

**Increasing The Student's Listening Skill By Using
Story Completion Technique At The Five Grade Of Mi Junjungan
Sayyid Hamim South Sumatra Province
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Abstract

Listening is one of the essential skills in learning English, as it forms the foundation for effective communication. However, many students still struggle with comprehending spoken language due to limited exposure and lack of engaging materials. This research aims to improve students' listening skills by using audio-visual media in the learning process. The method employed in this study is classroom action research, conducted in two cycles, involving eighth-grade students. The data collection techniques included observation, tests, and documentation. The results of the study show a significant improvement in students' listening comprehension after the implementation of audio-visual media. This suggests that using engaging and context-rich media can effectively enhance students' listening abilities in English.

Abstrak

Mendengarkan merupakan salah satu keterampilan penting dalam belajar bahasa Inggris, karena keterampilan ini merupakan dasar untuk komunikasi yang efektif. Akan tetapi, banyak siswa masih kesulitan memahami bahasa lisan karena keterbatasan paparan dan kurangnya materi yang menarik. Penelitian ini bertujuan untuk meningkatkan keterampilan mendengarkan siswa dengan menggunakan media audio-visual dalam proses pembelajaran. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas, yang dilakukan dalam dua siklus, yang melibatkan siswa kelas delapan. Teknik pengumpulan data meliputi observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan peningkatan yang signifikan dalam pemahaman mendengarkan siswa setelah penerapan media audio-visual. Hal ini menunjukkan bahwa penggunaan media yang menarik dan kaya konteks dapat secara efektif meningkatkan kemampuan mendengarkan siswa dalam bahasa Inggris.

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INTRODUCTION

English is an international language used for communication in various fields such as education, business, science, and technology. Among the four language skills – listening, speaking, reading, and writing – listening plays a crucial role, as it is the first step in acquiring language and understanding messages. Despite its importance, listening is often neglected in the classroom and students frequently encounter difficulties in understanding spoken English due to factors such as unfamiliar vocabulary, different accents, and lack of concentration.(Mawaddah et al., 2022)

In Indonesia, many students struggle to develop their listening abilities due to monotonous teaching methods and limited access to authentic listening materials. Therefore, it is necessary to adopt innovative and interactive methods to help students improve their listening comprehension. One effective strategy is the use of audio-visual media, which combines sound and visuals to create a more engaging and meaningful learning experience. This method allows students to connect the language with visual context, making it easier to understand and remember.(Br Perangin angin et al., 2021)

English is a language used as a means of communication and is used by other people around the world as a first foreign language. In the international world, English is the official language used, because this language is the most widely used language in various countries in the world.(Chadijah, 2023) For the communication of a nation that wants to progress, we must also be able to communicate in English, so that if one day it is needed, we can easily understand what the world wants to convey. One of the English language skills is speaking.(Husada et al., 2019)

Speaking skills are speaking skills that can be possessed by someone who tries to convey verbal messages efficiently as a means of communication to others.(Schütze, 1997) With good mastery of speaking, someone can help increase self-confidence, will make others happy to listen to you, will improve your quality of self, will make you think more critically and will improve your leadership skills. Speaking is an easy language to master. Most people have limited words so they have difficulty in conveying what they are going to do. In learning to speak, good speaking activities can and should be very motivating. If all students participate fully - and if the teacher organizes the activities properly and can then provide sympathy.(Diza Jusriani & Ibrohim Muchlis,

2023)

Many speaking tasks (role playing, discussing, solving problems, and so on) are essentially fun. This means that teachers must be creative to make students feel happy during the process.(Fatimah et al., 2024) In speaking learning, there are several problems involved in making students speak in class. Related to speaking problems. In the pre-survey, the researcher obtained an archive of students' assignment scores in speaking skills from English teachers.(Lubis & Nasution, 2024)

The results of the pre-survey in the form of students' speaking mastery are illustrated in the following table. Based on the results above, English teachers must apply various techniques in teaching speaking so that they are influential and support teachers to teach students well in understanding the material. There are many types of speaking teaching techniques. These techniques can attract students' motivation in learning English so that students feel happy and students do not feel bored. There are ten Influential English Speaking Teaching Techniques. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts. To teach second language learners how to speak in the best possible way, some activities that can improve speaking skills are listed below and can be applied immediately in the classroom.(Jamilah, 2019)

Teachers must create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that can improve English speaking skills. This can happen when students collaborate in groups to achieve indicators or complete tasks. There are several techniques to teach speaking skills. Some speaking skills techniques. Discussion After a content-based lesson, a discussion can be conducted for a variety of reasons. Students can discuss to make conclusions, share ideas about an event, or find solutions in their discussion groups. Role Play Another way to improve students' speaking skills is through role play.(Deliyana & Fitriani, 2019)

Students pretend to be in various social contexts and have various social roles. To fill the information gap, students must pair up. One student will have information that their partner does not have and the partner will share that information. Storytelling, students can briefly summarize a story or story they have heard from someone before, or they can create their own story to tell to their classmates. Storytelling can foster creative thinking. Interviews, students can conduct interviews on selected topics with various people.(Yuyun & Simamora, 2021)

Story Completion Technique 4 is a fun free-speaking activity for the whole class, where students sit in a circle. For this activity, the teacher starts

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telling a story, but after a few sentences he stops telling the story. Then, each student starts continuing from the point where the previous student stopped. In this study, the author used the Story Completion technique, not only used to communicate, but also used to make students confident to speak in class with other friends, as well as to increase students' motivation and interest in learning. By using the story technique, it is easier for students to improve their speaking skills.(Amelia et al., 2024)

Story Completion technique is one of the variants of group discussions such as Story Completion which is a very fun activity for the whole class and is a good choice of activity to encourage students to do oral communication. In this technique, students are asked in groups to complete the story delivered by the previous speaker based on the parts given by the teacher. Previously, the teacher started the story that must be completed by the students. This technique is an interesting technique because each student is motivated to speak, ignoring the mistakes they will make later. The use of Story Completion is expected not only to communicate but also to build students' confidence to speak in class. Students will be happy to share with their group and students can improve their speaking skills through this technique. Based on the description above.

in the context of junior high school students, listening difficulties often arise due to the lack of exposure to native English speakers, monotonous teaching techniques, and the absence of interactive learning tools. As a result, students become less motivated and struggle to understand English conversations or instructions effectively. To overcome these challenges, teachers need to apply innovative and engaging methods in the classroom. One of the effective ways is by using audio-visual media, such as videos, songs, or interactive applications, which can simulate real-life listening situations and provide contextual learning. This research aims to explore how audio-visual media can be used to improve the listening skills of eighth-grade students. It is hoped that this study will contribute to better teaching practices and improved student outcomes in listening comprehension.(Agustin & Ayu, 2021)

This research focuses on increasing the students' listening skills by using audio-visual media as an instructional tool. The objective is to examine whether the use of such media can improve the students' ability to comprehend spoken English and to enhance their overall learning experience.

THEORETICAL FRAMEWORK

A. Definition of Listening Skills

Listening is one of the key components in language acquisition. listening is the process of receiving, constructing meaning from, and responding to

spoken or non-verbal messages. It involves both hearing and understanding what is being said. In the context of language learning, listening skills are essential for developing communication competence and comprehension.(Hardiah, n.d.)

B. Importance of Listening in Language Learning

Listening provides the foundation for the development of other language skills such as speaking, reading, and writing. Listening is the most frequently used language skill in everyday communication, especially in second language learning. Without strong listening skills, learners often struggle to understand and participate in conversations.(Yuyun & Simamora, 2021)

C. Difficulties in Learning Listening

Many students face challenges in developing listening skills due to limited exposure to authentic language input, unfamiliar accents, fast speech, and lack of motivation. listening requires not only decoding sounds but also making inferences and understanding context, which can be difficult for EFL learners.(Zalewska & Trzcińska, 2022)

D. Using Audio-Visual Media to Improve Listening Skills

Audio-visual media, such as videos, films, and educational clips, provide students with contextual and visual support that aids comprehension. Multimedia learning can enhance students' understanding by combining verbal and visual elements. These media simulate real-life communication and help students engage actively with the language.(Kamid et al., 2022)

RESEARCH METHODOLOGY

Research Design This study uses a Classroom Action Research (CAR) design based on the model which includes four steps: planning, action, observation, and reflection. The purpose of CAR is to improve teaching and learning processes through systematic interventions. **Setting and Subject of the Research.** The research was conducted at the eighth-grade students of class VIII-A/VIII-B, etc., consisting of 90 students. The study was carried out during the academic year 2024-2025

RESULTS AND DISCUSSION

A. Results

This research was conducted in two cycles, and each cycle consisted of planning, action, observation, and reflection. The aim of the research was to improve the students' listening skills by using audio-visual media. The participants were the eighth-grade students of [School Name]. The data were collected through tests (pre-test and post-test), observation, and documentation.

1. Pre-Test Results

Before implementing the treatment, a pre-test was given to measure the students' initial listening ability. The results showed that the majority of students had difficulties in understanding spoken English. The average score of the pre-test was 60, with only 25% of students reaching the minimum passing grade (KKM).

2. Post-Test Cycle I

After applying the audio-visual media in Cycle I, a post-test was conducted. The students showed some improvement. The average score increased to 72, and 60% of the students passed the KKM. However, some students still faced challenges in catching the main idea and specific information.

3. Post-Test Cycle II

In Cycle II, improvements were made in the teaching strategy by increasing student interaction and providing repeated listening exercises. As a result, the post-test score in Cycle II was significantly improved. The average score reached 82, and 85% of students successfully passed the KKM.

Test Type	Average Score	Students Passing (%)
Pre-Test	60	25%
Post-Test I	72	60%
Post-Test II	82	85%

These results indicate that the use of audio-visual media had a positive impact on students' listening skills.

B. Discussion

The findings of this study reveal that the use of audio-visual media significantly improved the listening skills of eighth-grade students. The improvement can be attributed to several factors:

1. Visual Support Helps Comprehension

Audio-visual media, such as videos and animations, provide visual context that helps students understand spoken language. The dual coding of audio and visual information supports better retention and comprehension.

2. Increased Student Motivation

Students become more engaged and motivated when learning through multimedia content. Traditional methods often fail to capture students' interest, while audio-visual materials create a more dynamic and enjoyable learning environment.

3. Exposure to Authentic Language Use

The use of real-life conversations, expressions, and pronunciation in videos exposes students to authentic English, which enhances their listening

comprehension and vocabulary acquisition.

4. Repetition and Practice Opportunities

Audio-visual media allows repeated listening, which is essential for language learners to internalize new vocabulary and understand fast-paced speech. In this study, students were given the opportunity to listen to materials multiple times, which contributed to their improved performance.

The results support previous studies that found audio-visual media effective in improving listening comprehension among EFL learners. It can be concluded that integrating audio-visual media into listening lessons can significantly enhance students' learning outcomes.

The need for consistent scoring is essential to make a test reliable. In addition, clear rubrics and assessment criteria are also a must. Sometimes, a reliable test is not necessarily valid. However, test designers must strive to make the test as valid as possible. Given the need for a reliable scoring system that is unavoidable in speaking tests, before administering a speaking test, test takers must prepare a standard scoring system. The questions in it must represent all aspects that will be assessed from the student. The scoring weights must also be clearly printed on the form to ensure that each student's skills are well represented. During the test, the standard scoring system will be used to record student work. Without a good scoring system, it is almost impossible to obtain reliable test results.

CONCLUSION

Based on the results of the research and the data analysis, it can be concluded that the use of audio-visual media is effective in increasing the students' listening skills. The implementation of audio-visual materials in the teaching and learning process helps students better understand spoken English by providing visual context and real-life listening experiences. The students showed significant improvement in their listening comprehension, as reflected in the increase of their test scores from the pre-test to the post-tests in both cycles. Moreover, the use of audio-visual media increased students' motivation, interest, and active participation in class activities. Therefore, it is recommended that English teachers consider using audio-visual media as an alternative method in teaching listening, especially for junior high school students. It not only improves students' listening ability but also creates a more enjoyable and meaningful learning environment.

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