

EXPOSURE TO THE AUDIO-VISUAL BASED ENGLISH STORY

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ABSTRAK

Ada banyak cara dan strategi untuk meningkatkan kemampuan bahasa Inggris. Penggunaan teknologi bisa kita manfaatkan untuk mempelajari bahasa Inggris. Mempelajari sesuatu bukan hanya bisa dilakukan di sekolah, tapi bisa juga dilakukan di luar sekolah. Exposure to the Audio-Visual Story adalah salah satu cara untuk meningkatkan kemampuan bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang didapatkan dan kemampuan apa yang paling dominan didapatkan setelah peserta menonton cerita video selama 1 bulan. Penelitian ini menggunakan penelitian kualitatif. Penelitian ini melibatkan 1 anak berumur 15 tahun. Peneliti melakukan penelitian di rumah. Hasil dari penelitian ini adalah anak tersebut mendapatkan 3 pengaruh yang positif dan kemampuan yang paling dominan yang anak tersebut dapatkan adalah kemampuan Listening. Dapat disimpulkan bahwa anak tersebut mendapatkan peningkatan kemampuan bahasa Inggrisnya dan mendapatkan pengaruh yang positif.

Keywords: *Second Language Acquisition, Audio-Visual Media, The use of Story*

ABSTRACT

There are so many ways and strategy to enhance English skills. The use of technology can be used as a media for learning English. Learning is not only conducted in the classroom. Learning can also conduct in the outside classroom. Exposure to Audio-Visual Story is one of the ways to improve English skill. The aim of the study was to know the impacts and which skills is more affected to the participant after watch the audio-visual story in one month. This study used case study in qualitative method and analyzed 1 teenager (15.yo) she is my sister. The researcher conducted the research in the researcher's house. This study used observation, quiz and recorder as a tool to get the data. The result of this study are the participant gets three impacts and also Listening skill is seems to be more affected than the others skill. It can be conclude that the participant got an enhancement and received the positive impacts.

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INTRODUCTION

One of the fields in which technology is used is language teaching. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. 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 modern world. Many teachers use technology to teach English in the class, such as video, audio, gadget and others. But the use of technology in the class is very limited and not every meeting teacher using the same material. Also majority of teachers still teach in the traditional manner. Of course the use of technology is not maximal, because it affects in the class only.

Usually students will forget the material they have been taught when they go home.

To solve the problem, it's suggested to find a new ways, how to use the technology maximally, especially to improve English language skills. 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 are 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. The combination of sound, picture, and text used in an authentic setting offers L2 learners an opportunity to interact with the material and develop skills related to auditory processing and interaction. The use of stories for learning English is good to apply coupled with the existence of Audio-visual technology that helps people watch and listen to English stories.

THEORETICAL FRAMEWORK

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). To distinguish between Second Language and Foreign Language, 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)

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. Lter, (2009, cited in Maria, 2014). Also the use of technology can develop the students' English proficiency through practice and exercises, as well as to increase their exposure to English. (Ryan, 2015). 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.

The Use of Audio-Visual in Acquiring and learning English

The use Audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. Sometimes when we learn something we need something special, the interesting things that can make us want to learn, especially in learning foreign language, audio visual is one of them. 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 learner to learn foreign language, and it can help the learner to remember what they have been seen. (Natoli, C. (2011) stressed that audio-visual materials are important in the teaching and learning processes because "Having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely. The audio visual is very useful for those who use in the positive ways like Ismail (2006) mention all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

The Use of Story in Acquiring and Learning English

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, p158) state that stories are a very promising and influential educational means for foreign language teaching and learning. They do not only draw learners' attention to new words but also help them to recreate new

vocabulary through "spontaneous, energetic performance assisted by participation and interaction". Stories help us to make out the sense of our world. The more stories we study, the more we realize our individuality in significant ways. Through stories, people express their values, fears, hopes, and dreams. (Hilal İnala, Abdulkadir Cakirb, 2014)

Research Questions

1. What are the impacts of the exposure to the audio visual-based English stories to the learner's language skills?
2. Which of those four skills is the most affected?

Purpose of the Study

1. To know the impacts of the exposure to the audio-based English stories on the learner's language skills.
2. To find out which skill is the most affected.

RESEARCH METHODOLOGY

The current study employs a descriptive qualitative case study design. Case study design in qualitative method could describe how exposure to audio visual based English stories improves English learning process. Also, the writer wants to know the impact of the exposure of English stories to the learner.

The Researcher used a single participant. The participant is a second grade of junior high school student.

FINDINGS AND DISCUSSIONS

The result gained from the observation and the quiz. The First question is answered through the observations and the second questions through test.

The observation was done to find out the impacts of exposing participant to English story video.

From (12-03-2019) until the last day (12-04-2019). I researched my 15-year-old sister to watch the English story the titled is Cinderella which lasted about 7 minutes. Every night I told my sister to watch the film. For the Test, The Speaking test I told my sister to retell the story she had watched. The Reading quiz I gave 10 questions based on the story she had watched. Listening and Writing quiz I gave 20 questions based on the story

Based on the observation I found 3 impacts. Exposing English story could enhance vocabulary achievement. Isabel et al (2004, p 158) state that stories are a very promising and influential educational means for foreign language teaching and learning. They do not only draw learners' attention to new words but also help them to recreate new vocabulary through "spontaneous, energetic performance assisted by participation and interaction". During the video screening the participant often asked about the new vocabulary she had just seen. Because exposure is done every day and she keeps looking at the vocabulary, she can memorize and know it by herself, of course I helped her to answer and explain the vocabulary she asks such as Bride, Pigeons, Lizard, Servant, try, fit, fairy, waved, want, etc. A few days later she could memorize without having any word to ask.

Another impact is improving the way she pronounces English words. Because the participant is watching the video every day in a month, she can also know how to pronounce English words in the video, such as the words she has asked as mentioned above. I also taught her how to pronounce the word correctly and finally she could pronounce it all.

The last impact that shown is she can know the intonation of English sentences. The way to say like 'Pick up these beans!!' is intonated like when telling someone to do something and also the phrase "Can I go to the party?" The sentences of questions that are said are like asking questions. The participant often repeatedly said the sentences she remembered. I also tested her to read the dialogue and she could read the sentence with the correct intonation. As Sayed (2013) state that using audio-stories can help learners improves their pronunciation and speaking skill. These two impacts are related to the speaking skills.

The English stories audio-visual exposure is related to the Second Language Acquisition, acquiring language, the impact of the story and Audio-visual. Everything is connected. All of them explained how if they were used to study the language the results would be good; many experts had already proven it.

Acquiring a foreign language not only refers to the above-mentioned activities, but also includes subconscious receiving of information, knowledge and experience. (Krashen. 2002) This has been proven by the results obtained by the participant consciously she had succeeded in increasing her knowledge of English and also she got experiences to learn English at home. She can naturally increase the knowledge of language and it can help her to study at school.

The second question is answered through test. The results of the test show that the skill that is the most dominant she gets is the Listening skill. This is supported by Sandaran and Lim (2013) who conducted a study of the effects of digital stories on listening comprehension skills with 9-year old third grade students in a Malaysian primary school which used instruction in Chinese. Students listened and watched eight fairy tales designed as digital stories. Of the many research that use audio visual story, listening seems to be the most affected.

CONCLUSION

Exposure to the audio-visual English story is a new strategy that useful for the leaners in acquiring and Learning English. This strategy is a very useful to improve language skills and can also motivate learners because using media can make leaners feel interested when learning it creates comfortable and fun atmosphere. Audio-visual story exposure can be done anywhere, when they have free time they can start watching videos, this strategy will not disturb their study but can help them gain a lot of knowledge about language. They can increase knowledge about their English through stories, such as adding vocabulary and also can facilitate how to say the word correctly. This strategy also give the leaners a new experience in learning English and will help their study in the school.

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