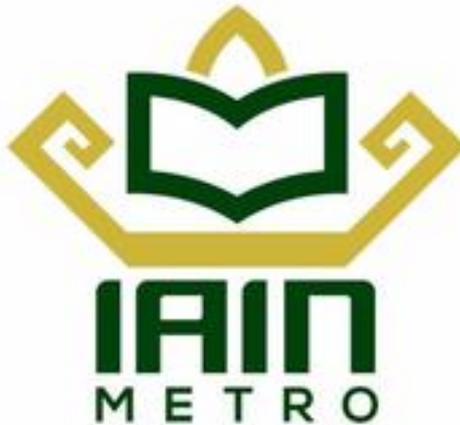


**AN UNDERGRADUATE THESIS**

**THE IMPACT OF USING AUDIO VISUAL MEDIA IN  
TEACHING ENGLISH ON THE STUDENTS' LISTENING  
COMPREHENSION ABILITY OF THE ENGLISH  
DEPARTMENT STUDENTS AT IAIN METRO**

**By:**

**NURUL ISTIQOMAH  
Student Number: 1601070040**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**

THE IMPACT OF USING AUDIO VISUAL MEDIA IN TEACHING ENGLISH  
ON THE STUDENTS' LISTENING COMPREHENSION ABILITY  
OF THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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*Assalamu'alaikum Wr. Wb*

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikum, Wr. Wb*

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Title : THE IMPACT OF USING AUDIO VISUAL IN TEACHING ENGLISH  
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THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.  
*Wassalmu'alaikumWr.Wb*

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**RATIFICATION PAGE**

No: *8-2021/In.28.1.1.D.IPP.00.9/06/2021*

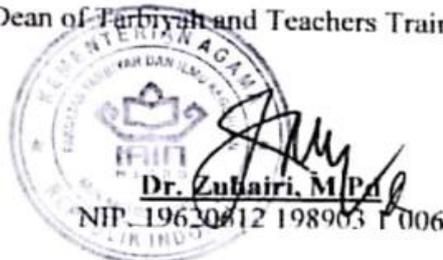
An Undergraduate Thesis entitled THE IMPACT OF USING AUDIO VISUAL MEDIA IN TEACHING ENGLISH ON THE STUDENTS' LISTENING COMPREHENSION ABILITY OF THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO. Written by: NURUL ISTIQOMAH, Student Number 1601070040, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Wednesday, 31<sup>th</sup> May 2021 at 08:30 – 10.30 a.m.

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## STATEMENT OF RESEARCH ORIGINALITY

The under signed :

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NPM : 1601070040

Study Program : English Education Department

Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research in exception of certain parts which are expected from bibliography mentioned.

Metro, 31 May 2021

The researcher



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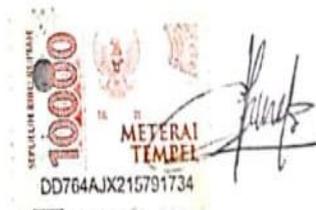
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan didalam daftar pustaka.

Metro, 31 Mei 2021

Penulis



Nurul Istiqomah  
NPM : 1601070040

**THE IMPACT OF USING AUDIO VISUAL MEDIA IN TEACHING  
ENGLISH ON THE STUDENTS' LISTENING COMPREHENSION  
ABILITY OF THE ENGLISH DEPARTMENT STUDENTS AT  
IAIN METRO**

**ABSTRACT**

**By:**

Nurul Istiqomah

The purpose of this study was to know whether there was a positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability. The problem faced by many students is faced difficulties mastering this listening skill. They are hard to understand every word or sentence that they hear so that causes failure of communication. This study examines the impact of audio visual on students' listening comprehension ability in teaching English.

The research design is quasi experimental research. The technique used in data collection are tests and documentation. The sampling technique used was cluster purposive sampling. Students received one pre-test before special treatment and one post-test after special treatment in this sample. As an experimental class the research subjects were class A and class B as the control class on the English Department Students at IAIN Metro. This study uses the t-test to analyze the material.

In addition, the data analysis calculated by the t-test, especially the independent sample t-test, obtained sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$ . This explains that the use of the audio visual media has a positive and significance impact on the students listening comprehension ability of class A students English Department at IAIN Metro.

**Keywords:** *Audio Visual, Teaching English, Listening Comprehension Ability*

**DAMPAK PENGGUNAAN MEDIA AUDIO VISUAL DALAM  
PENGAJARAN BAHASA INGGRIS PADA KEMAMPUAN  
PEMAHAMAN MENDENGARKAN MAHASISWA JURUSAN BAHASA  
INGGRIS DI IAIN METRO**

**ABSTRAK**

**Oleh:**

Nurul Istiqomah

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan media audio visual dalam pembelajaran bahasa Inggris terhadap kemampuan pemahaman menyimak siswa. Masalah yang dihadapi banyak siswa adalah kesulitan menguasai keterampilan mendengarkan ini. Mereka sulit memahami setiap kata atau kalimat yang mereka dengar sehingga menyebabkan kegagalan komunikasi. Studi ini mengkaji dampak audio visual terhadap kemampuan pemahaman menyimak siswa dalam pengajaran bahasa Inggris.

Design penelitian adalah penelitian semi experimental. Teknik yang digunakan dalam pengumpulan data adalah tes dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah cluster purposive sampling. Siswa menerima satu pre-test sebelum perlakuan khusus dan satu post-test setelah perlakuan khusus dalam sampel ini. Sebagai kelas eksperimen subjek penelitiannya adalah kelas A dan kelas B sebagai kelas kontrol pada mahasiswa Jurusan Bahasa Inggris di IAIN Metro. Penelitian ini menggunakan uji-t untuk menganalisis materi.

Selain itu, analisis data yang dihitung dengan uji-t, khususnya uji-t sampel independen, diperoleh sig. (2-tailed) adalah 0,000. Ini lebih rendah dari  $\alpha = 0,05$ . Hal ini menjelaskan bahwa penggunaan media audio visual memiliki pengaruh yang positif dan signifikan terhadap kemampuan pemahaman mendengarkan siswa kelas A Jurusan Bahasa Inggris di IAIN Metro.

*Keywords: Audio Visual, Pengajaran Bahasa Inggris, Kemampuan Pemahaman Mendengarkan*

## ACKNOWLEDGMENT

Praise and gratitude always go to Allah who has given me grace and guidance so that I can complete this thesis. The title of this undergraduate thesis is "The Impact of Using Audio Visual Media in Teaching English on The Students' Listening Comprehension Ability of The English Department Students at IAIN Metro".

Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude. Regarding the undergraduate thesis, the researcher offers big thanks to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag., Dean of Tarbiyah and Teacher Training Faculty, Andianto, M.Pd as Head of English Education Department. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. My deepest gratitude will be addressed to my beloved parents who always give the high motivation. The greatest gratitude will be addressed to my sponsors Drs. Kuryani, M.Pd and Andianto, M.Pd May Allah SWT gives them reward for supporting and guiding them during the writing process.

Researcher hope that this thesis can be of benefit to readers. However, researcher are very aware that this thesis still has many shortcomings. The researcher apologizes for all mistakes she has made in writing.

Metro, 31 May 2021

The writer



Nurul Istiqomah

1601070040

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

- Allah SWT, The Most Gracious and The Most Merciful who always gives all needs.
- My beloved Prophet Muhammad SAW who brings the darkness to the lightness.
- My beloved parents (Rusmedi and Triani) who always pray and support in their endless love. Thanks for understanding me and to my brother Muhammad Firdaus who I always loved.
- My grandfather and grandmother (Sumadi and Tumirah) who always pray and support me.
- My sponsor (Drs. Kuryani, M.Pd) and co-sponsor (Andianto, M.Pd) thank you for the guiding.
- The big family of Class D of TBI 16
- My partner Agusta Setya Artha Bahari, thanks you always support me.
- My beloved friends (Puji, Riska, Mar'atus, Mita, Okta, Melati, Narti, Berly, Laila, Danti) always support me.
- All of my friends in English Education Department.
- My almamater IAIN Metro.

**MOTTO**

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

**And do not (feel) weak, and do not (also) be sad, because you are the highest  
(in rank), if you are a believer. (Q.S Al-Imran:139)**

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Learning English is fun. If you want to master English then you should like learning English. English become the most important language in this world, because English is an International Language. English is used and learned by every nation. English in Indonesia is taught as a subject material that should be learned in elementary school, junior high school, senior high school, and university students. By learning English, students are expected to understand themselves, their culture and other. In addition, learning English helps students to express their ideas, feelings and participate in society Internationally. English is widely usage when we communicate with foreign language. Some of country of which make English as second language. That is in the case, English is very important to communicate between countries. Moreover, while we can speak English, we are easier to get job because many companies require employees who can speak English as a plus.

There are four skills of English. One of them is listening. Listening is an important skill for people learning English because without listening it makes it difficult for us to communicate with each other. Many students faced difficulties mastering this listening skill. They are hard to understand every word or sentence that they hear so that causes failure of communication. Low ability to hear trigger errors to understand the meaning. The problem which has

been found can conclude that the students have some difficulties such as the students have low motivation to listen, the students lack vocabulary, and the students feel difficult to listen in English.

Therefore from the problems of listening comprehension, the writer focuses on the impact of using audio visual on the students listening comprehension ability. The writer uses audio visual. The audio visual is important in the education system. The use of audio visual in teaching English has become the current trend in listening to learning. The audio visual help the lecturers to make the class more interesting and fun. Accordingly, the general answer is that students love learning to listen to lecturer compilations using audio visual because this motivates them to pay more attention at class and they can connect their understanding in real life.

The purpose of using audio visual as a learning media English because by using audio visual students can hear and see firsthand what will be learned, so learning will be more attractive, and through the medium of audio visual we can determine hearing ability and their understanding of the material being taught. Moreover, based on the pre survey on 4<sup>th</sup> August 2020 at the fourth semester of the English Department students at IAIN Metro. The score of the listening comprehension of students is still low. It can be seen from the table below:

**Tabel 1.** The Result of Pre-Survey of Students' Listening at The Class A on the Fourth Semester of The English Department Students at IAIN Metro

No.	Score	Frequency	Explanation	Percentage
1.	71-100	3	Good	9%
2.	61-70	2	Fair	6%
3.	0-60	29	Poor	85%
Total		34		100%

Referring to the table above, it can be known that the students' Listening result is low. It indicates only 3 students' (9%) got good score, 2 students' (6%) who got fair score and 29 students' (85%) who got poor score.

Therefore, the researcher has an appropriate audio visual media of mastering listening to students. So, the use of audio visual in teaching listening is expected to motivate students in the learning process. Therefore the writer wants to do a research entitled "The Impact of Using Audio Visual Media in Teaching English on The Students' Listening Comprehension Ability of The English Department Students at IAIN Metro".

### **B. Identification of the Problems**

1. Students have low abilities in listening comprehension.
2. Students have lack vocabulary.
3. Students have low motivation to listen English music and movies.

4. Students of IAIN Metro have low abilities to arrange words properly into a sentence.

### **C. Limitation of the Problems**

The limitation of this research is on the impact of using audio visual media in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro.

### **D. Formulation of the Problems**

Based on the background of study above, the writer formulates the problem formulation, namely: Is there any positive and significant impact on using audio visual media in teaching English on the students' listening comprehension ability?

### **E. The Objectives and Benefits of the Study**

#### **1. The Objective of the Study**

The objective of the study is to know whether there is a positive and significant impact on using audio visual media in teaching English on the students' listening comprehension ability.

#### **2. Benefits of the Study**

Hopefully, the results of this study are expected to be of benefit to students, teachers, and the head of English Education Department.

- a. For students, this research can be expected to provide a lot of knowledge and can make students better master English lessons, and as knowledge to improve their listening comprehension.

- b. For English teachers, this research is expected to enrich teacher knowledge as well as a reference in teaching listening in an effort to improve students' ability in listening comprehension.
- c. For the head of English Education Department, to convey to the teachers that they should know the students' problems in order to reach the learning process effectively.

## **F. Prior Research**

There are several researchers who have previously conducted related research. Therefore, the writer takes related research reviews from other researchers as a principle or comparison in research, namely: The first research was done by Denty Mega Sukma entitled “The Effects of Audio Visual Aids on the Students’ Participation in English Classroom”. The results of these studies show that the audio visual affects the student’ participation in the classroom especially in encouraging the students to ask questions and to deliver the ideas. Audio visual media contain the variety of viewpoints so the students will have the various opinions about the video being displayed. Moreover, audio visual media also encourages the students to have peer discussion to share their perspective and ideas after watching the video. The aspects that have to be considered are content and duration that have the major contribution in affecting the students’ participation in the classroom<sup>1</sup>.

---

<sup>1</sup> Denty Mega Sukma, “The Effect of Audio-Visual Media on the Students’ Participation in English Classroom,” *Pancaran Pendidikan*, English Education Department, Universitas Sebelas Maret, Surakarta, Indonesia, Vol. 7, no. 1 (February 2018): 11–22, <https://doi.org/10.25037/pancaran.v7i1.129>.

The second research was done by Ehsan Namaziandos, Mehdi Nasri, and Samira Akbari entitled “The Impact of Teaching Listening Comprehension by Audio and Video on the Intermediate EFL Learners Listening Proficiencies”. The conclusion of this research also shows the importance of supplementing textbooks and their accompanying materials with more useful resources. Class teachers must be aware of the limitations of the books students use in class and make efforts to compensate for their shortcomings. Audio visual aids can encourage learners to actively participate in class as it was shown in the audio visual group and can increase their motivation toward classroom activities<sup>2</sup>.

The third previous research was done by Agostinho and friends entitled “Utilizing Audio Visual Media and Learning Motivation On Student Achievement of Social Department Grade VIII Student Fatumeta, Dili”. From there it can be concluded several things, as follows, (1) There are differences in the impact of using audio visual and without audio visual on student achievement, (2) There are differences in the learning scores of students with high motivation and students with low motivation, (3) There is no interaction between learning media and motivation on student learning outcomes.<sup>3</sup>

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<sup>2</sup> Ehsan Namaziandost, Mehdi Nasri, And Samira Akbari, “The Impact Of Teaching Listening Comprehension By Audio And Video Aids On The Intermediate Efl Learners Listening Proficiencies,” *Language, Literature And Culture*, Department Of English, Faculty Of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran, Vol. 2, No. 3 (October 11, 2019): 126.

<sup>3</sup> Agostinho Dos Santos Gonçalves And Sebastião Pereira, “Utilizing Audiovisual Media And Learning Motivation On Student Achievement Of Social Department Grade Viii Student Fatumeta, Dili,” *International Research-Based Education Journal* 1, No. 1 (January 2017).

Based on some of the research reviews above, it can be concluded that similarities and differences may occur in the above research with this study. The equation is in this research and previous research using audio visual media as research media. While the difference is, in the first research researchers examined the effectiveness of use audio visual media. In the second research, the difference is the media of research. The teacher is the media of the second research. Then in the third research using audio visual to learning motivation.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Listening

##### 1. Definition of Listening

Hamouda and Thomlison stated listening as the ability to understand the other peoples speech, grammar and vocabulary of the interlocutor, and understand their meaning<sup>4</sup>. Meanwhile, according to Richard and Rubin, Listening is an active process in understanding messages. In addition, listening skills are a process carried out by listeners to understand the messages they receive. Therefore, we need to pay attention to the characteristics of verbal communication in society.<sup>5</sup>

We can conclude based on the definitions above, listening is a process that includes attending activities spoken language in earnest, attentive, understanding, and others. Listening is a process which includes listening to language sounds, identifying, assessing, and reaction to the meaning contained inside of it. Listening involves sight, appreciation, memory, understanding, even the situation that accompanies the sound of the listening language must be taken into account in determining its meaning.

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<sup>4</sup> Abbas Pourhosein Gilakjani And Narjes Banou Sabouri, "The Significance Of Listening Comprehension In English Language Teaching," *Academy Publication*, Theory And Practice In Language Studies, Iran, 6, No. 8 (Agustus 2016): 1671, [Http://Dx.Doi.Org/10.17507/Tpls.0608.22](http://dx.doi.org/10.17507/Tpls.0608.22).

<sup>5</sup> Puspita, "Enhancing Students' Listening Skill Through Dictogloss," *English Education: Jurnal Tadris Bahasa Inggris*, Iain Raden Intan Lampung, 9, No. 1 (2016): 177.

## 2. Listening Process

Hearing, understanding, evaluating, and responding are the listening processes that Gren and Loban have described. In addition, they also provide several steps for the listening process such as understanding and evaluating. Another opinion was put forward by Tarigan and Sutari that listening is an activity in accepting words or sentences accidentally carried out by paying full attention and understanding to obtain information and communicative meanings expressed by the speakers. Furthermore, Richard & Rubin in the same case also said that listening is not only understanding what other people say, but also understanding aspects of listening comprehension<sup>6</sup>.

Based on those explanations, listening was a process included activity of listening sound of language and visual aspect, identify, interpret, value, and do reaction for the content of meaning. There are three stages in the listening process<sup>7</sup>, namely;

### a. Before Listening

There is a Top Down and Bottom Up approach in this stage. The top down approach is the same as a warm up activity which is oftentimes used to help students guess what will happen next and prepare students to build relationships between old information and new information. Shu

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<sup>6</sup> Arono, "Improving Students Listening Skill Through Interactive Multimedia In Indonesia," *Academy Publisher*, Department Of Art And Language Education, University Of Bengkulu, Indonesia, 5, No. 1 (January 2014): 64, <https://doi.org/10.4304/Jltr.5.1.63-69>.

<sup>7</sup>Dewi Kurniawati, "*The Essence Of Classroom Technique And Activities In Teaching Listening As A Foundation Skill For Other Skills In The Early Acquisition Of Language*," *English Education: Jurnal Tadris Bahasa Inggris*, Iain Raden Intan Lampung, 9, No. 1 (2016): 33.

asserts that if the teacher suspects gaps in students knowledge, in terms of vocabulary and grammar, listening itself can be preceded by the schema building activities<sup>8</sup>.

A foreign language in listening is a complex skill that requires an interaction between top down and bottom up cognitive processes that are partly shaped by attention and memory mechanism<sup>9</sup>. There are two kinds of listening processes mentioned by Nation and Newton<sup>10</sup>:

#### 1) Bottom-up Process

The pre-listening stage should include exercises that aim to train students to listen at the linguistic level of learning, especially starting at lower language skills. That is there must be sufficient practice to form from the bottom up. Bottom-up process is the process by which the listener collects messages in increments. This means that the bottom-up process emphasizes more on grammatical relationships in words.

#### 2) Top-down Process

The top-down process involves the listener first understanding all the knowledge then moving on to a smaller part of its scope. In the top-down process, the listener must first understand all the

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<sup>8</sup> Hongyu Wang, "An Exploration On Designing College English Listening Class," *Academy Publisher, Journal Of Language Teaching And Research, China*, 2, No. 2 (March 2011): 359–63, <https://doi.org/0.4304/Jltr.2.2.359-363>.

<sup>9</sup>Anvar N. Khuziakhmetov And Galina V. Porchesku, "Teaching Listening Comprehension: Bottom-Up Approach," *Academy Publisher, International Journal Of Environmental & Science Education, Russia*, 11, No. 8 (2016): 1992, <https://doi.org/10.12973/Ijese.2016.572a>.

<sup>10</sup>Kurniawati, "The Essence Of Classroom Technique And Activities In Teaching Listening As A Foundation Skill For Other Skills In The Early Acquisition Of Language," 34–35.

information, then the listener can predict the information from the text in more detail.

### **b. While Listening**

Listening comprehension as an interactive process that involves active thinking. After the initial note reception, students perform some evaluation or identification. Therefore, bottom-up and interactive processes are essential. The first listening was very extensive. Students should get a deeper understanding of the listening material by asking questions to guide students to build the same meaning.

Secondary listening was a very intensive process. Keeping short but effective notes is very important, different and clear assignments are assigned to different groups of students and are expected to work on answers in a collaborative effort by comparing notes, checking answers, arguing with each other, etc. thus making the whole process interactive. In other words, listening becomes more interactive activities with students listening not because of their teacher's instructions, but because they can explain their own text. By continuing to listen, students increase accuracy by discussing possible interpretations<sup>11</sup>.

### **c. After Listening**

Focus on language and content. Students are expected to be able to identify language such as apologizing, inviting, rejecting, and others. In addition, it is necessary to deduce the meaning of new words as well.

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<sup>11</sup> Wang, "An Exploration On Designing College English Listening Class," 360–61.

Post listening is work without end. Students must do many exercises independently after class to become proficient in listening comprehension<sup>12</sup>.

### **3. The Types of Listening**

The Council of Chief State Officers (CCSSO) stated listening including the ability to understand the teacher's language use in teaching. Listening also as a process, which involves more than hearing sounds but includes identification, understanding, and interpreting spoken language. Goffman says strategies for listening are needed. First, when their speech has to be diminished by the speaker and second, when their attention has to be increased by the listener. This generates efficient contact between individuals with distinct backgrounds. The following styles of listening have, therefore, been identified:

#### **a. Active Listening**

Active listeners are going to learn more and quicker. They judge what they have learned from them. They hear ideas in more detail. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Equal importance is their ability to listen for overall meaning.

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<sup>12</sup> *Ibid.*, 361.

### **b. Partial Listening**

These were people who listened with great enthusiasm. These are the ones who think about their next answer rather than listening to what's going on. In other words, they are people who are critical in thinking.

### **c. Intermittent Listening**

It's like listening with your ears closed. They just nodded and shook because they didn't listen at all. Attitudes influence the more we allow our feelings to interfere with the listening processes, the more our memories are influenced by what has been said.

### **d. Appreciate Listening**

A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.<sup>13</sup>

## **4. Definition of Listening Comprehension Ability**

Afshar and Hamzavi stated listening comprehension is considered an active process that is influenced by many factors including distinguishing sound, recognizing vocabulary and grammatical structure, understanding stress and intonations that relate to a given context<sup>14</sup>. According to Rost,

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<sup>13</sup> Henry Erhamwenmwonyi Asemota, "Nature, Importance And Practice Of Listening Skill," *European Centre For Research Training And Development*, Ssor, Department Of English, School Of Languages, College Of Education Benin City, Nigeria., 3, No. 7 (July 2015): 28.

<sup>14</sup> Desma Yulisa, "Learning To Listen: Listening Strategies And Listening Comprehension Of Islamic Senior High School Students," *Jurnal Pendidikan Dan Pengajaran* 5, No. 1 (June 2018): 24.

listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even nonlinguistic clues in contextual utterance.

According Brown and Yule, listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it.<sup>15</sup> According to Dweck, the option for ability was worded to indicate an entity view of ability, i.e. something that is fixed and limited.<sup>16</sup> Chastain asserts, the ability to comprehend the spoken second language plays an essential role in second language learning and use.<sup>17</sup>

According to Howatt and Dakin as quoted by Saricoban, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something. Listening ability is the ability or power to relate the

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<sup>15</sup>Dwi Rara Saraswaty, "Learners' Difficulties & Strategies In Listening Comprehension," *English Community Journal*, Pendidikan Bahasa Inggris Fkip Um Palembang, 2, No. 1 (2018): 140.

<sup>16</sup>Suzanne Graham, "Listening Comprehension: The Learners' Perspective," Institute Of Education, University Of Reading, Bulmershe Court, Earley, Reading, Uk, N.D., 15.

<sup>17</sup>G. Reza Kiany And Ebrahim Shiramiry, "The Effect Of Frequent Dictation On The Listening Comprehension Ability Of Elementary Efl Learners," *Test Canada Journaurevue Test Du Canada* 20, No. 1 (2002): 58.

sound to meaning. When a student listens to a passage means that he uses his listening ability to communicate with the passage by understanding the vocabulary spelling, grammar, and the meaning of the passage.<sup>18</sup>

Based on the above statement it can be concluded that listening comprehension ability is an achieved ability of constructing meaning, and that done by applying knowledge to incoming sound. In other words, listening is active process by which students understand with what they hear and what they already know.

## **5. Significant Problems That Learners Face With Listening Comprehension**

There are several difficulties students can face in the listening comprehension process, according to Azmi Bingol and friends. We must be mindful of the issue and strive to fix it. The following are some of these issues:

### **a. Quality of Recorded Materials**

Teachers often use instructional materials or audio visual in certain lessons, which are not of high quality. The quality of the sound system will influence the listening comprehension of students. So that students are less able to understand the material in learning using low quality media.

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<sup>18</sup> Ika Ratna Melawanti, "Dictation As A Testing Technique In Measuring The Students' Listening Mastery (A Case Study Of The Fifth Grade Students Of Sd Negeri Wonorejo 01 Karanganyar Demak In The Academic Year Of 2006/2007)," *Faculty Of Language And Arts, Universitas Negeri Semarang*, N.D., 17.

**b. Cultural Differences**

Students must be familiar with the language culture that influences the comprehension of learners. If the listening activity contains cultural content that is not yet known to students, their interpretation would be challenging. It is the duty of the instructor to provide an interpretation of listening practices.

**c. Accent**

Munro and Derwing stated that if there are too many accented words, it can cause a decrease in understanding. A foreign accent can cause serious problems with hearing comprehension. According to Goh, 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

**d. Unfamiliar Vocabulary**

Listening text contains familiar words, it will be so easy for learners to understand if students know the meaning of these words.

Many words have more than one meaning and students may be confused if they are not adequately interpreted in an effective manner. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability.

#### e. Length and Speed of Listening

Underwood says that speed of speech can make listening difficult. The student would have trouble listening clearly if the speaker talks too quickly. In this case, the listener cannot control the speaker's pace which can cause significant trouble with listening comprehension<sup>19</sup>.

### 6. The Measurement of Listening Comprehension

According to Brown, The test is a tool used for measuring certain abilities, knowledge and performance. In addition, Tinambunan provides an understanding of measurement, testing and evaluation. Measurement is the process of giving numbers to students according to certain characteristics and rules. A test is a set of questions that are answered orally or in writing by students. Evaluation is the method by which information is gathered, evaluated and handled to assess student achievement<sup>20</sup>.

From the above definition, we can conclude that the test has a narrower sense than appraisal, but it has a wider definition than

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<sup>19</sup> Abbas Pourhossein Gilakjani And Narjes Banou Sabouri, "Learners' Listening Comprehension Difficulties In English Language Learning: A Literature Review," *Canadian Center Of Science And Education*, English Language Teaching, Iran, 9, No. 6 (2016): 127, <https://doi.org/10.5539/elt.v9n6p123>.

<sup>20</sup> Melawanti, "Dictation As A Testing Technique In Measuring The Students' Listening Mastery (A Case Study Of The Fifth Grade Students Of Sd Negeri Wonorejo 01 Karanganyar Demak In The Academic Year Of 2006/2007)," 14.

measurement. Limiting the word test to the data collection process and translating it into an interpretable form seems acceptable in assessment studies.

#### **a. Measurement Criterias**

Measurement criterias commonly used in the assessment of students in tests listening is as follows:

##### 1) Understanding

This refers to students' understanding of understanding as well the response given. This understanding has a very large effect on listening assessments. If students understand what the teacher provides, the student can easily respond.

##### 2) Lexical Resources

This refers to the amount of vocabulary used by students and after all, the meaning is clear. It includes variations of the words used and the ability to get a full vocabulary. If students' vocabulary is very complete, it will be very easy to understand listening. This is why students have to collect complete vocabulary in English.

##### 3) Grammar Range and Accuracy

It refers to the various structures available to students and how accurate and precise it is used. The assessment takes into account the length and complexity of listening comprehension. Often students experience difficulties with grammar and sentence accuracy which is very influential on student understanding

#### 4) Pronunciation

This refers to the student's ability to listen to speech. There are many language accents on listening which confuse students. What many of us know are British and American accents. These two accents are often used in listening lessons. Therefore students must understand the pronunciation between the two accents and their meaning.

#### **b. Assessment Model**

Listening comprises of some key components they are:<sup>21</sup>

- 1) Discriminating between sounds
- 2) Recognizing words and understanding their meaning
- 3) Identifying grammatical groupings of words
- 4) Identifying expressions and sets of utterances that act to create meaning
- 5) Using background knowledge to predict and to confirm meaning and recalling important words and ideas.

From explanation above the researcher conclude that there are many component to influence listening comprehension score, and the researcher choose some keys to determine of listening score.

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<sup>21</sup>BabitaTyagi, *An Important Skill and its Various Aspect*, An International Journal An English. ISSN 0976-8165, p. 1

**Tabel 2.** Aspect of The Assessment of Listening Comprehension

No	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical groupings of words	20
4	Identifying expressions and sets of utterances that act to create meaning	20
5	Using background knowledge to predict and to confirm meaning and recalling important words and ideas	20
	<b>Total</b>	<b>100</b>

Source: Babita Tyagi, *An Important Skill and Its Various Aspects*

## B. The Concept of Audio Visual Media

### 1. Definition of Media

The word educational media is used interchangeably with the term aids or communication media as stated by Hamalik, where he sees the communication relationship will run smoothly with maximum results when using a tool called the communication media. Meanwhile, Gagne and Briggs implicitly say that learning media includes tools that are physically used to convey the contents of teaching materials which include books, tape recorders, tapes, video cameras, video recorders, films, slides, photos, pictures, graphics, television and computer.<sup>22</sup>

Based on the above definition we can conclude that learning media is a tool used by teachers to facilitate or assist the learning process. A teacher will use learning aids when going to teach in class. So that it will

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<sup>22</sup> Azhar Arsyad, *Media Pembelajaran*, Edisi Revisi (Jakarta: Rajawali Pers, 2013), 4.

be easier to convey the subject matter and also facilitate students in understanding the learning methods.

## **2. The Types of the Media**

Media in teaching learning process very importance to help students become effective and interesting in learning process. According to Machmudah and Wahab says that there are many teaching media can be divided into various forms used to reach the goal or basic competence, they can be classified in three kinds. Judging by type, there are several kinds of media used in learning, namely:

- a. Visual aids, it is media that can be seen such as picture, reality, Google earth, flashcard, newspaper, etc.
- b. Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.
- c. Audio visual aids, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.<sup>23</sup>

## **3. Definition of Audio Visual Media**

Salasiah stated that the modern world is characterized by a high growth rate of information and knowledge. In this case, an effective tool is needed to assist the learning process. Audio visual are widely used in teaching and learning processes and increase students' cognitive interest.<sup>24</sup>

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<sup>23</sup> Arsyad, p 5–6.

<sup>24</sup> Elvir Munirovich Akhmetshin and Rinat Rivkatovich Ibatullin, “Audiovisual Aids Application in the Secondary-Level Vocational Education Establishments,” *International Journal of Educational Management*, Efficiency analysis and assessment, Russian, 33, no. 2 (desember 2018): 374–75, <https://doi.org/DOI.10.1108/IJEM-02-2018-0082>.

We can conclude that audio visual is a learning aid that presents sound and visuals such as film and video. Audio visual not only relies on hearing but also on vision.

#### **4. The Characteristics of Audio Visual Media**

The following are audio visual media characteristics:

- a. The character of audio visual is linear
- b. Presents dynamic visual
- c. Used in a manner that has been determined by the designer or manufacturer
- d. Physical representation of real ideas or abstract ideas
- e. Developed according to psychological principles of behaviorism and cognitive
- f. Teacher oriented with a low level of interactive student engagement<sup>25</sup>

#### **5. The Advantages of Audio Visual Media**

Kustiyono say that the media is one important component in improving the quality of learning, one of which is an audio visual. Because of with use of audio visual teaching materials can facilitate convey. Using audio visual in teaching listening can enhance students' understanding, presenting interesting material, and get information.

Djamarah say that use of audio visual book to improve effectiveness and efficient teaching and learning, so that students are able to develop their thinking. Learning to use double senses of hearing and

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<sup>25</sup> Arsyad, *Media Pembelajaran*, 33.

sight that will provide benefits for the students, because the students will learn more focus.<sup>26</sup> Audio visual is media that can be heard and seen. Teaching through the audio visual clearly characterized by the use of hardware during the learning process, such as a movie projector machine, tape recorder, and a wide visual projectors. So teaching through the audio visual is the production of absorption through the use of materials, as well as vision and hearing are not entirely dependent on the understanding of the word or symbols similar.<sup>27</sup> There are several audio visual advantages in improving students' abilities. These advantages include :

- a. Foster interest in learning in students.
- b. Audio visual can save time by explaining lessons easily, precisely and quickly.
- c. With its use, it reduces the burden on teachers.
- d. Teachers can improve their own English with tools.
- e. A source of various experiences for students.
- f. Audio visual can helps create new kinds of innovation
- g. Become the center of student attention in learning lessons.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

The framework in this research is if there is any positive and significance impact of using audio visual, the grade of students listening

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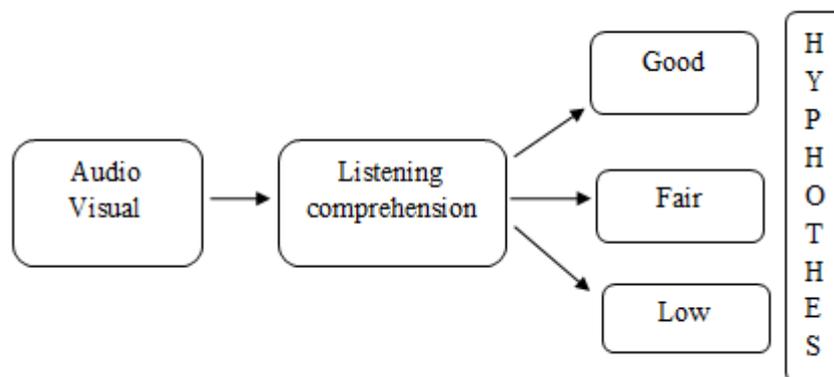
<sup>26</sup> *Ibid.*,40

<sup>27</sup> Jemima Daniel, "Audio visual Aids in Teaching of English," *International Journal of Innovative Research in Science, Engineering and Technology* 2, no. 8 (August 2013): 3813.

comprehension ability is high. However, if there is not a positive and significance impact of using audio visual, the grade of students listening comprehension ability is low.

## 2. Paradigm

Based on the theoretical framework above, the write describe the paradigm as follow:



**Figure 1.** The Description of Research Paradigm

Based on the paradigm above, the researcher assumed that if the students get good score in English test so audio visual have the positive and significant impact of the students listening comprehension ability. However, if the students get low score in English test so audio visual have not the positive and significant impact of the students listening comprehension ability.

#### **D. Research Hypothesis**

Paul S Gray explains that hypothesis is a specific prediction that follows directly from theory<sup>28</sup>. In addition, the writer has two kinds of hypotheses, such as alternative and null hypothesis.

Based on the above assumptions, hypotheses of this study can be formulated as follows:

1.  $H_a$  : There is a positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro. The audio visual media are effective on the students' ability in the English Department at IAIN Metro.
2.  $H_o$  : There is no positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro. The audio visual media are not effective on the students' ability in the English Department at IAIN Metro.

Based on the above explanations, the researcher can predict that the audio visual media have a positive and significant impact in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro.

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<sup>28</sup> Paul S. Gray Et Al., *The Research Imagination An Introduction To Qualitative And Quantitative Methods* (New York: Cambridge University Press, 2007), 4.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to Denzin & Lincoln, research design is a type of research writing using Qualitative, Quantitative, and Mixed methods that provide specific procedures in research design<sup>29</sup>. The researcher used quantitative research. Quantitative research emphasizes phenomena and studies quantitatively. According to Sukmadinata, Maximization of objectivity a quantitative research design was carried out by using numbers, statistical processing, structure and controlled experiment. Research methods that are classified into quantitative research are experimental, non-experimental, descriptive, surveying, ex post facto, comparative, and correlational<sup>30</sup>.

There are many types in this experimental research, one of which is quasi experimental research. Researcher used quasi experimental research as the design of this research. Quasi experimental research can be interpreted as research that approaches quasi experimental or experiment. In this study, the researcher divided the existing group without distinguishing between the control and the real group while still triggering the existing alarm form.<sup>31</sup>

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<sup>29</sup> Gray Et Al., 41.

<sup>30</sup> Sandu Siyoto And Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015), 11.

<sup>31</sup> Hamid Darmadi, *Dimensi-Dimensi Metode Penelitian Pendidikan Dan Sosial* (Bandung: Alfabeta, 2013), 40.

## **B. Operational Definition of Variables**

Many variable definitions are used but researchers use operational definitions. An operational definition is a specific definition of how the author defines and measures the variables in your research<sup>32</sup>. By using operational definitions, researchers can proceed with investigations that might not otherwise be possible. Two kinds of variables are included in this study, namely:

### **1. Independent Variable**

The independent variable (X) is the variables that the researcher chooses to measure and assess the influence on other variables. Independent variables are considered to influence (at least partially cause) or influence other variables<sup>33</sup>. The independent variable is audio visual media in this study.

### **2. Dependent Variable**

An dependent variable is considered a dependent variable, since the independent variable influences it<sup>34</sup>. An dependent variable (Y) of this research is listening comprehension ability. There are some indicators that should be gain by students in listening comprehension ability based on this variable are:

- a. Students can listen very well

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<sup>32</sup> John W. Creswell, *Educational Research Planning, Conducting, And Evaluating Quantitative And Qualitative Research*, 4th Ed., Fourth Edition (Usa: Pearson, 2012), 151.

<sup>33</sup> Jack R. Fraenkel, Norman E. Wallen, And Helen H. Hyun, *How To Design And Evaluate Research In Education*, Eighth Edition (New York: Mcgraw-Hill, 2009), 80.

<sup>34</sup> Geoffrey Marczyk, David Dematteo, And David David Festinger, *Essentials Of Research Design And Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), 46.

- b. The students could response the teacher's questions
- c. The students could answer the teachers questions
- d. The students can do the task from the teacher

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

The population means all individuals of interest to the research. The population in this study was all of the fourth semester of English Education program at IAIN Metro. That consist of four class. The total of the students as a population is 126 students.

#### **2. Sample**

Geoffrey defined sample is a subset of the population.<sup>35</sup> In this research, the writer was going to take one class as samples. It was taken from the fourth semester of the student English Department at IAIN Metro. The sample in this research are A and B Class with total students is 68.

#### **3. Sampling Technique**

In probability sampling there are 4 types,<sup>36</sup> one of which is cluster purposive sampling. To make easy the researcher used cluster purposive sampling, the sample selection based on specific purpose. The student's ability is homogeneous, so that the researcher used cluster purposive sampling. This technique was used to know the impact of audio visual use in teaching English on the students' listening comprehension ability on students English Department at IAIN Metro.

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<sup>35</sup> *Ibid.*, 18

<sup>36</sup>Jayanta Kumar Nayak And Priyanka Singh, *Fundamentals Of Research Methodology Problems And Prospects* (New Delhi: Ssdn Publishers & Distributors, 2015), 84.

## D. Data Collection Technique

There is a lot of information to gather, and many ways to gather it, but before it is necessary to know as researchers, we must be in a position to observe and take notes<sup>37</sup>. This research using test, and documentation. This stage is carried out to obtain the data needed by researcher.

### 1. Test

The test aims to measure various skills, talents, traits, and individual behavior in certain abilities<sup>38</sup>. It means that the test its the most research that used as the main tool to measure the ability of each individual. The test that the writer used to collect the data was as follows :

#### a. Pre Test

The author provides the learners with the pre-test. This step is conducted before giving a presentation by special treatment to find out the capability and to know how far the students' listening comprehension ability is.

#### b. Post-Test

The post-test is conducted after treatment in order to know the impact of using audio visual media on students' listening comprehension ability. This test is used to measure students' listening comprehension skills after being given knowledge using audio visual. The simple material they obtained in class is included in this test.

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<sup>37</sup> Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research*, 2nd ed., 2nd Edition (USA: Falmer Press is an imprint of the Taylor & Francis Group, 2005), 171.

<sup>38</sup> David Scott And Marlene Morrison, *Key Ideas In Educational Research* (New York: Continuum International Publishing Group, 2006), 245.

## **2. Documentation**

Documentation will be used as written evidence in research. In this study researcher documented all activities carried out during the study. As research information. This will allow the author to verify the data.

## **E. Research Instrument**

The important part of planning research is to formulate the instrument of collecting the data based on the problem which is researched. Therefore, to gain the data the researcher used an instrument blueprint. Instrument in this research is designed and adjusted with the indicators that would be decided. In the pre-test, researcher used 2 types of questions, namely essays and multiple choice. There are 15 items in the essay and 10 items in the form of multiple choice. The total number of pretest questions is 25 items. While in the post test, the total is 20 items in essay form. This research about students listening comprehension, so the research instrument which is used in presenting the research is in the form of listening comprehension test.

## **F. Data Analysis Technique**

The data to be analyzed were obtained by providing a listening comprehension test to students to determine their listening comprehension in audio visual. It was calculated using the listening comprehension test scores in both' the experimental group and the control group. To find out whether the use of audio visual media has a significant impact in teaching listening comprehension or not.

There are many types of t-tests. The researcher in this research used independent samples t-test. University of Arizona Military Reach states that t-test is used to compare two groups of independent samples.<sup>39</sup> An independent sample t-test can be performed using the app. The researcher used the SPSS version 16 application to calculate the independent sample t-test. SPSS version 16 is considered effective and easy in calculating research data.

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<sup>39</sup> Banda Gerald, "A Brief Review Of Independent, Dependent And One Sample T-Test," *Science Publishing Group*, International Journal Of Applied Mathematics And Theoretical Physics, 4, No. 2 (August 14, 2018): 50–54, <https://doi.org/10.11648/J.Ijamtp.20180402.13>.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Setting**

##### **1. The Historical Background of IAIN Metro**

State Institute For Islamic Studies of Metro or IAIN Metro is a State Islamic Institution located in Metro City, Lampung Province. The establishment of IAIN Metro is stated in Presidential Regulation (Perpres) Number 71 of 2016 which was signed by President Joko Widodo on 1<sup>st</sup> August 2016. This Presidential Regulation comes into force on the date of promulgation, namely on 3<sup>rd</sup> August 2016, by the Minister of Law and Human Rights Yasonna H. Laoly. The Metro State Islamic Institute is a status upgrade of the Jurai Siwo State Islamic College (STAIN).

Currently the STAIN Jurai Siwo Metro continues its efforts and hopes to obtain funding sources from the Lampung Provincial Government. This is because the construction of campus II STAIN Jurai Siwo Metro Seberang is estimated to cost a budget of 750 billion rupiah. Even the STAIN Jurai Siwo Metro together with the Governor of Lampung Province have met with the Minister of Religion of the Republic of Indonesia to discuss opportunities for the construction of Campus II and the status transfer of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro, Lampung.

The transfer of status from STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and is planned to be realized in

2012 next year. Alumni deliberations are also one of the administrative requirements for transferring STAIN status to IAIN. This has long been done during Prof. Dr. Syaripudin, M.Ag. by inviting all alumni from all generations to a grand reunion on Saturday, 28<sup>th</sup> July 2010. Finally, the desire to change status from STAIN to IAIN Metro can be realized in 2016 with the issuance of Presidential Regulation (Perpres) Number 71 of 2016 which was signed by President Joko Widodo on 1<sup>st</sup> August 2016. This Presidential Regulation comes into force on the date of promulgation, namely on 3<sup>rd</sup> August 2016, by the Minister of Law and Human Rights Yasonna H. Laoly.

## **2. The Profile of English Department**

English Department (PBI) is S1 degree of Tarbiyah Faculty in IAIN Metro. In 2002, the English Department previously was known as Diploma 3 (D3). In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Department based on Directorial Decree of College for Islamic Studies No :Dj.I/220.C/2007 on 28<sup>th</sup> May 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Department of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follows; (1) the English Department strives for students'

personality by exploring knowledge, understanding, and mastery of Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English Department stimulates professional ethic of basic science theoretically and practically, (4) the English Department applies an integrated educational system to give an eligible contribution of its educational development.

The English department is established to devote the particular goals, such as ; (1) The students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) The students are presented to be a professional English teacher who can expand the English Subject within fully Islamic motivation, (3) The students are taught a highly English mastery in order to give an available contribution toward Islamic culture and society at large. In line with the vision, mission, and aim above, some integrated aspects are focused by the English Department to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection.

### **3. The Location Sketch of IAIN Metro**

IAIN Metro is a campus located in a strategic city. Located in the city of education, to be precise in the metro city of iringmulyo village. The sketch location of IAIN Metro as followed:



## B. Result of the Research

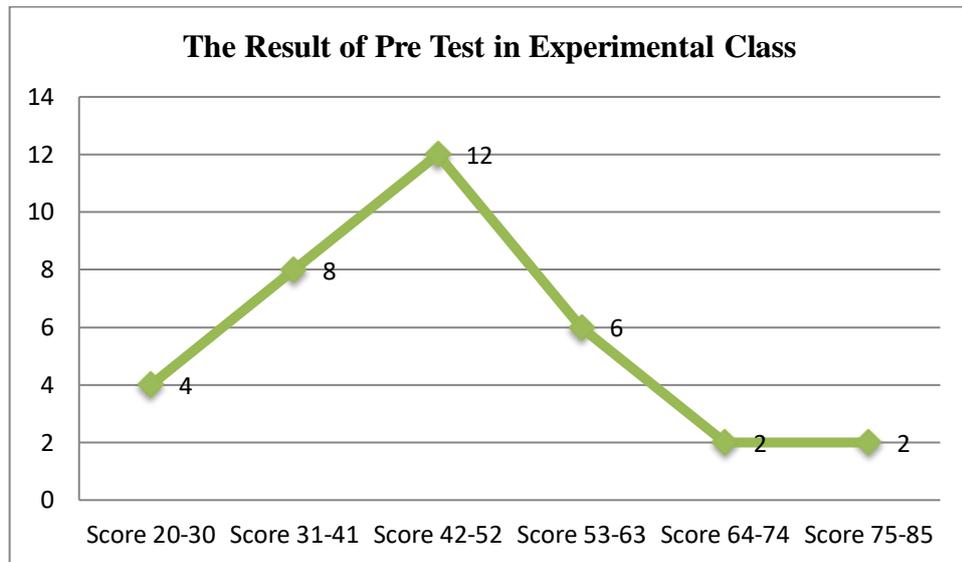
The data were obtained from the result of the listening comprehension test in pre-test and post-test. There were 68 students from two classes. Both Experimental and control group were given exercise in pre-test in order to know the students' prior score in listening comprehension. The test was calculated based on the indicators in rubrics assessment. The result of pre-test and post-test both groups.

### 1. Result of Pre-Test in Experimental Class

The pre-test was administered on Tuesday, 2<sup>nd</sup> March 2021. It was the first meeting, and the researcher administered a pre-test to determine the previous students' listening comprehension ability. The following is the score of students in the experimental class who were checked in a pre-test:

**Tabel 3.** The Pre-Test Score of Experimental Group

<b>Class Interval</b>	<b>Fi</b>	<b>Mean</b>	<b>Median</b>	<b>Variance</b>	<b>Standard Deviation</b>
20-30	4	47.94	50.00	188.057	13.713
31-41	8				
42-52	12				
53-63	6				
64-74	2				
75-85	2				



**Figure 3.** The Pre-Test Score of Experimental Group

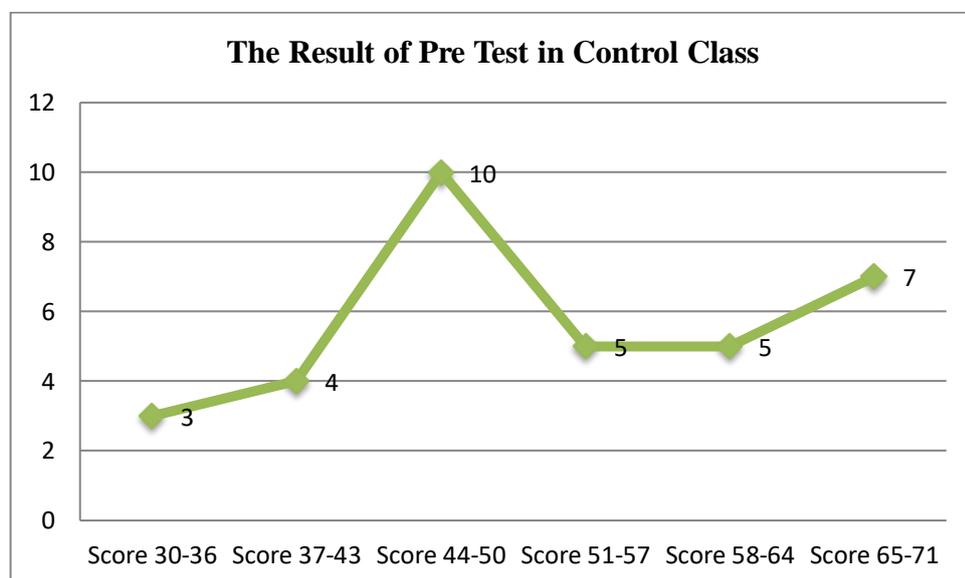
Based on the table and figure, it could be seen that 4 students got score 20-30, 8 students got score 31-41, 12 students got score 42-52, 6 student got score 53-63, 2 students got score 64-74, and 2 students got score 75-85. Students score the most between score 42-52. The mean of the pre-test in experimental class was 47.94, standard of deviation was 13.713, N was 34, median was 50.00, variance was 188.057, minimum score was 20 and maximum score was 85.

## 2. Result of Pre-Test in Control Class

The pre-test was administered on Tuesday, 2<sup>nd</sup> March 2021. It was the first meeting, and the researcher administered a pre-test to determine the previous students' listening comprehension ability. The following is the score of students in the control class who were checked in a pre-test:

**Tabel 4.** The Pre-Test Score of Control Group

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
30-36	3	52.35	52.50	123.084	11.094
37-43	4				
43-50	10				
51-57	5				
58-64	5				
65-71	7				

**Figure 4.** The Pre-Test Score of Control Group

Based on the table and figure, it could be seen that 3 students got score 30-36, 4 students got score 37-43, 10 students got score 44-50, 5 students got score 51-57, 5 students got score 58-64, and 7 students got score 65-71. The mean of the pre-test in control class was 52.35, standard of deviation was 11.094, N was 34, median was 52.50, variance was

123.084, minimum score was 30 and maximum score was 70. This suggests that the majority of participants get a poor score.

### 3. Data Analysis of the Treatment

#### a. First Treatment

The first treatment was held on Tuesday, 9<sup>th</sup> March 2021. In the first treatment, the researcher greets the students using English. Then, the researcher gives the material about how read the map. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. The researcher using short video about how read the map in teaching listening. After that, the researcher and the student discuss about the material in the video.

#### b. Second Treatment

The researcher was doing the second treatment on Tuesday, 16<sup>th</sup> March 2021. In addition, the researcher explained the material about narrative text. After explaining about the material, the researcher asking to their student; (1) Do you like watching movie? (2) Did you ever watch *beanstalk or princes and the dragon* movie? (3) Who are the characters in the movie?. Then, the researcher play the short movie with the *title beanstalk or princes and the dragon* and discuss together about movie. The last, the researcher give exercises to the students.

#### c. Third Treatment

In the third treatment the writer administered on Tuesday, 23<sup>th</sup> March 2021. Same as the second treatment, the researcher gives the

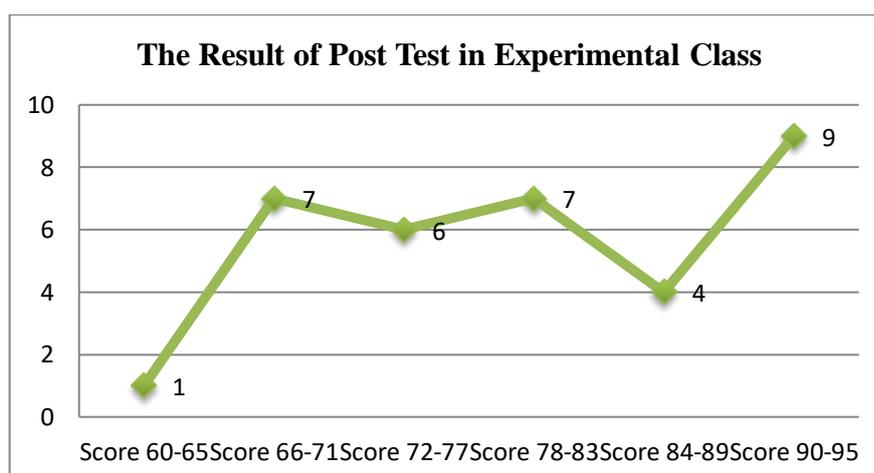
material with the short video about invitation. The last, the researcher give exercises to the students and discuss together.

#### 4. Result of Post-Test in Experimental Class

The researcher conducted post-test in order to find out students' listening comprehension ability after they got treatment by using audio visual. The post-test was administered on Wednesday, 24<sup>th</sup> March 2021. The scores of students' tests in post-test in the experimental class could be seen bellow:

**Tabel 5.** The Post-Test Score of Experimental Group

Class Interval	Fi	Mean	Median	Variance	Standard Deviation
60-65	1	80.00	80.00	75.758	8.704
66-71	7				
72-77	6				
78-83	7				
84-89	4				
90-95	9				



**Figure 5.** The Post-Test Score of Experimental Group

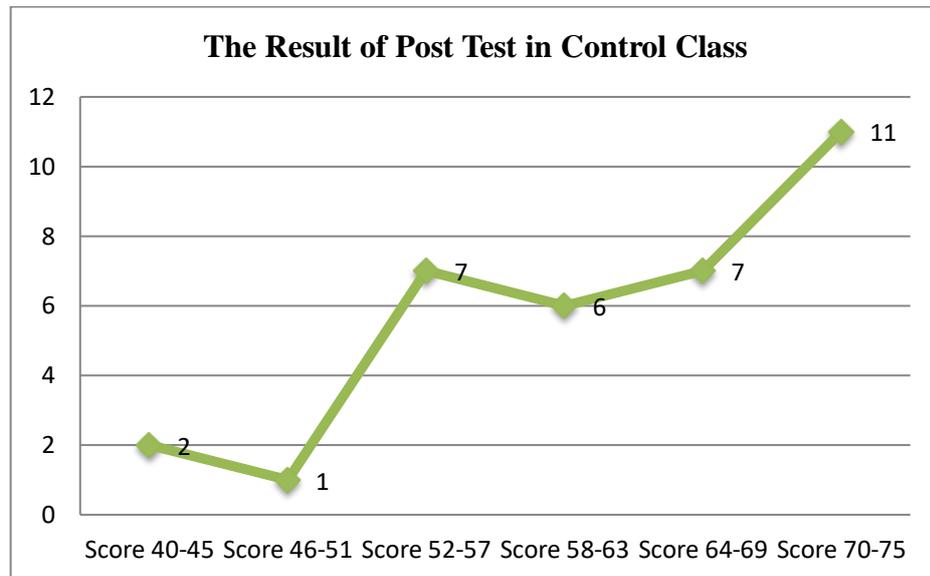
Based on the table and figure, it could be seen that 1 students got score 60-65, 7 students got score 66-71, 6 students got score 72-77, 7 students got score 78-83, 4 students got score 84-89, and 9 students got score 90-95. Students score the most between 90-95. The mean of the post-test in experimental class was 80.00, standard of deviation was 8.704, N was 34, median was 80.00, variance was 75.758, minimum score was 60 and maximum score was 95.

### 5. Result of Post-Test in Control Class

The researcher also performed a post-test in a control class to see how the students progressed in their listening comprehension ability without receiving treatment. The post-test was administered on Wednesday, 24<sup>th</sup> March 2021. The scores of students' listening comprehension ability in control class could be seen below:

**Tabel 6.** The Post-Test Score of Control Group

<b>Class Interval</b>	<b>Fi</b>	<b>Mean</b>	<b>Median</b>	<b>Variance</b>	<b>Standard Deviation</b>
40-45	2	62.50	65.00	74.621	8.638
46-51	1				
52-57	7				
58-63	6				
64-69	7				
70-75	11				



**Figure 6.** The Post-Test Score of Control Group

Based on the table and figure, it could be seen that 2 students got score 40-45, 1 students got score 46-51, 7 students got score 52-57, 6 students got score 58-63, 7 students got score 64-69, and 11 students got score 70-75. Students score the most between score 70-75. The mean of the post-test in experimental class was 62.50, standard of deviation was 8.638, N was 34, median was 65.00, variance was 74.621, minimum score was 40 and maximum score was 75.

## C. Data Analysis

### 1. Result of Normality Test

The researcher tested normality test after got score of the students in listening comprehension ability post-test using SPSS version 16. The normality test is used to determine whether the students' post-test scores are normally distributed or not. These are hypotheses as following:

**H<sub>a</sub>:** The normal distribution for a data if sig value  $> 0,050$ .

**H<sub>o</sub>:** There was no normal distribution of the data, if sig value  $< 0,050$ .

**Tabel 7.** Tests of Normality

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The Results of Study of the Students	Control Class	.143	34	.074	.939	34	.057
	Experimental Class	.139	34	.092	.940	34	.062

a. Lilliefors Significance Correction

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smirnov<sup>a</sup> in control class was 0.074 than in experimental class was 0.092 and standard value is  $> \alpha = 0.05$ . It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

## 2. Result of Homogeneity Test

The Homogeneity Test is test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). The writer tested homogeneity test after got score students in control class and experimental class (post-test of listening comprehension ability by using SPSS 16). The criteria of the data are follows:

**H<sub>a</sub>:** The variance of the data is homogeneous when sig  $\alpha > 0.05$

**H<sub>o</sub>:** The variance of the data is not homogeneous when sig  $\alpha \leq 0.05$

**Tabel 8.** Result of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
The Results of Study of the Students	Based on Mean	.000	1	66	1.000
	Based on Median	.013	1	66	.909
	Based on Median and with adjusted df	.013	1	64.872	.909
	Based on trimmed mean	.001	1	66	.975

Based on the result table obtained in the test of homogeneity of variances in the column. Based on mean it could be seen that Sig. (p value) = 1.000 and standard sig value is  $\alpha \geq 0.05$ . It means that Sig. (p value) in the test of homogeneity was bigger than sig value. So, based on the data, it can be concluded that the variance of the data was homogenous.

### 3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the writer used t-test by independent sample t-test for hypothetical of test. The hypotheses as follows:

**Ha** : There is a positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro.

**Ho** : There is no positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability of the English Department students at IAIN Metro.

The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was as following:

$H_a$  is accepted if Sig. value  $< \alpha$  0.05

$H_o$  is accepted if Sig. value  $> \alpha$  0.05

**Tabel 9.** Group Statistics

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
The Results of Study of the Students	Control Class	34	62.50	8.638	1.481
	Experimental Class	34	80.00	8.704	1.493

Based on the table above, it is known that the total of students for the control class and experimental class is 34 students. The mean for the control class is 62.50, while for the experimental class it is 80.00. Thus, statistically descriptive it can be concluded that there is a difference in the mean student learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample t-test table below:

**Table 10.** Result of Hypothetical 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 Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Results of Study of the Students	Equal variances assumed	.000	1.000	-8.321	66	.000	-17.500	2.103	-21.699	-13.301
	Equal variances not assumed			-8.321	65.996	.000	-17.500	2.103	-21.699	-13.301

Based on the tabel above, it is known that Sig. Score of Levene's Test for Equality of Variances is  $1.000 > 0.05$ , it can be interpreted that the data variance between the control class and the experimental class is homogeneous. So that the interpretation of the independent sample t-test table above is guided by the equal variances assumed.

Based on the independent sample t-test in equal variances assumed the table that value of significant generated Sig. (2-tailed) = 0.000 and standard value is  $< \alpha = 0.05$ . So, the Sig. (2-tailed) is 0,000 was smaller than  $\alpha = 0.05$ . The conclusion from the data analysis  $H_0$  is rejected and  $H_a$  is accepted. It means that there was a significant difference in students learning result at the experimental class that used a treatment between the control class that not got treatment.

Based on the statistical data description above, there is a significant difference in the mean value. The researcher concluded that there is any positive and significant impact on using audio visual media in teaching English on the student's listening comprehension ability of the English Department Students at IAIN Metro.

#### **D. Discussion**

This section presents the discussion based on the findings of the research. It is concerned about the impact of using audio visual on the students' listening comprehension ability. Furthermore, it can be seen from the pre-test and post-test results. The researcher was conducted at the English Department Students on the fourth semester at IAIN Metro, especially class A and B.

The results of the data analysis describes that the students' mean score is greater in the experimental class that has received treatment than the control class who does not get treatment. This research was tested by using the independent sample t-test formula to investigate whether there is a positive and significant difference between the results of the students in the experimental class and the control class on their listening ability in the fourth semester at IAIN Metro.

In addition, after the researcher doing the research the mean score they got in post-test was so different. The students in control class got 62.50 meanwhile, the students in experimental class got 80.00. It shows that the mean of the experimental class in post-test was higher than control class. After

that making an interpretation based on the calculation whether any significant and positive impact of using audio visual media on the student listening comprehension ability of the fourth semester at IAIN Metro.

Hypothetical test was used to measure the impact of using audio visual on the students listening comprehension ability. The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was  $H_a$  is accepted if Sig. value  $< \alpha$  0.05,  $H_o$  is accepted if Sig. value  $> \alpha$  0.05. If  $H_a$  is accepted, it means that there is a positive and significant impact of using audio visual on the students listening comprehension ability. While  $H_o$  is accepted, it means that there is no positive and significant impact of using audio visual media on the student listening comprehension ability.

This research was tested by using the independent sample t-test formula. The score of t-test by independent sample t-test on the Sig. (2-tailed) is 0.000 was smaller than  $\alpha = 0.05$  so,  $H_a < 0.05$ . It means that  $H_a$  is accepted and  $H_o$  is rejected. There was a significant difference in result of learning process between in the control class and experimental class. Based on the results of these calculations we can conclude that there is a positive and significant impact of using audio visual media in teaching English on the students' listening comprehension ability.

More precisely, there is a positive and significant impact of using audio visual on the students' listening comprehension ability after treatment. Using audio visual, teaching and learning was more interesting, enjoyable, and they might take part better during learning process. Because audio visual has

an element of sound, visual, and gestures. The fact showed that there was a change at amount of the students who got lower scores.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher by using audio visual for survey on the students' ability in listening comprehension. Students' concentration will focus only on the audio visual that is given by the teacher and give a practice experience to students that can comprehension. The using of audio visual greatly affects the learning process, because it has elements of sound and image elements and audio visual media is a media that can be seen and heard are directly.

In fact, the students' ability in listening comprehension when the researcher teaching English by using audio visual got mean score of the pre-test in experimental group was 47.94, meanwhile score of the post-test in experimental group was 80.00. When the researcher teaching English by using audio only get mean score of pre-test in control group was 52.35, meanwhile the mean score of post-test in control group was 62.50.

Lessons to be more active if the teacher wears audio visual in teaching listening comprehension, because students listen, see, and comprehend at the same time to facilitate their comprehension and any significant impact of using audio visual in teaching English on the students' ability in listening comprehension. It was indicated that  $H_a$  was

accepted and  $H_0$  was rejected. It can be conclude that audio visual as media is one of effective media that can be applied by English teacher.

## **B. Suggestion**

Related to the conclusion, some suggestions are pointed out as the following:

1. The English teachers are suggested to apply audio visual in teaching learning process, especially in teaching listening comprehension because this media should help teacher to improve students in listening comprehension.
2. To the principal, give direction to the English teacher to use audio visual in teaching listening comprehension because that is suitable to the appraise students' ability in listening comprehension.
3. The other researcher, this research finding can be help and developed further research related to topic of the study.

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# APPENDICES

## Appendix 1.

### 1. Documentation Point at the IAIN Metro

No	Documentation Points	Availability
1	A profil of IAIN Metro	✓
2	Organization structure of IAIN Metro	✓
3	The location sketch of IAIN Metro	✓
4	The total students of IAIN Metro	✓

Note.

(✓) Tick for each positive availability

## Appendix 2. Pre Test

### PRE TEST OF LISTENING (Announcement and Short Movie)

Name :  
Class :  
Date :

#### *Direction:*

- 1. Write your name, class and date in the column provided*
  - 2. Do it within 60 minutes*
  - 3. Do this exercise while you listen.*
- 
- 

#### **AUDIO**

**Please listen the audio clearly and Answer the following questions !**

1. Why The school is postponed?
2. What the students have to do during the school postponement?
3. Where can the students get new information?
4. How long will the school be postponed?
5. What will the students probably get if they don't submit the tasks?
6. Whom the announcement is addressed to?
7. Why the workshop is being held?
8. Who makes the announcement?
9. Who should participate on the workshop?
10. When will the workshop be held ?
11. What is the announcement about?
12. Where can you find that kind of announcement?
13. Why the departure schedule was changed?
14. How long the maintenance will be?
15. What number of call centers can be contacted ?

#### **VIDEO**

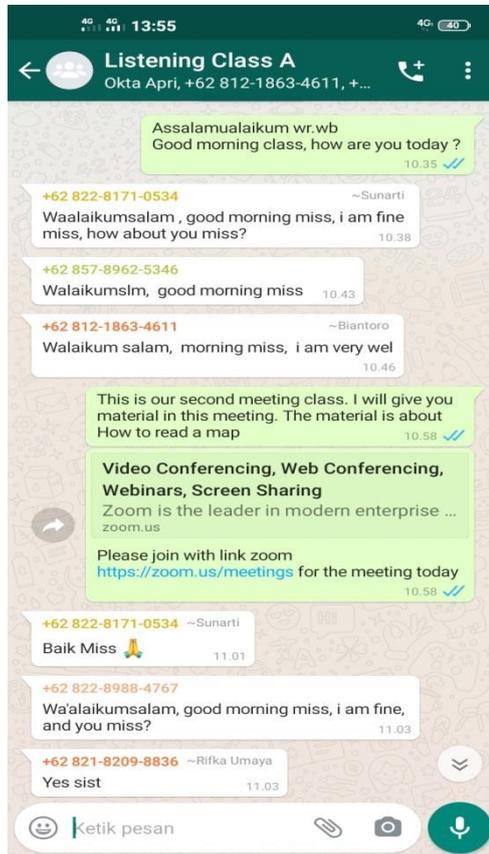
**Choose the correct answer below !**

16. What was the prince looking for?
  - A. A new kingdom
  - B. A box of treasure
  - C. A true princess
  - D. A beautiful princess
17. Who came to the palace in the stormy night?

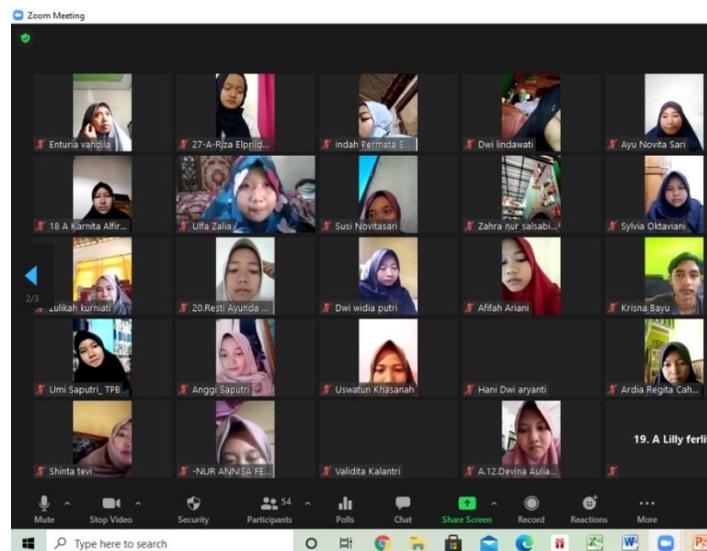
- A. The prince
  - B. The princess
  - C. The King
  - D. The Queen
18. Where did the queen put a pea?
- A. On the princess' plate
  - B. At the bottom of princess' bed
  - C. At the bottom of princess' pillow
  - D. Inside princess' clothes
19. How many mattresses and eider-down quilts on the princess' bed?
- A. Ten and twenty
  - B. Twenty and ten
  - C. Ten and twenty
  - D. Twenty and twenty
20. What makes them believe that she was a true princess?
- A. Because she can sleep on that bed
  - B. Because she can feel the pea
  - C. Because the prince was falling in love with her
  - D. Because she is beautiful
21. What did the first pig use to build his house?
- A. The straw
  - B. The sticks
  - C. The bricks
  - D. The wood sticks
22. Which one used the bricks to build his house?
- A. The first pig
  - B. The second pig
  - C. The third pig
  - D. The wolf
23. What time did the third pig go to Mr. Smith's Home-field?
- A. At 3 o'clock
  - B. At 4 o'clock
  - C. At 5 o'clock
  - D. At 6 o'clock
24. What did the little pig do at the Merry-Garden?
- A. Got dinner
  - B. Got to the fair
  - C. Got some waffles
  - D. Got some apples
25. Which one was the little pig did not do when he saw the wolf getting down the chimney?
- A. He hung on the pot of full water
  - B. He put in the wire
  - C. He made the fire
  - D. He took off the cover

## Appendix 3. Treatment Activity

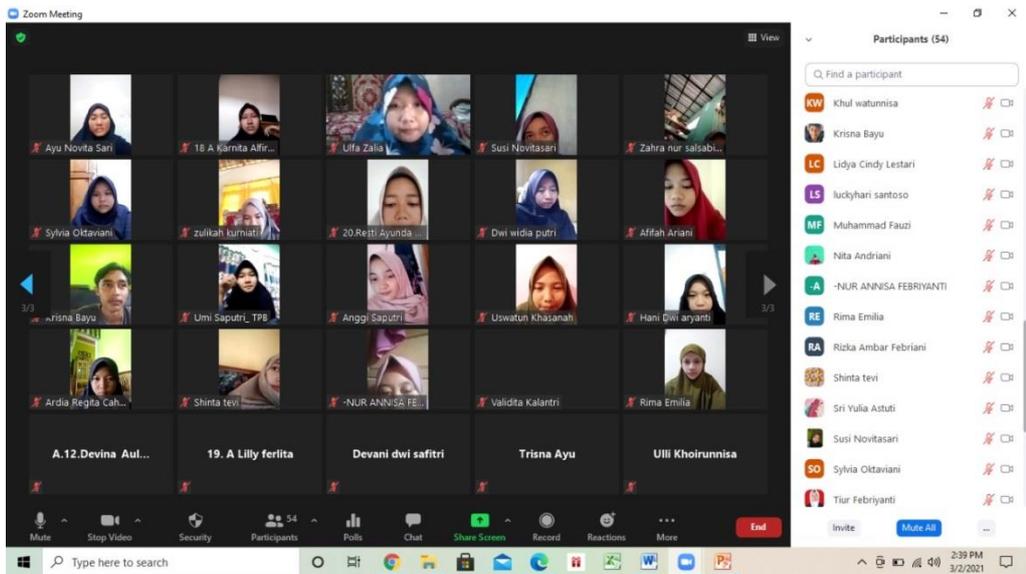
### a. Treatment 1



## b. Treatment 2



### c. Treatment 3



## Appendix 4. Post Test

### POST-TEST OF LISTENING

Name :  
Class :  
Date :

**Direction:**

4. Write your name, class and date in the column provided
5. Do it within 60 minutes
6. Do this exercise while you listen.

---

---

#### DIALOG 1

Please listen the audio clearly and answer the following questions !  
Complete the gaps with a word from the box.

Take	past	on
Straight	at	second
	go	

1. Go \_\_\_\_\_ on.
2. \_\_\_\_\_ past the traffic lights.
3. It's the building next to the library \_\_\_\_\_ the left.
4. \_\_\_\_\_ the roundabout turn left.
5. Then \_\_\_\_\_ the first left on to Green Street.
6. Go \_\_\_\_\_ the traffic lights and take the \_\_\_\_\_ right on to King's Road.

#### DIALOG 2

Check your understanding after you listen the audio.  
Circle the corret answer.

7. Which film are Mario and Tamara going to see ?
  - a. Mr and Mrs Jones
  - b. Midnight Moon
  - c. Robot 2075
  - d. King Robert V
8. What time does the film they want to see start?
  - a. 12.00 p.m
  - b. 5.20 p.m
  - c. 7.15 p.m
  - d. 7.30 p.m
9. What time are Mario and Tamara going to meet ?

- a. 2.30 p.m
- b. 7.00 p.m
- c. 12.00 p.m
- d. 7.30 p.m

**Please listen the audio clearly and Answer the following questions !  
Complete the gaps with a word from the box.**

evening	action	time	good	again
letter	romantic	film	3D	go
meet	horror	vampires		

10. **Tamara** : Hi, Mario. Do you want to go and watch a \_\_\_\_\_?  
**Mario** : Hi, Tamara. Sure, what's on ?
11. **Tamara** : Well there are two action films. Mr and Mrs Jones and War Games, and they're both in \_\_\_\_\_.
12. **Mario** : I've already seen Mr and Mrs Jones. I haven't seen war games, but I don't really want to see an \_\_\_\_\_ film. What else is on ?
13. **Tamara** : There's that science fiction film. Robot 2075, but I've already seen it ?  
**Mario** : Is it \_\_\_\_\_?
14. **Tamara** : Yes, it is, but I don't want to see it \_\_\_\_\_. There's a \_\_\_\_\_ comedy called forever.
15. **Mario** : Mmm, I'm not sure. Are there any \_\_\_\_\_ film on ?
16. **Tamara** : Yes, there's Midnight Moon, it's got \_\_\_\_\_ in it.
17. **Mario** : OK. Sounds good let's go and watch Midnight Moon. What \_\_\_\_\_ is in on ?  
**Tamara** : It's on at 12 o'clock or at half past two
18. **Mario** : Is it on this \_\_\_\_\_?  
**Tamara** : yes at 7.30
19. **Mario** : Perfect let \_\_\_\_\_ at 7.30  
**Tamara** : Ok. Shall we \_\_\_\_\_ at the cinema at 7.00
20. **Mario** : Great! See you \_\_\_\_\_  
**Tamara** : Bye.

## Appendix 5.

### 1. Students score in pre test and post test Experimental Class

EXPERIMENTAL CLASS			
No	Names of the Students	Pre Test (X1)	Post Test (X2)
1	Adinda vivi alunnia	85	85
2	Alfira khoirunnisa	35	75
3	Ani fatmawati	45	95
4	Annisa syam fatonah	30	90
5	Arief setiawan	60	85
6	Arvilia ega safira	65	70
7	Ayu syeh sabandari	50	90
8	Candra ayu setiyoningsih	20	60
9	Deah septiyawati	60	80
10	Dewi ayu prastica	50	75
11	Diah kumara shinta	55	90
12	Elyzabeth zandova	75	75
13	Fahri ramadan	35	80
14	Fassya rahmi azzahra	50	85
15	Fiki uswatun hasanah	45	70
16	Fitri mawarni	30	95
17	Galuh indah kusuma dewi	50	80
18	Hestiani	35	70
19	Ina tarisa nurlisa	55	70
20	Irsyad fauzi	40	90
21	Laily nurul holivah	35	75
22	Lisa erfiana	45	80
23	Lusianti	40	70
24	Meliana tantri	50	90
25	Mifta khoiru selly	45	75
26	Mustika mir'atul hidayah	40	80
27	Nimas galuh anggraini	60	70
28	Nini sri rahayu	50	90
29	Novita indriani	40	85
30	Nur lisa dwi cahyanti	55	70

31	Nurulita lutfiana	50	80
32	Reni dwi putri	50	80
33	Silvia oprista	70	90
34	Siti aminatur ro'azah	30	75
TOTAL		1630	2720
AVERAGE		47,94	80

## 2. Students score in pre test and post test Control Class

CONTROL CLASS			
No	Names of the Students	Pre Test ( Y1)	Post Test (Y2)
1	Abdul Bais Lubis	55	75
2	Adiannur	45	75
3	Amelisa Putri	45	75
4	Apriannur	60	65
5	Diah Ainun Kurnia	65	70
6	Dilla Yustika	70	70
7	Dolli Indra Siregar	65	55
8	Eni Dayati	60	55
9	Fenni Eliza	45	65
10	Harry Pramuja	50	70
11	Hilma Kholila Lubis	55	60
12	Imelda Afsah Ainun	75	65
13	Irlan Nabawi Sihombing	30	50
14	Issawiyah	40	45
15	Lidiya Wati	50	55
16	Mardia	40	70
17	Muhammad Wahyu Abdillah	65	55
18	Nadia Ulfa Aini	65	60
19	Nadira Paramita	50	60
20	Nuril Hasanah	40	65
21	Purnama Sari	35	60
22	Putri Mulyani	70	55
23	Rabiatul Adawiyah	45	65
24	Rahmad Mulyadi Saleh	55	40

25	Retno Prayogi	55	55
26	Rika Supriyanti	55	65
27	Riski Rahmad	50	55
28	Risma Sari	50	75
29	Robbin Rambe	25	70
30	Sayyidah Rahmi Syafitri	60	60
31	Selli Silvia Indriani	60	70
32	Siti Nurwahida	60	65
33	Siti Sundari	40	70
34	Ulul Ilmi	50	60
TOTAL		1780	2125
AVERAGE		52,35	62,5

Appendix 6.

PRE TEST EXPERIMENTAL CLASS

5

Name: Digh Kumera Shinta  $8 \times 2.5$   
 Class: A  $6 \times 2.5$   
 NPM: 1901051153

55

1. The bad weather
2. All of the students stay at home and do the homework from each teacher of each subject
3. Departure schedule of quick train  $X$
4. One month  $X$
5. Will not get a grade and will undergo a remedial test
6. The employees of Midoriya store
7. To increase our sales
8. Midoriya store manager
9. All of the employees of Midoriya store
10. On Saturday
11. Updated on the school website  $X$
12. Currently maintenance train  $X$
13. At the quick train station  $X$
14. Two weeks  $X$
15. 07320  $X$
16. C. A true prince
17. A. The prince  $X$
18. C. At the bottom of princess' pillow  $X$
19. C. Ten and twenty  $X$
20. A. Because she can sleep on the bed  $X$
21. B. The sticks
22. C. The third pig  $X$
23. C. At 5 o'clock
24. C. Got some waffles
25. B. He put in the wire

Selasa, 16 Maret 2021

Nama: Lusianti  
 NPM: 1901050010  
 Class: A  
 Listening comprehension  $6 \times 5$

40

1. The bad weather  $X$
2. Subject  $X$
3. Update on school website
4. Two weeks  $X$
5. Saturday
6. The employees of Midoriya store
7. Departure schedule  $X$
8. Midoriya store manager  $X$
9. Train station  $X$
10. Train not Sunday  $X$
11. Train  $X$
12. Currently  $X$
13. Remedial test  $X$
14. One month
15. 078900  $X$
16. C
17. B  $X$
18. D
19. D
20. A  $X$
21. B  $X$
22. D  $X$
23. A  $X$
24. A  $X$
25. C  $X$

4 x 2.5

Name: Andi Satriawan  
 Class: A  
 NPM: 19051010

Issues

1. The bad weather  8x5
2. Currently maintenance train
3. At the quick train station
4. This week
5. All of the employees of Midoriya store
6. Update on school website
7. To increase our sales
8. Midoriya store manager
9. All of students should stay at home during the school time
10. On Saturday
11. Will not grade and will undergo a remedial test
12. Departure schedule of quick train
13. At the quick train station
14. One month
15. On 18/3/20
16. C
17. A
18. D
19. A
20. B
21. B
22. C
23. A
24. D
25. B

55

6x25

Name: Andi Satriawan  
 NPM: 19051010

Issues

1. The bad weather
2. All of the students should stay at home during the school time period and do the tasks from each teacher of each subject.
3. Updated on school website  14x5
4. This week
5. Will not get a grade and will not test.
6. The employees of Midoriya store
7. To increase our school
8. Midoriya store manager
9. All of the employees of Midoriya store
10. On Saturday
11. Departure schedule of quick train
12. At the quick train station
13. Currently maintenance train
14. One month
15. On 18/3/20
16. C
17. B
18. C
19. C
20. A
21. A
22. B
23. C
24. C
25. B

80

14x5

14x25

House Addition Exam  
Class: A  
Date: 16/02/2021

1. The bad weather
  2. The student school ~~X~~
  3. Update on school website
  4. Two weeks
  5. school website ~~X~~
  6. Midway store manager ~~X~~
  7. To increase our sales
  8. The employees of Midway manager ~~X~~
  9. All of the employees of Midway store
  10. on school ~~X~~
  11. Departure schedule of Quick train
  12. At the quick train station
  13. Currently maintenance train
  14. on most
  15. 0978229
  16. C. after prison
  17. in the prison ~~X~~
  18. D. inside prison clothes
  19. C. ten on twenty ~~X~~
  20. C. because the prince was falling in love with her ~~X~~
  21. A. the prince ~~X~~
  22. D. the water ~~X~~
  23. A. he fell to the floor ~~X~~
  24. B. he hung on the pot of full water ~~X~~
  25. ?
- 10x5      55  
23      0

Final Addition H (19/02/2021)

1. The bad weather
  2. each tractor ~~X~~
  3. update on school website
  4. two weeks
  5. will not ~~X~~
  6. store ~~X~~
  7. to increase our sales
  8. manager ~~X~~
  9. store ~~X~~
  10. on Saturday
  11. Departure schedule of quick train
  12. At the quick train station
  13. train ~~X~~
  14. on ~~X~~
  15. 0978229
- 8x5      60
16. C
  17. A
  18. D
  19. D
  20. B
  21. B
  22. A
  23. C
  24. D ~~X~~
  25. A ~~X~~
- 8x2.5

PRE TEST CONTROL CLASS

Name: IRWAN NABAWATI S  
 NPM: 1901050011  
 Kelas: B

35

1. The bad weather X
2. The student stay at home until the end of year X
3. Update on social media X
4. Two years X
5. Will pass the task X
6. To increase our sales X
7. The employees our sales X
8. Midoriya store manager X
9. All of the employees of midoriya store X
10. On Monday X
11. Departemen of Quick train X
12. At the quick train station X
13. Currently maintenance train X
14. ~~One month~~ 1 month X
15. 09702325

16. A X	21. D X
17. C X	22. C X
18. B X	23. C X
19. A X	24. A X
20. b X	25. B X

Name: Hilma khollita Iubis  
 Class: B  
 NPM: 1901051254

70

1. The bad weather X
2. The student stay at home and do the tasks from each teacher of each subject. 1175
3. Updated on school website X
4. On Saturday X
5. Will not get a grade and will undergo a remedial test. X
6. Midoriya store manager X
7. To increase our sales X
8. The employees of midoriya store X
9. All of the employees of midoriya store X
10. Two weeks X
11. Departure schedule of Quick Train X
12. At the quick train station X
13. Currently maintenance train X
14. One month X
15. 09782929
16. A. A new kingdom X
17. B. The princess X
18. D. Inside princess' clothes 6725
19. D. Twenty and twenty X
20. C. Because the prince was falling in love with her X
21. A. The straw X
22. A. The first pig X
23. C. At 5 o'clock X
24. c. Got some waffles X
25. b. He put in the wire X

Name : Rahmad Mulyati S  
 Class : B  
 NPM : 1901052015

1. The bad weather  
 2. Teacher and student X  
 3. updated on school website  
 4. Two week  
 5. Our sales X  
 6. store manager X  
 7. to increase our sales  
 8. Midariya store manager  
 9. all of the employees of Midariya store  
 10. on Saturday  
 11. Departure schedule of Quick Train  
 12. At the Quick train  
 13. currently maintenance train  
 14. one month  
 15. 09 78 39 29  
 16. B X  
 17. D X  
 18. A X  
 19. C X  
 20. A X  
 21. B X  
 22. A X  
 23. D X  
 24. C X  
 25. C X

60

Nama : Diah Amun Nurma  
 NPM : 1901052017

- Answer :  
 1. The bad weather X  
 2. Teacher subject X  
 3. Updated on school website  
 4. Two weeks  
 5. Remedial test  
 6. The employees of Midariya store  
 7. To increase our sales  
 8. Midariya store manager  
 9. store X  
 10. On Saturday  
 11. Departure schedule of quick train  
 12. At the quick train station  
 13. Currently maintenance train  
 14. One month  
 15. 09 78 39 29  
 16. C  
 17. A  
 18. D  
 19. D  
 20. A X  
 21) A X  
 22) C X  
 23) B X  
 24) B X  
 25) D X

75

Name: Dilli Inka Sreger  
 class: B  
 NPM: 1901050203

(65)

1. The bad weather
  2. Stay at home during the school time period and do the task from the teacher ~~X~~ MXS
  3. Three weeks
  4. Will not get a grade and will undergo remedial test
  5. The employe of Midoriya
  6. To increase our sale
  7. Midoriya store manager
  8. All of the employeer of midoriya store
  9. On Sunday ~~X~~
  10. Departure schedule of quick train
  11. At the quick train station
  12. Currently maintenance train
  13. one mont ~~X~~
  14. 09783929
  15. E
  16. A
  17. A
  18. D
  19. D
  20. B ~~X~~
- |       |              |
|-------|--------------|
| 21. A | <del>X</del> |
| 22. B | <del>X</del> |
| 23. C | <del>X</del> |
| 24. B | <del>X</del> |
| 25. A | <del>X</del> |
- 4X215

Nama: Pratiwi Aditya  
 Class: B  
 NPM: 1901050215

(50)

1. The bad weather
  2. All of the students should stay at home during the school time period and do the tasks from each teacher of each subject
  3. Will not get a grade ~~X~~ BXS
  4. Two weeks
  5. Website ~~X~~
  6. The employees of Midoriya store
  7. Bad Midoriya store ~~X~~
  8. Our sales ~~X~~
  9. Employees store ~~X~~
  10. On Saturday
  11. Train ~~X~~
  12. At the quick train station
  13. Train ~~X~~
  14. One month
  15. 09783929
  16. C
  17. C ~~X~~
  18. D
  19. D
  20. B
- |       |              |
|-------|--------------|
| 21. C | <del>X</del> |
| 22. B | <del>X</del> |
| 23. D | <del>X</del> |
| 24. A | <del>X</del> |
| 25. D | <del>X</del> |
- 4X215

POST TEST EXPERIMENTAL CLASS

Name : Alvin Khairunnisa  
 Class : A  
 Npm : 1901050020

75

Answer

1. Straight
2. ON X
3. ON
4. at
5. Take
6. -
7. B. Midnight moon
8. D. 7.30 P.m
9. B. 7.00 P.m
10. Video X
11. 3D
12. Action
13. OFF X
14. Action X
15. Romance X
16. Vampires
17. Time
18. Evening
19. Go meet
20. later

Name : Tinda Afa S  
 Class : A  
 NPM : 1901050227

60

1. Straight
2. GO
3. ON
4. At
5. Take
6. Pass / Second
7. B. Midnight Moon
8. D. 7.30 P.m
9. B. 7.00 P.m
10. Film
11. 3D
12. Movie X
13. 3D Exelene X
14. Sad X
15. Funny X
16. Dracula X
17. Time
18. Morning X
19. anlag X
20. Soon X

Name : Dich Kumara Shinta  
 NPM : 1901050016  
 Class : A

90

1. Straight
2. Take X
3. On
4. At
5. Go X
6. Rest / second
7. B. Midnight Moon
8. D. 7.30 p.m
9. B 7.00 p.m
10. Film
11. 3D
12. Action
13. Good
14. Again, Romantic
15. Horror
16. Vampires
17. Time
18. Evening
19. Go, meet
20. Later

Nama = Arvira Ega Saputra  
 Class = A  
 Npm = 1901050005

70

1. Straight
2. On X
3. Go X
4. At
5. Take
6. Second
7. B. Midnight Moon
8. D. 7.30 p.m
9. B. 7.00 p.m
10. Film
11. Go, meet X
12. Horror X
13. Good
14. Again, romantic
15. Action X
16. Vampires
17. Time
18. Evening
19. 3D X
20. Later

NAME : HESTIANI  
NPM : 1901050072  
CLASS : TSI A

70

- |                     |                     |
|---------------------|---------------------|
| 1. Go X             | 11. 30              |
| 2. Straight X       | 12. Action          |
| 3. At X             | 13. Good            |
| 4. On X             | 14. Again, romantic |
| 5. Past/ second X   | 15. Horror          |
| 6. Take X           | 16. Vampires        |
| 7. B. Midnight Moon | 17. Time            |
| 8. D. 7.30 p.m.     | 18. Evening         |
| 9. B. 7.00 p.m.     | 19. Go meet         |
| 10. Film            | 20. Later           |

Name : IRSYAD FAUZI  
NPM : 1901052531  
Class : A

90

- |                     |                     |
|---------------------|---------------------|
| 1. Straight         | 11. 30              |
| 2. Go               | 12. Action          |
| 3. On               | 13. Good            |
| 4. At               | 14. Again, romantic |
| 5. Take             | 15. Horror          |
| 6. Past/ second     | 16. Vampires        |
| 7. B. Midnight Moon | 17. Time            |
| 8. C. 7.15 p.m. X   | 18. Evening         |
| 9. D. 7.30 p.m. X   | 19. Go, meet        |
| 10. Film            | 20. Later           |

POST TEST CONTROL CLASS

Name: IRLAN NABAWI S  
NPM: 1901050041  
class: B

50

1	Straight	
2	GO	
3	On	
4	AT	
5	Lake	X
6	Post	
7	C	X
8	A	X
9	C	X
10	Lime	X
11	3D	
12	Action	
13	Board	X
14	gain	X
15	Horror	
16	Fighter	X
17	Time	
18	Cleaning	X
19	90, meet	
20	Maker	X

Name: Nurul Khasanah  
class: B  
Npm: 1901052532

65

1	GO	X
2	Straight	X
3	At	X
4	On	X
5	Lake	X
6	Post / second	
7	B. Midnight movie	
8	D. 9.30 pm	
9	B. 7.00 pm	
10	film	
11	3D	X
12	Action	
13	Good	
14	Again, romantic	
15	Horror	
16	Vampires	
17	Time	
18	evening	
19	60, meet	
20	Maker	X

Nama : Diah Annisa Kusuma  
NPM : 1901052017

- Answer ✖
1. Straight
  2. Go
  3. On
  4. At
  5. Take
  6. fast ✖
  7. soon ✖
  8. 8.00 p.m ✖
  9. 7.30 p.m ✖
  10. film
  11. 3D
  12. Action
  13. Good
  14. Rain ✖
  15. Horror
  16. fire ✖
  17. Time
  18. Evening
  19. Go, meet
  20. Later.

70  
—

Nama : Eri Dayanti  
Klas. : B  
NPM : 1901051228

1. Take ✖
2. on ✖
3. At ✖
4. Rise ✖
5. Go ✖
6. Straight ✖
7. B
8. D
9. B
10. film
11. 3D
12. Action
13. Good
14. Again
15. Vampires
16. Hours ✖
17. evening ✖
18. Evening
19. Go
20. later

60  
—

Name : Nadra Paramita  
Class : B

No. \_\_\_\_\_  
Date \_\_\_\_\_

1. Straight
2. At X
3. Off X
4. of X
5. Get X
6. Part / Second
7. B. Midnight moon
8. D. 7.30 p.m
9. B. 7.00 p.m
10. Film
11. 2D X
12. Romance X
13. Bad X
14. Again, romantic
15. Comedy X
16. Vampires
17. Time
18. Evening
19. Go, Meet
20. Later.

60

Name : Rokmad Mulyadi S  
Class : B  
NPM : 1901052015

40

1. Straight
2. Go
3. on
4. Take X
5. At X
6. Part / Second
7. C. Robot 2015 X
8. B. 15.20 p.m X
9. D. 12.00 p.m X
10. Film
11. Good X
12. 3D X
13. Action X
14. Again, Romantic
15. Romantic X
16. Vampire
17. Evening X
18. Time X
19. Go, meet
20. Times X



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-371/ln.28/S/U.1/OT.01/05/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NURUL ISTIQOMAH  
NPM : 1601070040  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070040

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 24 Mei 2021  
Kepala Perpustakaan



Dr. As'ady S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : NURUL ISTIQOMAH

NPM : 1601070040

Fakultas : TARBIYAH DAN ILMU KEERUVAN

Jurusan : TADRIS BAHASA INEGRIS (TBI)

Angkatan : 16

Telah menyerahkan buku berjudul New Writing Viewpoints, Teaching Poetry Writing

Metro, 8 APRIL 2021  
Ketua Jurusan TBI

  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : NURUL ISTIQOMAH

NPM : 1601070040

Fakultas : TARBIYAH DAN ILMU KEERUVAN

Jurusan : TADRIS BAHASA INEGRIS (TBI)

Angkatan : 16

Telah menyerahkan buku berjudul New Writing Viewpoints, Teaching Poetry Writing

Metro, 8 APRIL 2021  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0044/In.28.1/J/TL.00/01/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
Andianto (Pembimbing 2)  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **Nurul Istiqomah**  
NPM : 1601070040  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE IMPACT OF USING AUDIO VISUAL IN TEACHING ENGLISH ON THE STUDENTS LISTENING COMPREHENSION ABILITY OF THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Januari 2021  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014





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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nurul Istiqomah  
NPM : 1601070040

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 3 September 2020	✓		- Revise Formulation of the Problems	
2.	Senin 7 September 2020	✓		- Revise the Objectives and Benefits of the study - Acc Bab I, Lanjut Bab II	
3.	Rabu 9 September 2020	✓		- Revisi judul menjadi "The impact of using audio visual in teaching English on the students' listening comprehension ability". - Bab I disesuaikan	
4.	Senin 14 Sept 2020	✓		- Tambahkan teori listening comprehension ability dan teori pengukurannya	
5.	Senin 21 Sept 2020	✓		- Teori Scoringnya mana ?	
6.	Rabu 23 sept 2020	✓		- Acc Bab II silahkan lanjut bab III	

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nurul Istiqomah  
NPM : 1601070040

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
7.	Jumat 25 Sept 2020	✓		- Berapa Jumlah Populasinya? - Berapa jumlah sampelnya? - Bagaimana teknik sampling? - Teknik pengumpulan data yang digunakan?	
8.	Senin 05 Okt 2020	✓		- Tulis total populasinya saja - Teknik samplingnya Purposive cluster sampling	
9.	Rabu 07 Oct 2020	✓		- ACC Bab 1, II, III Dapat di Seminarikan	

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
NIP. 19620215 199503 1 001





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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nurul Istiqomah  
NPM : 1601070040

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	30 April 2021	✓		Dibagian Discussion Meliputi what ? why ? how ?	
	05 Mei 2021	✓		ACL Munaqosyah	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Drs. Kurvani, M.Pd.**  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nurul Istiqomah  
NPM : 1601070040

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	8/21 /4			Revisi Chapter IV	
	15/2 /4			Revisi IV Uraian di The J. Teo.	
	22/2 /4			Revisi all chapter Parad 3X	

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Andianto, M.Pd.  
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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nurul Istiqomah  
NPM : 1601070040

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	5/21 5			Aca Exam Andianto	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd.  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd.  
NIP. 19871102 201503 1 004

## **CURRICULUM VITAE**



The author has named Nurul Istiqomah was born in Adiwarno on 20<sup>th</sup> July 1998. The first daughter of the couple from Mr. Rusmedi and Mrs. Triani. The author has one brother, named Muhammad Firdaus. Currently the author lives in the village of Adiwarno, Kec. Batanghari Kab. East Lampung. The author's when elementary school was taken at SDN 2 Adiwarno and finished in 2010. Then he continued in Junior High School at SMP PGRI 1 Batanghari and graduated in 2013. Meanwhile, Senior High School was taken at SMAN 1 Batanghari, and completed in 2016. Then in 2016 the author continued his education at IAIN METRO by majoring in English education program.