

**A CASE STUDY OF TEACHERS' AND STUDENTS' VOICES ON THE USE OF
AUDIO-VISUAL MEDIA IN LISTENING CLASSROOM**

SKRIPSI



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SKRIPSI

presented as partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd.)
in English Language Education Department

by

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APPROVAL PAGE

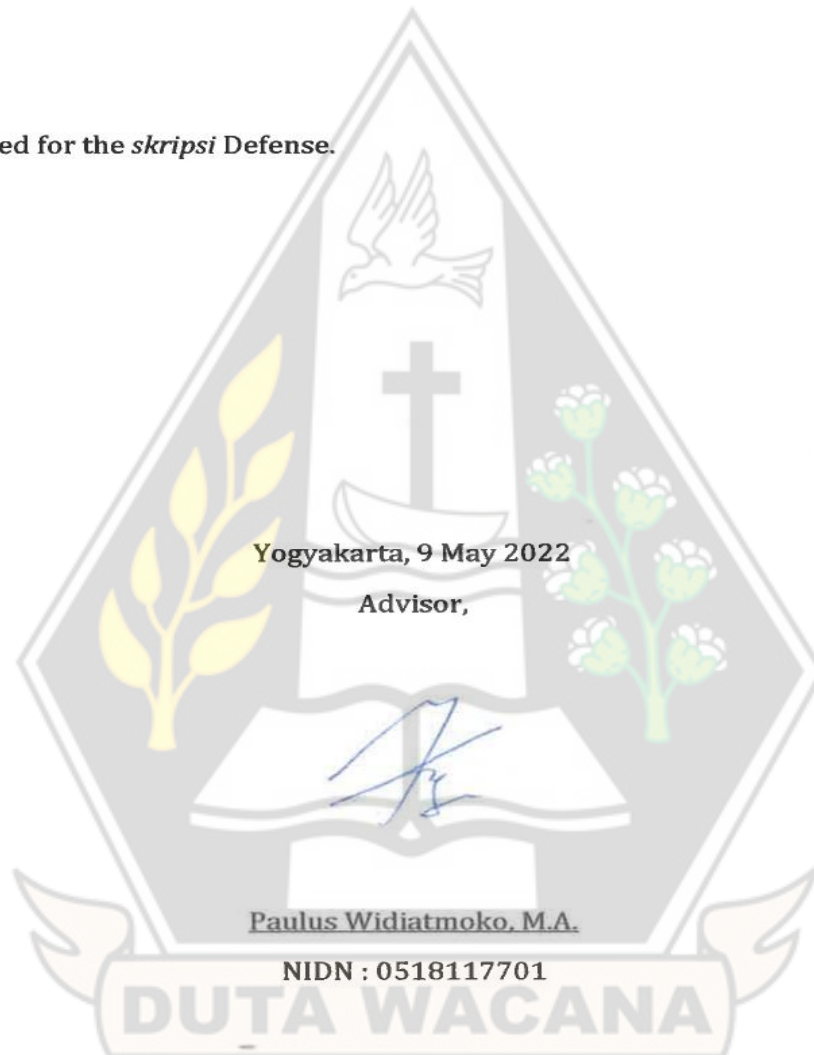
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Defended before the Board of Examiners

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Yogyakarta, 15th July 2022



The Head of the English Language Education Department

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I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 9 May 2022

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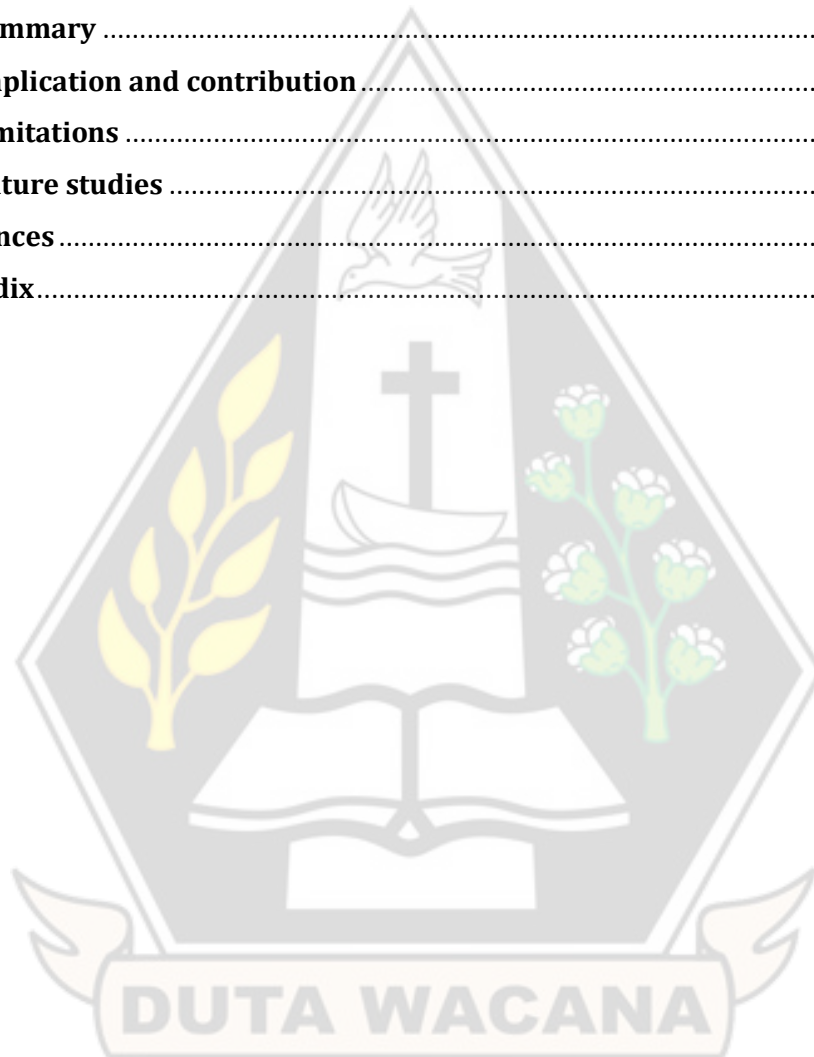
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Abstract

Siray,B. W. (2022). *A Case Study of Teachers' and Students' Voices on the Use of Audio-Visual Media in Listening Classroom* (Unpublish Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

This paper discusses about the audio-visual used in developing listening skill that involved teacher and students as participants. The purposes of this study is to find out how teacher and students use audio-visual material and what are teacher and students perception on the use of audio-visual. To gather the data, mixed method used to gain participants answer through questionnaire that processed with SPSS21 and interview. This study involved one teacher who experienced in the use of audio-visual media, and forty participants from the batch of 2019, 2020, and 2021 who experienced in the use of audio-visual since the first semester. The result of this study showed that both participants teacher and students used kinds of sources of audio-visual media from beginner level to advance level. Which, the teacher was focused on the students who has lack on listening by using bottom-up and top-down strategy. Moreover, repetition of audio-visual medial used to develop listening metacognitive. Beside, both participants agree that audio-visual brought possitive impact for the grades and listening comprehension. In conclusion, audio-visual was used to fulfill needs of students who lack on litstening with bottom-up, top-down strategy and repetition to develop students metacognitive knowledge. This study is important for both participants to preserve the positive impact of audio-visual media in listening classes. Besides, since the study were rarely in English major, it is better for this study to conduct for English major.

Keywords: Audio, Visual, Metacognitive, Comprehension, Listening

Intisari

Penelitian ini berdiskusi tentang penggunaan audio-visual dalam meningkatkan kemampuan mendengar yang melibatkan pengajar dan siswa sebagai partisipan. Tujuan dari penelitian ini adalah untuk menjawab bagaimana pengajar dan murid menggunakan materi audio-visual dan apa sudut pandang pengajar dan siswa dalam menggunakan audio-visual. Untuk memperoleh data, mixed method digunakan untuk memperoleh jawaban dari partisipan melalui kuisioner yang kemudian diproses dengan SPSS21 dan wawancara. Penelitian ini melibatkan salah satu pengajar yang telah berpengalaman dalam menggunakan media audio-visual, dan empat puluh siswa dari angkatan 2019, 2020, dan 2021 yang berpengalaman menggunakan audio-visual sejak semester pertama. Hasil dari penelitian ini menunjukkan bahwa kedua partisipan guru dan siswa menggunakan berbagai macam sumber media audio-visual dari level terendah sampai level mahir. Yang mana guru memfokuskan kebutuhan siswa yang kurang dengan menggunakan strategi bottom-up dan top-down. Lebih lagi, pengulangan media audio-visual digunakan untuk meningkatkan kemampuan metacognitive siswa. Disamping itu, kedua partisipan setuju bahwa audio-visual membawa dampak positif terhadap nilai dan pemahaman dalam mendengar. Kesimpulannya, audio-visual digunakan untuk memenuhi kebutuhan siswa dengan kemampuan mendengar yang masih kurang dengan menggunakan strategi bottom-up, top-down dan pengulangan untuk meningkatkan pengetahuan metacognitive siswa. Penelitian ini penting untuk kedua partisipan untuk menjaga dampak positif dari media audio-visual dalam kelas. Disamping itu, sejak penelitian ini sangat jarang dalam jurusan Bahasa Inggris, penelitian ini baik untuk dilakukan untuk jurusan Bahasa Inggris.

Kata Kunci: Audio, Visual, Metacognitive, Pemahaman, Mendengar

BAB I

INTRODUCTION

A. Research Background

Nowadays language instruction activity in classroom does not only concern with audio material to develop students listening skill, but also audio-visual that can develop students listening skill and language competence. The most common used sources in this era to gain language input is internet. Internet provide educational sources such audio-visual material in order to develop students listening skill (Y. Saputra & Fatimah, 2018). Moreover, in addition to previous research, the use of audio-visual such as combination of videos and texts or subtitle in language instruction offer learners with more effective in listening, rather than listen to audios and videos only (Saputra & Fatimah, 2018). It means that combining between video and audio will give an impact for learners, such read the text or subtitle will develop students speaking skill, and also writing which the students try to implement by seeing the text or subtitle. Therefore, the use of relevant technology in a classroom such audio-visual material can be stimulating and facilitating the learning of a foreign language (Çakir, 2006).

According to a previous study, audio visual has defined as devices that can be seen and produce sound to increase learners or individuals experience in learning, 'beyond that acquired through read described as audio-visual aids' (Nitu & Dahiya, 2017). In the other words, audio visual is an instructional teaching aid which is used in the classroom to encourage teaching learning process such as the use of speaker, monitor, projector, and videos. Besides, by using those aids in learning process, (Ranasinghe & Leisher, 2009) stated that 'learners retain most of what they hear, see and feel than what they merely hear'. It means that role of audio visual is to make the learners immerse themselves during the lesson, and also audio-visual resources make abstract ideas more concrete to the learners.

In this era, teachers are expected to involve technology in teaching, in order to make instruction going well, especially language teacher that cannot be far from technology in teaching (Çakir, 2006). It means that technology has important role in education in

developing learners' competences. By using audio visual media in language learning, students gain the language input through video and audio (Canning-Wilson 2000 in Çakir, 2006). Moreover, previous research also stated that audio-visual as an effective tool that provide realistic experience (Rasul, Bukhsh, & Batool, 2011). It means that role of audio visual is to help learners experiencing the use of technology that develop their language competences.

This study focuses on the use of audio-visual as media technology used by the teacher in listening class in order to engage students in language instruction. Studies about the use of audio-visual in language classes have been done by many researchers. For example, previous study that conducted by Rasul et al., (2011) found that audio-visual aids play important role in teaching learning process and make teaching learning process effective. Moreover, similar study about the use of audio visual in listening class that conducted by Çakir (2006) found that 'It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques'. In the other words, both studies conclude that audio-visual as media technology in language learning give positive impact toward students, and students' performance during the lesson. In addition, the growing number of this studies researching on the use of audio-visual for language learning to improve students listening skill showed that audio-visual material emphasize effectiveness in listening comprehension (Zhyrun, 2016). Therefore, this study takes place at Duta Wacana Christian University in which the English teacher used audio-visual in language classroom skill courses. Furthermore, English education students will be taken as participants in this study. Thus, considering to previous studies above, it is important to conduct this research for university level, especially English education department students who are required to have good English competences, it is may caused by most studies has done for non-English major research. Therefore, this study foccusing on English major for university level.

To collect the data, this study uses mixed method by interviewed and distributed questionnaires in the classroom. The interview was used to find out what teacher' and students' perception of audio-visual in classroom, in order to develop English competences. Questionnaires were used to find out how do teacher and students use of

audio visual in classroom. In addition to this, according Palmer & Bolderston, (2006) interview 'offers the possibility of gaining insight into the interviewee's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences'. In the other words, participants are given chances to give their opinion to gain the data. Furthermore, questionnaires commonly used as a tool to evaluate various aspects of teaching in classroom (Mohan, Ravi Shankar, Kamath, Manish, & Eesha, 2010). In addition, mixed method was suited to this study in order to provide more detailed toward both participants students' and teacher perspective (Halcomb & Hickman, 2015) Therefore, mixed method research was used to answer students' and teacher perception in the use of audio visual, and how teacher use audio visual in classroom.

B. Research Questions

This study answers following research questions:

1. How did teachers and students use audio-visual material in listening class?
2. What are teachers and students' perceptions on the use of audio-visual material in listening classes?

C. Research Objective

The objectives of this research are to explore how teacher and students use audio-visual material in listening class and what are teachers and students' perceptions on the use of audio-visual material in listening classes.

D. Research Benefits

By conducting this research, hopefully it can be beneficial for learners, teachers, researchers, and readers.

1. Teachers

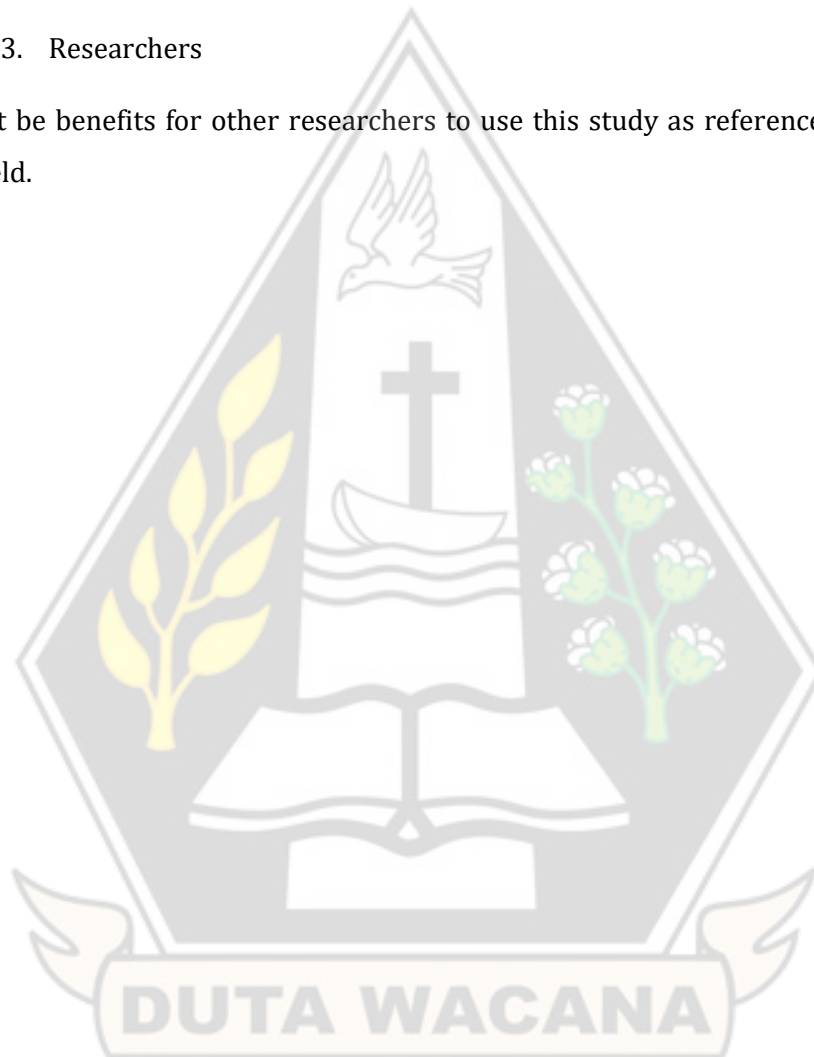
Helps the teacher to give more information on how their students' learn and gain the language input by using audio-visual for listening competence and students' perception in the use of audio-visua.

2. Students

To give information how and why the teaches used audio-visual to develop listening skill in language classes rather than using audios only such the teacher did repetition of the videos to engage students background knowledge for listening comprehension.

3. Researchers

It might be benefits for other researchers to use this study as references in university level field.



BAB V

CONCLUSION

A. Summary

The finding of this presents study has some important points to be highlighted. From the quantitative analysis, it was found that the level on the use of audio-visual of students of English major was high. As seen from several striking items, listening skill of students using audio-visual was developed. The chosen of audio-visual material in language learning bring positive aspect in classroom toward students. With an interesting atmosphere, in classroom students were engage to learn using audio-visual. Therefore, since they used audio-visual in language learning, they were helped in developing listening skill and understand the context or situation in listening

Furthermore, with regard to the students' and teacher' perception on the use of audio-visual in language learning to develop listening skill. There were three theme toward teacher' perception on the use of audio-visual, and three theme toward students' perception on the use of audio-visual in language learning. First, teacher used audio-visual to accommodate students learning style, because students have different level of listening skill, some students can understand the context by listening to audio only and some students need visual to understand the context. Therefore, this finding a line with listening strategies where the teacher used bottom-up and top-down to fulfil their needs. Second, students grade improvement. Since audio-visual material used in classroom since the first and second semester the students has improvement for their grade in listening class and listening skill. Third, repetition used to engage students' knowledge facilitating metacognitive listening strategy. Since students was non-native speakers, repetition used during the listening in order to activated students' metacognitive knowledge to acquire language input.

Students' perception on the of audio-visual was students use various kinds of sources and media to develop listening skill. In developing their individual listening skill, the participants acquire language input through videos, movies, music, and application that provide listening text. Secondly, audio-visual media enhance the development of

listening skill. To develop their listening competence, the participants did repetition when there was missing information from the speaker and it is related with metacognitive knowledge. Thirdly, subtitle facilitate students listening comprehension. Used of subtitle on videos helps the students in language learning and students can imitate the language by seeing the words to enrich vocabularies.

B. Implication and contribution

There was an implication that can be suggested for both participants teacher and students. It was found that the teacher used audio-visual material in language learning to fulfil students' need, where the students has different ability in understanding the idea of listening competence. The teacher has made a good decision on teaching the language using audio-visual material with listening strategies. Which, repetition of the videos to engage students metacognitive to gain the general idea. Besides, the students who has lack on listening to the audios only can catch up with the other students who has better listening skill. However, there was one similar perspective on the use of audio-visual for language learning, it was the use of subtitle of video. Their perspective indicate that language input of subtitle have an impact on language learning to create imitation. Therefore, teacher provided subtitle that worthwhile toward students' needs (Lee, Wang, & Chang, 2012). Therefore, It is important for both participants to preserve the positive impact of audio-visual material for listening skill.

Moreover, considering that the study on audio-visual in Indonesia context has limited study, through the results of this study, it could be generalized to the wider population on how teacher and students use audio-visual for listening in classroom is high.

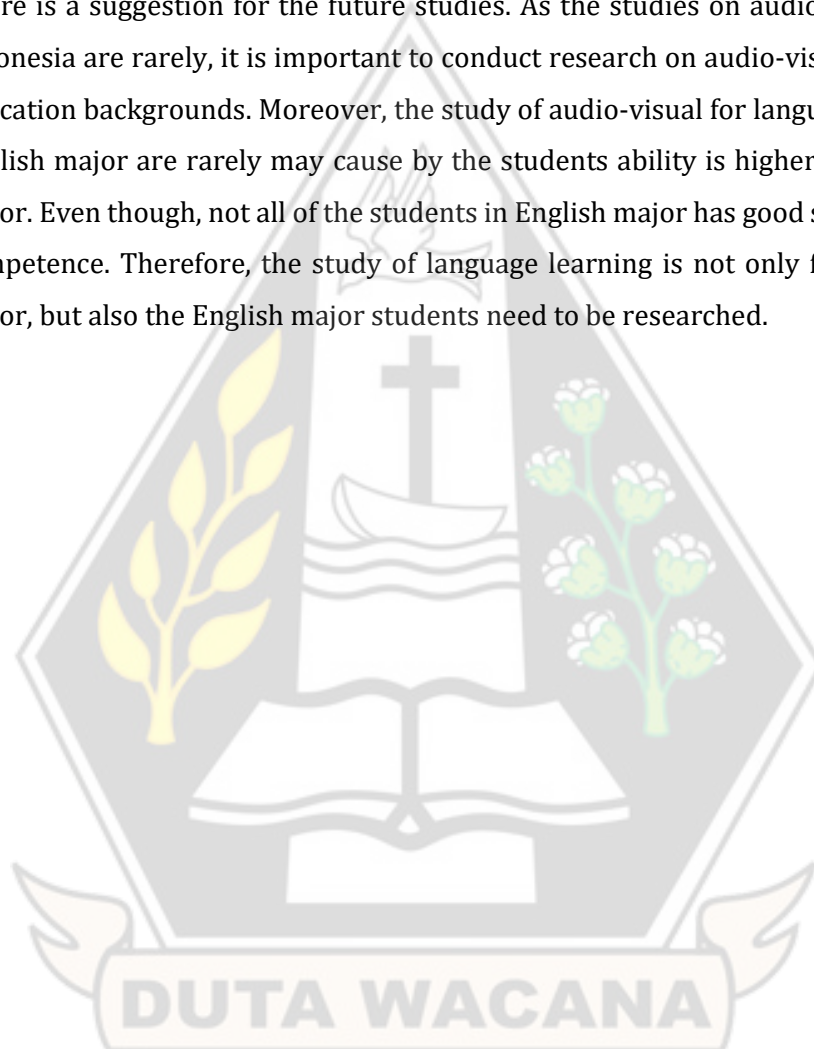
C. Limitations

This study has some limitations. First, there was limited participants in taking questionnaire. There were only forty participants who filled the questionnaires from the batch of 2019, 2020, and 2021 where the total from those batch is about fifty students. However, it did not affect the quality of the data. Because the participants were more than a half of the batch. Second, the number of previous studies about

audio-visual in English major context was still limited. The studies of audio-visual for English major were rarely, and most of the studies about audio-visual were non English Major.

D. Future studies

There is a suggestion for the future studies. As the studies on audio-visual style in Indonesia are rarely, it is important to conduct research on audio-visual in different education backgrounds. Moreover, the study of audio-visual for language learning in English major are rarely may cause by the students ability is higher than the other major. Even though, not all of the students in English major has good skill in listening competence. Therefore, the study of language learning is not only for non-English major, but also the English major students need to be researched.



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