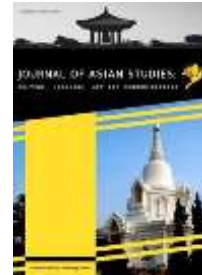




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STUDENT SATISFACTION IN LEARNING LISTENING WITH INTERACTIVE CD BASED ON AUDIO VISUAL MEDIA AT STKIP PGRI SUMATERA BARAT

KEPUASAN MAHASISWA DALAM BELAJAR LISTENING DENGAN CD INTERAKTIF BERBASIS AUDIO VISUAL MEDIA DI STKIP PGRI SUMATERA BARAT

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Abstract

This research was motivated by researcher's interest in measuring students satisfaction by using CD interactive based audio visual media at STKIP PGRI Sumatera Barat. The purpose of this research was to determine how students satisfaction with CD interactive. This research was conducted by using descriptive research with approach is quantitative. The population of this research was 85 students of English department at STKIP PGRI Sumatera Barat academic years 2019 who took comprehensive listening course with sample 28 students from session A 2019. Researcher used questionnaire and interview as instrument in this research. The data was collected by distributing questionnaire to 28 students and conducting interview with 2 students. The result of this research indicate that the average of questionnaire is 75%. Therefore, it can be concluded that students are satisfied when learning listening by using CD interactive in the classroom.

Keywords: Students Satisfaction, Audio Visual Media, CD interactive

Abstract

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk mengukur kepuasan mahasiswa dalam penggunaan CD interaktif berbasis audio visual media di STKIP PGRI Sumatera Barat. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kepuasan mahasiswa terhadap CD interaktif. Penelitian ini dilakukan dengan menggunakan penelitian kuantitatif dengan metode deskriptif. Populasi penelitian ini adalah sebanyak 85 mahasiswa Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat tahun ajaran 2019 yang mengambil matakuliah Intensive Listening dengan sample sebanyak 28 mahasiswa dari sesi A 2019. Peneliti menggunakan angket dan wawancara sebagai instrument pada penelitian ini. Pengumpulan data dengan cara membagikan angket ke 28 mahasiswa dan melakukan interview dengan 2 orang mahasiswa. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata dari angket adalah 75%. Dengan demikian, dapat disimpulkan bahwa mahasiswa merasa puas ketika belajar Listening dengan menggunakan CD interaktif dikelas.

Kata Kunci: Kepuasan Mahasiswa, Audio Visual Media, CD Interaktif

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1. INTRODUCTION

Listening is one of important skill. It is the process of someone to get information. Listener not only focus to hear but also a situation where someone really listen to a voice attentively. It is essential from communication with others to serve social purpose, get information and knowledge. It is a complex, active process and solving problem. In learning English, listening as a receptive skill depends on student's ability to decode the speaker's message on the intelligibility of the speaker because it is one of the basic skill that should be paid attention not only for students but also the teachers in carrying out the teaching and learning process in order to achieve better learning purpose.

In learning, media can be interpreted as a tool or an intermediary used in the process of interaction that takes place between the teacher and students. Learning through media aims to gain knowledge, skills and mastery of learning materials. It is also a creative effort to create experiences that can help students learning process. Learn through media can be used by lecturer to stimulate interest in and develop knowledge of the material being taught. The use media in classroom enable students to see enable concepts and new examples when they are watching television, listening to music or watch the movie.

Furthermore, CD Interactive is one of media innovations. According to Munir (2012), CD Interactive is a CD that contains applications that have several menus in it where the menus can be clicked to display certain information. It is very suitable to be used as learning media in the field of education. It means CD Interactive can help students in learning activity and also make the learning process more interest and motivation to learn because CD Interactive come with pictures, music and sounds. If the CD are designed well, then the students will receive the material easily.

Meanwhile, the researcher found several phenomena when attending the class of listening in STKIP PGRI Sumatera Barat. When the researcher did the pre observation, that there is already an interactive CD for learning to listen. Interactive CD is used in the learning process. Where the lecturer created a product in the form of an audio visual based CD which aims to help students in the teaching and learning process. CD interactive created because teaching strategy previously used was audio only. Based on the background, the researcher want to see the satisfaction of using interactive CD.

On the other hand, Satisfaction is a feeling of pleasure or disappointment with a type of service someone gets. Green (2015), defines satisfaction refers to the evaluation of a service or product. Suarman (2015), states students are clients and their satisfaction on certain educational products or services, resulted through interaction between lecturers and students during their teaching and learning process. Furthermore, Sukardi (2008), states students satisfaction consist of components that are ease of use, efficiency of learning time, attractiveness and module benefits.

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Briefly, students satisfaction is a response for someone's feeling about what is received. It is also an evaluation of product or service which takes place at the end of the lesson. Students satisfaction consist of some components that are ease of use, efficiency of learning time, attractiveness and module benefit. Students can be said to be satisfied if the product or service is in accordance with what is expected.

2. METHODS

In this research, the researcher uses descriptive research with approach is quantitative. Quantitative approach will use in this research because the researcher wants to measure whether CD interactive based audio visual media in learning listening is useful or not. According to Daniel (2016), quantitative research approaches to educational research. A type of educational research in which researcher collect quantifiable data from participants, analyze the number using statistics and describe or explain the phenomena. Gay and Airasian (2000) states descriptive research determines and describes the way things. It means descriptive research is a way to find information and the research only focus about situation or phenomena that related to what observed.

According to Gay and Airasian (2000), population can be explain as a comprehensive groups, institutions, objects and others that have a common characteristics that are interest of a researcher. The population of this research are English Department Students at STKIP PGRI Sumatera Barat academic years 2019/2020 who took comprehensive listening course. In English Department students academic years 2019/2020 there were three sessions namely A, B and C. They were 28 students in session A, 30 students in session B and 27 students in session C. Sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample of this research are the students in session A in English Department students at STKIP PGRI Sumatera Barat academic years 2019/2020.

In this research, the researcher used questionnaire and interview as source of data. According to Roopa (2012), a questionnaire is the main means of collecting primary data. A questionnaire enables data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. It means data collection of instrument that consist of a series of questions for the purpose of gathering information from participants. It allows collection of both subjective and objective data in population to obtain the result that are significant. Furthermore, interview as a secondary data that used by researcher to collect the data. The researcher uses open-ended questions because the researcher provide flexibility for the interviewee to provide answers freely without being restricted. The researcher ask two students to interview because the researcher took 10% from 28 students.



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Symbol	Positive Statement	Grade
SP	Very satisfied	4
P	Satisfied	3
CP	Quite satisfied	2
TP	Dissatisfied	1

Table 01: likert scale of questionnaire

In collecting the data there are some steps that obtained by researcher. First, the researcher distribute questionnaire to participants and the participants answer the questionnaire. Then, the researcher prepare the interview questions. Next, the researcher do the interview process by asking some questions and record the interview by using android. Last, the researcher analyze the data obtained by researcher from the participants by using data analysis technique. This is very useful for researcher to find out whether students satisfaction by using CD interactive based audio visual media in learning listening is useful or not.

3. RESULT AND DISCUSSION

In this data description, the researcher wants to measure whether CD interactive is useful or not. The reason is the researcher wants to measure students satisfaction in learning listening by using CD interactive based audio visual media. Then, researcher used questionnaire and interview to collect the data of the research. The researcher used questionnaire to measure students satisfaction toward CD interactive and interview as a secondary data obtained from record by transcribing the questions to collect the data of this research.

The researcher distribute the questionnaire to the students. Furthermore, the researcher analyze and describe the data. The researcher chose English department students at STKIP PGRI Sumatera Barat who took comprehensive listening course as population. There were 85 students from A, B and C session but the researcher only took session A which consist of 28 students as sample to measure students satisfaction in learning listening by using CD interactive based audio visual media.

1. Ease of Use

In the first indicator is ease of use there were four questions, first “Are you satisfied when learning listening by using CD interactive because it is equipped with a clear learning instructions that are easy to understand?” which 5 students who very satisfied, 17 students who satisfied and 6 students who quite satisfied. Second “Are you satisfied when learning listening by using CD interactive because that easy to understand the sentecnes?”



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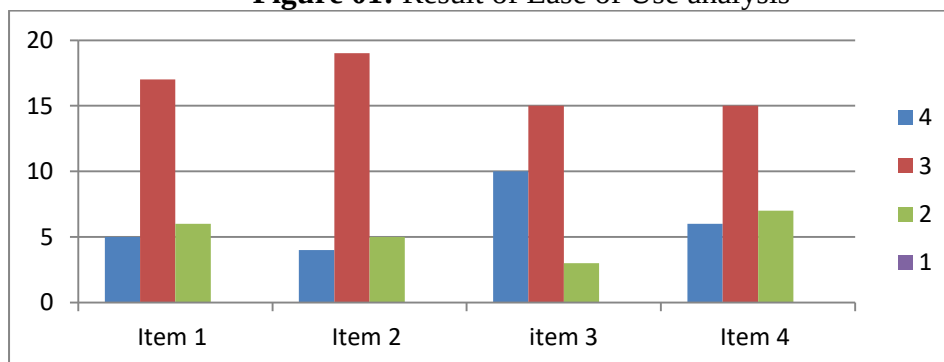
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which 4 students chose very satisfied, 19 students chose satisfied and 5 students chose quite satisfied.

Third “Are you satisfied when learning listening by using CD interactive because equipped with pictures that can make easier to understand the learning material?” which 10 students who very satisfied, 15 students who satisfied and 3 quite satisfied. Fourth “Are you satisfied when learning listening by using CD interactive because equipped with pictures that can make easier to understand the learning procedure?” which 6 students who very satisfied, 15 students who satisfied and 7 students quite satisfied.

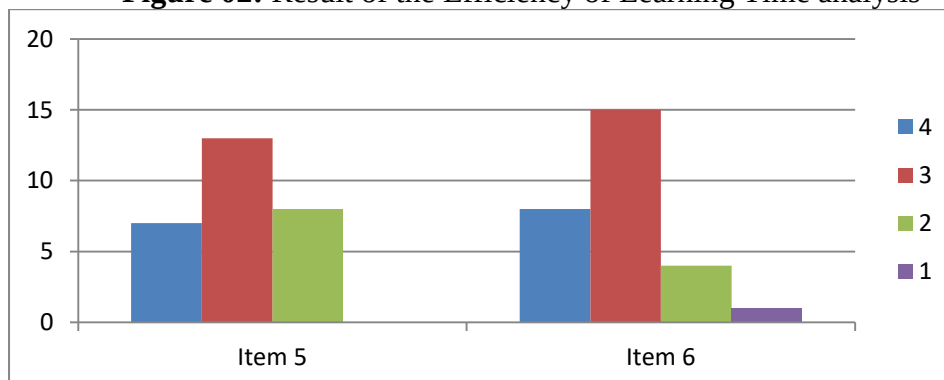
Figure 01: Result of Ease of Use analysis



2. The Efficiency of Learning Time

The second indicator is the efficiency of learning time there were two questions, first “Are you satisfied when learning listening by using CD interactive that can improve quality of learning?” where 7 students who very satisfied, 13 who satisfied and 8 students quite satisfied. Second, “Are you satisfied when learning listening by using CD interactive because that can shorten the learning time?” which 8 students who very satisfied, 15 students who satisfied, 4 students who quite satisfied and 1 student who dissatisfied.

Figure 02: Result of the Efficiency of Learning Time analysis





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3. Attractiveness

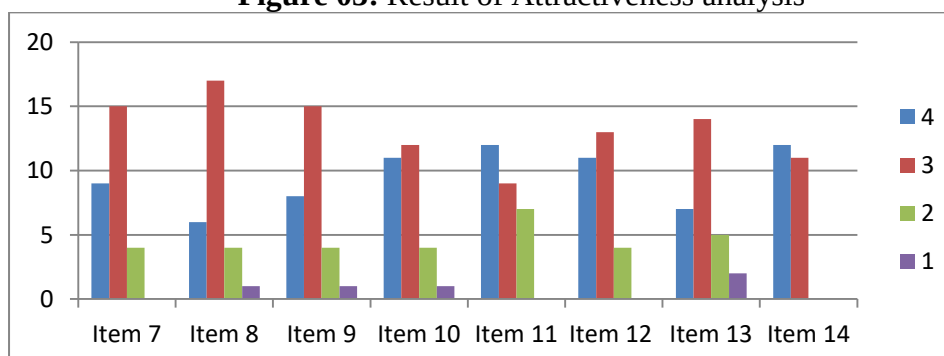
The third indicator is attractiveness there were eight questions, first “Are you satisfied when learning listening by using CD interactive it uses an interactive pictures to look at?” where 9 students who very satisfied, 15 students who satisfied and 4 students who quite satisfied. Second “Are you satisfied when learning listening by using CD interactive because it can describe the object or event clearly?” which 6 students who very satisfied, 17 who satisfied, 4 who quite satisfied and 1 student dissatisfied.

Furthermore, Third “Are you satisfied when learning listening by using CD interactive because there is message from the learning objective to be achieved?” where 8 students who very satisfied, 15 students who satisfied, 4 students quite satisfied and 1 student dissatisfied. Fourth “Are you satisfied when learning listening that used pictures displayed on CD interactive because that can make learning interesting?” which 11 students who very satisfied, 12 students who satisfied, 4 students who quite satisfied and 1 student who dissatisfied.

Fifth “Are you satisfied when learning listening by using CD interactive because used attractive colors to look at?” where 12 students who very satisfied, 9 students who satisfied and 7 students who quite satisfied. Sixth “Are you satisfied when learning listening by using CD interactive because the sound is pleasant to hear?” which 11 students who very satisfied, 13 students who satisfied and 4 students who quite satisfied.

Seventh “Are you satisfied when learning listening by using CD interactive because the sound is not too loud?” where 7 students who very satisfied, 14 students who satisfied, 5 students who quite satisfied and 2 students dissatisfied. Eight “Are you satisfied when learning listening by using CD interactive because it has a clear sounds?” which 12 students who very satisfied, 11 students who satisfied and 5 students who quite satisfied.

Figure 03: Result of Attractiveness analysis





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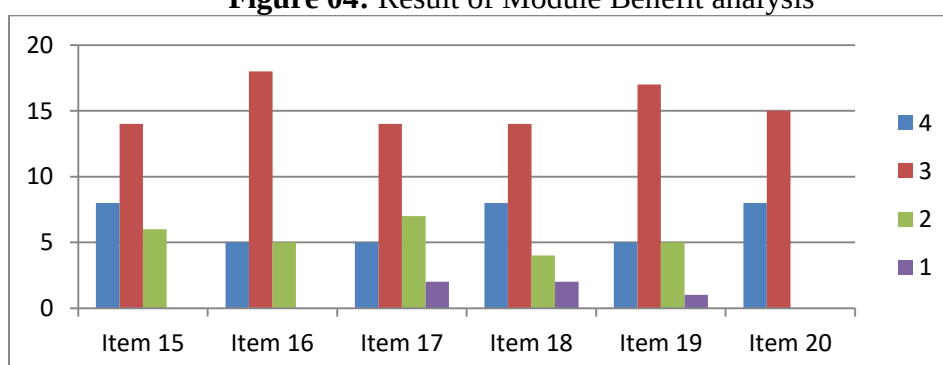
4. Module Benefit

Meanwhile, the fourth indicator is module benefit there were five questions, fifth “*Are you satisfied when learning listening by using CD interactive because that can make you dare to express idea?*” where 8 students who very satisfied, 14 students who satisfied and 6 students who quite satisfied. Second “*Are you satisfied when learning listening by using CD interactive that can make you dare to ask?*” which 5 students who very satisfied, 18 students who satisfied and 5 students who quite satisfied.

Third “*Are you satisfied when learning by using CD interactive because that can make you are not afraid to make mistakes?* ” where 5 students who very satisfied, 14 students who satisfied, 7 students who quite satisfied and 2 students who dissatisfied. Fourth “*Are you satisfied when learning listening by using CD interactive because that can make you disciplined?*” where 8 students chose very satisfied, 14 students chose satisfied, 4 students chose quite satisfied and 2 students chose dissatisfied.

Fifth “*Are you satisfied when learning listening by using CD interactive because that can make you are not ashamed to ask?*” which 5 students who very satisfied, 17 students who satisfied, 5 students who quite satisfied and 1 student who dissatisfied. Sixth “*Are you satisfied when learning listening by using CD interactive because that can make you are not afraid to try new things?*” where 8 students who very satisfied, 15 students who satisfied and 5 students who quite satisfied.

Figure 04: Result of Module Benefit analysis



In conclusion, the twenty questions of four indicators and interview to the students, the researcher conclude that many students were satisfied when learning listening by using CD interactive based audio visual media in the classroom. When interview, the students answer well the questions from researcher. The students are satisfied when learning listening by using CD interactive because the students understand about the concept of learning listening. The students interest because of pictures and videos that contained in CD

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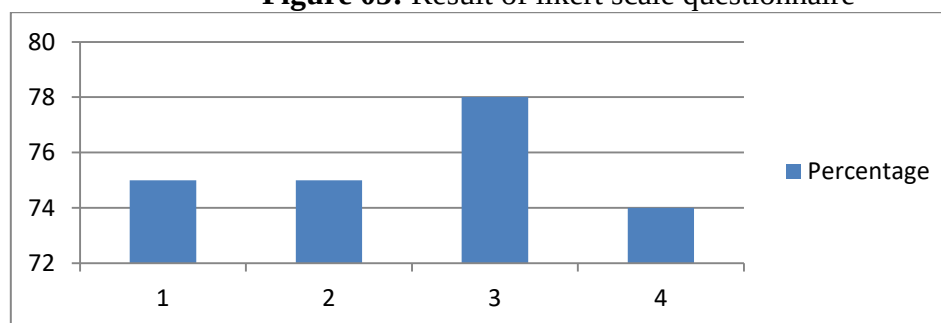


interactive. It means CD interactive helps students in learning process where the CD interactive consists not only pictures but also audios.

No	Indicators	Percentage
1	Ease of use	75
2	The Efficiency of learning time	75
3	Attractiveness	78
4	Module benefit	74

Table 02: Percentage of questionnaire

Figure 05: Result of likert scale questionnaire



The table and diagram consist of the percentage of each indicator students satisfaction in questionnaire. The researcher can conclude from 20 questions of questionnaire consists of 4 indicators. In the first indicator that is Ease of use there are questions 1, 2, 3 and 4. The researcher gets an average 75% which of each item was filled in by 28 students who mostly the students choose scale 3 which means satisfied. This can be seen from the table and graph in first indicator.

In the second indicator namely efficiency of learning time there are questions 5 and 6. The researcher gets an average as many as 75% which of each item was filled by 28 students who mostly of the students choose scale 3 which means satisfied. This can be seen from the table and graph that shown in second indicator.

Furthermore, In the third indicator that is attractiveness there are questions 7, 8, 9, 10, 11, 12, 13, and 14. The researcher gets an average as many as 78% which of each item was filled by 28 students who mostly of students choose scale 3 which means as satisfied. This can be seen from the table and graph that shown in the third indicator.

In the last indicator there is module benefit which the questions 15, 16, 17, 18, 19 and 20. The researcher gets an average as many as 74% which of each item was filled by 28



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students who mostly of students choose scale 3 which means as satisfied. This can be seen from the table and graph that shown in the fourth indicator.

In conclusion, there are four indicators of students satisfaction questionnaire. The researcher get the data from instrument then analyze about students satisfaction towards learning listening by using CD interactive based audio visual media. It means from the table above, the ease of use of CD interactive is 75%, efficiency of learning time of CD interactive 75%, attractiveness of CD interactive 78% and module benefit of CD interactive is 74% and also in interview the students were satisfied in learning listening by using CD interactive.

The researcher also get the data from interview as secondary data. The answers were satisfied when the researcher interviewed the students. Title of this research is students satisfaction in learning listening by using CD interactive based audio visual media which aims to measure whether students are satisfied while learning by using CD interactive.

Furthermore, the researcher analyze students satisfaction of CD interactive based audio visual media. The researcher collected the data by distribute students satisfaction questionnaire to 28 sample from session A at English Department STKIP PGRI Sumatera Barat academic years 2019/2020. Then, the researcher interview 2 students of 28 students. After that the researcher got the data analysis from the result of students satisfaction questionnaire that were seen from 4 indicators. The researcher obtained an average 75% of 2019 session A who stated that was satisfied. It means that the students was satisfied in learning listening by using CD interactive based audio visual media.

4. CONCLUSION

Based on the finding of this research, the researcher explains that students in English Department at STKIP PGRI Sumatera Barat academic years 2019/2020 were satisfied in learning listening by using CD interactive based audio visual media. The researcher uses descriptive with a quantitative approach by the aims to describe the students' satisfaction during the learning process by using CD interactive in learning listening.

Furthermore, the researcher analyze the data from the research that has been done in 2019 session A. The researcher analyze the data consists of 4 indicators that contained in students' satisfaction questionnaire. In the first indicator that is "ease of use" the researcher got the result 75% of students who *satisfied* in learning listening by using CD interactive based audio visual media.

In the second indicator that is "efficiency of learning time" the researcher got the result 75% of students who *satisfied* in learning listening. Then, the third indicator the researcher got 78% of student who *satisfied* in learning listening by using CD interactive that can be seen from "attractiveness". In the fourth indicator the researcher got 74% who *satisfied* in learning listening by using CD interactive that can be seen from "module

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benefits". Furthermore, the researcher get the data from interview as a secondary data. The researcher choose 2 of 28 students in 2019 session A. The answers were satisfied when the researcher interviewed the students.

Based on the explanation above, the researcher can conclude that four of indicators that is in students satisfaction questionnaire. From the four of indicators students were answered satisfied in learning listening by using CD interactive. The researcher gets an average as many as 75% of students who satisfied. It means the students were satisfied in learning listening by using CD interactive based audio visual media.

5. ACKNOWLEDGEMENTS

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