

**THE USE OF AUDIO VISUAL MEDIA ON
TEACHING LISTENING TO THE EIGHTH
GRADE BILINGUAL CLASS STUDENTS OF
MTSN PONOROGO IN ACADEMIC YEAR
2015/2016**



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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is one of the language skill is often neglected by the language teacher, since it is not considered as productive skill. When a student start to learn a foreign language, the student are going in mainly through ears and what they hear is their children acquire first, especially if they have not yet learnt to read. When the pupils are going mainly through their ear and what the pupils hear is their main source of the language.¹

In teaching listening, the teacher often deal with some problems in the process of teaching and learning such as students' low motivation in learning and students' difficulty in comprehending the given materials. These problems may be caused by many factors, such as unfamiliarity to the language and uninteresting teaching technique that is applied by the teachers. To handle these problems, the teachers have to do extensive efforts. For example the teachers can apply various interesting teaching technique in order to attract students in learning process and ease them in comprehending the materials.

In addition, the teachers can employ instructional media to make instruction more interesting. Teachers in such situation need to motivate students. One of the ways is to make the students feel motivated to teach

¹ Wendy A. Scott and Lisbeth H. Ytreberg, Teaching English to Children (New York: Longman Incorporation, 1990), 21.

listening by using media in the classroom. Many kinds of media can be chosen in teaching English, such as visual media, audio media or audio visual media. With some of media in teaching listening will help teachers to teach, so that can improve the student's achievement. Media can be used to increase the students' activity and stimulate the students' interest in teaching listening. Media can decrease the lesson verbalism and also make the result of learning will be permanent. That is why teacher should use some media in every teaching process.

Instructional medium is one of important element in teaching English as foreign language. It is considered to be important because of its valuable contributions to the English teaching and learning process.

According to Arief S. Sadiman instructional medium means, "essentially, teaching and learning process is process of communication, namely the delivery of message from message source through channels/ specific media to the recipient".² It means that media is a tool messenger of teachers to students in teaching and learning process.

Therefore, using media are important in teaching listening. Medium is a channel of communication. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computers, etc.³

²Arief S. sadiman, *Media Pendidikan* (Jakarta: Raja Grafindo Persada, 1996), 11.

³ Robert Heinech, Michael Molenda dan James D Russel, *Instructional Media and Technologies for Learning* 7th edition, (United State of America: Merrill Prentice Hall Publishing Company, 2002), 9-10.

Every year, the development of teaching media is always changing based on the development of technology. That is why teacher should always continuously for developing media in teaching to get the suitable media for better teaching process, because every media has advantages and disadvantages. Based on that reason above, teaching English in MTsN Ponorogo apply audio visual media in teaching listening. Besides that, teacher of MTsN Ponorogo develop audio visual media, because audio-visual media can add interest of students in learning English in classes. Skilful use of audio-visual material can be great motivator and can add life and colour to the classroom. It can clearly see that audio-visual media can be beneficial in the teaching listening.

For these reasons, in this research the writer wants to know the step from design of developing audio-visual media in teaching listening. Therefore, the writer takes the title THE USE OF AUDIO VISUAL MEDIA ON TEACHING LISTENING TO THE EIGHT GRADE BILINGUAL CLASS STUDENTS OF MTsN PONOROGO IN ACADEMIC YEAR 2015/2016

B. Research Focus

This research just focuses on the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo in academic year 2015/2016.

C. Statements of the Problem

Statements of the problem of this research can be formulated as follow:

1. How is the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo?
2. What are the advantages and disadvantages of using audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo?

D. Objectives of the Study

Concerning with the problem statements, this study has some objectives described as follows:

1. To describe the use of audio visual media on teaching listening to the eight bilingual class students of MTsN Ponorogo.
2. To describe the advantages and disadvantages of the use of audio visual media on teaching listening to the eight bilingual class students of MTsN Ponorogo.

E. Significances of the Study

The researcher hopes the result of this study is a valuable one. It is expended to be any theoretically and practically. It is described as follow:

1. Theoretically

Theoretical of this research is to provide contributions to the development of audio visual media in educational environment generally and teaching listening particular.

2. Practically

a. Teachers

The result of this study is expected to give teachers, especially English teachers of MTsN Ponorogo, a contribution in inciting their teaching skill.

b. Students

This study is expected to give students motivation of increasing their listening skill, especially to the eight bilingual class students of MTsN Ponorogo.

c. Other researcher

This study is expected to give a contribution for further study to do a scientific research concerning with the use of audio visual media on teaching listening.

d. Readers

This study is expected to give readers; particularly the students of English Department of STAIN Ponorogo, a reference concerned with the use of media in teaching listening.

e. Researcher

This research hopefully gives and adds the researcher's knowledge especially as the candidate of teacher so that as the teacher is ready to entry the education world.

F. Research Methodology

1. Research Design

This research applied a qualitative research design. Qualitative researches emphasize precisely measuring variables and testing hypothesis that are linked to general causal explanations.⁴

Qualitative is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. Qualitative research also defined as multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research studies thing in their natural setting, attempting to make sense of, or interpret, phenomenon in terms of the meanings people bring to them. Qualitative research involves the studied use and a collection of a variety of empirical materials- case study, personal experience, introspective, life story, and interview, observational, historical, interactional and visual texts- that describe routine and problematic moments and meanings in individuals' lives.⁵

Qualitative research is a kind of approach which also called investigation approach because the researchers collect the data through direct communication and interaction with the data source in the research place.⁶

⁴ W. Lawrence Neuman, *Social Research Method* (USA; Allyn & Bacon, 2000),122

⁵ Norman K. Denzin & Yvonna S. Lincoln, *Handbook of Qualitative Research* (USA: SAGE Publications, 1994), 1-2.

⁶ Syamsuddin AR dan Vismaia S Damaianti, *Metode Penelitian Bahasa* (Bandung: PT. Remaja Rosdakarya, 2015), 73.

From all the explanations stated above, it can be concluded that qualitative research is a kind of research which is emphasize on the direct communication between the researchers and the research in the process of collecting data.

This research also applied a descriptive research. In Suharsimi and Arikunto said that “penelitian deskriptif tidak dimaksudkan untuk menguji hipotesis tertentu, *tetapi hanya menggambarkan “apa adanya” tentang suatu variable*”. So it can be stated that in descriptive research was not intended to examine a hypothesis, just give more explanation about “the reality” of phenomena. Therefore, this study merely describes the fact about what happens in the field.

Connecting with the theories above, the researcher organized the research to describe the use of audio visual media on teaching listening to the eighth grade bilingual class students of MTsN Ponorogo. The researcher played a role as observer and interviewer. The researcher and the other informant to get data about the use of audio visual media on teaching listening to the eighth grade bilingual class students of MTsN Ponorogo.

2. Researcher Role

Matthew B Miles and Michael Huberman stated that characteristic of qualitative research are: Conducted through an intense and/or prolonged contact with a “field” or life situation. These situations are typically “banal” or normal ones, reflective of the everyday life of individuals,

groups, societies and organizations. The researcher's role is to gain a "holistic" (systemic, encompassing, integrated) overview of the context under study: its logic, its arrangements, its explicit and implicit rules. The researcher attempts to capture data on the perceptions of local actors" from the inside," through a process of deep attentiveness, of empathetic understanding (verstehen), and of suspending or "bracketing" preconceptions about the topics under discussion.⁷

In this study the researchers as a planner, data collector, and analyzer. In the end of the research, the researcher should report the result of the research from on the use of audio-visual analysis in teaching listening to the eight bilingual class students of MTsN Ponorogo.

3. Research location

This research takes place at MTsN Ponorogo. It is located at Jl. Ki Ageng Mirah Ponorogo. The researcher takes the school as the place of the study for some reasons;

- a. The school is reachable. It enables researcher in conducting the research more effectively.
- b. Audio visual media is being applied in the school. Especially in teaching listening.

4. Data source

Data source was the subject where the data found by the researcher.

According to lofland and lofland "The main data sources in qualitative

⁷ Matthew B Milles and Michael Huberman, An Expanded Sourbook Qualitative Data Analysis (California: Sage Publication, 1994), 6.

research is words and actions, the rest is additional data such as documents and the other”.⁸ The main data source on qualitative research was a group of the word and an action, along with additional content like documents and etc.

Therefore, the data source in this research were words (the information from interview with English teachers, students and whoever involves and correlate with teaching and learning process).

5. Technique of collecting data

In this study, the researcher used the technique of collecting data as follows:

a. Documentation

Documentation is prepared for personal rather than official reasons and includes diaries, memos, letter, and field notes and so on. Documents closer to speech, require more contextualize interpretation.⁹

Documents are all kind of written content or movie. It's used as the data source for many reasons, for the example in many sides are help the researcher to testing, interpreting even predicting.

This technique uses to get the whole data related with history of MTsN Ponorogo, vision and mission of MTsN Ponorogo, infrastructure of MTsN Ponorogo, the list of teachers of MTsN Ponorogo.

⁸Lexy Moleong, *Metodologi Penelitian Kualitatif* (bandung: PT. Rosdakarya, 2009), 157.

⁹ Norman K Denzin, *Handbook of Qualitative Research* (USA: SAGE Publication, 1994), 393.

b. Interview

Interview is kind of dialogue made by interviewer to find out the information concern with informant, researcher uses this method in order to get for data from file sources directly.

Yet, interviewing is one of the most common and most powerful ways we use to try to understand our fellow human beings. Interviewing is a paramount part of sociology, because interviewing is interaction and sociology is the study of interaction.¹⁰ An interview is a kind of communication which has a specific aim. It works by two sides; they are an interviewer and interviewee which complete an answer through interviewer question.

In this study, the researcher has interviewed the three teacher they are Mrs. Haniati Mar'ah, S.Pd and Mr. Supaidi, S.pd and Mrs. Siti Fathul Jannah, S. Pd and two students they are Tazkia Adila Yasmine and Suha Nafisa of MTsN Ponorogo, particularly in the Eighth grade Bilingual Class Students.

The interview was conducted to get more information about the process and the advantages and disadvantages of the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo in academic year 2015/2016.

¹⁰Lexy J. Moleong, *Metodology Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2009), 186.

c. Observation

Thus observation is a kind of technique for collecting data conducted in a way of observing the object of research directly. Observation has a goal of obtaining information by seeing and hearing phenomenon while it is happening. This technique can be useful in clarifying, checking, and classifying the phenomenon.

The researcher used observation method to get the data about the school (MTsN Ponorogo) and the teaching process especially in the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo.

6. Technique of Data Analysis

The data analysis in this research was descriptive qualitative. The purpose of this research was to describe research finding elaborately. From the data that had been gotten by doing observation, interview, and documentation the next step that must be done by the researcher was analyzing the data and presented in a good form. Moleong stated that: “qualitative data analysis is the effort made by working with the data, organize data, sorted them into units that can be managed, synthesize, search and find patterns, find what is important and what is learned, and decide what is important and what is learned and decide what can be told to others”.¹¹

¹¹Lexy Moleong, *Metodologi Penelitian Kualitatif*. (Bandung: PT. Rosdakarya. 2009), 248.

It means that data analysis was the process arranging and analyzing the interview transcript, field notes and other materials from the result of collection data systematically, and accumulated to increase the understanding. The stages of the qualitative data analysis consist of three stages. They were data reduction, data display, and conclusion/ verification. Each of the stages is presented in the following:

a. Data reduction

Data reduction was a stage of summarizing, classifying and focusing on essential things. In this stage, the researcher needs to separate the accurate data from inaccurate data. Through the data reduction, the researcher may focus on the data that will be analyzed.

b. Data display

Data display was a stage of organizing data into patterns of relationship and the data display can make the collected data easier to be understood.

c. Conclusion/ verification

In this stage, the researcher made a conclusion. The Conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and the demands of

the beginning, even when a researcher claims to have been proceeding ‘ inductively.’¹²

7. Checking of Data Validity

The validity level could be done through triangulation. According to William Wiersma, triangulation was qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source or multiple data collection procedures.¹³ In other word, triangulation was the technique used in checking the validity of the data trough the combination of many different tools, perspectives and time in qualitative methods. The aims of triangulation was not to determine the truth about some social phenomena, rather the purpose of triangulation was to increase one’s understanding of whatever was being investigated.

In this study, the researcher used three kinds of technique of collecting data; they were interview, documentary, and observation. Thus, the researcher compared the result of data collection among three perspectives from the teachers, collaborator and the students.

8. Research procedure

There are many types of research methodology. In this study the writer used qualitative research. There are some procedures:

- a. Pre-research phrase, those are: arrange structure of research, choose the placeof research, license letter observation condition place of

¹²Matthew B Mulles and Michael Huberman, An Expanded Sourcebook Qualitative Data Analysis (Calivornia: Sage Publication, 1994), 11.

¹³Ibid., 125

research, choosing and using of informant, and prepare equipment of research.

- b. Research phrase, those are: understanding background of research, enter into research, and join the research together with collection of data.
- c. Data analysis phrase those are: as long analysis and after collecting of data.
- d. Writing of report research phrase.

G. Organization of the Thesis

This thesis is arranged in five chapters. The general understanding about each chapter as follow:

1. Chapter I, Introduction

This chapter displays the general view to get the whole understanding of the thesis. This segment involves background of the study, research focus, statement of the problem, and objectives of the study, significance of the study, research methodology, and organization of the thesis.

2. Chapter II, Theoretical Background and Previous Study

This chapter explains some theory about the definition of teaching listening and audio visual media

3. Chapter III, Research Methodology

This chapter contains research location that consist of vision, mission, and objective of MTsN Ponorogo, the establishing history geographical

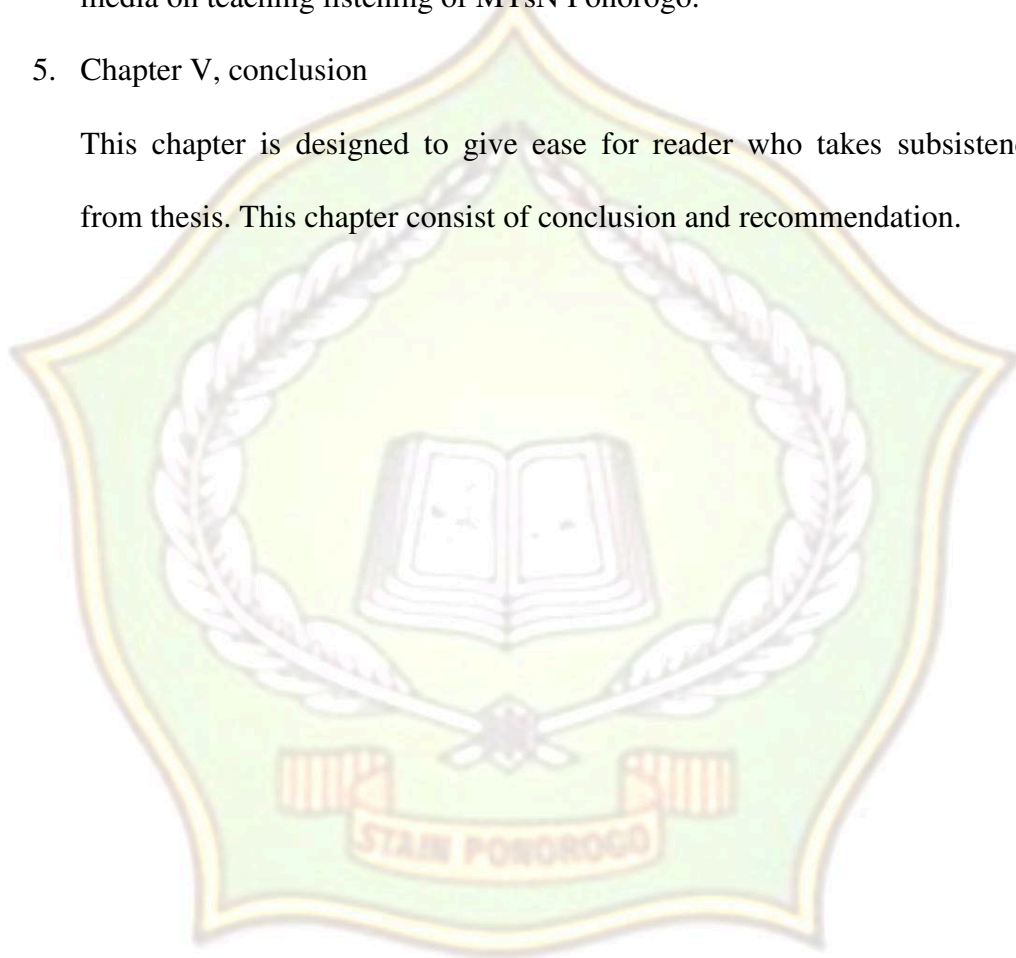
position, organization structure and explanation of special data that consist of data the reason of used teaching listening by using audio visual media in MTsN Ponorogo.

4. Chapter IV, Discussion

This chapter display about analyzing of reason of the use audio visual media on teaching listening of MTsN Ponorogo.

5. Chapter V, conclusion

This chapter is designed to give ease for reader who takes subsistence from thesis. This chapter consist of conclusion and recommendation.



CHAPTER II

THEORETICAL REVIEW AND PREVIOUS STUDY

A. Theoretical Review

1) Teaching Listening

a. Definition teaching

Teaching is one of the important activities in education. In teaching, teachers make a good interaction with students in order to the materials can be presented and students can accept it easily.

According to Douglas Brown, “Teaching is process showing and helping someone to learn to do something, giving instruction, guiding in the study, providing the knowledge, causing to know or understand”.¹⁴ So, teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Thus, teaching is the activities of transferring knowledge from teachers to students until they are understand about it. J. Michael O’Mallay said, “In the classroom, teachers act as models and demonstrate mental processes and learning strategies by thinking aloud to their students. They also act as mediators by helping students use strategies to understand and organize information and by showing them how to become autonomous learners”¹⁵

¹⁴ Douglas Brown, Principles of Language Learning and Teaching 5th edition (San Francisco: Longman, 2000),8.

¹⁵J. Michael O’Mallay, Anna Uh I. Charnot, learning Strategies in Second Language Acquisition (Australia: Cambridge University Press, 1995), 188.

b. Definition of Listening

Listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, the first skill taught is listening. Because, with listening skill the pupils will be easier to learn foreign language and what the students hear is the main source of the foreign language.

When you are talking to somebody who is saying something in everyday life, we usually understand what is being said and we say so we nod or we comment, or we show in some way that we know what the order person is saying. If we don't understand, than we usually say so at once. We, very seldom, wait until the end of a conversation or a story or an announcement and than start answering question about what we have heard.¹⁶

Furthermore, those considerations of how people learn their own language soon leads to the obvious primacy of listening. Some modern theoreticians make the distinction between language learning (conscious) and language acquisition (unconscious). If this distinction accepted, it is clear that listening once again assumes particular significance as, in addition to what is listening to, much of what is only heard influences the unconscious acquisition process.¹⁷

¹⁶Wendy A. Scott and Lisbeth H. Ytreberg. Teaching English to Children (London New York: Longman, 1990), 22.

¹⁷Michael Lewis and Jimmie Hill. Practical Techniques for Language Teaching (Boston: Thomson Heiline, 2002), 31.

c. Listening can be divide into sub-skills

Teachers recognise that speaking is a complex process and frequently correct. students' mistakes in different areas pronunciation, structure, stress, intonation. In the same way when students write, a wide variety of mistakes are noted and corrected. With the receptive skills listening and reading, the students can repair the mistakes of the differences area of pronunciation, structure, stress, and intonation. Like the productive skills, listening and reading can be divided into several sub-skills.

Among the sub-skills of listening are:

- 1) Ability to follow the general trend of what is said
 - 2) Ability to understand specific details
 - 3) Ability to check a specific piece of pre-knowledge against what is said
 - 4) Ability to understand the speaker's intention (why did/(s)he say something?)
 - 5) Ability to understand the speaker's attitude (how (s)he felt)
- Students' listening skills will be improved more efficiently if teachers aim to teach sub-skills, as well as global listening comprehension.¹⁸

¹⁸Ibid.,62

d. The techniques of teaching listening

Listening, the most neglected part of communication falls into several categories. The knowledge of it will help us to choose the best kind of listening to be an affective communicated. This knowledge distinguishes the effective listeners from ineffective ones besides making one an effective listener.¹⁹

1. Direct student' listening, particularly if it taped

When using language outside the classroom, the user has many clues to help him or she to anticipate what will be said the context, what was said earlier in their conversation, knowledge of the other participants(s) in the conversation, etc. It is artificially difficult to ask student to do listening practices without providing them with preparation which allow using anticipation.

The amount the preparation which may be necessary varies according to the class, the level the difficulty of the material and the student's language level. It ought, however, always to include two elements-first, some kind of general, thematic instruction-the students should be told "what it is about", secondly, they should be given some kind of guidance on the structure of what they are going to hear. This is done most effectively by giving them two or three question in the correct order before they listen, so that the basic sequence of ideas mentioned in the passage is clear to them.

¹⁹ Michael Lewis and Jimmie Hill, Practical Techniques for Language Teaching (Boston: Thomson Heiline,2002), 62.

2. Lets students hear “the real thing” from early in their course.

A moment’s reflection reveals that when learning your mother-tongue you begin by listening. Foreign language teaching has usually been very different. Because it has been based on carefully structure progression. And people rarely speak for more than a sentence or two using the same structure, listening has either not been tough, or been introduced relatively late in the course. Listening to tape recorder material, no matter how good the quality of the taping, share all of these difficulties. Many students, including those who could converse reasonably effectively face to face, find extended listening to tape recordings extremely damaging. The warning for teacher is clear-first, the student listening must be prepared; secondly, no students should be asked to listen for more than students can listen to tape before concentration wanders.²⁰

3. Make sure students can hear the different between similar sounds

Student need to recognize differences before they can be expected to produce the different themselves. The students’ native language may perhaps not have one or other (or perhaps either) of the sounds /k/, /g/.

Top test if they can hear the distinction, write a minimal pair containing the difference on the blackboard.

²⁰Ibid.,63

| | |
|-----|-----|
| 1 | 2 |
| Cot | Got |

As the call out (chorally) you can tell how many of the class can hear the distinction.

4. Use a variety of listen and respond activities

In real we listen for only one reason to understand a message, but for many other things which will the language learning process. Here is something students can listen for:

1. Words and phrases which are understood but not familiar
2. Words and phrases that are familiar but not understood
3. A particular grammatical feature-personal pronoun, present continuous, expression with of etc.
4. Word connected with a particular them

In each case you could invite the students to response no verbally- by, for example, raising a hand-as they notice the feature they are listening for.²¹

e. Models of listening process

There are several models have been developed to explain how the listening process:²²

1) The bottom-up model

According to the bottom-up model, listeners build understanding by starting with the smallest unit of the acoustic

²¹Ibid.,62- 64

²² John, Flowerdew, Second Language Listening Theory and Practice (Cambridge: Cambrige University Press, 2005), 24.

message: individual sounds or phenomenon. These are combined into words, which, in turn, together make up phrase, clauses, and sentences.

Finally, individual sentences combine to create ideas and concept and relationship between them. According this model of communication, the sender encodes a message, which phases along the communication channel in the form of a signal and is than decoded by the receiver.

2) The top-down model

The top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sound and words. For example, when presented with sound/ make/ it are not possible to predict which sound follows it. However, if presented with the sound in a context such as “the cast sat on the/ make/,” then it is quite easy to predict that the following sound is likely to be/ t/. This suggests that listener rely on more than just the acoustic signal to decode verbal message; they rely on the prior contextual knowledge as well.

3) The interactive model

The interactive model listening involve both bottom-up and top-down processing, it follows that some short of model that synthesizes the two is required. The theory was develop

within the context of reading, but which applies equally well to listening, language is processed simultaneously at different level.

f. Process Teaching Listening

Six stage of listening: hearing, attending, understanding, remembering, evaluating, and responding. these stages occur in sequence, but they generally performed with little awareness an often rapid succession

1) Hearing : It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention

2) Attention : Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, sudden noise are attention getters; attention to more commonplace or less striking stimuli requires special effort; postural adjustments are aided by physical changes in sensory receptor organs; receptor adjustments might include tensing of the ear's tympanic muscle for better response to weak sounds

3) Understanding : To understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have

perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

4) Remembering : It is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

5) Evaluating : It is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

6) Responding : This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the

speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.²³

g. The difficulties of Listening

Second language learners need to pay attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult. The following eight characteristics of spoken language are adapted from several sources.²⁴

1) Clustering

In spoken language, due to memory limitations and our predisposition for “chunking”, or clustering, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension.

2) Redundancy

The next time, you are in a conversation, notice the rephrasing, repetitions, elaborations, and little insertions of “I mean)and “you know”. Such redundancy by first becoming

²³<http://www.articlesfactory.com/articles/communication/stages-of-the-listening-process-explained.html>

²⁴ H. Douglas Brown, *Teaching by Principle on Interactive Approach to Language Pedagogy*(San Francisco: Longman, 2001), 252-254.

aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy.

3) Reduced forms

Reduction can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contraction like “I’ll”), syntactic (elliptical forms like “When will you be back?” “Tomorrow, maybe”), or pragmatic (phone rings in a house, child answers and yells to another room in the house, “Mom!Phone!”). These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

4) Performance Variables

Everyday causal speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, “We arrived in a little town that there was no hotel anywhere” is something a native speaker could easily self-correct. Other ungrammaticality arises out of dialect differences (“I don’t get no respect”) that second language learners are likely to hear sooner or later.

5) Colloquial Language

Learners who have been exposed to standard written English and/or “Text book” language sometimes find it

surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

6) Rate of Delivery

Virtually every language learner initially thinks that native speakers speak too fast! Actually, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread, in listening the hearer may not always have the opportunity to stop the speaker.²⁵

7) Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Also intonation patterns are very significant not just for interpreting straightforward elements such as questions, statements, and emphasis but for understanding more subtle

²⁵Jack Richards .1983

messages like sarcasm, endearment, insult, solicitation, praise, etc.

- 8) Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. So, to learn to listen is also to learn to respond and to continue a chain of listening and responding.²⁶

2) Audio Visual Media

a. Definition of Audio Visual Media

Defines it as electronic storage of moving images. He adds that any electronic media format that employs “motion pictures” to present a message can be referred to as video.²⁷ Audio visual media is the media that bring out the message or information through, the sound and visual from examine video, cassette, film, etc.²⁸ Audio visual media for teaching is intended as a message containing materials in the form of educational (tape or disk sound) that can stimulate the mind, attention, and willingness of English students resulting in learning and teaching process.

b. Characteristics of Audio Visual Media

One of the characteristics of realism, assume that the perfect learning can only be achieved if used audiovisual materials are closer

²⁶Ibid., 252-254

²⁷Mimi Kirana. The Use of Audio Visual To Improve Listening. University of Syiah Kuala, Banda Aceh

²⁸Nana Sudjana, Media Pengajaran (Bandung: PT. Sinar Baru Algensindo, 2001), 129.

to the reality. Meanwhile, according to Miller, et al. (1957), more audiovisual material properties that resemble the realization, the more easy-going learning. Hence there is the tendency on the part of teachers to provide teaching materials as much as possible by providing an explanation approaching realises lives and experiences of the students.²⁹

Audio-visual media promotes auditory and visual sense. Quality presentation using audio-visual provides more knowledge than just using one of the two senses.³⁰ So it can be concluded that the equipment will be more fully sovereign, when the media is added to the audio-visual media. So not only with hearing but a students can also seeing with a clearer description.

Djamarah and Zain in Nana Sudjana states that audio-visual media have some characteristics such as “(a) The ability to increase perception, (b) the ability to increase the understanding, (c) the ability in increasing of transferring in learning process, (d) the ability to provide reinforcement (reinforcement) or knowledge of the result achieved, (e) the ability to improve retention (memory).”³¹ Thus, the audio-visual media can increase students’ perception, understanding, and transmission of knowledge, reinforcement, and retention.

²⁹SyaifulBahriDjamarah and Aswan Zain, StrategiBelajarMengajar (Jakarta: PT. RinekaCipta, 2002), 54.

³⁰SyaifulBahriDjamarah and Aswan Zain, StrategiBelajarMengajar (Jakarta: PT. RinekaCipta, 2002), 54.

³¹Ibid.,55

c. Some Principles for Using Audio Visual Media

It needs to be remembered that audio-visual media aids are just that-aids. They will not take over the teaching task and, unassisted, do all that the teacher can and should do. It is not unusual to find an enthusiastic teacher presenting finding little continuity, cohesion, or sequence, becomes confused and frustrated. More common in teaching, however, is the other extreme, in which the teacher, either convinced that the teacher word and methods are the only ways, or fearful of audio visual media, seldom or never uses these valuable material and techniques. A few guidelines may be of value:

- 1) Audio visual are seldom expected to teach by them. Use of audio-visual requires the same careful planning as any other activity, and they should be an integral part of the lesson, well chosen, and used where most appropriate.
- 2) Audio visual should be carefully selected. In selection of audio visual materials, the teacher should give thought to their suitability, their relation to the material being studied, the age, maturity, and comprehension level quality, how up-to-date the materials are, and their educational values as opposed to their entertainment value.
- 3) Audio visual should prepare for use. Before using the media or materials with the students, the teacher should examine it carefully and make notes and comments for its presentation.

4) Prepare the class for the audio visuals. Tell the students what they are going to see, hear, or do, why this is being used, what they are to look for, and how it relates to class work. Devise some question that may be used before the presentation or may be answered after its use. Always have an alternate plan for use if something should go wrong; if the machinery should break down or the audio visuals prove unsatisfactory. Turning on the projector and starting the film should never be the signal for the teacher to leave the room; the teacher should remain with the class to be sure that they are getting the most from the materials presented.

5) No one kind of materials should be relied upon to the exclusion of others; neither should materials be used just to occupy time. These must be an educational purpose and value, and to achieve this best it is desirable to use a variety of materials, selecting that which most adequately serves the immediate purpose.³²

d. Kinds of audio visual media

The audio visual media is a kind of teaching devices brings some advantages in use. Film and television are two instructional devices which involve the use of both auditory and visual senses at the same time. They are many kinds of audio visual media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing them.

³²Alwin W. Horward, Teaching in Middle Schools (United State of America: International Textbook Company, 1968), 145-147.

According to Anderson in Asnawir, audio visual media classified into two kinds as follows:³³

1. Audio visual projected: sound slide
 2. Motion audio visual: sound motion film, video/VCD, television
- e. The benefits of using audio visual media in the classroom

There are many benefits of using AVM in the classroom.

The advantages of using video in general include:³⁴

- 1) Motion: moving images have an obvious advantage over still visuals in portraying concepts in which motion is essential to mastery (such as psychomotor skills).
- 2) Processes: operations such as assembly line steps, science experiments or even cooking classes, in which sequential steps are critical, can be shown more effectively.
- 3) Dramatization: dramatic recreations can bring historical events and personalities to life. They allow students to observe and analyze human interactions.
- 4) Skills learning: research indicates that the mastery of physical skills requires repeated observations and repeated practice.
- 5) Affective learning: because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.

³³Asnawir and Basyiruddin Usman. Media Pembelajaran. (Jakarta: Ciputat Pers, 2002), 130

³⁴Mimi Kirana. Journal (The Use of Audio Visual To Improve Listening). University of Syiah Kuala, Banda Aceh. 239-240

- 6) Cultural understanding: students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies.

There are many benefits of using AVM in the classroom. Some of the benefits of using AVM in the classroom for young learners are as follows:

- 1) Video communicates meaning better than other media.
- 2) It presents language in context in ways that a recording cannot. Learners can see who is speaking, where the speakers are, what they are doing, and most importantly can watch their body language. All these visual clues will help comprehension.
- 3) Video represents a positive explanation of technology.
- 4) Teenagers, in particular, have a positive attitude towards television and video; it is seen as being more modern compared to books.³⁵

3) Advantages and Disadvantages of Audio Visual Media

a. Advantages of using audio visual media

There are twelve advantages of audio visual aids:

- 1) the student becomes more active due to the involvement of more than one sense organ,
- 2) it allows more freedom to students,
- 3) the student's attention becomes intensive,

³⁵Ibid.,240

- 4) it provides students with opportunities to handle and manipulate certain things and articles,
- 5) students can be more motivated,
- 6) it provides first hand experiences where students can view a demonstration and get direct experience,
- 7) it is relatively easy to understand,
- 8) it reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning,
- 9) it can provide opportunities to include scientific attitudes and to give training in scientific methods,
- 10) it can stimulate students to ask more questions and lead them to make further investigations,
- 11) teaching is more effective and learning is easier,
- 12) AVM can help the teacher to teach lessons more effectively and also to create more interest from students.³⁶

Based on the description above the researcher concludes that audio visual media is powerful tool that help students in learning listening. Students will get more active in learning and they have different opportunities and experiences that motivated them. The teacher also can be creative in teaching learning process.

b. Disadvantages

³⁶Ferikurniawan. The Use Audio Visual Media in Teaching Speaking .University of Syiah Kuala, Banda Aceh

- 1) Technical problems
- 2) Students distractions
- 3) Expensive
- 4) Time consuming
- 5) Need space
- 6) convenience³⁷

B. Previous Study

WidyaDwiAstuti S.A with the title “*Teaching Listening Comprehension Using Song Dictation Qualitative Research In Al-MawadahPonorogo*” The problem statements of this research are; why is the song dictation strategy applied in teaching listening, how is the implementation of song dictation strategy, and what are the advantages of applying song dictation in teaching listening. The result of the study shows that the reason implementing this strategy because tenth grade students ability is enough and the material of listening comprehension make students feel bored. The implementation of song dictation strategy gives great contribution both to the teacher and student especially in teaching listening. The students feel enjoy, interest and they have good interaction each other. It is presented by giving texts song form song dictation. Based on the song she asks the students to listen to the cassette and fill the gaps with the suitable words. Then students study and understand the text of song, after that student make a

³⁷ http://www.ehow.com/list_6717310_disadvantages-audiovisual-aids-teaching.html

conclusion from the texts. It is applied in three steps, pre-listening activities, while listening activities, and post-listening activities.

LutfianaKusumaWardani with her title “Teaching Listening Using *Toeic Oriented Program For The Twelfth Grade Accountancy’s Students of SMKN 1 Ponorogo In Academic Year 2010/2011* “ This research formulated the problem as; the historical background of teaching listening using TOEIC oriented program for the twelfth grade accountancy’s 1 students of SMKN 1Ponorogo in academic year 2010/2011, the implementation of teaching listening using TOEIC oriented program for the twelfth grade accountancy’s 1 students of SMKN 1 Ponorogo in academic year 2010/2011, the advantages and disadvantages of teaching listening using TOEIC oriented program for the twelfth grade accountancy’s 1 students of SMKN 1 Ponorogo in academic year 2010/2011.

From this research can be concluded that; first the historical background of the teaching listening using TOEIC oriented program for the twelfth grade accountancy’s 1 students of SMKN 1 Ponorogo in academic year 2010/2011 is to make the students comprehend English well. Secondly, the implementation of teaching listening using TOEIC oriented program for the twelfth grade accountancy’s 1 student of SMKN 1 Ponorogo in academic year 2010/2011 is including the objective, the listening material and classroom activities. For the objective is to help the students to understand the spoken English well, in addition, the listening material is consisting of conversation and part IV is short talks. Furthermore classroom activity is

consisting of pre-activity, whilst activity and post activity. The last discussion is concerning to the advantages and disadvantages of teaching listening using TOEIC oriented program for the twelfth grade accountancy's 1 students of SMKN 1 Ponorogo in academic year 2010/2011. It's given many advantages to the students such as increasing their English comprehension. Particularly improves their listening comprehension.

LiaKhusununUbayati "Implementation of Hypnoteaching in Teaching Listening to the Students of SMK Negeri 1 Ponorogo in Academic Year 2011/2012" The problem statements of this research are; why is hypnoteaching implemented in teaching listening to the students of SMK Negeri 1 Ponorogo in academic year 2011/2012, how is the implementation of hypnoteaching in teaching listening to the students of SMK Negeri 1 Ponorogo in academic year 2011/2012, what are the advantages of hypnoteaching in teaching listening to the students of SMK Negeri 1 Ponorogoin academic year 2011/2012.

The result of the study first, teaching listening in senior high school is not a simple process, 34 from 43 students in X AK 2 SMK Negeri 1 Ponorogo. Still get difficulty in concentration. Second, the students feel tired and bored. They needs relax condition and the implementation of hypnoteaching there are several steps. Such as pre-induction, induction, deepening, depth level test, suggestion and termination. The advantages of hypnoteaching in teaching process, students can study comfortably, student

can get good value. It is needs long preparation, enough time, and also comfortable place.

NurulSyamsyati with her title “Developing Audio Visual Media in Teaching English to the Tenth Grade Sstudents at Sman 1 GegerMadiun in Academic Year 2010/2011”

This research uses qualitative approach, to know (1) what kind of audio visual media developed in teaching English to the tenth grade students at SMAN 1Geger Madiun (2) why are audio visual media developed in teaching English to the tenth grade students at SMAN 1 GegerMadiun (3) how are audio visual media developed in teaching English to the tenth grade students at SMAN 1 GegerMadiun in academic year 2010/2011 (4) what are advantages and weakness of developing audio visual media in teaching English to the tenth grade students at SMAN 1 GegerMadiun

According to the research it can be concluded: the kind of audio visual media that are usually developed at SMAN 1 GEGER are 10% using film in teaching English. 8,31% their class sometimes develop vcd, 63,33% very often using slides (ppt) and with tape recorder and 13,3 % sometimes using computer. The reason of developing that media because: that school going to be a school of media source, to get rid of student’s bore in studying using the old method, and to solve the student’s difficulties in understanding the grammar and also others problems face in learning process.

The differencesbetween this research with another research is situation on strategic for the delivered of material. When delivery the material using

audio visual media, the teachers used video that appears to be making more students enjoy than just listen to a song, oriented program or with hypnoteaching method. The result using audio visual media much more interesting that students are more to catch of materials with easy, it is because the video are not just produce sound but also can show motion pictures more easily to be understood.



CHAPTER III

DATA DESCRIPTION

A. GENERAL DATA

1. The History of Establish MTsN Ponorogo

MTs ponorogo a formal education same level to secondary school (junior high school) and is typically called the junior high school of Islam that the character of which is established or organized by the Department of Religion.

As for encouraging the establishment of MTs in Ponorogo is at that time only one MTs Ponorogo located in the village of Karang Gebang Jetis Ponorogo. Beside that, there are many private MTs emerge at the time. So that in 1979 the head office of the Department of Religion Ponorogo make recommendations to ministers of religion to bring order decree nationalization of some private MTs in Ponorogo. Then in 1980 it there came penegerian letter, but who got the status of private MTs penegerian not exist in Ponorogo, but on displacement MTsN of MTsN Gentong to district ngawi.

Then when penegerian MTs, by kakandepag Ponorogo set and placed in administrative districts at Setono Jenangan Ponorogo district. At that time is MTs incoming daylight occupying the building Madrasah Ibtidai'yah "Maarif" at Setono by the number of students by 80 students consisting of two local. Later in the year 1981/1982 in relation the situation and conditions at the time, the location of MTs ponorogo

plampitan was moved to neighbourhood at the edge of the highway department Ngebel. This new location MTs student entered in the morning Ponorogo entirely. In 1982/1983 the number of students in grade one as many as 104 students. Second grader 96 students, 76 students third grade. Then, the total numbers of students in MTs are 276 students. While the implementation of learning activities of students MTs Ponorogo. When, it is rent a house Mr. Harjo Tunggul and Mr. Parto Jikan house in the neighbourhood Plampitan at Setono village, Ponorogo district.

MTsN Ponorogo is the only MTsN that is located in the suburbs, precisely on Jl. Ki Ageng Mirah no. 79 east of the town of Ponorogo. Is surrounded by some of the junior high school are: SMPN 1, SMPN 2, SMPN 5, SMPN Jenangan and SMPN Siman. So, the since establishment in 1981 less enthused by the surrounding community, because most parents prefer to send their children in SMP than in MTs. As a second choice for the public school MTsN Ponorogo continue to improve it self by trying to improve the quality of human resources educators through training and encouraged him to learn more of higher education (S-2) in accordance with their respective fields. Similarly completeness learning tools continue to be improved.

Since the last three years after the computer rooms' facility with a complete 25 units of computers that can be used to access the Internet 24 hours, MTsN Ponorogo starts demand by the public. This is

shown by the number of classrooms that continues to increase. Until the academic year 2008/2009 the number of classrooms is 17 class consists of class VII grade 6, grade 6 class VIII and IX grade 5 class with a number of 625 students. And because of the limited amount of space on the admission of new students learn the academic year 2008/2009 the number of students who received no more than 50 students.

Based on the above conditions, then begin the school year 2008/2009 MTs Ponorogo under the leadership of Drs. H. Imam Asj'ari, SH., M.Pd ventured to open "Class Acceleration Program" in order to serve students who have the ability above average. And at the same time to show the public that the Madrasah is not supposed to be the second choice in sending their sons and daughters, because the program accelerated classes in MTsN Ponorogo is the first program in environmental a good general education and Islamic schools in the area Ponorogo.

The first bilingual was named RMBI if at RSBI junior high school, in 2001 for one and a half years, since the program RMBI removed then program RMBI also deleted. From some of the proposals the madrasah program RMBI then replaced with the name Bilingual, its main purpose is emphasized Arabic and English.

Personal Data MTsN Ponorogo in the early establishment of the year 1982/1983 position description

| No | Name | Statements |
|----|------------|---------------------|
| 1 | Muslim, BA | Head Master of MTsN |

| | | |
|----|-------------------|------------------|
| 2 | Su'udi, BA | Chairman of MTsN |
| 3 | Muhadi | Teacher of MTsN |
| 4 | Muh Syamsi, BA | Teacher of MTsN |
| 5 | Ismat, BA | Teacher of MTsN |
| 6 | Kurantomo, BA | Teacher of MTsN |
| 7 | Suprpto, BA | Teacher of MTsN |
| 8 | Drs. Edhy Mahfudz | Teacher of MTsN |
| 9 | Marni Abidin, BA | Teacher of MTsN |
| 10 | Markum, BA | Teacher of MTsN |
| 11 | Sutarto Karim, BA | Teacher of MTsN |
| 12 | Sandi Idris, BA | Teacher of MTsN |
| 13 | Ma'sum Umar, BA | Teacher of MTsN |
| 14 | Asmuri | Staff of MTsN |

In the year 1983/1984 MTsN Ponorogo project has obtained a list of entries (DIP) a building consisting of four rooms and one room office, but after DIP decreased soil has not been available until thanks to the hard work of party MTs Ponorogo they finally got the gift of land width of 4.209 M

To further MTs Ponorogo until now has been occupying a magnificent building located in KI Ageng Mirah street No. 79 Japan Babadan.³⁸

2. Vision and mission of MTsN Ponorogo

Vision of MTsN Ponorogo is:

“Superior in quality, relying on the faith and taqwa”

Vision, Mission and Objectives Madrasah

a. Vision MTsN Ponorogo

Vision MTsN Ponorogo is:

³⁸ Look at transcript documentation no. 01/D/11-V/2016 in appendix as the result of this research

"Indonesian Muslim personal formation that berakhlak noble, global-minded, intelligent, skilled, air-IMTAQ and air-Science".

b. Mission MTsN Ponorogo

1. Cultivate an attitude and behaviour that amaliah Islamic and cultural values of the nation in real life.
2. Develop an international standard curriculum for the subjects of Mathematics, English, and Arabic to adopt or adapt the curriculum of developed countries.
3. Conduct learning by utilizing a variety of sources (multi resources) and is based on information and communication technology.
4. Implement the process of active learning, innovative, creative, effective, cooperative, communicative and inspirational to learners.
5. Growing environmental awareness spirit of social, environmental, physical and cultural environment.
6. Fostering the spirit of competition in the various competencies for all citizens madrasah.
7. Developing the potential and creativity of the schoolcommunity are superior and able to compete in both the national regional and international levels.
8. Implement madrasah-based school management and other relevant agencies in the form of MOU.

9. Establish partnerships with schools / madrasah superior and colleges as a companion institutional development, human resources, curriculum and learning activities in the form of MOU.

3. Interest MTsN Ponorogo

Based on the vision and mission above, destination MTsN Ponorogo is as follows:

- a. Developing the potential of students and citizens all of madrasah.
- b. Creating an atmosphere of Islamic madrasah environment and global perspective.
- c. Following the development of science and technology international.
- d. Produce graduates (output) that is able to compete in the international world.³⁹

4. The Goal of MTsN Ponorogo

Based on the vision and mission above, destination MTsN Ponorogo is as follows:

- a. develop students and all citizens madrasah
- b. create an atmosphere of Islamic madrasah environment and global perspective
- c. follow the development of science and technology international
- d. produce quality graduates (output) that is able to compete internationally

5. Geographic Location of MTsN Ponorogo

³⁹ Look at transcript of documentation no. 02/D/11-V/2016 in appendix as the result of this research

Location of MTsN Ponorogo is at Ki Ageng Mirah street. The phone numbers 0351 461 227 79, Japan, Babadan Ponorogo. Madrasah located not far from the road in front of SMK Negeri 1 Jenangan very easily accessible public transportation.

6. Organization structure and personnel of MTsN Ponorogo

Head master of madrasah : Moch. Haris, M. Pdi

Waka of madrasah : Muh. Busri, S. Ag

Student affairs : Harianto, M. Or

Curriculum matters : Supaidi, M. Pd

Sarpras affairs : Budi Santoso, S. Pd

Public affairs C : Masyhudi, M. Pdi

1. Team teaching :

Chairman : Endang Ratnawati, S. Pd

Koor Academic : Hanawati Ma'rah

Koor Non Academic : Tafakrur Rohman, S. Ag

English Language Development : Sofvan Alfatah, S. Pd

Arabic Language Development : Ahmad Magfur, S. S⁴⁰

2. Bilingual manager

Chairman : Siti Fathul Jannah, M. Pd

Secretary : Ginanjar Wijaya L

Treasurer : Ana Rahmawati, S. Pd⁴¹

⁴⁰Look at transcript of documentation no. 03/D/11-V/2016 in appendix as the result of this research

⁴¹Look at transcript of documentation no. 04/D/11-V/2016 in appendix as the result of this research

7. Condition of the teachers at MTsN Ponorogo

Teachers have an important role in an educational institution. Teacher is the most powerful person in the classroom. That is why teacher become the centre of attention because a big role in any effort to improve the quality of the learning process and learning outcomes.

The numbers of the teacher who teach in MTsN Ponorogo are 71 persons. To understand the situation of teachers in MTsN Ponorogo, it is personated clearly in documentation transcript.

8. Condition of the students at MTsN Ponorogo

The students of MTsN Ponorogo are 809 students. It consists of 378 male students and 431 female students. It presented clearly in documentation transcript.⁴²

9. Condition of staff at MTsN Ponorogo

The staffs at MTsN Ponorogo are 74 people. The identity of the staff in MTsN Ponorogo outline clearly at documentation transcript.

10. Facilities and infrastructure of MTsN Ponorogo

Facilities and infrastructure are a component that also determines the success of the learning process. Education process that is supported by sufficient infrastructure, the learning process can run smoothly. In addition; educational purpose can be maximal achieved as expected. Facilities and infrastructure of MTsN Ponorogo consist of classroom, mosque, UKS, language laboratory, computer laboratory, etc.

⁴² Look at transcript documentation no. 05/D/12-V/2016 in appendix as the result of this research

The list of building condition can be seen clearly at documentation transcript.⁴³

B. SPESIFIC DATA

- 1) The Use of Audio Visual Media on Teaching Listening to The Eight Grade Bilingual Class Students of MTsN Ponorogo In Academic Year 2015/2016

Media is one of components that is use to transfer knowledge from teachers to students. So, every teacher uses the media to interest students' attention. The teacher of MTsN Ponorogo applies audio visual media (learn with speaker active and look at projector) in teaching listening at VIII B bilingual class. The teacher told the students to look for videos of the material to be learned. Then the teacher asked one of the students to show them on the front and the other students to listen to the content or purpose of the video. After that, the teacher gives feedback to the students to determine their understanding of the material to be delivered through video displayed on the front. Once the lesson is complete teacher assigned tasks to the students to make a video that was done in groups that theme or topic of his videos has been determined by the teacher.⁴⁴ The reason of steps for using the audio visual media according to Mrs. Haniati Mar'ah, S. Pd, the English teacher to eighth grade bilingual class students of MTsN Ponorogo, as follow:

⁴³Look at transcript documentation no. 06/D/12-V/2016 in appendix as the result of this research

⁴⁴Look at transcript of observation no. 01/O/04-V/2016 in appendix as the result of this research

“My students are instructed to look for video on the internet, is within their listening lesson material which will be studied. Then one of them I gave orders to display in front of by using the LCD and the active speaker as the loudspeaker, after which the other disciples’ listened video are displayed on the front of. After that, I give them feedback, to determine their understanding of the listening material in the show through the video. This media is very effective, because the students are more excited than manual or lecture like that. Using the media also help the students more focused, easier to understand the material, and not easily bored in learning. Students are more motivated; students are also more active in learning”.⁴⁵

From the result of interview above, the reason of using audio visual media in teaching listening materials of English are effective to support the teaching learning process. It will be better if the lesson supported by audio visual media make the process of teaching and learning more interesting. Audio visual media also can make the students focus on material and more understand.

While the result of interview with Mrs. Siti Fathul Jannah, S. Pd, the chairman of the bilingual program in MTsN Ponorogo about the reason of using audio visual media on teaching listening materials of English as follow:

“This media makes the students more motivated. Because using these media in learning listening very easy for students to understand the material that given by the teachers. And the media also makes the students

⁴⁵ Look at transcript of interview no. 03/I/7-V/2016 in appendix as the result of this research

more relaxed in learning listening because they are easier to remember material in teaching".⁴⁶

From the result of interview above, the reason of using audio visual media on teaching listening are to give motivated to the students for study hard. Audio visual media can make students easier to remember material in teaching listening. With this media the students more focus better on teaching and learning process so they will be understand the material that given by the teacher.

While the result of interview with Mr. Supaidi, S. Pd, deputy head of affairs curriculum in MTsN Ponorogo, about the reason of using audio visual media on teaching listening materials of English as follow:

“Actually, we provide a lot of media that can be used by teachers of which there is an active speaker, LCD, internet, computer, etc. So, listening learning the teachers usually uses audio-visual media (active speaker and LCD). Thus, students do not feel bored; they become the spirit of learning. Because, with the using these media that students are motivated to be more active in their learning and become more creative”.⁴⁷

From the result of interview above, the reasons of using audio visual media on teaching listening are to make students more active in teaching and learning process. This media also make stimulate the students to think more creative and make they are don't fell bored because, studying all times from morning until afternoon make they are bored. So, these media is more helping the students in learning process.

⁴⁶Look at transcript of interview no. 02/I/5-V/2016 in appendix as the result of this research

⁴⁷ Look at transcript of interview no. 01/I/5-V/2016 in appendix as the result of this research

According to Tazkiya Adila Yasmine the student of 8 B bilingual

class :

“So, the teachers deliver the listening materials by using audio-visual media are the LCD and the active speaker. But at school we also provide free internet facility and we learn to use laptop. in the delivery of listening material, usually teachers using video. Not only is the sound but we could see that our visual images make it easy to understand the material presented by the teacher listening. This media is very helpful at all and by using these media also makes the classroom atmosphere to be enjoyable, relaxing, also makes students more regularly not crowded. The media is very helpful for us to understand the subject matter and we prefer teachers to use the media rather than models such lectures”.⁴⁸

According to Suha Nafisa the student of 8 B bilingual classes:

"When is listening learning, teachers often use active speakers and LCD as a medium for delivered the listening materials. The material is delivered by the teacher it is a video, it is easier for us to learn listening. So when the teacher entered the classroom, the teacher told us to look for a video on the internet using a laptop we had brought wit internet facilities provided by the school, after which we are instructed to present the video that we find in front of students to another by using LCD and active speaker as the speaker to sound by one class. After we had finished presenting the video, the teacher gives us ourselves-questions with videos that we show. After finishing of the lessons the teacher gives us assignments, in groups to create videos that match the theme or the material we learned earlier.

⁴⁸Look at transcript of interview no. 05/I/11-V/2016 in appendix as the result of this research

Then at the next meeting we presented our duty group by group”.⁴⁹

The reasons from some students VIII B bilingual class of using audio visual media help their in learning listening. This media are making their easy to understand the material that given by the teacher and the media is very helpful for us to understand the subject matter, because they not just listen but they can see the picture. By using these media also makes the classroom atmosphere to be enjoyable, relaxing, also makes students do not feel sleepy.

Based on the result data from the informants above, it can be concluded that there are some reasons the use audio visual media on teaching listening to the eighth grade bilingual class students of MTsN Ponorogo in academic year 2015/2016. The reasons are the using audio visual is the teacher instructs their students to look for video on the internet, than their students to present the front of in the class. After this the teacher gives the feedback to know the students’ understanding of the listening material. Audio visual media more effective to support the teaching learning process, Audio visual media also can make the students focus on material and more understand, make motivated the students for study hard, Audio visual media can make students easier to remember material in teaching listening, make students more active in teaching and learning process, this media also make stimulate the students to think

⁴⁹ Look at transcript of interview no. 04/I/11-V/2016 in appendix as the result of this research

more creative, By using these media also makes the classroom atmosphere to be enjoyable, relaxing, also makes students do not feel sleepy.

2) The Advantages and Disadvantages of The Use Audio Visual Media on Teaching Listening to The Eight Grade Bilingual Class Students of MTsN Ponorogo.

There are several advantages of using media in teaching listening. This is in according to an interview with Mrs. Haniati Mar'ah, S. Pd, the English teacher to eight grade bilingual class students of MTsN Ponorogo, as follow:

“The advantages of audio-visual media are to make the students more focused on learning. They are highly motivated; students become more active in the learning process. Students are also easier to understand the subject matter; students are not easily bored during the learning process. The disadvantages is when the teacher would use the media, sometimes the media is damaged. Sometimes borrowed by other classes and had to take turns to use it. And we also take advantage of the internet to deliver the material but the network is sometimes slow and disconnected. Sometimes when teachers want to use it in teaching listening, electricity dies so difficult for teachers to use them”.⁵⁰

From the result of interview above, the advantages are the students more active and creative. The students are active to follow the teaching and learning process and creative to make a summary by their own language. The students can easier to understand the material that

⁵⁰Look at transcript of interview no. 08/I/11-V/2016 in appendix as the result of this research

given by the teacher. And the disadvantages of using audio visual media are when the teacher wants to make the media, sometimes this media is damage and sometimes the electricity die so, is difficult to make it that disturb in teaching and learning process.

While the result of interview with Mrs. Siti Fathul Jannah, S. Pd, the chairman of the bilingual program in MTsN Ponorogo, as follow:

“The advantages are easier for students to understand the subject matter by the teacher. The students become more enthusiasm in learning and teaching process. And they are not easy bored, because teaching listening in during hours. Which basically many students are already tired but with the teachers are using this medium, the students into the spirit again.

The disadvantage is that when there is a power outage, so teachers can not use the media in teaching and learning”.⁵¹

From the result of interview above, the advantages are with the teacher use this media not easy feel sleepy that the students spirit again. And disadvantage from this media when there is a power outage because; this media need electricity to switch on it. It can make the teacher difficult to use the media.

While the result of interview with Mr. Supaidi, S. Pd, deputy head of affairs curriculum in MTsN Ponorogo, as follow:

“The use of audio-visual media is very facilitating students in learning listening. Because, they are easier to understand the material presented by the teacher and motivate the students, they have become more

⁵¹Look at transcript of interview no. 07/I/11-V/2016 in appendix as the result of this research

enthusiastic to learn. The disadvantage of the media when the media is damaged, and sometimes also need to use the internet to search for the material but sometimes network slow and sometimes abruptly interrupted so make the learning process was not optimal".⁵²

From the result of interview above, the audio visual media make the students to easier to understand the material in teaching listening and to motivated the students. They have become more enthusiastic to learn.

The opinions of the students about the advantages of the use audio visual media on teaching listening are as follows:

According to Suha Nafisa, the students of 8b bilingual class :

"Audio-visual media is very easy for us to understand the material given by the teacher. Because, we not only listening but we can also watch the displayed image. So, we are very easy to understand from the content of the material. With the media we have become more enthusiastic in learning listening in class and get better grades.

The disadvantage is sometimes less clear voice heard by one class. When teachers want to use this medium in listening learning teachers usually have to borrow from other classes because many media have been provided for each class have been damaged and had to take turns with other classes".⁵³

According to Tazkiya Adila Yasmine, the student of 8b bilingual class:

"Audio visual is to make the students so much enthusiasm for learning, students are very highly motivated, students easily understand the content of the

⁵²Look at transcript interview no. 06/I/11-V/2016 in appendix as the result of this research

⁵³ Look at transcript interview no. 09/I/11-V/2016 in appendix as the result of this research

material given by the teacher, students are not easily bored in the learning process.

The disadvantage of this audio-visual media is sometimes the medium such as LCD or active speakers was broken and when teachers want to use the media is sometimes a power failure. When using the media teacher should also be alternated with other classes”.⁵⁴

From the result of some interview with the students of VIII B bilingual class of MTsN Ponorogo, the advantages are the students more understand with the material, the students not only listened but they also can watch the displayed image. This media give more highly motivated. The media make they have become more enthusiastic in learning listening in class and get better grades. And disadvantages audio visual media are the speaker less clear voice heard by one class. When teachers want to use this medium in teaching listening teachers have to borrow from other classes. Many media like speaker and LCD have been damaged. The medium such as LCD or active speakers was broken.

⁵⁴ Look at transcript interview no. 10/I/11-V/2016 in appendix as the result of this research

CHAPTER IV

DISCUSSION

A. Analysis of the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo

According to Douglas Brown about teaching that, “Teaching is process showing and helping someone to learn to do something, giving instruction, guiding in the study, providing the knowledge, causing to know or understand”.⁵⁵ So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

In teaching are very important role in interactions between a teachers and students. To make the interaction effective, it needs a media. Media helps the students in order to become more understandable in catching the material to support teaching and learning process. One of media that are used in MTsN Ponorogo is audio visual media.

Audio visual media is the media that bring out the message or information through, the sound and visual from examine video, cassette, film, etc.⁵⁶ Audio visual media for teaching is intended as a message containing materials in the from educative (tape or disk sound) that can stimulate the mind, attention, and willingness of English students resulting in learning and teaching process. By using the audio visual media can helps the students to

⁵⁵ Douglas Brown, *Principles of Language Learning and Teaching* 4th edition (San Francisco: Longman, 2000),8.

⁵⁶ Nana Sudjana, *Media Pengajaran* (Bandung: PT. Sinar Baru Alkansindo, 2001), 129.

understandable the listening materials. The teachers of MTsN Ponorogo are using audio visual media to support in their teaching and learning.

By using this media, teachers become easier in presenting the material and students more easily in receiving the material. Therefore, by using audio-visual media is very helpful the teachers and students for teaching and learning process in the classroom. Media also give changes to the students. When teachers use this media in teaching and learning, students can more quickly capture the material presented by the teacher. And this makes the value of students to be well above average and they are very motivated by the presence of this audio-visual media. There are several reasons for teachers and the students of MTsN Ponorogo behind the using audio visual media on teaching listening to the eighth grade bilingual class students of MTsN Ponorogo. The first are effective to support the teaching learning process. It will be better if the lesson supported by audio visual media make the process of teaching and learning more interesting. Audio visual media also can make the students focus on material that given by the teachers and the students more understand.

The second to make motivated the students for study hard. Audio visual media can make students easier to remember material in teaching listening. According to Alwin W Howard, "motivation and retention of learning are more readily achieved. Audio visual media appeal to the senses, particularly the eye and ear. Enthusiasm and interest can be effectively

aroused and maintained. By supplying life, color, and variety, lesson becomes more interesting and retention of learning is increased”.

The third are to make students more active in teaching and learning process. This media also make stimulate the students to think more creative and make they are don't fell bored.

The fourth reason are that most of the students the eighth bilingual class students of MTsN Ponorogo. This media are making easy to understand the material that given by the teacher and the media is very helpful for us to understand the subject matter, because they not just listen but they can see the picture.

B. Analysis of the advantages and disadvantages the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo

The advantages by using audio visual media on teaching listening:

The first, it is effective media to increase students' listening skill. With by using audio visual media make the students more focused in learning. This media given motivate the students to more active in learning process because this media make the students easier to understand the subject matter.

The second, by using media make learning is enjoyable and fun. The students of MTsN Ponorogo is very enthusiasm if their teacher using audio visual media and gives students opportunities to listen. It's also the material that is given more easy to understand.

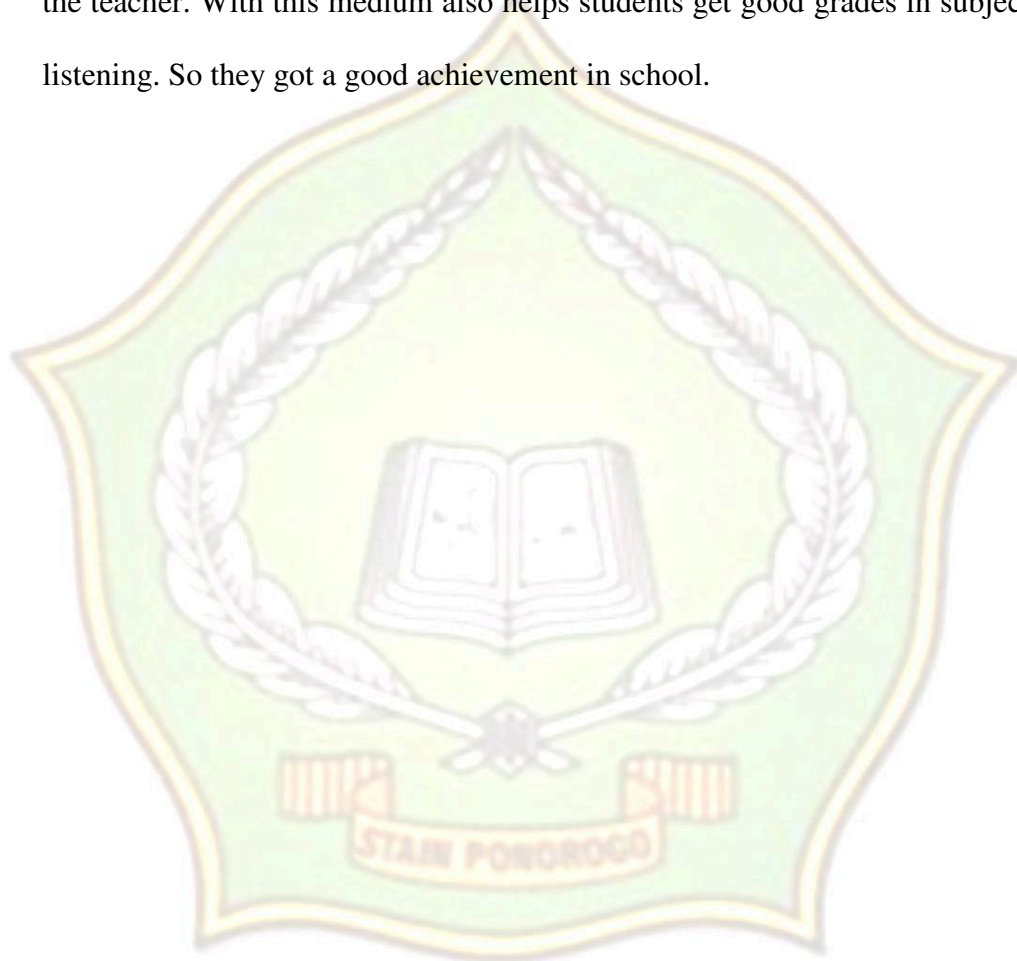
The third, it is motivates students to follow learning and listening. Djamarah and Zain in Nana Sudjana states that audio-visual media have some characteristics such as “(a) The ability to increase perception, (b) the ability to increase the understanding, (c) the ability in increasing of transferring in learning process, (d) the ability to provide reinforcement (reinforcement) or knowledge of the result achieved, (e) the ability to improve retention (memory).” Thus, the audio-visual media can increase students’ perception, understanding, and transmission of knowledge, reinforcement, and retention.

The fourth, audio visual media give highly motivated to the students. Because with the used this media given easier the students to understand the material given by the teacher. And they get better grades in the school.

And the disadvantages the use of audio visual media on teaching listening are many media have been provided for each class have been damaged, so if the use this medium had to take turn with other classes. Sometimes the electricity dies so, difficult to teachers to use it. The network is slow and sometimes abruptly interrupted so, the use this media in learning process was not optimal, less clear voice heard by one class, and the LCD, sometimes was broken.

From the result above, it can be conclude that the use of audio-visual media on teaching listening to the eighth grade bilingual class students of MTsN Ponorogo is a media to help, motivated, and support the students to

understand the material is given by the teacher. Audio visual equipment can help the teacher to distribute information to students with ease. With the internet as well, students can look for the material to be taught and the teacher can display using these media. To make it easier for other students to understand the content of the materials or subjects that will be conveyed by the teacher. With this medium also helps students get good grades in subjects listening. So they got a good achievement in school.



CHAPTER V

CLOSING

A. Conclusion

Based on the result data, the researcher concludes that research can conclude:

1. The Process of the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo. The teacher told the students to look for videos of the material to be learned. Then the teacher asked one of the students to show them on the front and the other students to listen to the content or purpose of the video. After that, the teacher gives feedback to the students to determine their understanding of the material to be delivered through video displayed on the front. Once the lesson is complete teacher assigned tasks to the students to make a video that was done in groups that theme or topic of his videos has been determined by the teacher. And in the last lesson, the teacher asks the students to create a group and each group was commissioned to create video appropriate to the material that will be taught and then each group presented video them in front of and the other group listened to and viewed video and after completion of the presentation group in front of provide questions to the other groups to determine their understanding of the content or intent of which are presented video. The use of audio visual media in teaching listening of English materials is effective to support the teaching learning process. It will be better if the lesson supported by

audio visual media make the process of teaching and learning more interesting. With this media the students more focus better on teaching and learning process.

2. The advantages and disadvantages the use of audio visual media on teaching listening to the eight grade bilingual class students of MTsN Ponorogo. It is effective media to increase students' listening skill. Audio visual media to teaching listening, it also needs a media. With by using audio visual media make the students more active. By using media make learning is enjoyable and fun. And the disadvantages the use of audio visual media on teaching listening are sometimes the media is damaged, electricity off so difficult to teachers to use it, the network is slow and sometimes abruptly interrupted. So, the used in learning process was not optimal, less clear voice heard by one class, and the LCD, sometimes was broken.

B. Suggestion

Based on the result of the use audio visual media on teaching listening, the researcher has some suggestion as follows:

1. To English teacher

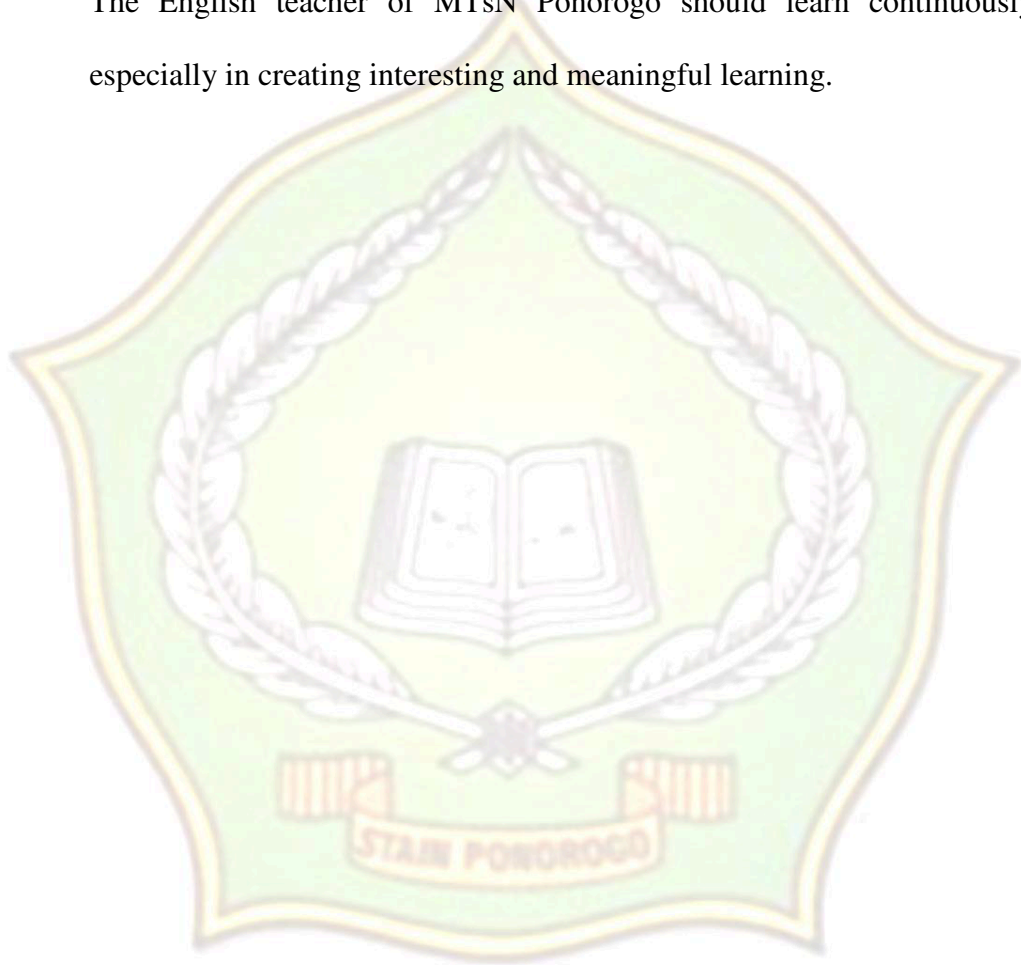
The English teacher should develop their teaching learning media. Audio visual can be uses another types is more variety because it can create interesting, fun, and meaningful learning. The English teacher

should know the students' need, so the learning activity has useful to the students next day. And it isn't formality only.

2. To students MTsN Ponorogo

The institution should equip the facilities needed by the students to develop their skill to support student's listening skill.

The English teacher of MTsN Ponorogo should learn continuously, especially in creating interesting and meaningful learning.



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