

Improving Student's Listening Skills through Plays Audiovisual Learning Novel

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ABSTRACT

This study aims to improve the listening skills of students at Cendramata Junior High School Medan by using audiovisual learning novels. The research population is class VII with a total of 15 people. The research method uses Classroom Action Research (CAR) with 2 cycles. The data analyzed qualitatively will describe the quality of students' listening skills in CAR. The study also tested the hypotheses which were analyzed using the Wilcoxon test to determine the significance of improving students' listening skills. The research concludes that students' listening skills can be optimized through audiovisual playback. It appears that 80% of students are able to synthesize the story plot in the novel. Mastery learning outcomes have also reached 86.7% in cycle 2 with an average score of 79.33. The increase in learning outcomes obtained is also significant, namely $\text{sig} < \alpha$ that is accepted by H_a , namely there are differences in student scores between cycles. Based on the Wilcoxon test, it was known that there were 11 students in cycle 1 whose scores increased in cycle 2 and only 4 students whose scores remained constant. Thus, this study concludes that students experience an increase in listening skills through playing audiovisual learning novels.

KEYWORDS

listening; audiovisual, Learning Outcomes, improvement; CAR

INTRODUCTION

Language is a very important part and cannot be separated from language everyday life. Language is a means of communication, oral communication and most effective writing. In principle, the purpose of learning Indonesian is for students is to master language skills. There are four aspects of skills language skills, namely listening skills, speaking skills, reading skills, and writing skills. Listening skills are the hallmark of perceptive language skills. In every life, listening activities are carried out every day in every living environment. Especially at school that listening has an important role to increase knowledge and increase the ability to receive opinions others. Humans are faced with busy listening to other people's conversations in life daily communication. Through the process of listening, humans can master conversation phonemes, vocabulary, and sentences. Simultaneous and integrated relationships exist in the four those skills. Therefore, every human being must be skilled in listening.

Understanding of phonemes, words, and sentences really help someone in speaking, reading, or writing write. When viewed from the language acquisition process, at first a person can speak because listening activities from the words he hears through his immediate environment.

Conversations, seminars, discussions in following school lessons or lectures are forms of information delivery in education and teaching which requires one to be proficient in listening. However, someone who listens may not necessarily be able to receive or understand the information. This means that listening skills need to be optimized to support speaking, reading and writing skills. Thus, listening skills can be a person's basic understanding in the process of receiving messages or information.

According to Faris. (1993:154) describes the listening process into 3 stages. First, receive auditory input. The listener receives a verbal message. Second, pay attention to auditory input. The listener concentrates (physically and mentally) on what the claimant is presenting. Third, interpret and interact with auditory input. Listeners are not just collect and store messages, but also clarify, compare, and linking messages with prior knowledge. Listeners also use strategy prediction-confirmation accurately. In teaching practice, listening activities have become an important part in the world of teaching, especially in language teaching. In teaching, listening skills are defined as a process of listening activities, symbols orally with full attention, understanding, appreciation, and interpretation. This activity must be accompanied by the selection of appropriate teaching materials in the classroom.

Furthermore, regarding the listening skills of the sample at the research location, namely Junior High School of Cendramata Medan, it turns out that improving listening skills through novels has never been done here. The teacher has also never used an audiovisual player on the topic of this literary work in class. The study also observed the reactions of 20 students who were the research sample, they seemed to feel enthusiastic about participating in learning in this way. Students who usually tend not to focus on listening to the teacher's explanation, become excited to learn the form of literary works using an audiovisual player. Thus, it is believed that this research needs to be carried out to optimize students' listening skills and to provide meaningful new ways of teaching for teachers and schools through audiovisual players.

Audiovisual screenings in learning to listen to novels are expected to increase students' curiosity and interest and motivate learning. Based on the reality in the field, it can be seen that the main problem is the unequal distribution of teaching audiovisual tools to support listening skills, especially in learning to listen to novels for students. Teachers in listening learning are always monotonous and boring, so students are bored and bored in following lessons in class. This study will use audiovisual screenings with learning novels. Based on these basic competencies, students are expected to be able to find the main points of the novel and rewrite the main points of the novel that has been listened to. For this reason, the teacher must select, observe and practice teaching materials and media according to the situation.

This audiovisual player was chosen because of the sound and image elements that will increase the interest and interest of students in listening effectively and interactively. Moreover, learning problems due to the pandemic are expected to be overcome by using this audiovisual screening, so as to attract the enthusiasm and desire of students in listening to learning novels. Therefore, the above problems need to be studied and discussed in depth through a classroom action research. So the researchers chose the title improving student's listening skills through plays audiovisual learning novel on the grounds that students had difficulty in the learning process listening to novels caused by the lack of interest and seriousness of students, not realizing the importance of listening to novels, having difficulty understanding the contents of a novel or important events that need to be listened to, and the lack of audiovisual playback used. Audiovisual screenings in learning to listen to novels can be used to improve students' listening skills so that learning objectives can be achieved and students change behavior in a positive direction in learning.

RESEARCH METHOD

This study uses a qualitative approach to determine the quality of the achievement of research results. However, in addition, this study also applies a quantitative approach to prove the improvement of students' listening skills after experiencing learning through audiovisual playback. This study applies classroom action as a method to optimize overall student learning outcomes. This classroom action research has stages, namely planning, implementation, observation, and reflection. Classroom action research or called CAR is research that raises actual problems carried out by teachers which is an observation of learning activities in the form of actions to improve and improve learning practices in the classroom more professional (Taniredja, Pujiati and Real, 2010:16-17). Therefore, the research data will be taken through the cycle stages and hypothesis testing.

RESULTS AND DISCUSSION

Research conducted using the CAR method has obtained 3 groups of data, namely pre-cycle data, cycle 1 data and cycle 2 data. Although this research applies a qualitative approach, the researcher still uses descriptive parameters of quantitative research. This is done because the research data are learning outcomes data measured using numbers (values).

As long as the research was conducted on seventh grade students at Cendramata Junior High School, the researchers continued to apply the Health protocol during data collection. The research approach is qualitatively carried out by researchers using field observation instruments. The aim is to find out changes in students' learning attitudes while being taught using the audiovisual novel method of learning. Meanwhile, to find out the increase in student learning outcomes while being taught by the audiovisual playback method of learning novels, it was measured using an objective test instrument.

The results of observations made during and after the audiovisual playback method were experienced by class VII Cendramata students. Based on observations, it can be seen that students have high learning motivation, it can be seen from the enthusiasm of students to pay attention to learning novels that are played through audiovisual media and the following learning situations:



Figure 1. Students Experience Audiovisual Learning

Based on Figure 1. the researcher believes that students' motivation and enthusiasm for learning can also be caused by external factors. Almost 70% of students are fond of watching dramas/films based on novels. And of the 70% of students, there are 50% who watch dramas/films for 1-2 hours every day. The researcher also found that when the audiovisual screening session was over, the students seemed to be talking to each other discussing the contents of the story from the novel they were playing. Thus, external factors, namely the high interest in watching by students also have an impact on students' enthusiasm when the audiovisual playback method is applied in learning.

Furthermore, the observations of this study were detailed with indicators measured by the dichotomy of student choice. Here are the results of his observations:

Table 1. Results of Observation of Audiovisual Screening of Learning Novels

No	Indicator	Choice	
		Yes	No
1.	Students know that drama/film can be adapted from novels	100%	0
2.	Students follow the storyline of the audiovisual screening from beginning to end	100%	0
3.	Students get carried away while experiencing the audiovisual screening of learning novels	66,67%	33,33%
4.	Students re-discuss the contents of the learning novel that is played through audiovisual	80%	20%
5.	Students are able to synthesize the plot of the story in the learning novel that is played	80%	20%

Based on table 1. it can be seen that the enthusiasm of students during the audiovisual screening was also influenced by their initial knowledge of drama/film. Students are also used to discussing lesson topics in class, so that audiovisual screenings have an impact on students' listening skills in the topic of learning novel material. It can be seen that 80% of students have the ability to synthesize story plots in the learning novels that are played.

This Classroom Action Research (CAR) also measures student learning outcomes with the Minimum Completeness Criteria (MCC) of 75. The CAR is taken in 2 cycles and the presence of pre-cycles is used as a way of knowing the students' initial abilities. The cycle stops if the number of students who exceed the MCC is more than 80% of the total students. The following is a description of the learning outcomes between cycles

Table 2. Student Learning Outcomes Between Cycles

No	Name	Pre cycle	Cycle 1	Cycle 2
1.	Hezekiel Sinaga	60	70	80
2.	Viacanya	60	60	70
3.	Fatwa Nailandari	70	80	80
4.	MB. Ranjeni Dewi	40	60	75
5.	Davis	60	70	80
6.	Sonia	70	70	80
7.	Sahara	60	70	75
8.	Andre	40	60	80
9.	Sarmilah	80	90	90
10.	Sarah	80	80	80
11.	Juli Aldi Giawa	40	60	70
12.	Debora	60	80	80
13.	Dian	70	70	80
14.	Yusuf	75	80	90
15.	Romeo	80	70	90
Average		63	71,33	80
Standard deviation		14,11	9,15	6,27

Based on Figure 2. it appears that there are differences in the average learning outcomes between cycles, namely pre-cycle 63, cycles 1 and 2 are 71.33 and 80 respectively. From this data it is also seen that the distribution of pre-cycle student learning outcomes is greater than the other two cycles. and cycle 2 has shown that the scores obtained by each student are getting the same. This means that the application of CAR seeks to increase the value in learning, so that the similarity of values obtained by students will be increasingly visible until the cycle ends. And to find out the spread as well as differences in student learning scores in each cycle, it can be observed in Figure 2. below:

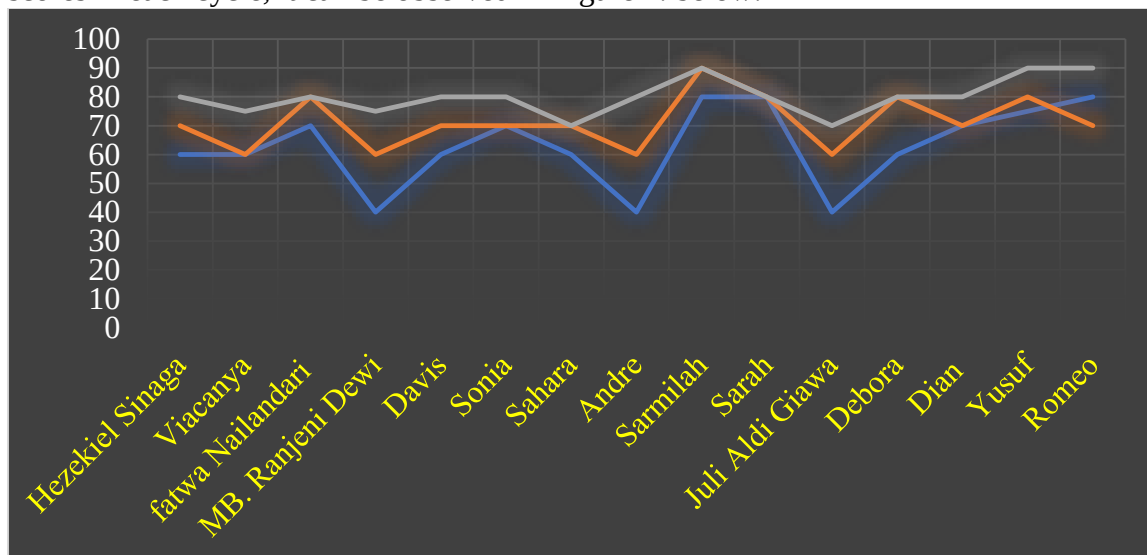


Figure 2. Graph of Differences in Student Values Between Cycles

CAR also finally provides an overview of the data population about improving learning outcomes between cycles through the following table:

Table 3. Average and Percentage of Achievement of MCC Learning Outcomes

Cycles	Average	MCC =75	
		Not Reaching MCC	Reach/ exceed MCC
Pre cycle	63	73,3%	26,7%
Cycle 1	71,33	33,3%	66,7%
Cycle 2	79,33	13,3%	86,7%

Table 3. shows that the average learning outcomes between cycles are increasing and followed by an increase in the number of students who reach/exceed the KKM. By paying attention to the percentage, it can be seen that there are 86.7% of students who reach/exceed the KKM. This means that the criteria that the cycle will stop if 80% of students reach the MCC are met, although there are still 13.3% of students' scores that do not exceed the MCC.

The CAR applied in this study is believed to need to be tested for quantitative data, this is intended to find out the improvement in learning outcomes is significantly different. Data testing was carried out nonparametrically (without prerequisite tests) by using the Wilcoxon hypothesis test, because the data being compared came from the same population. And this test was carried out using the Statistical Package for Social Science (SPSS) version 20. The following are the results of the processed data:

Tabel 4. Test Statistics^a

	Siklus 2 - Siklus 1
Z	-3.020 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on table 4. it is found that the price of $\text{sig} = 0.003 \leq 0.05$ so accept H_a that there is a difference in learning outcomes in cycle 1 and cycle 2. This means that the increase in student learning outcomes between cycles is significantly different. The processed results of the Wilcoxon test also show that there is no decrease in student scores from cycle 1 to cycle 2. This is shown in table 5, where the negative ranks (rank decreases) are zero. There are only 4 students whose scores are fixed (ties = 4) and it appears that there are 11 students whose scores are increasing (positive ranks = 11). And here are the results of the ranking between cycle 1 and cycle 2

Tabel 5. Ranks

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	.00	.00
Positive Ranks	11 ^b	6.00	66.00
Ties	4 ^c		
Total	15		

a. Siklus 2 < Siklus 1

b. Siklus 2 > Siklus 1

c. Siklus 2 = Siklus 1

A number of descriptions of research data have provided an answer that the objectives of this study were achieved. It is believed that the improvement in students' listening learning outcomes increased after the implementation of audiovisual playback. The object of learning novels as audiovisual playback materials is believed to have a different impact in improving students' listening skills. This is in line with the results of research by Fadilla, N. & Zulaikha, S.R. (2020) that the utilization of film screenings has a positive influence on increasing one's insight and increasing understanding of the value of life. This means that the improvement of students' listening skills is strongly influenced by the object/material of audiovisual playback. So that the novel, which is a literary work full of life values, is believed to need to be optimized in learning.

The media selection factor in audiovisual playback also greatly influences student learning outcomes. Based on this research, it can be believed that the improvement of student learning outcomes through novels can be influenced by listening learning activities. The results of Putri's research (2019) concluded that audio-visual media had a significant influence on the listening ability of early childhood in Al-Falah Kindergarten Jambi. The effect of audiovisual playback does not necessarily have a broad impact on learning. Therefore, it is necessary to adjust the tools and materials/learning topics, so that this learning activity is in accordance with the research objectives. As done by Susanto, E. (2010) that playing a CD with audio-visual media provides an increase in student understanding which is then applied in the form of correct movements in practical lectures.

Furthermore, the CAR applied in this research method has provided a clear picture of changes in student learning behavior. Through novels that are played on audiovisual tools, students understand the meaning of literary works. From this CAR cycle, it is clear that the increase in student learning outcomes occurred until the final cycle or cycle 2 with the acquisition of student scores above the KKM of 87.7%. This increase can occur because of

the concept of CAR which aims to complete the achievement of students' KKM scores. This is relevant to the CAR principle described by Wibawa, B (2003) that CAR focuses attention on specific, contextual problems so that it does not pay too much attention to the representativeness of the sample, because it is different from formal research, the purpose of CAR is not to find new knowledge that can be applied widely but produce a complete change in learning outcomes.

Through research observations, it is also seen that students often spend their days watching film/drama screenings outside of school. Although in theory this is not proven to be the same for every student, as the results of research revealed by Triani, S. & Lindawati (2018) that there is a comparison of different learning outcomes between audiovisual media and without audiovisual media. His research proves that student learning outcomes who are taught using audiovisual media are not higher than those without audiovisual media. If it is associated with the results of this study, of course the representation of the study is relative. This means that changes in student learning behavior due to learning through audiovisual can occur if researchers have identified students' initial abilities.

Finally, this study proves the significance of increasing student learning outcomes through hypothesis testing. This is taken to provide reinforcement of research results so that student learning mastery can be accounted for in theory. Tests conducted through SPSS proved that the increase in student learning outcomes was significant with the z test criteria that accept H_a , namely there were differences between groups of data in cycle 1 and cycle 2. The difference in detail was obtained that there were 11 students whose scores increased, 4 students who remained and none. students whose scores are below the MCC. Thus, this research has achieved its research objective, namely that students' listening skills can be improved through audiovisual playback.

CONCLUSION

Based on research conducted at this Cendramata Junior High School. The researcher concludes that students have high learning motivation, almost 70% of students are fond of watching dramas/films based on novels. And of the 70% of students, there are 50% who watch dramas/films for 1-2 hours every day. Furthermore, the audiovisual screening had an impact on students' listening skills in the topic of learning novel material. It can be seen that 80% of students have the ability to synthesize story plots in the learning novels that are played. Until the end of the CAR cycle, the students' learning completeness reached 86.7% with a deviation of 6.27. These results indicate that the quality of students' listening skills can be improved by using audiovisual screenings with learning novel materials. Hypothesis testing with the Wilcoxon test also shows a strengthening of the conclusion that the improvement in the quality of students' listening skills occurs significantly, namely the price of $\text{sig} (0.003) < \alpha (0.05)$ by accepting H_a that there is a difference in learning outcomes in cycle 1 and cycle 2.

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