

**TEACHING LISTENING BY USING AUDIO-VISUAL AT
MAN MANYAK PAYED ACEH TAMIANG**

THESIS

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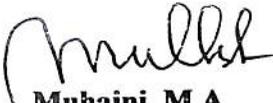
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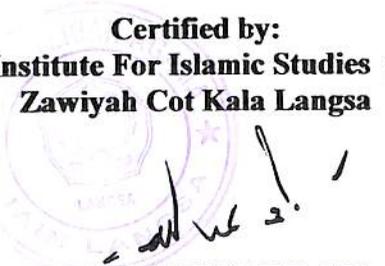
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Preface

In this opportunity, the writer would like to thank many people who have helped his with this thesis. Without their help, he could hardly imagine how he could conduct this research and write this thesis.

Firstly, He would like to express his gratitude for the chief of IAIN Cot Kala Langsa. Mr. Dr. H. Zulkarnaini, MA. Then he also thanks to Mrs. DRA. Hj. Purnawati, M. Pd as the leader of Tarbiyah Department. Next, he did not forget to thanks to Mrs. Cut Intan Meutia, MA as the chief of English Education program and the secretary Mrs. Rita Mahriza, MS. After that he also thanks to his supervisors Mr. Muhaini, MA and Mrs. Dessy Kurniasy, M. Hum for their careful guidance and supports. He is deeply indebted to both of them who have guided his through out the thesis writing.

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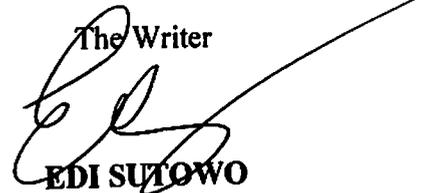
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May Allah Bless You all

Sungai Liput, 22 January 2015

The Writer



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Abstract

TEACHING LISTENING BY USING AUDIO VISUAL AT MAN MANYAK PAYED ACEH TAMIANG

This research deals with teaching listening through Audio visual. The objective of this study is to find out the advantages of teaching listening through Audio visual.

The population of this investigation is the tenth grade students of MAN Manyak Payed. As the samples of this research, the writer took one class, namely, class X. The number of sample was 34 students including male and female students.

In acquiring the data, four kinds of the tests were tested. The first (pre-test) consists of 30 items. The second (Cycle I test) consists of 20 items. The third (cycle II test) consists of 20 items too. And the last (Post Test) consists of 30 items.

The research result revealed that there were four different means. The mean got from pre-test was 44.51. The means from cycle I was 87.06. The mean from cycle II was 89.56. and the mean from post test was 90.1.

It can be concluded that the tenth grade students' scores were good enough and audio visual was effective used in teaching listening.

CHAPTER I

INTRODUCTION

A. Background of the Study

English, as one of the most used language in the world, is very important to be learnt because it is a global language, a means for International communication. It has been also used in many different field including economics, politics, technology and industry. A great number of scientific books are written in English. Gradol's study (as cited in Jarvis) states that in the year 2000 there were about a billion of English learners- but a decade later, the numbers will have doubled in 2010.¹ As a fact, in Indonesia, English has been officially adopted as a foreign language.

The rapid global communication and interaction have placed English as one of the absolute media needs. Without the ability to speak adequate English, high school graduates will face many problems in establishing global interaction. English is a language use globally. Global language is used by different nations to communicate to others around the world. Moreover, the use of English as a learning media widely leads mastering the language cannot be avoided.

English is tool to communicate both spoke and written. The definition of communication in this case is to understand and express information, thoughts, feelings, and to develop science, technology, and culture in English. Communication skills are also as the ability to understand he discourse fully.

¹ Jarvis, H, 2005, *Technology and Change in English Language Teaching (ELT)*, Volume 7. Issue 4 Article 13, available on line: [http://www. Asian Journal](http://www.AsianJournal.com) (November 14th 2008)

Similarly, in the context of education, English serve as a tool to communicate in order to access information and in the context of everyday life, as a me foster interpersonal relationships, information exchange and enjoy the esthetic of language of particular culture, especially the culture in countries use English as their native language.

More specifically, English is the international language that is considered very important as a tool or medium for absorbing, transferring, and developing of science, technology, art and culture, and fostering relationships with other nation. By studying English, then, someone will open horizons and knowledge internationally. Therefore, learning English is very important to give to students currently in global world of information.

In verbal communication, people often use the media, usually the media is often used as the medium of written and oral. Basically language is sound. This can be seen when a person establish communication and began speaking with his interlocutor will cause the sounds coming out of their vocal organs.

Sound is a message from the nerve center as a result of the eardrum reacts due to changes in air pressure. Because of this, many so-called experts claim that it is the nature of language primary. As sound, language serves to convey the message epitome of linguistic.²

The sound of the language occurs through a process of listening and speaking. Listening and speaking are two of the four English language skills that must be

² Harimurti Kridalaksana, *Kelas Kata dalam Bahasa Indonesia* (Jakarta: PT. Gramedia Pustaka Utama, 1983), 27

mastered, especially listening because it is a basic skill that can be done by first language users.

Listening is the ability to hear and listen from someone. In this human skill listening activities and understand the contents of the materials to be heard and it can be concluded that the main purpose of listening is to capture, understand or appreciate the message, an idea, an idea that is implied in what is heard. In essence, listening means listening to and understanding the sounds of language. But, before it gets to the level of understanding, he must strive earnestly.

When our attention is only focused on physical activity during the relevant listening events involved in listening, as if it is listening is passive. This feeling was never embraced. But now such assumption is deprecated. Listening is considered to be active-receptive.

Listening has a degree of seriousness and the degree of regularity of the system is higher than that just hearing heard at a glance. Thus, such a case has been brought into the system listening and learning more constructive. This skill usually taught in presenting learners with a tape recorder that plays a tape recording of a conversation by a native speaker of English subject teachers. Then the teacher will prepare some questions about the conversation that was played and instructed the students to answer the questions according to what they hear. This is the standard way of teaching listening and the most commonly applied.

But in fact based on the observation of the writer when practice teaching in MAN Manyak Payed precisely in class X4 authors found several irregularities that

deviate from the rules that should be teaching listening. Among of the problems found in his teaching practice are:

1. The teacher taught listening rarely
2. If any, the process of teaching listening was done by dictation
3. The students paid less attention to the process of teaching learning in the class.

Based on the three problems in teaching listening, the English teachers should explain the material taught using methods and media that support the teaching of listening to a better direction again, which would certainly get satisfactory results.

Along with the development of increasingly sophisticated technology many emerging methods and new media in teaching listening. One of these methods is Information Transfer: Multiple-picture-cued selection receipts where this method audio-visual media is the medium of sound and image in its application. In this method Learners will be confronted with the images described by the voice of a native speaker for later analysis.

Information Transfer combination of methods: Multiple-picture-cued selection and audio-visual media are considered able to overcome the problems faced by teachers and learners in making conditions more comfortable and more modern teaching and learning in listening.

In line with the above fact, the past two decades have brought to language teaching and learning a wide range of audio-visual technologies. Today, individual learners can, in addition to interacting with computer-generated text

and graphics, control combinations of analog and digital sound and images.³ Arranging these combined media into intelligent, pedagogically-driven material is a challenge to materials developers.

A hallmark in modern education today, students should be able to participate actively so that the intellectual and emotional involve students in the learning process. Thus it can be translated in any language learning that English should be directed to the development of the power of student activity, both mental and physical.

Learning is done by using a computer or laptop, and audio-visual devices. This innovation is the way that learning becomes more interesting and effective. This is consistent with what is expressed by learning to use multiple senses - hearing of view and will provide benefits for students. Students will learn more than if the subject matter is presented only with the stimulus with the stimulus of view or just listen.⁴

In its implementation, this innovation is accepted immediately as a state of flux. However, these innovations require facilities and infrastructure and the capacity of teachers in using the media.

In syllabus Education Unit Level Curriculum (SBC) 2006 there were some topics of discussion learning using television footage discourse, However the use of learning media relating to this topic has not been implemented to its full potential. Students had been still receive learning by listening to the reading of a

³ Meskill, C. & Shea, P. 1994, *Multimedia and language learning: Integrating the technology into existing curricula. Proceedings of the Third Conference on Instructional Technologies*, State University of New York, FACT.

⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2002), 9.

text read by the student or the teacher in the learning that arises boredom felt by students. Study results were not as expected. In connection with this, the solution in order to increase motivation and student activity is to provide hands on experience to students in the form of listen the listening text through audio visual media.

Based on the experience in the practice of teaching at MAN Manyak payed in class X-4 researchers feels it is necessary to use audio-visual media for learning English subjects especially on listening skills. Therefore the researcher directed this research direction to be Classroom Action Research with the title Teaching Listening By Using Audio Visual at MAN Manyak Payed Aceh Tamiang.

B. Formulation of Problems

Judging from the description and thought the trees on the issues that will be revealed in this study is:

- a. Does the use of Audio-Visual Media improve the tenth year students' listening ability at MAN 4 Manyak payed?
- b. How is the implementation of using Audio-Visual Media in the English lesson especially for the tenth year students' listening ability at MAN 4 Payed?

C. Purpose Of The Research

The purpose of this study is:

- a. To know whether the use of Audio-Visual Media improve the tenth year students' listening ability at MAN 4 Manyak payed.
- b. To know the implementation of using Audio-Visual Media in the English lesson especially for the tenth year students' listening ability at MAN 4 Payed.

D. Limitation Problem

To limit the study, the writer focus on Teaching Listening Skill by Using Audio-Visual Media to the tenth year Students At MAN Manyak Payed.

E. Benefits of the Research

After conducting this study, the author hopes that it gives some benefits as follows:

1. For students:

The use of visual media improve students' listening ability. It also reduces saturations in learning the English language, especially the ability to hear in order to improve student learning outcomes.

2. For Teachers

The result of this study will be an input in creating enjoyable learning for students in order to increase student interest and create an interactive classroom atmosphere for learning Listening Skill.

3. For the author

It will be the most attractive experience for the writer which will be a provision in the implementing learning activities in the future.

4. For School

The result of this study will be an input in order to be competent in order to improve the quality of education.

F. hypothesis

Based on the formulation of the problem and frameworks above, the hypothesis in this study is:

1. Null Hypothesis (Ho): $\mu_1 = \mu_2 =$ There was no significant improvement of the use of Audio-Visual Media to the tenth year students' listening ability at MAN Manyak Payed.
2. Alternative Hypothesis (Ha): $\mu_1 \neq \mu_2 =$ There is a significant improvement of the use of Audio-Visual Media of the use of Audio-Visual Media to the tenth year students' listening ability at MAN Manyak Payed.

G. Operational Definition

In conducting this study, the writer will use some terminology. Among of them are:

1. Teaching

Teaching is learning is a change that is reflected in changes in behavior, which is different from the individual's previous conditions are in a situation to

learn and do the same after that. Changes caused by the existence of a experience or training. In contrast to immediate changes due to the nature of reflex or instinctive behavior.⁵

2. Listening

Listening is an active process of understanding messages. Listening is an active process of understanding messages. The process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. PHONEMES, WORDS, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic.⁶ It means that listening skill is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is involved.

3. Teaching Listening

Teaching listening is a process to make the student s have good ability in listening. To make the students have good ability in listening, the teacher should do some useful activity. There are five process of listening activity, they are receiving, attending, understanding responding and remembering.⁷

⁵ Robert Mills Gagne, *The Conditions of Learning* (Pennsylvania State University: Harcourt Brace College, 1977), 34

⁶ Richards and Schmidt, 2002, *Longman Dictionary of Language Teaching and Applied Linguistics*, Malaysia, Prentice hall Inc, p. 313

⁷ John A Kline, *Listening Effectively* (Lowa: Lowa State University, 1996) 4.

4. Audio-Visual Media

According to media Djamarah Syaiful Bahri learning is "any tool that can be used as a conduit to achieve the goal of teaching the message"⁸. Based on the definition that the author quotes from the Oxford Learner's Pocket Dictionary, Audio-Visual is using both sound and pictures. In this study the medium used is LCD Projector. LCD (Liquid Crystal Display) projectors is "a tool to disseminate information by displaying the information in a presentation on a large screen so that the message is more fun for the recipient, and typically these tools to obtain its input from a file is opened on a computer application or laptop ".

⁸ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), 137