

The Influence of Audio Visual Media On Students' Listening Skills In Indonesian Language Subjects For Grade III Elementary School Negeri 1 Segeran Indramayu

Farihiyah

Pendidikan Guru Sekolah dasar, Institut Pangeran Dharma Kusuma, Indramayu, Indonesia

* Corresponding author:

Email: sanusifarihiyah@gmail.com

Abstract.

This study aims to determine the effect of audio-visual media on the listening skills of third-grade students of SD Negeri 1 Segeran Indramayu. The background of the study shows that students' listening skills are still low due to conventional learning, where teachers only read stories without the support of interesting media. The study involved 20 students with a pre-test and post-test design. The research method used in this study is experimental research. The pre-test results showed scores in the range of 30%–80% with an average of 53.5%, where 65% of students were included in the sufficient and low categories. After the use of audio-visual media, the post-test scores increased significantly with a range of 70%–100% and an average of 89.0%, and all students (100%) reached the skilled category. The distribution of post-test scores shows that 40% of students are in the 90–99 interval and 20% reach a score of 100. The results of statistical tests show that the pre-test data is normally distributed ($\text{sig} = 0.131 > 0.05$), while the post-test is not normal ($\text{sig} = 0.010 < 0.05$), but the homogeneity test shows homogeneous variance ($\text{sig} = 0.814 > 0.05$). The Paired Sample T-Test test produces a significance value of $0.000 < 0.05$, so there is a significant difference between the pre-test and post-test. Thus, audio-visual media is proven to have a significant and effective effect in improving students' listening skills.

Keywords: Audio visual media, listening skills, Indonesian story learning and elementary school.

I. INTRODUCTION

Listening skills in Indonesian language learning still face obstacles in its teaching in elementary schools (SD). In Indonesian language teaching, it seems that listening learning strategies are still stuck with the old pattern, namely: students listen and try to answer what is explained by the teacher. Iskandarwassid & Sunendar (2016, p. 229) added that there are several kinds of problems that cannot be separated from the condition of listening skills.

There is a tendency that listening skills in Indonesian are not good enough. According to Ngura et al (2020), picture story books are a type of book that presents short texts enriched with illustrations to help convey information. The problem that often occurs is what means should be used or needed by a teacher to use recorded media, live broadcasts (television radio) or directly delivered (read orally by the teacher during the test.

In the process of learning Indonesian, there are problems in listening competency tests. The unavailability of Indonesian language test items in recorded form. Even though there are, they are very difficult to obtain and will result in inaccuracies in the language learning process, for example, when listening to texts or questions that should be heard by students, they are actually distributed to students to read, causing misdirection, meaning that the learning objective can improve listening and listening skills, instead it changes to the reading ability of elementary school students, and the unavailability of devices for learning and listening tests such as: loudspeakers, computers/laptops, viewers, and the unavailability of language laboratories.

Lack of attention to listening skills in schools in listening learning results in students not being accustomed to listening. Utami (2019) states that listening is a form of active and creative listening activity in obtaining information, understand the meaning of the story content and the message conveyed directly. This means that listening is not just an activity of listening but rather listening is an activity to understand and pay close attention to what is heard and can retell both orally and in writing from what has been heard. Audio visual media is a combination of audio and visual or commonly called auditory viewing media.

(al., 2016: 129) concluded that audio visual media is media used in the learning process that has elements of images and sound with indicators: (1) developing students' thinking power, (2) developing

imagination, (3) attracting attention. Audio visual media is media that involves the senses of sight and hearing at the same time in one learning process (Pritasari, and Asri, 2014: 3). This means that audio visual media can be used by teachers to provide a learning process for students' skills because it makes two (2) elements, such as image elements and sound elements. Audio visual media has a very high appeal in terms of learning, because it is able to make two elements at once in one process.

One type of audio visual media, namely, the story used must be adjusted to the level of development of students, especially elementary school students so that what is presented can be understood and understood clearly by elementary school students. This audio visual media can also help / replace the role and duties of teachers. Therefore, language learning is not only listening to the teacher explaining, but it requires student activity in the teaching and learning process so that student integration is established with students or vice versa students with teachers.

This media is more interesting than other media because this audio visual media can create a more interactive and real learning atmosphere, students will also be more motivated and not bored. Based on interviews with researchers with class III teachers of SDN Segeran I Indramayu that listening in Indonesian language learning is only done when the teacher reads from a story book or takes the role of reading the children less focused or less concentrated, and the learning process will arise, among others; many students talk to their deskmates and pay less attention when the teacher reads a story, and when the teacher asks questions, students cannot understand and rarely respond to questions from the teacher because the use of learning media is not optimal, making the learning atmosphere less interesting.

Therefore, researchers are interested in conducting research at SD Negeri I Segeran Indramayu with the title The Influence of Audio Visual Media on Students' Story Listening Skills in Indonesian Language Subjects for Grade III of SD Negeri I Segeran Indramayu. Based on the researcher's interview with the third grade teacher of SDN Segeran I Indramayu, listening in Indonesian language learning is only done when the teacher reads from a story book or takes the role of reading the children's lack of focus or concentration, and the learning process will arise, among others; many students talk to their deskmates and pay less attention when the teacher reads the story, and when the teacher asks questions, students cannot understand and rarely respond to questions from the teacher because the use of learning media is not optimal, making the learning atmosphere less interesting.

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Formulation of the problem

How does the use of audio-visual media affect students' listening skills in Indonesian language subjects for grade III of SD Negeri I Segeran Indramayu?

II. RESEARCH METHODS

The research method used in this study was experimental. The design used in this study was a one-group pretest-posttest, which allows comparisons to the situation before the treatment was given. This design can be described as follows:

Group	Pretest	Treatment	Posttest
Experiment	T ₁	X	T ₂

Information

T₁: Pretest value (before treatment)

T₂: Posttest score (after being given treatment)

Population and Sample

The population in this study amounted to 20 students consisting of grade III at SD Negeri I Segeran Indramayu. The sampling technique in this study used a saturated sampling technique. This technique is used in research if each member of the population is sampled who will be in accordance with the research objectives in order to solve problems and can provide more representative values. The sample of this study was grade III which amounted to 20 people at SD Negeri I Segeran Indramayu.

Data collection technique

The data collection techniques used in this research include: Tests, Interviews and Documentation.

Research Instruments

The research instruments used were Test and Interview Instruments

Data Analysis Techniques

Before conducting data analysis using quantitative descriptive analysis, there are several prerequisite tests that must be carried out first, namely:

1) Normality Test, in testing this data, the Kolmogorov-Smirnov test is used with the following statistical units,

(1) Determine the null hypothesis and alternative hypothesis and the level of significance

H₀ = data is normally distributed

H₁ = data is not normally distributed

(2) Data analysis using statistical software for windows

(3) Making decisions (conclusions) on output.

Decision making from the results of the normality test using the Kolmogorov-Smirnov (KS test) is if the significance value is >0.05 it can be concluded that the data comes from a population that is normally distributed and if the significance value is <0.05 it can be concluded that the data comes from a population that is not normally distributed.

Hypothesis Test

The hypothesis test in this study is, H₀ = accepted if significance >0.05 H₁ = accepted if significance <0.05

III. RESULTS AND DISCUSSION

Based on the listening skills assessment criteria, the pre-test results can be categorized as follows:

- Skilled Category ($\geq 70\%$) : 3 students (15%)
- Sufficient Category (50–69%) : 10 students (50%)
- Low Category ($\leq 49\%$) : 7 students (35%)

The data shows that before the application of audiovisual media, the majority of students (65%) were still in the sufficient and low categories. This indicates that students' initial ability to listen to stories was still not optimal. After being treated with audiovisual media, students' post-test scores experienced a significant increase, with scores ranging from 70% to 100% and an average of 89.0%. The post-test results were categorized as follows:

- Skilled Category ($\geq 70\%$) : 20 students (100%)
- Sufficient Category: 0 students (0%)
- Low Category: 0 students (0%)

Thus, it can be concluded that all students have achieved the skilled category in listening skills after participating in learning using audio-visual media with an average increase of 35.5%. After being given treatment using audio-visual media, students' post-test scores experienced a significant increase with a range of 70% to 100% and an average of 89.0%. The post-test results are categorized as follows:

- Skilled Category ($\geq 70\%$) : 20 students (100%)
- Sufficient Category: 0 students (0%)
- Low Category: 0 students (0%)

Thus, it can be concluded that all students achieved the skilled category in listening skills after participating in learning using audiovisual media. The average increase of 35.5% indicates that audiovisual

media is very effective in helping students understand story content through engaging and easy-to-understand audio and visual stimuli.

Frequency Distribution Table of Students' Pre-test Scores

Value Interval	Frequency Absolute	Frequency Cumulative	Relative Frequency
30 – 39	4	4	20
40 – 49	5	9	25
50 – 59	6	15	30
60 – 69	4	19	20
70 – 79	1	20	5

The table above shows the frequency distribution of students' pre-test listening skill scores before being given treatment using audio-visual media. Based on the table, students' scores are spread out variably with the highest frequency being in the 50–59 interval of 6 students (30%), indicating that most students are still in the low category. Meanwhile, only 1 student (5%) obtained the highest score in the 70–79 interval, and 4 students (20%) were in the lowest score category in the 30–39 interval. These results indicate that most students were not able to understand the content of the story well before the use of audio-visual media. Thus, the distribution of pre-test scores illustrates that students' listening skills still need to be improved through more interesting and interactive learning methods.

Frequency Distribution Table of Students' Post-test Scores

Value Interval	Frequency Absolute	Frequency Cumulative	Relative Frequency
70 – 79	3	3	15
80 – 89	5	8	25
90 – 99	8	16	40
100	4	20	20

The table above shows the frequency distribution of post-test scores of third-grade students of SD Negeri 1 Segeran Indramayu. Most students obtained scores in the 90–99 interval, as many as 8 students (40%), indicating that after learning with audio-visual media, most students have reached a high category in listening skills. In addition, as many as 4 students (20%) even achieved a score of 100, indicating a very good level of understanding of the content of the story being listened to. Meanwhile, only 3 students (15%) were still in the 70–79 interval, and no students had scores below 70. This proves that the application of audio-visual media is very effective in improving students' listening skills. This increase is also reflected in the average student score which rose from 53.5% (pre-test) to 89.0% (post-test), with a difference in increase of 35.5%. These results indicate that audio-visual media is able to help students understand the content of the story faster and more clearly because of the combination of interesting sounds and images.

IV. DISCUSSION

Based on the results of data analysis, the normality test shows that the pre-test scores have a normal data distribution, while the post-test scores are not normally distributed. However, because the number of samples is quite large ($n \geq 20$), parametric tests such as the Paired Sample t-Test can still be used with the assumption of robustness against violations of normality. The results of the homogeneity test show that the variance between the pre-test and post-test is in a homogeneous condition. The Levene's test significance value is greater than 0.05 indicating that the difference in measured values comes from differences in treatment, not due to extreme variations between respondents. Furthermore, the results of the Paired Sample t-Test show that there is a significant difference between the pre-test and post-test scores, with a significance value of $0.000 < 0.05$. This proves that the use of audio-visual media can have a significant influence on improving students' fairy tale listening skills.

V. CONCLUSION

Based on the results of research conducted on 20 third-grade elementary school students through pre-test and post-test administration, the following conclusions can be drawn: 1) Pre-test data are normally distributed, while post-test data are not completely normal, but the analysis remains valid because the sample size is small and the test method is appropriate; 2) The variance of both data groups is homogeneous, so the t-test

can be used appropriately; 3) The results of the Paired Sample T-Test show a significant difference between the pre-test and post-test; 4) Audio-visual media have a positive influence on improving students' listening skills; 5) A significant increase in scores indicates the effectiveness of audio-visual media-based learning strategies; 6) These results also indicate that audio-visual media are effectively used as an aid in listening learning, because they are able to increase the appeal, understanding of story content, and students' attention during learning.

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