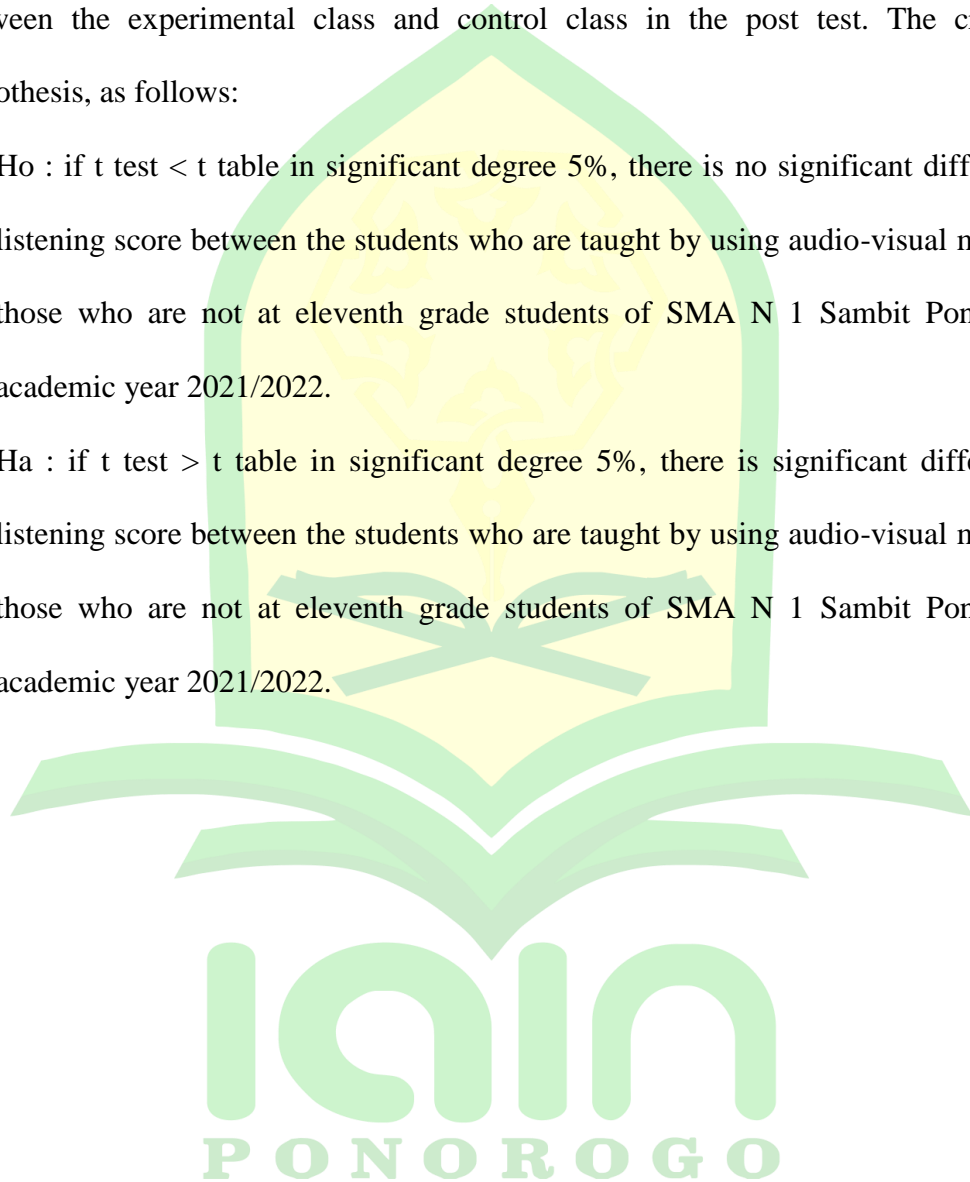
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about data description, data analysis, and data discussion and interpretation.

A. Data Description

The researcher used quasi-experimental as the research design. The population of this research was the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022. The researcher applied cluster random sampling to choose two classes as a sample, one as experimental class that was XI MIPA 2 consisted of 26 students and the other as control class that was XI MIPA 1 consisted of 24 students.

In experimental class the students are taught listening by using audio-visual media, while in the control class students are taught by using audio media. The researcher took the score of pre-test from the students in the first meeting, and took score of post-test in the last meeting. In the end of this research, the researcher wants to compared the achievement between students who were taught by using audio-visual media and those who were not.

1. Research Schedule of Experimental and Control Class

There were six meetings of this research. The meeting covered: pre-test, first treatment, second treatment, third treatment, fourth treatment, and the last was post-test. The schedule of the research could be seen in the table 4.1 and 4.2.

Table 4.1
Research Schedule of Experimental Class

Date	Activities in Experimental Class
March, 18th 2022	Pre-test
March, 25th 2022	First treatment
April, 1 2022	Second treatment
April, 8th 2022	Third treatment
April, 15th 2022	Fourth treatment
April, 22nd 2022	Post-test

Table 4.2
Research schedule of control class

Date	Activities
March, 18th 2022	Pre-test
March, 25th 2022	Teaching using conventional method
April, 1 2022	Teaching using conventional method
April, 8th 2022	Teaching using conventional method
April, 15th 2022	Teaching using conventional method
April, 22nd 2022	Post-test

2. Research Procedures of Experimental Class

In the experimental class, the researcher used one class as a sample, there was XI MIPA 2. The number of experimental class were 26 students. In the first meeting, the students were given pre-test before the researcher taught listening using audio visual media. The form test was listening with the topic of song. It was held on March, 18th 2022.

The first treatment held on March, 25th 2022. The researcher gave material about song for the students. After that the researcher gave a video song under the title "Bismillah". Then the researcher gave some questions based on the video.

The second treatment held on April, 1st 2022. The researcher gave a video song to the students. Then, the students were asked to make a group, each group consist of 3-4 students. Then the students were asked to review the song and find the moral value from the song. After that, each group were asked to present their result.

In the third treatment the material was figurative language. The researcher gave video material of figurative language. After that, the researcher gave video song and asked the students to find and identify the figurative language in that song. It was held on April, 8th 2022.

The fourth treatment was held on April, 15th 2022. The researcher gave video (short movie), and students were given some questions based on the video, and ask to answer it.

At the last meeting, the researcher conducted post-test. The researcher gave the questions, consist of 15 questions multiple choices.

3. Research Procedures of Control Class

In the control class, the researcher used one class as a sample, there was XI MIPA 1. The number of experimental class were 24 students. In the first meeting, the students were given pre-test. The form test was listening with the topic of song. It was held on March, 18th 2022.

The second meeting held on March, 25th 2022. The researcher gave material about song for the students. After that the researcher play a song under the title "Bismillah". Then the researcher gave some questions based on the song.

The third meeting held on April, 1st 2022. The researcher play a song to the students. Then, the students were asked to make a group, each group consist of 3-4 students. Then the students were asked to review the song and find the moral value from the song. After that, each group were asked to present their result.

In the fourth meeting the material was figurative language. The researcher gave the material of figurative language. After that, the researcher play a song and asked the students to find and identify the figurative language in that song. It was held on April, 8th 2022.

The fifth meeting held on April, 15th 2022. The researcher gave video (short movie), and students were given some questions based on the video, and ask to answer it.

At the last meeting, the researcher took post-test. The researcher gave the questions, consist of 15th questions multiple choices.

4. Students' Listening Score of Experimental Class

Table 4.3 below shows the result of the score from experimental class who are taught using audio-visual media. This table shows pre-test and post-test scores for the experimental class (XI MIPA 2).

Table 4.3
Students' Score of Experimental Class

No	Name	Score	
		Pre-test	Post-test
1	A.	33	60
2	A.F.F.S.	47	73
3	A.K.	47	70
4	B.N.A.	53	73
5	B.A.P.	60	80
6	C.N.S.	47	73
7	D.A.F.	53	73
8	E.Z.	40	67
9	E.C.P.	60	87
10	E.S.	53	73
11	F.I.	67	80
12	F.A.L.	73	87
13	H.F.A.	67	80
14	K.C.R.A.	47	73
15	M.J.P.F.	53	80
16	M.V.R.	33	67
17	N.P.P.	53	73
18	N.F.Y.G.	40	67
19	N.R.M.	53	73
20	P.Y.S.	60	87
21	P.K.H.	33	60
22	R.D.R.	80	87
23	S.M.P.	40	67
24	S.N.K.	47	73
25	U.I.K.	60	80
26	W.B.P.	53	73
	Total	**1352**	**1936**
	Mean	**52**	**74,46**

It can be seen in the table above that the highest pre-test score of experimental class is 80 while the lowest pre-test score is 33 and the highest post-test score is 87 while

the lowest post-test score is 60. The mean score of pre-test is 52 and mean score of post-test is 74,46. So that, the score in the experimental class can be seen in the table 4.4.

Table 4.4
Frequency Distribution of Pre-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	3	11.5	11.5	11.5
	40	3	11.5	11.5	23.1
	47	5	19.2	19.2	42.3
	53	7	26.9	26.9	69.2
	60	4	15.4	15.4	84.6
	67	2	7.7	7.7	92.3
	73	1	3.8	3.8	96.2
	80	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

From the table 4.4, it can be seen that the score of students' listening test are various as follows.

1) There are 11,8% or 3 students who get score 33.

2) There are 11,5% or 3 students who get score 40.

3) There are 19,2% or 5 students who get score 47.

4) There are 26,9% or 7 students who get score 53.

5) There are 15,4% or 4 students who get score 60.

6) There are 7,7% or 2 students who get score 67.

7) There is 3,8% or 1 student who get score 67.

8) There is 3,8% or 1 student who get score 80.
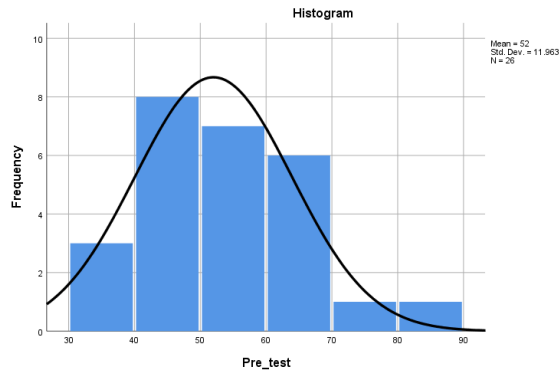
There is clearly explained in the following histogram.

Figure 4.1

Histogram of Pre-test in Experimental Class

The histogram 4.1 shows that M = 52 and SD = 11,963 to determine the category for students' listening is good, medium or low, the researcher grouped the score by using the standard as follows:

1) More than M + 1.SD (52 + 11,963 = 63,963) is categorized as good.

2) Between M – 1.SD (52 – 11,963 = 40,037) to M + 1.SD (52 + 11,963 = 63,963) is categorized as medium.

3) Less than M – 1.SD (52 – 11,963 = 40,037) is categorized as low.

Thus it can be seen that the scores which are more than 63,963 are categorized into good, the scores between 40,037– 63,963 are categorized into medium, and the scores which are less than 40,037 are categorized into low.

Table 4.5

Frequency Distribution of Post-Test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	7.7	7.7	7.7
	67	4	15.4	15.4	23.1
	70	1	3.8	3.8	26.9
	73	10	38.5	38.5	65.4
	80	5	19.2	19.2	84.6
	87	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

From the table 4.5, it can be seen that the score of students' listening test are various as follows.

1) There are 7,7% or 2 students who get score 60.

2) There are 15,4% or 4 students who get score 67.

3) There is 3,8% or 1 student who get score 70.

4) There are 38,5% or 10 students who get score 73.

5) There are 19,2% or 5 students who get score 80.

6) There are 15,4% or 4 students who get score 87.

There is clearly explained in the following histogram.
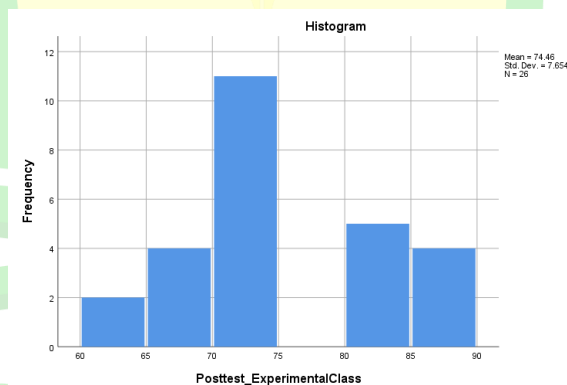

Figure 4.2

Histogram of Post-test in Experimental Class

The histogram 4.2 shows that M = 74,46 and SD = 7,654 to determine the category for students' listening is good, medium or low, the researcher grouped the score by using the standard as follows.

1) More than M + 1.SD (74,46 + 7,654 = 82,114) is categorized as good.

2) Between M − 1.SD (74,46 − 7,654 = 66,806) to M + 1.SD (74,46 + 7,654 = 82,114) is categorized as medium.

3) Less than M − 1.SD (74,46 – 7,654 = 66,806) is categorized as low.

Thus it can be seen that the scores which are more than 82,114 are categorized into good, the scores between 66,806 – 82,114 are categorized into medium, and the scores which are less than 66,806 are categorized into low.

5. Students' Listening Score of Control Class

Table 4.6 below shows the result of pre-test and post-test from the students of control class (XI MIPA 1).

Table 4.6
Students' Score of Control Class

No	Name	Score	
		Pre Test	Post Test
1	A.H.A.S.	60	73
2	A.N.P.R.	53	67
3	A.M.H.	73	80
4	A.R.	80	87
5	C.O.K.	53	60
6	D.S.W.	47	60
7	E.R.S.N.	33	53
8	E.A.	47	60
9	E.F.B.	67	80
10	F.A.A.	40	53
11	F.K.S.	53	67
12	F.V.	40	53
13	H.A.B.	53	73
14	M.N.A.	73	80
15	M.I.	53	60
16	M.D.M.	60	73
17	N.P.P.D.	60	80
18	N.S.K.	53	60
19	P.A.T.	33	53
20	R.M.	47	60
21	S.	33	53
22	S.A.Y.A.	53	73
23	T.W.	53	67
24	W.N.H.	40	60
	Total	**1257**	**1585**
	Mean	**52,37**	**66,04**

It can be seen in the table above that the highest pre-test score of control class is 80 while the lowest pre-test score is 33 and the highest post-test score is 87 while the

lowest post-test score is 53. The mean score of pre-test is 52,37 and mean score of post-test is 66,04. With the result that the score in the control class can be seen in the table 4.7

Table 4.7
Frequency Distribution of Pre-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	3	12.5	12.5	12.5
	40	3	12.5	12.5	25.0
	47	3	12.5	12.5	37.5
	53	8	33.3	33.3	70.8
	60	3	12.5	12.5	83.3
	67	1	4.2	4.2	87.5
	73	2	8.3	8.3	95.8
	80	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

From the table 4.7, it can be seen that the score of students' listening test are various as follows.

1) There are 12,5% or 3 students who get score 33.

2) There are 12,5% or 3 students who get score 40.

3) There are 12,5% or 3 students who get score 47.

4) There are 33,3% or 8 students who get score 53.

5) There are 12,5% or 3 students who get score 60.

6) There is 4,2% or 1 student who get score 67.

7) There are 8,3% or 2 students who get score 73.

8) There is 4,2% or 1 students who get score 80.
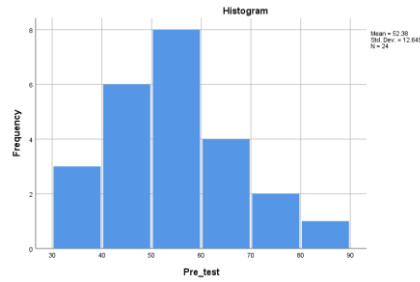
There is clearly explained in the following histogram.

Figure 4.3

Histogram of Pre-test in Control Class

The histogram 4.3 shows that M = 52,38 and SD = 12,645 to determine the category

for students' listening is good, medium or low, the researcher grouped the score by using the standard as follows.

4) More than M + 1.SD (52,38 + 12,645 = 65,025) is categorized as good.

5) Between M – 1.SD (52,38 – 12,645 = 39,735) to M + 1.SD (52,38 + 12,645 = 65,025) is categorized as medium.

6) Less than M – 1.SD (52,38 – 12,645 = 39,735) is categorized as low.

Thus it can be seen that the scores which are more than 65,025 are categorized into good, the scores between 39,735 – 65,025 ae categorized into medium, and the scores which are less than 39,735 are categorized into low.

Table 4.8
Frequency Distribution of Post-Test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	5	20.8	20.8	20.8
	60	7	29.2	29.2	50.0
	67	3	12.5	12.5	62.5
	73	4	16.7	16.7	79.2
	80	4	16.7	16.7	95.8
	87	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

From the table 4.8, it can be seen that the score of students' listening test are various as follows.

1) There are 20,8% or 5 students who get score 53.

2) There are 29,2% or 7 students who get score 60.

3) There are 12,5% or 3 students who get score 67.

4) There are 16,7% or 4 students who get score 73.

5) There are 16,7% or 4 students who get score 80.

6) There is 4,2% or 1 student who get score 87.
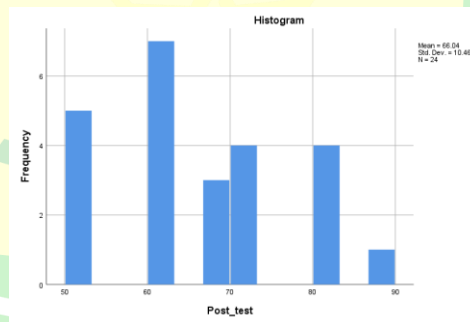
There is clearly explained in the following histogram.

Figure 4.4

Histogram of Post-test in Control Class

The histogram 4.4 shows that M = 66,04 and SD = 10,469 to determine the category for students' listening is good, medium or low, the researcher grouped the score by using the standard as follows.

1) More than M + 1.SD (66,04 + 10,469 = 76,509) is categorized as good.

2) Between M – 1.SD (66,04 – 10,469 = 55,571) to M + 1.SD (66,04 + 10,469 = 76,509) is categorized as medium.

3) Less than M – 1.SD (66,04 – 10,469 = 55,571) is categorized as low.

Thus it can be seen that the scores which are more than 76,509 are categorized into good, the scores between 55,571– 76,509 are categorized into medium, and the scores which are less than 55,571 are categorized into low.

B. Data Analysis

Before testing the hypothesis, the data must fulfil the assumption in which the data must be distributed normally and homogenous.

1. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Shapiro-Wilk table . If the highest value of statistic is lower that α 0,05 of significance, it can be concluded that the data are in not normal distribution. On the other hand, if the highest value of statistic is higher than α 0,05, it can be concluded that the data are normal distribution.

In this research, the researcher uses Shapiro-Wilk formula (because of n<30) and the calculation by using SPSS 25 as follows.

a. Experimental Class Normality Testing

Table 4.9
Experimental Class Normality Testing

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-test	.956	26	.319
Post-test	.931	26	.081
a. Lilliefors Significance Correction			

Based on the results of normality testing with Shapiro – Wilk method. It can be seen that the significance value or p-value at the pre-test is $0,319 > 0,05$ and at the post-test $0,081 > 0,05$ so that the data is normally distributed.

b. Control Class Normality Testing

Table 4.10
Control Class Normality Testing

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-test	.942	24	.178
Post-test	.947	24	.236
a. Lilliefors Significance Correction			

Based on the results of normality testing with Shapiro – Wilk method. It can be seen that the significance value or p-value at the pre-test is 0,178 > 0,05 and at the post-test 0,238 > 0,05 so that the data is normally distributed.

2. **Homogeneity Test**

Homogeneity test is used to decide whether a test are homogeneous or not. Homogeneity can be used to know the similarity of the population. The researcher uses SPSS 25 versions for calculating homogeneity test as follows.

Table 4.11
The Result of Homogeneity Calculation

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
	Based on Mean	.008	1	48	.928
	Based on Median	.008	1	48	.931
Listening score	Based on Median and with adjusted df	.008	1	47.616	.931
	Based on trimmed mean	.012	1	48	.915

Based on the result of the homogeneity test with the Levene's test method, it can be seen that the significance based on mean is 0,928. It is higher than α (0,928 > 0,05). It means that both, experimental and control class are homogeneous.

3. **Testing Hypothesis**

After testing the normality and homogeneity, it can be concluded that two samples are XI MIPA 2 as the experimental class and XI MIPA 1 as the control class

distributed normally and homogenous. Then the hypothesis is done using a t-test. It is used to know whether the students who are taught listening using audio-visual media will show better score than those who are taught without using audio visual media. In this t-test calculation, the data used the results of the post-test of both classes, experimental and control. In this research, the researcher using SPSS 25 version for calculating the hypothesis. The result of the calculation as follows.

Table 4.12

The Result of Mean Score of Experimental and Control Class

Group of Class		N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Experimental Class	26	74.46	7.654	1.501
	Control Class	24	66.04	10.469	2.137

Based on the data in the table above, the result of data analyses shows that the mean score of post-test of experimental class is 74,46. It is higher than the result of the mean score of control class is 66,04.

Table 4.13

The Result of T-test Calculation of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	4.689	.035	3.264	48	.002	8.420	2.579	3.234	13.606
	Equal variances not assumed			3.224	41.908	.002	8.420	2.612	3.149	13.690

Based on the table above, it can be seen that the result of t-test is 3,264 and the degree of freedom is 48. The value of significance 5% of t-table of db = 48 is 2,012. To interpret the data above, the researcher formulates the hypothesis as follows.

Ho : There is no significant difference in listening score between the students who are taught by using audio-visual media and those who are not at the eleventh grade students of SMA N 1 Sambit Ponorogo in academic year 2021/2022.

Ha : There is significant difference in listening score between the students who are taught by using audio-visual media and those who are not at the eleventh grade students of SMAN 1 Sambit Ponorogo in academic year 2021/2022.

The result of the value t-test is higher than t-table (3,264 > 2,012). Therefore, the Ha is accepted and it can be conclude that there is significant difference in listening score between the students who are taught by using audio-visual media and those who are not at eleventh grade students of SMAN 1 Sambit Ponorogo in academic year 2021/2022.

C. Discussion and Interpretation

From the computation above, it shows that the difference coefficient of students taught using audio visual media and the students not being taught by using audio-visual media is 3,246. Hypothesis test (t_0) at 3,246 from the calculation above will be compared with the "t" index (t_t) with the condition below:

1) Ha (Alternative Hypothesis) is accepted if t-test is higher than t-table $(t_0 > t_t)$. It means that there is significance difference between those variables.

2) Ho (Null Hypothesis) is accepted if t-test is lower than t-table $(t_0 < t_t)$. It means that there is no significance difference between those variables.

To determine that value of t_0 the researcher checking db and consulted with the t_t score:

Db = n1 + n2 − 2

$\quad$ = 26 + 24 − 2

$\quad$ = 50 − 2

$\quad$ = 48

At the significant standard 5% the value of t_t is 2,012. Then the value of t_0 is 3,246. In conclusion, the result is $t_0 > t_t$. It means that Ha is accepted and Ho is rejected.

From the calculation above, the researcher could conclude that there is significant difference in listening score between the students who are taught by using audio-visual media and those who are not at the eleventh grade students of SMA N 1 Sambit, Ponorogo in academic year 2021/2022.
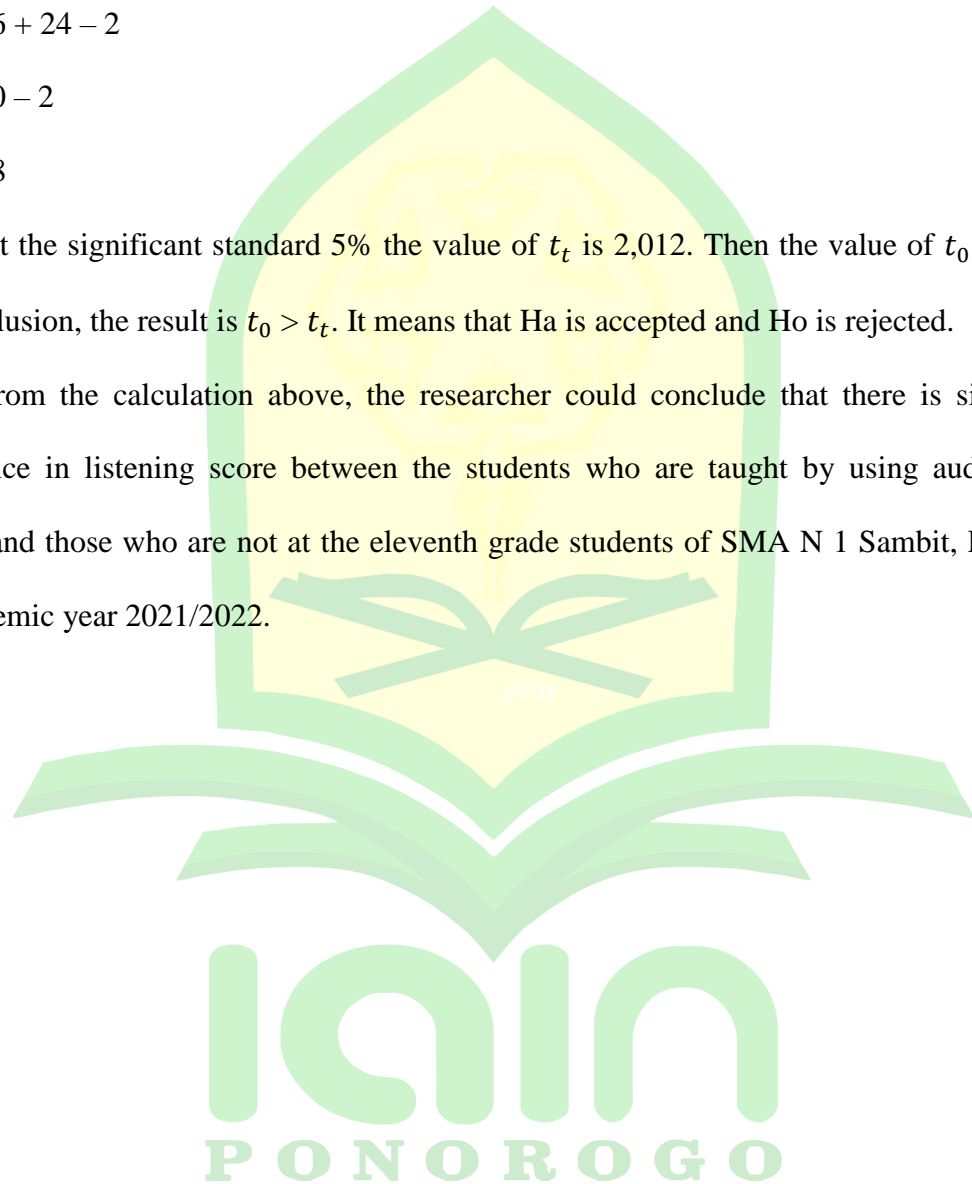
CHAPTER V

CONCLUSION

This chapter discusses about conclusion and recommendation of the research.

A. Conclusion

Based on the findings and discussions, the researcher concluded that students who are taught by using audio-visual media got better score in listening. It means that using audio-visual media is effective in teaching listening at eleventh grade students of SMA N 1 Sambit in academic year 2021/2022. It has shown the result of this research that the students who are taught by using audio-visual media got the better scores with the mean of post-test from experimental class (74,46) is higher than control class (66,04). In addition, the t-test calculated, it found that the t-value 3,264 and the t-table is 2,012 in significance 5% with df = 48. It means Ha is accepted. In conclusion, using of audio-visual media has given different significant effect for the students' score in increasing students' listening achievement.

B. Recommendation

Based on the result above, the researcher gives some recommendation as follows.

1. For the English teacher

    The teachers should be more innovation in finding attractive media in teaching listening. It is recommended to use audio visual media to be applied in classes in order to improve the learners' listening skill.

2. For the students

    The researcher hopes that the students should have a great motivation to learn English, especially listening. Hopefully, students are able to experience another way to learn to listen.

3. For readers

The researcher hopes, the result of this research can make a reference or basic information concerning with listening.

4. For future researchers

For future researcher, the researcher hopes the other researcher can using different media to teach listening that make the students more interesting and enjoy in English teaching learning process.
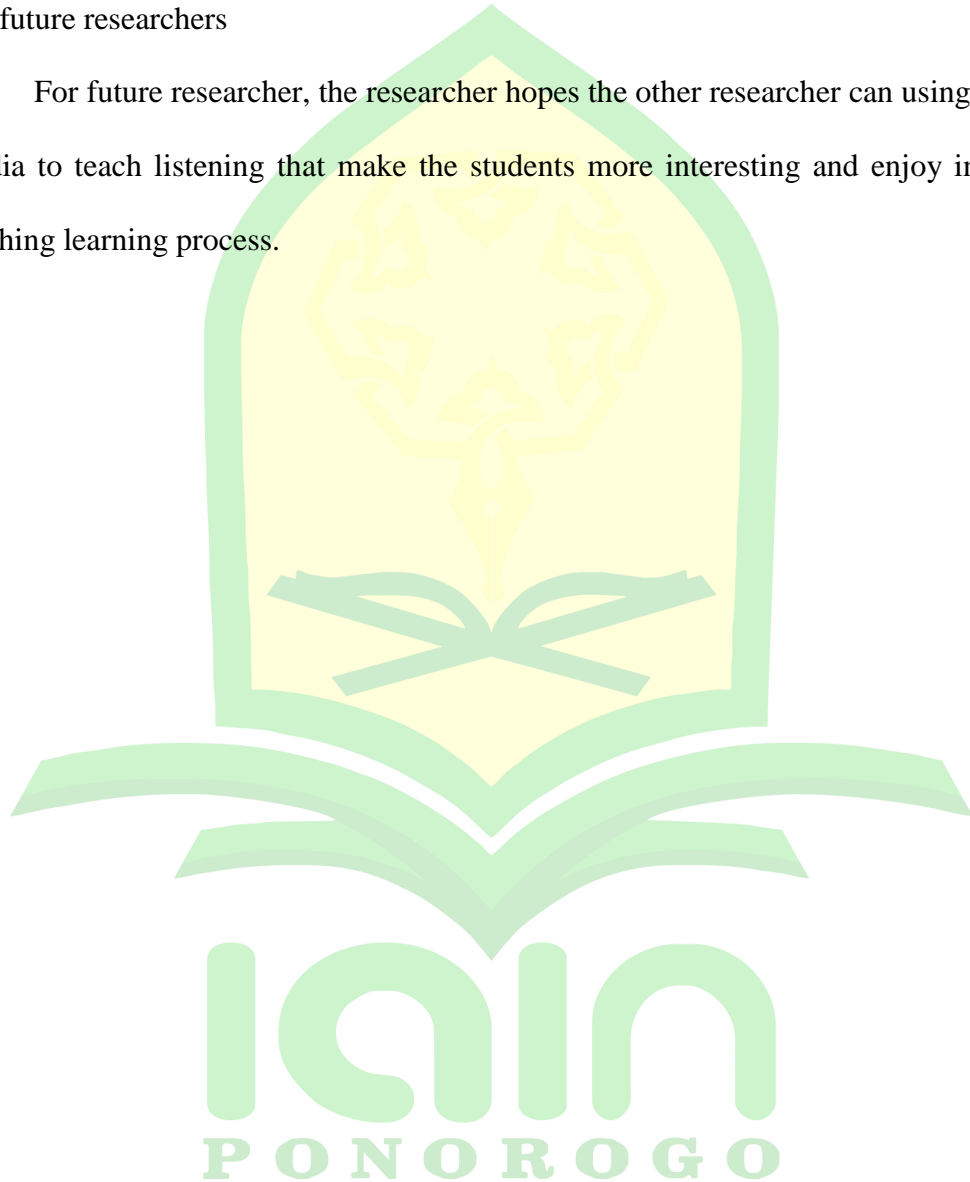
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