COMPARISON OF AUDIO VISUAL AND GET A STAR METHOD ON STUDENTS' LISTENING ABILITY

by

Rizal Arisman
rizalarisman@gmail.com
Ainun Rahmah
ainunrahmah95@gmail.com
Melwinda Elisa Rahmi
melwindaelisarahmi@gmail.com
Dayanu Ikhsanuddin University, Baubau, Southeast Sulawesi

Abstract:

This research is carried out to find out the significant difference of Audio Visual and Get a Star method on listening ability at grade nine students of SMP Negeri 3 Baubau in school year or 2017/2018. It is used a quantitative approach with experimental method. The population is grade eight students at SMP Negeri 3 Baubau in school year of 2017/2018 which consisted of 231 student. The sample is taking using cluster sampling; that is class IX.A which has 22 students taught by Getting a Star method and class IX.I which has 21 students taught by Audio Visual method. Instrument used are pretest and posttest. Data are analyzed using descriptive and inferential statistics. Result of the research indicates that there is not any significant difference between the use of Gett a Star and Audio Visual method on students' listening ability. Besides, mean score of students' listening ability taught by Get a Star method is 79.54 and taught by Audio Visual method was 79.52, in which those mean scores indicate that the students at class IX.A and IX.I have good listening ability.

Key Words: Listening, Audio Visual, Getting a Star

INTRODUCTION

Listening is one of the most important skills in English language learning. It enables language learners to receive and interact with language input and facilitates the emergence of other language skills (Vandergrift & Goh, 2012). It means listening skill is required to acquire another skills of language. Listening can make the students to get new information which makes them easier to communicate in that language. In addition, listening can entertain the students, because it is not only applied for academic

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purposes, but also helps the students to refresh their mind. In another word, listening is very crucial in teaching and learning the language. It can be stated that listening is one of the four language skills with a purpose to understand spoken text, and build the knowledge of language for communicating in the real situation. It is an active ability to produce the language. Therefore the learners know how to express the language.

They adds that listening activities in many language classrooms tend to focus on the outcome of listening. Listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen. Because learners are often put in situations where they have to show how much they have understood or, more often, reveal what they have not understood, they feel anxious about listening.

In learning listening, it requires approaches and strategies that involve specific learning methods. It means not all the active and innovative learning methods that develop today can be used in listening learning. Listening is a process, a very complex process, and if we want to measure it, we must first understand how the process works (Buck, 2001). In addition, many think that the implementation of listening learning requires the support of facilities in the form of an adequate language laboratory. In fact, the availability and feasibility of language laboratories in junior high schools is relatively limited, as well as some other schools do not have it.

Listening is an important skill, but it is probably the most difficult one to learn and to teach (Buck, 2001). Therefore it is needed the appropriate method in teaching listening. To apply a good listening method and activity are not easy. It depends on what problem faced by students in learning listening comprehension. Some problems are found at the grade nine students at SMP Negeri 3 Baubau in listening comprehension. They get difficulties in understanding the information heard through the speaker so as to make the students less active in the learning process.

To overcome the problem above, there are many methods can be used in teaching listening comprehension. There are twelve method in teaching listening and one of them is Get a Star (Gas) method (Berdiati, 2010) . Besides, many researcher have observed the effect of Audio Visual (AV) method in teaching listening. Lever-Duffy and McDonald (2003) explain that Audio Visual method is a highly regarded instructional method with its roots in the constructivist learning style, and multiple intelligences theoretical camps. Using sight and sound, AV method is the perfect

medium for students who are auditory, visual and kinesthetic-tactile learners. Besides, Audio Visual method as a listening tool can enhance the listening experiences of students. Visual information in the AV method is important in the teaching and learning process, especially in the teaching of second language listening (Lever-Duffy & McDonald, 2003). Both audio and visual aids can enhance listening comprehension by helping learners arise their background knowledge or create new schemas (Liang, 2013). Students like audio visual materials because they are interesting, challenging, and motivating to watch and listen (Hemei, 1997).

Besides, to reduce the boredom of learning into more enjoyable, game is a good offer of it for it contains goal, rules, and fun (Hadfield, 1999). It is more useful when the teacher is able to choose the appropriate games for the students and they can practice the language as well through the games (Ersoz, 2000). One of games that can be used in teaching listening is Get a Star. It is a method is an exciting, dynamic, and active teaching method and it can be expected to motivate the students to develop their competence personally or in groups (Berdiati, 2010). Every students in group can answer quiz and get score as many as possible in order the group gets high score. This method is expected of each of the students or groups can answer the questions and collect the star points with as much as possible so that this learning process will run with full knowledge and seriousness and the absence of vacuum elements in the process of listening learning. In the practice, the group which can answer the question from teacher will be rewarded a star by the teacher. The group which gets most star will be the winner.

Researches have revealed the effect of using AV method on students' listening comprehension, but GaS method is something new in teaching listening. Lack of research using GaS method interests the researchers to conduct this study. Related to the description of both methods above, this research is then focused on comparing the effectiveness of using Get a Star and Audio Visual method on students' listening ability. Therefore, the conceptual framework of this research is presented in the following figure:
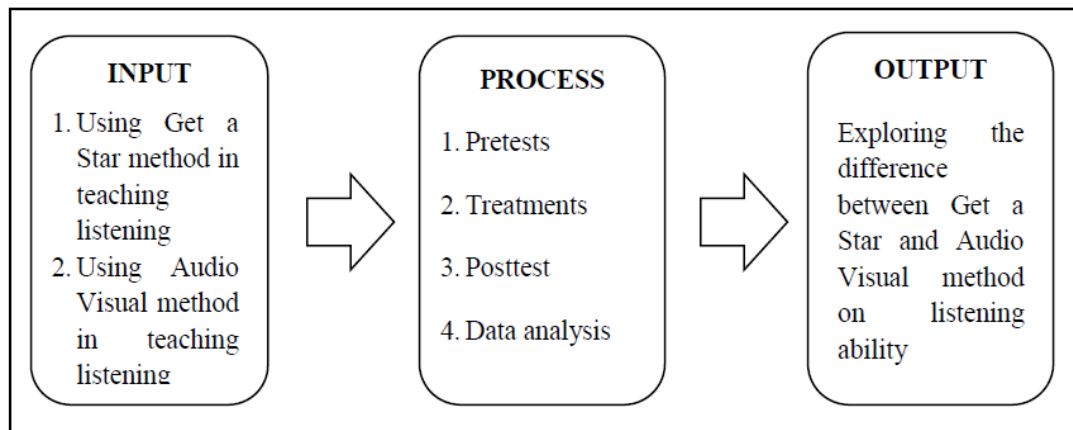
Figure 1. Conceptual Framework of the Research

The figure above indicates three steps of the research. Input in this research consists of independent variables; those are using GaS and AV method and dependent variable is students' listening ability. In process stage, there are administering pretests, conducting treatments, administering posttests, and analyzing the data. Output stage is revealing the significant difference between the methods to improve students' listening ability.

By considering the explanation above, the objective of this research is to find out whether there is a significant difference between Audio Visual and Get a Star method on listening ability at grade nine students of SMP Negeri 3 Baubau in school year or 2017/2018 with the research questions are as follows:

1. Is there any significant different of students' listening ability before being taught using Gas and AV method?

2. Is there any significant different between of Gas and AV method on students' listening ability after treatment?

METHOD

This research used a quantitative approach with experimental method. By using this method, this research selected two group of students, in which both groups were given treatment with different method. Population in this research was grade eight students at SMP Negeri 3 Baubau in school year of 2017/2018 which consisted of 231 students spread into eleven classes. By using cluster random sampling, this research chose class IX.A which had 22 students and class IX.I which had 21 students. Class

IX.A was taught using Get a Star (GaS) method and class IX.I was taught using Audio Visual (AV) method.

Data in this research were obtained though giving pretest and posttest. Pretest was administered to find out students' listening ability before giving treatment. Treatment was conducted for six meetings. Then, posttest was administered to find out students listening ability after treatment given. Each kind of test consisted of two parts. The first part was multiple choice test and the second part was fill in the gap test. Each part consisted of ten items. Data are analyzed through descriptive statistics to know the mean and standard deviation and inferential statistic to know the significant difference between both methods by using SPSS version 21.0. Students' achievement in listening followed the category as presented in the Table 1 (Ditjendikdasmen, 2015).

Table 1. Students' Achievement Criteria of Listening Ability

No	Scoring Range	Criteria
1	86 – 100	Very Good
2	71 – 85	Good
3	56 – 70	Moderate
4	≤ 55	Low

RESULT AND DISCUSSION

Result of Pretest

Pretests for both groups were administered before the treatment given. The descriptive statistics of both methods in pretest was presented in Table 2.

Table 2. Descriptive Statistics of Pretest

Group	N	Minimum	Maximum	Mean	Std. Deviation
Get a Star	21	30.00	80.00	51.3636	12.06942
Audio Visual	21	30.00	80.00	52.3810	15.70183

As presented in table 2 above, it indicated that mean scores for both groups are 52.38. The score means that students' listening ability before treatment given were in low category. Besides, the minimum score of GaS group was 35.00, the minimum score of AV group was 30.00, and the maximum score of both methods were 80.00. To

determine whether the data in pretest was normal, the normality test was applied as presented in Table 3.

Table 3. Normality test of Pretest

Methods	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gett a Star	.181	22	.058	.945	22	.255
Audio Visual	.118	21	.200[*]	.942	21	.243

As it can be seen in Table 3 above, it could be seen at Shapiro-Wilk analysis that the score of significance for GaS group was 0.255 and for AV group was 0.243. Those scores were greater than 0.05, so the data were normally distributed. To find out whether there was a significant difference of mean score between GaS and AV group, an Independent Sample test was applied and the result was presented in Table 4.

Table 4. Independent Sample Test of Pretest

			Score	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2.588	
	Sig.		.115	
t-test for Equality of Means	t		-.239	-.237
	df		41	37.547
	Sig. (2-tailed)		.812	.814
	Mean Difference		-1.017	-1.017
	Std. Error Difference		4.259	4.285
	95% Confidence Interval of the Difference	Lower	-9.618	-9.695
		Upper	7.584	7.661

It can be seen at Levene's Test in Table 4 above, the score of significance was at 0.115. Since the significance score was greater than α (0.05), it meant that both pretest scores of GaS and AV group were homogenous or both variances were not different. Therefore, the result of statistics analysis that had to be interpreted was the score presented in equal variance assumed. It could be seen that the score of Sig. (2-tailed) was 0.812 which was greater than α (0.05), so there was not any significant different between both groups before treatment.

Result of Posttest

The posttest was administered after the treatment was given for six meetings. Descriptive statistics of pretest was presented in Table 5.

Table 5. Descriptive Statistics of Posttest

Group	N	Minimum	Maximum	Mean	Std. Deviation
Getting a Star	22	65.00	100.00	79.5455	8.15170
Audio Visual	21	65.00	95.00	79.5238	8.04748

Data in Table 5 above indicated that the minimum scores of both GaS and AV group were 65.00, the maximum score of GaS group was 100.00, the maximum score of AV group was 95.00, the mean score of GaS group was 79.54 which was categorized as good achievement, and the mean score of AV group was 79.52 which was also categorized as good achievement. To know whether the data in both GaS and AV groups were normal after the treatments conducted, the normality test was applied as presented in table 6.

Table 6. Normality Test of Pretest

Methods	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Getting a Star	.250	22	.001	.841	22	.002
Audio Visual	.189	21	.048	.951	21	.357

As it can be seen in Table 6 above, the score of significance for GaS group was 0.02 and for AV group was 0.357. Since one of the significance values was not normally distributed, the Mann-Whitney U test was used to determine the significance difference between Gas and AV group as presented in Table 7.

Table 7. Result of Mann-Whithey U Test for Posttest

	Score
Mann-Whitney U	218.500
Wilcoxon W	471.500
Z	-.306
Asymp. Sig. (2-tailed)	.760

As it can be seen in Table 7 above, the score of Asymp. Sig. (2-tailed) was 0.760. This score was greater than 0.05. Thus, it could be concluded that there was not any significant difference of using Get a Star method and Audio Visual method in improving students' listening ability.

Discussion

Based on the result on finding, it is found that the mean score of students' listening ability in pretest for GaS group was 51.36 and the mean score for AV group was 52.38. Those score of pretests indicated that the students had low achievement on their listening ability. The data were then analyzed using normality test before testing the hypothesis. The result of normality test found the value of Sig. for Gas method was 0.255 and it was 0.243 for AV method. Since those data were higher than α (0.05), it meant that the scores in pretests were normally distributed. The hypothesis testing was analyzed using Independent Sample test. The result found that the score of (2-tailed) was 0.812. It indicated that there is not any significant difference of students' listening ability before being taught using Gas and AV method.

In posttest, it was found the mean score of students' listening ability which was taught by using GaS method was 79.54 and using AV method was 79.52 Those scores of posttests indicated that the students had good achievement on their listening ability after being taught by using those methods. The test of normality found that the score of Sig. for Gas method was 0.002 and for Av method was 0.357. Since one of the data was not normally distributed, the hypothesis testing was used Mann-Whitney U test. The result of hypothesis testing found that the score of Asymp. Sig. (2-tailed) was 0.760. Since it was greater than α (0.05), it indicated that there is not any significant different of students' listening ability between of GaS and AV method on students' listening ability at grade eight of SMP Negeri 3 Baubau.

In the communicative language teaching approach they are actively involved in playing games which in turn can arouse and maintain their interest in learning, promote their motivation of study, and at the same time get lots of opportunities to have their basic skills of listening and speaking practiced (Zhu, 2012). Games are not just time filling activities in the class, but also have a great educational value. It can encourage and motivate students' interest while they are learning in fun atmosphere, so that at the same time students can practice the language skills, as reading, speaking, listening and writing (Ersoz, 2000). Language learning success was very relevant to subjects' reported motivational strategies (Dornyei & Csizer, 1998). Moreover, motivation is said to be related to the other areas concerning language learning. Motivation is also a multi-faceted component of acquiring and learning a language (Dornyei, 1998).

Audio Visual materials can encourage foreign language learning and they help in stimulating and facilitating learning English (Çakir, 2006). Audio-Visual materials method stimulated thinking of students in EFL classroom. The role of audio-visual materials in teaching high school English textbook to students led to a higher level of improvement in students' motivation and language achievement (Asadi & Berimani, 2015). Using audio visual in language teaching was helpful for both the teachers and the students (Mathew & Alidmat, 2013).

CONCLUSION AND SUGGESTION

Conclusion

Get a Star and Audio Visual are methods that can be used in teaching listening. The result of pretest indicates that there is not any significant different of students' listening ability before being taught using Get a Star and Audio Visual method. Treatment is done for six meetings and posttest is administered after that. The result of posttest indicates that there is not any significant difference of students' listening ability after being taught using Get a Star and Audio Visual method. Both methods can be used to improve students' listening ability at grade eight students of SMP Negeri 3 Baubau.

Suggestion

Based on the result of this research, the researcher suggest that teacher can used both Getting a Star and Audio Visual method to improve students' listening ability. The consideration in choosing the method is Audio Visual method improves students' listening ability by helping them arise the background knowledge, beside this method must provide an interesting, a challenging, and a motivating materials. While Getting a Star method is method by grouping students which the learning process runs with full knowledge and seriousness and the absence of vacuum elements in the process of learning listening.

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BIO-PROFILE

Rizal Arisman is a lecturer at English Language Education Study Program of Dayanu Ikhsanuddin Baubau, Southeast Sulawesi. He holds his Bachelor of Education degree from Dayanu Ikhsanuddin University in 2009 and his Master Degree of English Language Education from State University of Makassar in 2015. His correspondence email: rizalarisman@gmail.com

BIO-PROFILE

Ainun Rahmah was born in Baubau on 11 August 1995. She took English Language Education Study Program at Dayanu Ikhsanuddin University in 2014 and graduated her study in 2017. Now she lives in Baubau, Southeast Sulawesi. Her correspondence email: ainunrahmah95@gmail.com

BIO-PROFILE

Melwinda Elisa Rahmi was born in Baubau on 30 July 1995. She took English Language Education Study Program at Dayanu Ikhsanuddin University in 2014 and graduated her study in 2017. Now she lives in Baubau, Southeast Sulawesi. Her correspondence email: melwindaelisarahmi@gmail.com

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