Using Audio Visual Media to Improve Listening Skills and Learning Motivation

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Abstract: This research aims to improve listening skills and learning motivation by using audio-visual media in seventh grade students of SMP Negeri 7 Mesuji. Classroom action research is a research in which the researcher collaborates with several parties, both principals, classroom teachers, and researchers simultaneously, with two cycles, each cycle having three meetings. The method used in this research is classroom action research (CAR). This study used the subject of class VII students of SMP Negeri 7 Mesuji. The population of this study amounted to 56 students. The entire population was sampled, so the sample was 56 students. Methods of data collection using checklist observations, interviews and documentation. Data were analyzed using qualitative and quantitative descriptive techniques. The results showed that the use of audio-visual media was effective in improving the ability to listen to fantasy stories for seventh grade students of SMP Negeri 7 Mesuji. This can be seen from the results of the study which showed that the students' listening ability during the pre-cycle only obtained an average score of 37.32 and this was included in the poor category. When the action was taken in the first cycle, the students' listening ability increased to 49.28 and was included in the sufficient category. Furthermore, in the second (second) cycle, the score reached 64.82 (Good). Likewise, in increasing learning motivation, the use of audio-visual methods also increases learning motivation. In the pre-cycle, the score of 48.35 was included in the sufficient category; in the first cycle the score is 54.78 which is included in the sufficient category, while in the second cycle the score is 68.21 which is included in the good category.
Keywords: audio visual media, listening, and learning motivation

INTRODUCTION

Listening is one of the most important means of absorbing information. In certain situations, an individual can add valuable knowledge and life experience. In addition, listening has informative value, namely providing certain inputs that make us more experienced. Listening can also improve intelligence and deepen the repertoire of knowledge. In addition, listening can

enrich vocabulary, increase the vocabulary of appropriate and quality expressions. A good listener will easily communicate fluently and use more varied words (Nurhayani, 2017).

Listening is an activity of listening to an oral symbol to achieve a goal. Farhurohman (2017) describes several purposes of listening, namely to get facts, analyze facts, evaluate facts, get inspiration (entertain oneself), and improve speaking skills. Listening is a major process of listening, recognizing, and interpreting verbal symbols (Rusniah, 2017). Listening also means listening with understanding and attention and appreciation. In line with this understanding, listening also means a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Pradjarto, 2015).

The word media basically comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Khulsum, Hudiyono, & Sulistyowati (2018) provide a limitation that the media as all forms and channels put forward by people to channel messages or information. Moreover, Subandiyah (2015) also mentions the definition of media as follows: Media is everything that can be used to channel messages from sending to recipients so that they can stimulate the thoughts, feelings, concerns, and interests and concerns of students in such a way that the teaching and learning process occurs.

To clarify the understanding of the media, Susanto (2007) explains that: The media is a channel of communication tools. Learning media always consists of two important elements, namely elements of equipment or hardware (hardware) and elements of the message it carries (software). The message element (software) is information or teaching materials in certain themes/topics that will be conveyed or studied by the child, while the hardware element is the means or equipment used to present the message. Thus something can only be said to be a learning media if it has fulfilled these two elements.

Based on the author's observations as a teaching Indonesian language teacher at SMPN 7 Mesuji, listening skills at that school are still relatively low. It can be seen from the learning outcomes related to listening activities that have not yet achieved the learning objectives. In particular, KD identifies elements of narrative text (fantasy stories) that are read and heard. The students in answering the questions given were less than optimal. Students' low listening skills cannot be separated from the management of learning and listening disorders in the classroom. These disturbances are as follows: First, students are not interested and not focused on the story when the story is told.

Second, some students did not listen to the story being told because they were daydreaming. Third, seen some students busy talking with their friends. Fourth, there are students who are sleepy. Meanwhile, the teacher focuses on the story being told.

From some of the explanation above, when the reinforcement is carried out again by reflecting on the content of the story, errors are still found in answering the content of the story. One of the problems in learning to listen to stories is caused by the teacher using media that does not vary. In this case, the teacher is expected to develop learning media that involves students' motor skills. One of the media that can attract students' attention is audio-visual media. The application of the media will stimulate their attention and interest in learning. Students who are presented with fantasy stories through audio-visual media will imagine according to the characters, settings, plots and other intrinsic elements presented in the story (Yuanta, 2017). Lack of student interest in learning Indonesian, in this case listening skills because the teacher is monotonous in the implementation of learning. Students only listen to stories from books they read or listen to stories directly from the teacher. No different props are used. So that students are less interested in learning Indonesian. Thus, research on the use of audio-visual media to improve listening skills is deemed necessary to minimize listening disturbances in the classroom. In addition, to find out whether the increase is really from the accuracy of the media chosen by the tutor. Based on the description above, the researcher will conduct a research entitled "Using Audio Visual Media to Improve Listening Skills and Learning Motivation ".

METHOD

This research uses classroom action research (CAR). Class-based research. This research is an examination of activities that are deliberately raised and occur in a class with the aim of improving the quality of learning in the classroom (Syarwah, Fauziddin & Hidayat, 2019). In this study, the researcher examines the problem of listening to stories in Class VII students of SMPN 7 Mesuji, which is located at Jalan KTM, Ekamulya Village, Mesuji Timur District, Mesuji Regency, Lampung Province.

RESULTS AND DISCUSSION
RESULT

This research was conducted on students who are in class VII of SMPN 7 Mesuji. The developmental abilities studied were listening skills which were included in the language aspect. In this study, the subjects of the study were seventh grade students of SMPN 7 Mesuji. Ekamulya Village, East Mesuji District, Mesuji Regency, Lampung. This school is located in a village that is not

too crowded so the atmosphere is very supportive of the research implementation process. This research was conducted in two cycles.

Observations were made by the teacher (collaborator) using a test instrument for listening to fantasy stories and a checklist related to the learning process and the implementation of learning. Researchers made observations using test instruments and a list of questionnaires related to the learning process and the implementation of learning given to students with material for preparing fantasy stories as contained in the syllabus. To find out the frequency distribution of the ability to listen to fantasy stories in the second cycle test, it is as shown in the following table.

Table 1. Frequency Distribution of Listening Ability to Fantasy Stories in Cycle II

No	Category	Range Value	Frequency	Percentage %
1	Excellent	80% - 100%	16	28,57%
2	Good	61% - 79%	10	17,85%
3	Fair	41% - 60%	14	25,00%
4	Poor	20% - 40%	10	17,85%
5	Very Poor	0 %– 20%	6	10,71%
	Total		56	100

The table data above shows that the ability to listen to fantasy stories of seventh grade students of SMP Negeri 7 Mesuji in cycle II is in the good category. There are 15 students (28.57%) who got very good marks, 10 students (17.85%), and 14 students (25.00%), who got poor marks. 10 students (17.85%), students who scored very poorly there were 6 students (10.71%), This shows that the ability to listen to fantasy stories of students has increased from the sufficient category (cycle I) to a good category in cycle II. . This capability has reached the KKM. Therefore, it is proven that using audio-visual media in this second cycle of research can improve students' ability to listen to fantasy stories. To find out the frequency distribution of learning motivation in cycle II is as shown in the following table 2 below.

Table 2. Frequency Distribution of Students' Learning Motivation Level in Cycle II

No	Category	Range Value	Frequency	Percentage %
1	Excellent	80% - 100%	26	46,42%
2	Good	61% - 79%	5	8,92%
3	Fair	41% - 60%	15	26,78%
4	Poor	20% - 40%	10	17.85%
5	Very Poor	0 %– 20%	0	0
	Total		56	100

The table 2 above shows that the level of learning motivation of seventh grade students of SMP Negeri 7 Mesuji is still in the good category. There are 26 students (46.42%) who get very good marks, 5 students (8.92%), 15

students (26.78%) who get good marks there are less than 10 students (17.85%), students who get very poor scores are not there (0%), This shows that students' learning motivation is already in the good category. This learning motivation can increase well along with the increase in the ability to listen to fantasy stories obtained by using audio-visual learning media.

Based on the results of the observation of the implementation of the actions in the second cycle, it was found that there are still several things that need attention and improvement, namely:

The results of observations through the Assessment Rubric of students' activities in listening to fantasy stories during learning activities in cycle II, the score reached 955, which means in the good category, meaning that students' ability to listen to fantasy stories has increased compared to the ability of students to listen to fantasy stories in the first cycle. The enthusiasm of students during teaching and learning activities in the classroom has shown an increase, this is possible because the learning strategies implemented by the teacher have increased and are more attractive to students. Most students have begun to be able to catch the material presented by the teacher in listening to fantasy stories. In general, students are motivated in learning by listening to fantasy stories, because the strategies applied by the teacher are starting to vary. The actions taken in cycle II have changed the students' ability to listen to fantasy stories. However, the change in learning achievement even though it is better, has not yet reached the planned indicator, which is up to a score of 955. Responding to the achievement of the expected score for each indicator, it is necessary to study further, to what extent students' real abilities are in listening to fantasy stories using audio-visual media.

DISCUSSION

This research was conducted on students who are in class VII of SMPN 7 Mesuji. The listening ability studied is listening skill which is included in the language aspect. The research subjects were set at 56 students. The researcher determined all the subjects of this study based on the results of observations which on average showed that listening skills were still lacking. This research was conducted in two cycles. Each cycle is carried out with a procedure through several stages, namely the planning, observation, action, and reflection stages. Cycle II was carried out as a form of improvement from the learning cycle I. The results of the research in each cycle were collected using test instruments and questionnaires. From the results of the two cycles, it is known that there is an increase in the ability to listen to fantasy stories with the use of audio-visual media and changes in behavior shown by students. Likewise with the implementation of the two cycles so that there is a significant increase in student learning motivation.

In this research, the discussion focused on: (1) Initial description of students' fantasy story listening skills and students' learning motivation, (2) Implementation of classroom action in learning listening skills of fantasy stories, and (3) Improving students' listening skills and learning motivation by using audio-visual media.

CONCLUSIONS

Based on the results of the discussion, it can be concluded that the use of audio-visual media is effective in improving the ability to listen to fantasy stories for seventh grade students of SMP Negeri 7 Mesuji. This can be seen from the calculations that have been made through the assessment rubric on students' ability to listen to fantasy stories which show that during the pre-cycle cycle only an average score of 37.32 was included and this was included in the poor category. When the action was taken in the first cycle, the students' listening ability increased to 49.28 and was included in the sufficient category. Furthermore, in the second (second) cycle, the score reached 64.82 (Good). This shows that the use of Audio Visual Media is effective in improving the ability to listen to fantasy stories for seventh grade students of SMP Negeri 7 Mesuji.

Moreover, the use of Audio Visual Media in increasing learning motivation is the same, students' learning motivation has increased. In the pre-cycle, the score of 48.35 was included in the sufficient category; in the first cycle, the score was 54.78 which was included in the sufficient category. Meanwhile, in the second cycle, the score was 68.21 which was included in the good category. After getting learning to listen to fantasy stories using audio-visual media, class VII students experienced an increase.

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