THE EFFECTS OF TEACHING MEDIA AND LANGUAGE ATTITUDES ON STUDENTS' LISTENING SKILL AT STATE JUNIOR HIGH SCHOOLS IN BEKASI, WEST JAVA

Putri Asilestari

[1]Jurusan Pendidikan Bahasa Inggris, Universitas Pahlawan Tuanku Tambusai
Bangkinang, Riau, Indonesia
e-mail: putriasi_lestari@yahoo.com

Abstrak
This research was aimed as follows : to get empirical data and analyze the effects of teaching media and language attitudes on students' listening skill at junior high schools in Bekasi. This Reseach by using the experimental research method. The result of the research that were: 1). Teaching media give the significant effect to the student's listening skill. Then, there was a significant difference towards student's speaking skill in the application of audiovisual and conventional as teaching media. 2). Language attitudes give the significant effect to the student's listening skill of the ninth grade students of SMPN 6 Bekasi, then the conclusion is that there was a significant different towards student's listening skill who have positive and negative attitude on learning language. 3). Teaching media and language atttudes give not significant interactive effects to student's listening skill.

Key word : teaching media, language attitudes, and students' listening skill.

Penelitian ini bertujuan untuk mendapatkan data yang empiris dan menganalisa pengaruh media pembelajaran dan sikap berbahasa terhadap kemampuan mendengar siswa di SMP negeri 6 Bekasi. Penelitian ini menggunakan metode penelitian eksperimen. Hasil penelitian ini terdiri dari 1. Media pembelajaran memberikan effect yang significant terhadap kemampuan mendengar siswa. Kesimpulannya terdapat perbedaan significant terhadap kemampuan berbicara dalam mengaplikasikan audiovisual dan konvensional sebagai media pembelajaran. 2). Sikap berbahasa memberikan effect yang significant untuk kemampuan mendengar siswa pada siswa SMPN 6 Bekasi, kesimpulannya adalah terdapat perbedaan significant terhadap kemampuan mendengar siswa yang mempunyai sikap positive dan negative dalam mempelajari bahasa.3). media pembelajaran dan sikap berbahasa memberikan effect interaksi yang tidak significant untuk kemampuan mendengar siswa.

Kata Kunci : media pembelajaran, sikap berbahasa, dan kemampuan mendengar.

INTRODUCTION

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Furthermore, Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

When the class is large. It becomes very difficult to teach listening when students make some noise and crowded in order to students ask to repeat frequently. Teacher have to do repitition. Beside that, the limited time also means that the teacher cannot fully teach listening effectively.

Based on the research observation, the same condition happened in all state junior high schools in Bekasi. The observation is supported the researhcer's experience in observing the students of state junior high schools in the class. From the observation, the researcher found that students faced some problems in learning process especially in listening since they lack of vocabulary. In this case, they cannot rewrite the vocabulary that they listen. These problems were caused by the lack of their ability in listening because teachers did not use the various ways or techniques in teaching English and the lack of student's attitude in learning process in the classroom.

Norrish (1983: 189) says that it is not always the student's fault if they get bad result, perhaps the material and or the style presentation do not suit with them. According to that opinion, the researcher that thinks that factors such as teachers, material, learning style, students, teaching technique become the general problem of teaching English.

In this research, the researcher emphasizes more attention on those problems because the teacher is not always right and students are not always wrong when they get unsatisfied mark. The materials and unsuitable teacher style or technique might cause it.

The researcher uses audio-visual media as media in teaching listening in order to make learning process effectively. Audio-Visual is part of multimedia because of two combinations on it and it is presented by power point. According to Ivers & Barron (2002: 2) "multimedia refers to the use of several media to present information. Combination of audio and visual may include texts, graphics, animations, pictures, videos, and sounds". Audio-Visual includes a visual (such as picture) and audio (such as sound). But, the

visual and the audio do not show any movement or static. The combination of those things becomes one unit of media. It is one of the components of computer combined with Microsoft power point program to deliver information and it can be controlled by the user. It is a message carrier technology which can be used for learning in delivering messages and information. It can be used for teaching language especially listening because of the contents represent the media to teach listening such as: audios, texts, and pictures. This media requires students to see the real world from what will be delivered in front of the classroom. By using those combinations of media in listening class students may be easier to recognize the words or phrases and gain the ideas and information from what the speaker says. The researcher had applied this media in order to attract students' attention in listening class.

Beside the teaching media, researcher would like to research the student's language attitude: positive and negative one. As Starks & Paltridge (1996: 218) points out learning a language is closely related to the attitudes towards the language. Karahan (2007, p.84) avers that "positive language attitudes let learner have positive orientation towards learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence student's success or failure in their learning.

Thus, the researcher wants to conduct a research entitled: "The Effects of Teaching Media and Language Attitude towards Student's Listening Skill at State Junior High Schools in Bekasi".

Etymologically, skill is ability to do something expertly and well; particularly kind of learning a foreign language (Hornby, 1987:805). It meant that if we are able to do something expertly and well especially in learning of foreign language so we have to have the skill. In line with that (Robbins, 2000:46-48) claimed that there are two ability/skill: Intellectual Ability, to do mental activity and Physical Ability, activity that needs strength and physical character. The skill that we have must be practiced all the time.

Bloom (1977: 84) explained that the function of the skill is to be able to perform, or today's attitude, meanwhile Semiawan classified the skill into observing, calculating, measuring, classifying, correlating, researching, interpreting, interferencing, predicting, applying and communicating. Related to studying, skill is needed, so one can have skill based on their ability about something.

Gagne and Briggs (1979:49) put skill as learning outcomes divided into five categories. They are intellectual skill, verbal information, cognitive arrangement activity, psychomotor skill, and attitudes.

Based on the above related literature, then what it is meant by skill in this research is ability of a student as a result of learning language. Brown said that the human race has fashioned two forms of productive performance, oral, and written, and two forms of receptive performance, aural (or auditory) and reading. There are, of course, offshoots of each mode. Each skill is not only related to each other but also related to the process that becomes the basic of a language. More skillful student in language learning, their thought will also be clearer and brighter. Students can get the skill by practicing. This process of practicing needs a lot of patience, diligence, and guidance, so that they can perform well to train our language skill as same as to train our thought.

In the areas of second language acquisition research and second language teaching, listening has always been the most forgotten and least researched of the four macro skills (speaking, reading, writing, and listening). According to Helgesen, Brown, and Nunan, (2007: 4), for years people thought of listening and reading as passive skills while speaking and writing were active skills. Indeed, until the late 1970s, not much attention was paid to ESL and EFL listening at all. Prior to that, if it was thought about at all, listeners were thought of as human tape recorders: They took in a bit of information, held it in a sort of medium-term memory, and used it. We now recognize that listening is much more complex than that. Listener are actively paying attention and working on understanding and interpreting what they hear. Instead of thinking of listening as passive, it is useful to understand it, along with reading, as a receptive skill. Even as a receptive skill, listening differs greatly with reading as reading materials are printed and permanent enough where the learners are required to interact with the next sentence using the knowledge of the previous one while listening involves continuous material presentation where they have to respond to the immediate expression. From the view point of "product" or "process", listening is more a process than a product which instantly shapes the understanding and utterances of the learners.

In Celcee Murcia (2001:88) listening comprehension describes comprehension of speaker's messages at the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning intended (Clark and Clark 1977). What 'listening' really means is 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process. Besides, according to Mecheal Rost (1991), listening comprises some component skills which are: discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling important words and ideas. The term media comes from latin which is the plural of medium. Literally, it means an intermediary or an introduction. Generally, media is everything that can transmit information from a source of information to the recipient information. Media is a tool that is used as a channel for conveying message or information from a source of recipients (receiver) (Soeparno, 1988: 1). Media is anything that can be seen that act as an intermediary, the means, the toosl for teaching and learning communication process (Rohani, 1997: 2-3). In other word, media is any object that is manipulated, seen, heard, read, or talk about their instruments used for such activities.

Teaching media is different from lesson props. A lesson is a hardware that are used to support the process of teching and learning. Media is a combination of hardware and software. Its use does not depend on the presence of a teacher.

Generally, the benefits of teaching media is to smooth interaction between students and teachers with more affective learning and efficient. Whereas the special benefits in greater media of instruction are: Submission of the learning material can be unified. With the help of learning media, a different interpretation of intercultural teacher

can be avoided and can reduce the gap between students information wherever located, The learning process becomes more vivid and engaging. Media can display information through sound, image, movement, and color, either naturally or manipulation. Thus helping teachers to create an atmosphere of learning to be more vibrant, not monotony or not boring, The process of learning to be more interactive. With the media, communication will be in two ways actively, Efficiency time and effort. With the media, learning objectives will be easier to be achieved with the potential time and effort as much as possible. Teachers do not have to explain the material repeatedly, because with a single dish using the media, students will be easier to understand the lessons. Improve the quality of students learning outcomes. Media of interaction can help students absorb more learning materials.

   Despite worldwide enthusiasm and enhanced funding, learning english is still a problem area for many secondary schools and students-comprehension, communication, spelling, and knowledge about language frequently fall short of even modest targets.

   Now teachers have stimulating tools and rich libraries of interactive materials available to them to better adapt educational content to the specific needs and preferences of the learners. Picture, flash cards, games, speech recognition tools, and internet-based communication can all add vast depth to traditional interaction materials such as text books. Incorporating multi - media, into the language curriculum, therefore, engages the students more communicative, authentic, contextualized, and intearctive activities that practice all four skills.

   In addition, utilizing interactive teaching media not only provides stimulating and effective instruction in a manner to which most young students are already accustomed due to their extracurricular (i.e. non-educational) activities, but also allows teacher flexibility with course content, and provides a learning environment in which students can begin to develop autonomy.

   According to Van Els at al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, media can be specified in different ways. Edmenger (1979: 24) list a number of points of view from which media can be considered: the nature of the information conveyed by media (i.e linguistic and non-linguistic information), the channel of the information (Auditory, visual, or audiovisual media), the phases in the process of teaching and testing whether they are used for the presentation, repitition, and exploitation of learning material, or for testing, the didactic function whether they are used to motivate learners, to convey information, or to stimulate free language use, the degree of accessibility and adaptability (Mindt 1978, Macht and Sclossbauer 1978, Heaton 1979: 39), the possibilities for supporting, supplementing, or replacing to the teacher (Ahrens: 1980) in Van Els (1984),the use of media by individual or groups.

   Hamijoyo as quoted in Latuheru (1988) states that theinstructional media are the media whose fucntion in integrated in the intructional objectives stated in the syllabus. Heinich (1993) also states that the media are considered as instructional media when they carry messages with an instructional purpose, i.e., to facilitate communication. Moreover, Suleiman (1988) asserts that instructional media are the media that bring

information or messages from the information resources/senders (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome. In line with the ideas of stated previously, Richards (in Kasbolah, 1993:10) defines that instructional media as the media which are used within the instructional design and are determined by the requirements of the objectives content and instructional method.

Likert (1932 : 9), cited in gardner (1980: 276), defines the terms attitude as "an inference which is made on the basic of complex of beliefs about the attitude objects". Gardner (1980 :267) elaborates on likert's definition by defining attitude as "the sum total of a man's instinctions and feelings, prejudice or bias, preconceived notion, fears, threats, and convictions about any specified topic." Ajzan (1988: 1) considers attitude as "a position to respond favourably or unfavourably to an object, person, intuition, or event." Baker (1992:10) defines attitudes as "a hypothetical construct use to explain the direction and persistence of human behavior."

According to Gardner (1985:10) attitudes are components of motivation, which "refers to the combination of effort plus desire to achieve the goal of learning favorable attitudes towards learning the language.

Gardner (1885:10) sees attitudes as components of motivation in language learning. According to him, 'motivation… refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language'. He believes the motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes. However, Wenden (1991) proposed a broader definition of the concept "attitudes". He states that the term attitudes include three components namely, cognitive, affective, and behavioral. A cognitive component is made up of the beliefs ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object 'like' or 'dislike', 'with' or 'against'. Finally, the behavioral component refers to one's consisting actions or behavioral intentions towards the object.

As Brown (2000:180) points outs, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which is the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, atattitudes "form a part of one's perception of self, of others, and of the culture in which one is living".

RESEARCH METHODOLOGY

To obtain the most effective teaching media in improving student's listening skill, the researcher will use experimental method.

This method will be used to get to know the differences in student's ability of listening English at state junior high schools in Bekasi.

The method of experimental is performed to test the interaction between the research variables with factorial design study. In this research the chosen design tailored to hypotheses to be tested is to identify whether there is interaction between teaching media and language attitude towards student's listening skill.

DISCUSSION

There is an effect of language attitude towards student's listening skill.

Based on the table 4.6 ANOVA (SPSS output) shows that F_0 is 7,193 and *sig.* 0,010 < 0,05, So the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It proves that the difference in average (mean) of listening test outcomes of students who have positive attitude on language with students who have negative attitude on language is a significant difference in which students who have positive attitude on language ($\bar{X}$ B2 = 12,33) and ($\bar{X}$ B1 = 11,50) differ significantly. Based on these data we can conclude that there is an effect of Students' language attitude towards students' listening skill. In other words, there is a difference between students who have positive attitude on language and those who have negative attitude on language.

There is not an effect of teaching media and language attitude towards student's listening skill.

Based on the result of the summary table of the ANOVA (SPSS output) shows that F_0 is 0,037 and *sig.* 0,849 > 0,05, So the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It proves that teaching media (Audiovisual) and language attitude towards student's listening skill is not significant. Adjusted R. Squared is 0,128, meaning that the variability of listening test outcomes can be explained by the variable of teaching media (Audiovisual), language attitude, and the interaction of both the subject of listening is 12,8 %.

Based on ANOVA result, it appears that the interaction between teaching media and language attitude are not significant interactions. Since there is no interaction, then the further analysis is about to see the simple effect of the sub-actor that builds interaction.

CONCLUSION

Based on the data obtained, the result of hypothesis testing and discussion of the result of the research, it can be summed up:

1. There is an influence of teaching media towards student's listening skill. It proves that the difference in average (mean) of students' score on listening skill that is taught by using audiovisual media with students taught by using conventional media is different significantly. Students taught The listening test score of students taught using audiovisual media is higher than those taught by conventional media. Based on the data, it can be concluded that there is a significant effect of teaching media towards student's listening skill. On the other words, there is a difference in students' score on listening test who are taught by using teaching media (audiovisual) with students who are taught by conventional media.

2. There is an influence of language attitude towards student's listening skill. It proves that the difference in average (mean) of listening test outcomes of students who have positive attitude on language with students who have negative attitude on language is a significant difference in which students who have positive attitude on language and differ significantly. Based on these data we can conclude that there is an effect of Students' language attitude towards students' listening skill. In other words, there is a difference between students who have positive attitude on language and those who have negative attitude on language.

3. There is no influence of interaction between the granting of teaching media and language attitude towards student's listening skill. It proves that teaching media (Audiovisual) and language attitude towards student's listening skill is not significant. Based on ANOVA result, it appears that the interaction between teaching media and language attitude are not significant interactions. Since there is no interaction, then the further analysis is about to see the simple effect of the sub-actor that builds interaction.

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