


**THE UNDERGRADUATE LEARNERS' PERSPECTIVE ON LISTENING
COMPREHENSION OF AUDIO-LINGUAL TRANSCRIPT METHOD AT THE
FOURTH SEMESTER STUDENT'S UNIVERSITY OF MUHAMMADIYAH
MAKASSAR**

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Article Info	Abstract
<p>Received: May 18 ,2020 Revised: May 24 17 ,2020 Accepted: June 11 ,2020 Published: June 25,2020</p> <p>Keywords: Audiolingual transcript, Perspective students, learning listening comprehension</p>	<p>This study aims to determine to find out the perspective of fourth semester students at Muhammadiyah Makassar University in listening to audio-lingual transcripts. The method that will be used by the researcher is a qualitative descriptive approach because this study wants to describe the perspectives of fourth semester students at the University of Muhammadiyah Makassar. The subjects of this research are fourth semester students who have participated in learning English listening comprehension using the audio lingual method as many as 21 students in class 4A. However, the researcher only took a sample of 15 students to be studied at the Muhammadiyah University of Makassar. Samples were taken using a questionnaire with Google forms. The results showed that From the results of research that has been carried out with a questionnaire totaling fifteen statements, it is known that the majority of respondents choose the category of agree or good in learning English using the audio-lingual transcription listening method or it can be said that the fourth semester students of the English Education Study Program prefer the method of learning English. listening audio-lingual transcripts in the learning process at the University of Muhammadiyah Makassar.</p> <p>This is an open access article under the CC BY-SA license.</p> 
<p>How to cite: Rukmayana, W., Syatriana, E. ., & Zia Ul Haq, M. (2020). The Undergraduate Learners' Perspective on Listening Comprehension of Audio-Lingual Transcript Method at The Fourth Semester Student's University of Muhammadiyah Makassar. <i>Journal of Computer Interaction in Education</i>, 3(1), 22–28. https://doi.org/10.56983/jcie.v3i1.267</p>	

INTRODUCTION

Language is one of the things that is very important to us because we use it to communicate with other people. Thus, language is a complex and dynamic conventional symbol system that uses various modes of thinking and communicating. Therefore, it can be defined that socially shared codes or conventional systems aim to represent the whole concept using arbitrary combinations that can be governed by the rule of symbols.

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Based on Purdy & Borisoff (1997) defines listening comprehension as "an active and dynamic process of paying attention, understanding, interpreting, remembering, and responding to what is expressed (verbal and nonverbal), needs, attention, and information offered.

Based on Brown, JD (1988:135) said that combining several new ideas about language learning that came from the disciplines of descriptive linguistics and behavioral psychology then became what is known as the Audio-lingual Method. In addition, the Audio-Lingual Method is used to create a pleasant classroom atmosphere and also helps students to be able to use the target language communicatively. Some students' skills in listening learning have difficulty understanding the audio content.

Therefore, the writer wants to know the perspective of Muhammadiyah Makassar University students in learning listening using audio-lingual transcripts. Perspective itself is a person's view of an event or a person's point of view in choosing opinions and beliefs about something. In this case, the audio-lingual transcription method has its own uniqueness, namely it plays an important role for fourth semester students in learning listening comprehension by increasing understanding and making it easier for them to hear, also accompanied by audio transcripts containing videos. Visible and easy to understand. The use of audio-lingual transcripts can improve and create an active classroom atmosphere so that students are more enthusiastic in participating in learning,

Based on the audio-lingual transcription method, the audio-lingual transcription method is carried out in a listening class using audio with English learning which includes video and audio. Which contains a transcript or text that can be viewed and read. Therefore, through a qualitative descriptive method using interviews, this research is very interesting to study because it wants to know how the views of fourth semester students majoring in listening to understanding at the University of Muhammadiyah Makassar in listening to introductory

material through audio-lingual. Therefore, some students' skills in listening learning have difficulty in understanding audio content.

LITERATURE REVIEW

Graham (2006) with the title *Listening Comprehension: Learners Perspective*. In this study, the aim was to find out about students' perspectives with findings and investigations of perceptions held by English students aged 16-18 years about listening comprehension in French. This study used qualitative, semi-structured interviews and questionnaires.

Abduh (2016) with the title *the use of audio-lingual methods in teaching listening comprehension to second grade students of SMK Yapip Makassar Sungguminasa*. This study aims to determine the use of the audio-lingual method in helping students understand listening skills, this study uses classroom action research, and the findings indicate that the use of the audio-lingual method can help improve students' listening skills.

Ghofur (2016) with the title *teacher and student perceptions of the application of the audio-lingual method in improving English speaking skills*. This study aims to determine the perception of English teachers and students on the application of the audio-lingual method in improving English language skills. This study uses a qualitative approach. The results of this study reveal that the use of the audio-lingual method greatly influences the teacher, while the students only follow the various exercises that have been given by the teacher and the activities in the class become more lively and fun.

Hirayani (2014) with the title *The Effect of Using Audio Lingual Methods on Students' Listening Skills: An Experimental Study at SMPN 11 Mataram in the 2013/2014 Academic Year*. This study aims to determine whether the use of the audio-lingual method is effective in improving students' abilities. This research is an experimental study using a pre-test and post-test control group design. The results of this study while the average value of students in the experimental class was (15.12) and for the control class (3.53). Meanwhile, there was a significant difference in listening ability in the two groups after receiving treatment. This can be seen from the results of the t-test, which is 3.34 which is higher than the t-table value at the 0.05 level (95%) of 1.9990 and the 0.01 (99%) level of 2.6575 at the degree of freedom of 62

Based on the four studies above, both research on listening comprehension and using audio-lingual transcription methods. While this study refers to descriptive qualitative research using the audio-lingual transcription method, where at the time the research was conducted, the researcher provided an audio with an introductory topic containing a transcript or text in the audio video.

METHODS

Research is important in research. The method that will be used by the researcher is a qualitative descriptive approach because this study wants to describe the perspectives of fourth semester students at the University of Muhammadiyah Makassar. Based on Moleong (2007) Qualitative research is research with a view to understanding a phenomenon about what is experienced by research subjects such as behavior, perception, motivation and action.

Instrument

The research instrument used in this study was a questionnaire prepared by the researcher himself. This questionnaire was prepared to obtain data on the perspectives of 4th semester students in learning listening through the audio-lingual transcript method. The instruments used are: 1) Understanding of listening to the questionnaire. 2) Understanding of listening to interviews

Data Analysis

There are several stages that will be carried out by researchers to obtain data. First, the researcher will observe the fourth semester English students who are learning listening comprehension. Second, the researcher collected data by using interviews, after which distributed questionnaires to students to fill out. Then, analyze the data that has been collected and conclude the research results.

Sugiyono (2017:427)said that: "Data analysis is one of the processes in which search and systematically organize interview transcripts, field notes, and other materials that have been collected to enhance the understanding gained and make it possible to present what you already have. And what others have. found." So, the researcher will analyze the data after the data from the interviews are collected.

1. Read/memorize data
2. Explaining data
3. Classifying data

RESULT AND DISCUSSION

In learning English, the English Education Study Program Semester IV A uses the Audio-lingual transcript method. The selection and determination of the learning method used by English lecturers because the purpose of the Audio-lingual transcription method is in accordance with the learning objectives, students can speak English properly and correctly, besides that it is adapted to the majority situation. English Study Program students who are not yet fully able to understand the language in the form of listening, and are adapted to the teaching materials or material presented, namely conversational material.

From the results of research that has been carried out by researchers with statements learning using the audio-lingual transcript method can improve listening comprehension skills, respondents chose to agree as much as 60% and strongly agree as much as 20%, the reason respondents chose to agree and strongly agree was because by learning to listen with audio-visual media. Lingual transcripts make it easier to know the words and can improve listening skills.

While the second statement, namely the application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently, respondents chose to agree as much as 47%, quite agree as much as 20% and it's normal. as much as 13% on the grounds that the drill technique or practice can improve, while 7% who disagree and strongly disagree as much as 13%, because a small number of respondents have not been able to understand the form of practice and improvisation procedures.

According to the author, the consideration of using the Audio-lingual transcription method in learning the English Education Study Program is in accordance with several factors that must be considered in choosing a learning method.

Based on the observations that the author made, in general the implementation of Mah learningārah al-kalām using the Audiolingual method in the English Study Program is in accordance with the implementation of learning English using the Audiolingual method.

The learning process with a model of listening to dialogue, either directly or through recordings. After the dialogue is heard, all students in the class repeat the dialogue, then follow the example or model created in the lesson. The audio-lingual method explains the meaning of the sentences in the dialogue, for that the teacher sketches the characters in the dialogue on the blackboard and shows the lines.

From the results of observations with questionnaires and interviews conducted on respondents, with the statement that English listening learning activities using the audio-lingual transcript method are the same as learning styles, respondents who choose normal are 53%, respondents who choose agree are 27% while those who choose not agree as much as 13% of the respondents' reasons are because I really like learning listening because there are transcripts that can make it easier, while choosing normal on the grounds of not being too diligent in listening to English,

As for the negative statements questioned by the researcher, such as the third statement, the twelfth statement and the fifteenth statement, it is known that the respondent did not respond and did not agree with the statement because the respondent/student from listening by looking at the transcript could also hear the pronunciation and could indirectly improve understanding and improve spelling in the language.

From the analysis that the authors obtained, it can be concluded that the Audio-lingual learning method in learning English for students of the English Education Study Program has a positive impact on learning, students become more motivated to participate in the learning process and students become active in the classroom.

The results of this study are in line with research that has been carried out byAbduh (2016) the findings show that the use of the audio-lingual method can help improve students' listening skills, and research that has been done byGhofur (2016)The results of this study reveal that the use of the audio-lingual method greatly affects the teacher, while students only follow various exercises that have been given by the teacher and the activities in the classroom become more lively and fun.

CONCLUSION

From the results of research that has been carried out with a questionnaire totaling fifteen statements, it is known that the majority of respondents choose the category of agree

or good in learning English using the audio-lingual transcription listening method or it can be said that the fourth semester students of the English Education Study Program prefer the method of learning English. listening audio-lingual transcripts in the learning process at the University of Muhammadiyah Makassar.

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