

## Teaching English by Using Audio-Visual Media

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**Abstract:** This research aims to find out the use of audio-visual media in teaching English at SMP Negeri 2 Poso. This research is conducted at SMP Negeri 2 Poso. The research design is a qualitative research design using the case study method. The data are obtained from observations which are carried out two times in class VIII, interview the school principal, teacher, and three students, and documentation. The findings of this research show the teacher process in using audio-visual media in teaching English, but the process has not been implemented as expected as the theory suggested. The process consists of three steps. First, preparation or how the teacher prepares learning materials, learning tools, and prepares students. Second, implementation or application of audio-visual media to students, and the last is follow-up, in this process which the teacher carried out discussion and evaluation activities to students from audio-visual and learning materials.

**Keywords;** *Teaching English, Media, Audio-Visual Media*

### 1. INTRODUCTION

Learning is a process that involves educator and students to acquire knowledge as indicated by a change in behavior. The process involves two parties, namely educator as provider of learning material, while students as people who receive learning material. Learners as someone who receive material or knowledge have the right to get a lot of knowledge. Students can learn about anything, one of which is learning English.

Learning English is something that is very important to learn. The importance of learning English because this language has become the language used throughout to communicate with each other. Communicating with many people can certainly make it easier for us to be able to understand and understand what other people are saying. Learning a language can certainly facilitate our daily lives. It makes it easier for us to be able to access the internet, makes us more confident, and makes it easier for us to be able to explore the wider world.

Learning English can already be obtained in public school because learning English has been included in every curriculum. Learning English has existed since KTSP curriculum and until now 2013 curriculum, thus every student is required to take part in learning English. Being able to learn English is of course something to be grateful, because learning English has many benefits. Especially the benefits for students, by learning English from the junior high school stage can broaden students' horizons and can also help support future career. The students as the successor of the nation if they have mastered English compete with students from all over the world, but now students often ignore these benefits, they tend to be lazy in participating in learning. They think that learning English at school is very boring, hence boredom arises in learning English.

This kind of problem also happened at SMP Negeri 2 Poso. The teacher listens to the complaints experienced by their students feel the need to do something to overcome this problem. One method that the teacher used is to provide interesting learning media for students, because interest learning media is effective to motivate students to learn English. The learning media chosen by the teacher is audio visual media. Audio-visual media is one of the most effective media in developing students English. It is because audio-visual media is media that consists of audio and visual, that provides sound and images. The audio-visual media is very interesting to be used as learning media.

By considering the use of audio-visual media, the students not only hear but can see what happened during teaching and learning process. The students do not feel bored and can attract their attention; hence they can focus when studying in classroom. Therefore, it can be concluded that audio-visual media produce sound or we can hear and see simultaneously, such as video. Audio-visual media can also help convey learning material because it contains instructional information or messages so that student can learn directly by using the media. Concerning on the explanation above, the focus of this research is to find out the use of audio-visual media in teaching English at SMP Negeri 2 Poso.

**Media**

Media is a tool to convey messages or information. Suhariyanto (2020), states that media are all forms and channels used to transmit messages or information. Giving a message or information to someone requires media, especially when conveying information related to learning materials. Marhamah et al., (2022) also said that the media can help teacher in conveying learning material becomes clearer. If associated with learning activities, the media can be interpreted as a communication tool used in the learning process to convey information from the teacher to students.

Media in the learning process is called learning media. The use of learning media is important for a good learning process to take place. Laeka & Modjanggo (2022) express that media plays an important role in the teaching and learning process. Learning media can be described as media that contain information or instructional messages and can be used in the learning process Hasan (2021). In the process of using learning media that goes well, it can be seen that information or instructional messages from learning materials are conveyed directly to students. They are able to achieve the learning objectives to the fullest.

**Types of Learning media**

There are many types of learning media. Hasan (2021) point outs five types of learning media namely, human-based media, print based media, visual based media, audio visual based media, and computer based media. Here is the explanation as follows:

1. Human-based media. If our objective is to alter attitudes or we want to be personally involved in observing student learning, this media is extremely helpful. Interactive lesson design is a key component of learning with human-based media. Teachers, instructors, tutors, role-playing, group activities, and field-trap are some examples of this media.
2. Print based media. When designing for print, there are six factors that must be taken into account: consistency, format, organization, beauty, font size, and usage of white space. These materials can take the shape of books, manuals, workbooks, work aids, and loose sheets.
3. Visual based media. Media that is visual in nature can only be seen. Books, work aids, diagrams, maps, photos, slides, and charts are all examples of this media.
4. Audio visual based media. Media that mixes sound and visual elements is referred to as audio visual media and requires more effort to create. This medium can take the shape of movies, slide-tape shows, videos, or television.
5. Computer based media. In the teaching method known as Computer Managed Instruction (CMI), the computer serves as a manager. Computers can be used to deliver information on the subject matter, conduct activities, or both as extra teaching tools. CAI, or computer-assisted instruction, is the name of this modality. Although CAI helps with learning and training, it is not the primary means of information transmission. This media can take the shape of interactive films, hypertext, or computer-assisted instruction.

**Audio Visual Media**

Audio visual media is media that combines two senses. Hasan (2021) said that audio visual media is learning media that uses two senses, namely hearing (audio) and sight (visual). With audio media, participants receive learning material messages through hearing, while visual media receive material messages through sight or visible form easily in teaching learning process.

Audio visual media is one of the effective and interest teaching media. Daniel (2013) said that the use of audio visual aids is to enable the teacher to make lesson effective and interest. Teaching use audio visual aids media is more effective in conveying learning material, because it is not just see learning material but also be able to listen to material directly. It makes teaching more interest with a view that can be seen. Furthermore, the atmosphere of teaching English by using audio visual media is real. Julia (2019) said that teaching use audio visual media make the teaching atmosphere feel real through seeing and hearing knowledge directly. The use of audio media can make students feel interested because when they use audio visual media the atmosphere will feel more real.

**Kinds of Audio Media**

Ahmad (2013) points out four types of audio visual media, namely; film, video, television, and CDs. Here is the explanation as follows :

1. Film is a medium that aims to satisfy students' attention and create interest and motivation. A material from a content containing aspects of knowledge and any behavior can be made by educational films.
2. Video is an effective learning media used for learning and teaching. Video-aided instruction is a designation for a teaching activity assisted by video. Video is a learning medium that goes a long way towards generating interest and enjoyment than conventional media such as print media.

3. Television is a learning medium about education that can be accessed through programs on a TV. This media is considered as an interesting medium because it is broadcast regularly on TV for all student communities. This media must be utilized by the teacher and made as one of the learning media by using it as a basis for discussion in a material or on an opportunity that is relevant to the learning material.
4. CDs is the media used to record, play, and save video. Education CDs are now easy to get in the market. CDs can be used according to learning materials and curriculum.

### **Choosing the Audio Visual Media**

Choosing audio visual should not be arbitrary, but must be based on criteria. Negara (2017) expresses five criteria that must be considered. Here are the criteria as follows:

1. Accuracy with teaching objectives, meaning that teaching media are selected on the basis of predetermined instructional objectives. Selection of audio visual media is not just choosing or liking the audio visual media, but must be based on the learning objectives that have been set and will certainly be achieved.
2. Ease of obtaining media. Teachers in obtaining audio visual media certainly must be easy to get because the media can be reused.
3. Teacher skills in using it. The teacher when choosing audio visual media must be skilled in using it, so that when it used the teacher has no difficulty in operating it.
4. There is a time to use it.
5. According to the level of students thinking.

### **Steps to Use Audio Visual Media In Teaching English**

In applying the audio-visual media, of course, must be based on steps or processes. Appropriate application will result in efficient learning. Hasan (2021) said that there are three steps in the use of audio visual media, including starting from preparation, implementation, and follow-up. Here is the explanation as follows:

#### **1. Preparation**

Preparation is an activity carried out by the teacher before teaching using the media. Preparation can be done by making learning plans, studying material books to be used, and arranging or preparing all equipment related to audio visual media.

#### **2. Implementation**

Implementation is an activity carried out by the teacher when learning takes place. During the learning process, a teacher must have prepared audio visual media that will be used, explain to students the learning objectives, provide explanations to students regarding what students must do during the learning process. At the time of learning as much as possible the teacher should be able to avoid activities that can disturb the concentration of students.

#### **3. Follow-up**

Follow-up is an activity carried out to strengthen students' understanding of the material being taught when using audio visual media. Activities at this step can be carried out by discussing with students regarding the material they have obtained.

### **The Advantages of Use Audio Visual Media In Teaching English**

Using audio-visual media certainly has some advantages compared to other media. According to Nupur (2012), there are so many advantages of using audio visual media, such as:

1. Best motivators : Can be best motivators to students.
2. Fundamental to verbal instructions : Can help to give verbal instructions.
3. Clear images : Clear images can give students understand the teaching material.
4. Vicarious Experience : Everyone agrees that the first-hand experience is the best type of educative experience.
5. Variety : Audio Visual aids provide variety and provide different tools in the hands of the teacher.

Freedom : The use of audio visual aids provides various occasions for the pupil to move about, talk, laugh and comment upon.

## **2. METHOD**

The design of this research is a qualitative descriptive research using a case study method. The research was conducted at SMP Negeri 2 Poso which is located at Jl. Jend. Ahmad Yani, Bonesompe, Poso Kota Utara, Poso Regency, Central Sulawesi. The source data in this research is primary data (observation, interview, and documentation) and secondary data (lesson plan, taking picture from the process of teacher using audio-visual media and process of interviewed three parties, looking at the school website to see

description of the school, and searching for research journals or theses). The data are collected from observation, interview, and documentation. In techniques of data analysis, the researchers used the steps proposed by Marihot et al., (2022), namely; data reduction, display data, and conclusion.

**Table 1.Components of Observation Sheet**

No.	Components
1.	PREPARATION
	a. Designing Learning Implementation Plan (RPP) b. Making learning material for English subjects c. Studying learning material for English subjects d. Check the readiness of space, learning tools, and media e. Check students readiness
2.	CORE TEACHING ACTIVITIES
	<b>a. Mastery of subject matter</b>
	1) Demonstrate mastery of learning material 2) Associate material with other relevant knowledge 3) Associating material with the reality of life
	<b>b. Approach or learning strategy</b>
	1) Explain to students the learning objectives 2) Carry out learning in accordance with the learning objectives to be achieved 3) Carry out learning in sequence 4) Carry out coordinated learning 5) Carry out learning according to the time allotted
	<b>c. Using of learning audio visual media</b>
	1) Demonstrate speaking skill in the use of audio visual media 2) Demonstrate writing skill in the use of audio visual media 3) Demonstrate listening skill in the use of audio visual media 4) Demonstrate reading skill in the use of audio visual media 5) Give a warning to student who speak in class when the audio visual media is playing 6) Give a warning to student who disturb their friends in the class when the audio visual media is playing
	<b>d. Learning that triggers and engages students</b>
	1) Grow students' active participation in learning 2) Respond positively to student participation 3) Facilitate teacher-student interaction 4) Demonstrate an open attitude toward student response 5) Growing joy and enthusiasm of ten of all students in teaching
	<b>e. Assessment of learning processes and outcomes</b>
	1) Explain the learning activity 2) Give task according to learning objectives 3) Monitor learning progress 4) Conduct a final assessment according to learning objectives
	<b>f. Language use</b>
	1) Use spoken language clearly and fluently 2) Use good and correct written language
3.	CLOSING
	<b>a. Learning Summary</b>
	1) Reflecting on learning by involving ten of all students 2) Compile a summary by involving ten of all students 3) Discussion with students regarding the material they have obtained.
	<b>b. Learning Evaluation</b>
	1) Provide directions, activities or assignment as part of the remedy 2) Provide directions, activities or assignment as part of enrichment

*Adapted from Udiansyah (2022)*

### 3. RESULTS AND DISCUSSION

SMP Negeri 2 Poso is a public junior high school which has been in existence since 1960 located at Jl. Jend. Ahmad Yani, Bonesompe, Poso Kota Utara, Poso Regency, Central Sulawesi. SMP Negeri 2 Poso uses the government curriculum guide, namely SMP 2013, with B accreditation status. SMP Negeri 2 Poso has a school principal named YantiElfinaPuspasariTanjung, S.Pd.

In this research, the researchers used observation, interview, and documentation. The observation is made two times. The interview was done with three parties, namely; teacher, students, and the principal. The last instrument is documentation in the form of photos.

The finding from the observation sheets was concerned on how to use the audio-visual media in teaching English. The findings of the preparation step, in the first observation show that the teacher did not do all the components in preparations step, but in the second observation, the teacher did all the components in

preparation step. The findings in the implementation step, the activities in the first and second observation were different. In the first and second observation, the teacher did not associate material with other relevant knowledge. The same activity in the approach of learning strategy where the teacher did not explain the learning objective and carry out learning activity according to the time allotted. It was happened in first and second observations. In the using of learning audio visual media, the teacher did not demonstrate reading skill in the use of audio visual media at first and second. At the first observation, the teacher Give a warning to student who speak in class when the audio visual media is playing but at the second observation, the teacher did it. At the first and second observation, the teacher did not give a warning to students who disturb their friends in the class when the audio visual media is playing.

At the learning that triggers and engages students, the teacher did the same activities where the teacher did not growing joy and enthusiasm to all students in the teaching learning process. The last components, the teacher did all things in the language use. Furthermore, the teacher did the same activities at the follow up step. She did not give Reflecting on learning by involving ten of all students and Compile a summary by involving ten of all students at the learning summary part. The last, the teacher did not provide directions, activities or assignment as part of the remedy at the learning evaluation part.

Based on results of the two observation sheets, the researcher found that the type of audio-visual media used by the teacher was video, and also the teacher used projector, laptop and speaker as tools for implementing audio-visual media to students.

The first interview with the teacher was concerned to find out about how to use audio-visual media in teaching English. The second interview with the students was concerned to find out about students response to the use of audio visual media in teaching English, while the third interview with the principal was concerned to find out how the audio-visual media was procured.

There were some findings from the documentation at the first and second observation.



**Picture 1. The process of using Audio-visual media in the first observation**

The finding shows that the audio-visual media used by the teacher was video conversation that contains animation. The use of audio-visual media is also supported by facilities such as laptop to play audio-visual media, blackboard as screen, projector, and speaker hence the students can hear audio-visual being played.



**Picture 2. The process of using Audio-visual media in the second observation**

The finding shows that the audio-visual media used by the teacher was video that contains learning material. The use of audio-visual media is also supported by facilities such as laptop to play audio-visual media, blackboard as screen, projector, and speaker hence the students can hear audio-visual being played.

Based on the explanation from findings above, the researchers conclude that teaching English using audio-visual media by teacher is still not optimal. First, it can be seen from the process of using audio-visual

media in the classroom. The teacher had carried out the three stages of using audio-visual media (Hasan, 2021) but the teacher did not apply all the stages in a complete way of teaching.

Second, media can help teacher in conveying learning material becomes clearer (Marhamah et al., 2022). In the results of the interview, the teacher said that audio-visual media could help the teacher in teaching and students paid more attention to what the teacher conveyed. The fact was during the observation in the implementation and follow-up sections only a few students paid attention to the teaching process and even more students did not pay attention and also only a few students who understand the learning material.

However, learning objectives should be in accordance with learning but in both teaching processes students did not feel that the learning objectives have been achieved. The skills that students should get are different from what they should be. Therefore, the use of audio-visual media has been carried out by the teacher but in the process of using it, it was not maximal enough.

Furthermore, the results of interview with school principal show that the school has provided some facilities to support the teaching and learning process. The use of audio visual media is supported by the availability of LCD projector and speaker at SMP Negeri 2 Poso. The principal said that in the 2013 Curriculum they had to use these tools to support the process of teaching and learning.

#### 4. CONCLUSION

Based on the results of the research, it can be concluded that process of using audio-visual media by the teacher is not in accordance with the theory of implementing audio-visual media by Hasan (2021), especially at the preparing and implementing stages. In the preparation stage, the teacher did not prepare the audio-visual media in the lesson plan in detailed. In the implementation stage, the teacher had implemented audio-visual media in class but not all students have received the material conveyed through the media. Furthermore, in the follow-up stage, the teacher invited students to discuss their understanding of the material that the teacher had through using audio-visual media.

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