



Improving English Listening Skills Through Audio-Visual For Students

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ABSTRACT

Writing this classroom action research aims to determine whether the Audio-Visual learning model can improve student activity and achievement. The data collection methods are observation and learning achievement tests. The data analysis method is descriptive both for qualitative data and quantitative data. The results obtained from this study are Audio-Visual can increase student activity and achievement. This is evident from the results obtained in Cycle I is 6.3 for learning achievement. From Cycle I to Cycle II rose to 7.9 for learning achievement. The conclusion obtained from this study is that the Audio-Visual learning model can improve learning achievement

Keywords: *Audio-Visual, Students*

I. INTRODUCTION

A language is a tool used by humans to communicate in society. Language is very important for everyone in this world, with their language being able to build relationships with other people who come 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 are used it as a means of communication. Therefore, English is a very important subject that must be taught from an early age up to universities such as elementary, junior high, high school, and university.

One of the learning objectives in junior high school is to develop listening skills in English. These objectives in the Competency-Free curriculum are stated in terms of Basic Competencies. The Basic Competence of Learning English in SMP/MTs is "understanding the meaning in very simple conversational and interpersonal conversations to interact with the closest environment".

When we learn English, we recognize four language components, such as: listening, reading, writing, and speaking, and these four components are the main factors in teaching English as a foreign language. These components will develop students' communication skills either orally or in writing.

Listening skill, one of receiving ability, is a communication technique by which listeners can understand, interpret and listen to what they hear. The ability to listen actively can improve personal relationships by reducing conflict, strengthening cooperation, and developing understanding.

Listening is one of the components of language that is still an obstacle for students to learn. We can find out from the students. The score they get is still low when compared to other language components such as reading and writing.

Communication will run better if the listener can respond to what the speaker is talking about. However, most students have difficulty hearing because of the different dialects. The difference is not only in terms of pronunciation but also in culture. Grammatically it can also lead to misunderstandings between the speaker and the listener.

The low ability to listen to students in English is influenced by various factors, including the lack of students' knowledge of English, the lack of student's vocabulary, the lack of students' English communication practice in everyday life, the low activity of understanding students' English, the quality of students' assignments. , and the less precise technique used by the teacher.

Among the factors causing the low skills of students to understand English learning techniques that are less precise are the most dominant factors. The teacher continuously introduces English patterns and expressions without going through the proper context or situation and is not followed by practice and application or listening practice. There is very little interaction between students. Therefore, the improvement of speaking skills in English is not optimal.

In overcoming these problems, teachers must keep trying to find ways to solve the problem. Teachers must be able to use several learning methods, especially in teaching listening. And one of the techniques that can be applied to improve students' listening skills is Audio-Visual. Audio-lingual or Audio-visual is a very interesting method in the learning process. Therefore, this method aims so that students or students are able to understand the target language, speak with an acceptable and grammatically correct pronunciation, and be able understand the material presented.

Suleiman (1985:11) says that Audio-visual or Audio-lingual is a medium that can be seen and heard in carrying out communication. One of the audio-lingual methods is video. Videos can be played according to the material needed. It can be used to watch movies. Based on the film, it can improve students' understanding.

Based on the above background and knowing the weaknesses of students in learning listening and the lack of students' ability to understand listening. So the author focuses on teaching listening through Audio-Visual for students of SMPN 17 Kendari class VIII.5 by using a DVD (Digital Video Disc).

II. LITERATURE REVIEW

2.1. Study of Listening Learning Theory

Listening is one of the language skills among four other language skills such as writing, reading, and speaking. Listening activities are important in developing one's language skills. Listening is very close in meaning to hearing and listening. Listening or listening is the process of capturing messages or ideas presented through speech. Listening is one of the most important language skills, besides reading, speaking, and writing. Communication will not be able to run smoothly without Listening skills. Listening skills are the basis of good speaking skills.

Sutari, et al. (1997:17) state that listening means listening or paying close attention to what other people say. The intentional factor in listening activities is quite large, bigger than listening because listening is in the activity of understanding what is being listened to and in understanding activities that have not been carried out. In listening activities, the language that is caught by the listener and then identified, eventually becomes syllables, words, phrases, clauses, sentences, and finally becomes discourse.

Tarigan (1983:19) states that listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand communication that is not conveyed by the speaker through oral or language.

Listening according to Akharga (in Sutari, et al. 1997:19) is a process that includes activities to listen to the sounds of language, identify, interpret, and react to the meanings contained therein. Listening is one of the skills needed by a facilitator. Listening only listens to something "in left ear out right ear" or vice versa.

2.2. Theory Study About Audio Visual

The term Audio-Visual was first put forward by Prof. Nelson Brooks in 1964. This method claims to be the most effective and efficient method of learning foreign languages and claims to be a method that has turned language teaching from just a tip into a science.

Richards & Rodgers (1986:51 in Prayogo, 1998:9) add several learning principles that have become the basis of audio-lingualism psychology and their application as follows:

1. Learning a foreign language is basically a mechanistic habit formation process
2. The language skills learned are more effective if the aspects to be learned in the target language are presented in the spoken form before being seen in written form.
3. Analogous forms do better for language learners than form analysis, generalizations, and distinctions better than explanations of principles.
4. The meanings of the words possessed by native speakers can be studied only in the context of language and culture and do not stand alone.

2.3 Learning Motivation in the Learning Process

Learning motivation is the drive or driving force in a person both internally and externally in a person to make changes in behavior. Learning motivation can basically help in understanding and explaining individual behavior, including individuals who are learning (Uno, 2007: 27). There are several important roles of motivation in learning and learning, namely: (1) determining things that can be used as learning reinforcement, (2) clarifying the learning objectives to be achieved, (3) determining control over learning stimuli, (4) determine learning persistence.

a. The Role of Motivation in Determining Learning Reinforcers

Motivation can play a role in strengthening learning if a child who is learning is faced with a problem that requires solving, and can only be solved thanks to the help of things he has been through. Motivation will be a learning reinforcement in children when children really have the motivation to learn something. In other words, motivation can strengthen children in their actions

b. The Role of Motivation in Clarifying Learning Goals

The role of motivation in clarifying learning objectives is closely related to meaning in learning. Children will be interested in learning when what has been learned has at least been enjoyed by the child. So that children will be motivated to learn because they are clear about what is the goal of learning.

c. Motivation as a Learning Stimulus Control

A motivated child will have control and stimulation to learn. Children will associate learning facilities as a stimulus for learning. Without motivation, children will never be stimulated to take advantage of stimuli as controllers in learning.

d. Motivation Determines Learning Perseverance

A child who has been motivated to learn something will try to study well and diligently, with the hope of getting better results. In this case, it appears that the motivation to learn causes someone to study hard. On the other hand, if a person does not have the motivation to learn, he or will not last long to learn. That means that motivation is very influential on persistence and resilience in learning.

2.4 Thinking Framework

As described above, students of class VIII.5 SMPN 17 Kendari has poor listening skills in English. Class activities are very passive. Students are still confused about what the teacher is talking about. This is due to the lack of students' listening knowledge, the lack student's vocabulary, the use techniques used by the teacher that are not appropriate for teaching English, and the lack of media available at the school.

By using Audio-Visual, it can be assumed that the learning process will be more systematic, complete, and creative. Students are given to watch videos where from these videos students can not only improve their listening skills but can learn grammar and enrich students vocabulary. Thus students will have knowledge, readiness, and courage, so they will be more active in the learning process. Thus, students' listening skills in English will be improved.

2.5 Action Hypothesis

If Audio-Visual is implemented effectively in learning listening in English, then the English skills of class VIII.5 SMPN 17 Kendari can be improved.

III. RESEARCH METHOD

3.1 Research settings

This research was conducted in class VIII.5 SMPN 17 Kendari. This place was chosen because based on the results of class observations and interviews with English teachers in the class, it can be said that English learning skills are still low. This is because the teacher does not use adequate techniques, the limited number of books available at school, and the lack of media equipment.

3.2 Research Subject

The subjects in this study were all students of class VIII.5 SMPN 17 Kendari. The whole class consists of 27 people, consisting of 11 female students and 16 male students. Two students have relatively good listening skills in English, six students have weak abilities, and three students have very weak abilities. Two male students have relatively good ability in listening to English. Five people have the moderate ability, and nine people are very unable to listen in English.

3.3 Data Source

The data from this research are sourced from students and teachers. Data from students are test results, both initial and final tests that can be observed directly by researchers, and activities in the learning process. Research data from teachers is the result of observations made during the teaching and learning process as additional data in this study.

3.4 Techniques and Data Collection Tools

3.4.1 Data collection techniques

Data collection techniques used in this study were tests and observation sheets. Tests are given to students to get students understanding of listening to English. Sheets are used to record information about all ongoing activities. The observation sheet consists of student activities, time, student responses, class situations, and other notes that occur during the action process

3.4.2 Data Collection Tool

The tools used to collect data are the results of tests, questionnaires, and observation sheets.

3.5 Data Analysis

The data obtained in each action will be analyzed quantitatively and qualitatively to determine the final result of an action. Qualitative data on student learning outcomes will be analyzed descriptively by finding the average score of student success both in pre-test and post-test. The results of the data evaluation will be analyzed using descriptive analysis by finding the average score of student success in both the pre-test and post-test. That is by using the following steps:

1. The value of each student answering the test in each meeting.
2. The data is calculated by the following formula:

$$X = \frac{\sum X}{N}$$

where:

X = The average score achieved by students on the test.

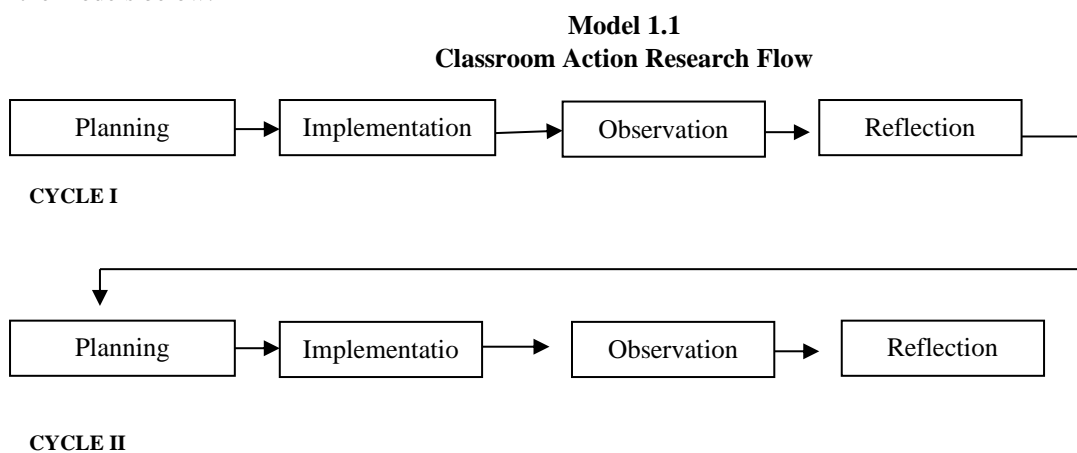
$\sum X$ = Total number of values.

N = Number of students.

Meanwhile, qualitative data obtained through observation sheets were analyzed so that they could provide an overview of the level of understanding of the lesson, students' attitudes or views on the applied learning methods, student activities in following, attention, enthusiasm in learning, self-confidence, learning motivation, and the like qualitatively.

3.6 Research Procedure

This research was conducted using classroom action research (CAR). There are four stages that are passed in this classroom action research, namely (1) Planning, (2) Implementation, (3) and (4) Reflection (Arikunto, 2007:11). As in the models below:



CYCLE II

The four steps with the two cycles above are carried out to improve students' ability to listen to English. The four steps above will be described in detail below.

1. Planning

In this stage, the researcher compiles and designs actions to be carried out to improve students' listening comprehension skills and students' low learning motivation. Based on the initial tests and observations made, the average student is only 5.7 and with low enthusiasm and motivation to learn. The actions given to students only took place in 2 cycles within a period of 12 x 40 minutes.

The action plan implemented in this stage is a learning design that was developed based on the problems found and the learning method used, namely Audio-Visual to solve the problem of students' low understanding and motivation to learn.

2. Implementation

In this step, the researcher takes learning steps by applying Audio-Visual techniques in accordance with the learning design that has been prepared in the first step. In the treatment of actions through the application of Audio-Visual researchers carry out learning activities in accordance with the learning design that was prepared. Students are guided through steps to improve their understanding effectively and efficiently and improve memory performance in understanding the content of the conversation. The first step, the first video with the topic "Always Remember to say please" was shown to students by giving some brainstorming to increase students' interest in learning. After the video is played 2 times, then students will be directed to answer some general questions with the video player. Then the author invites students to discuss each answer to each question given.

After finishing, the second video with the topic "Cheers... hiccup" was played 2 times. Then the students answered the questions given orally but the questions given this time were more detailed and related to the video being played.

In the next step, students were shown a video with the topic "Long time no see and Jeffry doesn't live here" twice. After the video is finished playing, students are then given a multiple choice test and students are given the opportunity to answer the question.

After all the answers are obtained, the students are then given a script from the first video to the last video, then the students display (do) each video that was previously played in front of the class.

The steps above are the core of the treatment given to students to improve their understanding of listening to English. Thus, student learning outcomes using Audio-Visual techniques are expected to be more satisfying and can improve students' listening skills.

3. Observation

Performed while the action is running. The researcher records everything that is needed and happens during the implementation of the action. Data was collected using pre-arranged tests and observations. The data was collected in the form of quantitative data from student test results and qualitative data derived from observations. Other important things related to action are also considered in this step. The format of observation during the activation process is as follows.

Table 3.2
Observation Process Format

No.	Things observed	Good	Fairly	Poor
1.	Attention students when receiving orders			
2.	Seriousness of students in the process of action			
3.	Student feedback			
4.	Learning situation			
5.	Effectiveness of learning media			
6.	Student response in receiving orders			
7.	Punctuality			
8.	Motivate students toward lessons			
9.	Attitude change			
10.	Confidence			
11.	Skill upgrade			

4. Reflection

Based on this thoroughly review the actions that have been taken and the data that has been collected in the previous step. And look for the difficulties experienced by students and teachers in the process of action that has been taken. Students are invited to discuss each cycle to ask about the difficulties they are experiencing each. While the teacher re-watches the events that have ended when the activation process takes place. All data obtained were analyzed and to complete the action in the next cycle or the need for treatment given to students.

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

In Chapter IV, the author presents the data obtained from this action research in detail based on research conducted at SMP Negeri 17 Kendari. Before the research results, it is better to look at the opinions of the following education experts: in conveying the results of research and discussion, it is necessary to present an explanation of each cycle with complete data from planning, implementation, observation, and reflection which contains an explanation of the aspects of success and weakness that happened. It is necessary to add basic things, namely the results of the discussion (progress) in students, the environment, teachers, motivation and learning activities, class situations, and learning outcomes, and put forward graphs and tables of data analysis results that show changes that occur accompanied by systematic and clear discussions (Suharsimi Arikunto, Suhardjono, Supardi, 2006: 83).

From the excerpt above, it is clear what must be described in this chapter, name written in full, starting from what was made according to the plan, what the results were, how it was implemented, what had been achieved, to reflection. Therefore, the discussion in this section begins with what is done in the planning section, what is done in the implementation, what is done in the observation, and what is done in the reflection, as shown below.

4.1.1 Action Plan I

The results obtained from planning activities include:

- A. Develop an action plan for further research, complete with a Learning Implementation Plan (RPP) which will be carried out using Audio-Visual Based on the initial results of the VIII grade students' abilities listed in the background, the researcher plans more intensive activities such as consulting with teachers and principals. schools about the preparation of the implementation of learning using Audio-Visual techniques.
- B. Determine the implementation time, which involves the day, and date, according to the research schedule.
- C. Asking fellow teachers in the same field of study and principals as peer partners in the implementation of the planned Audio-Visual learning. The result is the readiness of fellow teachers to participate in supervising class visits in observing existing deficiencies.
- D. Develop a check format related to Audio-Visual learning.
- E. Teacher friends who were asked to observe the learning attempted to provide information about this learning model by:
 - a) Supervisors are notified in advance and know the learning method using Audio-Visual and their presence in class is not looking for mistakes, but for the common interest, namely improving learning.
 - b) Supervisors have been told to understand more about the principles of supervision so that they no longer tend to be instructive and are more friendly to peer-to-peer principles.

c) In carrying out supervision, supervisors are expected to show a close sense of co-workers and are willing to assess the truth.

F. Researchers explain to students that the presence of supervisors in class is not to find faults or weaknesses of teachers in learning but to improve students' ability to master knowledge.

G. Planning lesson materials and formulating goals. Determine the subject matter, by adjusting to the applicable syllabus and its description quite well.

H. Selecting and organizing materials, media, and learning resources.

In this first cycle, the researcher organized the learning materials well. The order of delivery is from easy to difficult, and the scope of the material is quite meaningful for students and determines teaching aids. Meanwhile, in determining learning resources, it has been adjusted to the objectives, learning materials, and the level of development of students.

I. Designing learning scenarios.

Learning scenarios are adjusted to the objectives, material, and level of student development, and variations in delivery are sought. The structure and learning steps have been adjusted to the objectives, materials, level of student development, and time available, the system is to put students in a central position, following changes in educational strategy from teaching to learning according to Minister of Education Regulation No. 41 of 2007 and adapts to the Audio-Visual learning model.

4.1.2 Implementation of Action I

a. Class management

Manage the class with careful preparation, and teach the material correctly according to the Audio-Visual learning model.

b. Assessment Tool

The discussion and types of assessment are attached to the RPP along with the assessment format.

c. Appearance

In general appearance, researchers dress neatly, use polite language, and guide students as much as possible by using the Audio-Visual learning method. Researchers seek strategies to easily observe students who are learning. After the learning is completed, it is continued by holding a meeting with the teacher who supervises the learning process to discuss the results of the observations made.

d. From discussions with teachers, it was revealed that:

1. The learning that has been done has not been maximized, because this is the first time researchers have tried this method.
2. Students are not yet actively receiving lessons and giving feedback, this is in accordance with the purpose of the Audio-Visual method.
3. The researcher proposes that the teacher who observes is willing to return and is willing to observe again on opportunities in cycle II.
4. For the time being, the researcher is not sure that the implementation of supervising class visits will help improve students' abilities, but according to the observers' thoughts, the method used by the researchers is quite capable of encouraging increased creativity and learning achievement.
5. Submission of observers to researchers can be conveyed as follows:
 - 1) Researchers provide learning tools/media.
 - 2) Researchers pay less attention to the cleanliness of the blackboard, and the cleanliness of students' uniforms, in other ways that are useful for fostering student motivation and discipline.
 - 3) Researchers haven't been so good in time. Starting lessons are not on time due to certain things.

4.1.2.1 Observation/Observation

The observations made varied greatly. The author uses a peer teacher to join the class to observe the correctness of the implementation of learning using the Audio-Visual model. The data obtained from the observation activities carried out by the teacher will greatly affect the progress of the researchers in implementing the Audio-Visual learning model considering that all the weaknesses of the researchers will be well observed. If the writer connects it with the so-called intervening variable or intervening variable where there are certain things that can affect the relationship between the independent variable, namely the Audio-Visual learning model, and the dependent variable, namely learning achievement. The particular thing that was discussed was the correctness of the implementation of the Audio-Visual learning model. If the implementation is not correct, it will certainly affect the learning outcomes.

Observations by peers as described above are very necessary for the success of improving the quality and correctness of learning the Audio-Visual model. This is what the author does for the sake of innovation efforts so that scientific writing is more efficient and effective.

In addition to observations made by colleagues, another effort that the author makes is to ask one of the smart students to check whether the implementation of Audio-Visual learning in the classroom has gone as expected or not. Both teachers who observe, and students who are asked to observe the activities of their friends, have previously been

called to the office and given an explanation about the truth of the implementation of Audio-Visual learning that demands creativity; self-discovery by students; emphasis on intellectual activity; process learning experiences into something meaningful in real life; familiarize students to be more productive, analytical, critical; the use of methods, techniques, and strategies that enable students to seek and find their own answers optimally. In addition, this model requires problem-solving skills to increase intellectual satisfaction, sharpen memory processes for longer mastery, more student-centered learning, self-concept development, and academic talent, avoid learning by rote and grow the ability to assimilate and accommodate the information. The learning steps are: a) formulating questions to be able to conduct research, b) checking whether the results of student observations can answer questions, c) collecting data/information, d) analyzing information, and e) making conclusions based on the results of information analysis. . From all of the above understanding, the author has prepared instruments for the accuracy of implementation brought by teachers and students who observe the learning process.

4.1.2.2 Reflection of Cycle I

Before starting reflection, it's good to see the opinion of education experts about what is meant by reflection. This opinion will be a guide on how or what is necessary for writing reflections. Reflection is a thorough study of the actions that have been taken based on the data that has been collected, then an evaluation is carried out in order to perfect the actions. Reflection involves analysis, synthesis, and assessment of the results of observations of the actions taken (Hopkin, 1993 in Suharsimi Arikunto, Suhardjono, Supardi, 2006: 80).

a. Quantitative analysis of student learning achievement cycle I

Student Code	IR	Cycle I	
		S1	S2
ABD	5.5	6	7
AGT	5	5	7
ARB	4.5	6	7
AWS	5.5	6	7
AVH	4	6	7
ADU	4,5	5	7
BGU	4.5	5	7
BMJ	5	6	7
CGH	4.5	5	6
DRG	4,5	5	7
DES	5	5	7
DVG	5	6	7
GHJ	4,5	5	6
GUI	4,5	5	7
GKM	5	6	7
HGB	4,5	6	7
IJB	4,5	6	7
KMN	4	6	7
KLP	4	5	7
MNY	4	6	7
MFG	4	6	6
MKO	4,5	6	7
NEV	4	5	7
NHU	4	5	7
SDR	4	5	7
SBH	4	6	7
SFW	5	5	7
Total	122	154	187

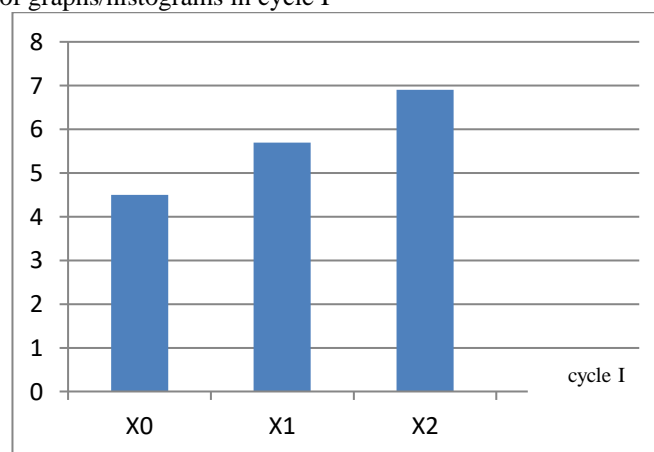
Based on the data shown in the table above, the scores from the pre-test and post-test scores collected by grade VIII.5 students of SMPN 17 Kendari in the first cycle can be calculated as follows:

1. Average Pre-test Nilai = $\frac{X0}{N} = \frac{122}{27} = 4,5$
2. Session Average Score 1 = $\frac{X1}{N} = \frac{154}{27} = 5.7$
3. Session Average Score 2 = $\frac{X2}{N} = \frac{187}{27} = 6.9$

The total average value in the first cycle is:

$$\frac{X1 + X2}{2} = \frac{5.7 + 6.9}{2} = \frac{12.6}{2} = 6.3$$

b. Presentation in the form of graphs/histograms in cycle I



For the recapitulation of the results of this study, it will be presented at the same time at the end of the reflection analysis cycle II. For the results of the analysis of teacher observations and student observations of the correctness of the implementation of Audio-Visual learning. The results of the two observations can be conveyed as follows: 1) observations by the teacher in the form of notes of the researcher's errors when carrying out the Audio-Visual learning process, this becomes a very valuable input for improvement in the next cycle, for this more details can be seen in the discussion. 2) for the observations made by the principal in appendix 6, it was seen that the team was able, the team that was not able clearly to show activity, tenacity, creativity, looking for important things assigned, showed activity ability, critical, and correct. students who are active in learning and not teachers who are actively teaching, the ability to show self-concept, the speed of responding to demands, and the ability to bring up conclusions. The sum of all student scores in the pre-test is 122, and the total score in session 1 is 154, while the score in session 2 is 187, after being averaged, the score obtained is 4.5 for the pre-test score, 5.7 for the value of session 1, and 6.9 for the value of session 2 from the analysis made, it can be concluded that the results obtained have not shown the success of Audio-Visual learning conducted by the teacher.

4.1.2.3 Cycle II

4.1.2.3.1 Planning

Seeing all the results obtained in cycle I, for planning the implementation of research in cycle II, there are several things that need to be done, namely:

- a. The researcher re-planned the schedule for conducting classroom learning by looking at the research schedule in Chapter III and the time in the education calendar. The results of the reflection of the first cycle are the basis for planning in the second cycle.
- b. Develop a good learning implementation plan according to the Audio-Visual learning model and make data collection instruments, namely learning achievement tests.
- c. Planning class visits with observation friends as an innovation effort. For this, the researcher consulted asking for his willingness to participate in the learning process carried out. This innovation is carried out so that researchers can make maximum efforts to carry out better and higher quality learning. The result of consultation with colleagues

is the readiness of the teacher to participate in supervising class visits. The teacher who will be observing was told that the author had consulted with the principal and he would participate, going into the room to jointly supervise. This is notified to the teacher in the hope that the teacher who will observe can be better prepared to carry out higher quality supervision, this is also done by the author as an additional innovation.

- d. Together with the teacher, design a scenario for the implementation of learning by looking at the shortcomings in cycle I by identifying things that can be done to improve learning. For this matter, all notes about the shortcomings in cycle I which are the result of reflection are submitted to the teacher for study. Tell the teacher what needs to be done, what students must do, and how to apply the correct Audio-Visual method according to the truth of the theory presented.

4.1.3. Action Execution

The implementation of the actions in cycle II is presented as follows:

On the day that has been determined according to the schedule, the researcher begins the stage of implementing the action by bringing all the preparations that have been made. In accordance with the planning that has been prepared in the form of a learning plan with the application of Audio-Visual techniques, the learning steps for understanding discourse are arranged in steps according to the method applied in this study. The steps are as follows:

The first step, the first video with the topic "I Want to Fly" was shown to students by giving some brainstorming to increase students' interest in learning. After the video was played 2 times, then students were asked to answer some general questions according to the video that was played. Then the author invites students to discuss each answer to each question given.

After the discussion was over, the second video with the topic "How Do I Get To Nanjing Road" was played 2 times. Then students were asked to answer the questions given by the presenter orally but the questions given this time were more detailed and related to the video being played.

In the next step, students were shown a video with the topic "Are You Busy and What A Fat Bird" twice. After the video is finished playing, then students are given a multiple choice test and students are given the opportunity to answer the question.

After all students' answers have been collected, then students are given a script from the first video to the last video, then students are asked to perform (perform) each video that was previously played in front of the class.

The steps above are the essence of the treatment given to students to improve their understanding of listening to English. Thus, student learning outcomes using Audio-Visual techniques can be expected to be more satisfying and can improve students' listening skills.

At the second meeting, the learning activities continued with the discussion of new topics. In this activity, students were shown 4 videos entitled "Sign language, How do I get Nanjing Road, Long Farewell and What Do You Do". At the beginning of the activity, students were shown two videos entitled "Sign Language and How do I get Nanjing Road". The teacher gives brainstorming to students to introduce a video about "Sign Language and How do I get Nanjing Road". The teacher gave several questions related to the video that was played as a stimulus. All these questions are discussed classically and orally so that students are carried away in a fun learning situation.

Then the teacher asked the students to watch the video entitled "Long Farewell and What Do You Do" independently with 10 question items given which included aspects of finding general ideas, finding specific information, finding detailed information, and word meanings. This test is also a test to determine student progress in this first cycle of action and students are given 15 minutes.

Thus the learning steps in the second cycle of action process by applying Audio-Visual Techniques within 4 x 40 minutes (2 x meetings).

4.1.3.1 Observation/Assessment

The assessment of the correctness of the implementation of Audio-Visual learning is preceded by noting important things such as learning activities carried out when the researcher takes action. From these quick notes, the writer knows which parts need to be improved, where the emphasis is needed, and which parts need suggestions and reinforcements. In addition, having a teacher who observes the learning process will be very helpful to find out more clearly the mistakes made during the learning process. The teacher who observes also notes the creativity of students, the willingness of students to participate in learning, and contributions among students. All of this has been done well. The implementation of the learning achievement test was finally continued the next week because after the teacher carried out the learning process, there was not enough time to give the test so it was carried out at the next meeting. The results of the second cycle of student achievement tests will be discussed in the second reflection.

4.1.3.2 Reflection of Cycle II

A. Quantitative Analysis for Obtaining Cycle II Learning Achievement Test Scores

4.1.3.2.3 Results of the second cycle of action

Student Code	IR	Cycle II	
		S3	S4
ABD	5.5	8	8
AGT	5	7	8
ARB	4.5	7	8
AWS	5.5	7	8
AVH	4	8	9
ADU	4,5	7	8
BGU	4.5	7	8
BMJ	5	7	8
CGH	4.5	8	8
DRG	4,5	7	8
DES	5	7	9
DVG	5	8	9
GHJ	4,5	7	8
GUI	4,5	7	8
GKM	5	8	9
HGB	4,5	7	8
IJB	4,5	8	9
KMN	4	7	8
KLP	4	8	9
MNY	4	7	8
MFG	4	7	8
MKO	4,5	7	8
NEV	4	8	8
NHU	4	7	8
SDR	4	7	8.5
SBH	4	7	8
SFW	5	7	8.5
Total	122	203	224

Based on the data shown in the table above, the scores from the pre-test and post-test scores collected by grade VIII 5 students of SMP Negeri 17 Kendari in the first cycle can be calculated as follows:

$$1. \quad \text{Average Pre-test Nilai} = \frac{X_0}{N} = \frac{122}{27} = 4,5$$

$$2. \quad \text{Session Average Score 3} = \frac{X_3}{N} = \frac{203}{27} = 7.5$$

$$3. \quad \text{Session Average Score 4} = \frac{X_4}{N} = \frac{224}{27} = 8.3$$

The total average value in the first cycle is:

$$\frac{X_3 + X_4}{2} = \frac{7.5 + 8.3}{2} = \frac{15.8}{2} = 7.9$$

b. Presentation in the form of graphs/histograms in cycle II

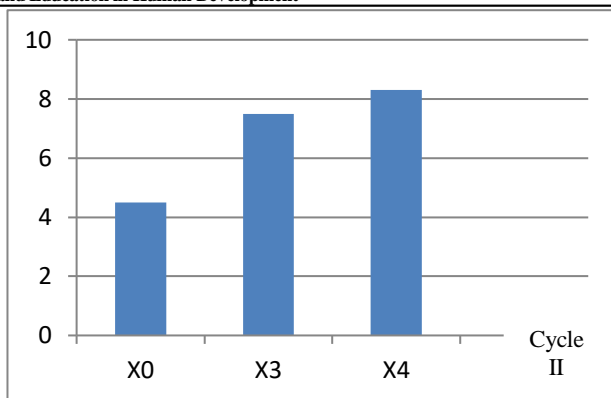


Table 4.1 Recapitulation of Research Results from Cycle I to Cycle II

No	Action	Average	Total average	Action Average Total average
1	Pre-test		SO	4.5
2	cycle I		S1	5.7
			S2	6.9
3	cycle II		S3	7.5
			S4	8.3
				X0 = 4.5
				XI = 6.3
				XII = 7.9

4.2 Discussion

4.2.1 Discussion of the results obtained from Cycle I

Things that need to be considered in discussing qualitative data on the results of peer teacher observations about Audio-Visual learning are: existing weaknesses, strengths, changes, advances, time effectiveness, activities carried out, construction, contributions, fact description, checking internal validity, and external validity, problem identification, influencing factors, ways to solve problems, considerations, comparisons, comments, responses, additional experiences, summary, opinions, descriptions, interpretations/interpretations, meaning behind actions, triangulation, relations between aspects, classifications, value -setting standards, reasons for using certain techniques, reasons for using certain steps, classifications, combining- merging, tabulation, usage, criteria, categorization, meanings, relationships a between categories.

From the observations of colleagues, it was conveyed that there were advantages conveyed by the observers, namely that the researchers were neatly dressed, used polite language, and guided students well. This gives rise to the interpretation that the research journey has been quite good. The weaknesses presented need to be analyzed, namely the use of the time that has not been effective, construction, and student contributions have not been maximized, this fact will be used as a reference for the truth of the data, validation, internally taken from informants are accounted for, external validity in the form of legal references used theories that support and The reliability of this research data can be trusted by the author because it is the accuracy of the researcher in choosing the informants, namely colleagues. The factors that influence the not yet maximal Audio-Visual learning in the first cycle is because the researcher has only tried this model once. The way to solve the problem is to prepare better, higher-quality lesson plans. Other things such as comments, additional experiences, and descriptions of the success of the research will be seen in the results of the next cycle. There are few qualitative results or quality of learning with the Audio-Visual model.

4.2.2 Discussion of the results obtained from the learning achievement test cycle I

The results of the learning achievement test which are oral tests and multiple-choice tests force students to really understand what they have learned. The average score of students in the first cycle was 5.7 in the first session and 6.9 in the second session, indicating that the students after mastering the material being taught were not yet perfect. These results indicate an increase in the ability of students to master English subjects, especially in listening skills when compared to the initial scores of students according to the data submitted in the previous analysis.

The results of the learning achievement test in the first cycle have found the main effect that the use of certain methods will affect student achievement which in this case is the Audio-Visual method. This is in accordance with the results of the meta-analysis of learning methods conducted by Soedomo, 1990 (in Puger, 2004) which states that the learning method applied by a teacher affects his learning achievement.

As is well known, English subjects emphasize learning cognitive, affective, and psychomotor aspects as a guide to students' daily life behavior. For solving existing difficulties, the use of this method can help students to be creative, act actively, exchange ideas, express opinions, ask questions, discuss, argue, exchange information, and solve problems that exist together with members of the discussion group. This is what makes students think sharper, more creative, and more critical so that they are able to solve complex problems and the net effect is that students will be able to understand and absorb English subjects further.

The remaining obstacle that needs to be discussed is that the learning achievement achieved in cycle I have not met expectations in accordance with the demands of the KKM for English subjects in this school, which is 7.5. Therefore, further improvement efforts still need to be made so that more careful planning is needed. for the next cycle.

The results of this study turned out to have given the main effect that the model applied in the learning process had a significant effect on student achievement. This finding proves that the teacher has chosen the right method in carrying out learning because the choice of method is something that cannot be ruled out. The researcher's opinion is also in line with other findings such as those of Inten (2004) and Puger (2004) which basically state that the learning method applied to student achievement.

The Indonesian language subject focuses on the cognitive, affective, and psychomotor aspects as a guide for students' abilities, both in terms of the mind, as well as the visual ability of important places because they can activate students optimally. From the scores obtained, half of the students got a score of 8.5, and 13 students got an intermediate score of 8. From the comparison of these scores, it can be believed that learning achievement can be improved by using the Audio-Visual method.

Looking at the comparison of the initial value, the value of the first cycle, and the value of the second cycle, there was a significant increase, namely from the average initial value of 4.5, it rose in the first cycle to 6.3 and in the second cycle, it rose to 7.9. one eye because of the increase in the value of the maximum efforts that can be applied to improve the quality of education and the progress of education, especially at SMP Negeri 17 Kendari.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

By knowing that the trigger for the low learning activity and learning achievement is the factors used by the teacher so that the use of constructivist alternative methods is very necessary, the researchers tried the Audio-Visual learning model in an effort to solve problems that exist in schools.

Based on the low level of student learning and learning activities delivered on the background of the problem, the use of the Audio-Visual learning model is attempted to achieve the objectives of this study, namely to determine the improvement of student achievement. it is possible that the improvements achieved were clearly described at the end of the analysis. From the results of the research presented in Chapter IV and all the data that has been submitted, the research objectives presented can be achieved.

To answer the research objectives, namely holding student learning achievements can be seen from the evidence that has been submitted.

- From the initial data, almost all students got scores below, then in the first cycle it decreased to 8 students and in the second cycle, the scores of all students were above the standard set at the school.
- From the initial average of 4.5 it rose to 6.3 in the first cycle and in the second cycle, it rose to 7.9.
- From the initial data, there were no students who completed while in the first cycle there were more, namely 4 students, and in the second cycle, all students achieved completeness.

From all supporting data supporting learning, it can be conveyed that the Audio-Visual model can provide the expected answers according to the objectives of this study. All of this can be achieved because of the readiness and hard work of the researchers from making proposals, reviewing things that are not yet good with fellow teachers, compiling research grids and instruments, and using data triangulation facilities for optimal research implementation.

5.2 Suggestions

Based on the findings that have been concluded from the research results, in an effort to achieve learning objectives in the field of English studies, the following suggestions can be submitted:

- If you want to carry out the learning process in English subjects, the use of the Audio-Visual learning model should be the choice of several existing methods considering that this method is proven to increase cooperation, be creative, acting actively, exchange information, express opinions, ask questions, argue and etc.
- Although this study has been able to prove the main effect of the Audio-Visual model in increasing learning activities and achievement, it is certain that in this study there are still things that have not been perfectly done, therefore other researchers who are interested in researching the same topic to research parts that have not been studied.
- Furthermore, for reinforcements, it is hoped that other researchers will conduct further research to leverage the data from this research.

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