

The Utilization of Audio Visual Media In Increasing Students Listening Skills

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ABSTRACT

The study aimed to address the low listening ability of grade VII students in Arabic Listening Skill at SMP Muhammadiyah 2 Gisting. Educators previously used audio-visual media, but the results were not optimal because the media was only used once. The research used Classroom Action Research (CAR) with the Kurt Lewin model to answer two questions: (1) How is the implementation of the use of audio-visual media in improving listening skills (maharah istima') for grade VII students of SMP Muhammadiyah 2 Giting? (2) Can the use of audio-visual media improve the listening ability of grade VII students at SMP Muhammadiyah 2 Giting? The results of the study showed that the use of audio-visual media can improve the listening ability of grade VII students at SMP Muhammadiyah 2 Gisting.

Keywords : Listening skills', Audio Visual Media, Students

ABSTRAK

Penelitian ini dilakukan karena rendahnya kemampuan siswa kelas VII dalam Maharah Istima' di SMP Muhammadiyah 2 Gisting. Sebelumnya, pendidik menggunakan media audio visual namun hasilnya tidak optimal karena penggunaan media audio visual hanya digunakan satu kali. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi penggunaan media audio visual dalam meningkatkan keterampilan menyimak (maharah istima') bagi siswa kelas VII SMP Muhammadiyah 2 Giting dan apakah penggunaan media audio visual ini dapat meningkatkan kemampuan menyimak (maharah istima') siswa kelas VII di SMP Muhammadiyah 2 Giting. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas dengan menggunakan model Kurt Lewin. Hasil penelitian menunjukkan bahwa pemanfaatan media audio visual dapat meningkatkan kemampuan menyimak (maharah istima') siswa kelas VII di SMP Muhammadiyah 2 Gisting.

Kata kunci : Keterampilan mendengarkan, Media Audio Visual, Siswa

Introduction

Learning media plays a significant role in teaching and learning activities. Learning media has three functions: attracting attention, communication, and memory retention. Educators can create an engaging learning environment in the classroom by utilizing creative, innovative, and diverse learning media. This allows learning to be optimized and focused on achievement. (Marpanaji et al., 2018; Setiawan & Soeharto, 2020)

The types of learning media have changed as a result of the development of Information and Communication Technology (ICT) today, including: 1) Media that use sound, like radio, tape recordings, and MP-3, are called audio media. 2) Media that rely on sight, like pictures, photos, and graphics, are called visual media. 3) Media that includes both sound and images, such as television, video tapes, and Video Compact Disks (VCDs), are audio-visual media. 4) Vivified media, to be specific moving pictures or illustrations taken from fixed objects. 5) Text, graphics, images, photos, videos, and animation are all examples of multimedia. Multimedia also includes audio, visual, audio, and animation. (Hasnul Fikri & Ade Madona, 2018)

In learning Arabic, there are four Arabic language skills that need to be learned, namely listening skills (maharah istima'), speaking skills (maharah kalam), reading skills (maharah qira'ah), and writing skills (maharah kitabah). These four aspects are important aspects in learning Arabic, because the position of these four skill is very supportive in achieving language skills. (Taufik, 2011)

Learning media plays a significant role in teaching and learning activities. One of the most important skills that students must master is listening. Listening skills include listening activities and the sound of language, identifying, observing, and reacting to the meaning contained in the listening material. Listening skills have an important role in language acquisition because it is the first means of acquiring further language. Listening is a vital skill that we use on a daily basis to successfully complete tasks. People mistakenly think that listening is a passive process, but it is an active process of getting information, ideas, and constructing meaning from spoken words. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood. Educators can help students develop their listening skills by emphasizing the role of comprehensible input, using creative, innovative, and diverse learning media, and teaching active listening skills such as maintaining eye contact, asking clarifying

questions, and paraphrasing. By doing so, educators can create an engaging learning environment in the classroom, allowing learning to be optimized and focused on achievement. (Ahmadi, Seyedeh, 2016; Xu, 2011)

Based on the observations that the writer has made, in the process of learning Arabic at SMP Muhammadiyah 2 Gisting, the writer found several problems. It is known that the learning media used by Arabic educators in this school are blackboards and Arabic learning books borrowed from the school library. This causes students to become passive during the learning process because the material presented is too monotonous, thus making students less interested.

Based on interviews that the author conducted with a class VII Arabic teacher, namely Mr. Niko Ahmad, A.Md, he said the things that caused students' lack of interest in learning Arabic and led to their low achievement were: 1) The background of the students is that most of them are graduates from elementary schools who do not teach Arabic subjects. 2) Educators teach only using the blackboard, the educator's own voice, and books that are used as learning media.

Meanwhile, based on the results of the researcher's interviews with several students, it can be concluded that they experienced difficulties when participating in learning Arabic (listening skills') due to the lack of variety of media used by educators, which made them less interested and considered learning Arabic difficult.

Based on the results of the pre-test that the author has done on class VII students at SMP Muhammadiyah 2 Gisting with a total of 20 students, it can be concluded that there are 25% of students or 5 students who master, and there are 75% of students or 15 people less mastered students. This shows 75% of 100% of students have not got optimal results.

In addition to competent and fluent educators and a variety of learning tools, learning Arabic requires a variety of learning media. Students' interest in Arabic learning can be piqued through a variety of learning tools. Due to the fact that audio-visual media is a simultaneous combination of images and audio, the authors are interested in conducting research using audio-visual media in light of the aforementioned problems. It is hoped that this will inspire students to learn Arabic. It will undoubtedly have an impact on students' ability to learn Arabic by boosting their enthusiasm and interest in the subject. From the description above, the writer wants to conduct research on "Utilization of Audio-

Visual Media in Improving Listening skills' Grade VII Students of SMP Muhammadiyah 2 Giting".

After the discussion, the authors arrived at two problem formulations. The first one is about how the use of audio-visual media can improve the listening skills (maharah istima') of class VII students at SMP Muhammadiyah 2 Giting. The second one is about whether the use of audio-visual media can enhance the listening skills (maharah istima') of class VII students at SMP Muhammadiyah 2 Giting. And the objectives of this research are as stated above, is to find out the process of using and the results of using audio-visual media in increasing maharah istima' in class VII students of SMP Muhammadiyah 2 Giting.

Research Methods

Classroom Action Research, or CAR, is the approach taken by the researchers in this study. The English term "Classroom Action Research" means "research conducted in a class to find out the effects of actions applied to a research subject in that class." Classroom action research comes from the word "classroom action research." Mill says that educators and school principals conduct systematic inquiry (systematic inquiry) known as classroom action research (CAR) to learn more about their teaching and learning methods. Classroom action research is a research activity that examines a learning activity that is given action, which is deliberately raised in a class, with the goal of solving problems or improving the quality of learning in that class. This is done in the context of work as an educator. The utilization of Vehicle in training and learning has the point of improving or working on the nature of learning rehearses on a continuous premise to work on the nature of educational results, foster teacher abilities, increment importance, further develop informative administration productivity and cultivate an exploration culture in the instructive local area.

The participants' PTK is the type of CAR used in this study by the authors. Participant PTK occurs when the researcher is directly involved in the research process, beginning with the design of the study and ending with the publication of the findings as a report.

The Kurt Lewin model is the PTK model that the author employs in this instance. Planning (planning), action (action), observation (observation), and reflection (reflection) are the four stages that make up a cycle. Implementation of the first cycle,

which consisted of two lessons and one test at the cycle's conclusion. The second cycle consisted of two lessons and one final examination. The stages of the action research model are described as follows: 1) **Planning**. Planning is the earliest stage in research. At this stage the researcher explains what, why, when, where, by whom and how the action will be carried out. In PTK planning there are three basic activities, namely, problem identification, problem formulation and problem solving with actions based on existing theory. 2) **Action**. Implementation of the action is the application of the contents of the design, namely carrying out actions in class according to the plans that have been prepared at the planning stage. 3) **Observation**. Observation is an activity of observing the actions taken or given to students. This observation was carried out during the implementation of the class action by recording, recording and documenting the symptoms that appeared during the implementation of the action. 4) **Reflection**. Reflection is an activity to restate what has been done. Reflection should reveal the obstacles in the first stage and their shortcomings so that in the next stage they can improve action research. If the research is carried out through several cycles, then in the final reflection, the researcher submits the next research plan.

In this classroom action research, the subjects of the research were class VII students at SMP Muhammadiyah 2 Gisting for the 2022/2023 academic year, which consisted of 20 students with 13 male students and 7 female students.

To collect the necessary data, in this study the authors used the following data collection techniques. While the techniques of quantitative data analysis activities are as follows: 1) The data analysis technique used in analyzing quantitative data obtained from student test results and determining the percentage of student completeness using the formula, as follows:

$$DSI = \frac{X}{Y} \times 100\%$$

With : X = Scores obtained by students.

Y = Maximum score of questions.

dsi = individual absorption.

A class is said to be complete if the individual absorption is at least 75%.

2) Data analysis to determine the learning completeness of all students who are sampled in this study, the following formula is used:

$$CBC = \frac{\Sigma N}{\Sigma S} \times 100\%$$

With : ΣN = Number of students who complete.

ΣS = Total number of students.

KBK = Mastery of classical learning.(Yahya et al., 2017)

Result and Discussion

Making use of audio-visual media to boost listening skills. Arabic language teachers used book media and relied on the teacher's direct voice when presenting material prior to incorporating audio-visual media into the listening skills' learning process. In this situation, students frequently have trouble re-pronouncing the words they hear, understanding the vocabulary they hear, determining the discourse's explicit meaning, and completing Arabic conversation.

In order to enhance students' listening abilities while learning Arabic, the author makes use of audio-visual media. The author observes that students are more interested and easier to listen to after using audio-visual media to teach. This is because students can not only hear sounds but also see pictures, keeping them from becoming bored or disinterested as they learn.

Based on cycle I's post-test results, it can be seen that 50% of students, or 10 people, meet the minimum completeness criteria (KKM) for their listening proficiency, while 50%, or 10 people, do not. learners. According to the data, learning to listen to students in cycle I did not produce the best results, necessitating cycle II actions for further learning.

Based on the results of observations in cycle I the results were not satisfactory. This can be seen from the presence of students who do not pay attention to the video being played and listen to the teacher's explanation. To overcome this, the authors made improvements in cycle II, such as paying more attention to and directing students to focus on learning and providing learning materials with clear explanations.

In the implementation of cycle II, this was carried out based on the results of observations that had been made before. In the post-test scores in cycle II, students' listening skills experienced an increase, namely 16 students or 80% completed, while

20% of students did not complete. The data shows that there is an increase in cycle I and cycle II.

Based on the results of observations made by Arabic language educators, students carry out learning according to the plan. In the main activity, students have listened to the teacher's explanation through a video that has been played properly. During the learning process, the class conditions were conducive, this was evidenced by the attitudes of the students who were already conducive when the teacher gave explanations and watched the learning videos being played. In the closing stage, when the educator asks students to conclude today's material, students are willing to express their opinions regarding the material in cycle II.

The results of increasing students' listening carried out by researchers are in the table below.

**THE PRE-TEST, POST-TEST, AND
CYCLE I AND CYCLE II**

Name	<i>Pre-Test</i>	<i>Post-Test I</i>	<i>Post-Test II</i>
Average value	51.25	63	83.5
Students complete	5	10	16
Students do not complete	15	10	4
Presentation of completeness	25%	50%	80%
Presentation incomplete	75%	50%	20%

Based on the table above, it is evident that there is an increase in the listening skills of class VII students at SMP Muhammadiyah 2 Gisting in cycle I and cycle II. Before utilizing audio-visual media during learning, scores were obtained on the pre-test with a total number of students, namely 20 students, who completed 5 people or 25%, while those who did not complete were 15 students or 75%. In the post test cycle I, 10 students completed or 50%, while 10 students or 50% had not completed. In the post-test cycle II, 16 students who completed or 80% completed, and 4 students or 20% did not complete.

Based on the results of interviews that the author has conducted with Arabic educators at SMP Muhammadiyah 2 Gisting. During the learning process, students often experience difficulties in listening to Arabic learning. In this case, students often experience difficulties in re-pronouncing the words that are heard, interpreting the vocabulary that is heard, determining the explicit meaning in a discourse, and completing Arabic conversation.

Based on the results of observations and tests, after the action was taken by utilizing audio-visual media, the authors saw that students seemed more interested and easy to listen to, this was because students not only listened to sounds, but students could also see pictures, thus making them not bored or bored during the learning process. In this case, it can be seen that this audio-visual media is an alternative in learning media that can provide opportunities for students to improve their listening skills.

Experimentally direct and audiovisual methods were compared by Atiyah and Izzah (2019) in terms of how well they helped students understand what they were hearing. The results can be concluded that the audiovisual media performed significantly higher than the direct method. This result can be shown through the obtained scores. This means that audiovisual is more effective or favorable. Nevertheless, both methods can increase students' achievement in listening.

According to Amalia (2019), Atiyah and Izzah (2019), Noviyanti and Manurung (2018), Hakim (2019), Rosdiana (2018), and Kirana (2016) audiovisual media is effective in improving students' listening skills. It is proven as the students' mean scores improve significantly after using audiovisual. As Yusroh (2018), Mamun (2014), Iswandari (2013), and Hardiah (2019) state that the audiovisual media gives more benefits to teachers and students. Audiovisuals enhance the effectiveness of language teaching and learning by encouraging student motivation, fostering classroom interaction, and a host of other benefits. Students could actively participate and enjoy the teaching-learning process by incorporating audiovisual material into the learning process. This approach can help kids pay more attention and concentrate during listening exercises.

Conclusion

The following can be drawn from the findings of the research that has been conducted: 1) It is necessary to have a design or plan when using audio-visual media to increase maharah istima. In connection with this, the authors of the following prior to the implementation of learning are: a) Engage in conversation with Arabic teachers. b) Utilize audio-visual media as a corrective measure for learning Arabic, particularly in Maharah Isima's class VII SMP Muhammadiyah 2 Gisting, to create a learning implementation plan (RPP). c) Make learning resources. d) Get the equipment ready for use. e) Prepare assessment sheets for students (post-tests). f) Make observation sheets for the teacher and the students. Students are trained in maharah istima' (listening skills) with indicators of re-pronouncing the words that are heard, interpreting the vocabulary that is heard, determining the explicit meaning in a discourse, and completing Arabic conversation as part of the implementation of learning through the use of audio-visual media by the author. Based on observations and post-tests from cycle II, this audio-visual media has been shown to improve students' listening skills. 2) The score obtained on the pre-test showed that class VII students at SMP Muhammadiyah 2 Gisting experienced an increase in listening skills. Out of a total of 20 students, only 5 completed the test, or 25%, and 15 students did not, or 75%, completed it. Ten students, or fifty percent, have passed the posttest cycle I, while the other ten students, or fifty percent, have not passed. 16 students or 80% passed the post-test cycle II, while four students or 20% did not pass.

Thus it can be concluded that class VII students of SMP Muhammadiyah 2 Gisting can improve listening skills (maharah istima). This research was stopped because the authors had observed a satisfactory increase in the learning process in cycle II through the use of audio-visual media.

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