STRENGTHENING STUDENT'S ENGLISH SKILLS THROUGH THE EXPOSURE OF AUDIO VISUAL-BASED ENGLISH STORIES

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ABSTRACT
Nowadays, our life affected by fast-changing technology, so do the learning process. Many studies stated that Technology helps the students and teachers to achieve learning goals. One of the common techniques that usually help students to improve their English skills is by listening to audio visual-based English stories. In this study, a student is exposed to audio visual-based English stories in learning English, the goal of this study is to examine which skills that greatly impacted by the exposure of audio-visual English stories into student's learning. This study uses the Qualitative method, in which written test results, observation results, and recordings are used to obtain the data. By the end of the study, it can be concluded that Listening skill is the most affected skill from the exposure of the Audio-Visual based English Stories.

Keywords: Audio Visual, English stories, EFL Classroom

INTRODUCTION
Solanki & Phil (2012) claims technology helps students to get involved and learn according to their interests, it has been tested effectively and is widely accepted for teaching English in the modern world. Many teachers use technology to teach English in class, such as video, audio, gadget, and others. Outside class learning is suggested to be conducted because it can support the learning conducted in the classroom. When we learn outside the classroom no more limited time to learn, is free for us to study. Listening to audio-visual English stories before bedtime is examples of English picked up outside of the classroom.

Stories evoke children's imaginary world and develop vocabulary, reading, speaking, listening and writing skills in both mother tongue and foreign language education (Fatih, 2017), also Sayed (2013) state that listening to stories can affect other sections of English language. It means that stories not only can affect one language skills but also stories can affect all of language skills. Stories are thought to be a very powerful educational tool in promoting language proficiency in both the first and second language (Haven, 2000, p75) also Isabel et al (2004, p 158).

According to Burton(2015): audio visual are those sensory images which mages which initiate or stimulate reinforce learning. As Mutar (2009) states AVM are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. With the interesting video stories it's the example of AV that can encourage the leaner to learn foreign language, and it can helps the learner to remember what they have been seen.
In the study by Collen (2006), students in one group listened and watched two digital stories in class, and students in another group listened to the two stories read aloud by the researcher. Listening activities in both classrooms were video recorded, and during the activities students were required to ask questions about what they listened to, and the researcher also asked questions concerning comprehension. Abidin, Pour-Mohammadi, Souriyavongs, Da and Ong (2011) investigated the effects of digital stories on the listening comprehension skills of pre-school students in a foreign language learning context.

Based on the explanation above, this study will be conducted quantitatively using observation, test results, and recordings as the main data. This study will involve one student that is exposed to the use of Audio-Visual stories in English Learning Process. The research question of this study is: What English Skills that are most affected by the exposure of Audio-Visual story in Language Learning?

**LITERATURE REVIEW**

**Second Language Acquisition**

Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Therefore, any other language apart from the first language is called a second language (SL) or also referred to as a target language (TL). The Collins Dictionary (2013) defines Second Language as the language that a person learns after his or her native language and Foreign Language as a language that is used in a country other than one’s native country.

There are different ways to acquire second or foreign languages. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society. This can be done by attending school in the target country, watching local television, listening to radio or/and reading newspapers in L2. By being actively involved in the learning environment, the learner is constantly in contact with the target language through normal daily routines. (Einar, 2013)

**Learning language versus acquiring language**

Krashen (2002) characterizes language acquisition as the process that occurs when we learn our first language. On the other hand, he claims that language learning is learning about a language, that is, learning about grammar rules, vocabulary pronunciation, etc. Learning a foreign language means studying, in a conscious and active way, how it works, what the rules and principles are as well trying to act in the way these predetermine its correct and effective use to be. Acquiring a foreign language not only refers to the mentioned activities, but also includes subconscious receiving of information, knowledge and experience. As the term 'acquiring' a foreign language is more complex than 'learning'.

**The interference of technology in learning and acquiring**

In the era of technology, the interference of various types of technology in learning and acquiring a language is undeniable. In learning English as Foreign Language (EFL), technology can provide a meaningful and interesting approach for
language learning. It motivates the learners as well as engages them in speaking, reading, listening and writing easier. Also the use of technology can develop the students’ English proficiency through practice and exercises, as well as to increase their exposure to English. In the other words Bassma (2013) mentions that technology plays an important role in today’s human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education.

**Audio-Visual Technology**

According to Burton (2015): audio visual are those sensory images which mages which initiate or stimulate reinforce learning. Audio visual is an instructional device in which the message can be heard as well as seen, also Kinder S. James state that Audio visual are any device which can be make the learning experience more concrete, more realistic and more dynamic. It can be concluded that **Audio visual means processing both a sound and a visual component.** The first is Audio that refers to materials that can be hears, and visual refer to those materials which can be seen and is good to use in education.

**Types of Audio-Visual Technology**

Reddy 2008 as cited in Fery, 2016 states that “audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc. Md. Ashikuzzaman(2013) also state Audio Visual materials are the combination of auditory and visual materials. This includes; Television, film, motion picture, video tapes, printed materials with recoded sound and demonstration. Neeraja (2011, p.355) states that teaching aids may be classified as visual aids, audio aids, audiovisual aids and activity aid.

VisualAids: represents that aid material which helps the learner in acquiring the learning experiences through his visual senses like films, filmstrips, Projector, Overhead Projector, and Slide Projector. Audio Aids: represents that aid material which helps the learner to acquire the knowledge through his auditory senses. Like Radio, Recordings (tape-disco) and Television, Video tapes, Language laboratories, Sound distribution systems, Public Addressing System Audio-visual Aids: represents all those equipment and aid material in which the learner gets opportunity to utilize both his auditory and visual senses for gaining the desired learning experiences. Like Television, Video-films, Video Compact Disks, Cartoon films, Motion Pictures, Computers.

**METHOD**

The current study employs a descriptive qualitative case study design. Creswell (2012) stated that research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. The writer used case study design in qualitative method. Gerring (2007, p.20) explained that a case study may be understood as the intensive study of a single case where the purpose of that study is to shed light on a larger class of cases (a population). Case study design in qualitative method employed to gain information about which skills is affected toward the exposure of the audio visual video.

This research involved a student of junior high school (pseudonym as Rose). The participant
might be considered as a young learner that involved in the exposure of audio-visual English story. The data is collected through observation and test result. Ary et al (2000: 474) stated that observation is relying on narrative or words to describe the setting, behavior, and interaction. Observation was used to interpret setting, time schedule, and the meaning of the event, which observed. In this research, the researcher observed the participant, researcher used recorder to gathering the information/impact that the learner shows to the writer. Test results are used when the researcher finished the observation and also to support the findings about what skills are more affected.

**FINDINGS AND DISCUSSION**

**Observation Result**

From (12-03-2019) until (12-04-2019), Researcher researched 15-year-old rose to watch the English story the titled is Cinderella which lasted about 7 minutes. Every night Researcher told rose to watch the film. When rose saw the video for the first time Rose seemed confused by the vocabulary Rose did not know. During the film screenings, Rose often asked a lot about the vocabulary that Rose had just seen for the first time, and then Researcher answered her questions about what the vocabulary Rose was asking meant. After one week Researcher played the video to rose, Rose was different from before, whom Rose asked a lot but Rose didn't. Rose already understood a little about her vocabulary, and Rose just watched it. There was also when rose forgot about the vocabulary Rose asked again At three weeks watching, rose gets bored for watching the same video, but when I asked 'do you want to change the story?' Rose replied no because Rose thought it would make it difficult the vocabulary in Cinderella were not fully memorize, why do you have to add more? Rose said. But in the third week, Rose has shown good progress, because Researcher also explained a lot about vocabulary and sentences, so rose could interpret the sentences in the video. Rose often tries to interpret the sentences in the video and tells Researcher to correct it whether Rose is right or not.

**Test Result**

**Speaking test Result**

<table>
<thead>
<tr>
<th>Participant result</th>
<th>Score</th>
<th>Participants Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>55-60</td>
<td>The participant was able to complete the story with moderately assistance not be able to let the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There once was a girl. One day she got married. She had six sisters. One day a king have party...</td>
</tr>
</tbody>
</table>

Rose was able to remember the words Rose got but not all of them. From the overall story Rose understands but to explain the story Rose was not very able and when explaining Rose just fixates

**Listening test Result and Writing test Result**

<table>
<thead>
<tr>
<th>Participant result</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>35-40</td>
</tr>
<tr>
<td></td>
<td>Could understand and answer questions correctly</td>
</tr>
<tr>
<td></td>
<td>The mice and (5) Laird were Cinderella’s best friend</td>
</tr>
<tr>
<td></td>
<td>“I got you must (5) Pick up those homework”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good</th>
<th>70-80</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make only a few mistakes in understanding and answering questions</td>
</tr>
<tr>
<td></td>
<td>Hand(s) roughly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant Score</th>
<th>Writing: 15</th>
<th>Listening: 100</th>
</tr>
</thead>
</table>
Writing and Listening test the researcher combined the quiz into one. Rose had to fill the empty words by listening to the story that Rose had watched. From the quiz, Rose could listen and write empty words. The results of the listening test showed satisfactory results. Rose was able to answer all the questions correctly. While for writing, Rose still asked how to write it. Her listening ability was very good but Rose still forgot how to write it. From the quiz, I can conclude that the skill Rose can master the most is listening to skill.

In the reading test, Rose had shown good results where Rose was able to read the English words correctly. There are also some words that Rose said were wrong, and the word continued to be read incorrectly until the end. A word that are often read incorrectly are: prince where to read/ prms / while Rose pronounces I prains /.Were=/w. (r) Rose reads / we (r) /. Ashes =/ zfes / Rose reads / ases /. For the reading quiz. Rose can answer all the questions. In this quiz, Rose has shown the good result.

Based on both Observation results and Test Results, it can be concluded that as time goes by, rose develop her skills gradually. The exposure of audio visual- based English stories to her learning; tremendously affect her skills in many ways. Based on the test results, the most affected skills by the exposure of audio visual- based English stories in learning English is Listening skill.

REFERENCES
Andrade, M. d. (2014). Role of Technology iSupporting English Language Learners in Today’s Classrooms.


