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## EFFORTS TO IMPROVE LISTENING LEARNING ABILITY THROUGH AUDIO-VISUAL IN SEMESTER 4 STUDENTS FKIP UNA USING DVD (DIGITAL VIDEO DISC) ACADEMIC YEAR 2018/2019

**Diah Syafitri Handayani,**

*Faculty of Cultural Sciences Lecturer, USU, Indonesia*

*Email: diahsyafitri@gmail.com*

### Abstract

*The research aims to find out whether Through Audio-Visual using DVD (Digital Video Disc) Student learning outcomes in English Listening material can be improved. The subjects of this study were 4th semester students of the UNA FKIP 2018/2019 Academic Year with a total of 36 people. The method of this research is Class Action Research. From the data management, the average value obtained by students in the first cycle is 74.26. Of the 36 students, 26 students (76.47%) have finished learning while 7 students (23.53%) have not finished learning. Then in the second cycle there was an increase in the average value to 80. Of the 36 students, 34 students (94.11%) had experienced learning completeness, while 2 more students (05.89%) had not succeeded. Based on the increase in value starting from the initial test, cycle I and cycle II, it can be said that Through Audio-Visual using DVD (Digital Video Disc) can improve learning outcomes of English in 4th semester students of UNA FKIP Academic Year 2018/2019 in listening. The increase occurred after the lecturers made several efforts, including: (1) Application through Audio-Visual using DVD (Digital Video Disc), (2) lecturers make lesson plans before teaching so that teaching and learning activities can take place directed and programmed, (3) lecturers conduct evaluations after the implementation of learning to improve subsequent learning achievements. Thus it can be concluded that the application of Audio-Visual using a DVD (Digital Video Disc) can improve student learning outcomes.*

**Keywords:** *Through Audio-Visual Using DVD (Digital Video Disc), Listening*



## **A. Introduction**

In our lives, language is the most significant communication tool in communication. Communication can be done by talking, writing and so on. With language we can express our feelings, ideas, and thoughts to someone directly, with a piece of paper or with body movements. Language is a tool used by humans to communicate in society. Language is very important for all people in this world, with their language being able to establish relationships with other people from different language backgrounds. For example English, English is an international language. Where this language is used as a communication tool in international forums. Today, many countries in the world use it as a communication tool. Therefore English becomes a very important subject that must be taught from an early age up to universities such as elementary, junior high, high school and university.

Listening skills, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear. The ability to listen actively can improve personal relationships through reducing conflict, strengthening cooperation, developing understanding.

Listening is one component of language that is still an obstacle for students to learn. We can find out from student achievements. The value they get is still low when compared to other language components such as reading and writing. Communication will work better if the listener can respond to what the speaker is talking about. However, most students still have difficulty hearing because of dialect differences. The difference is not only in terms of pronunciation but also from culture. Grammatically it can also lead to a lack of understanding between the speaker and the listener.

The low ability to listen to students in English is influenced by a variety of factors, including: lack of student knowledge of English, vocabulary of student vocabulary, lack of student English communication training in daily life, low understanding of student English, low quality of student assignments, and less precise techniques used by lecturers.

Factors causing low student skills to understand English inappropriate learning techniques are the most dominant factors. lecturers



continuously introduce English patterns and expressions without going through the right context or site, and are not followed by practice and application or practice listening. The interaction between students is very lacking. Therefore the improvement of speaking skills in English is not optimal, to overcome these problems, the teacher must keep trying to find ways to solve the problem. lecturers must be able to use several learning methods specifically in teaching listening. One technique that can be applied to improve student listening skills is through Audio-Visual. Audio-lingual or Audio-visual is a very interesting method in the learning process. Therefore this method aims to enable students or students to understand the target language, speak with acceptable pronunciation and grammatically correct, and be able to understand the material presented.

## B. Method

### Research Results

#### 1. Place

This research was conducted in the 4th semester of the UNA FKIP 2018/2019 Academic Year Range. This place was chosen because based on the results of classroom observations and interviews with English lecturers in the class it can be concluded that students' listening skills in English are still low. This is because lecturers do not use appropriate techniques, limited books and media equipment that are still lacking.

#### 2. Research Time

This research was conducted from the beginning of September to November as an illustration of the implementation of this research can be seen in the following table:

**Tabel 1 Jadwal Penelitian**

No	Activities	Month		
		September	October	Nopember
1.	Coordination with the University			
2.	Lecturer Focus Group Discussion			
3.	Development of lecture devices and research instruments			



#### 4. Learning and evaluation

##### Data analysis technique

The steps in analyzing the data are: score the mastery of functional elements of the sentence students then calculate the average value with the formula:

$$X = (\sum x) / N$$

X = Student's average value

$\sum x$  = Number of student grades

N = Number of students

Based on the research instruments above, the scoring guidelines are:

**Table 2 Scale of Assessment of Indicators of Success**

<b>Mastery level</b>	<b>Category</b>
90-100	Very high
80-89	Mid
79-64	Low
55-64	Very low
0-54	

#### C. Research Finding

##### Research Results

In Chapter IV, the writer presents the data obtained from this action research in detail based on the research conducted in the 4th semester of the UNA FKIP. In delivering the results of research and discussion, it is necessary to present a description of each cycle with complete data starting from planning, implementation, observation and reflection which contains an explanation of the aspects of success and weaknesses that occur. It is necessary to add a basic thing, namely the results of discussion (progress) on students, the environment, lecturers, motivation and activities of learning, classroom situations and learning outcomes, put forward graphs and tables of data analysis results that



show changes accompanied by systematic and clear discussion ( Suharsimi Arikunto, Suhardjono, Supardi, 2006: 83).

#### 1. Implementation of Cycle I Actions

- a. Classroom Management, Manage the class with thorough preparation, teach the material correctly according to the Audio-Visual learning model.
- b. The Assessment, Discussion and type of assessment tools are attached to the RPS along with the assessment format.
- c. Appearance, general appearance, neatly dressed researchers, using polite language, guide students as much as possible with the use of Audio-Visual learning methods. The researcher seeks a strategy to easily observe students who are studying. After the learning is completed, it is continued by holding a meeting with the lecturer who oversees the learning process to discuss the results of observations made.

From discussions with lecturers, it was revealed that:

1. The learning done is not maximal, because the new researchers first tried this method.
2. Students have not actively received lessons and responded, this is in accordance with the objectives of the Audio-Visual method.
3. The lecturer looks back at the opportunity in cycle II.
4. In the meantime, researchers have not been convinced that the implementation of supervision of class visits will help improve student abilities, but according to observers' thinking, the way in which they are done is enough to motivate students to improve creativity and learning achievement.
5. Submission of observers to researchers can be submitted as follows:  
Need better management of space, time and learning facilities.

In managing classrooms, time and learning facilities, can be explained as follows:

1. The researcher provides learning aids / media.
2. Researchers pay little attention to whiteboard cleanliness, cleanliness, in other cases that are useful for growing motivation to learn and student discipline.



3. Researchers have not been so good in time. Starting lessons is not timely due to certain things.

### **Observation**

Observations carried out vary greatly. The author uses peer lecturers to enter the class to observe the truth of the implementation of learning using the Audio-Visual model. Data obtained from observation activities conducted by lecturers will greatly influence the progress of researchers in applying the Audio-Visual learning model considering all the weaknesses of the researcher will be well observed. If the writer connects with the so-called interrupting variable or intervening variable where there are certain things that can affect the relationship between the independent variables, namely the Audio-Visual learning model with the dependent variable, that is learning achievement. Certain things discussed are the truth of the implementation of the Audio-Visual learning model. If the implementation is not correct it will certainly affect the learning outcomes.

### **Cycle I Reflection**

Before starting reflection, it's good to look at the opinions of education experts about what is meant by reflection. This opinion will be a guide to the ways or things that need to be written in reflection. Reflection is a thorough study of actions that have been carried out based on collected data, then an evaluation is carried out to perfect the action. Reflection involves analysis, synthesis, and assessment of the results of observations of the actions taken (Hopkin, 1993 in Suharsimi Arikunto, Suhardjono, Supardi, 2006: 80)

**Table 3 Results Over Learning**

<b>No.</b>	<b>Test Results</b>	<b>Initial Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
1	Average value	68.08	74.26	80
2	Total Completion of Study	17	26	32
3	Amount of incomplete learning	17	8	2
4	Percentage of Completion of Study	0.5%	76.47%	94.11%



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5	Percentage of incomplete learning	0.5%	23.53%	05.89%
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Based on the description above, student learning outcomes also have increased ability to solve problems, as evidenced by students who have not achieved classical learning, only 2 students from 34 students (05.89%) in cycle II. Students who complete classical learning have 32 students from 32 students (94.11%) with an average value in cycle II is 80. Based on the results of the above research, it can be explained that there is an increase in learning outcomes of 4th semester students of FKIP UNA in learning listening at Academic Year 2018/2019.

#### **D. Discussion**

##### **Discussion of Results Obtained from Cycle I**

Things that need to be considered in the discussion of qualitative data on the observations of peers about Audio-Visual learning are: existing weaknesses, advantages, changes, advances, time efficiency, activity done, construction, contributions, fact description, checking internal validity and external validity, identifying problems, influencing factors, ways to solve problems, considerations, comparisons, comments, responses, additional experience, summary, opinions, descriptions, interpretations / interpretations, meanings behind actions, triangulation, relationships between aspects, classification, standards of value setting, reasons for using certain techniques, reasons for using certain steps, classification, merging, tabulation, usage, criteria, categorization, understanding, relationship n between categories..

##### **Discussion of the results obtained from the first cycle of learning achievement tests**

The results of the learning achievement test which is an oral test and multiple choice test make students really understand what they have learned. The average value of students in the first cycle of 74.26 indicates that students after mastering the material taught even though it is not so perfect. These results indicate an increase in the ability of students to



master English subjects especially in listening skills when compared with the initial value of students according to the data that has been submitted in the previous analysis. Siklus II

The results obtained from the learning achievement test in cycle II show that the ability of students to take lessons is good enough. This is evident from the average value of students reaching an average value of 80. These results indicate that the Audio-Visual method has succeeded in increasing the ability of students to forge knowledge as expected. Audio-Visual is a suitable model for students if the lecturers want them to have the ability to be creative, argue, express their opinions straightforwardly, exchange ideas, argue, considering the use of this method is to foster student intellectual abilities, encourage students to be able to find themselves, put students in central position and strive for students not to learn by memorizing.

The results of this study turned out to have the main effect that the model applied in the learning process had a significant effect on student learning achievement. This finding proves that the lecturer is right to choose the method in carrying out the learning process because the selection of methods is something that should not be ruled out. This is also in line with the findings of other researchers as conducted by Inten (2004)



Figure 1 Percentage of Student Learning Outcomes





## **E. Conclusion**

By knowing that the trigger for low learning activities and learning achievement is on factors such as the method used by lecturers, so that the use or replacement of conventional methods into constructivist methods is very necessary, as a result researchers try Audio-Visual learning models in an attempt to solve problems that exist on campus.

To answer the research objectives, namely the achievement of increasing achievement of student learning can be seen the evidence that has been delivered.

1. From the preliminary data almost all students got the score below, then in the first cycle it decreased to 8 students and the second cycle the value of all students above the standard set in the school.
2. From the average initial test 68.08 rose to 74.26 in the first cycle and in the second cycle rose to 80.
3. From the initial data there were no students who completed while in the first cycle there were 8 students who did not complete and in the second cycle there were 2 students who did not complete and some students achieved completeness.

From all supporting data proving the achievement of learning objectives can be conveyed that the Audio-Visual model can provide the expected answers according to the purpose of this study. All this can be achieved is the result of the readiness and hard work of researchers from the time of making proposals, reviewing things that have not been good with the lecturers' friends, compiling the grid and research instruments, using the means of triangulating data to the maximum research.



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