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Using Fable in Audio Visual to Improve Listening Comprehension of The Studentsat The Eleventh Grade of SMPN 3 Pitumpanua Wajo

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Abstract

This research aims at findings out whether or not the use of fables in audio-visual can improve listening comprehension of the students at SMPN 3 Pitumpanua. The researcher applied pre-experimental design. Population was the eleventh-grade students of SMPN 3 Pitumpanua. The number of populations is 120 students. The researcher applied cluster random sampling technique in determining 20 students as the sample of this research. The instrument of this research is listening test. The result of the research shows the students' score in the pre-test is 43.00 and in the post-test is 72.00. It indicates that the use of fable in audio visual can improve listening comprehension of eleventh grade students of SMPN 3 Pitumpanua.

Keywords: *fable, audio visual, Listening comprehension*

Introduction

Indonesia as one of the developing countries has also set its educational curriculum to include English as foreign language which is studied from junior high school up to the university as a compulsory subject in science technology, business, social and culture, even now it is also taught by elementary student as an optional subject. In learning language, there are some basic skills that the students have to do. One of these basic skills is listening. Listening is the foundation of all human communication. The listening comprehension is the concentration of this research because this skill is required to understand people in speaking and it is required to make communication in English. Students may be able to speak English but they get difficulties on their listening. The poor ability in listening will make students difficult to understand or interpret the message sent by the speaker.

Listening is the activities of paying attention and trying to get meaning we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use the particular words in particular occasion, is not simply to understand the word themselves. Byrnes (1984) says that listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

It is quite clear that listening is the skill that children acquire first, especially if they have not yet learned to read. When the students start with learn a foreign language, they are going in mainly through their ears and what the students hear is their main source of the language. In fact, there are still many students complained that they become tired of just listening to tape recorder from beginning to the end with some exercises without motivation and variation in teaching and learning. Students felt bored and not encouraging in listening class because they cannot see the speaker and how the real

situation of material. The teacher should make listening class more interesting and to know how to motivate students, so they can make progress in listening comprehension.

Therefore, the teacher should provide selective material and variety techniques or approaches which can help the students in improving their listening skill, to be more effective and efficient.

In this research the researcher uses fables in story telling by using audio visual, it is hoped that fables in story telling by using audio-visual can make the students interested in. Beside that there are some advantages of using fable; provide moral teaching, give entertainment, or enjoyment, interesting, stimulate student to learn, arise the students' attention, has educative in teaching and learning process.

Therefore, based on the explanation above, the researcher is interested to conduct research entitled "Using Fable in Audio Visual to Improve Listening Comprehension of the Students at the Eleventh Grade of SMPN 3 Pitumpanua, Wajo". Based on the background above, the researcher formulates a research question as follows: Is the use of fables in audio-visual effective to improve the students' ability on listening comprehension at the eleventh-grade students' of SMPN 3 Pitumpanua?

This research is expected to be useful information in teaching and learning process, especially in English Subject at Senior high school levels and to give useful information for the English teacher in order to choose good method for teaching listening and for English learners to motivate themselves in listening comprehension. Also, for the next researcher, it can be useful information to give motivation to create better research about listening skill.

Listening is one of the language skills and one of the four skills in language activity that has important role the teaching of English in our country. The teaching of English in Indonesia includes the four language skills, listening, reading, speaking, and writing, and other two components are vocabulary and grammar. As one of the four skills in language activity, we are as researchers must understand what listening is. Consequently, we can write as well as possible to be understood by the reader.

According to Baker (1997), listening skills are essential in the workplace, the family and the community at large. Careers in communications, management, planning, sales, and fund raising, to name a few, rely on good listening skills. Listening, however, is more than just being able to hear and understand what someone else says. Listening skills involve etiquette, asking for clarification, showing empathy and providing an appropriate response.

According to Brown and Yule (in Underwood, 1989:3), the listeners have to place language in a 'context of situation' in order to work out what the speaker means. Native speakers, when listening, can call upon their accumulate knowledge and background of the speakers and the situation and will know from previous experience more or less what to expect. They know that different types of people are likely to say different things and speak different ways. Other factor that can help listeners to listen successfully is they need to apply their knowledge of the structure of the language, such as syntax, its phonology, etc- if they are to be able to listen successfully, they need to learn not only to fathom out what is meant by the words spoken, but also, and at the sometime, to establish or elaborate the context to which it relates. Besides, they need to apply to knowledge of what Widdowson calls as "language usage" (i.e. the system) and their knowledge of what he refers to as "language use" (i.e. the appropriate use of the language to communication with other people) when listener fails to understand the message, we say that the communication has broken down. This doesn't mean that the message has not been here i.e. that the sound have not been received. It means that the

listener has either not been paying sufficient attention or, whilst paying attention and trying to grasp the message, has not managed to understand it. (Underwood, 1989:4)

The main purpose of teaching spoken language is generally to enhance learner to actively participate in conversation, both as a speaker or even as listener. Although the situation sometimes get worse due to conversation doesn't take place well. Therefore, we hope students learn listen effectively specifically listening to native speaker.

The listening activities develop a wide variety of listening in detail, and inferring meaning from the context. These exercises often require completing an authentic task while listening, such as taking missing words in completion items, text of the song or taking telephone massages. The recordings on the class cassettes contain both scripted and unscripted conversation with natural speech pauses, hesitation interruption that occur in real speech. Listening is very important part of learning English. It could be seen on the following statement:

The important of listening in language teaching can hardly be overestimated. Trough reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence. Is it any wonder, then that is resent years the language teaching professional has plate content emphasized on listening comprehension? (Brown, 1994:233).

Listening comprehension is a key component in language teaching. Language programs whit a communicative goal should focus on the quality of listening tasks based on authentic materials as well as appropriate audio-visual equipment. In terms of the authenticity of the content of listening activities, Kilickaya (2004:2) explains that language learners feel better with authentic materials helping them involve in the 'real' language as long as we, as teachers, provide them with pedagogical support. Instructor may create tasks from short academic lectures, radio programs, authentic conversations, audio-books, songs, or short stories.

Based on the explanation above, the researcher concludes that Listening is a process where we look, listen, and what is about to catch conveyed by the speaker verbally. We have to understand the meaning of that in talking Listening, however, is more than just being able to hear and understand what someone else says. Listening skills involve etiquette, asking for clarification, showing empathy and providing an appropriate response.

The researcher also conclude that hearing and listening are different things, where the hearing is only the recognition of sound and listening is an active and creative to imply conscious attention to the massage of what we hear. Listening also requires full attention requires and understanding.

Lopez (2004) Alfred the great, fable is, generally speaking, far more accurate than fact, for fable describes a man as he was to his own age, fact describes him as he is to a handful of inconsiderable antiquarians many centuries after. Fable is more historical than fact, because fact tells us about one man and fable tells us about a million men. Buchanan (2004) states a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like humans' being.

According to Suroto (1998), there are some functions of fables. The first is that the fable could build the good relationship among the society. Secondly, the fables mix the feeling of society by believing about the truth. And the last is the fable can be used to criticize the government implicitly.

Type of media only involves the senses hear and manipulate elements of a sound or sound alone. Sound is a physical phenomenon generated by the vibration of an object in

the form of analog signals with amplitude continuously changing with time. According Anderson (1994:99) Media Visual is the media that only rely on the sense of sight in visual form. The connotation of visual media in teaching has a sense of a very wide, because basically learning media used in teaching almost all of them can be enjoyed by our sense of sight. In this discussion visual media in question, is a material with a media appearance using a projection or a projector, because through this medium software (Software) that completes this projection tool will produce a bias light or images corresponding to the desired material. Based on visual media usage function can electronically biased results classified into visual media immobile (stationary) are the medium that can display or refract the still image on the screen, such as: opaque projector, film frame film strip. Visual media is the medium that can display or refract the image or shadow can move on the screen bias, such as: bias images displayed by motion picture film and the film loop.

Narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Meyers (2005:52)

Many researchers explore and expose the implementation of various techniques in teaching and learning listening.

Kurniati (2012) conducted teaching listening comprehension using interactive classroom listening performance is fun the students so they will not feel bore which one interactive classroom, the students will be having conversation, discussions, debates, role play in group. The relationship between the research above to this research is placed on similarity of problem focus listening comprehension, but the researcher above just focused on the teaching method but also on the problem solving faced by students.

1. Indah (2003) conducted teaching listening by using English song can improve listening comprehension of third grade students of SLTP 4 Pare- pare. She found that using English songs can improve the listening ability of third year students of SLTP 4 Pare-pare.
2. Absar (2008) in her thesis “The difficulties faced by the second-year students of SMUN 3 UNGGULAN PALOPO in listening comprehension “concluded the students are difficult in understanding about the dialogue between two speakers and cannot differentiate between one word to another which has some sound or pronunciation

Method

In this chapter, the researcher presents research method and design, time and location of the research, population and sample, instrument of the research, technique of collecting data and technique of analyzing data.

1. Method

In this research, the researcher applied pre-experimental method with one group pre-test and post-test design. The design involved one group which is pre-test (O_I), then it was expose to treatment (X), and post-test (O_2).

2. Design

The design of this research as follows:

Table 1. Design of the research

Pre-test	Treatment	Post-test
O_1	X	O_2

(Gay, 2006:224)

Where:

O_1 = Pre-test

X = Treatment by using fables in audio visual O_2 = Post-test

Time and Location of the Research

This research was conducted from August 01th – Augus 27th, 2025. Location of the research was conducted at SMPN 3 Pitumpanua, especially in the classroom of the eleventh-grade students at SMPN 3 Pitumpanua.

In this research, the researcher applied cluster random sampling technique. The sample of this research is one class of the eleventh-grade students of SMPN 3 Pitumpanua that consisted of 20 students as sample in this research. The instrument of the research was listening test. The test is formulated into listening for details and finding the information through watching fables. The number of questions consisted of 5 questions. The test is used to find out the students' listening comprehension in pre-test and post-test.

The researcher conducted pretest in one meeting, treatment in sixth meetings and posttest in one meeting. Each meeting took 80 minutes. The procedures of collecting the data were presented as follows:

1. Giving Pre - test

In the pre-test, the researcher gave listening test, the test was employed to see the students' prior knowledge on listening comprehension.

2. Giving Treatment

The treatment was conducted for six meetings. Every meeting, the researcher taught in 80 minutes, there were some different fables in each meeting. In giving treatment, the researcher gave instruction on what the students should do in the classroom.

3. Giving post-test

The post-test was given to know whether or not the treatment improves the students' listening comprehension by seeing if the mean score of students' post- test is greater than pre-test.

Findings

Both pretest and posttest consisted of 5 items of question. The data analysis was aimed to find out the information on the effectiveness of the use fables in audio visual to improve listening comprehension of the student at SMPN 3 Pitumpanua. It can be concluded that the highest score that students got in pre-test is 65 and in post-test is 80. The lowest score in score pre-test is 30 and in score post-test is 55.

Determining the score classification

The score classification in pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	0	0
4	Fairly good	66-75	0	0
5	Fair	56-65	4	20
6	Poor	36-55	14	70
7	Very poor	0-35	2	10
Total			20	100

The score classification in post-test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	7	35
4	Fairly good	66-75	8	40
5	Fair	56-65	4	20
6	Poor	36-55	1	5
7	Very poor	0-35	0	0
Total			20	100

As seen on table, it can be concluded that there is a significant difference in the students' score. There are some differences of the students' score in post-test and pre-test such as: in pre-test, the total number of students who got poor score is 14 while in post-test is 1. It means that the students' scores are increased.

Determining the mean score and the standard deviation

The researcher determined the mean score of the pre-test and post-test. To determine the mean, score the researcher used SPSS program version 20. The result is as follows:

Table 6. Mean score and standard deviation

Table 6. Mean score and standard deviation

	N	Mean	Standard Deviation	Minimum	Maximum
Pre-test	20	43.50	9.747	30	65
Post-test	20	72.00	7.847	55	80

The tables show that the mean score of pre-tests is 43.50 which is classified as poor and post-test is 72.00 classified as fairly good. The standard deviation of pre- test is 9.747 and post-test is 7.847. It means that the mean score of post-test is higher than the pre-test.

Conducting t-test

T-test was done to indicate the significant difference between pre-test and post-test. The level of significance is 0.05. If the result of t-test is lower than the level of significance, it means that the difference is significant. But if the result is higher, it means that difference is not significant. To conduct t-test, the researcher used SPSS program version 20. The result is as follow:

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest-posttest	28.500	6.708	1.500	31.640	25.360	19.000	19	.000

The table above shows that the difference of two means is 28.500 with the difference of standard deviation is 6.708 and standard error mean is 1.500. The value of sig. (2-tailed) is 0.000. If the value of sig (2-tailed) is less than 0.05, the null hypothesis (H_0) is rejected. Therefore sig (2-tailed) is less than 0.05, then the researcher concludes that the null hypothesis is rejected and the alternative hypothesis is accepted. it means that there is significance difference between the result of pretest and posttest. Thus, it can be concluded that the use of fables in audio visual is effective in improving listening comprehension of the students at the eleventh grade of SMPN 3 Pitumpanua.

Discussions

After calculating and analysis the data at the findings, the researcher presents the discussion of the students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section is aimed at describing the students' enhancement in listening comprehension by using fable in audio visual.

According to Azar (2013:32) said that audio visual is a medium that communicates its message can be received by the sense of hearing and the sense of vision, but the resulting image or a bit has elements of motion, and Lopez (2004) states that fable is, generally speaking, far more accurate than fact, for fable describes a man as he was to his own age, fact describes him as he is to a handful of inconsiderable antiquarians many centuries after.

Based on the result of testing that has described above, it can be seen that using fable in audio visual can improve the students' listening comprehension at SMPN 3 Pitumpanua. The result of the researcher shows that fable in audio visual gave them new atmosphere and avoid the bored in learning listening comprehension. It was proven by the result from the data above, it shows that the mean score of students in pre-test was 43.50 and post-test became 72.00 (after doing treatment).

Based on the discussion above, null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that using fable in audio visual at the eleventh-grade students of SMPN 3 Pitumpanua is effective to improve listening comprehension of the students.

Conclusions

The researcher concludes that the use of fable in audio visual is effective in improving the students' listening comprehension. It is supported by the data that the mean score of the students in the post-test is higher (72.00) than in the pre-test (43.50). In this case, the researcher presents the suggestions that the teacher should use audio visual in teaching listening because it can make the students interested to learn the subject. Teaching English especially listening to the students should use some strategies to create a good atmosphere in the classroom. Since using audio visual media can arouse the students' attitudes in learning English, the remedial teaching should be given to them. The assignment of English lesson should be more given in order that the practice more for it is important to improve their English mastery.

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