

**THE APPLICATION OF AUDIO AND AUDIO VISUAL MEDIA
TO STUDENTS OF BOSOWA UNIVERSITY MAKASSAR**



THESIS

**Presented to Faculty of Letters Bosowa University
Makassar in Partial Fulfillment of the Requirement
for Sarjana Degree at English Department**

**RIANI RAHMAWATI
45 15 051 007**

**FACULTY OF LETTERS
ENGLISH DEPARTMENT
BOSOWA UNIVERSITY
MAKASSAR**

2019

PAGE OF APPROVAL

Title : THE APPLICATION OF AUDIO AND AUDIO
VISUAL MEDIA TO STUDENTS OF BOSOWA
UNIVERSITY MAKASSAR

Name : RIANI RAHMAWATI

Register Number : 45 15 051 007

Department : English Department

Faculty / Study Program : Faculty of Letters / English Literature

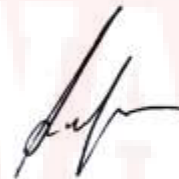
Approved By

Supervisor I

Supervisor II



Dr. H. Herman Mustafa, M.Pd
NIDN. 09 31126306



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

Known By

Dean of Faculty of Letters

Head of English Literature




Dr. H. Herman Mustafa, M.Pd
NIDN. 09 31126306



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

Date of Approval : August, 7th 2019

SKRIPSI
THE APPLICATION OF AUDIO AND AUDIO VISUAL MEDIA
TO STUDENTS OF BOSOWA UNIVERSITY MAKASSAR

Arranged and Submitted by

Riani Rahmawati
45 15 051 007

Has been defended in front of the Skripsi Examination Committee
On
August, 21st 2019

Approved By

Supervisor I

Supervisor II



Dr. H. Herman Mustafa, M.Pd
NIDN. 09 31126306



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

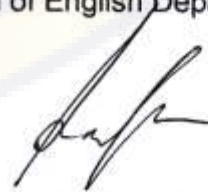
Known By

Dean of Faculty of Letters

Head of English Department




Dr. H. Herman Mustafa, M.Pd
NIDN. 09 31126306



Andi Tenri Abeng, S.S., M.Hum
NIDN. 09 08068601

ACKNOWLEDGEMENT

In the most beginning of this acknowledgement, the writer would like to deliver the biggest grateful to **The Almighty Allah SWT** who always give mercies, helps, and blesses until the writer could accomplish this thesis. Peace and bless are delivered to the last great prophet, **Rasulullah Muhammad SAW** as the last messenger of Allah SWT, who leads human kind from inanity to this bright and glory life. His guidance helped people, and his guidance made people learn about their life, about everything in this world. As the fellow of Rasulullah SAW, the writer also learned about knowledge until reach this step and finished the research.

The writer's big gratitude conveyed to the beloved family of the writer who always support and encourage the writer to reach the dream. The most great man and beloved father, **Rukadi**, who passed a way 10 years ago always make the writer remember about what love and dream are, always convinced the writer that the dream must be reached by studying and trying. The most beloved mother, **Rahmawati**, who supports everything good for the writer, always work hard and harder only for her children even though she is a single parent.

The writer's big gratitude also conveyed for the lovely younger sister, **Ainun Nur Kholillah** who becomes the source of spirit for the writer to keep trying. The greatest grandmother, **Umamah**, who raised the writer and the sister as her children. Who keeps support and pray for the writer.

Also, the biggest grateful for her big family who always be there to help and support the writer.

The deepest gratitude is addressed to her first supervisor, **Dr. Drs. H. Herman Mustafa, M.Pd** also as the Dean of Letters Faculty and the second supervisor, **Andi Tenri Abeng, S.S., M.Hum** also as the Head of English Department. The writer has been amazingly fortunate to have supervisors who gave freedom to explore on her own and at the same time the guidance to recover when the writer steps faltered. The patience and support overcome many crisis situations and finished the research.

The deepest gratitude also addressed to **Dra. Dahlia D. Moelier, M.Hum** as the lecturer and mother of the writer and other students, also the writer's seminar examiner, to **Asyrafunnisa, S.S., M.Hum** as the lecturer and also the writer's seminar examiner and especially to the writer's and other students' mother in Faculty of Letters, **Rahmawati Ali, S.S**, who has given the writer knowledge, support, and all things spiritually during the writer's study.

This research is also dedicated to the writer's beloved brothers and sisters at Faculty of Letters, all beloved juniors and seniors and especially **GANAS¹⁵** for the last four years, for the unlimited loves and supports. Many critics and suggestions as the valuable advices will be appreciated by the writer by giving all her loves.

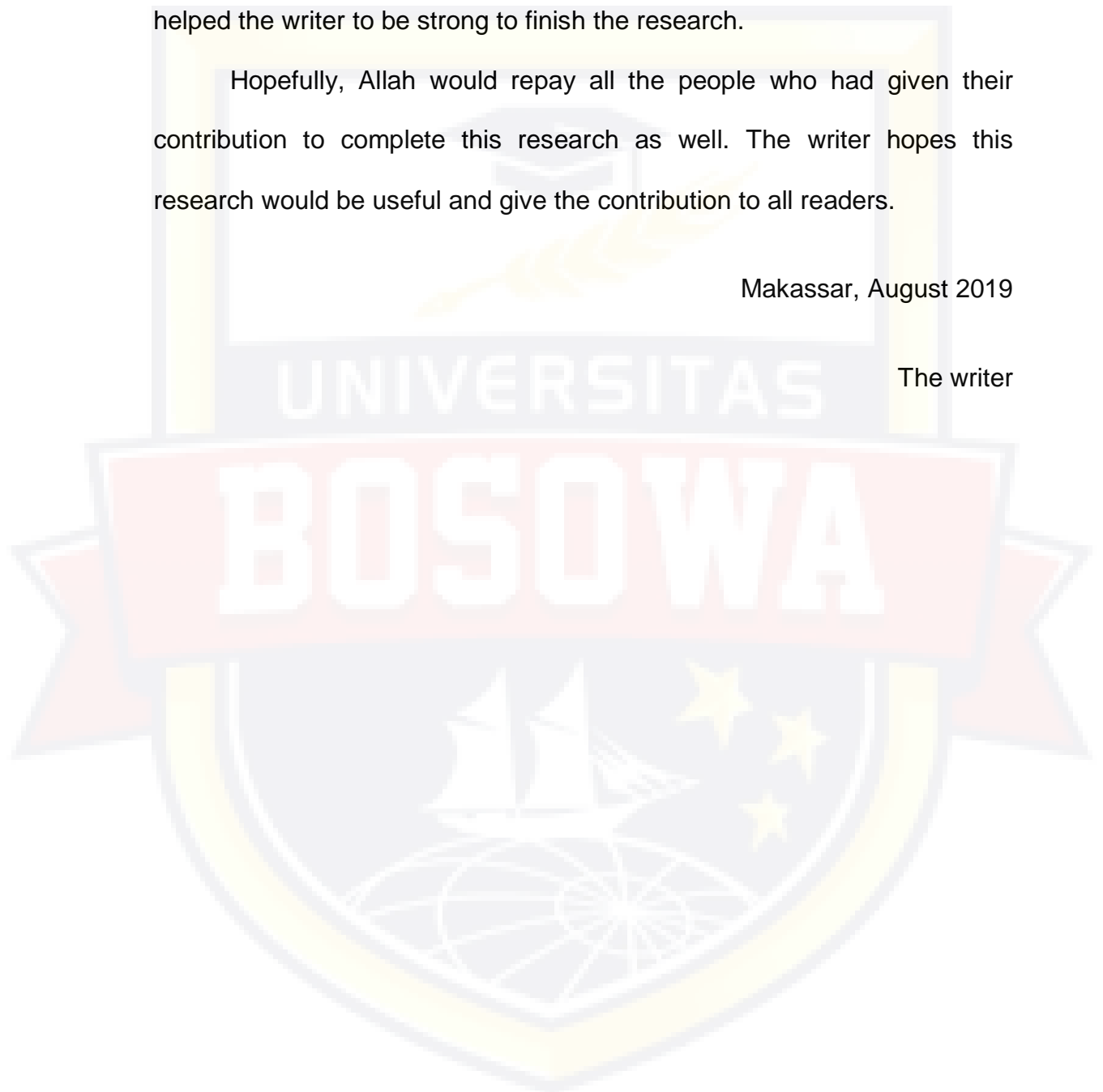
Being thankful for the writer's best partners, **Darvell** and **Keandra**, also for the writer's bestfriends, **Rani, Nikki, Dhini, Inay**, and **Intan** for

always accompanying and support whenever the writer have a hard situation and always be a comfort place to share all of her problems also helped the writer to be strong to finish the research.

Hopefully, Allah would repay all the people who had given their contribution to complete this research as well. The writer hopes this research would be useful and give the contribution to all readers.

Makassar, August 2019

The writer



PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul, **THE APPLICATION OF AUDIO AND AUDIO VISUAL MEDIA TO STUDENTS OF BOSOWA UNIVERSITY MAKASSAR** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 05 Agustus 2019

Yang membuat pernyataan

RIANI RAHMAWATI

ABSTRAK

Riani Rahmawati. 2019. *The Application of Audio and Audio Visual Media to Students of Bosowa University* (Dibimbing oleh Herman Mustafa dan Andi Tenri Abeng).

Penelitian ini bertujuan untuk mengetahui mana yang lebih mempengaruhi atau lebih efektif diantara media audio dan audio visual terhadap kemampuan mendengarkan komprehensif mahasiswa Fakultas Sastra Universitas Bosowa sebagai respondennya, selain itu juga bertujuan untuk mengetahui pengaruh aspek visual dalam media audio visual terhadap konsentrasi responden.

Data diperoleh dari hasil tes dengan media audio dan audio visual beserta kuesioner sebagai penerapan metode kualitatif. Peneliti memberikan tes dengan dua media tersebut untuk mendapatkan data objektif pertama, kemudian peneliti memberikan kuesioner pada responden untuk mendapatkan data objektif kedua.

Penelitian tersebut menunjukkan bahwa hasil dari tes dengan media audio visual lebih signifikan dibandingkan hanya dengan audio. Rata-rata untuk audio ialah 5,2 sedangkan untuk audio visual ialah 6,1. Ini menunjukkan bahwa audio visual lebih mempengaruhi atau efektif untuk kemampuan mendengarkan komprehensif responden. Kuesioner sendiri menunjukkan hasil bahwa aspek visual dalam audio visual tidak mengganggu konsentrasi responden.

Kata Kunci: Mendengarkan, Menyimak, Komprehensif, Audio, Audio Visual

ABSTRACT

Riani Rahmawati. 2019. *The Application of Audio and Audio Visual Media to Students of Bosowa University* (Supervised by Herman Mustafa and Andi Tenri Abeng).

This research aims to know which one between audio and audio visual media that really influence or effective for students' listening comprehension skill in Faculty of Letters of Bosowa University as the respondents, the research also aims to know the effect of visual support in audio visual media towards concentration of respondents.

The data are obtained from the result of test using audio media, audio visual media, and questionnaire as the application of qualitative method. The writer gave tests using both of medias to obtain data of first objective, then the writer delivered the questionnaire to the respondents to obtain data of second objective.

The result of research shows that audio visual media test has higher result than only audio media. The average result for audio test is 5,2 while the average for audio visual test is 6,1. It shows that audio visual media is more influence or effective for respondents' listening comprehension skill. The questionnaire shows that visual support on audio visual media does not bother the respondents' concentration.

Keywords: Listening, Comprehension, Audio, Audio Visual

TABLE OF CONTENTS

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PAGE OF ACCEPTANCE	iii
ACKNOWLEDGEMENT	iv
PERNYATAAN	vii
ABSTRAK	viii
ABSTRACT	ix
TABLE OF CONTENTS	xi
LIST OF APPENDICES	xiii
CHAPTER: I INTRODUCTION	
A. Background	1
B. Reason for Choosing the Title	4
C. Problem of the research	5
D. Question of the research	6
E. Scope of the research	6
F. Objective of the research	6
G. Significance of the research	7
CHAPTER II: LITERATURE REVIEW	
A. Previous Studies	8
B. Listening	10
1. The Concept of Listening	10
2. Types of Listening	13

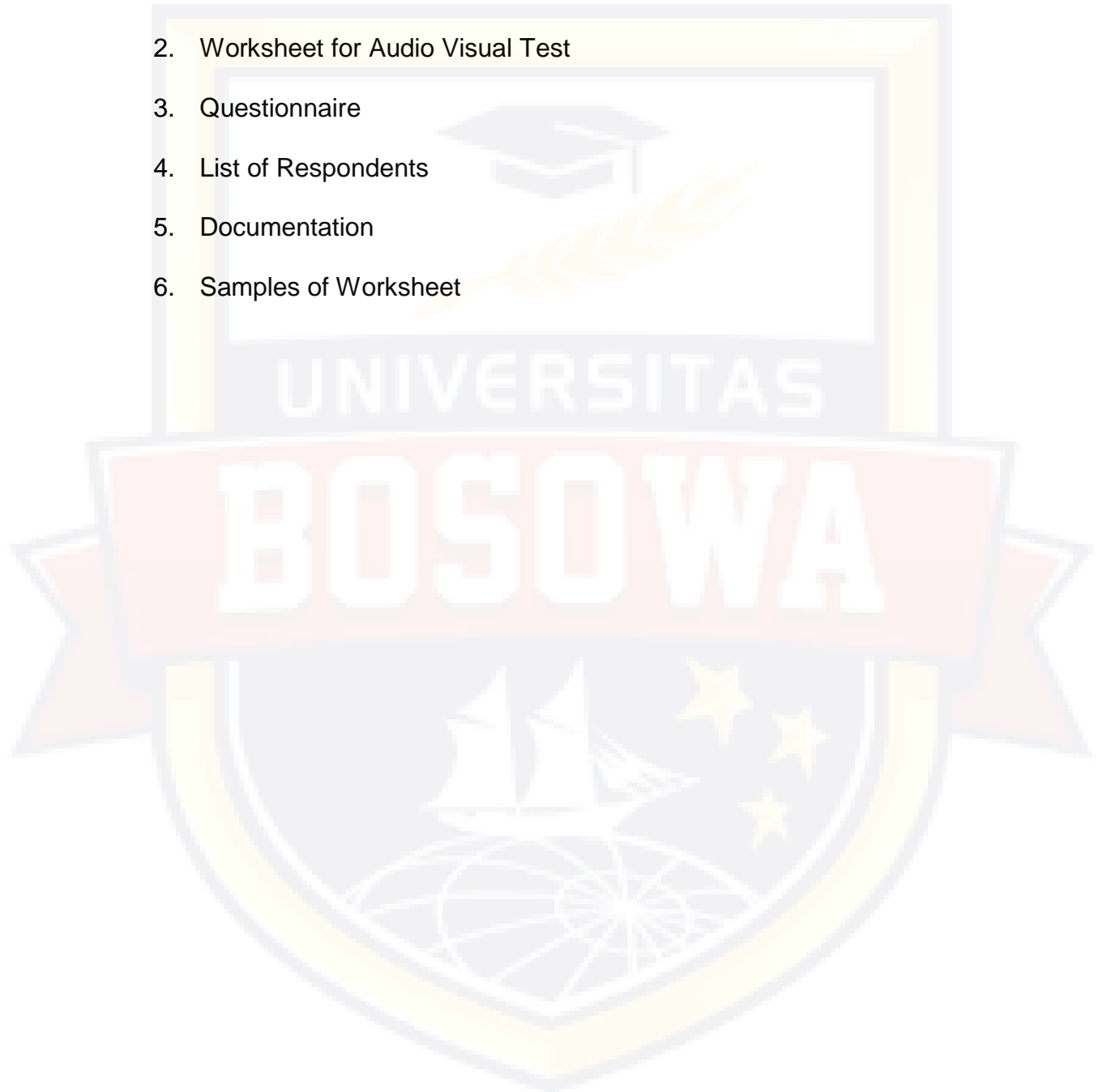
3. Phases of Listening	16
4. Difficulties of Listening	20
5. Audio and Audio Visual	20
CHAPTER III: METHOD OF THE RESEARCH	
A. Type of the Research	26
B. Time and Location of the Research	26
C. Population and Sample	27
D. Instrument of the research	27
E. Method of Collecting Data	28
F. Technique of Collecting Data	28
G. Technique of Analysing Data	29
CHAPTER IV: DATA FINDING AND DISCUSSION	
A. Data Finding	30
1. Audio and audio visual that really influence or effective To students' listening comprehension	30
2. The effect of visual in audio visual media towards concentration of students' listening comprehension	51
B. Discussion	58
1. Audio and audio visual that really influence or effective To students' listening comprehension	58
2. The effect of visual in audio visual media towards concentration of students' listening comprehension	62

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	65
B. Suggestion	66
BIBLIOGRAPHY	68
APPENDICES	72
Worksheet for Audio Test	73
Worksheet for Audio Visual Test	74
Questionnaire	75
List of Respondents	76
Documentation	77
Samples of Worksheet	78
BIOGRAPHY	81

LIST OF APPENDICES

1. Worksheet for Audio Test
2. Worksheet for Audio Visual Test
3. Questionnaire
4. List of Respondents
5. Documentation
6. Samples of Worksheet



CHAPTER I

INTRODUCTION

A. Background

Language is the core of everything in human's activities, without language human could not live their life as they are doing right now, whether it is verbal or non-verbal types of language. People as human being, learned their language since they were born baby. They gain their first language through learned from the environment around them.

The language of people has differences. People's languages around the world are different. Language around the world has a complex knowledge and ability. It might people to do communication with others. Whether to express ideas, emotions, desires, and all the other things that need expressing. Language expresses someone's idea through words which form sentences, with language people could understand each other.

Language plays a very important role in human's life. Language is the medium of communication, the message which is send by the speaker would be understood by the listener because using language. As Sirbu (2015:405) states that language is essentially a means of communication among the members of a society. In the expression of culture, language is a fundamental aspect. It is the tool that conveys

traditions and values related to group identity. It means that language is one of the most important features of a community.

But in this world people could not only depend on a language which become their first language. Because of the diversity, people starts to solve the problem about how to understand each other with their each languages. Human needs a language that cover all people in the world, that is called as international language.

English as the international language is very important language to be learned. The people who do not use English as their first language or mother tongue would have to learn English as their second language or foreign language. Learning English might be challenging and frustrating. Sharma (2017:1) explained that by becoming fluent in English, someone would automatically be able to communicate with many more individuals than before which could open up a host of new friendships and relationships.

According to Crystal (1997) in Khamkhien (2013:475) the impact of the domination of English probably appears in several important arenas including international relations, the mass medias, international travels, international safeties, communications, and educations. Based on those statements, the widespread of using English in variety of areas required the demands of a competent English users who communicate across national borders.

As a human being in this modern era, people need to go up through the modernization. The important thing is English as the international language mediates people around the world. It means learning English is a must if someone would like to get better education such as study abroad or job and anything else, since one of the requirements when trying to study abroad or getting a job is fluent in English.

Learning English is as well as learning people's first or usual language. It consists of skills which are listening, speaking, reading, and writing. Those could be developed through integrated materials and activities based on the learner's ability. It is consistent with the proposed by Ahmad (2009:1) that language learners could improve their ability of learning language with activities or supporting medias visually, auditory, or even the combination of those.

Learning English as a foreign language means learning how to use it both in written or spoken ways. In his book, Riyanto (2015:2) states that the successfull of a language learners could be proved if the learners know how to express their ideas using target language, whether as the second or foreign language, written or spoken.

Therefore all the four skills are important and listening is one of those which someone have to be mastered. Listening is a key for communication message being understood, and people communicate everyday. People could not understand the message of language if they do not listen. Success of using language is not about understanding

written only, but the spoken as well. That is why people have to master their listening comprehension skill. In learning listening usually called as listening comprehension, listening comprehension activities provide learners to help them better in listening the intricate sounds, pronunciations, and develop their abilities to communicate with others in a target language.

Learning listening could be done by some medias such as visual, audio, or both visual and audio medias. It could be learned using tape recorder, LCD projector or any other helpful devices. In listening, sometimes it is difficult to comprehend what is the speaker says with those native accent. Usually learners should plays the media multiple times.

Moreover, there are still difficulties in comprehending the meaning by only listening to it multiple times. Therefore, the writer tries to involve a visual support, in this research, the writer would use audio visual media then compare it with audio media only to find which one between those medias that is more influence or effective toward listening comprehension skill.

B. Reason for Choosing the Title

Nowadays, it might difficult to learn or improve listening comprehension skill, especially for the native accent that is difficult to catch like british. In Indonesia itself, English is a foreign language that must be mastered for any purpose. It is learned when it is needed.

Like the writer explained in background that fluent in English is one of requirement for getting a job or study abroad, especially in Indonesia.

It is must be learned when Indonesian people study in school.

Nevertheless, people still found difficulties to understand verbal language of English such as from radio, television, videos, and any other medias. In fact, listening is one of four language skill that must be mastered if someone would like to master English, fluent in English, and any other purposes. Because the successful of learners could be identified from their understanding of the target language.

Therefore, the writer tries to use audio visual media to compare it with the audio media only then find which one that is more influence or effective between those medias. If it is so, it could be the alternatives for better listening comprehension skill.

C. Problem of the Research

There might still a lot of people who could not improve their listening comprehension skill or found difficulties on listening. Many researches have been done about listening. Whether about the problem why it is difficult or the media itself. But, the writer would like to apply visual support on her research then compare it with audio media only to find which one that is more effective or influence between the medias toward listening comprehension skill.

D. Question of the Research

Based on the problem of the research and the reason of it, the research question could be stated as follow:

1. Which one between audio media or audio visual media that really influence or effective to students' listening comprehension?
2. Does the visual support in audio visual media bothers the concentration of students' listening comprehension?

E. Scope of the Research

The scope of this research is about listening comprehension skill with audio visual as the media. The media is an English Movie. It is focused on the new students from Faculty of Letters in Bosowa University Makassar as the respondents.

F. Objective of the Research

Based on the question of the research above, this research aims to:

1. To find out between audio and audio visual that really influence or effective to students' listening comprehension.
2. To describe the effect of visual in audio visual media towards concentration of students' listening comprehension.

G. Significance of the Research

This research is expected to be useful and have significant contributions both theoretically or practically. The significance as follow:

1. Theoretical Benefit

This research theoretically expected to be a basic for improving the listening comprehension skill with an effective media. With the data and input also output of the research, it is expected that the research would be able to provide a way for listening comprehension to be improved. Furthermore, it is expected to aware people that listening comprehension skill is important.

2. Practical Benefit

This research is expected:

- a. As the reference for readers or language learners to understand well about how important listening comprehension skill is.
- b. To be the source for readers or language learners to understand about the listening comprehension influenced by audio media and audio visual media and how far those medias influence English skill.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

After the process of finding previous studies as the references for this research, the writer would like to review those five previous studies about listening comprehension skill.

The first previous study is a thesis by Astarini (2013) entitled *Song as Media in Obtaining Input and Improving Listening Comprehension Skill*. In her thesis, she would like to research what input that are obtained by respondents after listen to the songs she chose.

There are two problems analyzed by her, namely: (1)The positive and negative evidence of words, phrases or sentences that learners can catch after listening to the songs and (2)How the learners grasp the meaning of the song when retelling the content of the songs. This study uses qualitative approach since the writer would describe the result of the test. This study reveals that each participant has different result of gaining positive and negative evidence of vocabulary and interpreting the meaning.

Using Authentic Videos to Improve EFL Students' Listening Comprehension which was written by Kim (2015) is chosen as the second previous study for this research. It is a journal which aims to

investigate the effect of the use of video resources on improving listening comprehension. The sample of her journal was divided based on a TOEIC test scores.

She believes that video is more useful than traditional lecture-based instruction. Adding different types of videos could make learning more fun and recapture students' attention. She used type of videos such as news, talk show, song, movie, advertisement, and sitcom. Her research proved that the videos help improving students' listening skill, but the using of it may not be extended to low level learners. Since the characteristics and features of authentic materials were difficult.

The third previous study is a thesis by Kristina (2015) entitled *The Use of English Song in Improving Listening Skill*. The purpose of her study is to find out whether song could be used as a media in learning English especially listening. In analysing the data, the study uses a descriptive qualitative method. Based on her research, it clearly shows that the use of English song as a media could improve listening skill. Moreover, the data of interview shows that the use of English song also improve students' motivation to learn English especially listening skill.

The fourth previous study is *Impacts of Captioned Movies on Listening Comprehension* which was written by Janfaza *et al* (2014). The writers stated that caption and subtitle are not the same, it supports listening comprehension that increased learner's attention. The research

indicates that those students had problems in listening skills tried to take advantage of captions and transcripts more to comprehend better.

Agustiana (2019) on her journal about *Listening Anxiety Among Indonesian EFL Students* aims at exploring EFL students' experience in learning english. She stated that language acquisition occurs when a person understand the input received and the listening skill is a key component affecting the input understanding process.

Of all the previous studies which have been reviewed above, it could be concluded that any kinds of audio and video influence the listening comprehension skill. Listening comprehension skill is important to understand the language input or message. But in this research, the writer would like to examine as well about the influence, which one the most influence between audio media and audio visual media to students' listening comprehension, then examines about the visual aspect as well to know whether if it bothers the concentration of students or not.

B. Listening

1. The Concept of Listening

Children always get much knowledge about their language when they are around environment. Children keep listen and get into what the speaker's said. Ahmad (2009:50) said that the more they listen, the more they understand. Listening is as important as

other basic language learning such as speaking, writing, and reading. Listening is a multidimensional field, and its processes and effects have been studied by various disciplines.

International Listening Association (ILA) (2008:7) stated that listening is the attending, receiving, interpreting, and responding to messages presented aurally. Each point of view assume some aspects of listening and problematize others. Most importantly, different point of view would have different definition of listening.

For example, someone view listening as social information processing might result in a definition of listening as a series of stages in order to process information in a social environment, another view listening as an ethical endeavor might result in a definition of listening as a way of knowing and valuing the other. Thus, it is needed to agree that a single definition of listening is problematic.

International Listening Association (ILA) (2008:7) explained that the theory of listening is actually about the aids of it in understanding the social world. Several perspectives on listening exist, the most prevalent of which are identified in Bodie et al. (in press) in International Listening Association (ILA) (2008:8). Similarly, the discussions in Frankfurt surfaced the following perspectives:

a. Listening as social information processing

From this perspective, scholars should focus on how individuals process information in their social environment.

b. Listening as language learning

From this perspective, listening is a critical language skill, necessary for competent communication in its many manifestations.

c. Listening as an ethical endeavor

Listening as an ethical endeavor involves studying listening as the ability of listening to aid in acquiring the perspective of the other person. From this perspective, listening, in its purest and most non-egocentric form, is a way of knowing and valuing the other person.

d. Listening as social interaction

Listening is defined from the social interaction perspective as a communal activity, simultaneously created by and helping to create social interaction.

e. Listening as experiential

From this perspective, listening is a natural and creative process, as opposed to forced or contrived. Specifically, listening is a non-linear, non-system, dynamic and creative endeavor, unique to the individual experiencing the listening situation.

According to Helgesen (2003:24) in Permatasari (2013:7) states that listening is an active, purposeful process of making sense of what people hear. More often people hear, more people could understand. While DeVito (1995) in Kutlu et al (2009:2014) defines listening as the efficient process of perception, comprehension, recognition, evaluation and reaction in communication.

Based on Idrissova et al (2015:277) that communication would be hard if someone does not understand well about the message delivered which he or she has to listen. Rost (2002:177) in Permatasari (2013:7) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

From the explanation above, it could be concluded that listening is an important basic for language learning, and the key of success in communication. With many definitions of listening, the purposes of it do variant. But the point is listening is the aid for understanding. The more someone listens, the more someone understands.

2. Types of Listening

According to Adelman (2012:520) that listening types are consist of:

a. Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If someone could not hear differences, then he or she could not make sense of the meaning that is expressed by such differences.

b. Comprehensive listening

This type is comprehending the meaning requires first by which people could understand what others are saying.

c. Critical listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

d. Empathic listening

When people listen empathetically, they go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When people are being truly empathetic, they actually feel what others are feeling.

e. Appreciative listening

In appreciative listening, people seek certain information which would appreciate, for example that which helps meet people's needs and goals. They use appreciative listening when they are listening to good music, poetry or maybe even the stirring words of a great leader.

f. Devotional listening

Devotional listening is deeper than emphatic, including love. It is the listening type which including worship.

John A. Kline (1996) in Ramadhika (2014:8-9) explained that listening divided into 5 types:

- a. Informative listening, is the situation where the listener's primary concern is to understand the message.
- b. Relationship listening, is either to help an individual or to improve the relationship between people.
- c. Appreciative listening, includes listening to music for enjoyment.
- d. Critical listening, is the ability to listen critically. The subject of critical listening deserves much more attention than people could afford.
- e. Discriminative listening, is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four.

In additional, Rost (2011:182-183) in Adawiyah (2017:7) listed that there are many types of listening to know before somebody wants to learn the skill. Those are:

- a. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.
- b. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.
- c. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.

- d. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.
- e. Responsive; focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.
- f. Autonomous listening; focus on learner management of progress, navigation of “help” options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

3. Phases of Listening

According to Richards (2009:10) there are three parts of lesson sequence consisting of pre-listening, while listening and post-listening. The pre-listening phase prepares the listeners for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary.

The while-listening phase focuses on comprehension through exercises which require selective listening, gist listening, sequencing, etc. The post-listening phase typically involves a response to comprehension and may require listeners to give opinions or feedback.

However, Cutler & Clifton (2000) in Wong (2015:78) outlines a simpler and more concise process featuring four major steps: decoding, segmenting, recognizing, and integrating. Decoding refers to

recognizing the sounds that make up spoken language, i.e. the phonemes, syllables, and other linguistic units.

Segmenting refers to dividing the stream of input into linguistic units such as syllables and words. Recognizing words in the aural input is arguably the most potentially problematic part of listening in that lexical competition occurs here. Finally, integrating the aural input with the social context and listener schema is necessary for comprehension.

While Brown's (2007:308) in Solak (2016:34) listed the listening comprehension macro and micro-skills for conversational discourse as follows:

a. Micro-skills

- 1) Retain chunks of language of different lengths in short-term memory.
- 2) Discriminate among the distinctive sounds of English.
- 3) Recognize English stress patterns, words in stressed and unstressed positions. rhythmic structure, intonational contours, and their role in signaling information.
- 4) Recognize reduced forms of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6) Process speech containing pauses, errors, corrections, and other performance variables.
- 7) Process speech at different rates of delivery.

- 8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituents.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.

b. Macro-skills

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 3) Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- 4) From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
- 7) Develop and use a battery of *listening strategies*, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Author Joseph DeVito (2000) in Wrench et al (2011:86-88) has divided the listening process into five stages:

a. Receiving

Receiving is the intentional focus on hearing a speaker's message, which happens when people filter out other sources, therefore people could isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, people are still only hearing the message.

b. Understanding

In the understanding stage, people attempt to learn the meaning of the message, which is not always easy.

c. Remembering

Remembering begins with listening; if someone could not remember something that was said, he or she might not have been listening effectively.

d. Evaluating

The fourth stage in the listening process is evaluating, or judging the value of the message.

e. Responding

Responding—sometimes referred to as feedback—is the fifth and final stage of the listening process. It's the stage at which someone indicates his or her involvement.

4. Diffulties of Listening

Walker (2014:172) in Zuhriyah (2016:127) states that the difficulties in learning listening cover three features, which are linguistic features, cultural features, and psychological features. The linguistic features consist of pronunciation, word boundaries, intonation, sentence and word stress.

The cultural features consist of the language cultural background and the regional accents. Meanwhile, the psychological features consist of bottom-up and top-down processes, metacognition, metacognitive regulation, metacognitive knowledge, and metacognitive experience.

According to Underwood (1989) in Hea-Suk Kim (2015:16) learners' experience considerable difficulty in listening comprehension because they could not control the speed of delivery. Moreover, they tend to have difficulty in concentrating on listening since it requires an enormous amount of effort to follow the meaning.

5. Audio and Audio Visual

As stated by Timucin (2006) in Mohamadkhani et al (2013:133) many multimedia experts believe that using multimedia technologies in language setting has great advantages. Technology of media is an important part of lives in the twenty-first century and play very important role in creating awareness related various aspects of life and personality as found by Mehmood (2000) in Shahzad (2011:5).

Schneider (2009:2) states that the meaning of “multimedia” has emerged as what people commonly understand it today: The electronic delivery of multiple combined media such as audio, text, video and images in a single merged entity. The word “media” grammatically describes the plural derived from medium and multi and therefore already carries the meaning of plural itself.

That is why it is argued (under modern definition) not to name multiple items of the “same media instance” multimedia in order to avoid confusion. For example multiple music tapes carrying none other than only audio content on them, should not directly be categorized as multimedia.

Therefore, as the media of the research, audio and audio visual would be reviewed by the writer as below:

a. Audio

In Fauziah (2008:17) tape recorders and audiovisual equipments often have central role in an audio lingual course. A language laboratory may also be essential. Audio is the most important part of a media, it is always being exist in multimedia as a medium generally. According to Schneider (2009:3) audio is in reference to multimedia, audio is the audible part of a transmitted signal that is a recording/reproduction of acoustic signals.

Martinez (2013:8-9) explained about the advantages and the disadvantages of using audio as aids for listening comprehension:

1) Advantages:

- a) Learners are able to participate in situational context competently.
- b) Learners are more aware about the phonologic aspects of the language
- c) Learners are more sensible to the changes in the intonation of a sentence, question, request, etc.
- d) Through substitution drills, learners also learn to recognize the borders between the phrases that make up the sentence.
- e) Transformational drill helps learners to familiarize with question forms, like tag questions and their answers, affirmative and negative sentences, and even some difficult structures as passive and active voice.

2) Disadvantages:

- a) The basic method of learning is repetition, speech is standardized and learners turn into parrots that could produce many things but never create anything new.
- b) Learners become better and better at pattern practice, but are unable to use the patterns fluently in a spontaneous and natural way.

b. Audio Visual

According to W. Rivers (1981:330-340) in Bajrami and Ismaili (2016:503), many media and many styles of visual presentation are useful for the language learner. That is to say all audio visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

In language learning process, learners use their eyes as well as their ears; but their eyes are basic. Regarding the use of videos, Harmer (2003:282) in Kurniawati (2016:279) states that one of the main advantages of video is that learners do not just hear the language, they also see it too.

Then, Agustiana (2019:23) explained that of course, gestures and mimics of the speaker would help the listener in understanding the texts being uttered. Thus, visual aids, whether in the form of images, photos, or videos help learners understand oral text.

Rosdiana (2018:48) said, overall learners agreed that videos were helpful in learning English, and that English subtitles in video movies were an excellent aid to learning English.

Below is mentioned the advantages of video aids as stated by Daniel (2013):

1) Advantages

- a) They draw attention
- b) They help to bring past to the learners

- c) It is possible to reduce or enlarge at the size of the object by using the machine
- d) They could be used to show a record of an event
- e) They provide a good aesthetic experience
- f) They create interest for learning
- g) They are the sources of a variety of experiences
- h) English is a difficult language. Audio-Visual Aids make learning English easy

2) Disadvantages

While the disadvantages of video aids are mentioned by Liberty (2019) as follows:

a) Technical Problems

Regardless of the equipment, there are many things that could go wrong that may derail the presentation.

b) Distractions

Visual aids are more of a distraction if used throughout the entire presentation versus during key points.

c) Expenses

Professionally put together audiovisual aids could be expensive. Slides, videos, and films could cost money unless borrowed from a library, and the necessary equipment could be cost-prohibitive.

d) Time

Audiovisual presentations could take a considerable amount of time to prepare. It takes time to produce video or slides.

e) Space

If someone chooses to use an audio visual aid, the size of the room should be taken into consideration. It is critical that learners are able to see or hear the presentation. If the room is too large for everyone to see the visual aid, or if part of the audience is forced to view the presentation at odd angles, some of them would struggle to keep up with the lesson.

f) Convenience

Certain audio visual aids such as VCRs for older video recordings, could be bulky and difficult to transport.

CHAPTER III

METHOD OF THE RESEARCH

A. Type of the Research

The type of this research is qualitative descriptive which aims to see which one between audio media and audio visual media that really influence or effective for listening comprehension skill. This research also aims to see the effect of the visual aspect of audio visual media towards the concentration of respondents in listening comprehension skill.

B. Time and Location of the Research

This research would be conducted in time and location scheduled as follow:

1. Time

This research would be conducted once in a time to get the data needed.

2. Location

This research would be conducted in Bosowa University Makassar. Exactly at Jl. Urip Sumoharjo KM.4, Sinrijala, Panakkukang, Makassar, South Sulawesi, 90231.

C. Population and Sample

1. Population

The population of this research is new students of Faculty of Letters in Bosowa University Makassar.

2. Sample

The writer would take students from population of new students in Bosowa University Makassar as the sample which only follow all of the tests and answer the questionnaire.

D. Instrument of the Research

This instruments of the research consist of selected audio visual as the media. It would be consist of some tests to get the data of students as the respondents about their listening comprehension skill. The comparison between the result of tests using audio media and audio visual media would be used to determine which one between audio and audio visual media that really influence or effective.

When the tests conducted, the students need to answer some questions on the worksheets based on the media which would played. The writer would use a laptop and speaker as the devices to deliver the media. An open questionnaire would be delivered to the respondents to know their opinion about the media and to know whether the visual support of audio visual media bothers the concentration of respondents or not.

E. Method of Collecting Data

The methods used to collect data for this research are stated below:

1. Library Research

This method is used to collect data and references or previous study which support this research such as book, journal, dictionary, thesis, etc.

2. Field Research

This one is used to collect the authentic data based on the research which is conducted by the writer in the time and place determined. Appropriate with the population and tests explained above. In addition, the writer would deliver a questionnaire.

F. Technique of Collecting Data

The writer would give some tests to the respondents, the respondents need to answer some questions on the worksheet based on the media played. For the tests, there are some steps as follow:

- a. The writer spreads the worksheet.
- b. The writer explains the instruction in doing the test.
- c. The respondents might raise questions.
- d. The respondents listen or pay attention to the media played and answer the questions.
- e. After both of the tests are done, the writer would spread the questionnaire and the respondents fill it up.

G. Technique of Analysing Data

In analysing data, the writer would take some steps. The data which would be analysed are the respondents' answer from both of the tests and the questionnaire. For the first data which are obtained from the tests would be corrected by the writer. Then, the writer analysed the answer of respondents from questionnaire.

After getting the result of those, next step is making comparison between audio media and audio visual media to make sure which one that is more influence or effective for respondents' listening comprehension skill. The data from questionnaire would also be analysed to make sure about the visual aspect from audio visual bothers the concentration of respondents or not. After all the data being analysed, the writer would describe the result then draw a conclusion.

CHAPTER IV

DATA FINDING AND DISCUSSION

A. Data Finding

In this chapter would be explained the data from each respondents. The 'respondent' would be abbreviated as 'R' to make it easier to be identified.

1. Audio and Audio Visual That Really Influence or Effective to Students' Listening Comprehension.

The data which would be explained below were obtained from the worksheets of audio and audio visual media test.

a. Respondent 1

From the worksheet of audio test, the R1 had the right answer for number 1. As well as the question number 2. For question number 3 and number 4, the R1 could not obtain the right answers, in other word, the answers were wrong. Another right answer was found on question number 5, but question number 6 was wrong. Then, question number 7 was answered by the R1 and it was right, in the contrary for question number 8. The R1 could not answer it right. For number 9, the R1 could gain six new vocabularies. The last question was number 10, which the R1 could not answer it very well.

From the worksheet of audio visual test, R1 could make the right answer for question number 1. While question number 2, the R1 could not answer it completely. The answer for question number 3 was right, as well as the answers on questions number 4 and number 5. But, the uncomplete answers happened on the answers for question number 6 and number 7, also question number 8. For number 9, the R1 obtained six new vocabularies. But, on the last question which was question number 10, the R1 could write down the answer quite good.

From those data, it showed that audio visual was more influence or effective for listening comprehension skill of Respondent 1.

b. Respondent 2

From the worksheet of audio test, R2 had the right answer for question number 1, but the contrary for question number 2. Question number 3 and number 4, the R2 could not gain the right answers. For question number 5 and number 6, the R2 could obtain the right one. Even though the R2 did the miss-writing or spelling for answer on question number 6, but the answer showed that the R2 was actually understood about it. The right answer also happened for question number 7 but not for question number 8. On number 9, the R2 could gain eight new vocabularies but question number 10 could not answer very well by the R2.

From the worksheet of audio visual test, R2 could answer question number 1 very good. But the answer for question number 2 was not complete. Question number 3 and number 4 obtained the right one. It also happened for question number 5 and 6. R2 also answered completely for question number 7 but not for question number 8. R2 obtained fourteen new vocabularies on number 9 but could not answer properly for the last question, which was question number 10.

The data above showed that audio visual was more influence or effective for listening comprehension skill of Respondent 2.

c. Respondent 3

From the worksheet of audio test, question number 1 and number 2 answered properly by the R3. Unfortunately, it could not happen as well for question number 3 and number 4, the R3 could not obtain the right answers. But, on question number 5, the R3 gained the right one. Furthermore, the question number 6, number 7, and number 8 had wrong answers. On number 9, the R3 gained two new vocabularies and could not answer properly for question number 10.

From the worksheet of audio visual test, the R3 could gain the right answer for question number 1. As well as the answers on questions number 2 and number 3. The R3 also answered properly for question number 4 and number 6. A complete answer found on question number 6 and it was right. Even though the answer on

question number 7 was uncomplete, just like the answer for question number 8. On number 9, the R3 gained one new vocabulary and wrote down a quite good answer for the last question.

The Respondent 3 data on the worksheets showed that audio visual was more influence or effective than audio only.

d. Respondent 4

From the worksheet of audio test, R4 had the right answer for question number 1. Unfortunately, the question number 2 and number 3 were blank or did not answer by the R4. Question number 4, number 5, and number 6 also could not answer properly by the R4. The right answer was found on question number 7, even though the answer for question number 8 was wrong. The R4 gained one new vocabulary on number 9 and could not answer very well for the last question.

From the worksheet of audio visual test, the question number 1 gained the right answer while the R4 could not answer the question number 2 completely. Furthermore, question number 3, number 4, and number 5 were answered quite good by the R4. While question number 6 was another uncomplete answer. Another right answer was found in question number 7 but the contrary was happened on question number 8. Four new vocabularies were found by the R4 on number 9, and question number 10 was answered quite good by the R4.

From those data, it showed that audio visual was more influence or effective for listening comprehension skill of Respondent

4.

e. Respondent 5

From the worksheet of audio test, the R5 could answer the question number 1 very good. On question number 2 and number 3, the answers were not proper. For question number 4, the R5 also could not answer it properly. Furthermore, the question number 5 had the right answer. In the contrary, the wrong answer was found on question number 6. Question number 7 was answered quite good by the R5, but not for question number 8. On number 9, the R5 gained six new vocabularies. For last question, the R5 could write down a brief answer but good enough.

From the worksheet of audio visual data, the R5 could answer question number 1 properly while question number 2 had uncomplete answer. Another proper answers were found on questions number 3 and number 4. It also happened on questions number 5 and number 6, but the contrary for questions number 7 and number 8. Four new vocabularies were found on number 9 by the R5, then the last question was answered good enough by the R5.

From the data above, it showed that audio visual was more influence or effective for listening comprehension skill of Respondent

5.

f. Respondent 6

From the worksheet of audio test, there was a right answer on question number 1 but not for number 2. The R6 also had wrong answers for question number 3 and number 4. The right answer was found on question number 5, while the question number 6 could not answer properly by the R6. A proper answer was found on question number 7 even though the question number 8 was in the contrary. Furthermore, the R6 could not gain any new vocabulary on number 9 and could not answer properly for question number 10.

From the worksheet of audio visual test, the question number 1 was answered properly but not for question number 2. A quite good answer was found on question number 3. The R6 also answered the question number 4, number 5, and number 6 right but the contrary on answer of question number 7. Another uncomplete answer was found on question number 8 while on number 9, the R6 gained one new vocabulary. For the last question, the R6 could answer it quite good.

Those data above showed that audio visual test was more influence or effective for listening comprehension skill of Respondent 6.

g. Respondent 7

From the worksheet of audio test, question number 1 and number 2 were answered properly by R7, but the contrary for answers

on question number 3 and number 4. Another proper answer was found on question number 5, but the question number 6 had a wrong answer. R7 could gain the right answer on question number 7. But for question number 8, R7 could not answer it properly. Six new vocabularies were found on question number 9 but the answer on question number 10 was not proper.

From the worksheet of audio visual test, the R7 answered question number 1 right. Furthermore, the answer on question number 2 was not complete. The R7 could answer the question number 3 quite good. It also happened on question number 4 and number 5. Question number 6 was answered completely by the R7 but not for question number 7 and number 8. On number 9, the R7 gained three new vocabularies and answered the last question good enough.

The data of answers on worksheets test showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 7.

h. Respondent 8

From the worksheet of audio test, question number 1 and number 2 were answered right by the R8, but it was not happened on question number 3 and number 4. For question number 5, the R8 could answer it very well. In the contrary for question number 6 which was answered wrong. Question number 7 had the right answer but not for question number 8. The R8 could not gain any new vocabulary on

question number 9, and could not answer properly for question number 10.

From the worksheet of audio visual test, the R8 could answer question number 1 properly but not for question number 2. A quite good answer was found on question number 3. Question number 4 and number 5 were answered very well by the R8. While question number 6 was answered uncompletely. The complete answer was found on question number 7 but not for question number 8. Six new vocabularies could gain by the R8 on question number 9. But the answer on question number 10 was not answered very well.

From those data above, it showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 8.

i. Respondent 9

From the worksheet of audio test, the R9 answered question number 1 and number 2 right. As well as question number 3. But, not for question number 4. Another right answers were found on question number 5, number 6, and number 7. But the R9 could not obtain the right answer for question number 8 and gained six new vocabularies on question number 9. For the last question, the R9 could not answer it properly.

From the worksheet of audio visual test, the question number 1 and number 2 were answered right by the R9. It also

happened on question number 3 and number 4, as well as question number 5. For question number 6, number 7, and number 8 were uncompletely answered by the R9. Ten new vocabularies were found by the R9 on question number 9, but the R9 could not answer properly the question number 10.

From the data above, it showed that audio was more influence or effective for listening comprehension skill of Respondent 9.

j. Respondent 10

From the worksheet of audio test, the R10 answered question number 1 and number 2 right, but not for question number 3. A blank answer was found on question number 4. Question number 5 was answered properly and another blank answer was found on question number 6. For question number 7 and number 8, the R10 could not answer properly. Four new vocabularies were found by the R10 on question number 9. Furthermore, the last question answered improperly by the R10.

From the worksheet of audio visual test, question number 1 was answered very well by the R10. Question number 2 was not complete answered. Question number 3, number 4, and number 5 were answered quite good. Another uncomplete answer was found on question number 6 but the answer on question number 7 was good enough. The R10 could not answer the question number 8 properly

and gained nine new vocabularies. The last question was answered quite good by the R10.

Those data above, it showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 10.

k. Respondent 11

From the worksheet of audio test, question number 1 and number 2 were answered by the R11 right, while question number 3 and number 4 were in the contrary. Another right answer from audio worksheet test was found on question number 5 but not for question number 6. The R11 answered question number 7 right, on the contrary the R11 could not answer the question number 8 very well. Five new vocabularies were found on question number 9 by the R11 and could answer good enough for last question.

From the worksheet of audio visual test, the R11 had a right answer on question number 1. For question number 2, the R11 answered it good enough just like the question number 3. For question number 4 and number 5, the R11 could answered right. It also happened for question number 6. In the contrary, the answer on question number 7 was not complete. It was the same for question number 8. On question number 9, the R11 gained four new vocabularies and answered the last question quite good.

From the data above, showed that audio visual was more influence or effective for listening comprehension skill of Respondent 11.

I. Respondent 12

From the worksheet of audio test, question number 1 and number 2 were answered right by R12. But not for question number 3 and number 4. Another right answer was found on question number 5, while the answer on question number 6 was not complete. Question number 7 was right but the contrary with question number 8 which the answer was not proper. On question number 9, the R12 gained five new vocabularies but the R12 could not answer the last question properly.

From the worksheet of audio visual test, the R12 could answer question number 1 right. In the contrary, question number 2 could not answer by the R12 very well. On question number 3 and number 4, the answers were good enough. It also happened for question number 5 and number 6. Question number 7 and number 8 were uncomplete and could not answer properly. For question number 9, the R12 obtained five new vocabularies but the last question was answered improperly by the R12.

From those data, showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 12.

m. Respondent 13

From the worksheet of audio test, for question number 1 and number 2 were answered right, but the R13 could not answer right for question number 3 and number 4. Another right answers were found on question number 5 and number 6. The R13 could not answer properly the question number 7 and blank answer was found on question number 8. Four new vocabularies were gained by the R13 on question number 9 but the R13 could not answer very well for the last question.

From the worksheet of audio visual test, question number 1 was answered very well by the R13. The contrary was happened on question number 2 which could not answered completely by the R13. For question number 3 and number 4, the R13 answered right. It happened the same for question number 5, number 6, and number 7 while there was a blank answer on question number 8. There were sixteen new vocabularies on question number 9 found by R13 but the answer on question number 10 was not quite good.

The data above showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 13.

n. Respondent 14

From the worksheet of audio test, R14 answered question number 1 and number 2 very well. It also happened for question

number 3 and number 4. Another right answers also found on question number 5 and number 6. The R14 answered question number 7 quite good. But not for question number 8, the R14 answered it not properly. Seven new vocabularies obtained by the R14 on question number 9, furthermore, the last question could not answered by R14 properly.

From the worksheet of audio visual test, the R14 could answer question number 1 right. In the contrary, the answer on question number 2 was not complete. But, a quite good answer was found on question number 3. The question number 4 was answered wrong by R14, the right one was found on question number 5 and number 6. The answer of question number 7 was not complete, it was the same for question number 8. The R14 obtained five new vocabularies on question number 9 but the last question was not answered good enough by R14.

For Respondent 14, the data above showed that audio was more influence or effective for the listening comprehension skill of Respondent 14.

o. Respondent 15

From the worksheet of audio test, R15 answered the question number 1 and number 2 very well. It happened the same for question number 3. R15 could not answer right the question number 4 while the question number 5 was in contrary because it was answered

right. Question number 6 was not answered right by the R15 while the question number 7 was answered well enough. Another improper answer was found on question number 8. The R15 gained ten new vocabularies on question number 9 but could not answer properly the last question.

From the worksheet of audio visual test, the R15 could answer the question number 1 very well but not for question number 2. In the contrary, the question number 3 was answered good enough. Another right answers were found on question number 4 and number 5, but question number 6 and number 7 were answered uncompletely. It also happened on question number 8, while on question number 9 the R15 gained four new vocabularies. For the last question, the R15 could not answer it very well.

From those data above, showed that the audio was more influence or effective for the listening comprehension skill of Respondent 15.

p. Respondent 16

From the worksheet of audio test, R16 answered question number 1 and number 2 very well. In the contrary, the answers of question number 3 and number 4 were wrong. Another well answered question was found on question number 5 but not for question number 6. R16 also answered question number 7 quite good while the answer of question number 8 was not answered quite well. Five new

vocabularies were found on question number 9 by R16 and the last question could answered by the R16 quite good.

From the worksheet of audio visual test, the R16 answered question number 1 right. But the answer of question number 2 was not complete. R16 also answered question number 3 and number 4 right but not for question number 5. Another uncomplete answer was found on question number 6. Question number 7 and number 8 were not answered properly by R16. Moreover, six new vocabularies were found by R16 on question number 9. For the last question, the answer was not proper by the R16.

From the data above, it showed that the audio was more influence or effective for listening comprehension skill of Respondent 16.

q. Respondent 17

From the worksheet of audio test, question number 1 and number 2 were answered right by R17. Question number 3 and number 4 were also answered right. It happened the same for question number 5 and number 6. For question number 7, the R17 also gained the right answer. But question number 8 was not answered properly by R17, then eleven new vocabularies obtained by R17 on question number 9. But for the last question, R17 could not answer it very well.

From the worksheet of audio visual test, the R17 answered right the question number 1. In the contrary with answer of question number 2. R17 could answer question number 3 quite good and gained right answers for question number 4 and number 5. For question number 6, R17 could not answer it completely. It also happened for question number 7 and number 8. Seventeen new vocabularies were found by R17 on question number 9, but the last question was not answered by R17 properly.

From the data above, it showed that the audio was more influence or effective for the listening comprehension skill of Respondent 17.

r. Respondent 18

From the worksheet of audio test, R18 answered right for question number 1 and number 2. But not for question number 3 and number 4. Another right answer was found on question number 5. R18 could not answer question number 6 right. It was in contrary with question number 7 which had the right answer. Moreover, question number 8 was blank answered by R18. Five new vocabularies were found by R18 on question number 9, then the last question could not answer properly by R18.

From the worksheet of audio visual test, question number 1 was answered right by R18. For question number 2 was answered wrong. Question number 3 had a quite good answer by R18. Right

answers were found on question number 4 and number 5, it also happened on question number 6 and number 7. But the R18 could not answer properly the question number 8. Twelve new vocabularies were gained by R18. For the question number 10, R18 could not answer it very well.

The data above showed that the audio visual was more influence or effective for the listening comprehension skill of Respondent 18.

s. Respondent 19

From the worksheet of audio test, R19 could answer right the question number 1 and number 2. It also the same for question number 3 but not for question number 4. R19 also had the right answer for question number 5 but not for question number 6. On question number 7, R19 answered it good enough. The answer of question number 8 was not quite proper. Four new vocabularies were found by R19 on question number 9. The last question was not answered quite well by R19.

From the worksheet of audio visual test showed that R19 answered question number 1 very well but not for question number 2. Question number 3 and number 4 also answered good enough while the question number 5 was answered wrong by R19. Question number 6 was answered uncompletely, then question number 7 and number 8 were answered wrong by R19. Eight new vocabularies were found by

R19 on question number 9, then the last question could not answered very well by R19.

The data of Respondent 19 above showed that the audio was more influence or effective for the listening comprehension skill of Respondent 19.

t. Respondent 20

From the worksheet of audio test, question number 1 and number 2 were answered right by R20. In the contrary with answers of question number 3 and number 4. Another right answer was found on question number 5 but not for question number 6. R20 also answered right the question number 7. For question number 8, R20 could not answer it properly. On question number 9, twelve new vocabularies were obtained by R20. Furthermore, the last question was not answered very well by R20.

From the worksheet of audio visual test, R20 could answer question number 1 right. In the contrary, question number 2 was answered wrong. A quite good answer was found on question number 3. Another right answers were found on questions number 4 and number 5. The question number 6 was answered completely by R20 but not for question number 7 and number 8. Five new vocabularies were found on question number 9 by R20. Furthermore, the last question was not properly answered by R20.

From the data above, it showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 20.

u. Respondent 21

From the worksheet of audio test, R21 could answer question number 1 and number 2 right but not for question number 3 and number 4. R21 could gain the right answer on question number 5 and number 6 but not for question number 7. Question number 8 was blank answered by R21. For question number 9, R21 gained one new vocabulary. The last question was not answered properly by R21.

From the worksheet of audio visual test, question number 1 was answered very well by R21 but not for question number 2. Question number 3 was answered quite good by R21. It also happened on question number 4 and number 5. Right answer was also found on question number 6. For question number 7 was answered uncompletely and question number 8 was blank answered by R21. Three new vocabularies were found on question number 9 by R21 but the last question could not answer properly.

From the data above showed that the audio visual was more influence or effective for listening comprehension skill of Respondent 21.

v. Respondent 22

From the worksheet of audio test, question number 1 and number 2 were answered right by the R22. Question number 3 was blank answered and for question number 4 was answered wrong by R22. Right answer was found on question number 5. R22 answered wrong for question number 6 but answered right for question number 7. The answer for question number 8 was not proper. On question number 9, the R22 gained thirteen new vocabularies but could not answered the last question very well.

From the worksheet of audio visual test showed that R22 answered question number 1 right, but not for question number 2. The answer of question number 3 was quite good. R22 also had the right answers on question number 4 and number 5. For question number 6 and number 7, the R22 could not answer completely. It also happened for question number 8. Seven new vocabularies were gained by R22 on question number 9. Moreover, the last question could not answer properly by the R22.

From the data above, it showed that the audio was more influence or effective for the listening comprehension skill of Respondent 22.

w. Respondent 23

From the worksheet of audio test, R23 answered right for question number 1 and number 2. It happened the same for question

number 3 but the answer on question number 4 was wrong. The right one was found on question number 5. R23 answered the question number 6 wrong. For question number 7, R23 could answer it quite good. The answer of question number 8 was not quite good. On question number 9, R23 obtained nine new vocabularies. Moreover, the last question was answered improperly by R23.

From the worksheet of audio visual test, R23 could answer question number 1 right but not for question number 2. R23 could answer question number 3 good enough, question number 4 and number 5 were answered by R23 right. Question number 6 was not complete answered while question number 7 was answered wrong. It also happened for question number 8. On question number 9, R23 obtained five new vocabularies. For the last question, R23 could not answer properly.

From the data above, it showed that the audio was more influence or effective for the listening comprehension skill of Respondent 23.

2. The Effect of Visual in Audio Visual Media Towards Concentration of Students' Listening Comprehension.

The data below were obtained from the questionnaire, the data would be explained from each respondents.

a. Respondent 1

The R1 thought that the movie was good, moreover it might be good for learning English. The R1 also could understand about the story and new vocabularies from it. The movie was not bored because the R1 love action movie. It was also wrote on the questionnaire sheet that the visual support made R1 would like to watch more. It showed that the visual support actually helped R1 to draw more about the story and did not bothered.

b. Respondent 2

The R2 wrote down on the questionnaire sheet that R2 prefers for the audio visual instead audio only. From the movie, the expression when the speakers say something could be seen. The R2 thought that learning English from movie was good. Based on the data, the R2 was actually not bothered by the visual support of the movie.

c. Respondent 3

The R3 wrote that the movie was good, because there was a message and new words to understand. It might be very good to

learn English from movie because it could be known how to spell the words. The R3 also wrote down that audio visual was more interesting and fun, also helped a lot to understand more about the movie. Those data showed that R3 was not bothered by the visual support of the movie.

d. Respondent 4

R4 thought that the movie was great and did not bored at all. Based on the answer, the R4 wrote down that through movie might be a good way to learn English. New vocabulary could be learnt as well from the movie. Furthermore, it showed that R4 did not bothered by the visual support of the movie.

e. Respondent 5

Based on the questionnaire sheet, the R5 thought that it might be a good way to learn English by watching movie without subtitle. Moreover, R5 prefers to use audio visual one because the face of the characters and how the speakers produce word by word could be seen. It means, the visual support was not bother the R5, it might be help R5 to understand more.

f. Respondent 6

R6 wrote down that the audio visual was easier to understand than the audio one. Many things such as the accent, the moral value, the new vocabulary, the story itself, the pronunciation, and any other

things could be learnt from it. That was might be a good way to learn English especially for listening comprehension. R6 also tend to choose audio visual than audio only. Therefore, it showed that visual support of audio visual media did not bothered R6.

g. Respondent 7

R7 also thought that the movie was great and tense therefore it was not bored. R7 wrote down that it might be the best way to learn English especially about listening comprehension. R7 also tend to choose audio visual media, it means that the visual support of it was actually not bothered R7.

h. Respondent 8

Based on the R8 answers from questionnaire sheet, the movie was good and it was very helpful to learn English especially listening comprehension, because new vocabulary could be learnt as well. R8 also choose audio visual rather than only audio. It means that visual support of audio visual media did not bother R8.

i. Respondent 9

The R9 thought that the movie was good and helped for listening comprehension. Besides to practice the listening comprehension, new vocabularies, expressions, accent, moral value, and others could be learnt. But, the visual support was actually a bit bothered R9. Based on the answers, R9 tend to choose audio only.

j. Respondent 10

R10 wrote down that it might be better to use audio visual than audio only because would be understand more about the characters in the movie, the story, and others. New vocabulary that never been heard before could also be learnt through it. The R10 also thought that the movie was amazing and very interesting because it could be quicker to capture what was shew in the movie and learn many things. Furthermore, R10 choose audio visual one because helped to understand faster. Therefore, basically visual support was not bother R10.

k. Respondent 11

The movie was good and did not bored based on the R11 answer on questionnaire sheet. The story was good and useful to learn English. Many things would be learnt through it. R11 choose audio visual rather than audio only. It showed that actually visual support from the audio visual media did not bother R11.

l. Respondent 12

R12 thought that the movie was very interesting and could provide learning. It might be good to learn English through movie. Moreover, R12 had no problem with audio visual media. The visual support itself also did not bother R12.

m. Respondent 13

R13 prefer audio visual than audio only based on the questionnaire sheet. It might be good to learn English because helped to know more about new vocabulary. R13 also tend to choose audio visual media because could understand better and clearer about the characters and conversations. Then, R13 thought that it was clearly better to understand the story from audio visual. It showed that R13 was not bothered by the visual support.

n. Respondent 14

Based on the questionnaire sheet, R14 thought that the movie was actually amazing and very good to learn English especially listening comprehension. Because new vocabulary could be learnt. R14 also choose audio visual media more than audio only. Therefore, it might shows that visual support was actually not bother R14.

o. Respondent 15

R15 thought that the movie was good and could be learnt of many things such as moral value, the story itself, new vocabulary, pronunciation, and accent. It might also be the best way to learn English especially about listening comprehension. R15 also choose the audio visual one because more interesting and helped a lot to understand. Therefore, basically the visual support was not bother R15.

p. Respondent 16

R16 likes the movie because it was a good movie. R16 also bored if it was only audio, could not see the pictures or the visual. Through movie was might be a good way to learn English. R16 prefers to choose audio visual one. Therefore, the visual support did not bothered R16 as well.

q. Respondent 17

Based on R17 answers on questionnaire sheet. The movie was good, could be learnt about new vocabulary and how to pronounce it. R17 thought that learn English through movie could be more effective. But, R17 choose the audio one that showed the visual support of audio visual media might bother the R17.

r. Respondent 18

R18 thought that the movie was very interesting, and learn through it might be better because the correct pronunciation of English could be learnt. The audio visual media might helped R18 to understand more about the movie. Furthermore, the R18 also wrote down that visual support was alright or not bother R18.

s. Respondent 19

R19 thought that through movie could learn about new vocabulary and how to pronounce it well. It was might be vey helpful to learn English especially to practice listening comprehension skill.

Based on the answers, R19 also might be a bit bothered by the visual support of the movie.

t. Respondent 20

The answers of R20 based on the questionnaire sheet showed that the movie was very pleasant. It was also very helpful to learn English because could know how to produce word and sentence correctly. Then, new vocabulary could also be learnt from it. Furthermore, R20 choose the audio visual rather than audio only. It showed that the visual support was not bother R20.

u. Respondent 21

R21 was actually thought that the movie was good and it was a good way to learn English especially for listening comprehension. R21 basically likes the movie because it was a great movie. R21 also tend to choose audio visual because it was more interesting and helpful. It showed that the visual support was not bother the R21.

v. Respondent 22

R22 thought that the movie was good and it might be very useful to learn English especially for listening comprehension. It could be learnt about new vocabulary, accent, and the right pronunciation. But actually based on the answers, R22 prefer for audio only because R22 might be a bit bothered by the visual support of the movie.

w. Respondent 23

R23 thought that the movie was good and R23 learnt how to figure out what happened in the movie. It also helpful to learn English especially for listening comprehension. Furthermore, based on the answers R23 might be a bit bothered by the visual support of the audio visual media.

B. Discussion**1. Audio and Audio Visual That Really Influence or Effective to Students' Listening Comprehension.**

After the test was done, then the data were collected. The writer would present the data that have been found in this section. The data would consist of respondents' answer in both worksheet of audio media and audio visual media. The data that would be presented only from respondents that required to be the sample. It was only the respondents who follow the process of getting data from the beginning until finish.

The data which would be presented below was a data from the respondents that follow all the process, there are 23 respondents who qualified to be the sample for this research. Those respondents were followed all the process which were audio media test, audio visual media test, and filled in the questionnaire.

For both medias, the writer used the same movie. The writer would turn the movie into audio version for audio media test, for the audio visual test, the writer used the movie itself. The movie was a quite popular movie, the title was 'Iron Man'. It was chosen to be the media because the genre was universal, both boys and girls mostly like this kind of movie. The movie was about modern superhero. It was released in 2008, it was not really an up to date movie if it was based on the released year. The movie was popular but quite old.

The worksheet itself divided into two kind of worksheet, the first was made for audio test and the second was made for audio visual test. Both of the worksheets consist of 10 questions about the media, of course the questions were based from the media played. Since the research was about listening comprehension, therefore the questions were about the story in the media being played. But the questions were different for each worksheet, in order to find out their comprehension of the same medias in different way of delivery.

Furthermore, the data would be discuss clearer in this section. It would be discuss about the data that have been found by the writer above. The data of course based on the worksheets from both audio and audio visual test. From those data that have been found by the writer, the respondents answered very well for the short kind of answers. For a quite long answers, the respondents answered it uncompletely or improperly.

There were also the respondents who answered the question wrong. The respondents answered the long answer questions clearly based on the media being played. But, there were few respondents who used their own interpretation, therefore the answers were kind of far from the exact one.

On audio test, the respondents answered the questions on worksheet quite well. The respondents almost answered all the questions. Nevertheless, there were respondents who left the question blank. For some questions which need short answer, the respondents answered it good enough. For questions which need long answer, most of the respondents could not answer it very well.

On audio visual test, the respondents also answered the questions on worksheet quite well. All of the questions were answered by the respondents. For some questions which need short answer, the respondents answered it very well. For questions which need long answer, the respondents could answer it better than before. At least the respondents could draw more the answer better on worksheet when it came for audio visual.

From the audio media test result, the average score was 5,2 while from the audio visual test result the average score was 6,1. It showed that the audio visual media had higher result than audio media. The percentage about respondents who gained a quite good score showed that the audio test gained 34,8% while the audio visual test gained 65,2%.

It showed that the audio visual media test had more significant result than the audio one. Based on the research, the respondents answered better on the audio visual media test.

When it came for audio visual test result, the respondents at least could answer more complete and longer than on the audio test result. The respondents could draw or wrote down the answer better on the audio visual worksheet. Over all, the respondents agreed that listening comprehension would be fun if used movie or any audio visual media. They could learn about the story, the moral value, the new vocabulary and how to pronounce it, then learn about the native accent.

The respondents could also learn about the expression as well. Moreover, besides learn about the comprehension, from the movie as the medias, the respondents could learn many new vocabularies. That was why the writer wrote down some unfamiliar vocabularies on the worksheets, in order to know whether the respondents found some new vocabularies or not.

Overall, from those data that have been explained above, the audio visual media test showed higher result than audio media only. The results showed that audio visual media was more influence or effective for respondents' listening comprehension skill.

2. The Effect of Visual in Audio Visual Media Towards Concentration of Students' Listening Comprehension.

In this section, the writer would discuss about the data from questionnaire sheet. It was based on the answers of respondents. The questionnaire was delivered after all the tests were done. It consisted of the respondents' opinion about the movie, the audio, and the audio visual, etc. Just like the data of tests, the respondents answers that were qualified as data were only from the respondents who followed all the phases. There were 23 of respondents' data sheets that were qualified.

From questionnaire, the respondents answered that the movie was good. The respondents thought that the movie was great and interesting. It showed that the respondents like the movie because it was pleasant, amazing, interesting, and any other good answers. The respondents thought that the movie might be good for learn English and provide learning especially about listening comprehension.

The respondents also thought about the moral value which could be learn from the movie. Beside that, the respondents learnt about new vocabulary and how to pronounce it as well. The respondents thought that they could be a better listener from the movie because the correct pronunciation would be easier to listen and understand.

The visual support also had a role in this aspect, because it might help the respondents to understand more and see clearly the media. Whether it was about the story, the moral value, or the pronunciation itself through the characters mouth. It might help the respondents to apply or practice it when become a listener in real life or daily life.

The respondents also could clearly see how the words were pronounced with native accent through the characters' mouth. Besides that, the respondents also learn about the characters, expressions, and understand the story from the movie better in form of audio visual.

From the questionnaire data, the respondents' answers showed that the respondents were actually do not bothered by the visual support of the audio visual media or the movie. The respondents were helped by the visual support to understand more about the media. It helped the respondents to comprehend more about the media. It was also known from the worksheet test results that the respondents gained higher result on the audio visual test.

Furthermore, it showed that visual aspect did not bother the respondents' concentration. It might help the respondents to understand better then draw or wrote down the answers better. Moreover, the respondents themselves likely to choose or tend to choose the audio visual media rather than the audio only. The respondents were prefer for audio visual media, besides it was not boring, it was also funnier and made the respondents more enjoyed the movie.

Moreover, the respondents thought that movie was very helpful. It might be the best way to learn English especially for listening comprehension skill. Besides learn about the story and its moral value, it could help the respondents to learn about new vocabularies, pronunciation, accent, and also expression, etc. From those data above that have been explained by the writer. It could be seen that the visual aspect of audio visual media did not bother the concentration of respondents.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, it would be consists about conclusion of the research and the suggestion.

A. Conclusion

Based on the research which have been conducted, the audio visual media test showed higher result than the audio one. The respondents showed better answers on the audio visual media test than the audio one. The average for audio test result is 5,2 while the average for audio visual test result is 6,1. It showed that the audio visual media test result is higher than the audio media.

The percentage for audio test result is 34,8% while the percentage for audio visual test result is 65,2%. It showed that the audio visual media has significant result than the audio media only. Those clearly showed that the audio visual media is more influence or effective for respondents' listening comprehension skill.

The respondents also do not bothered by the visual aspect, because the visual indeed helped them to gain and draw or wrote down more understanding about the movie to answer the worksheet test. The respondents also tend to choose the audio visual media. Furthermore, it clearly showed that the visual aspect of audio visual media does not bother the concentration of respondents.

Overall, the audio visual media result is higher than only the audio media. Furthermore, the visual support on the audio visual media is not bother the concentration of respondents. The respondents agreed that learning English especially for listening comprehension skill might be better using audio visual media.

Besides it helps better on comprehend the material, it also gives many other knowledges. One of it, is gain many new vocabularies. Therefore, the writer also wrote down some unfamiliar vocabularies on the worksheets in order the respondents might found some vocabularies from the media.

B. Suggestion

After conducting the research related to the media for listening comprehension skill, the writer finds that there are many things to do to make the research better. Through this thesis, the writer would like to suggest for further and better research. Generally for the students of Faculty of Letters and especially for the students of Faculty of Letters in Bosowa University Makassar to conduct more research about practical skill such as the four language skill.

The writer suggests for the next writers to conduct more research about listening, reading, writing, and even speaking. Whether it is about those four language skills or about aspects that influence or connect with it. It might also connected with various subjects such as pronunciation, translation, literature and culture, or even another

subject such as psychology or sociology, etc. This is suggested for the next writers might use various aspects as well.

For example, the participant for the research is a younger one such as children or the participant from new English learners. It might be conduct a comparison between male and female with those skills, in getting vocabulary and meaning by using movie or song and any other media because gender issue may shows different way of male and female deliver a language in communication.

It also might conduct a research based on the background study or TOEFL test score or any kind of background study. The next writers could investigate the influence of native accent like pronunciation on the song toward the pronunciation of the learners, and any other aspects which could be connected.

BIBLIOGRAPHY

- Adawiyah, Ayatika. 2017. *The Effectiveness of Popular Songs in Improving Students' Listening Skill (A Quasi-Experimental Study at the Seventh Grade Students of Junior High School at SMPN 10 Tangerang Selatan)*. Thesis S1. Jakarta: Syarif Hidayatullah State Islamic University
- Adelmann, Kent. 2012. *The Art of Listening in an Educational Perspective, Education Inquiry*. Sweden: Taylor & Francis Group. Vol. 3, No. 4, PP. 513–534
- Agustiana, Vina. 2019. *Listening Anxiety Among Indonesian EFL Students*. Kuningan: Indonesian EFL Journal. Vol. 5, Issue 1, PP. 13-26
- Ahmad, Djuwairiah. 2009. *Materials Development on English Language Teaching, a Handbook for Teachers and Lecturers of English as a Foreign/Second Language*. Yogyakarta: Cakrawala Publishing
- Astarini, Dwi Septian. 2013. *Song as Media in Obtaining Input and Improving Listening Comprehension Skill*. Thesis S1. Malang: Brawijaya University
- Bajrami, Lumturie and Ismaili, Merita. 2016. *The Role of Video Materials in EFL Classrooms*. Tetovo: Elsevier Ltd. Vol. 232, PP. 502-506
- Daniel, Jemima. 2013. *Audio-Visual Aids in Teaching of English*. Chennai: International Journal of Innovative Research in Science, Engineering, and Technology. Vol. 2, Issue 8, PP. 3811-3814
- Fauziah, Anna. 2008. *Teaching Pronunciation by Using Audio Lingual Method (A Case Study at Fifth Year Students of SDN Bidaracina 01 Pagi Jakarta Timur)*. Thesis S1. Jakarta: State Islamic University Syarif Hidayatullah
- Idrissova, Mapruza, Batagoz Smagulova and Madina Tussupbekova. 2015. *Improving Listening and Speaking Skills in Mixed Level Groups (On the Material of New English File)*. Astana: Elsevier Ltd. Vol. 199, PP. 276-284

International Listening Association. 2008. *Priorities of Listening Research: Four Interrelated Initiatives*. A White Paper. Minnesota: International Listening Association

Janfaza, Abusaied, Saghar Javidi Jelyani and Afshin Soori. 2014. *Impacts of Captioned Movies on Listening Comprehension*. Canberra: International Journal of Education & Literacy Studies. Vol. 2, No. 2, PP. 80-84

Khamkhien, Attapol. 2013. *Roles of English as an International Language on Learning Strategies Among Japanese and Thai Learners*. Bangkok: UniversityPublications.net. Vol. 2, No. 2, PP. 473-483

Kim, Hea-Suk. 2015. *Using Authentic Videos to Improve EFL Students' Listening Comprehension*. Seoul: International Journal of Contents. Vol.11, No.4, PP. 15-24

Kristina, Merry. 2015. *The Use of English Song as a Teaching Media in Improving Listening Skill*. Thesis S1. Bandung: Pasundan University

Kurniawati, Dewi. 2016. *The Use of Video to Enhance the Teaching and Learning Process of Listening English for University Students*. Lampung: IAIN Raden Intan Lampung. Vol. 9, No. 2, PP. 276-289

Kutlu, Omer and Aslanoglu, Erman Aslihan. 2009. *Factors Affecting the Listening Skill*. Ankara: Elsevier Ltd. Vol. 1, PP. 2013-2022

Liberty, Marie. 2010. *The Disadvantages of Audiovisual Aids in Teaching*. Santa Monica: Leaf Group Ltd. Retrieved From: <https://www.theclassroom.com/disadvantages-audiovisual-aids-teaching-6717310.html>. Accessed Date: 7th March, 2019 at 12.10 pm

Martinez, Orlando Milton. 2013. *Teaching English, the Audio-Lingual Method*. San Francisco: Scribd Inc. Retrieved From: <https://www.scribd.com/document/178206921/Audio-Lingual-Method>. Accessed Date: 6th March, 2019 at 17:39 pm

Mohamadkhani, Kamran, Ebrahim Nazari Farokhi and Hossein Nazari Farokhi. 2013. *The Effect of Using Audio Files on Improving Listening Comprehension*. Las Vegas: Macrothink InstituteTM. Vol. 3, No. 1, PP. 132-137

- Permatasari, Heni Mustika Veronica. 2013. *Improving Students' Listening Skills Through Podcasts at SMP Bopkri 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013*. Thesis S1. Yogyakarta: Yogyakarta State University
- Ramadhika, Boris. 2014. *Improving Students' Listening Skills Using Animation Videos for the Eighth Grade Students of SMPN 6 Magelang in the Academic Year of 2013/2014*. Thesis S1. Yogyakarta: Yogyakarta State University
- Richards, Jack. 2009. *Teaching Listening and Speaking from Theory to Practice*. Sydney: The University of Sydney
- Riyanto, Slamet. 2015. *The Practice of Teaching English, Panduan Praktis Terampil Mengajar Bahasa Inggris Dengan Kreatif di Sekolah*. Yogyakarta: C.V ANDI OFFSET (Penerbit ANDI)
- Rosdiana. 2018. *The Use of Audio Visual as Media in Enhancing Students' Listening Skill*. Banda Aceh: STKIP Bina Bangsa Getsempena. Vol. 5, No. 1, PP. 46-49
- Schneider, Sebastian. 2009. *Audio in Multimedia – Its Fast Changing Methods and Growing Industry*. Bachelor Thesis. Lahti: Lahti University of Applied Sciences
- Shahzad, Wajid Muhammad. 2011. *The Impacts of Electronic Media on the Students Learning: The Case Study of Gujranwala Division (Punjab, Pakistn)*. Pakistan: University of Gujrat.
- Sharma, Atam. 2017. *The Importance of Studying English*. London: UKEnglish. Retrieved From: <https://www.ukenglish.org.uk/importance-studying-english/>. Accessed Date: 6th March, 2019 at 13:43 pm
- Sirbu, Anca. 2015. *The Significance Of Language As A Tool Of Communication*. Constanta: "Mircea cel Batran" Naval Academy Press. Vol. 18, Issue 2, PP. 405-406
- Solak, Ekrem. 2016. *Teaching Language Skills for Prospective English Teachers*. Ankara: Sözkese Matbaacılık Tic. Ltd. Şti.
- Wong, Aeric. 2015. *The Act of Listening: The Processes Involved in Listening Comprehension*. Konan University: Hirao School of Management Review. Vol. 5, pp. 73-80

Wrench, S. Jason, et all. 2011. *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*. Boston: Flat World Knowledge, L.L.C.

Zuhriyah, Mukminatus. 2016. *Improving Students' Listening Skill Through Shadowing*. Jombang: Universitas Hasyim Asy'ari Tebuireng Jombang. Vol. 9, No. 2, PP. 124-136





APPENDICES

WORKSHEET FOR AUDIO TEST

Name :

NIM :

Please pay your attention to the media would be played. After it, answer some questions on the worksheet below carefully!

1. What is the title of the audio version of the movie?

2. Tony Stark is the son of legendary weapons developer which means is Tony's father, what is Tony's father name?

3. What did the main character build at age six?

4. Who is Obadiah Stane?

5. What is the name of system that runs the main character's house?

6. What is the new weapon's name that the main character present?

7. What did actually the main character and his savior made in the cave?

8. When the main character in captivity, what happened over there until makes him realize about his weapons production is not the right thing?

9. Did you get these new vocabularies below from the audio version of the movie?

Spotlight	Circuit	Titan	Satellite	Caesar	Ridiculous	Beams	Starvation
Intelli-crops	Hustle	Purchase	Electromagnet	Hooked	Integrated	Soldering	
Precision	Apparantly	Palladium	Steady	Sequence	Fun-vee	Rid	Defend

(*Circled the vocabulary you got, if there is other new vocabulary for you besides the lists above, you may write down)

10. Make a brief conclusion about what happened in the audio version of the movie!

WORKSHEET FOR AUDIO VISUAL TEST

Name :

NIM :

Please pay your attention to the media would be played. After it, answer some questions on the worksheet below carefully!

1. What is the title of the movie?

2. Mention the characters then choose one that is the main character!

3. Who is Tony Stark? Explain a bit about him based on the movie!

4. Who is the name of main character's assistant?

5. Where did the main character present the new weapon?

6. Who saved main character's life and by implanting what to his chest?

7. What was the villain want from the main character and who is the villain?

8. What makes the main character chose to shut down his weapons manufacturing division?

9. Did you get these new vocabularies below from the movie?

Visionary	Ally	Prodigal	Anointed	Ushers	Legacy	Ensuring	Liaison
Privilege	Render	Merchant	Guarantee	Bricks	Rehearse	Profiteering	
Proprietary	Repulsor	Atrial	Septum	Shrapnel	Missile	Defiance	Welding

(*Circled the vocabulary you got, if there is other new vocabulary for you besides the lists above, you may write down)

10. Make a brief conclusion about what happened in the movie!

☺ GOOD LUCK ☺

QUESTIONNAIRE

Appropriate with the research which is conducted by Riani Rahmawati, a last semester student of Faculty of Letter, hereby the writer deliver a questionnaire. The research is one of requisites for bachelor degree of English language and literature department in Bosowa University Makassar. The data of each respondents would be kept secret. Please fill the questionnaire based on the condition of you, in order the writer could get the data needed. Thank you.

Name :

NIM :

Answer the questions below based on your condition!

1. What do you think about the movie and the audio version one?

2. What do you understand and learn from the movie and the audio version one?

3. Do those kind of stories make you bored or sleepy? Why?

4. What do you think about learning English through movie especially for listening comprehension?

5. Where and how do you learning English?

6. Have you got English test such as TOEFL, TOEIC, IELTS, etc, and how much your score?

7. Which one between audio media and audio visual media that more influence your listening comprehension skill? Why?

8. Does your concentration being bothered by the visual support? Why?

9. What kind of movie do you like and what is your favourite movie?

10. How often you watch movie?

☺ **THANK YOU** ☺

LIST OF RESPONDENTS

1. MNE : Male, 21
2. MIA : Female, 20
3. RMB : Male, 20
4. A : Male, 20
5. EGL : Female, 19
6. SP : Male, 19
7. VEK : Male, 20
8. NSA : Female, 20
9. AS : Female, 20
10. AP : Female, 19
11. IKMW : Male, 19
12. RT : Female, 21
13. IPNJR : Female, 19
14. KDAK : Female, 19
15. FCD : Female, 19
16. PSMR : Female, 22
17. NM : Female, 19
18. MP : Female, 22
19. VT : Female, 20
20. RCR : Female, 19
21. AR : Female, 20
22. M : Female, 20
23. DSAR : Female, 20

DOCUMENTATION



UNIVERSITAS



Name: Vinsensus. Evan.k
NIM: 451 0051006

Please pay your attention to the media would be played. After it, answer some questions on the worksheet below carefully!

1. What is the title of the audio version of the movie?
Iron Man
2. Tony Stark is the son of legendary weapons developer which means is Tony's father, what is Tony's father name?
Howard Stark
3. What did the main character build at age six?
He made a small robot
4. Who is Obadiah Stane?
Tony Stark partner in weapon
5. What is the name of system that runs the main character's house?
Jarvis
6. What is the new weapon's name that the main character present?
Missile
7. What did actually the main character and his savior made in the cave?
Iron Suit
8. When the main character in captivity, what happened over there until makes him realize about his weapons production is not the right thing?
He saw his weapon are used by terrorist

9. Did you get these new vocabularies below from the audio version of the movie?

Spotlight	<u>Circuit</u>	<u>Titan</u>	Satellite	<u>Caesar</u>	Ridiculous	Beams	<u>Starvation</u>	Intelli-crops	Hustle
Purchase	<u>Electromagnet</u>	Hooked	Integrated	Soldering	<u>Precision</u>	Apparently	Palladium	Steady	
Sequence	<u>Parade</u>	<u>Rid</u>	Defend	Accountability	Manufacturing	Defeat	<u>Robotics</u>	Patriot	Vanity

(Circled the vocabulary you got, if there is other new vocabulary for you besides the lists above, you may write down)

10. Make a brief conclusion about what happened in the audio version of the movie!
Tony stark have clash with terrorist about iron weapon

© GOOD LUCK ©

Name : Maulia Inayah Anwar
NIM : 1518051015

Please pay your attention to the media would be played. After it, answer some questions on the worksheet below carefully!

- What is the title of the movie?
Iron Man
- Mention the characters then choose one that is the main character!
Christine, Tony Stark
- Who is Tony Stark? Explain a bit about him based on the movie!
a former man that found some great weapons, he also an amazing scientist
- Who is the name of main character's assistant?
Pepper Potts
- Where did the main character present the new weapon?
Afghanistan
- Who saved main character's life and by implanting what to his chest?
Dr. Yinsen - an electromagnetic
- What was the villain want from the main character and who is the villain?
he wants Tony to make weapon for them, ten rings
- What makes the main character chose to shut down his weapons manufacturing division?
cause the weapon used with wrong way
- Did you get these new vocabularies below from the movie?

Visionary	<u>Ally</u>	<u>Prodigal</u>	<u>Anointed</u>	Ushers	Legacy	<u>Ensuring</u>	<u>Liaison</u>	Privilege	<u>Render</u>
Merchant	Guarantee	Bricks	Rehearse	<u>Profiteering</u>	Proprietary	<u>Repulsor</u>	<u>Atrial</u>	<u>Septum</u>	
Shrapnel	Missile	<u>Defiance</u>	<u>Welding</u>	Gear	<u>Acetylene</u>	<u>Propane</u>	Smelting	Advanced	

(*Circled the vocabulary you got, if there is other new vocabulary for you besides the lists above, you may write down)
ally, prodigal, anointed, ensuring, liaison, render, profiteering, repulsor, atrial, septum, defiance, welding, acetylene, propane
- Make a brief conclusion about what happened in the movie!
ton. The weapon of Tony was malfunction so Tony find another way to stop them and make the weapon broke.

© GOOD LUCK ©

QUESTIONNAIRE

Appropriate with the research which is conducted by Riani Rahmawati, a last semester student of Faculty of Letter, hereby the researcher deliver a questionnaire. The research is one of requisites for bachelor degree of English language and literature department in Bosowa University Makassar. The data of each respondents would be kept secret. Please fill the questionnaire based on the condition of you, in order the researcher could get the data needed. Thank you.

Name : Radian Mahendra
NIM : A510051019

Answer the questions below based on your condition!

1. What do you think about the movie and the audio version one?
The movie is good, but the audio version is not my thing.
2. What do you understand and learn from the movie and the audio version one?
There is a message, and also how to understand
3. Do those kind of stories make you bored or sleepy? Why?
Sometimes bored from my mood
4. What do you think about learning English through movie especially for listening comprehension?
Very good. It can upgrade your English because we hear how to speak the word that we listen
5. Where and how do you learning English?
Whenever I can learn English through books, songs and novels
6. Have you got English test such as TOEFL, TOEIC, IELTS, etc, and how much your score?
I had on test when I high school and I got 377
7. Which one between audio media and audio visual media that more influence your listening comprehension skill? Why?
Audio visual media, more interesting and also fun
8. Does your concentration being bothered by the visual support? Why?
No, because when I see visual, it helps a lot to me to concentration
9. What kind of movie do you like and what is your favourite movie?
war. my favorite movie is Dunkirk
10. How often you watch movie?
3 movies everyday

BIOGRAPHY



Riani Rahmawati. She was born in Rantepao, Toraja, one of a beautiful place in South Sulawesi on April, 27th 1997. She grew up in her father's hometown, Indramayu, one of a small regency in West Java. She is the first daughter of two children from Rahmawati and Rukadi. Her mother is a single parent since her father passed away in 2009. She has a younger sister named Ainun Nur Kholillah. She and her younger sister were raised by their grandmother in Indramayu since their mother need to go to Kalimantan for working.

SDN Pringgacala I in Karangampel, Indramayu Regency, West Java was her first place learning a new life and completed her elementary education in 2008. She continued her study to SMPN I Karangampel, still in Indramayu Regency, West Java and graduated in 2011. Then, SMKN I Indramayu, West Java was her choice to continue her study until she graduated in 2014. Makassar is the place where she continues her study by choosing English Language and Literature program at Bosowa University. She loves English that made her chose this program. During her study, she joined and become the general secretary of English Department Student Executive Board in period 2018-2019 until she finish her study in 2019.