

THE USE OF AUDIO-VISUAL AIDS IN EFL STUDENTS' LISTENING COMPREHENSION OF IAI GENTENG, BANYUWANGI

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Abstract

This research is focused on analyzing the use of audio-visual aids in EFL students' listening comprehension of IAI Ibrahimy Genteng Banyuwangi. This research is descriptive qualitative research that was set in three meetings. The subjects involved were the students of second semester. The data collection was accomplished by means of students' reflection on field notes of the observations, interviews and listening comprehension tests. The analysis was based on a constant comparison of data that were triangulated after being coded and categorized. The findings of this research were the students' listening comprehension that was increased from the first listening test to the third listening test. Then, the record of the field notes and the interviews supported the findings from the listening comprehension tests. In another word, the use of audio-visual aids could increase the students' listening comprehension and the students' interest to learn English.

Keywords: Audio-visual aids, students' listening comprehension

Abstrak

Penelitian ini focus pada analisa pada penggunaan media audio visual pada kelas bahasa Inggris pada kemampuan mendengarkan mahasiswa IAI Ibrahimy genteng Banyuwangi pada semester kedua. Penelitian ini adalah penelitian deskripsi kualitatif yang dilakukan dalam tiga kali pertemuan. Subjek dalam penelitian ini adalah mahasiswa semester dua. Pengumpulan data dilakukan melalui refleksi mahasiswa yaitu catatan pada observasi, interview, dan tes mendengarkan. Analisa pada penelitian ini berdasarkan perbandingan yang konstan pada data yang telah ditriangulasi setelah dilakukan pengkodean dan pengelompokan. Hasil penelitian ini adalah kemampuan mendengarkan mahasiswa meningkat mulai dari tes mendengarkan pertama sampai tes mendengarkan ketiga. Kemudian, hasil ini dibantu dengan catatan dan interview dari mahasiswa. Dengan kata lain, penggunaan audio-visual ini bisa meningkatkan kemampuan mendengarkan mahasiswa dan minat mahasiswa untuk belajar bahasa Inggris.

Kata Kunci: *Media Audio-Visual, Kemampuan Mendengarkan Siswa*

INTRODUCTION

Language learning is a complex process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need relevant technologies to the teaching learning situation. If the educationalists want students to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization and finance. The visual impact of images has been proved to be superior to the one of texts and that is why visual aids result to be every effective to help students in memorizing new vocabulary and structures (Clark and Lyons, 2004: 56). A major aim of the teachers is to make the input comprehensible for the students, trying to use the target language as much as possible during the lesson, avoiding direct translations and extra explanations in the mother tongue. The visual materials support them in that matter, as they serve as mental scaffolds for the students as stated by Carney and Levin (2002: 100). Besides, it can help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005:108). This support also allows the teacher to skip excessive explanations and translations and help them to save time (Brinton, 2001:459).

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000: 209) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. But my concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally. It is a fact that most students who have taken English courses formally remain insufficient in the

ability to use the language and to understand its use especially listening skill. The problem arises not from the methodology itself but from the misuse or incomplete use of it. Audio-visual aids can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation.

There are four skills (listening, writing, speaking and reading) that are essential in the learning process of acquiring a foreign language. However, this research was focused mainly on the listening skill, through the implementation of instructional video material in a thematic way. While watching a video, the student is exposed to both audio and visual inputs; for that reason, this research is based on videos to develop listening comprehension. To define listening, Saha (2008: 45) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, Harmer (2001: 171) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear.

Sherman (2003:201) presents a convincing argument for incorporating authentic video material into language classrooms. She provides a variety of practical classroom activities showing how to use video to bring real world language and culture into the classroom in contemporary, engaging and productive ways. According to Oxford (2000), visual materials can create a harmony between the students and the instructional methodology and materials used. A wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids; ‘kinesthetic and tactile’ learners enjoy working with tangible objects, collages and flashcards too. If the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety. Videos can help students in gaining

confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative and feel more motivated.

A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002:165). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video goal.

Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students if we cannot choose any creative topics.

Related to the background of the research above, there were some problems found by the researcher in the classroom. First, the students didn't pay attention too much when the lecturer explained the materials. Second, the students had less

vocabulary. Third, the students were getting bored and unexcited when the lecturer delivered the knowledge to them without any pictures, illustration, tutorials or videos. Fourth, the students' listening skill was not quite good, it was proven that when the lecturer asked them, they didn't know what the lecturer said. Based on the background of the problems above, it can be formulated as a qualitative research as follows: How does the use of audio-visual aids can interest the EFL students listening comprehension?

The result of this research will give many advantages, they are: (1) The finding of this research will give additional reference for another research related to listening comprehension; (2) The finding of this research will give more knowledge and insight for the teacher/lecturer in teaching listening. In other words, it may help them in improving their professionalism; and (3) for students of IAIN Genteng, the researcher hopes that the finding of this research will increase the students' listening comprehension.

METHOD

The design of this research is qualitative. On the other hand, Sugiyono (2012:14) also claim that qualitative research is a research used to examine natural object in which the researcher is the key instrument and the research sample of the data is carried out purposively or snowball. This research tried to discover the use of audio-visual aids in listening comprehension as a teaching-learning strategy of students of IAIN Genteng in class sessions as a support for their learning process. Then, the population of this research was the students of second semester in IAIN Genteng, they were HKI class, PAI class, EKOS (A and B) class, and Perbankan Syariah class. The total population of all taught class was 105 students. In this research, the researcher used purposive sampling to determine the research area as Arikunto (2006:139) claims that a purposive method is a method employed in choosing the research area based on a certain purpose or reason. The classes were chosen purposively by the researcher because of some considerations. First, the

researcher taught the chosen classes in the second semester. Second, the dean and the head of the campus were allowed the researcher to do the research.

According to Angrosino (2007:1) qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It means that qualitative research is done by analyzing words rather than numbers and by reporting the detail views of the people who have been studied. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.

Thus, the interview guide to the students, an observation sheet to observe their behavior, a note relating to the explanation of their personality, and tests for speaking to identify the impact of videos in listening skill; were used as techniques to collect the data. Therefore, the process of gathering data were data collection, analysis, conclusion drawing, verifying the conclusion with data, data analysis, and reflection and again until it meets the need of the objectivity of the qualitative research (Latief, 2013:87). The illustration process of gathering data will be presented as below:

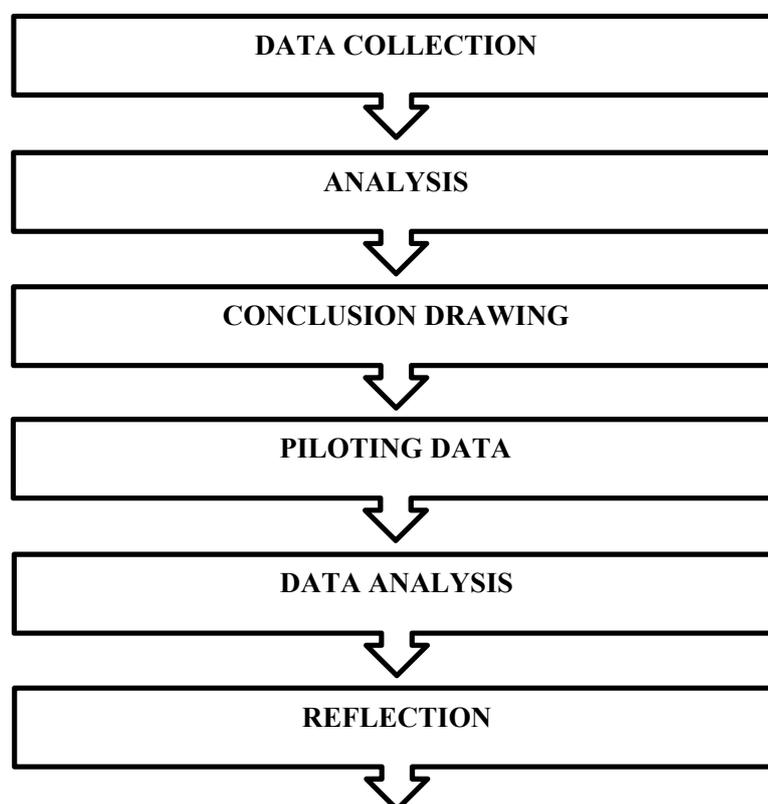


Figure 1. Illustration of Data Gathering

In this research, the data collection was conducted during the learning process. One of the researcher's duties was to do the interview guide to the students. The interviewees were taken randomly of each class from the lower to the upper ability. There were 5 interviewees of each class (HKI, PAI, PS, EKOS A, EKOS B), so the total interviewees were 25 students. After that, the researcher delivered some questions dealing with audio visual aids in listening comprehension. Besides, in the process of learning process using audio visual aids that is video, the researcher took some notes and observation sheet to observe the students' personality and behavior. After the field data was collected, then the researcher analyzed the collected data

whether it met the need or not. Furthermore, the data was concluded according to the analysis of the field evidences. Besides, it could be done by digging up the information from the interviewees in depth or it can be done by asking some experts dealing with audio-visual aids. Besides, tests for listening skill were delivered to all of participants or chosen classes to know the impact of videos during listening comprehension. Subsequently, the data obtained from each instrument were analyzed, codified and grouped into categories to get relevant information. Thus, triangulation was conducted after doing conclusion by crosschecking the analyses with the existing theory. After doing this stage, the researcher analyzed the data then made the final conclusion. If it met the need of this research, thus the analysis could be halted. In addition, the information gathered from each test was arranged in a table in different categories to find out the correctness of students answers as follows: answered, not answered, incomplete and incorrect to check their listening comprehension.

FINDINGS AND DISCUSSION

The researcher found the result of this research by using interview and field notes in the form of observation. Firstly, the researcher had to be very close to the subjects of the research in order to dig some objective information deeply. Then, unconsciously, the interviewees were asked some information dealing with the use of audio visual aids in listening comprehension, so that the information would not become biased. Besides, when the learning process conducted, the researcher made some field notes in the form of observation sheet to their personality and behavior related to the use of audio visual aids in the form of video of listening comprehension.

According to the interview guide result, almost the interviewees felt interested and enjoyed learning by using audio-visual aids as presented in the following table:

Table1. Students' Interview Guide

No.	Questions	Responses
1.	Are you happy with the English class? Give your reasons!	
2.	Are you happy with the media provided by the lecturer in English class? Mention your reasons!	
3.	Do you understand what the lecturer said when teaching English especially listening comprehension? Give your reasons!	
4.	What are your reasons when you do not understand the lecturer explanation?	
5.	What make you interested in paying attention to your lecturer's explanation?	
6.	If the lecturer helps you to comprehend listening skill by using audio visual aids, will it be helpful for you to understand the topic? Give your reasons!	
7.	Do you enjoy the media prepared by your lecturer? If yes, give your reason!	
8.	Does it help you so much in comprehending your listening skill? If yes, give your reason!	
9.	Which one do you prefer to, speech method or audio-visual aids? Give your reason!	
10.	What is your opinion about the use of audio-visual aids in listening comprehension?	

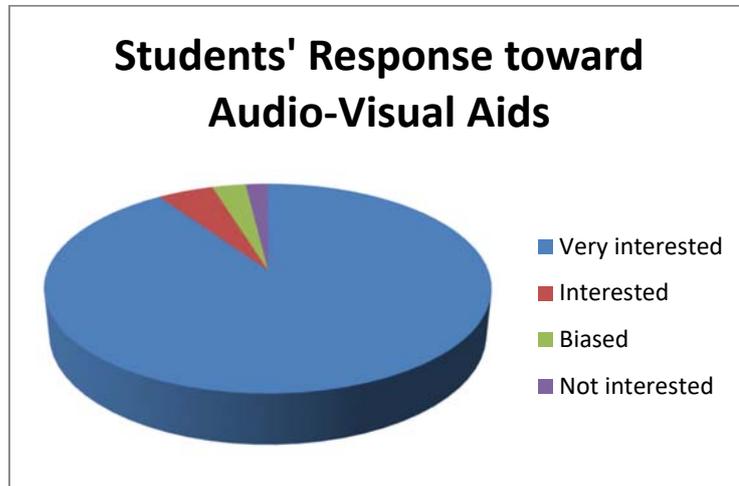


Diagram 1. Students' Response toward Audio-Visual Aids

According to the diagram above, it can be seen that almost the students felt very interested toward the use of audio-visual aids in listening comprehension. This is in line with Oxford (2000); visual materials can create a harmony between the students and the instructional methodology and materials used. It means that the students felt comfortable joining classes especially listening class by using visual aids because learners can enjoy working with tangible objects, collages or flashcards. Clark and Lyons (2004: 56) claim that the visual impact of images has been proved to be superior to the one of texts and that is why visual aids result to be every effective to help students in memorizing new vocabulary and structures. This means that by using audio visual aids, the students will memorize well what they have seen. Meanwhile, some of them felt biased and not interested. From this result, the researcher found that those were felt biased and not interested were not quite pay attention because of the sleepiness when the English class began in the afternoon from 01.30 p.m. to 05.00 p.m. The researcher tolerated to those who didn't pay attention because of the condition and the time. Besides, they were felt unhappy joining English class because they said that they felt difficult in learning English especially listening comprehension. Therefore, these audio visual aids allow the

teacher to skip excessive explanations and translations and help them to save time (Brinton, 2001:459).

On the other hand, listening comprehension tests were also delivered to the students to know the differences before using audio visual aids and after using audio visual aids. According to Canning-Wilson (2000: 209), students like learning language through the use of video because a visual aid presenting the target language naturally. For some reasons, audio-visual aids can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Therefore in this research, the researcher gave the students the listening tests by using audio visual aids and there were variety answers from them. According to the findings, there were 70% of students answered correctly, 20 % of students answered incorrectly, and 10 % of students gave no answer on the listening comprehension test as presented in the following chart:

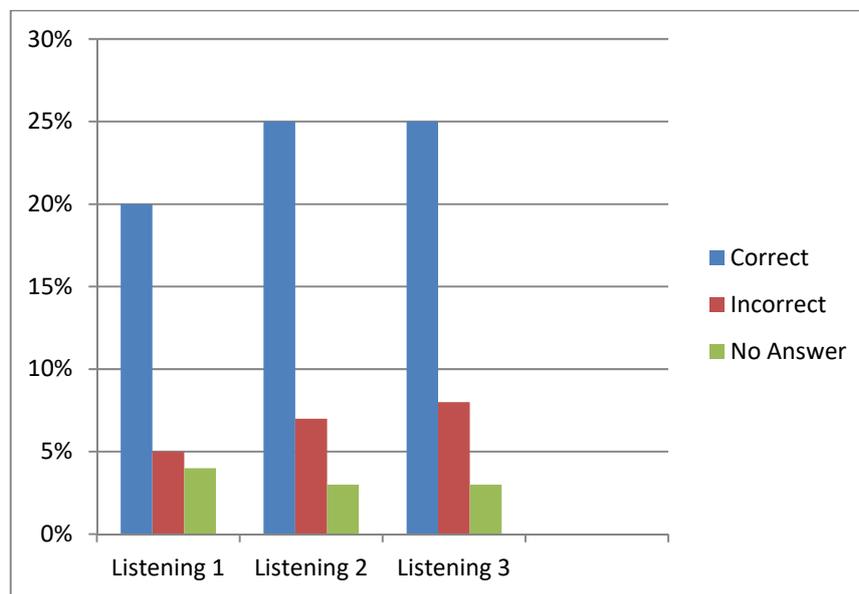


Diagram 2. The Students' Listening Comprehension Tests

According to the diagram above, it can be concluded that there were an increasing rate from Listening 2 to Listening 3. It means that the fact of audio-visual materials provide students with comprehensible input by practicing pronunciation through repetition of words they identify in the video, is reaffirmed by Lee (2007) theory, which states that through videos students become more fluent in their oral skills, since they try to pronounce the listened words. Thus, videos help students to improve their pronunciation because they serve as models of the different language components (Hong Kong government, 2008). The researcher assumes that the participants in the research reinforced their pronunciation modeled by the native speakers who interacted in the video since they were able to recognize and later use the comprehensible input offered through the videos.

CONCLUSION

This research looks at using videos as supplementary material in an EFL classroom. It is concluded that audio visual aids in the form of video can be used as authentic material input and as a motivational tool in listening comprehension. In general, students find the experience of using video material to be interesting, relevant, beneficial and somewhat motivating in class. As a result, it may be suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

While teacher guidance is recommended, it is important to allow students freedom to explore on their own and take the first steps toward a journey of learning English through videos. Video can help in promoting the language learners' listening comprehension also. The structure of language is in the form of ungrammatical features that are not similar to the written language, which can enhance learners' comprehension as well as entertaining them. The connection between the classroom and real world encourage students to understand the relationship between learning

and practicing. Video is widely accepted as more powerful and more comprehensible than other media for second and foreign language students.

Finally, based on our experience of using videos to practice the listening comprehension skill, we can affirm that they are good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that are in the process of learning a foreign language.

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