A Study on Media in Listening Comprehension at Second Year Students of English Language Education Program

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ABSTRACT
Listening comprehension requires awareness and attention of the students to identify and recognize the specific signals. Problems frequently arise as the students are struggling in comprehending the meaning. Using an appropriate media is needed to accommodate students' comprehension. Therefore, this research seeks to find out students' opinion towards the media that help them in understanding Listening Comprehension materials and their reasons in choosing the media. 114 students participated in survey. A questionnaire was developed based on theories of types of media, micro and macro skill, and eight-listening comprehension processes. Interview was implemented to complement the data of questionnaire in order to describe their reasons in choosing the media. The findings revealed that (1) audio-visual media aid students' listening comprehension, (2) audio-visual media facilitate students' macro skill of listening, while audio media support their micro skill, and (3) film, television, video, computer, gadget, games and song accommodate all of the eight-listening comprehension processes. Some recommendations are suggested to use the media in improving listening comprehension such as the teacher should use audio media to help the students in mastering the micro skill of listening and audio-visual media to assist the students in understanding the macro skill of listening.

Keywords: Listening Comprehension, Media, Descriptive Survey.

1. Introduction
In listening, listening comprehension takes account for success. Listening comprehension is as an active process in which individual concrete on selecting aural input from meaning, passages and associate what they hear with their knowledge. According to Chastain (1971, as cited in Bingol et al, 2014) the aim of listening comprehension is to understand the native conversation at normal rate in spontaneous condition. Hence, students’ awareness and attention to sounds or speech patterns are processed through identification and recognition of specific signals and ends in comprehending the meaning. As the students keeping attention of what they listened to and comprehend the meaning at the same time, it is still challenging for them. Thus, they face problems in comprehending the listening comprehension.

The problems can be solved by using media. Based on the experimental research conducted by Kirana (2016), it can be concluded that the Experimental Group (EG)-students got significantly higher average score rather than Control Group (CG)-students who did not get treatment in giving audio visual as the media of learning. The findings showed that EG students got more right answer in determining the general idea of the text, they got specific information by oral test, they could make summary and students remembered the sequence of events. Furthermore, the quasi-experimental carried out by Mohamadkhani et
al. (2013) concluded that the Experimental Group (EG) students’ understanding of appropriate listening materials had increased and they were able to hear better and correctly identify the meaning of what the native speaker say. Therefore, media is needed in order to facilitate students in comprehending the listening.

Regarding to the use of media, media can be classified into three types namely audio media, visual media and audio-visual media. Audio media provides the message of verbal or non-verbal that the students can hear symbolic sounds that has been uttered. Meanwhile, visual media is related with seeing sense to illustrate and deliver message through pictures or any kinds of graphic forms. And lastly, audio-visual media aids hearing and seeing senses to provide information for both eyes and ears, so the learners can see communication in action and it presents language in a lively way. In the other words, media is used as means in transmitting or delivering the messages in teaching learning process in order to achieve effective instruction.

Previous study conducted by Megawati (2010) was aimed at knowing the teacher’s selection of instructional media, the teacher used of the instructional media, the problems faced by the teacher in using the instructional media, and the students’ attitude toward the use of instructional media. The findings showed more than 85% students liked the use of the media and 95% students felt that the use of the instructional media was helpful to help them understand the materials. Furthermore, qualitative research was carried out by Prastiyowati (2016) in order to investigate problems faced by the students and the strategies used to assist them. The result of the research covered four categories; (1) The students’ proficiency level which were 42.9% never failed in listening test, 30.9% failed in listening test once and 4.8% failed in listening test more than 3 times, (2) The students’ opinion on listening were that 21.4% argued that listening is difficult and 78.6% stated that listening is not difficult, (3) Related to the students’ interest, there were 81% who believed that listening is an interesting subject and 19% aired their view that listening made them bored, (4) The students’ excitement in listening showed that 85.7% of the students were excited in listening and 11% said the opposite.

Reflecting the previous studies, the researcher found the gaps between this present study and the previous studies. In the first previous study, the research focused on the teacher’s point of view of media selection that the selected media was not fully helpful for the students. There were 15% students who did not like the use of media asked on the teachers’ selection of instructional media and there were 5% students who felt that 22 media could not support them in understanding the materials. Based on this result, the teacher did not find the reason why the minority of the students was not helped by the teacher’s media section and the teacher did not significantly differentiate the result of regular and special program. Specifically, this research did not full enhance the students in learning process by using media. Furthermore, according to the second previous study, the researcher stated that there were some varied percentages of student’s problem when they encountered listening comprehension. Yet, the researcher did not fully specify what kind of strategy that might help the students in encountering listening comprehension. Therefore, this research was conducted by using descriptive survey design in order to know the students’ point of view of media that aid them in understanding Listening Comprehension materials and their reasons in choosing the media.

In summary, media is considered as an important role in listening. Thus, the researcher was interested in conducting a survey to collect information about the media that help the students in understanding Listening Comprehension materials and the reasons in choosing the media seen from micro and macro skill and listening comprehension process. The research subject was Second Year Students of English Language Education Program in Universitas Brawijaya with a consideration that they have got Listening Comprehension course in the third semester.

2. Methods

2.1 Research Design

This research used survey with descriptive qualitative approach to explain the result of the survey as it attempts to find out the media that help the students in understanding Listening Comprehension materials. Creswell (2011, p. 376) defined that “survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population”. In this study, the researcher used survey to entire population by distributing questionnaire and conducting interview as instruments.

The researcher also used qualitative approach in analysis the data. Qualitative is used to express and understand a phenomenon. According to Miles and Huberman (1994) qualitative is conducted through an
intense and reflective of everyday life of individuals, groups, societies, and organization. Therefore, the researcher calculated the data quantitatively from survey, but the analysis of the results of the survey used qualitatively by describing the intended meaning of data. For this reason, the researcher counted the number of media that have been chosen by respondents and it was presented by percentage. Meanwhile, the researcher explained the students’ reasons in choosing the media of why they chose the media by describing the reasons.

2.2 Data and Source of Data

The research was conducted at Universitas Brawijaya. It is located on Jalan Veteran, Malang. The subject in this research was 127 Second Year Students of English Language Education Program who are in the fourth semester. They have got Listening Comprehension course in the third semester. As they have got the course, it is believed that they have already known about listening comprehension, so they are the perfect population in this research.

2.3 Research Procedures

The research procedures in order to get the data were, first, the researcher made instruments and validated the instruments to expert validation. Second, the final version of instruments was tried out to the thirteen respondents. Third, the researcher calculated the reliability of the instruments. Fourth, the questionnaire was distributed to the 114 students of Second Year Students of English Language Education Program in order to get the data of the media that helped the students in Listening Comprehension materials and the reasons in choosing the media. Fifth, the result of the data was analyzed quantitatively by using computation and explained qualitatively by describing the explanation of the intended meaning.

2.4 Research Instrument

In this study, questionnaire and interview guide were used as research instrument. The questionnaire contained two categories. The first category included the media that helped the students in listening comprehension reflected in the questionnaire part A and part B. The students did checklist of the media that helped them in understanding Listening Comprehension materials in the questionnaire part A. The item was based on study about types of media by Sadiman (2014), Adulhak et al (2015), Pribadi & Katrin (2010), Kustandi & Sutjipto (2013), Cullen (1999, as cited in Schoepp 2001) and Kritika & Priyadharsini (2016) in which those ideas supported the researcher to construct the items about the media. The second category covered the reasons in choosing the media reflected in the questionnaire part A and part B. The item in the questionnaire part A was related with the reasons in choosing the media seen from micro and macro skill based on Brown (2007). Meanwhile, items number one until number eight in the questionnaire part B were the reasons in choosing the media seen from eight-listening comprehension process based on Clark & Clark (1977, as cited in Brown 2001) theory.

2.5 Data Analysis

The data analysis can be broken down into several steps, they are data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 2014). The data of this research was collected from questionnaire and interview. Then, to analyze the data, the first step was data condensation which was coding the data collected from questionnaire and interview. The data was simplified and summarized based on two categories: types of media and the reason in choosing the media. The second step was data display, meaning that the data was displayed by table consisting of the responses through the questionnaire. The students’ responses were presented in form of percentage that was resulted from the computation

\[
\text{Responses} \times 100 \% = \text{Percentage}
\]

Total Responses

The display was used to decide whether the data belongs to type of media or the reasons of media based on the student’s choice. It assisted the researcher to understand easily and analyze the students’ choice towards the media that facilitated them in Listening Comprehension materials and the reasons in choosing the media. The next step was drawing conclusion or verification which means that the researcher interpreted the data and draw conclusion in order to obtain clear information as the result of the study.

2.6 Reliability and Validity of the Study

Before distributing the questionnaire, the researcher checked the reliability of the questionnaire by using Spearman-Brown prophecy formula. The score of the reliability of the instrument was 0.94 indicating that the instrument was reliable. Furthermore, in this study, multiple sources of data were used to increase the validity from collected data of questionnaire by cross-checking with interview data.
3. Findings and Discussion

3.1 Finding

The findings explained about the media that helped the students in Listening Comprehension materials and the reasons in choosing the media. There are four tables presented. The first table and the second table showed the questionnaire result of the media that aided the students in Listening Comprehension materials. The third table and the fourth table illustrated questionnaire result in giving reasons of the chosen media seen from micro skill, macro skill and listening comprehension process.

3.1.1 The Media that Helped the Students in Listening Comprehension

In this part, the researcher collected the data by using questionnaire to examine the students’ opinion about the media that supported them in comprehending listening materials. The data were collected from the questionnaire result in the part A and part B. Based on questionnaire results, the data were presented in form of percentage. The data showed kinds of media that assisted the students in understanding Listening Comprehension materials that can be seen in the table below

The Questionnaire Result in the Part A about the Media that Helped the Students in Listening Comprehension Materials

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>Total of Responses</th>
<th>Percentage</th>
<th>Total of Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual media</td>
<td>Film</td>
<td>84 responses</td>
<td>28,28%</td>
<td>73,4%</td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td>47 responses</td>
<td>15,82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>32 responses</td>
<td>10,77%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gadget</td>
<td>20 responses</td>
<td>6,73%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>17 responses</td>
<td>5,72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td>17 responses</td>
<td>5,72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet</td>
<td>1 response</td>
<td>0,34%</td>
<td></td>
</tr>
<tr>
<td>Audio media</td>
<td>Song</td>
<td>78 responses</td>
<td>26,26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recorder</td>
<td>1 response</td>
<td>0,34%</td>
<td></td>
</tr>
</tbody>
</table>

Based on the questionnaire result in the part A above, the media that assisted the students in comprehending listening materials were 73,4% selected audio-visual media and 26,6% selected audio media. Thus, it can be implied that the audio-visual media got higher response rather than audio media.

According to the questionnaire result in the part B, all of the responses from the items of number one until number eight were collected into three kinds of categories which were audio visual media, audio media and visual media. All of the responses were displayed in the table below

The Questionnaire Result in the Part B about the Media that Helped the Students in Listening Comprehension Materials

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>Total of Responses</th>
<th>Percentage</th>
<th>Total of Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual media</td>
<td>Film</td>
<td>226 responses</td>
<td>31,39%</td>
<td>74,86%</td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td>153 responses</td>
<td>21,25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Television</td>
<td>56 responses</td>
<td>7,78%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gadget</td>
<td>51 responses</td>
<td>7,08%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>20 responses</td>
<td>2,78%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games</td>
<td>22 responses</td>
<td>3,06%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internet</td>
<td>4 responses</td>
<td>0,56%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Audio visual</td>
<td>1 response</td>
<td>0,14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-dictionary</td>
<td>5 responses</td>
<td>0,69%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk show</td>
<td>1 response</td>
<td>0,14%</td>
<td></td>
</tr>
<tr>
<td>Audio media</td>
<td>Song</td>
<td>132 responses</td>
<td>18,33%</td>
<td>23,75%</td>
</tr>
<tr>
<td></td>
<td>Audio</td>
<td>22 responses</td>
<td>3,06%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue</td>
<td>1 response</td>
<td>0,14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tape recorder</td>
<td>12 responses</td>
<td>1,67%</td>
<td></td>
</tr>
</tbody>
</table>

Cite this as:
Reflecting to the questionnaire result in the part B above, the media that supported them in Listening Comprehension materials were 74.86% selected audio-visual media, 23.75% selected audio media and 1.39% selected visual media.

In conclusion, based on the questionnaire result in part A and part B, the media that helped the students in Listening Comprehension materials were 74.13% selected audio-visual media, 25.175% selected audio media and 0.695% selected audio media.

3.1.2 The Students’ Reasons in Choosing the Media

In this part, the researcher collected the data by using questionnaire to seek out the reasons of the media choice seen from the questionnaire result in the part A and part B. In the questionnaire part A, the reasons given by the respondents based on micro and macro skill (Brown, 2007). Meanwhile, the reasons that chosen by the respondents in the questionnaire part B were based on listening comprehension process (Clark & Clark, 1997 as cited in Brown 2001). Those micro skill, macro skill, and also listening comprehension process are taking role in understanding listening comprehension materials.

The Students’ Reasons in Choosing the Media Based on Micro and Macro Skill

Based on the questionnaire result, the data were presented in form of table. The first data of the reasons in choosing the media seen from micro and macro skill (Brown, 2007) from the questionnaire result in part A. The data can be summarized in the table below

The Questionnaire Result in the Part A about the Students’ Reasons in Choosing the Media Based on Micro Skill and Macro Skill (Brown, 2007)

<table>
<thead>
<tr>
<th>Category</th>
<th>Micro</th>
<th>Macro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual media</td>
<td>53.35%</td>
<td>61.73%</td>
</tr>
<tr>
<td>Audio media</td>
<td>46.64%</td>
<td>38.26%</td>
</tr>
</tbody>
</table>

Based on the table above, 53.35% of students selected audio-visual media that accommodated the students in mastering the micro skill of listening and 61.73% of students chose audio-visual media helped them in understanding the macro skill of listening. It can be explained that audio-visual media assisted the students in mastering the macro skill rather than micro skill. Meanwhile, 61.73% of students aired their view that audio media helped them in mastering micro skill and 46.64% of students selected audio media supported them in understanding the micro skill of listening and 38.26% of students chose audio media that aided them in understanding the macro skill. Thus, audio media helped the students in understanding the micro skill rather than macro skill.

The Reasons in Choosing the Media Based on Listening Comprehension Process

Based on the data, film, television, video, computer, gadget, games, song can accommodate the eight-listening comprehension processes. Meanwhile, internet, audio-visual, e-dictionary, talk-show, audio, dialogue, speech, tape recorder, radio, picture, book, poetry and prose can only serve some or even only one of the listening comprehension process. In order to get vivid picture of the finding, see table below

The Questionnaire Result in the Part B about the Students’ Reasons in Choosing Media Based on Listening Comprehension Process by Clark & Clark (1997, as cited in Brown 2001)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
<th>Types of Media</th>
<th>Listening Comprehension Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film</td>
<td>31.39%</td>
<td>Audio-visual media</td>
<td>1</td>
</tr>
<tr>
<td>Television</td>
<td>7.78%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
<tr>
<td>Video</td>
<td>21.25%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
<tr>
<td>Computer</td>
<td>2.78%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
<tr>
<td>Gadget</td>
<td>7.08%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
<tr>
<td>Games</td>
<td>3.06%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
<tr>
<td>Internet</td>
<td>0.56%</td>
<td>Audio-visual media</td>
<td>0</td>
</tr>
</tbody>
</table>

Cite this as:
3.2 Discussion

In this part, the researcher discusses the findings of the study related with the media that helped the students in understanding Listening Comprehension materials and the reasons in choosing the media based on questionnaire and interview.

The Media that Helped the Students in understanding Listening Comprehension Materials

Based on collected data, it was confirmed that the audio-visual media was chosen by the most of the students as media to develop listening comprehension. According to Abdulhak (2015) computer, film, television and video are audio-visual media. The audio-visual media types mentioned by Abdulhak was a part of the data chosen by the students in this research. Thus, Abdulhak’s statement could lead to the audio-visual media types as a significant tool in developing listening comprehension materials. Priyadharsini & Krithika (2016) stated that gadget takes a vital role in today’s education in learning language. This statement was also involved in the students’ interview that stated audio-visual media were really important in developing the listening skill because there were scenario and also situation in conversation or other speech events shown in the media. Thus, the scenario and situation were helping the student in understanding the message and also the context of listening materials. In addition, Pribadi & Katrin (2010) and Kustandi & Sutijpto (2013) expressed the same opinion that game is multimedia. In line with these statements, game provided visual graphic and task or story plot that lead the students to take a part in finishing the game by using their prior knowledge to infer the context of the message and to develop their visual and hearing sense. Thus, the audio-visual media provided sight and hearing sense that the students were able to develop their hearing sense and hold the imaginary situation into their prior knowledge at the same time in concern with the development of Listening Comprehension materials.

Meanwhile, it was found that the audio media consisting of song, audio, dialogue, speech, tape recorder and radio got moderate response. However, song was the medium that mostly chosen by the students comparing to the other audio media types. According to Cullen (1999, as cited in Schoepp 2001) song is medium in learning listening comprehension in which bottom-up and top-down process involved in comprehending the listening. As a result, song was chosen by the students as a tool to aid their listening comprehension. Other responses of audio media types were tape recorder and radio. Tape recorder and radio are audio media (Sadiman, 2014). Those two types of audio media were stated in students’ responses that could help them to understand the context of situation in listening comprehension materials. Therefore, audio media aided the students to signal the context by hearing the linguistic cues.

The least responses chosen by the students were visual media consisting of picture, book, poetry and prose. Picture was one of the students’ responses chosen by the students in this research. Overall, these particular students stated that the visual media as the supporting media for them in order to give an illustration of the message, so they could infer the visual to their knowledge and develop listening skill at the same time. Based on students’ interview, they claimed that they also need the use of book to write the keywords from the message that they have heard. Consequently, these visual components as supporting media provided sight sense that offered the students to illustrate the message through pictures or any kinds of graphic forms concerning on the development in Listening Comprehension materials.
In conclusion, any types of media were used to help the students in the learning process. This was depicted by Hamalik (1989) that media in education is a tool, method and technic that used for the effectiveness in communication and interaction between teacher and students in teaching learning process.

The Students’ Reasons in Choosing the Media Based on Micro and Macro Skill

The findings revealed that audio visual media helped the students in mastering the macro skill. Macro skill is the element that functions of understanding of what is being said. Macro skill contains non-linguistic knowledge such as topic, context and general knowledge about the world and how it works (Buck, 2001). In this case, the students interpreted message by using non-linguistic knowledge based on their schemata. Consequently, the students could comprehend the main point of the conversation through their knowledge in order to interpret the message from listening context. This macro skill involved in top-down process that contributed the students in getting the main point of conversation. Nunan (1991, as cited in Malkawi 2010) stated that top-down processing strategies focus on macro-features of the text such as the writer’s or speaker’s purposes, topic of the message, and the overall structure of the text. Thus, the audio-visual media as a means in which the students were able to see the situation, body language and other non-verbal clues from the speaker. This situation helped the students easier in order to infer situation, goals, literal meaning and implied meaning of speaker. Hence, the audio-visual media accommodated macro skill in understanding Listening Comprehension materials.

Audio media helped the students in learning micro skill. Micro skill is the element of listening that contains linguistic knowledge. The linguistic knowledge used by the students in order to detect keywords in listening context. It is more complicated to understand, as it is not only about understanding as a whole, but also the students have to consider things like choice of vocabulary, intonation, attitude and deeper meaning. This micro skill involved bottom-up process that facilitated the students to detect the key words based on situation, content or even the context. According to Nunan (1991, as cited in Malkawi 2010) bottom-up processing strategies focus on the individual components of spoken and written message, i.e phonemes, graphemes, individual words, grammatical elements which need to be comprehend in order to understand message. Thus, audio media as a means that the students were able to hear the distinctive sounds of English, recognized the stress pattern and also the intonation. This situation helped the students to infer the meaning by using imaginary situation from their prior knowledge to relate with the listening materials. Hence, the audio visual media accommodated micro skill in understanding Listening Comprehension materials.

Based on the discussion above, micro and macro skill took account into successful listening comprehension. It was described on how their worked relate with the media types; audio visual media and audio media. However, the previous study conducted by Prastiyowati (2016) showed that there were problems encountered in listening comprehension. They were: (1) The students’ proficiency level which were 42.9% never failed in listening test, 30.9% failed in listening test once and 4.8% failed in listening test more than 3 times, (2) The students’ opinion on listening were that 21.4% argued that listening is difficult and 78.6% stated that listening is not difficult, (3) Related to the students’ interest, there were 81% who believed that listening is an interesting subject and 19% aired their view that listening makes them bored, (4) The students’ excitement in listening showed that 85.7% of the students were excited in listening and 11% said the opposite. These problems were existing within the students in comprehending the listening because the students had not yet discovered on how micro and macro skill worked. In order to solve those problems, it is suggested to use media that accommodates micro and macro skill for comprehending the listening.

The Students’ Reasons in Choosing the Media Based on Listening Comprehension Process

The data showed the reasons in choosing the media seen from listening comprehension process based on Clark & Clark (1997, as cited in Brown 2001) in the questionnaire result part B. First, film, television, video, and computer helped the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemas) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory, and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Abdulhak (2015) of audio visual media types. Based on the data, audio visual media were the highest response because the students could see the figure and understood the context easily by
matching the utterance and the situation in the process of listening. The process of listening becomes more active when accompanied by visual motions, and the nonverbal aspect of speech is an important part of the whole communication process (Perry, 2001). It can be concluded that the audio-visual media had an ease access in order to help the students in understanding Listening Comprehension materials through those media.

Second, gadget assisted the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemas) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Priyadarsini & Krithika (2016). Based on the student’s interview, it was found that gadget as tool that served many applications, including online dictionary. It can be implied that those applications helped the students to get better comprehension in the listening process. According to Masalimova et al (2016) developing listening comprehension skills is used for communication competence. Apart from communication, technology is also compulsory tool to be at par with global advancement, for example the use of mobile gadget. Therefore, gadget could be as reference in comprehending the listening.

Third, games supported the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemas) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Kustandi & Sutjipto (2013) of multimedia types. In this part, male participants tended to choose games as the media that could help them in listening. It might be happening because they were get used to play games as their daily activities. In short, multimedia games had an advantage for the students because there was mission that should be accomplished, so they tried to understand by using their prior knowledge in order to get the meaning of the context and used their memory to remember what the mission was.

Fourth, song accommodated the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemas) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Cullen (1999, as cited in Schoepp 2001). It was found that most of the students listened to the song in daily life. Orlova (2003) suggests that among the methodological purposes with song are used in the class includes teaching listening comprehension. Song can give an impact that they got used to acquire context of the situation through the lyrics. This was asserted by Lynch (2008) that there are three factors that contribute of song in listening comprehension, they are: use of vocabulary, pronunciation and accent of the singer and use of new grammar and structure of song.

Fifth, tape recorder helped the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemas) relevant to the particular context and subject matter, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of audio media types. According to the student’s interview, it was found that tape recorder helped them to signal the meaning of the context by hearing the stress patterns and intonation. According to Harmer (2001), exposing students English in teaching listening comprehension is through the use of taped materials. This situation offers the students to imagine the situation by detecting the keywords by hearing the linguistic cues and ended with comprehension. As a
result, even if tape recorder is one of common media in listening, it is still used as a medium to help them in the listening process.

Sixth, radio gave benefits to the students in inferring the objectives of the speaker through consideration of the type of speech event, the context and content based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of audio media types. Through the questionnaire and interview, it was found that radio provided radio program and there were interactive talks that could them in inferring what the speaker meant. Thus, radio helped the students to train their listening skills in order to know the types of speech event, context or even content by hearing the interactive talks.

Seventh, picture assisted the students in determining the types of speech event and appropriately “color” the interpretation of the perceived message and determining whether information should be retaining in short-term or long-term memory based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of visual media types. Based on the data, surprisingly, picture was a helpful tool in learning listening. As we know, audio media and audio-visual media were the commonly used media in listening. On the other hand, particular participant stated that visual media, such as picture could help them in the process of listening. Based on the students’ interview, it was found that they needed picture while they were listening the input. Consequently, picture was an additional media in order to interpret easily the meaning. As a result, even if visual media were not commonly used as the other media, it gave benefits to the students to get vivid picture of the context. Some studies reveal that visuals have little, if any, facilitative effect on the listening comprehension (Lynch, 1998).

Based on the explanation above, first, film, television, video, computer, gadget, games and song accommodated all of the eight-listening comprehension processes. Second, tape recorder accommodated six listening comprehension processes. Third, audio assisted five listening comprehension processes. Fourth, internet and picture helped two listening comprehension processes. Fifth, audio visual, e-dictionary, talk show, dialogue, speech, radio, book, poetry and prose aided one listening comprehension process. Thus, if the learning focusing on helping the students in listening comprehension process, it suggests to use film, television, video, computer, gadget, games as the audio-visual media and song as the audio media.

4. Conclusion and Suggestion
This research was aimed at examining the students’ opinion about the media that aided them in understanding Listening Comprehension materials and their reasons in choosing the media. The data obtained through questionnaire and interview from Second Year Students of English Language Education Program.

The findings revealed that (1) audio-visual media assisted the students’ in Listening Comprehension materials. It can be proved that 74.13% of students selected audio visual media, 25.175% of students chose audio media, and 0.695% of students pointed out visual media; (2) 61.73% of students who chose audio visual media admitted that their macro skill of listening is helped and 53.35% of students who argued that audio visual helped them in their micro skill of listening. Meanwhile, 46.64% of them who stated that their micro skill of listening in listening helped by audio media and 38.26% of students who answered that audio media helped them in their macro skill of listening; (3) film, television, video, computer, gadget, games and song facilitated all of the eight-listening comprehension processes.

According to the research findings, some suggestions are proposed that the teacher should use audio media in order to help the students in mastering the micro skill of listening and utilize audio-visual media to help the students in understanding the macro skill of listening. Furthermore, Film, television, video, computer, gadget, games and song support the students in comprehending the listening comprehension process. Moreover, for future researchers, the findings can be used as valuable sources to conduct further research concerning the study on media in listening comprehension in order to gain more information and better understanding.

5. References

Cite this as: