

THE USE OF AUDIO VISUAL MEDIA IN TEACHING ENGLISH FOR NON-ENGLISH MAJORS

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Abstract

The purpose of this study was to improve students' learning outcomes through the use of audio visual media in teaching English for non-English majors. This study was a classroom action research that was conducted in two cycles. The subject in this study was fourth semester students of STIE Indonesia Pontianak in academic year 2016-2017. This study used data analysis techniques from observation and student learning outcomes. The process and the steps of research began from planning, implementation, observations, and reflection. The results showed that lecturer activity in the cycle I reached 66.67% and cycle II reached 83.33% it means an increase of 16.66%. Likewise, students activity in the cycle I reached 73.33% and cycle II reached 90%, which means there was an increase of 16.67%. From these results indicate that the use of audio visual media in teaching English for non-english majors showed increased activities of lecturers, students' activities, and students' learning outcomes.

Keywords: teaching English, audio visual media, learning outcomes.

Abstrak

Tujuan penelitian adalah untuk meningkatkan hasil belajar mahasiswa melalui penggunaan media audio visual dalam pembelajaran bahasa Inggris untuk non-english majors. Penelitian menggunakan metode penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Subjek penelitian adalah mahasiswa semester IV STIE Indonesia Pontianak tahun akademik 2016-2017. Teknik pengumpul data menggunakan observasi dan dokumentasi dan alat pengumpul data menggunakan lembar observasi dan nilai hasil belajar mahasiswa. Proses dan langkah-langkah penelitian dimulai dari tahap perencanaan, implementasi, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa aktivitas guru pada siklus I mencapai 66,67% dan siklus II mencapai 83,33% berarti mengalami peningkatan 16,66%. Demikian juga dengan aktivitas siswa pada siklus I mencapai 73,33% dan siklus II mencapai 90% yang berarti ada peningkatan 16,67%. Dari hasil tersebut menunjukkan bahwa penggunaan media audio visual dalam pembelajaran bahasa Inggris untuk non-english majors menunjukkan peningkatan aktivitas dosen, aktivitas mahasiswa, dan hasil belajar mahasiswa.

Kata Kunci: pembelajaran bahasa Inggris, media audio visual, hasil belajar.

INTRODUCTION

The development of science and technology is so rapid, especially in terms of communication technology, learning media used by teachers at this time not only the conventional learning media in the form of blackboards, drawings, posters. With the communication technology in the form of audio-visual media

such as computers, television sets, radio, tape recorders, films and so forth can also be used as a medium of learning.

One of the benefits of learning media that can enhance students' motivation, especially class. Anderson (1996: 86) "the selection of media as an integral part of the instructional development". For this purpose he divides the media into ten groups: audio media, print media, printed voice media, projection media (visual), sound projection media, visual motion media, media audio visual motion, objects, human and environmental sources, and computer media.

Selection of the use of audio visual media in learning English in order to improve motivation and student learning outcomes, because audio visual media is a media that can be seen and heard to clarify messages or information submitted. As the result of observation, the students of STIE Pontianak Indonesia 4th semester showed that the students' ability in understanding the material presented by the lecturers is still low, the result of the test conducted under 50% of students who scored above 70. The learning process used is the lecturer only convey material using conventional methods. Therefore, researchers try to apply audio visual media in learning English in order to improve student learning outcomes.

As stated Arsyad (2006: 75) that the use of audio visual media can serve as a medium of learning that can help teachers in delivering messages or lessons so that learners can understand the lessons delivered, then educators should be able to choose and use audio visual media in the process learn to teach in order to achieve the goals achieved. Amaliyah (2013) the use of audio visual media in the learning process can be described as follows: the teacher prepares the learning space, prepares the audio visual media/equipment and supporting facilities, conditioned the readiness of children to follow the learning process, review and evaluate and hold plan follow-up activities. So it can be said that the audio visual media can be a medium of learning by using the tools of infrastructure that support, in order to help teachers to convey learning messages to learners.

Learning media are chosen based on general instructional objectives based on the cognitive, affective, and psychomotor spheres. Arsyad (2006: 26-27) argues that: the benefits of instructional media in teaching and learning process

are: (1) Learning media can clarify the presentation of data and information so as to accelerate and improve learning process and result; (2) Learning media can improve and direct the attention of the child so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to learn individually according to their ability and interest; (3) Learning media can provide students with similar experiences about events in their environment, and allow for direct interaction with teachers, communities, and the environment eg through tour work, museum visits or zoos; (4) Learning media can overcome the limitations of the senses, space, and time.

Sudjana and Rivai (2002: 4-5) in choosing and using the media for the benefit of teaching should consider the following criteria: (1) Its accuracy with the purpose of teaching, meaning that the teaching media is selected on the basis of instructional objectives that have been determined. Support for the content of lesson materials, meaning lesson materials that are facts, principles, concepts, and generalizations desperately need media help to be more easily understood students; (2) Ease of obtaining media; (3) Teacher skills in using it; (4) There is time to use it; and (5) In accordance with the students' thinking level.

It is also supported by the statement of Arsyad (2006: 72) based on the theory of learning there are some psychological conditions and principles that need to be considered in choosing and utilizing instructional media are motivation, individual differences, learning objectives, organization, preparation before learning, emotions, participation, feedback, strengthening, practice and repetition, and application. Selection and use of instructional media must consider several things for the purpose of learning can be achieved. Based on some opinions above can be concluded several criteria of selection and use of media, are: accuracy with the purpose of teaching, ease of obtaining media, skills of teachers in using media.

Sadiman, et al. (1996: 82) some of the causes of people choose media, among others: (1) Intent on demonstrating as it does on a lecture on the media; (2) Feeling familiar with the media; (3) Want to give a more concrete picture or explanation; (4) Feeling that the media can do more than it can do for example to attract. Hamalik (2011) that there are four classifications of teaching media: (1)

Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe; (2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder; (3) Audio visual media, such as film, TV, and three dimensions things; and (4) Dramatization, role play, socio drama, etc.

There are many reasons why the use of video is suggested as a learning medium. As suggested by Harmer (2004: 282) stated that some of the reasons as to why the language teacher is advised to use video as a medium of learning and teaching, are: (1) Language learners not only hear the language they learn, but they also look at the context directly from the video being played. Video will be a marvelous medium that represents expressions, gestures and other visual forms; (2) The knowledge of cultural differences. Video will enable students to see situations outside the classroom without having to leave the classroom; (3) Learning material in the media would be easy to remember because it is fun; and (4) The video can enhance students' motivation and interest in learning. It is as described previously that students not only learn how to see, but also listen, and it will be interesting for them so their motivation to learn will also increase.

According Kemp (Margono, 2010: 11) lists the function video as audio visual aids and the contribution to a language learning as follow: (1) The instruction can be more interesting. Video can attract the students' interest especially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes; (2) Learning becomes more interactive. Many activities can be created through applying visual aids in teaching learning process, for example watching English dialogue on video. That activity is relatively more interesting than the activity of listening or writing merely explained by the teacher; (3) The quality of learning can be improved. If there is a good preparation of using video, it will be possible for teacher to create a good language learning process in which the students' participation would be dominant. As a result, the students' knowledge and skill can be improved; and (4) The positive attitudes of students toward what they are

learning and to the learning process itself can be enhanced. The purpose of aids should mean to simplify the instruction. They should not make the process of teaching and learning more complicated.

According Wang (2014) Video materials have plenty of advantages in English teaching which could be embodied in the following aspect: (1) Teaching English with Video Materials Can Stimulate Students' Autonomy and Proactivity. When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. Compared with traditional English teaching, such courses truly put into practice the student-centered teaching strategies; (2) Video Materials Enrich Classroom Activities, Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms. Teaching English with video materials have advantages that other teaching methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching; (3) English Video Materials Selected for Language Teaching Are Mostly Depictions of Realistic Circumstances in Life. Students can see how language is used in real life which is very different from the traditional English teaching materials. For example, the dialogues and voice-overs in the classic movie *Forrest Gump* provide authentic language input and motivate students to practice their spoken English. Many colloquial expressions and patterns in movies are very difficult to understand and grasp with the help of the visual aids. Listening to different varieties of accents help students strengthen their listening skills and improve their pronunciation and intonation effectively;

and (4) Teaching English with Video Materials Provide Students with Direct Access to a Taste of Western Culture, which Can Complement Traditional English Teaching which does not Pay Enough Attention to the Development of Students' Intercultural Communication Skills.

Based on the above exposure can be concluded that by using the audio visual media in learning can stimulate the activity, student motivation, making the class activities more active, making learning more quality. Video used must be appropriate to the material or the message. Teaching English using audio-visual media improve students' cognitive and competence in the English language and to cultivate the way of thinking in English.

METHOD

The subjects in this study were students fourth semester of STIE Indonesia Pontianak academic year 2016-2017 the number of students by 21 students. While the object of this research is the use of audio visual media in teaching English for non-english majors.

The method used in this research is classroom action reserach (CAR) method. According Kemmis and McTaggart (1998) states that action research is a group activity and descriptive study conducted by the teacher, without changing the phenomenon of conscientious. The objectives of the CAR are to solve concrete problems in the classroom directly experienced by teachers and students, as well as to encourage the growth of academic culture and improve the professionalism of teachers (Gundang, 2008: 3). Based on these definitions, it can be concluded that the CAR is a research activities carried out by the teacher in his own class in order to solve the problems occurring in the implementation of the learning process.

In accordance with the characteristic of CAR, research done in several cycles. In this study will go through two cycles, are the first cycle and the second cycle. With the procedures are: planning, implementation, observation, and reflection. To search for data in this study, researchers used several data collection techniques are observation, test, and documentation. The data analysis was

conducted qualitatively and quantitatively. Qualitative techniques are used to describe the activities of lecturers and students in teaching and learning activities. While quantitative techniques are used to analyze student achievement are analyzed by descriptive for each cycle.

The indicator of lecturer's activities are: (1) Lecturers and students greet and start lessons; (2) The lecturer conveys the goals to be achieved in learning; (3) The lecturer explains the learning steps that will be used for the students; (4) The lecturer opens the lesson by turning on the video and repeating it three times; (5) The lecturer gives instructions to the students to retell and present the material submitted from the video; and (6) Lecturers guide students, if there is something they have not understood.

Data about student activity about how far activity done by student during learning process of english on material how to run an effective meeting: (1) Student answers greeting lecturer; (2) Students listen to lecturers' directions; (3) Students pay attention and listen by the speakers of the video; (4) Students determine the main idea of the material delivered by speakers; and (5) Students present the results summarized from the video display.

This study is successful if 70% of student learning outcomes or achieve a score above 60. This means that with the almost total percentage of student learning outcomes has reached a predetermined value.

RESULTS AND DISCUSSION

After analyzing the results of tests before action, it is known that the completeness of students only reached 23.8% or only about 5 students who achieve score above 60. To more clearly seen in the following table.

Table 1 Results of students Prior Actions

Value	Frequence	Prosentase (%)	Category
81 – 100	0	0	Very Good
61 – 80	5	23.8	Good
41 – 60	12	57.15	Enough
21 – 40	4	19.05	Less
0 – 20	0	0	Very Less

Data Cycle I

In the planning/preparation stage of this action, the steps to be taken are making lesson planning, selecting subjects, preparing the observation sheet activities and student activities during the learning process using audio visual media. The learning process by using audio-visual media that talks about how to run an effective meeting. In this activity the lecturer first explains the material by using the lecture method. Then the lecturer explains the learning steps by using audio visual media and conveying the learning objectives.

The core activities, the lecturer presents the material by turning on the video media that contains the material exposure and repeat up to three times a round. Lecturer briefly explain the aspects that can be found in the video display on the main idea conveyed in the video display, answering questions, then present the return and conclusions.

The next step is to make observations, observations made in this research is to collect data about the activities of lecturers and students in the learning process, from the initial activity / opening, core activities, until closing. Based on the observation on the cycle I lecturer activity reached 66.67%. It is known that lecturer activity in cycle I is included in "good" category because it is in the range of 61% -80%. In the implementation of cycle I the lecturers have done a good preparation, but in the implementation there are some things that are not good time, the assessment team in the sense.

Based on the observation on the first cycle of student activity reached 73.33%. It is known that student activity in cycle I is in "good" category because it is in the range of 61% -80%. Based on the observation, most of the students look cooperative in implementing the learning process. Students listen to the direction and explanation well, follow the learning actively, although there are some students who are slow in understanding the explanations conveyed by the teacher. After the implementation of the action is done, then perform an evaluation to measure the ability of students in understanding the contents of the video displayed. The results of tests conducted by researchers after the learning process in cycle I.

Based on the results of tests that have been done can be seen that the students who received grades > 60 there are 11 people or 52.38%, and students who scored < 60 there are 10 people or 47.61%. From the data of student learning outcomes At the English Language subject material how to run an effective meeting in the cycle I showed an increase student learning outcomes of prior actions to cycle I. Based on the results of cycle I, it can be concluded that the material how to run an effective meeting, the cycle I reached an average of 63.80. Thus the average percentage of student learning outcomes has not achieved the standard of success established in this study is 70%.

Students in cycle I are still not familiar with the media used by lecturers. Due to the limited vocabulary and speaking ability of students is still low it difficult to present the contents of the video. But students admitted happy with the use of audio visual media in learning, because the learning process becomes more varied and not monotonous. Some students are still many who fall into the category of low value. Therefore, researchers try to improve learning in the next cycle.

Data Cycle II

Cycle II is a continuation of cycle II. Phase planning/preparation of these actions, the steps that must be done is to direct the student to understand the steps in determining the main idea is in the video. Then the lecturers provide motivation so that students are enthusiastic in following the learning process, in order to achieve the purpose of learning.

As in cycle I, the first lecturer explains the material by conventional methods. Then the lecturer uses audio visual media using the tools of laptop, sound system and projector. Lecturers explain the material submitted by the speaker in the video. Students listen carefully to the explanation of the lecturers regarding the material presented by the speaker in the video. After that the lecturer explains the aspects that can be found in the video that is answering the question, put forward the main idea, to re-present the contents of the conclusions in detail. In this activity, lecturers guide students in discussions and answer questions that have not been understood by students by utilizing audio visual media.

Based on the observation in cycle II lecturer activity reached 83.33%. It is known that lecturer activity in cycle II is categorized as "excellent" because it is in the range of 81% -100%. In the implementation of the second cycle lecturers have been preparing well, using audio-visual media well and the results are included in the category of "very good", during the learning process, lecturers should motivate the students to study well and give awards to students who can present the main ideas of the video perfectly.

Based on the observation on the second cycle of student activity reached 90%. It is known that student activity in cycle II is categorized as "excellent" because it is in the range of 81% -100%. After conducting an evaluation to measure students' ability to understand the content of the displayed video. The results of tests conducted by researchers after the learning process in cycle II. Based on the results of the tests, you can see that 60 people are scored <60 there are 5 people or 23.80%. From the data of student learning outcomes At the English Language the subject matter how to run an effective meeting in the cycle II shows an increase in student learning outcomes from cycle I action.

Based on the results of cycle II, it can be concluded that the material how to run an effective meeting , in the average cycle II reached an average of 70.23%. Thus the average percentage of student learning outcomes have been the success standard that has been established in this study is 70%. Based on observations made during the researchers take action on the second cycle, the learning process has well done which can be explained as follows: (1) the lecturer has implemented the learning steps using audio visual media well and clearly. With the category "excellent"; and (2) In the process of learning the lecturer has provided motivation to the students to encourage, and also to reward to students who can present the main ideas contained in the video.

Analysis of Success of Action

The result of observation of lecturer activity and student activity by using audio visual media cycle I to cycle II can be seen in table below.

**Table 2 Observation Lecturer Activities, Students Activities
By Using Audio Visual Media in Cycle I and Cycle II**

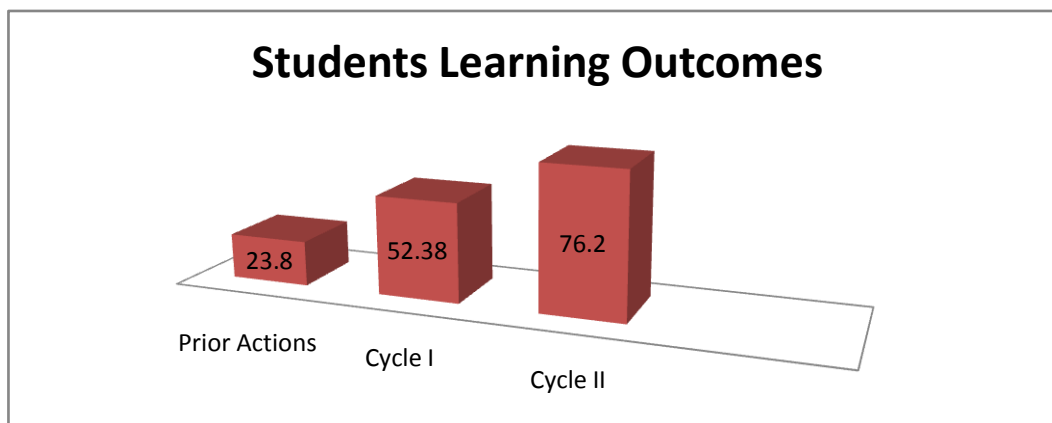
No	Results	Cycles I	Cycles II
1	Lecturer Activities	66.67	83.33
2	Students activities	73.33	90

The result of improving student learning outcomes before cycle I, cycle I and cycle II can be seen in the following table.

**Table 3 Minimum Criteria Analysis Mastery Students
by Using Audio Visual Media**

Achieving	Value	Prior Actions	Cycle I	Cycle II
Number of Students		5	11	16
% Number of Students		23.8	52.38	76.2

For more details, improving student learning outcomes that occur can be seen in the graph below.



Picture 1 Student Learning Outcomes

CONCLUSION

Based on the research results, it can be concluded that the results of research on cycle I and cycle II that have been done by using audio visual media can improve student learning outcomes on how to run an effective meeting material. This success is shown by increased learning outcomes, indicating that students

experience positive changes during the learning process and can complete the tasks assigned by the lecturer.

The application of audio-visual media in English learning is evidenced by the improvement of student learning outcomes before taking action, first cycle and cycle II. Before the action, student learning outcomes are very low only in 5 students with 23.8% percentage, which reaches the value above 70. Then there is the first cycle increase with completeness 52.38% or 11 students who reached above 70, then in cycle II increased again ie 76.2% or 16 students, and in high category. This proves that the use of audio visual media is acceptable.

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