THE PRACTICALITY OF INTERACTIVE CD-BASED AUDIO-VISUAL MEDIA TO IMPROVE LISTENING SKILL

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ABSTRACT

Many students do not understand the meaning of the conversation. This is due to the fact that laboratories are not soundproof. This situation made students' difficut to listen the conversation on by speaker. In addition, many students were not interested at Listening Comprehension material. Writer conduct research using Interactive CD in the learning process of Listening Comprehension. Therefore this study aims to determine the practicality of using interactive CD-based audio visual media to students at STKIP PGRI Sumatera Barat. This research used descriptive research method with quantitative approach. Writer wants to describe the practical results of using interactive CD-based audio visual media. The population of this study were 57 students' of English Department in 2019 there are session B and C who had used interactive CD interactive in Listening Comprehension learning. Writer used total sampling with 30 students from session B and 27 students from session C this reseacrh. The instrument that writer used in this study was a Practicality Questionnaire. Then the writer conducted an analysis with the Practicality Value formula. Based on the analysis of practicality assessments in sessions B and C, the writer analysed 13 items of questionnaire practicality writer found that (82%) of English department session B and C in 2019 which stated the completeness of the use of interactive CD-based audio visual media in learning to Listening Comprehension.
Keywords: Listening Skill, Interactive CD, Practicality

ABSTRACT

Banyak diantara mahasiswa kurang memahami makna dari percakapan yang mahasiswa dengarkan. Hal ini disebabkan karena ruang labor yang tidak kedap suara mengakibatkan mahasiswa sulit mendengarkan percakapan yang dilakukan oleh pembicara. Selain itu banyak dari mahasiswa yang kurang tertarik mempelajari materi Listening Comprehension. Sehingga peneliti melakukan penelitian dengan menggunakan CD Interaktif dalam proses pembelajaran Listening Comprehension. Oleh sebab itu penelitian ini bertujuan untuk mengetahui kepraktisan penggunaan media audio visual berbasis CD interaktif kepada mahasiswa di STKIP PGRI Sumatera Barat. Penelitian ini menggunakan metode descriptive reseach dengan pendekatan quantitative. Peneiti ingin mendeskripsikan hasil kepraktisan penggunaan media audio visual berbasis CD interaktif. Populasi dari penelitian ini adalah mahasiswa Bahasa Inggris tahun 2019 berjumlah 57 orang, yang terdiri dar sesi B dan C yang telah menggunakan CD interaktif sebagai bahan ajar pada pembelajaran Listening Comprehension. Peneliti menggunakan total sampling dalam pengambilan sampling dengan 30 orang dari sesi B dan 27 orang dari sesi C. Instrument yang peneliti gunakan pada penelitian ini berupa *Practicality Questionnaire.* Kemudian peneliti melakukan analisis dengan rumus *Practicality Value.* Berdasarkan analisis penilaian praktikalitas pada sesi B dan C peneliti menganalisis 13 item angket praktikalitas peneliti mendapatkan bahwa (82%) mahasiswa Bahasa Inggris tahun 2019 pada sesi B dan C yang menyatakan kepratisan penggunaan CD interaktif berbasis audio visual media dalam pembelajaran Listening Comprehension.
Kata Kunci: Keterampilan Mendengarkan, CD Interaktif, Praktikalitas

INTRODUCTION

Listening is the process by someone to get information (messages and ideas) from a speaker. Listening is one of the skills that must be mastered by students in the English education department. It is one of the skills that are needed by students to improve their English skills. Through these listening skills, students can discuss the skill of listening to a conversation using English. Students are also required to be able to master all four skills, one of which is listening to skill. Students are expected to be able to add vocabulary and can distinguish the meaning that the speakers in English. It is supported by Listening is the process by someone to get information (messages and ideas) from a speaker. Listening is one of the skills that must be mastered by students in the English education department. It is one of the skills that are needed by students to improve their English skills. Through these listening skills, students can discuss the skill of listening to a conversation using English. Students are also required to be able to master all four skills, one of which is listening to skill. Students are expected to be able to add vocabulary and can distinguish the meaning that the speakers in English.

However, when the writer pre-observes, the writer sees the use of learning that only uses audio during the learning process. The author sees many students who feel bored while listening to the conversation conducted by the speaker. Many students do other activities that are not relevant to Listening Comprehension in STKIP PGRI Sumatera Barat. On the other hand, Listening is the process of someone to catch the can understand the meaning of conversations that are carried out by others. The student can listen to new languages that they have never heard before. The student will listen to a new language besides their first language through listening. The student can also develop the first language he/she has and can hear the meaning of each language they listen to. The understanding of listening in the opinion of experts is as follows:

The first, Nunan (2003) "listening is an active, purposeful process of making sense of what we hear." It means that listening is an active process in which someone can listen to new languages other than the first language. Listening is the process that aims to understand the meaning of what students are listening. Listening is very important for an attacker when he/she wants to know what the speaker is talking about the conversation.

The second, Nation and Newton (2008) define listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in the naturalistic acquisition of other languages) are dependent on listening. It means that listening is one of the natural precursors that humans have to speak. In this stage, a person can develop his first language. A person can develop a daily language by listening to the word on going seems to be miswritten. Consider replacing it. Listening who can also be someone can master other languages besides their first language.

Flowerdew (2001) it means that listening is a dominant activity in daily communication (40%), 35 % for speaking, 16 % for reading, and 9 % on writing. It means that listening is a very dominant activity that is done by someone in increasing listening ability about 40% of people use their hearing to continue communication with others. The program of the four skills someone mastered listening to is one of the skills commonly used to receive or listen to information conveyed by others. Based on the theory above, the writer can conclude that listening is the process of a person to

understand the information given by others to listeners. Listening is also one stage of the students in developing the language they get besides their native language. Listening is one of the activities of the student done almost every day.

Talking about Listening is the person skill when listening to a conversation by a speaker. Listening ability can be felt by students in daily life. Listening to student's ability will see when someone talks with other people if students can understand the contents of a conversation that someone is doing, it can be said that the students can listen. In this case, the writer gets a lot of understanding from listening to the opinions of previous experts. As for the understanding of listening according to some opinions of the experts as follows:

According to (Harmer, 2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. It means that listening is one of the skills needed by students. These listening skills are included in receptive skills where people will get the main idea of the conversation they hear through the speaker. Skill is very much needed by someone to grasp the meaning spoken by the speaker during a conversation that is heard by others.

According to (Babita, 2013) listening skill is key to receiving messages effectively. It means that listening is one of the keys to listening skills. Listening skills are also for someone to get information effectively. This listening skill is very useful for someone to get very important information easily. According to (Mukminatus Zuhriyah, 2016) states listening is the first part of language skills that everyone gets when learning a language. It means that listening skills are one of the main parts of language skills when someone learns one new language. Listening skills can be said to be the main part of language skills because when listening to someone's conversation

students can get knowledge about the new language from the conversation. Listening skills will increase our language skills and can infer the meaning of what students listen to when listening to a conversation.

Based on the theory above, the writer can conclude that listening skills are receptive skills where a person gets information from their hearing. This listening skill is one of the key skills for someone to get information effectively. Listening skills are also included in the initial skills that someone does to improve their language skills.

The importance of listening skills Listening skills are one of the most important skills mastered by students. The importance of students to learn listening skills because of listening skills is one of one's main skills in increasing their language vocabulary. This listening skill is very suitable for English education students in understanding the meaning of English conversation. This skill will also help students to get information and improve their vocabulary in English.

(Wallace & Stariha, 2003) it means listening skills are also important for learning purposes since through listening students receive information and gain insights. It means that skill is also important in the learning process. The listening skill aims to improve student information when listening to a conversation through a speaker. This skill can also improve student language insight through conversations delivered by speakers. Based on the above theory, the writer can conclude that listening skills are very important for students to get new information and increase their insight into learning English. Listening skills are also very important to improve the vocabulary that students get from what they listen to. Students can also demonstrate listening skills in everyday life.

Audio-visual media is a tool that can be used for listening skills. Audio-visual media is a medium that consists of audio-visual it can contain elements of

images and sound. Audio-visual media is usually used in learning English in listening skills. Audio-visual media is usually in the form of images, graphics, and sound and can also be in the form of videos that can attract students' attention in accepting the learning process. Audio-visual media can also motivate students to pay attention to learning English.

(Budiman S, 2017) assumed audio-visual media is media that contains elements of image and sound. It means that audio-visual media is a media that contains elements of image and sound that can make students interested in learning English learning; this audio-visual media can usually be played on a computer and can be displayed and listened to by all students to support the learning process. Based on the theory above, the writer can conclude that audio-visual media is a tool that can be seen by students and can be touched by students. Audio-visual media also involves two human senses, namely the sense of hearing and sense of sight that takes place simultaneously. Audio-visual media can also be in the form of images, videos, graphics and sounds that can facilitate students in receiving learning material

The interactive CD is an important element contained in audio-visual media that can help students in the teaching and learning process. The interactive CD is a multimedia system in the form of a CD that can be used as an English learning program. The Interactive CD is very easy for the lecturer to provide learning in all aspects of learning. Especially in English learning, this Interactive CD can be used for listening skills in English conversation. The interactive CD itself is useful for improving information listening for the students when listening to English conversations conducted by speakers. The understanding of Interactive CD in the opinion of experts is as follows:

According to (Hofstetter, 2001) stated Interactive CD is a kind of multimedia that is a media which uses a computer to combine text, graphics, audio, video, and animation into a united system with the right link and tools so that the user operator can do navigation, interaction, creation, and communication. It means that Interactive CD is a media that uses computers as a tool to operate. This Interactive CD can be in the form of text, graphics, audio, video, and animation that can be combined in one of a compact disc. The interactive CD also uses as information, operators, interaction, creation, and communication to listeners. This Interactive CD can also be given to English students in the form of Listening skills.

According to Niwati, (2017) stated Interactive CD is an interactive program that is used to deliver important messages and the users can navigate the program and get the material by themselves. It means that An Interactive CD is a diagram that can be used to convey important messages to other people. Interactive CD can also be a place to find new knowledge. Based on the theory above, the writer can conclude that an Interactive CD is also a media that use to take the form of images, graphics, and video. The interactive CD is a compact disc that is inserted into a monitor computer and connected to their computers to display learning materials. Interactive CD can also improve student achievement in learning

Practicality is a tool for measuring the practicality of using Interactive CD in the teaching and learning process. Practicality is the way a lecturer gives an assessment when using the Interactive CD during the learning process. Practicality can be a reference material to be able to increase the use of interactive CD on listening skills. Practicality is the way a lecturer gives an assessment. It can be seen from the learning time that is not too long; the use of a small cost when learning takes place and others. This practicality can be

reviewed during the learning process. The lecturer can see the practicality in assessing students in teaching materials.

According to Sukardi (2012) argue practicality assessed consists of components that are ease of use, the efficiency of learning time, attractiveness, and module benefits. It means that Practicality is can be an assessment to see the practicality of the use of teaching materials. First, it can be seen from the easy use of these teaching materials. The second, the efficiency of the time needed to learn to use these teaching materials. The third practicalities can be used to assess how much the attractiveness of students in using these teaching materials. The last, practicality can be used to see how much benefit the use of teaching materials for students. According to (Bliss, 2013) argue practicality of teaching materials is the development of teaching materials can be used well by teachers and students and support learning. It means that practicality is one of the developments of teaching materials that have been developed to make it easier for students to use these teaching materials. The practicality can be seen from the use made by teachers, students, and other support learning.

Based on the above theory, the author can conclude that practicality is an assessment that can be used practically or easily understood by everyone. Practicality is a tool for evaluating whether or not the interactive CD is used in Listening Comprehension learning. Practicality can also be assessed from the components that are easy to use, time efficiency, attractiveness, and the benefits of the model to see the practicality in the use of teaching materials. This practicality can be assessed from the ease of use of the Interactive CD used for the learning process. This can be seen by writer from students' interest when studying Listening comprehension using the Interactive CD because students can not only listen to the conversations of the student speakers can

also understand the contents of the material on the Interactive CD. The author can also see students better understand the material available on interactive CD because each material is explained in detail and provides some examples that students can understand. Practicality can also be used to develop new teaching materials for use by teachers, students, and other learning support.

RESEARCH METHOD

In this research, the writer used a descriptive quantitative approach because the writer wanted to describe the practicality of Interactive CD-based audio-visual media to improve the listening skill of English department student's at STKIP PGRI at Sumatera by using a quantitative approach. According to Gay and Airisian (2000:275), descriptive research is used to investigate a variety of educational problems and issues. It means that descriptive research is the way for a writer to find information about the research they are researching. It means Gay and Airasian(2009:7) state that quantitative is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. So, quantitative research is a study that uses data collection and numerical data analysis to describe, explain, and predict a phenomenon that is of interest to the writer.

According to Gay and Airasian (2000: 122) states that the population is the group of interest to the writer, the group to which the or he would like the results of the study to be generalized. It means that was a large group of interest by writer to conduct research on that group. The Population of this research was the English department students at STKIP PGRI Sumatera Barat who took Comprehensive Listening. In English department there was 2 session B and C. They were 30 students in session B and they are 27 students in sessions C of

English department which many students were 57 students in two sessions. . In this case, the writer researched two sessions, namely in sessions B and C because sessions B and C use Interactive CD as teaching material in understanding listening during the learning process. An instrument was a tool used by the writer to collect data or obtain information about research. In this case, the writer used the Likers scale to see the Practicality of Interactive CD-based audio-visual media improve listening skills at STKIP PGRI Sumatera Barat.

The Likers scale that writer use as table 1.1 follows:

Symbol	Positive Statement	Grade
STS	Very Disagree	1
TS	Disagree	2
S	Agree	3
SS	Very Agree	4

(Adapted from Riduwan 2012:87)

The questionnaire was a list of questions that suitable for an indicator that was needed by that of research. The questionnaire itself usually consists of questions that the writer would ask the participants in the form of written questions. The questionnaire would help the writer to ask a question relating to research to participants who had never communicated with the writer. In this case, the questionnaire would help the writer to obtain information about the practicality of Interactive CD-based audio-visual media to improve listening skills. The writer made 13 statements to measure the practicality of Interactive CD-based on audio visual media to improve listening skills.

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In collecting data, the writer used questionnaire techniques. In this case, the writer would take several steps for the process of collecting the data. The first step of the writer was distributing practicality questionnaires to participants.

In this case, the writer asked permission from the lecturer who teaching to give the writer permission to distribute the practicality questionnaire to the participants and the writer ensured that the participants answered all the questions contained in the practicality questionnaire. After that, the writer analysed the data that the writer had gotten from the participant by using data analysis techniques. This was useful for the writer to find out the ability of the practicality of Interactive CD-based audio-visual media to improve listening skills.

The research was conducted at STKIP PGRI Sumatera Barat that located in Gajah Mada, Gunung Pangilun. On that campus, two lecturers taught comprehensive listening in English STKIP PGRI Sumatera Barat. The two lecturers hold several session including Class A which is taught by lecturer A and session B and C are held by lecturer B. However, in this study, the writer only focuses examined in class B and C. The writer researched session B and C because in this class alone use Interactive CD in the learning process.

FINDING AND DISCUSSION

The research was conducted at STKIP PGRI Sumatera Barat that located in Gajah Mada, Gunung Pangilun. On that

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In this study, the writer conducted two meetings in class B and class C. The first meeting on Wednesday, November 20th, 2019 writer conducted a review of material that was already available on Interactive CD in class C and the writer conducted a questionnaire on Wednesday, November 27th, 2019 in class C. The first meeting on Thursday, November 29th, 2019 writer conducted a review of the material available on Interactive CD in class B and The writer conducted research on Thursday, December 5th, 2019 for the distribution of questionnaires conducted in class On Thursday, December 5th, 2019 and On Wednesday, November 27th, 2019 writer conducted a practicality questionnaire to students in 2019 session B and C. After the writer conducted the indicator analysis, the writer concluded on the table below:

Table 1.4 Analyses of Practicality Questionnaire of 2019 Session B and C

No.	Indicators	Statement	Amount	Level	Criteria
A.	Ease of Use	1.	171	86%	**Very Practical**
		2.	169	85%	**Very Practical**
		3.	160	80%	**Very Practical**
		4.	166	83%	**Very Practical**
	Amount		**666**	**83%**	
B.	The Efficiency of Learning Time	5.	174	87%	**Very Practical**
	Amount		**174**	**87%**	
C.	Attractiveness	6.	166	83%	**Very Practical**
		7.	163	82%	**Very Practical**
		8.	169	85%	**Very Practical**
	Amount		**498**	**83%**	

D.	Module Benefits	9.			Very Practical
			164	82%	
		10.			
			158	79%	Practical
		11.			Very Practical
			163	82%	
		12.			Very Practical
			160	80%	
		13.			Very Practical
			160	80%	
	Amount		**805**	**81%**	
	Total			**334%**	
	Average			**83%**	**Very Practical**

Information: 50 Students of Practicality Questionnaire

Based on the above table, writer conducted a study consisting of 4 indicators of practicality questionnaire. The four indicators of practicality questionnaire consist of 13 statements. Writer conducted data analysis using the 13 statements contained in the practicality questionnaire. 1 statement of 50 students in 2019 sessions B and C, (86%) stated that it was *very practical* to use interactive CD in listening comprehension subject during the teaching and learning process. This can be seen from 21 students who stated very agree and 29 students who agree to the first statement. In the 2 statement of 50 students in 2019 session B and C (85%) stated that it was *very practical* to use interactive CD. This can be seen from 20 students who chose to very agree, 29 students who chose to agree, and 1 student who expressed disagree of the use of interactive CD on listening comprehension subject. In the 3 statement of 50 students in 2019 sessions B and C (80%) stating that it was *very practical* to use an interactive CD consisting of 11 students who very agreed, 38 students who agree, and 1 student who disagree in the practicality of using interactive CD on listening comprehension subject.

In the 4 statement of 50 students in 2019 sessions B and C (83%) which stated very practical use of interactive CD in the teaching and learning process. This can be seen from 17 students who chose to very agree, 32 students who chose to agree, and 1 student who disagree on the use of interactive CD on listening comprehension subject. Based on the description of the analysis above, the writer can conclude that the first indicator is ease of use consisting of statements 1,2,3, and 4 (83%) of 50 students who stated that it is *very practical* to use interactive CD in the learning process of listening comprehension. In the 5 statement of 50 students in 2019 sessions B and C (87%) stated that it was very practical to use interactive CD in the teaching and learning process. It can be seen from 24 students who stated very agree and 26 students who agreed to use interactive CD on listening comprehension subject.

Based on the description of the analysis above, the writer can conclude that the second indicator is the efficiency of learning time consisting of 5 statements (87%) of 50 students who stated that it is *very practical* to use interactive CD in the learning process of listening comprehension. In the 6 statement of 50 students in 2019 sessions B and C (83%) which stated *very practical* use of interactive CD in the teaching and learning process. This can be seen from 17 students who chose to very agree, 32

students who chose to agree, and 1 student who disagree on the use of interactive CD on listening comprehension subject. In the 7 statement of 50 students in 2019 sessions B and C (82%) said that it was *very practical* to use interactive CD in the learning process. It can be seen from 13 students who very agreed and 37 students who agree to use interactive CD on listening comprehension subject.

In the 8 statement of 50 students in 2019 sessions B and C (85%) who stated that it is *very practical* to use interactive CD in the teaching and learning process. This can be seen from 20 students who chose to very agree, 29 students who chose to agree, and 1 student who expressed disagree of the use of interactive CD on listening comprehension subject. Based on the description of the analysis above, the writer can conclude that the first indicator is ease of use consisting of statements 6, 7, and 8 (83%) of 50 Students who stated that it is very practical to use interactive CD in the learning process of listening comprehension.
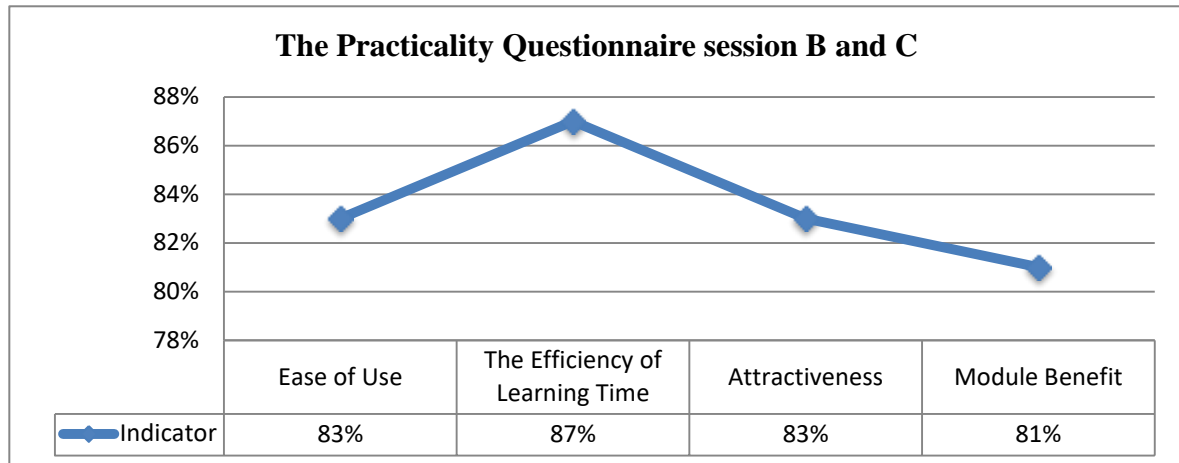
In the 9 statement of 50 students in 2019 sessions B and C (82%) said that it was *very practical* to use interactive CD in the teaching and learning process. It can be seen from 17 students who very agree 30 students who agree, and 3 students who disagree to the use of interactive CD on listening comprehension subject. In the 10 statement of 50 students in 2019 sessions B and C (79%) who stated that it is *very practical* to use interactive CD in the teaching and learning process. This can be seen from the 11 students who chose to very agree, 36 students who chose to agree, and 3 students who disagree on the use of interactive CD on listening comprehension subject.

In the 11 statement of 50 students in 2019 session B and C (82%) said that it was *very practical* to use interactive CD in the teaching and

learning process. It can be seen from 13 students who very agreed and 37 students who agree to use interactive CD on listening comprehension subject. In the 12 statement of 50 students in 2019 sessions B and C (80%) which stated *very practical* use of interactive CD in the learning process. This can be seen from 11 students who chose very agree, 38 students who chose agree, and 1 student who expressed disagree of to use interactive CD on listening comprehension subject. In the 13 statement of 50 students in 2019 sessions B and C (80%) which stated *very practical* use of interactive CD in the teaching and learning process. It can be seen from 12 students who very agree 36 students who agree, and 2 students who disagree to the use of interactive CD on listening Comprehension subject.

Based on the description of the analysis above, the writer can conclude that the first indicator is ease of use consisting of statements 9, 10, 11, 12, and 13 (81%) of 50 students who stated that it is very practical to use interactive CD in the learning process of listening comprehension. Based on the thirteen statements above, the writer can conclude that average of the 4 indicators on the practicality questionnaire (83%) of students stated that it is *very practical* for the use of interactive CD listening comprehension subject. This can be seen from the results of the dissemination of the practicality questionnaire writer had done previously.

Based on data analysis, the writer concludes that the data findings state that the practicality of using interactive CD on listening skills toward students in 2019 session B and C. Writer can see the practicality of using these interactive CD from research on students 2019 B and 2019 C. The writer can conclude that the use of CD interactive on fresh understanding subjects in English students 2019 B and C sessions are very practical. This can be seen from the diagram below:

The Practicality Questionnaire session B and C

	Ease of Use	The Efficiency of Learning Time	Attractiveness	Module Benefit
Indicator	83%	87%	83%	81%

Based on the diagram above, the writer can conclude that from the in these 13 statements that writer gave on a practicality questionnaire consisting of 4 indicators.the writer has done the analysis this data can be seen from the graph above. In the first indicator ease of use writer get an average of statements 1, 2, 3, and 4 (83%) of students who state that the use of interactive CD in the learning process of listening comprehension is *very practical* for students. This can be seen from the graph shown in the first indicator.

In the second indicator, the efficiency of learning time, the writer get an average of 5 statement, as many as (87%) of students stated that the use of interactive CD in the learning process of listening comprehension is *very practical* for students. This can be seen from the graph shown in the indicator in the second indicator. In the third indicator, the attractiveness, the writer get an average of 6, 7, and 8 statements, as many as (83%) of students stated that the use of interactive CD in the learning process of listening comprehension is *very practical* for students. This can be seen from the graph shown in the indicator in the third indicator.

In the fourth indicator, module benefit, the writer get an average of 9, 10, 11, 12 and 13 statements, as many as (81%) of students stated that the use of interactive CD in the learning process of listening comprehension is *very practical* for students. This can be seen from the graph shown in the indicator in the fourth indicator. Based on the data above, the writer can conclude that from the 4 indicators contained in the questionnaire practicality. The writer get an average that can be used as a reference in determining how practical the use of interactive CD in the learning process of listening comprehension in STKIP PGRI students in 2019 B and C sessions. The writer found that (83%) of students stated that the use of interactive CD in the learning process of listening comprehension was *very practical* for students in 2019 B and C. This happens because students can see pictures, writing and listen to the material on the interactive CD.

This can be seen from the students' interest in the writer conducting material reviews that students have learned previously using interactive CD. At that time writer saw students are very eager to listen to material reviews using an interactive CD. Students can also understand more clearly the material on the interactive CD. And students are motivated to further enhance listening comprehension with pictures, videos, theories, exercises, and, tests. The title in this research is the practicality of Interactive CD-based audio-visual to improve the listening skill of English

education students at STKIP PGRI Sumatera Barat. The writer analysed the practicality of interactive CD-based audio-visual media in listening comprehension. According to expert the practicality are ease of use, the efficiency of learning time, attractiveness, and module benefits in listening comprehension at STKIP PGRI.

ACKNOWLEDGEMENTS

CONCLUTION

Based on the finding of this research, the writer concludes that students' English Department at STKIP PGRI Sumatera Barat were practical in the used of Interactive CD in Comprehension Listening subjects, especially in Listening Skills. The writer uses descriptive research with a quantitative approach because the writer wants to describe the practicality of using the Interactive CD during the learning process in the 2019 session B and session C.

The writer conducted 2 meetings in session B and session C. The first meeting was in session 2019 B and session 2019 C the writer conducted a review of material that had been learned through an Interactive CD. The first meeting the writer conducted a review of material in unit 1 to students in 2019 B and C. The second meeting in the 2019 B session and the 2019 C session the writer began distributing the questionnaire practicality to 2019 students.

After that, the writer analysed the data from the research that has been done by the writer in session 2019 B and session 2019 C. The writer analysed the data which consists of 4 indicators contained in the practicality questionnaire. In the first indicator the writer got results (83%) of students stated that interactive CD was very practical because it was *very practical* for students to use. In the second indicator the writer got results (87%) of students stating that the use of interactive CD on listening comprehension was *very practical*. This can be seen from the efficiency of the use of time in learning in listening comprehension learning. In the third indicator the writer obtained results (83%) of students who stated it was *very practical* in the use of interactive CD in learning to comprehension listening. This can be seen from the attractiveness of students when learning takes place. In the fourth indicator the writer got results (81%) of students who stated

That it was *very practical* to use interactive CD in the learning process of listening comprehension. This can be seen from the benefits of the module for students to better master the material in learning to understand listening. Based on the explanation above, the writer can conclude that the four indicators are in the practicality questionnaire. The writers get an average yield of (83%) from 2019 B and C session students who stated that it is *very practical* to use interactive CD in the learning process of listening comprehension.

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