

The Influence of Audio Visual Based Learning Media in Improving the Listening Skills of Fifth Grade Elementary School Students

Shela Maiyori^{a,1,*}, Otang Kurniaman^{b,2}, Zariul Antosa^{b,3}

^{a,b,c}Elementary School Teacher Education, Faculty of Teacher Training and Education Riau University, Pekanbaru, Indonesia

¹ shela.maiyori4302@student.unri.ac.id*; ² otang.kurniaman@lecturer.unri.ac.id; ³ zariul.antosa@lecturer.unri.ac.id

* Corresponding Author

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ABSTRACT: This study aims to find out how the influence of audio-visual learning media in improving the listening skills of fifth grade elementary school students. In this study using the type of research pre-experimental one group pretest posttest design. Data analysis techniques include simple linear regression testing, N-Gain, and descriptive data analysis techniques. Based on the results of the research pretest, it was found that the average listening ability of students was 52.69. However, when they took the posttest, after being treated with audio-visual media, their average listening ability increased by 69.23. Students' pretest and posttest scores with a difference in N-gain were 9.79 with an average N-gain of 0.37 which is included in the moderate interpretation. Based on the simple linear regression test obtained f count 103.792 and f table 4.26 with a coefficient of determination of 81.2% then Ha is accepted. It can be concluded that audio-visual-based learning media has a positive effect on improving the listening skills of fifth grade elementary school students.

Keywords: Audio Visual Media, Listening Ability

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INTRODUCTION

Indonesian is one of the important subjects that must be taught to students in elementary school because it seeks to improve and advance children's oral and written communication skills (Susanto, 2013: 245). One of the linguistic skills that must be mastered so that children's communication can function properly is listening. In an educational environment, listening skills are very important because they provide the basis for understanding and mastering all subjects. One of the advances that must be made in childhood is the improvement of language. The crucial ability or capacity that all humans must possess is language. Children's language skills and capacities will develop with age, especially in correspondence (Ariska and Suyadi, 2020).

Given that language is chosen as a means to express thoughts and language is presented in the realm of education, language can be improved through the process of listening or engaging with the surrounding environment. To improve language skills from an early age in children, parents must involve their children at home in preparing activities and teachers must try to be able to stimulate students at school to take part in listening activities. Language improvement is facilitated through listening (Ulfadilah and Suyadi, 2021). Development of language skills according to the basis of a child's life, they will experience the same stages even through unique events. Despite the fact that various aspects of language remain constant, they are coordinated into five regulatory frameworks: phonetic, morphological, grammatical, semantic, and pragmatic (Awliyah, et.al, 2021).

Primary school listening skills are still relatively underdeveloped or low. According to (Wulandari,et.al, 2018), the listening skills of elementary school students are in the low category because they often listen without understanding what they are listening to, and they also have difficulty answering questions from the teacher regarding the material they are listening to. The poor listening ability of elementary school students is also the result of teachers' lack of originality in the way they present lessons, their preference for conventional teaching techniques, and the absence of instructional media to help

develop students' listening skills. Learning listening skills is important to apply in schools, especially elementary schools. Listening activities are activities that pay close attention to obtaining and studying information (Khaliq and Arifa, 2020:96). Apart from hearing the words spoken, listening also recognizes, evaluates, and infers the meaning of the data heard (Puspayanti, et,al, 2013). Listening involves more than just listening but also involves understanding the message of the speaker (Saddhono and Slamet, 2014:47)..

Listening ability plays an important role in developing one's language skills, especially students (Satata and Suhardjono, 2019). According to (Setiani,et,al, 2021), listening is very important because it serves as a basis for learning language, namely it serves as a basis for reading, writing, speaking, and broadening other understandings. According to (Maghfirah, 2019), listening has many benefits. A child will learn a lot if they have good listening skills. One of the most important language skills is listening, and it needs to be strengthened (Prasiwi, 2018). In this phase, the teacher's expertise is needed to convey the material, and students actively participate in listening exercises to ensure that they understand every thing they see.

Utilization of technology-based learning media to assist students in improving listening skills in elementary schools is the answer to the problems above. Learning media are physical and technological resources used by teachers to convey information to students so that learning objectives can be achieved (Adam and Taufik, 2015). To help students achieve their learning goals, education also uses the media as an intermediary tool (Khoir, et,al, 2020). Audio-visual learning media is a type of technology-based media. Audio visual media is a technology that can play back images and produce sound or contain parts of both (Rahman: 2021). Because it can foster an interesting, dynamic learning environment, increase children's learning motivation, and facilitate a better understanding of the content they are listening to, audio-visual media can be used to help improve listening skills (Robet, 2013). In addition, it also helps improve children's understanding, makes it easier for children to focus and awakens their enthusiasm for learning (Kosterelioglu, 2016).

The relevance of audio-visual media to students' listening skills is in line with the results of observations and interviews with the principal and teachers of class V at SDN 001 Pasar Inuman which explained that almost all teachers in the elementary school were unable to use and utilize technology and teachers more often used conventional methods to support the learning process. learning. These elementary school students prefer to study through audio-visual media when learning Indonesian. So audio-visual media can be used to support the learning of listening skills. Based on these problems, the purpose of this study was to improve the listening skills of fifth grade elementary school students by utilizing audio-visual-based learning media.

METHOD

This type of research uses quantitative research that aims to test and find out the relationship between variables (Creswell, 2017) with the pre-experimental method type one group pretest posttest design which has only one experimental class without a comparison class. Pre-experimental research is a type of eksperimental research that is still influenced by external variables.

Table 1. One Group *PretestPosttest* Design

Pretest	Treatment	Posttest
O1	X	02

This research was conducted at SDN 001 PasarInuman with a population or the number of elements studied (Handayani, 2020) consisting of 26 grade V students at SDN 001 PasarInuman. The sample is one of the various qualities possessed by the population according to (Sujarweni, 2015). The sample in this study were all 26 students of class V SDN 001 Pasar Inuman. The data collection method used a pretest posttest of students' listening ability. The data collection technique uses descriptive data analysis techniques which aim to describe, describe the data that has been collected during the study with the steps to find the average value and percentage of the average value (Sudijono, 2018: 64).

Table 2. Guidelines for Students' Listening Ability Scores

Score	Category
0-29	Very low
30-49	Low
50-69	Enough
70-89	Well
90-100	Very good

N-Gain test technique with SPSS29 and simple linear regression test technique to see the effect of the independent variable on the dependent variable (Gozali, 2018).

$$Y = a + bX.$$

RESULT AND DISCUSSION

Pretest

The implementation of the pretest of students' listening skills is given before entering the learning material. The pretest was carried out using voice recordings from the fairy tales presented. The following are the results of the pretest listening skills of class V students at SDN 001 Pasar Inuman:

Table 3. Average Pretest Scores

X	F	F.X
10	1	10
20	2	40
30	2	60
40	4	160
50	3	150
60	5	300
70	7	490
80	2	160
Amount	26	1370
Average		52,69

Based on table 3 above, the lowest score for students' listening ability is 10 points and the highest score is 80 points with $\sum f_x = 1370$ and the number of respondents (N) is 26 students, so the average listening ability for students during the pretest is of 52.69. Based on this average, it is presented in the form of a frequency distribution table and the percentage of students' listening ability is as follows:

Table 4. Distribution of Frequency and Percentage of Pretest Scores of Listening Ability of Class V Students at SDN 001 Pasar Inuman

Number	Score	F	Percentage	Category
1	0-29	3	11,60%	Vary Low
2	30-49	6	23,00%	Low
3	50-69	8	30,80%	Enough
4	70-89	9	34,60%	Well
5	90-100	-	-	Very good
Amount		26	100%	

Based on table 4 above, it was found that students who scored in the very low category (0-29) were 3 people with a percentage of 11.60%, students who scored in the low category (30-49) were 6 people with a percentage of 23.00%, There were 8 students who received moderate category scores (50-69) with a

The Influence of Audio Visual Based Learning Media in Improving the Listening Skills of Fifth Grade Elementary School Students

Shela Maiyoria, Otang Kurniamanb, Zariul Antosa

percentage of 30.80% and 9 students who received good category scores (70-89) with a percentage of 34.60%. The value of students' listening ability during the pretest is presented in the form of a bar chart as follows.

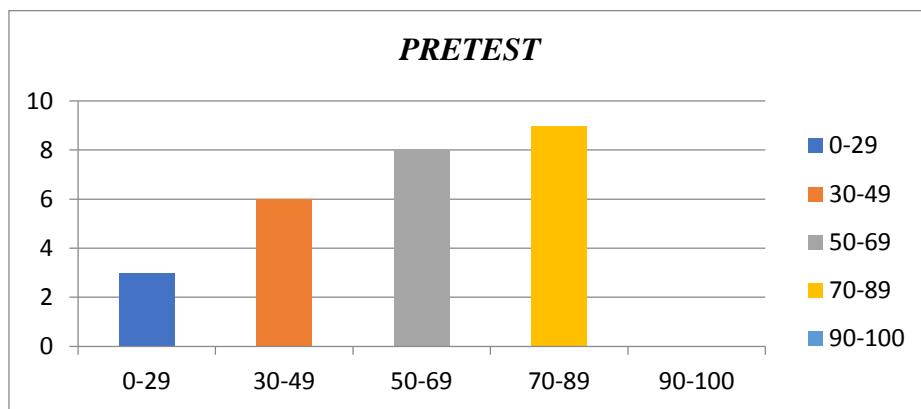


Figure 4. Bar diagram of Pretest Scores for Listening Ability of Class V Students at SDN 001 Pasar Inuman

Based on Figure 3 above, the highest score for students' listening skills during the pretest was in the good category (70-89) with the highest percentage of 34.60%.

Posttest

Posttest is given after students get treatment using audio-visual media. The following is the average listening ability of SDN 001 PasarInuman students during the posttest:

Table 5. Posttest Scores of Listening Ability of Class V Students at SDN 001 Pasar Inuman

X	F	F.X
20	1	20
40	1	40
50	4	200
60	4	240
70	2	140
80	10	800
90	4	360
Amount	26	1800
Average		69,23

Based on table 5 above, the lowest score for students' listening ability was 20 points and the highest score was 90 points with $\sum fx = 1800$, so the average students' listening ability during the posttest increased by 69.23. The following is the value of students' listening skills presented in the form of a frequency distribution table.

Table 6. Distribution of Frequency and Percentage of Posttest Scores in Listening Ability of Class V Students at SDN 001 Pasar Inuman

Number	Score	F	Percentage	Category
1	0-29	1	3,90%	Very Low
2	30-49	1	3,90%	Low
3	50-69	8	30,80%	Enough
4	70-89	12	46,10%	Well
5	90-100	4	15,30%	Very Good
Amount	26		100%	

Based on table 5, it was obtained that 1 student obtained a very low score (0-29) with a percentage of 3.90%, the low category (30-49) obtained 1 person with a percentage of 3.90%, the moderate category (50-69) obtained by 8 people with a percentage of 30.80%, good category (70-89) of 12 people with a percentage of 46.10% and very good category (90-100) of 4 people with a percentage of 15.30%. The following is the value of students' listening skills presented in the form of a bar chart:

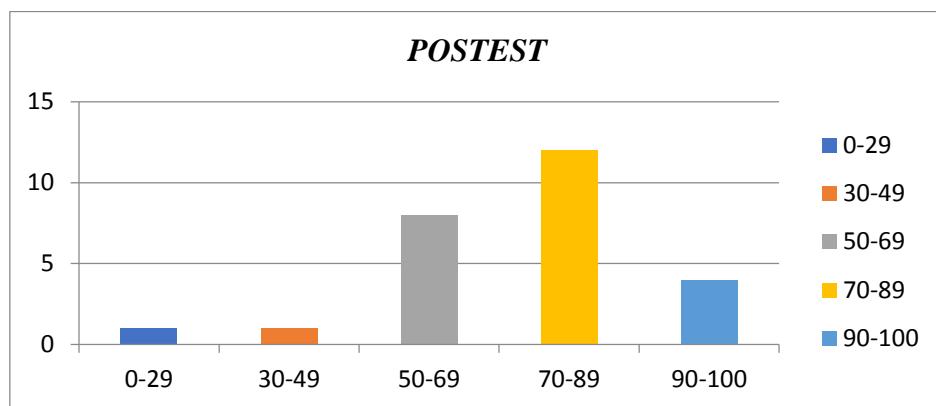


Figure 6. Bar Chart of Posttest Scores for Listening Ability of Class V Students at SDN 001 PasarInuman

Based on Figure 6, the highest score for students' listening ability during the posttest was in the range of 70-89 with the highest percentage of 46.10% which was included in the good category.

Table 7. Data on the results of the Pretest Posttest Listening Ability of Students at SDN 001 Pasar Inuman

Score	F		PERCENTAGE	
	PRETEST	POSTTEST	PRETEST	POSTTEST
0-29 (Very Low)	3	1	11,60%	3,90%
30-49 (Low)	6	1	23,00%	3,90%
50-69 (Enough)	8	8	30,80%	30,80%
70-89 (Well)	9	12	34,60%	46,10%
90-100 (Very Good)	0	4	-	15,30%

Based on table 7, it was found that students who scored in the very low category at the time of the pretest were 3 students, while at the time of the posttest, there were 1 student. as many as 1 student, students who obtained moderate category scores during the pretest posttest, namely 8 students equally, students who obtained good category scores during the pretest, namely 9 students while during the posttest, there were 12 students and at the time of In the pretest, no students got grades in the very good category, while during the posttest, there were 4 students who got them. The following is the pretest posttest value of students' listening ability which is presented in the form of a bar chart.

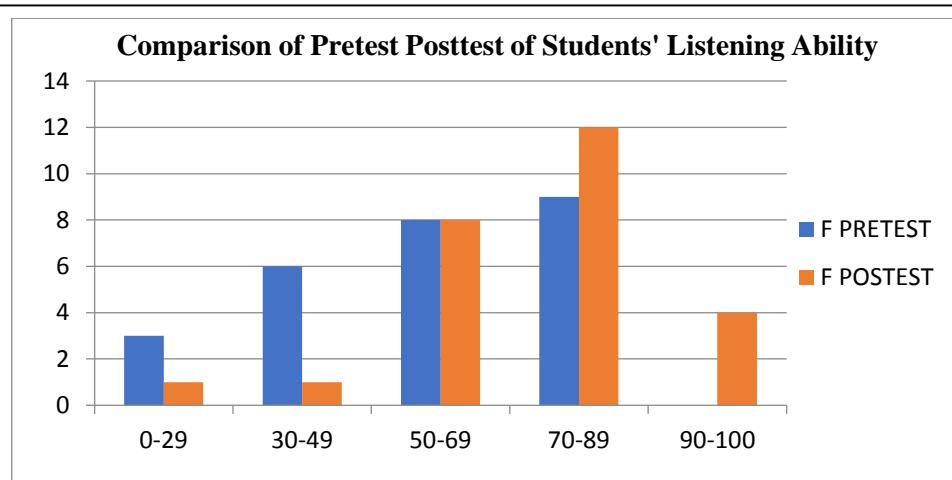


Figure 7. Comparison of Pretest Posttest Scores of Listening Ability Students of SDN 001 Pasar Inuman

From Figure 7 above, it can be seen the comparison of the results of students' listening abilities during the pretest and posttest. It can be concluded that the results of students' listening skills experienced an increase during the posttest after using learning media.

N-Gain

Based on the N-Gain test table 8 with SPSS29, the difference in the value of the pretest and posttest students' listening ability was 9.79 with an average N-Gain of 0.37 which was included in the medium category.

Table 8. Simple Linear Regression Test of Students' Listening Ability at SDN 001 Pasar Inuman

ANOVA ^b						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1 Regression	6485.060	1	6485.060	103.792	.000 ^a	
Residual	1499.555	24	62.481			
Total	7984.615	25				

a. Predictors: (Constant), Audio visual media
b. Dependent Variable: Listening ability

Based on table 8, the f count is 103.792 with the f table is 4.26 and the significance level is 0.000 and the significance level of the provisions is 0.005, so the f count is $103.792 > 4.26$ and the significance level is $0.000 < 0.005$ so that H_a is accepted and H_0 was rejected. It can be concluded that audio-visual-based learning media has a significant influence in improving the listening skills of fifth grade elementary school students at SDN 001 Pasar Inuman.

DISCUSSION

The discussion in this study is based on pretest and posttest data on students' listening skills which have been processed before and after using audio-visual-based learning media. During the pretest, many students scored below the sufficient category, this is evident from the lowest score of 10 points and the highest score of 80 points with an average student listening ability of 52.69 and the highest percentage of 34.60% which is included in the good category. At the time of the pretest learning listening skills only used sound recordings from the stories used without the use of audio-visual based learning media so that it made students less enthusiastic in listening to the fairy tales presented (Novelti, 2018).

After obtaining the results of the pretest, the researcher gave treatment using audio-visual based learning media. The use of this audio-visual media got a positive response from students where students looked excited and enthusiastic in listening to the fairy tales presented in the audio-visual media. This is caused by moving objects that attract the attention of students in elementary schools (Jalaluddin, 2015:51). After getting the treatment the researcher gave the posttest to the students. The results of the students' posttest have increased as evidenced by the decrease in students who scored below the sufficient category, the lowest score was 20 points and the highest was 90 points with an average listening ability of students during the posttest which was 69.23 and the highest percentage was 46.10% included in the good category.

Students' listening ability increased after using audio-visual media according to the difference in N-gain of 9.79 with an average N-gain of 0.37 which is included in the medium category. Based on the hypothesis test with simple linear regression, it was obtained f count $103.792 > f$ table 4.26, so H_a was accepted so it was concluded that learning media had an influence in improving the listening skills of fifth grade elementary school students. This is in line with findings (Ria: 2018) which explains media audio visual has a significant influence on the ability to listen to stories of fifth grade students obtained an average experimental class of 78.72 higher than the control class average of 67.75. This is also in line with the view (Utaminingrum, 2015: 119) explaining that listening skills using audio-visual are better because it makes it easier for students to listen to stories and makes it easier for teachers to clarify the fairy tales presented. Factors causing the low listening ability of students are the lack of use of learning media during the learning process and teachers more often use conventional methods due to limited ability to utilize current technology so that learning to listen becomes less interesting and boring. So to overcome these problems at SDN 001 PasarInuman, media is needed to support learning Indonesian, especially listening skills so that it stimulates students to be actively involved in participating in listening activities. Learning listening skills by using audiovisual media is proven to have a positive influence so that the results of students' listening skills have increased. This is because of the increased enthusiasm, enthusiasm and interest of students in participating in learning (Widyaningrum, 2016).

CONCLUSION

Based on data analysis, it can be said that the use of audio-visual-based learning media has an effect on improving students' listening skills, especially in class V SDN 001 PasarInuman. The average result of the students' pretest and posttest N-gain was 0.37 which was included in the medium category. Testing the hypothesis using a simple linear regression test resulted in an f count of 103.792 and an f table of 4.26. This can be seen from the average pretest results obtained by students, which were 52.69 and the average posttest of students was 69.23. Therefore, it can be concluded that H_0 was rejected while H_a was approved because f count $> f$ table, which shows that audio-visual media has a significant influence in improving the listening skills of fifth grade elementary school students.

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