

ABSTRACT

Himmah, Faiqotul. 2016. *The Use of Audio Visual Media to improve The Eight Grade Students' listening ability at SMP Islam Gumukmas in the 2015/2016 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Tanzil Huda, M.Pd. (2) Isnadi, S.S. M.Pd.

Keyword : Listening Ability and Audio Visual Media

Listening is key to all effective communication. Listening to long stretches of talk is not an easy task. For instance, in a lecture, you have to be able to, not only concentrate on what the speaker is saying, but at the same time you need to also be able to predict what the speaker is going to say next. However, many students had difficult problem in listening because it is difficult to master. Therefore, it is important to do a research entitled “ The Use of Audio Visual Media to Improve Students Listening Ability”.

In this research, the problem is “how can the use of Audio Visual Media improve the eight Grade students' listening ability at SMP Islam Gumukmas in the academic year 2015/2016?” and the objective of this research referring to the research problem is how can Audio Visual Media improve listening ability. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: The Audio Visual Media can improve students' listening ability at SMP Islam Gumukmas in the 2015/2016 academic year by narrative text monologue.

The design of this research is classroom action research. The research subject is VIII A class consisting of 38 students. The data was mainly obtained through listening test, consists of 40 Fill in the blank. In order to analyze the data students' listening score, percentage formula is used.

The use Audio Visual was giving command as good media in cycle two. All of the students enjoyed in teaching and learning activities, and they didn't feel bored and they can catch the message of the text easily. Those made the result of cycle two achieved the criteria of success. Audio Visual media improved the students' listening ability in two cycles from the mean of students score 70 (M= 63.15%) in Cycle 1 to (M= 78.94%) in Cycle 2.

Based on the research result, it can be concluded that Audio Visual media is able to improve the students' listening ability and students' participation at SMP Islam Gumukmas in the 2015/2016 academic year by narrative text monologue individually.

CHAPTER I

INTRODUCTION

This chapter covers the research background, research problem, research objectives, operational definition of the terms, research significance and research limitation. They are presented in these following sections.

1.1 Background of The Research

In this global era, English as an international language becomes one of the most important languages that has extensive influences in human's life over the world. In Indonesia, English is the first foreign language to teach in educational system. It is known from the need to have English as a compulsory subject to be taught from Junior High School up to university levels. Based on the 2006

Institutional Level Curriculum (KTSP), the aim of English teaching at junior high school is to achieve four language skills: listening, speaking, reading and writing.

Listening as one of the English skill has an essential part in English education. Vandergrift (1999:170) states that listening plays an important role in the process of language learning and facilitating the emergence of other language skills. It means that listening is the main key which must be mastered first before people can continue learning the other three skills. It can be seen from the case that when someone starts to learn to speak of his/her mother tongue when they are kids, they learn to speak to give a respond. Later, through what they are listening or talking about, they start to learn to read and write. In this case, the condition where a kid starts to learn a mother tongue is just like the condition where a student starts to learn a foreign language.

There are some factors that make the students can not listen English well. Those factors are as follows: they did not practice the lesson after they learned with their teacher, they lacks of practice in the class, and they have low motivation in studying English. Most of them are still shy. Besides that, the media that the teacher used in teaching English listening was the conventional media.

The problems also happen at SMP Islam Gumukmas. Based on the result of observation and documentation of the eight grade students at SMP Islam Gumukmas the way of teacher in teaching listening to the students by using cassette. The teacher asked the students to hear the speaker and fill in the blank on paper. In fact, most of the students in listening class seems very passive, bored, and not motivated. The students are not interested with the media used in that time. They are still difficult to understand the material given by the teacher. When the test was given. From 28 students, only 50% students passed the test with the score 70. The others got 40-55. The minimum standard of the score that should be gained by each student is 70. Based on the data, it can be concluded that eight grade students' listening at SMP Islam is still low. Based on this case, it should be found an interesting and effective media to solve the problems.

Audio visual media (Video) is one of the solutions to overcome the students' problem in listening. Burt (1999) states that video is a powerful tool in helping English language learners improve their language skill by providing them with content and language. Hence, the students can easily catch the information by synchronizing what they listen and what they see while they are watching the video in learning listening ability. Therefore, teaching listening by using audio visual media (video) to solve the problems is needed.

1.2 Problem of The Research

Based on the researcher background, the research problem is formulated as follows:

How can the use of audio visual media improve the eight grade students' listening ability at SMP Islam Gumukmas in the 2015/2016 academic year?

1.3 Objectives of The Research

The objective of the research is to improve students' listening ability by using Audio Media (Audio visual) at SMP Islam in the 2015/2016 academic year.

1.4 Operational Definition

The operational definition of the terms is intended to avoid misunderstanding between researcher and the readers about the concept used in this research. Those terms are operationally defined as follows:

1. Audio Visual

Audio visual is media that has elements of sound and image. This audio visual has advantages in helping students to be easier in getting the message from listening test. Because this types of media include auditory (hearing) and visual (seeing).

2. Listening Ability

Listening ability indicates the increasing level or amount of the students listening ability through Audio Visual. It can be known from the students listening score test which focus on vocabulary comprehension.

1.5 Significance of The Research

The result of the research was expected to be useful theoretically and practically.

1. Theoretical Significance

The result of this classroom action result is useful for English teachers as reference to encourage them to use audio visual media to improve the students' listening.

2. Practical Significance

The action given to the students provides listening practices by using Audio Visual Media to improve their listening ability. Particularly in understanding a message of information.

1.6 The Scope of the Research

The researcher limits the study of the research on teaching audio visual about nature to improve the eight students' listening ability by using Audio Visual Media at SMP Islam Gumukmas in the 2015/2016 academic year. There are 38 students and the research will be held in event semester.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used in this research. It covers the kind of research, research design, research subject, research area, research procedure, criteria of success and research instrument.

3.1 Kind of the Research

Classroom Action Research (CAR) is conducted in the classroom. Arikunto (2010: 135) state that Classroom Action Research (CAR) is the research conducted by the teacher in the classroom or in the school where he/she teaches with the aim to improve the learning process. Furthermore, Elliot (1991:69) states that action research is the study of a social situation with a view to improve the quality of action within it. Based on the definitions above; the kind of this research is CAR since it is intended to improve the quality of the teaching and to understand the action in the teaching learning process.

3.2 Design of the Research

Directly state the cycles design will be chosen for this study because the objective of this study is to improve the current class condition or to increase the quality of learning process. Thus, this classroom action research is intended to

overcome the students' problem in listening and to improve the quality of students' listening ability.

In line with the problem faced by the students and the English teacher of the VIII/A students' of SMP Islam Gumukmas in the 2015/2016 academic year that is showed in the preliminary study, the classroom action research in this study is intended to improve the students' listening ability by using Audio Visual Media.

This classroom action research is focused on planning the action, carrying out the action, doing observation, collecting data and doing reflection. The actions are conducted in cycles. Each cycle consists of four stages of activities. They are (1) planning of the action, (2) implementation of the action, (3) class observation and evaluation, and (4) data analysis and reflection of the action (Elliot, 1991:68). If the result of the first cycle does not meet the target, the cycle will be continued to the next cycle. The design of this action research is illustrated in the following diagram (Lewin's design)

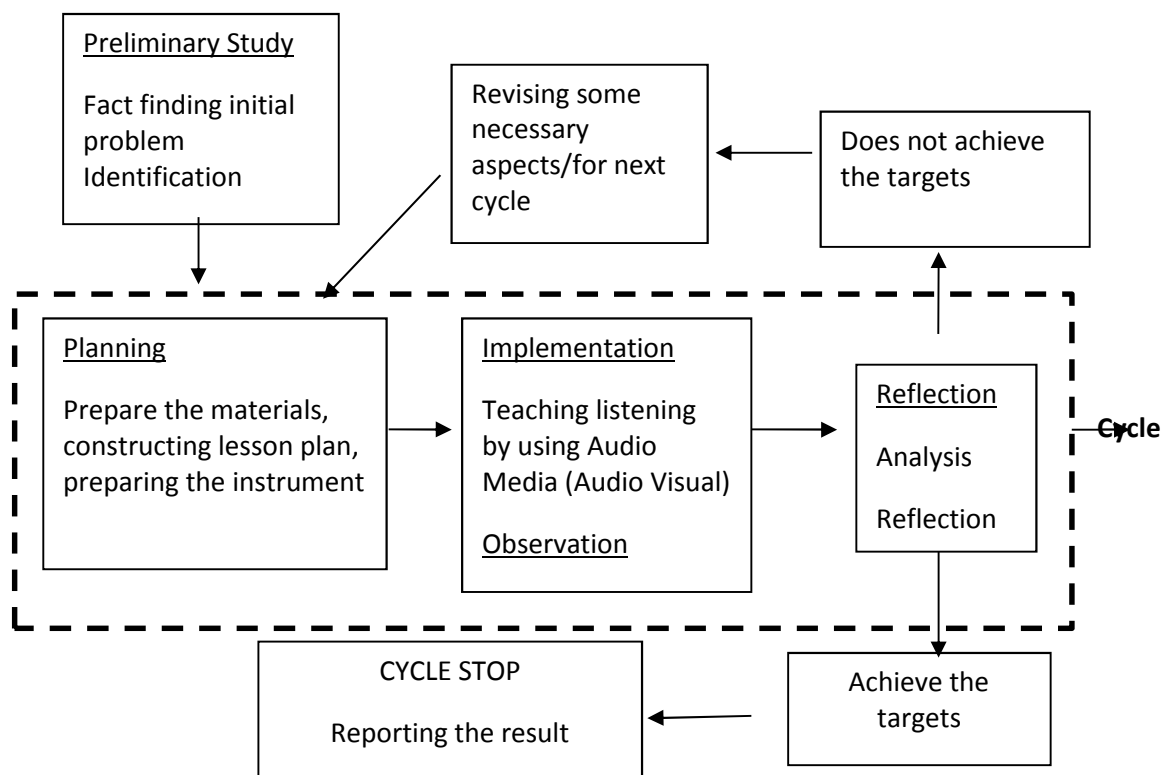


Figure 1. The Model of the Classroom Action Research
(Adopted from Lewin, 1980 in Elliot, 1991:70)

The activities of the classroom action research are explained as follows.

1. The problem identification refers to the preliminary study to get information about the students' problem in listening and how to solve it.
2. The participant identification refers to the class which was taken in this research. It was decided to have class VIII A. In this activity, the materials, lesson plans for the first cycle (meeting 1 and meeting 2), observation guide in the form of checklist and listening test were prepared.

3. The data collection refers to the actions in the first cycle by teaching listening ability by using videos and was observed by the English teacher in Meeting 1 and Meeting 2 and giving a listening ability test in Meeting 3.
4. The data analysis refers to the analysis of the result of observation and the results of the listening ability test.
5. The score could achieve the criteria in the first cycle therefore the cycle was continued to the second cycle to know the consistency of the students' active participation and listening ability achievement. Based on the criteria, the cycle was categorized as successful if at least 75% of the students were actively involved in the listening class and if at least 75% of the students could get score 70 or higher in the listening test. However, the target of the first cycle was achieved, so the action was still continued to the second cycle to know the consistency of the research result.
6. The last activities was drawing conclusion to answer the research problem and reporting the results.

3.3 Subject of the Research

The subject of this research is the eight grade students of SMP Islam Gumukmas in the 2015/2016 academic year. From the six exiting classes, the researcher took one problematic class purposively based on the teacher's suggestion and information from the interview and the students' previous score. The teacher suggested the class VIII/A as the subject of research as the average score in listening was below the standard of mastery ($M = 70$).

3.4 Area of the Research

This research is conducted at SMP Islam Gumukmas in the 2015/2016 academic years. Some reasons are considered for choosing this school as area of the study. The reasons are (1) based on the result of interview with the English teacher and observation in the preliminary study, it was known that the VIII/A students are still low in listening ability. (2) Audio Visual in teaching listening ability has never been used by its English teachers.

3.5 Research Procedure

This classroom action research had some cycles depending on how far the students' listening ability achievement was. Each cycle covered planning the action, implementing the action of the research, observing the class and doing reflection. Each activity in one cycle is explained as follows:

3.5.1 Planning the Action

The researcher and the English teacher of this class needed to design the activities well before the action. The preparations were about conducting the preliminary study to collect the information about the students' problem in listening, preparing the materials that would be used, constructing lesson plans for the first and second cycle that would be conducted collaboratively with the English Teacher, constructing the observation checklist based on the indicators being observed in the process of teaching listening and constructing the listening test of cycle 1 and cycle 2 for the students.

3.5.2 Implementing the Action

The implementation in this research got the researcher to teach listening ability by using audio visual media (video). The English teacher became the observer and the researcher became the English teacher. This research is done two cycles with two meeting of each. It is carried out within two weeks.

3.5.3 Observing

Observing is done by the English teacher during the teaching listening by audio visual media. Observing is doing twice, the first using listening test to observe students listening score then the second using check list to know the participation of the students in the class.

The observing conduct from first meeting until last meeting of each cycle. Researcher observes about process of teaching learning. Not only observe about the student but also the teacher will be observed from teacher. There are many aspect can be observe, such as the way of teaching, knowledge about material, media which is used, the quality of explanation, the way to ask and answer the student. And from the student we can observe about the respond of material, the way answer the question, the way of using audio visual aids, knowledge about material, the maximal use of media in this material. So, the observing will be conduct from student and teacher with the table of score and the observation check list for instrument of scoring that the researcher use.

3.5.3.1 Test

Arikunto (2006:150) states that test is a set of questions or other instruments used to measure skill, attitude, knowledge, intelligence of individual or groups. Listening test is conducted in this research. It expected to measure the students' listening ability. In this research, the test is used to measure the seventh grade students' listening ability by using audio visual aids. In addition ability test is a test is used to measure the individual's ability after learning something (Arikunto, 2006:151). The form of the test given was objective test in the form of listening fill in the blank test or a cloze test. A cloze test is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

3.5.3.2 Observation

The supporting data used in this research was observation, in the form of checklist. According to Purwanto (1985:150) state that observation is method or way to analyze and record the action of individual or group. The purpose of this is to get data about the teaching learning process. The researcher was helped by English teacher to record the data needed. It is used the checklist containing the students' participation (active or passive) in the class room. The researcher observes according to some indicators: student giving response, command, asking questiona ang taking a note.

3.5.3.3 Checklist

The checklist paper is used to record the students' activities in teaching learning process to observe whether they were active or passive. The indicators of active students could be seen from paying attention to the lesson, asking questions, answering question, and performing the task. Meanwhile, not asking questions, not answering questions, not paying attention, and not enthusiastic to the lesson were the indicators of passive students.

Table 1: students' Participation Checklist

The checklist used is follows.

No	Name of student	Participations					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

Note: 1 = Asking question about noun or verb

2 = Answer question about noun or verb

3 = The students pay attention to the teacher explanation about description

4 = Doing about the teacher orders to say one of vocabulary

5 = Listening and watching the film intensively

3.5.4 Reflecting

The reflection is done after analyzing the observation and the test result in each cycle. The purpose of reflection in this study is to know whether the actions given in cycle 1 is achieved or not, to know the weakness of the action, and to find another alternative to solve the problems.

The first step in reflecting is counting the score of test and analyze the result of observation. After that, it is the implementation of the result of observation based on the standard criteria. It is done to find the cause of their problem. If we find the problem, we have to revise and applying a better solution to the next teaching learning process. It means that if the first cycle, the result of the research is under criteria of success. If the first cycle the result of the research is 70% of the students get score 60 criteria of success, it is not necessary to continue the action on next cycle. However, if in the first action the result of the research failed, it should continue to the next cycle until the successful is achieved. In this research, check list is used to get data about the students during teaching and learning process.

3.6 The Criteria of Success

The criterion of success is used to know whether the implementation of the action achieved or not. Based on the result of listening test the average score is 70. The actions are considered successful if 70% students achieved the target score which is 60. According to Mulyasa (2009:183) "The actions regard successful if more than 70% of students could achieve the target score. This target is determined by considering preliminary study.

3.7 Developing of the Research Instrument

The researcher gave the test to the students to know whether or not the test is valid and reliable. The first step is scoring the students answers by analyzing them. Second is scoring the difficulty level and discriminating power of the test item.

3.7.1 Item Analysis

The result of the students' listening test is analyzed quantitatively by percentage the students' score of listening test. After that, the results of the data are analyzed to answer the research problem. The formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E: The percentage of student's listening ability

n: The total number of students who got score 70 or more

N: The total number of students

(Adopted from Ali, 1993:186)

To know whether the items are good or not, the item or the test analyzed by using index difficulties level and discriminating power.

The result of the test is group into two:

- Lower group 25%

- Upper group 25%

(Purwanto, 1985: 111)

3.7.1.1 Difficulty level

The difficulty level of the test item is to know whether the test items are easy or difficult. To know the difficulty level of the English test, the writer uses this formula:

$$DL = \frac{U + L}{T}$$

Explanation of the symbols used in the formula:

DL : Index of the difficulty level

U : The total upper group students who give the correct answer of each item

L : The total lower group students who give the correct answer of each item

T : The total of the upper and lower group students

The criteria of difficulty level are:

- Score of difficulty level 0.10 (it means that the test item is too difficult)
- Score of difficulty level 0.90 (it means that the test item is too easy)

(Purwanto, 1985:118)

It means that the test item need to be revisited or omitted if the difficulty level of an item categorized in difficult test and easy test. From the try out score, all the items' difficulty level is in average level between 0, 10 to 0, 90. There are 6 items test that must be omitted because of improper to test.

3.7.1.2 Discriminating Power

Discriminating power is the test ability to discriminate the upper and lower group of the students (Purwanto, 1985:113). The formula used as follow:

$$DP = \frac{U - L}{\frac{1}{2}T}$$

Explanation of the symbols used in the formula:

DP : Index of the discriminating power

U : The total upper group students who give the correct answer of each item

L : The total lower group students who give the correct answer of each item

$\frac{1}{2}T$: Half the total of the upper and lower group students

If the discriminating power of each item is 0 or negative, its means that the items should be revised/ omitted (Purwanto, 1985:117)

From tryout score, the researcher gets 6 numbers that must be omitted (15, 18,19, 36, 39, 50). So, there are 40 numbers of item test is good.

After the researcher analyze the difficulty level of an item and discriminating power of an item from tryout score, the researcher determine using 40 numbers in this research.

3.7.2 The Validity of The Test

This research the researcher uses content validity which is based on the curriculum. Arikunto (2006:168) states that instrument is valid if it can measure accurately what is intended to measure. It means that, the test should measure whatever it is supposed to measure and nothing else. This test is valid because the material has been taught and the test item of the test based on the curriculum KTSP.

The researcher uses content validity. Purwanto (1985:136) states that the test is valid if the test concerns with the curriculum. Based on the above statements, the test which is used in this research is based on the curriculum.

No	Basic Competence	Indicator	Instrument	Number
1	Understanding the meaning of word by watching film	Filling words in the blank paragraph	Test (blank word in paragraph) Example: One warm spring (1) _____ , a grasshopper was (2)_____ in a grassy green field	1-50

3.8.3 The Reability of The Test

The test is called reliable if it is believable, consistent, stable and productive. The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary et.al, 2010: 225).

The test important of reliability is carefulness with how far the test of instrument can believe correctly. To know the test items are reliable or not this research uses product moment formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad \text{Note:}$$

r_{xy} : Coefficient of correlation between X and Y variable

N : The total number of students

X : Sum of the students' right answer of the odd number

Y : Sum of the students' right answer of the even number

X^2 : Sum of X^2 score of the odd number

Y^2 : Sum of Y^2 score of the even number

XY number : Sum of the students' right answer of odds and even

(Arikunto, 2006:170)

Analyzing the reliability of try out test by using product moment formula. And then, continued by split half formula of Spearman Brown as follows :

$$r_{11} = \frac{2 r_{\frac{1}{2} \frac{1}{2}}}{(1 + r_{\frac{1}{2} \frac{1}{2}})}$$

Notes:

r_{11} : The instrument of reliability

$r_{\frac{1}{2} \frac{1}{2}}$: r_{xy} as the index correlation between split half instrument

(Arikunto, 2006:180)

The coefisien of correlation criteria:

0.00 - 0.20 : Very low correlation

0.21 - 0.40 : Low correlation

0.41 - 0.60 : Medium correlation

0.71 - 0.90 : High correlation

0.91 - 1.00 : Very high correlation

(Purwanto, 2012: 139)

After accounting the reliability of try out test given to the students, the result of the reliability of the try out is 0.80. So it can be conclude that the reliability is high correlation.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter reports the result of this Classroom Action Research (CAR). They are the result of cycle 1 and the result of cycle 2.

4.1 Description of The Research Setting

The teaching learning process in SMP Islam Gumukmas started at 06.45 a.m. and finished at 12.30 a.m. The total numbers of the students were 427 students in the 2015/2016 academic year. The school facilities of SMP Islam Gumukmas support the teaching learning process is consists of school office, science laboratory, and twelve classrooms.

The students of VIII/A class had been the subject of this research. The research consisted of two cycles, the first cycle meeting is conducted on 27nd, 28th, of November and the evaluation conducted on 04th of December 2015 and the second cycle was done on 05th, 11th, and the evaluation conducted on 12th of December 2015. The implementation of the action was done on Friday and Saturday.

4.1.1 The Description of Action in Cycle 1

There were three meetings in cycle 1. The first meeting was held on November 27nd 2015 from 08.05 until 09.45 a.m. For the second meeting was held on November 28th 2015 from 09.55 until 11.15 a.m. The third meeting of this cycle was held on December 04th 2015 from 08.05 until 09.45 a.m.

Cycle 1 was carried out through certain procedures with cyclical model which consists of four activities (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. (Elliot, 1991:68)

The first step in doing action research was planning the action. The researcher and the English teacher discussed when the action could be started and how the best way to improve listening ability through Audio Visual media (video) for eight grade student. The researcher and the English teacher also discussed about the material that would be given to the students, the explanation of narrative text. Then, the researcher prepared the lesson plan for teaching learning process. The implementation of the action was done in three meetings and each meeting was provided in 80 minutes.

Implementation of the action was based on the lesson plan made by the researcher. The first meeting was carried out based on the lesson plan I, the second meeting was carried out based on the lesson plan II, and the third meeting is the test. The lesson plan of Cycle 1 was made based on Competency Based Curriculum (KTSP), the action was using Audio Visual media (video) to improve listening ability.

Observation of Cycle 1 was done by using checklist paper. It was done in every teaching learning process of listening through Audio Visual media (video). It focused on the students' active and passive performance and the performance indicators of the active students were :

1. Asking question about narrative text

2. Answer question about narrative text
3. The students pay attention to the teacher explanation about narrative text
4. Doing about the teacher orders to say one of vocabulary
5. Listening the video intensively

The students were considered active when they fulfilled at least five of the indicators. In this case, the English teacher as observer did the observation activity by sitting at the back of students' seat in the classroom, and the researcher as the teacher.

The last activities is the reflection, it was done after calculating the students' score of vocabulary test of teaching listening. The mean score was 68.31 and the percentage of students who scored 75 was 63.15% (see appendix 19). Based on the vocabulary test result of Cycle 1, it can be concluded that the standard requirement of the mean score and the percentage score of the student in vocabulary test was not achieved yet. It was because Audio Visual media was a new method for the students, they don't interested to play this because there is no competition, and the students needed a lot of practice. Furthermore, the students didn't have enough vocabulary so it's difficult for them to know the meaning of text. The action in Cycle 2 is needed improvement by giving more listen to the video.

4.1.2 The Description of Action in Cycle 2

Since the result of the action in Cycle 1 had not achieved the objective of the research yet, the researcher implemented Cycle 2, the researcher gave the students more listening to the video which needs their activeness in the classroom. There were three meetings in Cycle 2. The first meeting was held on December 05th2015 from 10.00 until 11.20. For the second meeting was held on December 11th2015 from 07.00 until 08.20. The third meeting was held on December 12th2015 from 10.00 until 11.20. Cycle 2 covered four stages of activities namely : (1) The planning of the action, (2) The implementation of the action, (3) Observation, and (4) Reflection of the action.

As the first step in Cycle 1 the researcher and the English teacher discussed about the suitable material that would be given to the eight grade students. The material was narrative text, but it would be focused on students' activeness. The implementation of the action was done in three meetings and each meeting was 80 minutes. it was hoped that students would be more actively and enjoyable involved in the teaching learning process.

The implementation of the action in Cycle 2 was revised based on the problem found in Cycle 1. It was expected that after implementing the action in Cycle 2, the result of the students' listening ability would be better than the first one. The lesson plans of Cycle 2 were made based on Competency based Curriculum. The action was using Audio Visual media (video) refer to the teaching narrative text, teaching vocabulary refers to narrative text. In Cycle 2, the class was more enjoyable and students not get bored, the students have practiced more and they became more familiar with the video. The researcher gave the video before implementation of the action, and asked the students to find the meaning of word based on the text given, and then the researcher give practice listening by using Audio Visual media (video).

The evaluation process through observation by using checklist paper was also done in Cycle 2. It was done along with the teaching learning process of

listening through Audio Visual media (video) to improve students listening ability. The English teacher as observer did the observation activity by sitting at the back of the students' seat in the classroom, and the researcher as the teacher. The performance indicators of the active students were the same as in Cycle 1.

The reflection was done after calculating the score of Cycle 2 test. Based on the calculation, the mean score was 74.15 and the percentage of students who scored 75 was 78.94% (see appendix 25). It means that the standard requirement of the mean score of the student in listening subject had already been achieved. The action can be stopped in Cycle 2.

In conclusion, the video is able to improve the students' listening ability by fill in the blank of the text. It could help students to find and kind of word in listening.

4.2 Research Result

4.2.1 The Result of Cycle 1

For the observation result of Cycle 1 (see appendix 17). Based on the calculation, 42.1% of 38 students were actively involved in the teaching learning process.

Table 4.1 The Average of Observation Checklist in Cycle 1

Meeting	Percentage of Active Student
Meeting 1	14/38 x 100% = 36.84%
Meeting 2	18/38 x 100% = 47.46 %
Average	42.1%

This means that the requirement of 65% of the students' active involvement in the teaching learning process of listening was not fulfilled yet. It can be concluded that the students did not give optimum response, or most of them were passive. Most of them were paying attention to the lesson but not performing the video yet. In other words, teaching listening by using Audio Visual media (video) students' listening ability was not successful.

Based on the result of observation, the item of evaluation was made based on the Competency based Curriculum in the form of listening test, and was done on December 04th 2015 from 08.05 until 09.45. The students doing the test individually, the test type is filling in the blank. From the test result, 24 students got 70 and 14 students got 70 in vocabulary test. The calculation of Cycle 1 test is presented in appendix 17.

Table 4.2 The Result of Listening Test in Cycle 1

The Data Result	Score in Cycle 1
The mean score of vocabulary test	68.31
The percentage of the students who scored 70	63.15%

The mean score was 68.31 and the percentage of students who scored 65 was 63.15%. Based on the above table, teaching listening by Audio Visual media in Cycle 1 could not reach the mean of students standard passing score (M=65) and the requirement of students scoring 70 (75%). From the data above, it can be concluded that Cycle 1 was not successful.

4.2.2 The Result of Cycle 2

For the observation result of Cycle 2 (see appendix 23), based on the calculation 73.68% of 38 students were active to join the teaching learning process of listening.

Table 4.3 The Average of Observation Checklist for Cycle 2

Meeting	Percentage of Active Students
Meeting 1	$23/38 \times 100\% = 63.15\%$
Meeting 2	$32/38 \times 100\% = 84.21\%$
Average	73.68%

From the table 4.3, it can be concluded that requirement of students' active involvement in teaching learning process of listening (75%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1. In Cycle 1, the students don't pay the instruction of the video, but in the Cycle 2 they could interested because there is competition between students and the video was given by the teacher. In other words, teaching listening through Audio Visual media (video) could improve the students' listening ability because it could reach the requirement of students' active involvement in the teaching learning process of listening (75%).

Based on the observation in Cycle 2, after conducting three meetings, the researcher gave a test to find out the significant impact of Audio Visual media (video) on the students' listening ability. The test was held on 12th December 2015 from 10.00 until 11.20. The researcher asked the students to fill in the missing text. Based on the test result, 31 students got 70 and 7 students got 70 in listening test. The calculation of Cycle 2 test result is presented in appendix 23.

Table 4.4 The Result of Listening Test in Cycle 2

The Data Result	Score in Cycle 2
The mean score of listening test	74.15
The percentage of the students who scored 70	78.94%

The mean score was 74.15 and the percentage of students who get score 70 was 78.94%. It means that teaching listening by using Audio Visual media (video) Cycle 2 could reach the mean of students standard passing score ($M=65$) and the requirement of students scoring 70 (75%). From the data above, it can be concluded that the requirement in this research had already been achieved.

CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on the result of research and discussion, it can be concluded that How the use of Audio Visual media can improve the students listening ability of eight grade in SMP Islam Gumukmas in the 2015/2016 academic years. The improvement of the students' listening ability achievement could be seen from the percentage of the students who got scores 70, increased from 63.15% in Cycle 1 to 78.94% in cycle 2. The increasement from cycle 1 to cycle 2 happen because the students more enthusiastic to answer the question especially, the students who failed to answer the test in cycle 1, they will try to do the best in answering the question in cycle 2 they will be careful in listening and watching the video.

6.2 Suggestion

Considering the result of this research, some suggestions are given as a useful contribution to these following people.

1. The English Teacher

Based on the research result, it is suggested that the English teacher use video in teaching listening. It is because video can provide visual information and audio information that can help the students to gain the main and detail idea easily. Besides, the medium can also decrease the students' boredom in joining the listening class.

2. The Students

The students of SMP Islam Gumukmas are suggested to use video in order to help them comprehend listening since video presents audio-visual information. It is because the characters' body language can be easily learned through the video instead of what they are listening only. The students are suggested to watch the other videos that they can find on the internet, CD, television or other media to improve their listening achievement.

3. The Future Researcher

The future researcher are suggested to use video to conduct a further research dealing with similar or different problem. For example, conducting a research to improve the students' active participation and reading ability achievement by using video. In addition, the future researcher can also use different indicators/aspects of the students' active participation in order to get further results of applying video in listening class. It is because dealing with the result of this research, the use of video could help the students be active in joining the class and have better understanding of the story given in the video.

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