



Students' Perception on the Use of Audio-Visual Materials in Learning English at Senior High School

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Abstract

This research aims to analyze students' perception on the use of audio visual material in learning English seen from four language skills, and analyzed from the attractiveness, effectiveness, relevance, and motivation. The questionnaire and interview were used as the instrumentation of this research. This research was conducted at the 11th grade of students in the science program of SMAN 3 Bukittinggi academic year 2022/2023. The researcher used cluster random sampling to choose the sample. Two classes in total 63 students were taken as the sample of this research. In this study, descriptive research with quantitative and qualitative methods was used to analyze the data. Based on the data from the questionnaire and interview, students have positive perceptions on the use audio visual material in learning English seen from four language skills; listening, speaking, reading, and writing. It is shown by the result of the interview and the total mean of the questionnaire.

Keywords:

perception, audio visual material

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INTRODUCTION

Learning English is important in formal education in Indonesia since it is taught as a foreign language in all schools. As stated by Crystal (2003) there are several roles of English in the educational aspects, such as a high number of scientific publications published in all subjects written in English. Generally in Indonesia, English is one of the required subjects which are obligated to learn by students at secondary level. The goal of English teaching and learning at this level is to improve communicative ability in the four language skills of listening, reading, writing, speaking, and language components of vocabulary, and grammar. Students will gain experience in using English texts to acquire and apply factual, conceptual, and procedural information connected to phenomena through speaking, listening,

reading, and writing activities (Kemendikbud, 2018). It can be concluded that there are learning outcomes that are expected to be achieved by high school students in learning English.

Further, in order to achieve these learning outcomes, teachers must employ a variety of strategies to assist the students in mastering essential language abilities such as technology integration. Employing technology in learning, according to Zhou and Teo (2017) may make learning more interesting and increase students' interest. In addition, Nazlia (2019) stated that, the learning outcomes cannot be reached optimally if the teachers only use conventional methods. Thus, The teachers must set up appropriate media and materials so that students can understand the lesson easier and their interest in learning will increase.

One of the materials that can be used by teachers is using audio- visual material or audio visual aids (AVAs). According to Mathew and Alidmat (2013), AVAs are various instruments that appeal to the senses of learning and are used in class for presentation. One of the types of audio visual material is video. According to Lutfia (2021), video as an audio visual material can be used by the teacher to deliver the material. Audio-visual material can make the learning process more interesting. Thus, audio-visual material is a powerful media for helping students to learn English.

Some research has been conducted about audio visual material. Kirana (2016) in her study stated that the use of audio visual material (video) can increase junior high school students' listening skill. Moreover, Negara (2017) in his study stated that audio visual media increased the activities of lecturers, students' activity, and students learning outcomes. In addition, Muliana (2018) in her study found that audio visual media play the role in improving students' pronunciation. However, these studies focus on the implementation of audio visual media in teaching-learning process. They did not see how are students' feedback and perception on the use of audio-visual materials for four language skill. Since knowing students' perceptions are very important to the success of teaching and learning process (Chen, 2003). By knowing students' perceptions teachers can apply the learning method appropriately. Therefore, the researcher wants to investigate students' perception on the use of audio-visual material on English learning seen from these four skills, whether it has positive response or negative response.

RESEARCH METHOD

A descriptive research with quantitative and qualitative methods was used in this research. The population of this research was the 11th grade students in science program of SMAN 3 Bukittinggi academic year 2022/2023. Cluster random sampling was used as the sampling technique of this research. Two classes in total 63 students were taken randomly by using lottery technique as the sample. To collect the data, the researcher used a questionnaire and interview as the instrumentation. The questionnaire in this research used Likert Scale with close-ended questions. In this research, four scales of Likert Scale was used; 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), 4 (Strongly Agree). For additional data, a semi-structured interview was done to get information about students' perception towards the use of Audio-Visual material in learning English seen from four language skills.

In measuring the items of the questionnaire, content validity was used in this research. The validity of the content was validated by a lecturer in English Department of UNP, Nora Fudhla, M.Pd. Furthermore, measure the reliability of the questionnaire, the researcher used Cronbach's Alpha with SPSS program version 25. The result shown that the questionnaire of this research has excellent reliability with Cronbach's Alpha .920.

The researcher prepared the questionnaire on a printed paper. Then, the questionnaire was distributed to the sample class. Students took about 30 minutes to fill it out. After that, the questionnaire sheets were collected by the researcher. After doing the questionnaire, the researcher interviewed 5 participants to get additional information about the topic. It took about 5-10 minutes. To analyze the data, the researcher used a simple descriptive statistic by finding the the frequencies, percentages, and mean score of the questionnaires. Also, the researcher described the data from interview.

RESULT AND DISCUSSION

Research Finding

The findings of this study were provided in a table of presentation and frequency, as well as the type of narration.

Finding 1

The first is students' perception on the use of audio visual material in listening activity. There are nine statements on this questionnaire.

Table 1. Students' perception on the use of audio visual material in listening activity

| No | Statements | N (%) | | | | Mean | Category |
|----|--|-----------|-------------|---------------|---------------|------|---------------|
| | | SD | D | A | SA | | |
| 1 | Listening activity using audio-video attracts my attention when learning English to practice listening | 0 (0%) | 0 (0%) | 43 (68.2%) | 18 (28.5%) | 2.51 | Positive |
| 2 | The audio-video displayed is interesting | 0 (0%) | 1 (1.5%) | 46 (73%) | 16 (25.3%) | 3.09 | Positive |
| 3 | It is easier to practice English material with audio-visual media (pictures, videos, songs, and power point) | 0 (0%) | 4 (6.3%) | 38 (60.3%) | 21 (33.3%) | 3.26 | Very Positive |
| 4 | Learning using audio-visual media (pictures, videos, songs, and power point) is | 0 (0%) | 2 (3.1%) | 38 (60.3%) | 23 (36.5%) | 3.33 | Very Positive |

| | | | | | | | |
|------------|--|-------------|---------------|---------------|---------------|------|---------------|
| | the best way to understand the material in listening activity | | | | | | |
| 5 | Listening to the video as audio-visual material helps me to remember more information than listening to audio only during learning english to practice listening | 0 (0%) | 2 (3.1%) | 45 (71.4%) | 16 (25.3%) | 3.22 | Positive |
| 6 | Audio visual materials (pictures, videos, songs, and power point) used are relevant to the learning content | 0 (0%) | 2 (3.1%) | 48 (76.1%) | 13 (20.6%) | 3.17 | Positive |
| 7 | The audio video media increase my listening comprehension | 0 (0%) | 18 (28.5%) | 44 (69.8%) | 11 (17.4%) | 3.36 | Very Positive |
| 8 | I want my teachers to include more audio-visual material in listening classes than audio material only | 0 (0%) | 3 (4.7%) | 41 (65%) | 19 (30.1%) | 3.25 | Positive |
| 9 | I am more enthusiastic in listening activity when teachers teaches me using audio-visual media | 1 (1.5%) | 5 (7.9%) | 44 (69.8%) | 13 (20.6%) | 3.09 | Positive |
| Total Mean | | | | | | 2.79 | Positive |

Table 1 shows that students' have positive perception on the use of audio visual material. 68.2% of students agreed that listening activity using audio-video attracts the attention when learning English to practice listening. Furthermore, 60.3% of students agreed that learning using audio-visual media (pictures, videos, songs, and power point) is the best way to understand the material in listening activity. Also, 76.1% of students agreed that audio visual materials (pictures, videos, songs, and power point) used are relevant to the learning content. Moreover, 69.8% of students felt more enthusiastic in listening activity when teachers use audio visual material. Based on these findings, it can be seen that audio visual materials are attractive, effective, relevant, and motivated students in listening activity.

Finding 2

The second is students' perception on the use of audio-visual material in speaking activity. The result of the questionnaire can be seen in the table below.

Table 2. Students' perception on the use of audio visual material in speaking activity

| No | Statements | N (%) | | | | Mean | Category |
|------------|--|-----------|--------------|---------------|---------------|------|----------|
| | | SD | D | A | SA | | |
| 1 | Audio-visual material is interesting because convenient, affordable, and accessible to practice speaking | 0 (0%) | 5 (7.9%) | 41 (65%) | 17 (26.9%) | 3.19 | Positive |
| 2 | The audio-visual shown is attractive | 0 (0%) | 3 (4.7%) | 50 (79.3%) | 10 (15.8%) | 3.11 | Positive |
| 3 | Video as audio-visual materials improve my speaking ability more than modified or non-authentic material | 0 (0%) | 9 (14.2%) | 41 (65%) | 13 (20.6%) | 3.06 | Positive |
| 4 | The audio-video helps me to speak easily that I am able to pronounce the word correctly | 0 (0%) | 9 (14.2%) | 45 (71.4%) | 9 (14.2%) | 3 | Positive |
| 5 | The audio-visual is appropriate with my English level | 0 (0%) | 6 (9.5%) | 42 (66.6%) | 15 (23.8%) | 3.14 | Positive |
| 6 | The audio-visual used is suitable with for the delivered subject | 0 (0%) | 6 (9.5%) | 45 (71.4%) | 12 (19%) | 3.09 | Positive |
| 7 | Learning pronunciation through video can stimulate my interest in learning English | 0 (0%) | 5 (7.9%) | 39 (61.9%) | 19 (30.1%) | 3.22 | Positive |
| 8 | I feel more motivated to speak English after the teacher teaches using audio-visual media | 0 (0%) | 3 (4.7%) | 44 (69.8%) | 16 (25.3%) | 3.20 | Positive |
| Total Mean | | | | | | 3.12 | Positive |

Table 2 shows that most of students gave positive perception on the use of audio visual material in speaking activity. 73.3% of students agreed that audio visual displayed was attractive. Moreover, 71.4% agreed that the audio-video helps them to speak easily so they are able to pronounce the word correctly. Meanwhile, 14.2% of

students disagreed that the audio-video helps them to speak easily and pronounce the word correctly. R3, in interview, said “we have different accent, so it is not easy to pronounce the word they said in the video displayed”. Then, 61.9% of students agreed, and 30.1% strongly agreed that learning pronunciation through video can stimulate their interest in learning English. Based on these findings, it can be concluded that most of students have positive response on the use of audio visual material in speaking activity.

Finding 3

The third is students' perception on the use of audio visual material in reading activity. the result can be seen in the following table.

Table 3. students' perception on the use of audio visual material in reading activity

| No | Statements | N(%) | | | | Mean | Category |
|----|--|-----------|--------------|---------------|---------------|------|----------|
| | | SD | D | A | SA | | |
| 1 | Audio-visual learning media applied by English teacher in reading classes is fun | 0 (0%) | 4 (6.3%) | 42 (66.6%) | 17 (26.9%) | 3.20 | Positive |
| 2 | The use of audio-visual media (video, slide, picture, picture motion, etc.) attract my attention in reading activity | 0 (0%) | 6 (9.5%) | 41 (65%) | 16 (25.3%) | 3.15 | Positive |
| 3 | The reading materials delivered by teacher through audio-visual media-are easier to understand | 0 (0%) | 8 (12.6%) | 45 (71.4%) | 10 (15.8%) | 3.03 | Positive |
| 4 | Using audio-visual media in class is more effective in reading comprehension than other conventional materials | 0 (0%) | 7 (11.1%) | 37 (58.7%) | 19 (30.1%) | 3.19 | Positive |
| 5 | The content of audio-visual material are relevant with the reading activity | 0 (0%) | 3 (4.7%) | 46 (73%) | 14 (22.2%) | 3.17 | Positive |
| 6 | Watching audio- | 0 | 16 | 31 | 14 | 2.87 | Positive |

| | | | | | | | |
|------------|--|--------|------------|------------|------------|------|----------|
| | visual media (silent motion picture, video, etc) in reading activity are useful in improving reading comprehension | (0%) | (25.3%) | (49.2%) | (22.2%) | | |
| 7 | I am more enthusiastic in reading classes when teachers teaches using audio-visual media | 0 (0%) | 14 (22.2%) | 37 (58.7%) | 12 (19%) | 2.96 | Positive |
| 8 | It is not easy to feel bored when the teacher use audio-visual material in reading activity | 0 (0%) | 6 (9.5%) | 36 (51.15) | 21 (33.3%) | 3.23 | Positive |
| Total Mean | | | | | | 3.1 | Positive |

Table 3 shows that students have positive perception on the use of audio visual material with the total mean is 3.1. 65% of students agreed that the use of audio-visual media (video, slide, picture, picture motion, etc.) attract their attention in reading activity. Moreover, 71.4% of students agreed that the reading materials delivered by teacher through audio-visual media are easier to understand. R2 in interview said that from the audio visual, such as video we can understand better if there is audio visual material. 33.3% of students strongly agreed that it is not easy to feel bored when the teachers use audio-visual material in reading activity. Thus, it can be concluded that students have positive perception on the use of audio visual material in reading activity.

Finding 4

The fourth is students perception on the use of audio visual material in writing activity. The result can be seen in the following table.

Table 4. students’ perception on the use of audio visual material in writing activity

| No | Statements | N (%) | | | | Mean | Category |
|----|--|--------|----------|------------|------------|------|---------------|
| | | SD | D | A | SA | | |
| 1 | Learning to write English with video is more interesting, fun, and not boring | 0 (0%) | 2 (3.1%) | 37 (58.7%) | 22 (34.9%) | 3.28 | Very Positive |
| 2 | The use of audio-visual media (video, slide, picture, picture motion, etc.) attract my attention in writing activity | 0 (05) | 6 (9.5%) | 39 (61.9%) | 18 (28.5%) | 3.19 | Positive |
| 3 | It easier to hear and write the | 0 | 10 | 41 | 12 | 3.03 | Positive |

| | | | | | | | |
|------------|--|-----------|----------------|---------------|---------------|------|----------|
| | sentences when the teacher uses video as audio-visual material | (0%) | (15.8%) | (65%) | (19%) | | |
| 4 | It easier to understand the material if teacher uses video as audio-visual media in teaching writing | 0 (0%) | 4 (6.3%) | 48 (76.1%) | 11 (17.4%) | 3.11 | Positive |
| 5 | Audio-visual material used is relevant to the writing class | 0 (0%) | 10 (15.8%) | 39 (61.9%) | 14 (22.2%) | 3.06 | Positive |
| 6 | Audio-visual material shown is helpful in increasing my writing ability | 0 (0%) | 12 (19.04%) | 37 (58.7%) | 14 (22.2%) | 3.03 | Positive |
| 7 | I feel confident when teacher uses video as audio visual media, can hear well, and can rewrite the sentences | 0 (0%) | 6 (9.5%) | 42 (66.6%) | 15 (23.8%) | 3.14 | Positive |
| 8 | I am interested in practicing to write if the teacher uses audio visual as teaching materials | 0 (0%) | 6 (9.5%) | 45 (71.4%) | 12 (19%) | 3.09 | Positive |
| Total Mean | | | | | | 3.11 | Positive |

Table 4 shows that 58.7% of students agreed that learning to write English with video is more interesting, fun, and not boring. Also, 76.1% of students agreed that it easier to understand the material if teacher uses video as audio-visual media in teaching writing. R3in interview said that it easier to write if teacher use audio visual material, because he can memorize the information from the audio visual displayed. Then, 58.7% of students agreed that audio-visual material shown is helpful in increasing writing ability. 66.6% of students agreed and 23.8% strongly agreed that they feel confident when teacher uses video as audio visual media, can hear well, and can rewrite the sentences. Based on this findings, it can be seen that students have positive perception on the use of audio visual material in writing activity.

Discussion

After the researcher got the data from two classes in SMA N 3 Bukittinggi, the students had relatively positive perceptions on the use of audio visual material in learning English. It is shown by the main value obtained from the data were mainly positive.

The first research question of this research focuses on students' perceptions on the use of audio visual material in listening activity. From the data of questionnaire, most of students gave positive perceptions on the use of audio visual material in listening activity. 71.4% agreed that listening to audio visual such as video help them to remember the information. In addition, from the data of interviews, most of them gave positive perceptions. As some participants said:

It is interesting. I like more if teacher used audio visual material. It easier to understand – R1

It is more fun and not boring if there is audio visual material – R3

This research is in line with Fauziah et.al (2018) in their study stated that the learning process is more fun, interesting, and easy to understand with audio visual

material. However, some participants thought that audio visual material did not improve their writing. As R2 said in interview:

It depends oh how fast people in the video spoke. It will be difficult to hear the words if it is too fast – R2

But overall, based on the findings of this research, most of students gave positive response about on the use of audio visual material in listening activity. In short, those findings indicated that audio visual material was attractive, effective, relevant, and motivated the students during the listening activity.

The second research question of this research focuses on students' perceptions on the use of audio visual material in a speaking activity. From the data of the questionnaire most of the students gave positive responses on the use of audio visual material in speaking activity. Meanwhile, some of them disagreed with some statements. In addition, from the data of interview students thought that audio visual was interesting and helpful for their speaking. It is accordance with Rahayu (2021) in her research stated that when students are exposed to audio visual resources, they become more motivated and enthusiastic about participating in the learning process. As the participant said in the interview:

It is interesting and fun. Because there is a video that is displayed. So we can see and hear how the speakers in the video pronounce the word – R2

Based on the findings of this research, it can be concluded that students have positive perceptions on the use of audio visual material in speaking activity.

The third research question of this research focus on students' perceptions on the use of audio visual material in reading activity. About 65% of students agreed that the use of audio visual material attract the attention in reading activity. This is accordance with As Sabiq (2015) study that audio visual made students more active and paid more attention during learning process. Audio visual materials make them not easily sleepy in class during reading activity. In short, the use of audio visual can improve students' motivation.

From the result of interview above, students understand better with the text they read from the audio visual. It is because they can see and they can hear directly from the audio visual such as video that is displayed. In line with Asrul et.al (2020) in their research found that audio visual material improve students' reading comprehension. In conclusion, based on the findings of questionnaires and interviews, students have positive perceptions on the use of audio visual materials in reading activity.

The fourth research question of this research focus on students' perception on the use of audio visual material in writing activity. From the data of questionnaire, it can be seen that most of students gave positive perception on every statements. 66.6% agreed that they feel confident to write if teacher uses audio visual material. These findings in line with Dwifajrin (2020) in his study, found that when students use video media to in writing practice, they make fewer mistakes and understand the material better. It can be concluded that audio visual material improve students' ability in writing.

CONCLUSION

Based on the findings above, it can be seen that audio visual can be used as the material in listening, speaking, reading, and writing activity. Most of students thought that they more understand the material if teacher use audio visual. Audio visual materials help them in memorizing the information, pronouncing the word correctly, improving reading comprehension, and increasing writing ability. Also, almost all of students stated that learning by using audio visual make the learning activities more enjoyable and fun. In short, the data from questionnaire and interview show that audio visual material is attractive, effective, relevant, and motivated students in learning process. Thus, students have positive perceptions on the use of audio visual material in learning English, seen from four language skills.

It is suggested for the English teachers to use audio visual material learning English. Also, the next researchers are suggested to conduct further research regarding the topic of this study in comprehensive manner such as taking consideration on teachers' perception.

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