THE EFFECTIVENES OF USING AUDIOVISUAL ON THE ASSESSMENT OF THE STUDENTS' LISTENING COMPREHENSION

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ABSTRACT

The main objective of the research was to investigate the effectiveness of using audiovisual on the assessment of the students' listening comprehension. The researcher used quasi-experimental design. The researcher used nonrandomized control group pre-test and post-test design. The population of the research was the tenth grade students of MAN 5 Jombang that consist of 181 students. The samples of this study were students of class X IIS 1 as experimental group and class X IIS 2 as control group. X IIS 1 class consists of 30 students and X IIS 2 class consists of 32 students. The total of the sample are 62 students. The data were collected by using tests, pre-test and post-test. The data were analyzed by using SPSS Program. To analyze the data, the researcher conducted Non Parametrical Mann-Whitney U Test.

The results of data analysis by using Mann-Whitney U Test shows that the mean rank score for experimental group was 43,07 while the control group was 20,66. The experimental group got higher mean rank than the control group. The result of Test Statistics shows that Asymp sig (2-tailed) was lower than the significance level (0,000< 0,05). In this way, the null hypothesis (H0) is rejected. Thus, there was significant difference on students' performance in listening comprehension between those who were assessed by using authentic audiovisual and those who were assessed by using conventional media (audio). In conclusion using authentic audiovisual on the assessment of students' listening comprehension was effective than using conventional media (audio).

Keywords: Effectiveness, Audiovisual, Authentic video, Assessment, listening comprehension, conventional media

ABSTRAK

Tujuan dari penelitian ini adalah untuk menginvestigasi efektivitas penggunaan audiovisual pada penilaian pemahaman mendengarkan siswa. Terkait dengan tujuan penelitian, peneliti menggunakan desain quasi-eksperimental. Peneliti menggunakan pre-test and post-test kelompok control nonrandomized. Populasi penelitian ini adalah siswa kelas sepuluh MAN 5 Jombang yang terdiri dari 181 siswa. Sampel penelitian ini adalah siswa kelas X IIS 1 sebagai kelompok eksperimen dan kelas X IIS 2 sebagai kelompok control. Kelas X IIS 1 terdiri dari 30 siswa dan kelas X IIS 2 terdiri dari 32 siswa. Total sampel adalah 62 siswa. Pengumpulan data dilakukan dengan menggunakan test, pre-test dan post-test. Data dianalisis menggunakan Program SPSS. Untuk menganalisa data *posttest*, peneliti menggunakan Non Parametrical Mann-Whitney U Test.

Hasil analisis data dengan menggunakan Ranks pada Mann-Whitney U Test menampilkan nilai mean rank untuk kelompok ekperimen adalah 43,07 sedangkan kelompok control adalah 20,66. Kelompok ekperimen mendapat Mean Rank lebih tinggi dari pada kelompok control. Hasil uji statistic menunjukkan bahwa Asymp Sig (2-tailed) lebih rendah daripada tingkat signifikasi (0,000<0,05). Dengan cara ini, Hipotesis nol (H0) ditolak. Jadi, ada perbedaan yang signifikan pada kinerja siswa dalam pemahaman mendengarkan antara mereka yang dinilai dengan menggunkan authentic audiovisual dan mereka yang dinilai dengan menggunakan media konvensional (audio). Kesimpulannya menggunakan authentic audiovisual pada penilaian pemahaman mendengarkan siswa lebih efektif dari pada menggunakan media konvensional (audio).

Kata kunci: Efektivitas, Audiovisual, Authentic video, Penilaian, Pemahaman mendengarkan, konvensional media

1. INTRODUCTION

English learning is not only driven by one accents, but many accents are listened by language students. One of the skills that applied several accents is listening. Listening is an activity to understand a speaker to get some information. But most of them have difficulty listening to these accents. According to (Buck, 2001) listening is important in supporting a learner speaking skill. A new language learner has to learn to listen in the early stage of language learning in the same way as a child learning mother tongue for the first time. If the students often listen, they can get more vocabularies from both people's talks or their own talks. In other words, the successful of communication depends not only on learner's ability to speak but also on the effectiveness of how they listen. According to (Carter,2001) the term of listening is complex process that allowed students to understand spoken language. It means that the students must understand about the meaning of the word/sentence not only recognizing the sound. In fact, to be able to master listening, the students must understand the words they hear or must be able to know what speaker are saying to them. Thus listening is very important to support other language skills, especially in speaking skill.

According to (Gross, 1982) listening comprehension is the condition when the listeners try to construct a meaning when they get the information from the speakers. It means that if students want to learn to speak, they should first learn to understand the spoken language they hear and comprehend the main idea of what native speakers said. Furthermore, According to (Brown, 1983), listening comprehension means that students understand what they have heard, while (Nadig, 2013) defined listening comprehension is the types processes of understanding and making sense of spoken language that involve knowing speech sounds, comprehending the meaning of individual words and understanding the syntax of sentences.

Regarding the assessment of listening comprehension, (Brown H. D., 2007) defines it as an ongoing pedagogical process that includes a number of evaluates acts on the part of teacher. It means that when the students responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously make an assessment of the students' performance. Furthermore,

(Wiggins, 1988) the aim of assessing is primarily to educate and improve students' performance. It means that the students know their strength and weakness in learning thus they can increase their performance especially in listening skill.

Most of students think that that learning English is difficult, not least in listening. Students cannot understand the material or content of listening if they don't know what their teacher says or what speaker says because of lack of listening comprehension. Therefore, teachers must be creative to choose the appropriate media to motivate and improve their student in learning English, especially in listening. In the teaching and learning of listening, audio and/or audiovisual are usually used as a medium to improve students' listening ability. According to (Anitah, 2012) audio is a media to give message toward hearing. Students can listen with variety of accent sounds at different speeds by using audio. However, sometimes audio also makes the listening learning process feel boring for students, because they only listen to audio continuously without any variation learning. Furthermore, according to (Canning, 1998) Audiovisual are make the task, situation or language more authentic. In addition, audiovisual can be used to help the students on a listening assessment. It means that audiovisual (video) can help the students to comprehend the language through watching. From watching the audiovisual, students can easily understand the content of materials and draw students' imagination. This happened because the students can feel the real situation of the audiovisual.

The researcher conducts this study related some previous studies about the effectiveness of using audiovisual on the assessment of the students' listening comprehension. The first previous study from (Memarzadeh, 2015), conducted an experimental research with the tittle video clips used as an assessment tool in listening placement tests. The researcher finds out that applying video clips can improve the quality of placement tests and improving EFL students' listening skill assessment. The second previous study from (Hea-Suk, 2015), conducted an Experimental research with the tittle Using Authentic Videos to Improve EFL Students' Listening Comprehension. The researcher finds out that the use of authentic video in listening increase students' interest and motivation. The third

previous study from (Sulaiman, 2017), conducted an experimental research with the tittle A Comparison of Students' Performances Using Audio Only and Video Media Methods. The researcher finds out that the students obtained higher marks when using video media compared to audio media.

In this study the researcher use audiovisual especially the authentic video in assessment of the students' listening comprehension because when they watch the video, students can feel the real situation of the content in the video clearly. Thus, they can understand what they see and what they hear because audiovisual is learning tool that provide the information in the form of combination between audio and visualization. It facilitates students in listening comprehension. Audiovisual use also does not use subtitles so students do not note taking habits when listening assessment takes places. Besides, in this study the researcher implementing both media in an online based test, whereas the previous study uses paper based test.

2. RESEARCH QUESTIONS

The research conducted to discover the answer of these following questions:

Is there any significant difference on students' performance in listening comprehension between those who are assessed by using authentic audiovisual and those who are assessed by using conventional media?

3. RESEARCH METHOD

3.1 Research design

In this research, the researcher was used quantitative research especially quasi-experimental design. The researcher used quasi-experimental design because to know the effectiveness of the treatment which influences the students that use in static data. The researcher used nonrandomized control group pre-test and post-test design. This design provide two groups to be measure, they were experimental group and control group. The first was experimental class, which was given the selective type assessment by implementing authentic audiovisual in listening comprehension and the second was control class which given the selective type assessment by implementing audio in listening comprehension. In the assessment of students' listening comprehension, the researcher gives the same materials of the treatment but different media used both of the groups. In the

experiment group, it was used audiovisual media while for the control group it was used audio media. The effectiveness was measure by comparing pre-test and post-test.

3.2 Population and sample

The population of this study was tenth grade students of MAN 5 Jombang in academic year 2019/2020. The numbers of population were 181 students. The samples of this study were students of the tenth grades of MAN 5 Jombang. The researcher determined class X IIS 1 as experimental group and class X IIS 2 as control group. X IIS 1 class consists of 30 students and X IIS 2 class consists of 32 students. The total of the sample are 62 students. To know whether the prior listening performance of the two groups was homogeny, an independent samples t-test was conducted on students' pre-test score. The results of the test are follows:

Table 3.2.1 The result of Pre-test (Experiment and control group)

Group		N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Group	30	66.8893	6.66247	1.21640
	Control Group	32	67.9159	8.70680	1.53916

Based on the table 3.2.1, the mean score of experimental group was 66,89 while the mean score of control group was 67,92. The mean score of control group was slightly higher than experimental group. The result of independent sample t-test can be seen in table 3.2.2 below:

Table 3.2.2 Independent sample t-test (pre-test)

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Differenc	95% Confidence Interval of the Difference

							e	Lower	Upper
SCORE	Equal variances assumed	4.079	.048	-.519	60	.606	-1.02660	1.97868	-4.98456	2.93135
	Equal variances not assumed			-.523	57.739	.603	-1.02660	1.96179	-4.95394	2.90073

Based on the independent sample test output table in the equal variances assumed section, the Sig (2 tailed) of equal variances not assumed was 0,603 > 0,05. It can be conclude that there was no significant difference on students prior performance in listening. In other words, the prior listening performance of the two groups was homogeny.

3.3 Research instrument

In this research, some instruments used to do this research. The researcher used test as research instrument. Test is very important to know ability of the students. (Ary, 2010) States that test is form of question which can be used to measures the ability, knowledge, and intelligent of the students. The researcher took the score of the try out test then analyzed to know whether the test items were valid. In this study, the researcher used SPSS program to check the validity the test items. The test items were valid if the significant value < α (0,05). Based on the results of Pearson Correlation, there were sixteen valid items in pretest and fifteen valid items in posttest from twenty items that have been tried out. To equalize the number of the item in pretest and posttest, the researcher used fifteen items in both pretest and posttest.

After trying out the instrument in MAN 5 Jombang, the researcher analyzed the result to know reliability of the instrument by using Cronbach's Alpha in SPSS Program. The result of reliability calculation of pre-test and post-test by using SPSS Program, it can be seen in the table 3.3.1 and 3.3.2 below:

Table 3.3.1 the result reliability statistics of the pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
,926	16

Table 3.3.2 the result reliability statistics of the post-test

Reliability Statistics

Cronbach's Alpha	N of Items
,921	15

The results of reliability calculation of pre-test and post-test by using SPSS program show Cronbach's Alpha 0,926 for pre-test and 0,0921 for post-test which include in very high reliability. Thus, the instruments are ready to be used to collect the data.

3.4 Data Analysis

The researcher analyze the data statistically with help of the SPSS statistic program to calculated the data, for the analyzed the means of post-test scores for the experimental and control group after the treatment given. In this research, the researcher used statistical data analysis technique to know the different score between the students' performance in listening comprehension between those who were assessed by using audiovisual and those who were assessed by using audio. Prior to the data analysis, the researcher conducted assumption tests of normality and homogeneity.

1. The results of Normality test

The researcher used normality test to check whether the post-test scores of experimental and control group were normally distributed. It can be seen in table 3.4.1 below:

Table 3.4.1 Test of Normality

Group	Kolmogorov-Smirnov[a]	Shapiro-Wilk

		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental Group	.259	30	.000	.880	30	.003
	Control Group	.286	32	.000	.844	32	.000

Based the results in the table 3.4.1 the posttest normality, both the Kolmogorov-Smirnov and Shapiro-Wilk, the experimental and control group significance values were lower than 0,05. Thus, the data distribution was not normal.

2. The results of Homogeneity test

Homogeneity test was used to check whether the variance of post-test scores of experimental and control groups are homogeny. It can be seen in table 3.4.2 below:

Table 3.4.2 The Homogeneity test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.464	1	60	.498
	Based on Median	.341	1	60	.562
	Based on Median and with adjusted df	.341	1	59.999	.562
	Based on trimmed mean	.750	1	60	.390

Based on the table 3.4.2 the Posttest Homogeneity, the significance value based on mean of Levene's test was 0,498. This value was higher than 0,05. Thus it can be concluded that the variance of data in this research between experimental and control group was homogeny.

4. FINDING AND DISCUSSION

4.1 Finding

Based on the results of normality and homogeneity tests, the data were analyzed by using Mann-Withney U test, because the assumption of normality was not fulfilled. The results of the data analysis by using Mann-Withney U test can be seen in the table 4.1.1

The Results of Hypothesis Test

Table 4.1.1 Mann-Withney U test Rank

	Group	N	Mean Rank	Sum of Ranks
Score	Experimental Group	30	43.07	1292.00
	Control Group	32	20.66	661.00
	Total	62		

The Table 4.1.1 Mann-Whitney Test Ranks shows that the mean rank score for experimental group was 43,07 while the control group was 20,66. The experimental group got higher mean rank than the control group. Following the result of Mann-Whitney U Test Rank, the result of test statistic is presented in the Table 4.1.2 Test Statistic.

Table 4.1.2 Test statistic

	SCORE
Mann-Whitney U	133.000
Wilcoxon W	661.000
Z	-4.986
Asymp. Sig. (2-tailed)	.000

Based on the table 4.1.2.The result of Test Statistics shows that Asymp. Sig. (2-tailed) was 0,000. Compared to the significance level (0,05), the Asymp sig (2-tailed) was lower than the significance level (0,000< 0,05). In this way, the null hypothesis (H0) was rejected. Thus, there was significant difference on students' performance in listening comprehension between those who are

assessed by using audiovisual and those who are assessed by using conventional media.

4.2 Discussion

Based on the research of the data the results showed that the students who assessed by using audiovisual got higher score than the students who assessed by using audio. The mean Mann-Withney U Test Rank of students that assessed by using audiovisual was 43,07 and the mean Mann-Withney U Test Rank of students that assessed by using audio was 20,66 while the null hypothesis (H0) is rejected. Thus, there was significant difference on students' performance in listening comprehension between those who are assessed by using audiovisual and those who are assessed by using conventional media/audio.

In this research, the researcher used audiovisual media especially authentic video as media in assessing listening comprehension. As the previous studies by Hea-Suk (2015) showed that audiovisual was effective media in assessing listening comprehension because authentic video can increase students' listening performance. Memarzadeh (2015) found that applying audiovisual can improve EFL students' listening skill assessment. Sulaiman (2017) found that recognize by using audiovisual as one of the assessment tools will help students to perform better due to the use of authentic, meaningful and real life situation contexts and language. The finding of the research is in line with three previous study that there is there is a significant difference on students' performance in listening comprehension between those who are assessed by using audiovisual and those who are assessed by using conventional media.

The result of this research also supports the result of the previous study (Sulaiman, 2017) that used audiovisual on the assessment of the listening comprehension to measure students' listening performance and it was strengthened by the results of the data analysis of students' score. The results showed that the students who assessed by using audiovisual got higher score than the students who assessed by using audio. Overall, it can be concluded that using authentic audiovisual on the assessment of students' listening comprehension was effective.

5. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that there is significant difference between students who are assessed by using audiovisual and those who are assessed by using conventional media/audio in listening comprehension. It can be seen from the result of data analysis by using Mann-Withney U Test Rank of students' post-test scores in both groups. The students assessed by using audiovisual got a higher mean score than the students' assessed by using audio in which the experimental group was 43,07 while the control group was 20,66. Furthermore, the researcher analyzed the data by using Mann-Withney U test. The result of the Test Statistics shows that Asymp. Sig. (2-tailed) was 0,000, it was compared with the significance level (0,05). It showed that the Asymp. sig (2-tailed) was lower than the significance level (0,000< 0,05). Thus, there was significant difference on students' performance in listening comprehension between those who are assessed by using audiovisual and those who are assessed by using conventional media.

From the result of the data analysis, it means that by using audiovisual on the assessment of the students' listening comprehension was effective than using conventional media. In addition, the use of audiovisual especially authentic video may be quite challenging for the students, but it was also more interesting at the same time. This could be due to the fact that using authentic video can make content and material come alive for the students thus the student can comprehend the content through watching in assessment of the listening.

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