

IMPROVING LISTENING ABILITIES IN ENGLISH MOVIES UTILIZING AUDIO-LINGUAL METHODS IN SIXTH SEMESTER AT HKBP NOMMENSEN UNIVERSITY

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Abstract. This study looks into the effectiveness of using audio-lingual methods, notably English movies, to improve sixth-semester listening abilities. The audio-media lingual technique is one of the methods that students can use to acquire listening abilities. This study employed the classroom action research approach (CAR). The study aims to assess whether watching English movies can improve students' listening abilities and help them meet the minimum mastery threshold for English classes. The study collected data using a quantitative research method, which included observation and test sheets. The study emphasizes the value of using audio-lingual media, such as English movies, to improve listening abilities. It suggests that this method could be an effective alternative strategy for teaching listening skills, increasing students' interest and motivation to learn English.

Keyword: Listening, Audio-Lingual Method, Vocabulary, English movie

Abstrak. Penelitian ini melihat keefektifan penggunaan metode audio-lingual, khususnya film berbahasa Inggris, untuk meningkatkan kemampuan menyimak siswa kelas enam. Teknik audio-media lingual adalah salah satu metode yang dapat digunakan siswa untuk memperoleh kemampuan menyimak. Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK). Penelitian ini bertujuan untuk menilai apakah menonton film berbahasa Inggris dapat meningkatkan kemampuan menyimak siswa dan membantu mereka memenuhi ambang batas penguasaan minimum untuk pelajaran bahasa Inggris. Penelitian ini mengumpulkan data dengan menggunakan metode penelitian kuantitatif, yang meliputi lembar observasi dan tes. Penelitian ini menekankan nilai dari penggunaan media audio-lingual, seperti film berbahasa Inggris, untuk meningkatkan kemampuan mendengarkan. Hasil penelitian menunjukkan bahwa metode ini dapat menjadi strategi alternatif yang efektif untuk mengajarkan kemampuan menyimak, meningkatkan minat dan motivasi siswa untuk belajar bahasa Inggris.

Kata kunci: Mendengarkan, Media Audio-Lingual, Kosakata, Film inggris

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PENDAHULUAN

The effectiveness of teaching approaches in language learning has been the topic of extensive academic research, particularly in terms of improving specific abilities like listening. This study examines the use of the audio-lingual method to improve listening abilities in the context of English language films among sixth-semester students at HKBP Nommensen University. The audio-lingual method, which focuses on recurrent listening and speaking activities, offers an organized approach that is consistent with the cognitive processes involved in language acquisition. This study will look into how this method affects students' listening

comprehension and overall English ability. By assessing the consequences of this pedagogical intervention, the study hopes to bring useful insights into effective language teaching practices, potentially establishing a reproducible model for similar educational

LANDASAN TEORI

The theoretical underpinning of this study is based on the concepts of the audio-lingual method (ALM) and its application to language learning, specifically in the context of increasing listening abilities through exposure to English language films. This study builds on numerous fundamental linguistic and educational ideas to provide a thorough foundation for comprehending and utilizing the audio-lingual method in a university setting.

1. Behaviorist Theory

The audio-lingual method has been greatly inspired by behaviorist theories of learning, particularly those articulated by B.F. Skinner. Language learning, according to behaviorism, is a habit-forming process involving stimulus-response-reinforcement cycles. In the context of ALM, repeated listening and copying of native speakers assists learners in internalizing correct language patterns and phonetic nuances. This repetitive exercise is intended to encourage right usage while minimizing errors, eventually leading to automatic language use.

2. Structural Linguistics

The audio-lingual method is based on structural linguistics, namely Leonard Bloomfield's work. Structural linguistics studies the system of language through its structural components, such as phonemes, morphemes, syntax, and grammar. ALM uses drills and pattern practices based on these linguistic elements to help students build a thorough understanding of language mechanics. This theoretical approach supports the notion that comprehending language's structural parts is required for effective listening and comprehension.

3. Input Hypothesis

Stephen Krashen's Input Hypothesis also influences this study. According to Krashen, language acquisition happens when learners are exposed to understandable input that is slightly beyond their present skill level, sometimes known as "i+1". English language films are a rich source of such input, as they feature actual language use, various accents, and cultural situations. By engaging with this input utilizing the audio-lingual method, children can gradually enhance their listening skills and overall language ability.

4. Cognitive Load Theory

John Sweller proposed Cognitive Load Theory, which provides insights into learners' cognitive capability when obtaining new knowledge. This idea proposes that learning is more successful when cognitive load is correctly handled. The audio-lingual technique, with its systematic and repeated character, aids with cognitive load management by breaking down complex linguistic input into manageable chunks. This allows learners to assimilate and internalize information without being overwhelmed, resulting in improved listening comprehension.

5. Multisensory Learning

The concept of multimodal learning, which includes using many senses to improve memory and comprehension, is also important. The audio-lingual method, when paired with visual aspects from English language films, accommodates both auditory and visual learning styles. This multimodal technique increases cognitive engagement and helps to retain linguistic patterns and vocabulary.

Application to Research

This study will evaluate the impact of the audio-lingual technique on listening abilities by applying theoretical concepts to the situation of sixth-semester students at HKBP Nommensen University. The study's goal is to build an immersive learning environment that combines structured audio-lingual exercises with exposure to English language films, leveraging the strengths of behaviorist repetition, structural linguistics, and comprehensible input. The expected outcome is an improvement in students' listening comprehension, as indicated by pre- and post-intervention evaluations.

Through this theoretical framework, the research aims to contribute to the current body of evidence on effective language teaching approaches while also providing practical insights for educators looking to improve their students' listening skills.

METODE PENELITIAN

The research method for this study on improving listening skills using the audio-lingual method with English language films in the sixth semester of HKBP Nommensen University includes participant selection, research design, data collection, and data analysis. This systematic approach ensures a rigorous investigation into the effectiveness of the audio-lingual method in enhancing listening comprehension.

Participant Selection**Population and Sample**

Population : The study will focus on sixth-semester students enrolled in the English Language and Literature program at HKBP Nommensen University.

Sample : A purposive sampling technique will be used to select a sample of 10 students from the population. The criteria for selection will include students' willingness to participate and their availability throughout the study period.

Ethical Considerations:

Informed consent will be obtained from all participants. Participants will be assured of confidentiality and the voluntary nature of their participation.

Research Design

The researcher employed the CAR Research design (Classroom Action Research) in this study, following Kemmis and Taggart's principles of planning, action, observation, reflection, and evaluation. According to Dahir (2018), these four activities reoccur in cycles. This activity aims to develop listening skills and comprehension by completing words in a preset story.

Duration:

The intervention will last for 1 weeks, with two 30-minute sessions.

Data Collection**Instruments:**

The researcher employed a two-cycle approach with identical activities in cycles I and II. Cycle activities: I.

- a. Prepare short stories and material questions.
- b. Create audio-visual materials to enhance learning.
- c. Establish a standard for students to complete the empty story.
- d. Create observation sheets to document study findings and improve learning in cycle II as needed.

Researchers follow the learning plans developed in cycle I, as outlined below:

- a. Begin learning.

- b. Communicate the objective of learning.
- c. Describe audio-visual activities utilized for learning.
- d. Create an audiovisual presentation of a short story with sound and pictures to aid student comprehension.

Observations are conducted to assess students' hearing abilities using audio-visual tools.

Use this strategy to improve listening skills and attention span. During cycle I, students must transition to studying in a more familiar language. Some students still struggle to listen to English in short stories.

After the first cycle of learning, the researcher found that students struggled to acquire English, particularly with audio-visual listening skills. The researchers made further gains in the second cycle of learning.

Researchers can collect the following types of CAR data:

1. Researchers conducted observations during English language instruction with consent from the homeroom teacher.
2. Examination results as an English test.

During the English learning process, researchers observed students' ability to appropriately listen to audio.

The exam results are based on students' completion of word pieces in short stories using audio-visual learning methods.

HASIL DAN PEMBAHASAN

This study was completed in two 30-minute cycles, each with two parts. The first and second cycles' outcomes, explanations, and test results are provided here.

Cycle I

The learning cycle begins at 12:30 WIB and ends at 13:00. During the first cycle, the teacher demonstrated how to improve listening skills using an audiovisual method. During the first round, researchers offered laptops, speakers, and a projector as support. As a teacher, the researcher utilizes a projector to present brief film clips to pupils and speakers to provide audio. After the film, the researcher questioned the students on the story's content. The researcher played the film again to ensure that students grasped the story's content on the projector screen. The teacher conducted a written test to measure the pupils' understanding of the film. While watching the film, students were instructed to fill in the blank words in the story. The teacher plays the video three times.

Planning

1. In the classroom, the instructor employs audiovisual aids as a teaching strategy.
2. The instructor sets up the laptops, projector, speakers, and materials as additional resources for the audio-visual approach.
3. The instructor talks about the graduation requirements that the students must meet based on the offered exam tests.
4. The observation sheet that will be used in the class is prepared by the teacher.

B. Take Action:

1. The instructor extends a warm welcome to the class and gives a brief introduction.
2. The instructor provides an explanation of the resources and media that will be used for instruction.
3. At the beginning of the lesson, the instructor goes over how the activities are supposed to be designed.
4. The instructor presents the pupils to the audiovisual materials that will be utilized.

Observation

Researchers saw how well students could follow the audio-visual learning process and how well they could engage their memory when listening to a video story during the first cycle of research. The outcomes of cycle I's student tests are listed below.

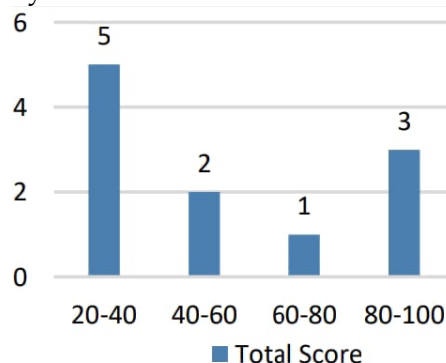


Table 1. Result of test from cycle 1.

Reflection

The researcher chose to move on to cycle II in order to obtain better findings because, based on the test results from cycle I, it was still not good.

Cycle II

At this stage of the second cycle, the teacher helps the pupils' listening skills by reiterating the prior cycle's words with identical substance. The following is the result of the second cycle.

E. Action

1. The instructor extends a warm welcome to the class and gives a brief introduction.
2. The instructor provides an explanation of the resources and media that will be used for instruction.
3. At the beginning of the lesson, the instructor goes over how the activities are supposed to be designed.
4. The instructor presents the students to the audiovisual materials that will be utilized.
5. In order to get the students interested in listening, the teacher plays the audiovisual that has been supplied.

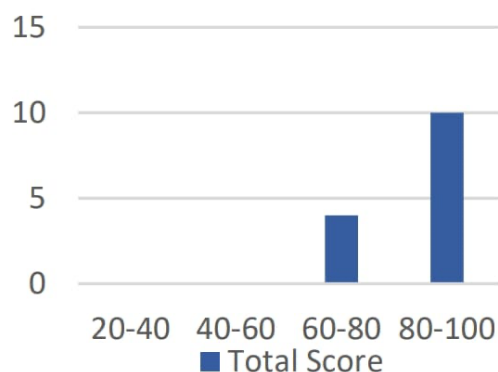


Table 2. Result of test from cycle 2.

G. Reflection

Cycle II's learning observations indicate that learning is progressing and improving compared to previous cycles. Cycle II learning involves using image media to develop attitudes towards national unity and then applying them in the classroom.

Using audio-visual aids can help students improve their listening skills during the learning process. Audiovisual media can help kids develop cognitively by allowing them to learn while experiencing a story and successfully communicating the message. Audiovisual technology improves students' senses of sight and hearing.

To increase students' participation and comprehension of the lesson. Our research reveals that audio-visual learning is advantageous to students since it allows them to not only listen but also laugh at the stories presented, resulting in an active learning environment. During the learning process, the teacher obtains feedback from pupils by asking questions about the subject. This enables the observation of active and passive students, as well as favorable student reactions to the teacher. The reactions of teachers and students show effective engagement.

Building students' interest in learning is critical in the teaching process since it leads to more excitement for studying English (Yunita ika, 2015). Learning is the process of modifying behavior via experience and practice. The activity attempts to change behavior in all aspects of the organism or individual, including knowledge, abilities, and attitudes (YANTI, 2020).

The study's goal is to help instructors create an engaging classroom environment, prepare materials, and improve students' listening skills.

KESIMPULAN

The purpose of this study was to assess the efficacy of the audio-lingual strategy for enhancing listening skills among sixth-semester students at HKBP Nommensen University by using English language films. The results show that students who were taught utilizing the audio-lingual method performed significantly better in listening comprehension than those who received traditional listening teaching.

The experimental group's improved post-test performance, combined with positive feedback from questionnaires and listening logs, demonstrates the advantages of combining repetitive listening and speaking activities with authentic language input from films. These findings support the theoretical underpinnings of the audio-lingual technique, which emphasizes habit development, structural linguistics, and intelligible input as critical components of effective language acquisition.

Furthermore, the study emphasizes the importance of incorporating multimedia materials to create a more engaging and immersive learning experience. The use of auditory and visual cues in films not only helps students retain language patterns, but it also exposes them to a variety of dialects and cultural backgrounds, improving their learning experience.

Finally, the study shows that using the audio-lingual technique with English-language films can considerably improve listening abilities. This technique provides instructors with a realistic and successful strategy for improving listening comprehension in language learners. Future research could look into the long-term impacts of this method and how it can be applied to different language skills and educational contexts.

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