

Improving the Effectiveness of Learning to Learn to Fables Using Visual Audio Media in Class VII-1 Students of SMP Kristen Saparua

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Abstract

This study uses Classroom Action Research (CAR). With the title Increasing the Effectiveness of Learning to Listen to Fables Using Audio Visual Media in Class VII-1 Students of Saparua Christian Middle School. The sample in this study was 23 people from class VII-1. Data collection techniques used are observation, interviews, questionnaires, assignments. The instruments used were interview guides, observation sheets, tests and questionnaires. There are three data analysis techniques, namely data reduction, data exposure and inference. The results showed that in the first cycle, there were 18 students who had not reached the Minimum Passing Grade standard, while the percentage of students who reached the Minimum Passing Grade standard was 5 students (26.08%) out of 23 students with a total score of 952.5 and the research results in the first cycle II who did not reach the Minimum Passing Grade standard were 6 students, while students who achieved the Minimum Passing Grade were 17 students (73.91%) of the 23 students with a total score of 1.555. Based on the results of the study, it can be concluded that the results of learning to listen to fables have been able to reach the minimum limit of learning completeness categorized as very satisfying.

Keywords: *Listening to Fables Audio-Visual Media SMP Kristen Saparua*



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INTRODUCTION

The acquisition of the Indonesian language is significantly pivotal in the realm of education. Language is a dynamic and evolving manifestation of culture that requires acquisition. According to Tarigan (2008:1), language proficiency is classified into four categories: 1) auditory skills, 2) verbal skills, 3) literacy skills, and 4) composition skills. All of these skills are essential and interrelated, with listening skills serving as a fundamental ability that encompasses the reception and comprehension of auditory information. The knowledge acquired may serve as educational resources for language acquisition in academic settings.

Listening is one of the most essential language skills to acquire. Listening is the act of receiving information, comprehending content or messages, and interpreting the meaning of communication conveyed through spoken symbols, with complete understanding, appreciation, and interpretation by the speaker via speech or spoken language (Tarigan, 1994:28). Educators must enhance their efforts in performing their responsibilities to elevate the quality of education. One of the initiatives referenced is the utilization of instructional material in the educational process. In education, the employed medium is audio-visual, which engages the senses of sight and sound. Examples encompass video cameras, video recorders, film slides, projectors, and computers.

Audio-visual media engages the senses of sight and hearing, directing them to the brain. It is anticipated that students' capacity to assimilate the material would improve, as the experience derived from utilizing audio-visual media as an educational tool is seen as distinct and more memorable than traditional book-based or lecture techniques. Recent studies have confirmed that auditory-visual learning significantly enhances comprehension and engagement in language learning contexts (Rambe & Aisyah, 2023; Akademika, 2022a). In audio-visual materials, students can observe emotions, facial expressions, and the narrative presented. The significance of employing audio-visual media is in its ability to elucidate educational messages and elevate the quality of the teaching and learning process, hence potentially enhancing students' learning results. This aligns with current research highlighting the role of multimodal resources in improving students' listening and speaking outcomes in Indonesian language classes (Akademika, 2022b; Asia-Pacific Language Variation, 2022). Students will utilize their capacity for visual and auditory perception through audio-visual learning modalities. This can reinforce students' comprehension and significantly enhance their understanding, as orally presented information is occasionally not fully grasped, particularly if the instructor lacks proficiency in elucidating the content. The use of media to elucidate instructional messages In practice, listening comprehension is often inadequately emphasized by language instructors, resulting in persistently low listening abilities among pupils. The students' low competency in listening stems from their disinterest in listening skills, exacerbated by teachers' reliance on the lecture approach, which often results in student disengagement, leading them to focus solely on the teacher's explanations. The teacher failed to integrate media into the courses and did not promote active student participation, resulting in repeated instruction. The assessment exclusively concentrated on learning outcomes, which is inadequate for evaluating listening comprehension through audio-visual media. By solely measuring results, the teacher is unable to discern changes in student behavior and the learning process, which should be evident through process assessment.

Preliminary observations during the researcher's participation in the Teaching Practice Program (PLP) from January 6, 2022, to February 18, 2022, at SMP Kristen Saporua revealed that listening comprehension instruction did not incorporate audio-visual media, resulting in student scores failing to meet the Minimum Passing Grade of 68. In both aspects of interest and the applied learning process. Listening skills through audio-visual media must be implemented for students in class VII-1 at SMP Kristen Saporua, as the current reliance on the lecture technique results in suboptimal and monotonous learning outcomes. Through audio-visual media, it is anticipated that there would be an enhancement in the Indonesian language acquisition process, particularly regarding listening comprehension and student performance. The researcher aims to investigate "Enhancing Listening Comprehension of Fables through Audiovisual Media in Grade VII-1 Students at SMP Kristen Saporua."

According to Henry Guntur Tarigan (1991: 4), listening is a process that involves perceiving linguistic sounds, recognizing, interpreting, evaluating, and responding to their inherent meaning. Listening encompasses visual perception, emotional response, memory, and comprehension, necessitating consideration of the contextual factors influencing the interpretation of the language being heard. Kamudian and Suyono

(2002) characterize listening as the activity of attending to, comprehending, and valuing spoken language symbols, which may also involve interpreting nonverbal communication cues. According to the aforementioned definition of hearing, it can be inferred that listening is a process necessitating meticulous attention to verbal symbols, comprehension, appreciation, and interpretation to acquire information, grasp the content or message, and discern the significance of listening. Nonverbal communication.

According to Logan and Shrope (in Henry Guntur Tarigan, 2008: 60-61), the objectives of listening are to: 1) Some individuals listen mostly to acquire knowledge from the speaker's content; in other words, they listen to learn. 2) Some individuals attentively listen and derive pleasure (particularly in the arts); in other words, they listen to appreciate aural aesthetics; 3) Some individuals listen to assess the information they get (positive-negative, aesthetically pleasing-unattractive, significant-insignificant, rational-irrational, etc.); in other words, they listen to evaluate. 4) Some listen to derive enjoyment and appreciation from auditory experiences (e.g., storytelling, poetry recitation, music, etc.); 5) Some listen to effectively and precisely communicate ideas, thoughts, or emotions to others. The speaker can offer numerous instances and concepts, all of which constitute useful material that will assist them in articulating their own beliefs; 6) Some individuals listen with the desire to accurately differentiate sounds, identifying which sounds convey meaning (distinctive) and which do not; this is often observed in language learners who appreciate listening to native speakers. 7) Some individuals listen with the intention of creatively and analytically addressing challenges based on the speaker's discourse; 8) Furthermore, some individuals listen to the speaker intently to reinforce their pre-existing beliefs regarding a contentious issue or viewpoint; in other words, they engage in persuasive listening.

Audio-visual media comprises media that incorporates both auditory and visual components. This form of media possesses superior capabilities as it encompasses both audio and visual elements. Audiovisual media refers to products or methods utilized in educational contexts to enhance the communication of knowledge, attitudes, and ideas through written and spoken language. Audiovisual media constitutes a cost-effective and readily accessible medium for learning. Audio resources are accessible and can be tailored to students' proficiency levels. Audio can transmit inspirational messages. In addition to captivating and inspiring students to acquire additional knowledge, audio materials can be utilized for: (1) Enhancing listening skills and assessing comprehension; (2) Structuring and facilitating discussions or debates, showcasing the perspectives of distant experts; (3) Acting as a paradigm for students to imitate; (4) Introducing engaging variations and alterations in the learning tempo concerning a subject or issue.

This significant study seeks to corroborate both previous and contemporary research findings. This study is founded on the following prior research: "The Effectiveness of Documentary Film

Media on the Poetry Writing Proficiency of Seventh Grade Students at SMP Pangudi Luhur Kalibawang, Kulon Progo," by Novinda Wahyuningsih (2016) from Sanata Dharma University. Wahyuningsih's research examined the influence of documentary cinema media on poem production capabilities. The objective of Wahyuningsih's research was to evaluate the efficacy of documentary film medium in enhancing the writing skills of Grade VII students at SMP Pangudi Luhur 1 Kalibawang, Kulon Progo. This study employs a quasi-experimental paradigm alongside experimental research. This design methodology involves the division of participants into experimental and control groups. The experimental group is the one that undergoes the procedures. The control group is the one that receives no therapy.

Ali Mahsun (2010) in his thesis "The Influence of Applying Audio-Visual Media in Storytelling Learning at MI Perguruan Tinggi Mu'allimat Cukir Jombang" for the Postgraduate Elementary Education Study Program at Yogyakarta State University. The research findings indicate that: (1) VCD story audiovisual media surpasses traditional media in storytelling instruction efficacy, (2) male and female students in both experimental and control groups exhibit differing storytelling competencies, and (3) there exists an interaction between gender characteristics and the media employed.

METHODS

According to Logan and Shrope (in Henry Guntur Tarigan, 2008: 60-61), the objectives of listening are to: 1) Some individuals listen mostly to acquire knowledge from the speaker's content; in other words, they listen to learn. 2) Some individuals attentively listen and derive pleasure (particularly in the arts); in other words, they listen to appreciate aural aesthetics; 3) Some individuals listen to assess the information they get (positive-negative, aesthetically pleasing-unattractive, significant-insignificant, rational-irrational, etc.); in other words,

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phase necessitates a review of completed actions. The instructor and students collaboratively analyze the observation results to evaluate the research implementation outcomes. Consequently, it has the potential for enhancement. The subjects of this research are the students of class VII-1 at SMP Kristen Saparua, with a total of 23 students. The object of the research is the process of implementing Indonesian language learning using the material "Listening to Fable Stories" and audio-visual media in an effort to develop students' listening skills. The research employed the following data collection method: (1) Observation techniques. This observational method was employed to gather data on teacher and student activities throughout the action process, particularly during the implementation and evaluation phases of learning. This method was employed by researchers to analyze the process of hearing comprehension of fables through audio-visual medium to ascertain strengths and weaknesses in learning; (2) Interview Technique. The interview technique was employed to gather insights from students and Indonesian language teachers concerning the teaching and learning process of listening skills materials, aimed at identifying deficiencies in the process and outcomes of listening comprehension of fables utilizing commonly used learning media by educators and learners; (3) Questionnaire Technique. This method was employed to gather data regarding students' interest in acquiring listening comprehension skills for fables, namely through audio-visual medium; (4) Test. This study's test aimed to assess students' proficiency in understanding tales through audio-visual medium. The

data acquired in this classroom action research were examined through three stages as outlined by the PGSM Training Team (1999:43), specifically data reduction, presentation, and conclusion. The following elucidates these three stages: (1) Data reduction entails the simplification of information through the selection, concentration, and abstraction of data into significant insights; (2) Data display involves the straightforward presentation of data in narrative or numerical formats; (3) Conclusion refers to the extraction of fundamental insights from the organized data presentation, articulated as succinct statements or formulas that convey extensive significance. Test data will be analyzed using the following formula:

$$\text{nilai} = \frac{\text{skor perolehan} \times \text{skor ideal}}{\text{skor maksimum}}$$

Description:

Skor perolehan: Total score obtained by the students

Skor maksimum: Total overall score for each indicator (4x10=40)

Skor ideal: 100 (BSNP, 2007:17)

RESULTS AND DISCUSSION

Learning to listen to fables using audio-visual media. Cycle I was implemented as an effort to improve initial actions thru audio-visual media. Cycle I was implemented as an effort to improve and solve the problem of listening comprehension of fables faced by students in class VII-1 of SMP Kristen Saparua. In this planning, the researcher prepared learning materials for the first cycle of lesson plans (Appendix), developed student worksheets (LKS), and created an observation format for the implementation of learning. Additionally, assessment criteria were established, stating that the implementation is considered successful if 73% achieve mastery.

CAR Cycle I Meeting 1 Results. The inaugural meeting of the CAR Cycle occurred in class VII-1 at SMP Kristen Saparua on July 29, 2022. The lesson commenced with an appreciation activity consisting of a question-and-answer session. Subsequently, the researcher delineated the day's instructional content and the criteria for success to be attained. The educator, in the capacity of a researcher, commenced the session by elucidating the content pertaining to the skill of listening to fables. In this activity, the instructor succinctly elucidated the components of students' proficiency in listening to fables, encompassing: 1) identifying the characters, 2) specifying the setting, 3) clarifying the temporal context, 4) describing the atmospheric context, 5) discerning the theme of the narrative, 6) articulating the traits of the characters, 7) detailing the actions of the characters, 8) recognizing the characteristics of the characters, 9) expounding the moral of the fable, and 10) reinterpreting the fable's content.

Following the teacher's elucidation of the components of listening to fables and the explanation of the audio-visual media, students were prompted to reflect on any challenges they had faced in their environment, ensuring relevance to the media presented by the teacher. The subsequent activity involves the teacher providing students the chance to inquire about their comprehension of fables by: 1) identifying the characters, 2) specifying the setting, 3) elucidating the temporal setting, 4) describing the atmospheric setting, and 5) discerning the subject of the narrative. 6) Elucidating the characters' attributes, 7) Describing the characters' actions, 8) Identifying the characters' characteristics, 9) Articulating the lesson of the fable, and 10) Reinterpreting the fable's content through audio-visual media. During the opportunity to pose inquiries, pupils from class VII-1 at Saparua Christian Junior High School inquired about concepts they found perplexing. At the conclusion of the meeting, the teacher reiterated the material for the students concerning fables, including: 1) identifying the characters, 2) describing the setting, 3) elucidating the temporal context, 4) detailing the atmospheric context, 5) determining the theme of the story, 6) analyzing the characters' traits, 7) outlining the characters' actions, 8) recognizing the characters' characteristics, 9) articulating the moral of the fable, and 10) reinterpreting the fable's content through audio-visual media.

The reported results from the first cycle of the first meeting are as follows, based on the results of a questionnaire on the implementation of learning to improve fable story listening skills using audio-visual media for 7th-grade students at Saparua Christian Junior High School. After that, 19 students stated they enjoyed listening to fables when using audio-visual media, while 4 students said they still found it difficult to listen to fables.

Meeting II. The second meeting occurred on July 31, 2022. The researcher entered the classroom, prompting the students to stand in greeting. At the outset of the meeting, the researcher recapitulated the content covered in the initial session and inquired whether the students had experienced any challenges with the listening task including tales.

The majority affirmed in the affirmative, after which the researcher encouraged them to articulate their issues. They responded that they were unclear on how to engage with fables and offered incentives in the form of presents, recognizing the impact of commendation and administering assessments and guidance to the kids to respond to the teacher's queries with greater diligence. Upon concluding the explanation, the researcher proceeded to the material. In this activity, the researcher encouraged the students to facilitate a successful learning process and assure full participation, as their capacity to comprehend fables will be evaluated through this exercise. The researcher delineated the elements to be evaluated, which include: 1) identifying the characters, 2) specifying the setting, elucidating the temporal context, 4) describing the atmospheric context, 5) determining the narrative theme, 6) analyzing the characters' attributes, 7) detailing the characters' actions, 8) recognizing the characters' characteristics, 9) articulating the moral of the fable, and 10) rephrasing the content of the fable as it was heard. For each accurate response provided by the learner, the researcher administers reinforcement for the answer. The researcher and students subsequently contemplated the learning process and consequences of the day. The researcher provided students with another opportunity to respond to the recently concluded fable story listening ability session, after which the teacher adjourned the meeting for the day.

Questionnaire results. The results of the questionnaire indicate the effectiveness of utilizing audio-visual media to enhance listening skills for tales among students in class VII-1. In Cycle I, Meeting 1, SMP Kristen Saparua reported that 5 pupils said they could comprehend fables, whereas 18 students expressed difficulty in doing so. Some children at school have never encountered or experienced listening to fables through audio-visual media. Following the program, all students expressed that learning to listen to fables using audio-visual medium was advantageous, but several indicated they had never previously engaged with fables in this format. They found that engaging with fables through audio-visual media was highly intriguing, as it facilitated their comprehension and auditory reception of the narratives.

Results of the assessment of listening comprehension of fables. The evaluation of one's capacity to comprehend fables is highly subjective. Consequently, in this classroom action research, the researcher evaluated the capacity to listen to fables in partnership. Out of 23 students, 18 have not achieved the minimal passing mark of 68. The mean test score for listening comprehension of fables in Cycle I was 26.08%, which is inadequate. This average score is deemed unsatisfactory as the findings remain minimal and fail to satisfy the assessment standards specified in Table 4.2. Eighteen students failed to reference the characters, scene, time, ambiance, topic, character actions, character qualities, or moral of the fable.

Student difficulty data. Based on it is known that the difficulties experienced by the students of Class VII-1 at SMP Kristen Saparua in following the listening comprehension lesson for fables using audio-visual media are as follows: 18 students still experience difficulties in the aspects of not yet mentioning the characters, setting, time, atmosphere, theme of the story, character activities, character traits, and the message of the fable. The solutions provided when students experience difficulties are: in listening comprehension lessons for fables using audio-visual media, providing feedback, and active student involvement in learning.

CAR Cycle II Results Meeting I. The inaugural meeting of Cycle II occurred on August 1, 2022. The initial session of PTK cycle II took place in class VII-1 at Saparua Christian Middle School, commencing with an appreciation through a question-and-answer format. The researcher subsequently provided instructions regarding the learning objectives for the day and the criteria for success. The teacher succinctly outlined the competencies students should demonstrate in their ability to listen to fable stories, which include: 1) identifying characters, 2) describing the setting, 3) detailing the temporal context, 4) elucidating the atmosphere, 5) determining the theme, 6) analyzing character traits, 7) outlining character actions, 8) recognizing character motivations, 9) articulating the moral of the fable, and 10) summarizing the narrative content of the fable. Following the teacher's elucidation of the components of listening to fable stories, students received an explanation regarding the auditory and visual medium utilized for this purpose. The subsequent activity involves the teacher allowing students to inquire about their comprehension of fable narratives by addressing the following aspects: 1) identifying characters, 2) describing the setting, 3) elucidating the temporal context, 4) detailing the environment, 5) determining the story's theme, 6) analyzing character traits, 7) outlining character actions, 8) recognizing character attributes, 9) interpreting the moral of the fable, and 10) reimagining the fable's content through audio-visual media. During this opportunity for questions, the students of class VII-1 at SMP Kristen Saparua will seek clarification on concepts they do not yet grasp.

At the end of the meeting, the teacher reinforced the material for the students regarding things related to listening to fables, namely accuracy in 1) mentioning characters, 2) mentioning the setting, 3) explaining the time setting, 4) explaining the atmosphere setting, 5) determining the story's theme, 6) explaining the characters' traits, 7) explaining the characters' activities, 8) identifying the characters' traits, 9) explaining the message of the fable, and 10) rewriting the

content of the fable. thru audio-visual media Second Meeting The second meeting of Cycle II was held on August 3, 2022. To begin this second meeting, the researcher and supervising teacher entered and were greeted by the students. The supervising teacher took their position in the designated area. Before starting the lesson, the researcher prepared the classroom and took attendance. The researcher revisited the material taught in the first meeting and asked the students if anyone had difficulty listening to the fable using audio-visual media. Some students answered yes. Then, the teacher directed the students to focus on the problems they experienced or found in their school environment, even their families and communities, using audio-visual media. The students were asked to raise their paper and pens and then listen to the fable using audio-visual media. At the end of this meeting, the researcher directly assessed listening comprehension of the fable thru audio-visual media as the result of the second cycle.

Questionnaire results. The findings from the questionnaire regarding the application of audio-visual technology to enhance fable story listening abilities among VII-1 grade students at SMP Kristen Saparua are presented in Table 4.4. During the initial meeting of the second cycle, 20 students expressed enjoyment in listening to fables in the classroom, whereas 3 students continued to experience difficulty with this activity. Some children at school had never encountered audio-visual material, much less utilized it. Upon utilizing it, all students reported that they had never seen fables through audio-visual medium, which was advantageous, although some had not engaged with fables earnestly before. They experienced great joy while engaging in the auditory and visual exploration of stories. They found it highly engaging to utilize audio-visual material, as it enhanced their comprehension and facilitated the task at hand.

Results of the assessment of listening comprehension of fables. The evaluation of one's capacity to comprehend tales is highly objective. Consequently, in this CAR, the researcher and the collaborator evaluated the capacity to comprehend tales. Table 4.5 indicates that 6 students have not achieved the minimal passing score, whereas 17 out of 23 students have met the Minimum Passing Grade. The mean exam scores for listening comprehension of fables in Cycle II attained 74.94, deemed adequate. among comparing the mastery achievement between Cycle I and Cycle II, a disparity of 58% exists among those who attained the minimum learning threshold or the satisfactory category. Student conduct in Cycle II shown a favorable transformation; the majority of students demonstrated the ability to focus and attentively engage with the teacher's explanations. Initially apathetic and indolent students became more earnest and industrious throughout listening comprehension courses focused on fables. Increased motivation in their lectures results in improved test scores.

Learning in Cycle II shows improvement, however the challenges encountered in Cycle I persist. Subsequent solutions were pursued for implementation in cycle II learning. The researchers inspired the pupils and fostered a more tranquil environment to alleviate stress. The researchers shown greater creativity in developing a more engaging environment to enhance student interest in partaking in the auditory experience of tales using audio-visual media. According to the test results, pupils generally appreciated listening to fables presented through visual medium. This rendered the pupils more composed and attentive, enabling them to engage with stories in accordance with the evaluated criteria. According to the test findings obtained by the students during the fable story auditory learning procedure In the second cycle, which was effective, there is no necessity to undertake the subsequent cycle.

Student difficulty data. Based on Table 4.6, it is known that the difficulties experienced by students in Class VII-1 of SMP Kristen Saparua in following the learning of fable story listening skills using audio-visual media are as follows: 3 students still find it difficult to understand the content of the fable story according to the title and accurately mention the aspects within the fable story. Student Work Results Cycle I. a) S1 with a score of 37.5 because it did not mention the setting, time, atmosphere, theme, or moral of the fable; b) S23 with a score of 40 because it did not mention the setting, time, atmosphere, theme, or moral of the fable.

Cycle II. A. S2 with a score of 80 has already mentioned the characters, setting, time, atmosphere, story theme, character activities, character traits, and moral of the fable; b) S17 with a score of 87 has already mentioned the characters, setting, time, atmosphere, story theme, character activities, character traits, and moral of the fable. These findings corroborate contemporary evidence that auditory-visual integration fosters deeper linguistic understanding and improved academic achievement (Rambe & Aisyah, 2023).

CONCLUSION

Following the presentation of research findings and discourse, the researcher was ultimately able to formulate the subsequent conclusions: The successful application of teaching fables through audio-visual medium enhanced students' listening comprehension skills. Students recognize that learning is rendered more engaging and innovative. The efficacy of learning to listen to fables through audio-visual media fosters an engaging and entertaining educational environment, enabling students to actively partake in recounting the narrative they observed. The implementation of fable story listening through audio-visual media for 7th-grade students at SMP Kristen Saparua shown a beneficial effect, leading to enhanced student academic performance. Prior to the implementation of fable.

story listening learning through audio-visual media, the average listening comprehension score for 7th-grade students was 952.5%. Following the successful implementation of listening comprehension through audio-visual media, the average class score rose to 26.08% in the initial cycle, with potential for additional enhancement in the subsequent cycle.

The results of Cycle II show an improvement in students' listening skills, with the class average score increasing from 58.94% to 73.91%, and 17 students meeting the minimum passing grade. Therefore, it can be concluded that the effectiveness of teaching listening skills using fables with audio-visual media is very good and effective for improving students' listening abilities.

In light of the aforementioned conclusions, the researcher ultimately presents the subsequent recommendations: Educators must use suitable pedagogical approaches to ensure favorable learning outcomes. Teachers must inspire children to enhance their listening comprehension by engaging with several resources pertinent to listening skills. The contemporary evolution of education necessitates that educators adopt a more proactive, imaginative, and inventive approach in designing engaging learning experiences that ignite students' passion for learning. Consequently, pedagogical approaches and models are pivotal in education. Challenges faced should not be evaded; instead, solutions should be sought. The selection of the effectiveness of learning to listen to fables using audio-visual media to overcome listening skill learning difficulties in 7th-grade students has been proven to improve the quality of learning and overcome student difficulties. Improving the quality of learning must continue to be developed. Therefore, the school, as an institution providing formal education, is expected to support teachers' efforts to improve the quality of learning by providing facilities, including adequate supporting resources.

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