Learning Outcomes of Listening Comprehension Skills through Audio Visual and Interactive-Audio

Istifadah[1], Taufiq Satria Mukti[2], Kartika Satya Noviafitri[3]*

Universitas Islam Negeri Maulana Malik Ibrahim; Jl. Gajayana No.50 Lowokwaru, Malang, (0341) 551354
Universitas Islam Negeri Maulana Malik Ibrahim; Jl. Gajayana No.50 Lowokwaru, Malang, (0341) 551354
Universitas Muhammadiyah Surakarta, Jl. A. Yani, Mendungan, Sukoharjo, (0271) 717417
e-mail: *[1]istifadah.481@gmail.com, [2]tsatriam@uin-malang.ac.id, [3]kartikasatyanoviafitri@gmail.com

A B S T R A C T

This study aims to examine strategies and media bases in learning English-Listening Comprehension skills. The two strategies that are the subject of discussion are the Audio-Visual Media-based strategy and the Interactive-Audio strategy. A quantitative research was carried out by surveying the object of research and strengthened by interviews with several respondents at random to ensure that all respondents had received learning with two strategies. The object of this research is the students of the English Education Department at the State Islamic University of Maulana Malik Ibrahim Malang. All respondents in this survey are 34 respondents. Data analysis was carried out in a qualitative descriptive manner to interpret the percentage of the implementation of learning in the two strategies. The results shows that the Audio-Visual strategy has a percentage point interval of 76.92%, which indicates that this strategy was in the "Good" category. While the Interactive-Audio strategy has a percentage point interval of 50.48%, which indicates that this strategy is in the "Enough" category. From these results, it can be concluded that the Audio-Visual strategy provides maximum results when applied to Listening Comprehension Skill learning so the Audio-Visual strategy is more effective.

1. INTRODUCTION

As an international language, English is one of the fields of study that can bridge a person to get a better education and employment position. English also has a strategic position to crush the world in the palm of one's hands. The need to learn English comes from the side where this language can fulfil the needs of universality, productivity, and adaptability (Ahmad, 2016). Thus, the process of fulfilling someone's English language skills in the world of education must be considered so that it can make a significant contribution to his change.

In learning English, four basic skills must be mastered by students. These abilities are divided into two major groups, namely the receptive and the productive skills group, commonly called passive and active abilities. Passive abilities include listening and reading skills, while active abilities include speaking and writing. Each ability has different methods, media, and strategies to elaborate on each activity and material transferred to students during the learning process. However, in this study, researchers will only focus on listening comprehension skills regardless of those four abilities.

Safranj (2015) in her writing reviews states that listening comprehension is one of the four primary basic skills. In addition, this ability is also included in one of the most challenging tasks

in foreign language learning. This is because there are no specific binding rules in teaching listening comprehension. This is inversely proportional to the teaching of grammar which already has standard rules or formulas in its learning material (Safranj, 2015).

According to Tomlinson (2013) listening comprehension teaching is generally done by giving spoken input or audio recordings given to students. This activity is generally carried out in a language laboratory. This audio playback is usually given through cassette/CD-ROM or MP3 media that contains conversations, in either dialogues or monologues spoken fluently by native speakers. After being heard by students, the material from the audio is then elaborated with additional activities that can support learning in the classroom.

These activities can be added in the form of assignments during and/or after the class ends. Additional assignments during the class can be given through complete broadcast activities (filling in gaps in the audio), group discussion forums for follow-up activities, identification of antonyms and synonyms of words sourced from audio, and so on. The end of the learning process is usually done by adding summative assessment, such as giving homework in the form of matching vocabulary or identifying antonyms and synonyms of words that come from audio, giving quizzes, and similar tasks. The strategies applied in such listening comprehension teaching activities are commonly known as an Interactive-Audio strategy (Salazar, 2013) .

However, along with the development of technology over the decades, many studies proved that listening comprehension can be improved by adding pictures as a teaching medium (Bowen, 1991; Guichon & McLornan, 2008; Herron et al., 1995; Katchen & Leung, 1997; Lonergan, 1984; Markham et al., 2001; Sempleski, 2003; Tomalin, 1994). This is in line with the statement of Guichon & McLornan, (2008); Katchen & Leung, (1997) regarding improving the quality of someone's listening comprehension, which can be done by using another kind of media such as movie/video. According to him, the use of images and audio simultaneously can help someone capture additional information more clearly, such as paralinguistic features in the form of dialect, mumbling, intonation, voice volume, speaking speed, whistling, and so forth. In classroom learning, the execution of films or videos can be applied then followed by a review or search for the main idea of the film or video presented. In this case, the strategy pattern applied is commonly known as the Audio-Visual strategy.

However, regardless of those two strategies above, (Ampa, 2015) states that effective materials to be applied in learning, especially in listening comprehension learning, tend to be engaging content. In this case, he referred to the use of media that utilized a combination of text and video, which means the same as Audio-Visual-based material.

The implementation of the Interactive-Audio strategy also cannot be claimed as an 'un-interesting' learning. This is in line with the explanation before, that in Tomlinson's book, there are also elaborations of other activities that students may find interesting in interactive audio. Some of these elaborations are packaged in tasks carried out in class, which include some activities such as listening for specific information, listening and checking, pronunciation practice, answering questions from the recording, reading a text and listening to it.

Based on a review of some literary works and the experiences and observations of the researchers, the researchers found massive use of both strategies in a higher education environment. This is a solid reason to conduct scientific research on both strategies in teaching English. Thus, this study aims to obtain information on the effectiveness of those two strategies used.

The results of the research are expected to provide an overview and become a reference for English educators to maximize one of the more effective strategies in improving students' abilities in learning Listening comprehension.

2. METHOD

This study uses a quantitative approach with a descriptive method. The data were collected by using a survey. A survey is a method in quantitative research that is used to administer a questionnaire to a small group of people (called a sample) to identify trends in attitudes, opinions, behaviours, or unique characteristics of a large group of people (population) (Creswell, 2014). In this study, a random survey was conducted on students of the English Education Department, Faculty of Teacher and Training Program at the State Islamic University of Maulana Malik Ibrahim Malang. The total respondents who participated in the survey were 34 students consisting of 5 semesters with 3 students, 26 semesters with 5 students, 2 semesters with 7 students, and 1 semester with 9 students. The data collection was carried out using a Google Form consisting of 8 statements each on the Interactive Audio and Audio Visual strategy. The data obtained were then tested for validity by conducting interviews with respondent representatives in each semester to ensure that all respondents had received two listening comprehension learning strategies both through audio-visual-based media and audio recordings.

The data obtained were analyzed descriptively on the percentage of each indicator in the questionnaire. The categories for the percentage of data acquisition are stated as follows:

Table 1. Data Percentage Categories

Percentages Interval	Categories
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Poor
0 - 20	Very Poor

3. RESULTS AND DISCUSSION

In listening comprehension learning that uses Audio-Visual-based media, the most scale chosen by the respondents is the fourth scale, which refers to the Agree (*Setuju/ S*) statement with a total of 39.9%. While below it with a reasonably thin difference, namely the statement Strongly Agree (*Sangat Setuju/ SS*) with a total of 37.02%. For the rest, there are answers with a choice of Moderately Agree (*Cukup Setuju/ CS*) 22.6%, Disagree (*Tidak Setuju/ TS*) 0%, and Strongly Disagree (*Sangat Tidak Setuju/ STS*) 0.48%.
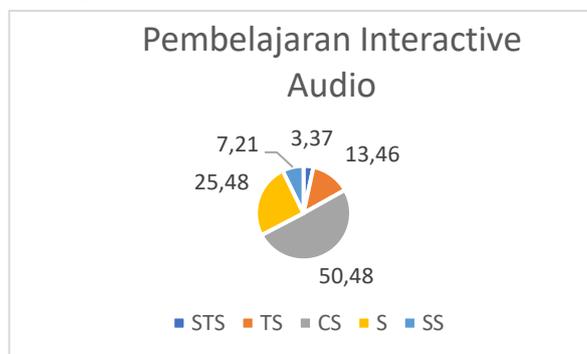

Figure 1. Audio-Visual-based learning

The diagram in the first image shows that most students tend to choose the Agree and Strongly Agree with answers, with 76.92% for the total obtained in listening comprehension learning using Audio-Visual.
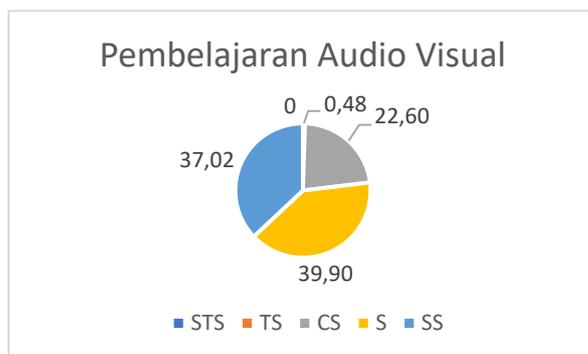
Figure 2. Interactive-Audio-based learning

While in the diagram shown in the second image, it is found that the most scale chosen by the respondents is the third scale or neutral, which refers to the statement Simply Agree with a total of 50.48%. Sequentially, the number with the below values are found in the answers with the Agree options of 25, 48%, Disagree 13.46%, Strongly Agree 7.21%, and Strongly Disagree 3.37%.

The results of the two diagrams indicate that students feel the use of Audio-Visual based media strategies is more effective in helping to elaborate the inputs obtained in listening comprehension learning, rather than the use of an Interactive-Audio strategy that uses only audio-based media. This is because the use of a combination of media in the form of audio and visual simultaneously can provide conveniences that audio media cannot provide. Thus, the absorption of inputs obtained from the combination of those media can be understood and obtained more easily by students.

Ur (1984) states that students will more easily understand the materials or media used in listening comprehension if they find something to be demonstrated. This can be obtained through various inputs, such as video, audio, text, animation, and so on. The activities provided through these media are then judged to provide more understanding to students, in the form of the ability to predict words, interpret words, phrases, and sentences, and identify the speaker's objectives.

One of the audio-visual-based media that is often used and considered suitable by educators to be given to students in the listening comprehension class is movie/film. Farooq (2014) states that learning using audio and visual-based media can provide as accurate a picture as possible according to students' situations outside the classroom. This is in line with media films in which there will be more dialogues containing slang, dialect, and vocabulary that are often used in everyday life. This will indirectly foster students' instincts and abilities to listen in the real world. So, in addition, to get understanding and other inputs for their class lessons, students will also have more practical abilities outside the classroom (Farooq, 2014; Liando et al., 2018)

Furthermore, Liando et al., (2018) also reiterates in his writing that frequent practice in the classroom is enough to deal with the learning outside the classroom. That is why the audio-visual-based media in the film is considered very suitable for solving this problem. In this case, films are considered exciting media and are often loved by young people as well. Thus, students will tend to learn without coercion through film media outside the classroom. So that indirectly it will improve their listening comprehension ability.

This will be different if students receive listening comprehension learning through audio recordings only. Instead of causing boredom, students also often find it challenging to grasp the meaning of the oral dialogue spoken by the speaker in one audio playback (Puspita Sari & Dini Sintia, 2021). In audio-based learning, students need very high concentration to directly

understand the speaker's content and intent (Fahyuni & Istikomah, 2016). Hence, it is common to find listening comprehension learning that uses audio media, so the playback of audio recordings will not be optimal if it is only played once. Moreover, practically outside the classroom, students' interest in learning audio recordings without a specific purpose is rare.

However, not all types of films can be adapted as media for learning (Yiping, 2016). Educators must choose films according to the level of students' ability and according to their material needs. In addition, films adapted for learning should contain particular messages or at least have a genre that students like, for example, comedy genre films and so on (Fitriyah, 2009).

One thing that also really needs to be considered by educators in choosing between two strategies based on Audio-Visual or Interactive-Audio media is the heterogeneous student learning style model. DePorter & Hernacki (1992) distinguish between three kinds of learning styles: visual learning styles and auditory learning styles. By implementing a learning strategy that uses audio-visual-based media, the obligation to facilitate students according to their learning style will be more easily fulfilled. Students with auditory and visual learning styles will be able to maximize the inputs contained in the media. On the other hand, if educators choose to continue using only audio-based media, some students with visual learning styles will have difficulty in elaborating the inputs contained in the media.

Based on those two diagrams, the data states that students prefer listening comprehension learning using Audio-Visual based media strategies rather than Interactive-Audio strategies. In addition, it is also seen in the study results that 76.92% of students chose a scale with the answers Agree and Strongly Agree on the Audio-Visual Learning questionnaire. This proves that students believe and have no doubts that learning with this media makes students more enthusiastic about learning, more easily captures inputs from the media used, and provides a more significant improvement in their listening skills. Based on these results, the scale selector with the highest total, which amounted to about 76.92%, was then matched with the Table 1: data percentage category in the methodology section. The percentage interval indicates that the Audio-Visual Strategy is in the "Good" category.

Meanwhile, the most significant selection scale on the Audio Interactive Learning questionnaire was the Moderately Agree or Enough answer with a total number of 50.48% voters, followed by the Agree and Strongly Agree answers totaling 32.69%. This explains that most students still tend to be less confident and have doubts that learning with this media makes students more eager to learn and easily captures inputs from the media used. In addition, the respondents also gave the most answers to "Enough" on the option, which stated that they got maximum improvement and results in their listening skills. Therefore, it can be concluded that the Interactive-Audio strategy is less effective for continuous implementation of listening comprehension learning in the classroom. If the thread is drawn between the scale voters with the most significant number and the placement of the data percentage category, then the number 50.48% is in the percentage interval with the "Enough" category.

4. CONCLUSION

Two strategies on listening comprehension with Audio-Visual and Interactive-Audio strategy can be concluded that Audio-Visual strategy is more effective to be applied in teaching and learning the listening comprehension skill process. The results of the survey on the questionnaire on Audio-Visual strategy showed that the voters with the highest scale were on the Agree and Strongly Agree to scale with a total of 76.92%. In the calculation of the percentage interval, this value indicates that the Audio-Visual strategy is in the "Good" category to be implemented.

Meanwhile, the results of the Interactive-Audio questionnaire survey show that the majority of respondents' choices are in the Moderately Agree or Enough option with a total of 50.48%. This puts Interactive-Audio strategy at the sufficient percentage interval, which also shows the "Enough" category.

REFERENCES

Ahmad, S. R. (2016). Importance of English communication skills. *International Journal of Applied Research*, *2*(3), 478–480.

Ampa, A. T. (2015). The implementation of interactive multimedia learning materials in teaching listening skills. *English Language Teaching*, *8*(12), 56. https://doi.org/10.5539/elt.v8n12p56

Bowen, B. M. (1991). *Look here! Visual aids in language teaching* (Reprint). Macmillan.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). SAGE Publications.

DePorter, B., & Hernacki, M. (1992). *Quantum learning: Unleashing the genius in you*. Dell Publishing.

Fahyuni, E. F., & Istikomah, I. (2016). *Psikologi belajar & mengajar (kunci sukses guru dalam interaksi edukatif)*. Nizamia Learning Center.

Farooq, U. (2014). *Audio visual aids in education, definition, types & objectives*. http://studylecturenotes.com/audio-visual-aids-in-education-definition-types-objectives/

Fitriyah, S. M. (2009). Pengembangan model viewing guide yang efektif sebagai media movie review pada mata kuliah listening. *Jurnal Pengembangan Pendidikan*, *6*(2). https://jurnal.unej.ac.id/index.php/JP2/article/view/853

Guichon, N., & McLornan, S. (2008). The effects of multimodality on L2 learners: Implications for CALL resource design. *System*, *36*(1), 85–93. https://doi.org/10.1016/j.system.2007.11.005

Herron, C. A., Hanley, J. E. B., & Cole, S. P. (1995). A comparison study of two advance organizers for introducing beginning foreign language students to video. *The Modern Language Journal*, *79*(3), 387–395. https://doi.org/10.1111/j.1540-4781.1995.tb01116.x

Katchen, J. E., & Leung, Y. N. (1997). Can students learn English from The X-files? *The Proceedings of the Fifth International Symposium in English Teaching*, 243–250.

Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*. https://doi.org/10.14738/assrj.56.4627

Lonergan, J. (1984). *Video in language teaching*. Cambridge University Press.

Markham, Paul. L., Peter, L. A., & McCarthy, T. J. (2001). The effects of native language vs. Target language captions on foreign language students' DVD video comprehension. *Foreign Language Annals*, *34*(5), 439–445. https://doi.org/10.1111/j.1944-9720.2001.tb02083.x

Puspita Sari, H., & Dini Sintia, A. (2021). Developing audio media for teaching listening. Konstruktivisme *: Jurnal Pendidikan Dan Pembelajaran*, *13*(1), 37–51. https://doi.org/10.35457/konstruk.v13i1.1096

Safranj, J. (2015a). Advancing listening comprehension through movies. *Procedia - Social and Behavioral Sciences*, *191*, 169–173. https://doi.org/10.1016/j.sbspro.2015.04.513

Safranj, J. (2015b). Advancing Listening Comprehension Through Movies. *Procedia - Social and Behavioral Sciences*, *191*, 169–173. https://doi.org/10.1016/j.sbspro.2015.04.513

Salazar, J. (2013). Interactive audio strategies for developing listening skills. *CALICO Journal*, 67–75. https://doi.org/10.1558/cj.v7i1.67-75

Sempleski, S. (2003). Integrating video into the classroom curriculum. *Selected Papers from* Twelfth *International Symposium on English Teaching*.

Tomalin, B. (1994). *Video, TV and radio in the English class: An introductory guide* (Reprinted). Macmillan.

Tomlinson, B. (Ed.). (2013). *Developing materials for language teaching* (Second Edition). Bloomsbury.

Ur, P. (1984). *Teaching listening comprehension*. Cambridge University Press.

Yiping, J. (2016). An investigation into the effects of English movies on English listening and suggestions. *International Journal of Arts and Commerce*, 5(4), 47–53.