



Media Used by English Teachers in Teaching Listening at Junior High School in Payakumbuh District

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Abstract

Listening is the activity of obtaining information about processes by listening to sounds. This study is a descriptive study using qualitative methods. The aim was to identify the media used by English teachers in listening classes at secondary schools in Payakumbuh district. Researchers conducted this study at a secondary school in Payakumbuh District. Twelve English teachers from Payakumbu District Middle School were selected through an open recruitment process. Researchers used questionnaires and interviews to obtain data. After conducting the study, the findings revealed that graphic media, which received percentages of 54.4% with a final score of 604, made up the majority of the materials used by English teachers to teach listening. Then, audio media received percentages of 25.4% and a score of 283. Audiovisual media, which is hardly often used, received percentages of 20.2% with a final score of 224. According to the data from the questionnaire and the teachers' responses from the interview, English teachers also employ graphic, audio, and audio visual media to teach listening. Thus, it can be said that listening skills were taught using media by English teachers at Payakumbuh District Junior High School.

INTRODUCTION

The practice of listening involves learning information through the process of hearing from noises. Making sense of what we hear requires active, intentional listening. People process what they hear as they listen, as well as how it relates to other knowledge they already have (Nunan, 2013: 24). Therefore, listening abilities are crucial for contact and communication. The teacher's role in teaching listening is crucial. To assist students in developing their listening skills, teachers engage in the activity of teaching listening. As mastering listening skills is difficult, teachers assist their pupils in understanding what they hear in English. Teachers describe the study to the students, whether or not there is media present, and encourage them to create opinions based on what they hear. The teacher can mimic, but effective tapes are much more effective.

The instructor can employ media as teaching aids when teaching listening. Students find learning through media to be intriguing. Media is one tool that can mediate the learning process. There

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are many different media forms used to teach listening. They fall within the categories of graphic, visual, and audiovisual media. It was discovered that the picture/image, drawing, diagram, chart, graphic, poster, flannel board, bulletin board/the board, cassette audio, television, radio, music, video, ohp/infocus, tape recorder, and computer are the intriguing medium that English teachers can use to teach listening. We may therefore employ all forms of media to teach listening.

According to observations made during actual classroom instruction, many Junior High School teachers mostly used the learning by speech method and did not incorporate media, especially when teaching listening. Actually, in order to keep the students interested, participatory, and less bored while teaching listening, the teachers must employ media. A listening activity involves hearing information from noises and processing it. Nunan (2013: 24) asserts that listening is an intentional, deliberate process of interpreting what we hear. People process what they hear as they listen, as well as how it relates to other knowledge they already possess. Underwood (2014:186) defines listening as the act of attending to and deriving significance from something we hear. In order to effectively listen, we must be able to decipher the speaker's meaning when they use specific words in specific contexts at specific times, rather than just comprehending the words themselves.

Furthermore, Wolvin in Wadi (2010:11) stated listening is a highly complex a psychological process involving the human receptors and influenced by human sensory capacity. Linse (2015:22) hearing is different from listening. Hearing refer to the actual perception and processing of sound. Ahuja and Ahuja (2006:44) Listening is a means for breaking down the barriers to interaction, a means for achieving mutual understanding, a means for resolving conflicts, and a means for relating to teach other on a more meaningful level. Then, they states listening involve receiving aural stimuli, that is, signals (sound waves) received by the ear.

The listening skill is the one that is most undervalued in the teaching of both first and second languages, according to Raman (2004:7). It is important to promote listening techniques such as listening to repeat, listening to understand, and listening for communication. Speaking comes naturally after hearing. The conclusion that can be drawn from the foregoing explanation is that listening is a process that involves the activity of obtaining information via communication, where the listener should be able to recognize and comprehend by hearing from the noises. Media acts as a transitional tool or an introduction. Media use in the classroom aids in the delivery of teachings to students and guarantees that they understand the objectives of each lesson.

Then, according to Miarso in Susilana (2009:6), all forms of media that may be utilized to disseminate message can stimulate the concept, feeling, and attention while also enhancing the student's capacity for learning. In light of this, pupils are motivated to learn, particularly English. Media, according to Schram in Susilana (2009:6), is a tool that can be used to speed up the learning process. Media of mechanical apparatus, glossy, polished audiovisual aids, and technological advances in language education, according to Celce-Murcia (2019:455). Media is the intended tool to offer the learning message, according to Simamora (2009:65). Media can be used to see, hear, read, and manipulate. Media are tools that can be used to carry messages from the sender to the recipient, according to Arsyad (2013:3).

Media Used in Teaching Listening

a. Audio Media

There are several media in teaching listening that can be used in the teaching process:

- 1). Picture/image, according to Sadiman (1993:28) picture/image is the most commonly used. This is common language that can be understood and enjoyed everywhere.
- 2). Sketch, according to Sadiman (1993:28) sketch is a simple image, or rough draft that describe the parts anyway without detail.
- 3). Diagram, according to Sadiman (1993:28) A simple drawing that uses lines and symbols, diagram depicting the structure of the object in outline, showing the relationships that exist between the components of the properties of the process is there. And Susilana (2009:11) a simple illustration which is designed in order to show the feedback that served in the form of lines.
- 4). Chart, according to Sadiman (1993:28) chart including visual media. Its function is to present ideas or concepts that are difficult if only in writing or orally conveyed visually. Susilana (2009:11) combination of words, lines and symbol which are the brief of process, development and significant connections.
- 5). Graphic, according to Sadiman (1993:28) graphics are simple picture using dots, lines or images. Based on Susilana (2009:11) the numeral data presentation throw the combination between numeral, line and symbol.
- 6). Poster, according to Susilana (2009:11) poster is clear, striking and attractive visual combination in purpose to attract someone's attention who passes over.

- 7). Flannel Board, according to Susilana (2009:11) a board which is covered by flannel fabric with pictures or words inside that can be put on and off easily.
- 8). Bulletin Board/the board, according to Susilana (2009:11) a board covered with no flannel fabric. The pictures or words glued directly the board.

b. Audio Media

There are several media in teaching listening that can be used in the teaching process:

- 1). Cassette Audio, according to Sanaky (2011:94) cassette audio the form of magnetic tape recorder can produce sound when play on tape recorder.
- 2). Radio, according to Sanaky (2011:94) radio programs have long been used a broadcast learning to delivered the learning materials in several distance education institutions around the world, including Indonesia. According to Sadiman (1993:29) A media radio have some advantages if to compared another media. Radio can develop power of imagination child. Susilana (2009:15) Radio is the audio media that delivering a massage by type of electromagnetic wave from radiation.
- 3). Language laboratory, according to Sanaky (2011:94) language laboratory is a tool to practice the students to listen and speak in foreign language by presenting the subject matter that is prepared beforehand. According to Sadiman (1993:29) Language laboratory is the instrument to the students practice listen and speak in foreign language with students lesson previous. Harmer (2007:141) state the modern language laboratory has between ten or twenty booths, each equipped with a tape deck, headphones, microphone, and now computers.
- 4). Tape recorder, according to Sadiman (1993:29) Tape recorder is one of education media can not to neglected for information because easy to used. Susilana (2009:15) Tape recorder is the media to present a massage by recording process cassette audio. And Harmer (2007:229) Taped material is extremely portable and readily available. Tape are extremely cheap, and machines to play them are relatively inexpensive.
- 5). Music, according to Harmer (2007:242) says music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.

c. Audio Visual Media

There are several media in teaching listening that can be used in the teaching process:

- 1). Video, according to Harmer (2007:282) adds the use of videotapes has been a common feature in language teaching for many years. Next, Sadiman (1993:75) states the audio visual media the show the movement.
- 2). The overhead projector, according to Harmer (2007:136) states that the overhead projectors (OHPs) are extremely useful pieces of equipment since they allow use to prepare visual or demonstration material.
- 3). Television, according to Arsyad (2011:51) Television is the electronic system that sender the image, video and also the sound by used cable and space. Sadiman (1993:73) the media that shows the purpose of learning in audio visual with movement.
- 4). Computer, according to Arsyad (2011:53) the design to manipulate the information in a code, the machine electronic automatic to do work and calculation with simple and complicated.

METHODOLOGY

Descriptive qualitative research was used in the study. The study was carried out in the Payakumbuh District's junior high school. Five junior high schools were present. SMP N 1 Kecamatan Payakumbuh on Simalanggang was the first. SMP N 2 Kecamatan Payakumbuh on Ampang Piobang was the second. SMP N 3 Kecamatan payakumbuh on Taeh came in third. Finally, SMP N 4 Kecamatan Payakumbuh in Taeh Bukik was mentioned. To choose the individuals, purposeful sampling was used. Participants include five English teachers from SMP N 1 Kec in Payakumbuh, two from SMP N 2 Kec in Payakumbuh, three from SMP N 3 Kec in Payakumbuh, and two from SMP N 4 Kec in Payakumbuh. Twelve teachers participated in total.

In this research, the researcher took the data from observation and interviews as the sources of the data. There were two sources of the data in the research, as follow:

1. Questionnaire

The researcher used questionnaires to seek the media used by English teachers in teaching listening. Kind of questionnaire is open ended questionnaire. To valid the questionnaire by using experts' judgment. According to Alderson et al (1995:173) states that experts' judgment is people whose judgment one is prepare to trust, even if it disagrees with one's own.

Table1. Layout of questionnaire

No.	Media Used in Teaching Listening		
	Indicator	Sub-Indicator	Number of Questionnaire
1.	Graphic Media	1. Picture/image 2. Sketch 3. Diagram 4. Chart 5. Graphic 6. Poster 7. Flannel Board 8. Bulletin Board/ The Board	1, 2, 3 4, 5 6, 7 8, 9 10, 11 12, 13 14 15, 16
2.	Audio Media	9. Cassette audio 10. Radio 11. Tape recorder 12. Music 13. Language laboratory	17, 18 19, 20, 21 22 23, 24 25
3.	Audio Visual Media	14. Video 15. OHP/infocus 16. Television 17. Computer/ laptop	26, 27 28 29 30, 31

2. Interviews

This research used structured interviews, the researcher has a specified set of question that elicit that same information from the respondent.

Table 2. Layout of interview

No.	Media Used in Teaching Listening	
	Questionnaire	Answer
1.	Apakah bapak/ibuk menggunakan media pada saat mengajar listening ?	
2.	Apa media yang bapak/ibuk gunakan pada saat mengajar listening?	
3.	Bagaimana cara bapak/ibuk menggunakan media tersebut?	
4.	Seberapa sering bapak/ibuk menggunakan media tersebut?	
5.	Jika bapak/ibuk mengajr listening, tidak ada media apa yang bapak/ibuk lakukan?	

To analyze the data, the researcher used some steps to analyze the qualitative research:

1. Data managing

The data organized to check its completeness. The researcher got the data from participants in this research with the questionnaire and interview. The researcher analyzed the data from questionnaire and interview with English teachers. And having information next analyze the data.

2. Reading/memoing

According to Gay et al (2011:468) is to read and write memos about all field notes, transcripts, and observer comment to get an initial sense of the data. The researcher read the questionnaire in order to get understanding of the data collected. Next, the researcher read and wrote the teachers' answer from interview.

3. Describing

According to Gay et al (2011:468) involves developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The researcher gave description about media in teaching listening from the questionnaire and interviews.

4. Classifying

According to Gay et al (2011:468) the typical way qualitative data are broken down and organized is through the process of classifying, which means ordering field notes or transcription into categories that represent aspect of the data

a) Questionnaire

. The researcher categorized of media that used by the teachers in questionnaire. Then, to find the percentage of each sensory style, the writer used the formula suggested by Sudijono (2010:43) as follow:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage of each category

F = Frequency of each

N = Total number

b) Interview

The researcher categories of media that used by English teachers in interview. There are statements in interview and several minutes to answered the question. The researcher wrote the responds, script and record.

5. Interpreting

According to Gay et al (20011:479) the goal of data interpretation was to find meaning in the data, it was based heavily on the connections, common aspects, and links among the data, especially the identified categories and pattern. The researcher interpreted the organized questionnaire and interviews into general conclusions.

6. Writing Report

According to Gay and Airasian (2000:253) writing a report to describe the research and finding is the final process in qualitative research. The researcher made a report of the data in the research.

RESULT AND DISCUSSION

Result

In-depth results of the data analysis are presented in this section. It talks about the media that English teachers employ to teach listening. The following are the data's explanations:

1. Graphic Media

The outcomes of each indicator's data analysis are presented in this section. It talks about the percentage of media that English teachers use to teach listening. The information from the survey utilized by English teachers to teach listening is as follows:

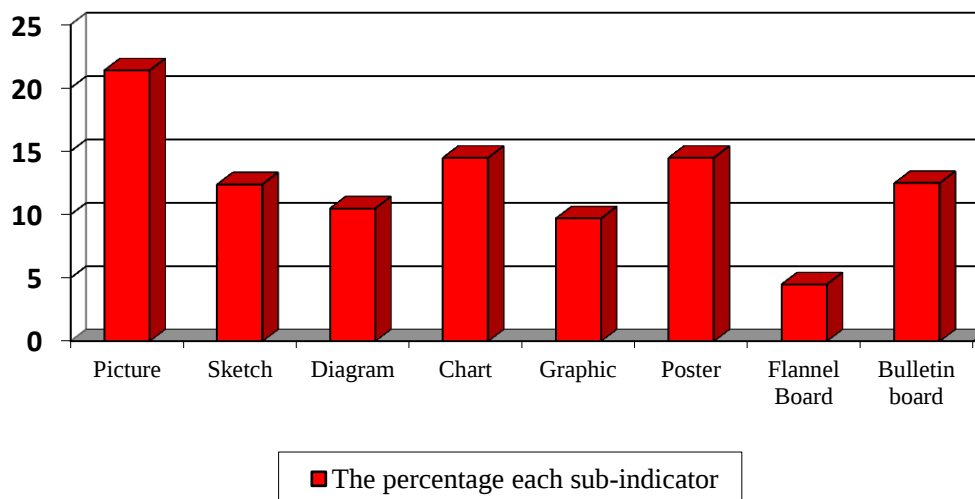
Table. 6 The Percentage of Media Used by English Teachers in Teaching Listening

No	Number of Item	%	Total Score
1	Picture/image	21.4	129
2	Sketch	12.4	74
3	Diagram	10.5	64
4	Chart	14.5	88
5	Graphic	9.7	59
6	Poster	14.5	87
7	Flannel Board	4.5	27
8	Bulletin Board/the board	12.5	76
	TOTAL	100	604

It is clear from the table above why teachers chose to respond to the sub-indicator in graphic medium. The first sub-indicator, picture, had a percentage score of 21.4% and a score overall of 129. The second sub-indicator, sketch, received percentages of 12.4% with a score of 74 overall. Diagram is the third sub-indicator; it received a percentage of 10.5% and a final score of 64. The fourth sub-indicator is a chart, and it shows that this medium scored 88 out of 100. The fifth sub-indicator, graphic, received a percentage of 9.7% with a score of 59 overall.

The sixth sub-indicator is the poster, which received a score of 87 and a percentage of 14.5%. The flannel board, the seventh sub-indicator, received a percentage of 4.5% with a final score of 27. Bulletin board/the board is the eighth sub-indicator, and it received percentages of 12.5% for a score of 76 overall.

The diagram below shows the percentage of each indicator:



Graphic 2 Graphic Media Used in Teaching Listening

It is supported by interview, it can be seen that most of the teachers used the media in teaching listening is chart. Because many of them responses that they used chart, picture and poster. As they said:*Kalau dalam mengajarkan family three contohnya itu berarti chart kan... , ...gambar tu ditempelkan, di diperlihatkan pada siswa..* . So, it can be seen that most the English teachers used the graphic media in teaching listening. The media used English teachers in graphic media is chart and picture.

The outcome of each sub-indicator's data analysis. It talks about the percentage of media that English teachers use to teach listening. The information from the survey utilized by English teachers to teach listening is as follows:

a. Picture/image

To analyze the data, the researcher classified each item of picture as follow:

Table 7. The Teachers' Responses Used Picture in Teaching Listening

No	Questionnaire	%	Total Score
1	Saya menggunakan gambar sebagai media pembelajaran dalam mengajar listening.	34.8	45
2	Saya menampilkan gambar kepada siswa sebagai media pembelajaran dalam mengajar listening.	35.6	46
3	Saya membuat gambar sebagai media pembelajaran dalam mengajar listening.	29.5	38
	TOTAL	100	129

From the table above question number 1 is “*saya menggunakan gambar sebagai media pembelajaran dalam mengajar listening.*” This got the percentage 34.8% with score 45. Questions number 2 “*saya menampilkan gambar kepada siswa sebagai media pembelajaran dalam mengajar listening,*” got the percentage 35.6% with score 46. And questions number 3 is “*saya membuat gambar sebagai media pembelajaran dalam mengajar listening*” got the percentage 29.5% with score 38.

b. Sketch

To analyze the data, the researcher classified each item of sketch as follow:

Table 8. The Teachers' Responses Used Sketch in Teaching Listening

No	Questionnaire	%	Total Score
4	Saya memperlihatkan sketsa pada siswa sebagai media pembelajaran dalam mengajar listening.	50	37
5	Saya membuat sketsa pada siswa sebagai media pembelajaran dalam mengajar listening.	50	37
	TOTAL	100	74

Based on table, for question number 4 is “*saya memperlihatkan sketsa pada siswa sebagai media pembelajaran dalam mengajar listening.*”, this got the percentage 50% with score 37. For questions number 5 “*saya membuat sketsa pada siswa sebagai media pembelajaran dalam mengajar listening,*” with the percentage 50% with total score 37.

c. Diagram

To analyze the data, the researcher classified each item of diagram as follow:

Table 9. The Teachers' Responses Used Diagram in Teaching Listening

No	Questionnaire	%	Total Score
6	Saya membuatkan diagram sebagai media pembelajaran dalam mengajar listening.	51.5	33
7	Saya menampilkan diagram sebagai media pembelajaran dalam mengajar listening.	48.5	31
	TOTAL	100	64

Based on the table for questions number 6 is “*saya membuatkan diagram sebagai media pembelajaran dalam mengajar listening.*” This got percentage 51.5% with total score 33. And questions number 7 “*saya menampilkan diagram sebagai media pembelajaran dalam mengajar listening,*” with the percentage 48.5% with total score 31.

d. Chart

To analyze the data, the researcher classified each item of chart as follow:

Table 10. The Teachers' Responses Used Chart in Teaching Listening

No	Questionnaire	%	Total Score
8	Saya membuatkan chart sebagai media pembelajaran dalam mengajar listening.	50	44
9	Saya menggunakan sebuah chart sebagai media pembelajaran dalam mengajar listening.	50	44
	TOTAL	100	88

Based on the table for questions number 8 is “*saya membuatkan chart sebagai media pembelajaran dalam mengajar listening.*” With the percentage 50% with total score 44. And questions number 9 “*saya menggunakan sebuah chart sebagai media pembelajaran dalam mengajar listening,*” with the percentage 50% with total score 44.

e. Graphic

To analyze the data, the researcher classified each item of graphic as follow:

Table 11. The Teachers' Responses Used Graphic in Teaching Listening

No	Questionnaire	%	Total Score
10	Saya membuatkan grafik untuk menggambarkan sebuah data sebagai media pembelajaran dalam mengajar listening.	49.2	29
11	Saya menggunakan grafik untuk menggambarkan sebuah data sebagai media pembelajaran dalam mengajar listening.	50.8	30
	TOTAL	100	59

From the table for questions number 10 is “*saya membuatkan grafik untuk menggambarkan sebuah data sebagai media pembelajaran dalam mengajar listening.*”the percentage 49.2% with total score 29. For questions number 11 “*saya menggunakan grafik untuk menggambarkan sebuah data sebagai media pembelajaran dalam mengajar listening,*” the percentage 50.8% with total score 30.

f. Poster

To analyze the data, the researcher classified each item of poster as follow:

Table 12. The Teachers' Responses Used Poster in Teaching Listening

No	Questionnaire	%	Total Score
12	Saya menempelkan poster didepan kelas sebagai media pembelajaran dalam mengajar listening.	50.5	44
13	Saya menggunakan poster sebagai media pembelajaran dalam mengajar listening.	49.5	43
	TOTAL	100	87

Based on the table for questions number 12 is “*saya menempelkan poster didepan kelas sebagai media pembelajaran dalam mengajar listening.*”the percentage 50.5% with total score 44. And questions number 13 “*saya menggunakan poster sebagai media pembelajaran dalam mengajar listening,*”the percentage 49.5% with total score 43.

g. Flannel Board

To analyze the data, the researcher classified each item of flannel board as follow:

Table 13. The Teachers' Responses Used Flannel Board in Teaching Listening

No	Questionnaire	%	Total Score
14	Saya menggunakan papan flannel sebagai media pembelajaran dalam mengajar listening.	100	27
	TOTAL	100	27

Based on the table for questions number 14 is “ *saya menggunakan papan flannel sebagai media pembelajaran dalam mengajar listening.*”the percentage 100% with total score 27.

h. Bulletin Board/The Board

To analyze the data, the researcher classified each item of bulletin board/the board as follow:

Table 14. The Teachers' Responses Used Bulletin Board/The Board in Teaching Listening

No	Questionnaire	%	Total Score
15	Saya menggunakan bulletin board sebagai media pembelajaran dalam mengajar listening.	38.2	29
16	Saya menggunakan papan tulis sebagai media pembelajaran dalam mengajar listening.	61.8	47
	TOTAL	100	76

Based on the table for questions number 15 is “ *saya menggunakan bulletin board sebagai media pembelajaran dalam mengajar listening.*” Got the percentage 38.2% and total score 29. And questions number 16 “*saya menggunakan papan tulis sebagai media pembelajaran dalam mengajar listenig,*” with thr percentage 61.8% and total score 47.

2. Audio Media

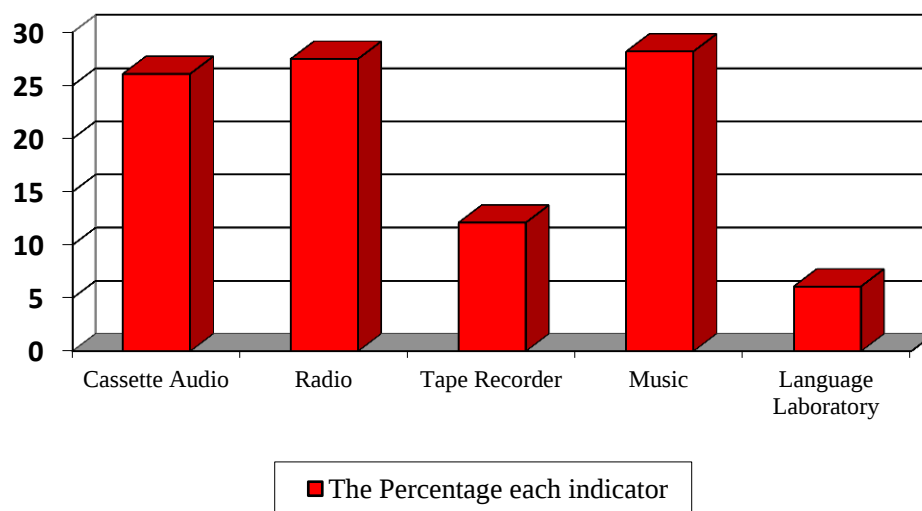
This part present the result of data analysis of each indicator. It discusses about percentage of the media used by English teachers in teaching listening. The data from questionnaire in graphic media used by English teachers in teaching listening as follow:

Table 15. The Percentage of Media Used by English Teachers in Teaching Listening

No	Number of Item	%	Total Score
9	Cassette Audio	26.1	74
10	Radio	27.5	78
11	Tape Recorder	12.1	34
12	Music	28.2	80
13	Language Laboratory	6.1	17
	TOTAL	100	283

It is clear from the chart above why teachers chose to respond to the sub-indicator in audio media. Cassette audio is the first sub-indicator, receiving a score of 74 and percentages of 26.1%. Radio is the second sub-indicator, with a proportion of 27.5% and a final score of 78. Tape recorder, the third sub-indicator, had a percentage of 12.1% and a final score of 34. Music is the fourth sub-indicator, receiving a score of 80 overall and a percentage of 28.2%. Language laboratory is the fifth sub-indicator, and this media received a percentage of 6.1% with a final score of 17.

The diagram below shows the percentage of each indicator:



Graphic 4. Graphic Media Used in Teaching Listening

It is supported by interview, it can be seen that most of the teachers used the media in teaching listening is song. Because some of them responses that they used song. As they said: *...ditampilkan nyanyi kemudian diisi teks rumpang tentang nyanyi tersebut.. , lagu diputarkan kepada siswa, lalu siswa*

dikasi teks blank... . So, it can be seen that most the English teachers used the audio media in teaching listening. The media used English teachers in graphic media is song.

This part present the result of data analysis of each sub-indicator. It discusses about percentage of the media used by English teachers in teaching listening. The data from questionnaire in graphic media used by English teachers in teaching listening as follow:

a. Cassette Audio

To analyze the data, the researcher classified each item of cassette audio as follow:

Table 16. The Teachers' Responses Used Cassette Audio in Teaching Listening

No	Questionnaire	%	Total Score
17	Saya menggunakan cassett audio sebagai media pembelajaran dalam mengajar listening.	50	37
18	Saya memutarakan cassett audio sebagai media pembelajaran dalam mengajar listening.	50	37
	TOTAL	100	74

Based on the table for questions number 17 is “ *saya menggunakan cassett audio sebagai media pembelajaran dalam mengajar listening.*” Got the percentage 50% and total score 37. And questions number 18 “*saya memutarakan cassett audio sebagai media pembelajaran dalam mengajar listening,*” the percentage 50% and total score 37.

b. Radio

To analyze the data, the researcher classified each item of radio as follow:

Table 17. The Teachers' Responses Used Radio in Teaching Listening

No	Questionnaire	%	Total Score
19	Saya menggunakan radio sebagai media pembelajaran dalam mengajar listening.	32.1	25
20	Saya menyuruh siswa mendengarkan radio sebagai media pembelajaran dalam mengajar listening.	37.2	29
21	Saya memutarakan radio sebagai media pembelajaran dalam mengajar listening.	30.7	24
	TOTAL	100	78

Based on the table for questions number 19 is “ *saya menggunakan radio sebagai media pembelajaran dalam mengajar listening.*” with the percentage 32.1% and total score 25. Questions number 20 “*saya menyuruh siswa mendengarkan radio sebagai media pembelajaran dalam mengajar listening,*” with the percentage 37.2% and total score 29. And questions number 21 “*saya memutar radio sebagai media pembelajaran dalam mengajar listening,*” with the percentage 30.7% and total score 24.

c. Tape Recorder

To analyze the data, the researcher classified each item of tape recorder as follow:

Table 18. The Teachers’ Responses Used Tape Recorder in Teaching Listening

No	Questionnaire	%	Total Score
22	Saya menggunakan tape recorder sebagai media pembelajaran dalam mengajar listening.	100	34
	TOTAL	100	34

Based on the table for questions number 22 is “ *saya menggunakan tape recorder sebagai media pembelajaran dalam mengajar listening.*” Got the percentage 100% with total score 34.

d. Music

To analyze the data, the researcher classified each item of music as follow:

Table 19. The Teachers’ Responses Used Music in Teaching Listening

No	Questionnaire	%	Total Score
23	Saya menggunakan music sebagai media pembelajaran dalam mengajar listening.	50	40
24	Saya memutar lagu sebagai media pembelajaran dalam mengajar listening.	50	40
	TOTAL	100	80

Based on the table for questions number 23 is “ *saya menggunakan music sebagai media pembelajaran dalam mengajar listening.*” The percentage 50% with total score 40. And questions number 24 “*saya memutar lagu sebagai media pembelajaran dalam mengajar listening,*” got the percentage 50% and total score 40.

e. Language Laboratory

To analyze the data, the researcher classified each item of diagram as follow:

Table 20. The Teachers' Responses Used Language Laboratory in Teaching Listening

No	Questionnaire	%	Total Score
25	Saya menggunakan language laboratory sebagai media pembelajaran dalam mengajar listening.	10	17
	TOTAL	100	17

Based on the table for questions number 25 is “ *saya menggunakan language laboratory sebagai media pembelajaran dalam mengajar listening.*” This got percentage 100% with total score 17.

3. Audio Visual Media

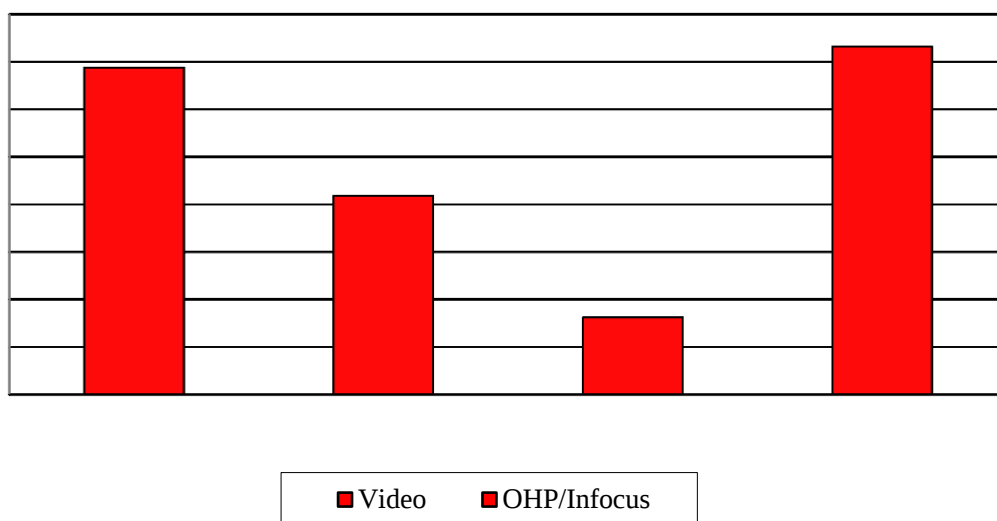
The outcomes of each indicator's data analysis are presented in this section. It talks about the percentage of media that English teachers use to teach listening. The information from the survey utilized by English teachers to teach listening is as follows: Table 20. The Percentage of Media Used by English Teachers in Teaching

Listening

No	Number of Item	%	Total Score
14	Vide1	34.4	77
15	OHP/infocus	20.9	47
16	Television	8.1	18
17	Computer/laptop	36.6	82
	TOTAL	100	224

It is clear from the chart above why teachers chose audio visual media as their sub-indicator. The first sub-indicator is video, which received a percentage of 34.4% and a score of 77 overall. The second sub-indicator is OHP/infocus, which was scored at 47 with a percentage of 20.9%. Television, the third sub-indicator, had an 8.1% proportion and a score of 18. Computer is the fourth sub-indicator, receiving a score of 82 overall and a percentage of 36.6%.

The diagram below shows the percentage of each indicator:



Graphic 4. Graphic Media Used in Teaching Listening

It also supported by interview, it can be seen that most of the teachers used the media in teaching listening is laptop. Because some of them responses that they used laptop. As they said:diperdengarkan kepada siswa bentuk dilaptop tadi... . So, it can be seen that most the English teachers used the audio media in teaching listening. The media used English teachers in audio visual media is laptop.

This part present the result of data analysis of each sub-indicator. It discusses about percentage of the media used by English teachers in teaching listening. The data from questionnaire in graphic media used by English teachers in teaching listening as follow:

f. Video

To analyze the data, the researcher classified each item of video as follow:

Table 22. The Teachers' Responses Used Video in Teaching Listening

No	Questionnaire	%	Total Score
26	Saya menggunakan video sebagai media pembelajaran dalam mengajar listening.	48.1	37
27	Saya memutarkan video sebagai media pembelajaran dalam mengajar listening	51.9	40
	TOTAL	100	77

Based on the table for questions number 26 is “ *saya menggunakan video sebagai media pembelajaran dalam mengajar listening.*” This got the percentage 48.1% and total score 37. And questions number 27 “*saya memutar video sebagai media pembelajaran dalam mengajar listening,*” got the percentage 51.9 and total score 40.

g. OHP/infocus

To analyze the data, the researcher classified each item of OHP/infocus as follow:

Table 23. The Teachers’ Responses Used OHP/Infocus in Teaching Listening

No	Questionnaire	%	Total Score
28	Saya menggunakan OHP/infocus sebagai media pembelajaran dalam mengajar listening.	100	47
	TOTAL	100	47

Based on the table for questions number 28 is “ *saya menggunakan OHP/infocus sebagai media pembelajaran dalam mengajar listening.*” Got the percentage 100% and total score 47.

h. Television

To analyze the data, the researcher classified each item of television as follow:

Table 24. The Teachers’ Responses Used Television in Teaching Listening

No	Questionnaire	%	Total Score
29	Saya menggunakan television sebagai media pembelajaran dalam mengajar listening.	100	18
	TOTAL	100	18

Based on the table for questions number 29 is “ *saya menggunakan television sebagai media pembelajaran dalam mengajar listening.*” This got percentage 100% and total score 18.

i. Computer

To analyze the data, the researcher classified each item of computer as follow:

Table 25. The Teachers' Responses Used Computer in Teaching Listening

No	Questionnaire	%	Total Score
30	Saya menggunakan computer sebagai media pembelajaran dalam mengajar listening.	39.1	32
31	Saya menggunakan laptop sebagai media pembelajaran dalam mengajar listening.	60.9	50
	TOTAL	100	82

Based on the table for questions number 30 is “*saya menggunakan computer sebagai media pembelajaran dalam mengajar listening.*” This got the percentage 39.1 with total score 32. And questions number 31 “*saya menggunakan laptop sebagai media pembelajaran dalam mengajar listening,*” this got the percentage 60.9% and total score 50.

Based on the findings, English teachers employed a variety of media to teach listening. Additionally, the three categories of media utilized by English teachers to teach listening are graphic media, visual media, and audio visual media. The study's findings, which were corroborated by an interview, indicated that charts and pictures made up the majority of the graphic medium used by English teachers to teach listening, with a total score of 604 and a percentage of 54.4%. Susilana (2019:11) defines graphic media as the visual media that presents a fact, idea, or concept using words, sentences, numerals, symbols, or an image. Graphics are frequently used to draw attention, make an idea clear, and make the data seem intriguing enough to recall. This indicates that graphic media is a form of attention-grabbing media that teachers can use.

Then, audio media with percentages 25.5% and total score 283, it is also supported by interview most the media used by English teachers in teaching listening in audio media was song. According to Susilana (2009:15) Audio media is the delivery media the message just can receive by hearing. Message and information is delivered by symbols the words, music, and sound effect. It means audio media is the media in audio media it is about the sound that can be hear by the receiver. And rarely media used by English teachers in teaching listening was audio visual media with percentages 20.2% and total score 224, it is also supported by interview most the media used by English teachers in teaching listening in audio visual media was laptop. According to Susilana (2009:17) Audio visual media is the delivery a message just can receive by hearing and sight, but the picture that result is quiet picture or a little motion element. In other hand in audio visual media

receiver can see and hear the media. So, it can be concluded that English teachers at Junior High School in Payakumbuh District had used media in teaching listening.

CONCLUSION

From the research findings, the media used by English teachers in teaching listening into three parts, they are graphic media, audio media, audio visual media. Graphic media such as: picture/image, sketch, diagram, chart, graphic, poster, flannel board, bulletin board/the board. Audio visual such as: cassette audio, radio, tape recorder, music, language laboratory. And audio visual media such as: video, ohp/infocus, television, computer/laptop. The percentages of graphic media used by English teachers are 54.4% with total score 604. Then, the percentages of audio media used by English teachers are 25.4% with total score 283. The last the percentages of audio visual media used by English teachers are 20.2 with total score 224. It is supported by interview, it can be seen that most of the teachers used the media in teaching listening in graphic media were chart and picture, audio media is song and audio visual media is laptop. Based on the research finding, it can be conclude that English teachers has used media in teaching listening at Junior High School in Payakumbuh.

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