THE USE OF AUDIO-VISUAL MEDIA IN ENGLISH CLASSROOM
AND ITS EFFECT ON STUDENTS’ PARTICIPATION

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Abstract
The article aims at discussing the use of audio-visual media in English classroom and finding out its effect on students’ participation. The method used in this research is case study. The data are collected through observation, interview and document analysis. The data analysis shows that the use of audio-visual media stimulates the students to explore their thoughts and to broaden their perspectives because it provides real description of particular context. The important aspects that must be considered are: content, duration and topic which are also getting on with other aspects in order to stimulate the students’ participation, such as students’ personal characteristics, students’ discussion partners and teacher’s treatment. The students’ participation can be seen from these three stages: pre-display, whilst-display and post-display in which the forms of participation are confirming teacher’s instruction, commenting to the video, having small discussion, asking teacher to seek the answer and asking teacher to confirm the answer.

Key words: audio-visual media, students’ participation, effect of audio-visual media

Abstrak
Tujuan dari artikel ini adalah untuk membahas penggunaan media audio-visual di kelas bahasa Inggris and menemukan efeknya pada partisipasi siswa. Metode yang digunakan dalam penelitian ini adalah metode studi kasus. Data didapatkan dari observasi, wawancara dan analisis dokumen. Analisis data menunjukkan bahwa penggunaan media audio-visual membantu siswa untuk mengeksplorasi pemikirannya dan untuk memperluas sudut pandang karena media tersebut menampilkan deskripsi nyata dari suatu hal. Aspek penting yang harus dipertimbangkan adalah: isi, durasi dan topik. Adapun aspek penting lain di lingkungan belajar siswa yang dapat mendorong siswa untuk berpartisipasi adalah karakteristik pribadi siswa, rekan diskusi siswa dan perlakuan guru. Ketika media audio-visual digunakan, bentuk partisipasi siswa antara lain mengkonfirmasi instruksi guru, berkomentar mengenai video, berdiskusi ringan, bertanya pada guru untuk mencari jawaban dan bertanya pada guru untuk mengkonfirmasi jawaban

Kata kunci: media audio-visual, partisipasi siswa, efek media audio-visual
INTRODUCTION

In creating a successful teaching and learning experience in English as a Foreign Language (EFL) classroom, the teacher has to set up activities that can help the teachers and the students achieve the teaching objectives. One of the teaching objectives is to enable the students to be fully involved in the teaching and learning process. Based on Permentikbud Number 103 year 2014 in Chapter 2 in the declaration of activity-based learning characteristics, teaching and learning process should be interactive, contextual and collaborative to stimulate the students’ creativity and initiative based on their aptitude, interest and ability. It means that it is necessary for the teachers to plan effective activities by carefully selecting appropriate media. Moreover, one of the principles in constructing a lesson plan is “Memanfaatkan teknologi informasi dan komunikasi.” which means teaching and learning activities have to cover several requirements. One of them is by maximizing the use of technology in the classroom, to create interactive, contextual and collaborative learning activities.

Apart from the regulations set out by the government above, this study is also triggered by the researcher’s personal experience when having an internship in one of the private senior high schools in Surakarta. The school has already been using technology-based media to support the learning process. As observed during the internship period, the teacher frequently used video to enhance the teaching and learning process. The material taught whenever video was used as the media was clearly delivered to the students since the scope of video is unlimited. Moreover, video is considered to be accessible because the teacher is able to obtain freely from the internet. The various topics provided in the internet can also help the teacher to explore the materials which may attract the students’ attention. Questions arise from this: how the teacher uses audio-visual media in English classroom and to what extent the media support the teaching and learning process. The researcher also found that the atmosphere in the classroom when a video was used was full of fun due to the students’ enthusiasm. Moreover, when the researcher used similar media in the classroom when doing the internship, the situation remained the same. On the contrary, when the students were given texts,
both printed or displayed on the screen, some of them were not enthusiastic. When a video was being used, their participation during the learning process changed. When the teacher led a discussion, most of the students were discussing actively after paying attention to the video that led them to explore both the video content and learning material. Considering the facts above, the researcher would like to carry out a case study of the use of audio-visual media in the English classroom and its effect on the students’ participation. SMA N 2 Wonogiri has also been optimizing the technology-based media by using audio-visual media in the English classroom to enhance the quality of learning.

This study focuses on the use of audio-visual media. In language teaching, the main purpose of the use of audio-visual media is to enable the teacher to make his lesson effective and interesting (Daniel, 2013: 3811). In line with the statement, Al Mamun (2014: 2) agrees that audio-visual media will enable the teacher to deliver the materials and teach the target language more interestingly and in a contextualized way. Dale (in Muqrobin, 2012: 2) also states that the audio-visual media provide many benefits as long as the teacher keeps the main and active role in the teaching and learning process. Thus, by using audio-visual media in the classroom, both the teacher and the students will be able to create a conducive atmosphere in the classroom.

Audio-visual media, which provide messages both in audio and visual, are able to facilitate and simplify the learning. The learners will find it easier to transform the information displayed in audio-visual media into their real context of learning. Video as the actualization of such media will bring the students into a more contextualized learning experience. Books and other printed materials remain the basic aids in teaching; however, any supporting media like audio-visual media are also necessary to encourage the students in learning. Students learn from media, construct knowledge from mediated environments and develop cognitive skills to the extent that they interact with, comprehend and react to the messages media conveyed (Winn, 1996: 35). In line with the statement, media are also considered as the tools to interact in the classroom. In this case, according to
Winn, interaction can be seen from how media are constructed to represent objects and events and how the students react to the messages conveyed.

Daniel (2013: 3811) proposes the advantages of audio-visual media as follow, (1) they create interest for learning, (2) they are time-saving because they explain ideas easily and precisely, (3) they reduce the teacher’s burdens, (4) they improve the teacher’s speaking skill, (4) they are the sources of a variety of experiences for the students, (5) they help the pupils to pay attention to the lesson. In summary, Daniel explains that audio-visual media are beneficial both for the students and the teacher. They are useful to attract the students’ attention. Besides, the teacher also can improve their own speaking skill because they will have the opportunity to explain the media being used by explaining them orally.

Previous researchers have conducted the researches about the use of audio-visual media. Cakir (2006: 70) finds out that video [audio-visual medium] is one of the best materials that enables students to practice what they have learned through various techniques. He adds that video can be used easily in the teaching and learning process of any classroom environments. It is because the teacher can step in the process whenever he wants; he can stop, start and rewind to repeat it for several times where it is necessary. Moreover, Ghaedsharafi & Bagheri (2012: 113) in their research find that the students did not even copy a word or structure from the reading text they had due their lack of motivation to read the text. In the case of audio media, Reid (in Ghaedsharafi & Bagheri, 2012: 117) finds out that the students become keenly aware of information while listening in order to find the details to help them in writing. However, their study shows that audio-visual media serves better in helping the students’ writing than audio or visual media.

A successful teaching and learning process in the classroom happens when the students are fully involved in the course. Rocca (2010), Abdullah, et al. (2011) and Tatar (in Aidinlou and Ghobadi , 2012) agree that an effective learning process occurs when both the teacher and the students interact and actively participate in the learning activities. It is also considered that an ideal class discussion happens when all the students are participating, learning and listening to others’ ideas, comments and questions (Wade, 1994). Therefore, an active
participation of the students has the crucial role in the learning. Since participation has a strong correlation with the students’ academic achievement, the teacher has a responsibility to set up activities in which the students are stimulated to fully take part in the whole activities conducted in the classroom. The more the students participate in the learning, the higher academic achievement they will achieve. The statements that say those two things influence each other are undeniable. Handelsman, et al. (in Rocca, 2010: 188) state that the level of students’ active participation will influence the level of their academic achievement. The students who actively ask and answer the teacher’s questions, discuss the topic, and give their opinions will have the better level of thinking compared to the students who only listen to the teacher’s explanation, take notes and pay attention to their classmates’ opinions. Thus, the teacher has the biggest role in selectively choosing the material, media and technique in order to encourage the students to be fully engaged in the classroom activities. Since this study focuses on the use of media, the researcher will highlight the use of audio-visual media and its effect on the students’ participation.

The previous research conducted by Majid, Yeow, Audrey and Shyong (2010: 2) shows that the majority of their students agreed that class participation was helpful in their overall learning process. The students agreed that participation enables them to appreciate the diverse viewpoints, develop social and communication skills. These ideas are in line with the research finding of Nor and Choo (2010) that claim the teacher should highlight that the learners classroom participation plays a crucial role “in promoting their communicative competence, increasing the effectiveness of the lecturers teaching and fostering learners understanding of the contents learned”.

The researches and the theories above underlie the urgency of conducting this research. Moreover, the researches exposing the use of audio-visual media and its effect on students’ participation are scarcely found. Therefore, the researcher considers that this phenomenon is unique. Basically, the use of audio-visual media has been being applied by the English teachers in SMA N 2 Wonogiri in several meetings. For the school applying Curriculum 2013, the
activities used in the class have to stimulate the students’ participation. Therefore, the English teachers use any kind of media that will make the students involved in the teaching and learning process. Thus, the researcher chooses audio-visual media as the variable of the research since media are considered effective and influential, which will enhance the quality of learning. Besides, students’ participation is chosen as the other variable because basically it underlies a successful teaching and learning process since no matter how good the media are, it will not be optimal if there is no students’ participation. Thus, the researcher conducts this study to find out the use of audio-visual media and its effect on the students’ participation.

**RESEARCH METHOD**

Based on the objectives of the study mentioned previously, the research method used in this research is case study. This method guides the researcher in conducting the research and in deciding how the research will be carried on. The data of the research were collected from the following sources, they are: events, informants and document. The event of this research was the teaching and learning process in XI Bahasa at SMA N 2 Wonogiri in the academic year 2015/2016. The researcher got the data through the informants or the people providing information about the topic of the study. In this research, the informants were the students of XI Bahasa at SMA N 2 Wonogiri. The documents here refers to the written data used for the researcher to analyze the study in a depth way. In this study, the document was the lesson plan used by the teacher in preparing the teaching and learning process by using audio-visual media.

In this research, the research collected the data needed by using three kinds of sources which were collected through the techniques below: observation, interview and document analysis. The observation in this research conducted in English classroom in SMA N 2 Wonogiri. Both formal and informal conversation and interactions with the participants in the study population were recorded in the field notes as detail as possible. In this case, the interviewees were the students of XI Bahasa at SMA N 2 Wonogiri. The data of the interview were recorded in the
tape recordings and typed in the transcripts. In this research, the document was the lesson plan used by the teacher to plan the teaching. The researcher found out the planning of the research in optimizing the audio-visual media in order to improve the students’ participation in English classroom. For qualitative study focuses on the trustworthiness to check the credibility of the data, the researcher used triangulation to examine the validity of those data. In this research, the researcher took the data sources of triangulation from the teacher who teaches English using audio-visual media, the students attending the English classroom using audio-visual media and the researcher herself as the observer. In this research, the researcher analyzed the data through the following steps: data reduction, data display and conclusion drawing or verification.

**RESEARCH FINDINGS AND DISCUSSION**

Audio-visual media are able to stimulate the students’ participation due to the variety of viewpoints contained in such media which lead the students to perform various forms of participation; nevertheless, the good treatment from the students’ learning environment is highly demanded to support them in English classroom. This kind of media also yield the stimuli to the students to gain the new knowledge and information by themselves beyond what are served to them when audio-visual media are used in English learning. This further influences the students to purposely participate in the classroom activities because they unconsciously need to—not because they are asked to do so. Moreover, audio-visual media which give the real description of a particular context also require the students to perceive the gist carefully using their sense of sound and sense of sight; therefore, being critical is exceedingly necessary to get involved in the classroom activities. Apart from the preceding statements, it must be taken into account that audio-visual media also stimulate the students’ participation through its entertainment aspects that contribute to the students’ participation in which the students feel the enjoyable atmosphere.

This theory are further justified in detail based on the theories and other relevant references. The findings reveal that the students have abundant ideas
coming up in their mind when they are watching the audio-visual media, it then indicates that the students have successfully decoded the information. The students have the power to select which part they would like to concern on based on their background knowledge. The difference version among the students in decoding the information could not be the benchmark whether the learning is successful or not because the way they receive the information may vary from one to another. That is why, Ghaedsharafi and Bagheri (2012: 113) state that the variety of viewpoints contained in the audio-visual media also can enrich the content of the students' writing to be more substantive.

Regarding to this case, it can not be guaranteed whether the same input generate the same perception. For example, when the teacher plays a movie clip about a mixed-race family, the students responses are different based on which part that attracts them the most. It corresponds to the idea of June, Yacoob and Kheng (2014: 65), stating that videos as the teaching tools are able to generate further interest in the topic of discussion. The students whose interest are similar tend to share what they are focusing on. Some of the students emphasize on the racism, others say about respect and the rest focus on the togetherness; henceforth, we could not judge it as the unsuccessful learning.

In the other hand, this variety of viewpoints lead the students to intentionally speak up in both small break-out group and class discussion. Moreover, the media which can stimulate the students’ to discuss will result active involvement of learners and make teaching more interactive (Naz & Akbar, 2008: 37). June et al. (2014: 65) also support with their statement saying that through discussion, the students are able to apply their knowledge to generate the ideas based on the facts and figures contained in the videos. The students have the opportunity to participate by exchanging the ideas through discussion so that the learning will be more effective and comprehensive. It is in line with the research conducted by Majid, Yeow, Audrey and Shyong (2009: 8) stating that class discussion provides an opportunity to openly express different opinions and viewpoints. In conclusion, the variety of viewpoints lead to the development of the students’ participation through the discussion among students.
As the students confess to the researcher that their peers’ characteristics and their teacher’s treatment influence their participation, then it can be drawn conclusion that the students’ learning environment support does matter to how they perform their participation in English classroom. The scope of learning environment covers the people whom the students are being with during the teaching and learning process, they are the students’ classmates and their English teacher. In this research, when using audio-visual media, the students’ classmates contribute greatly to their participation because whenever they share a topic, they certainly need others’ feedback including comments, critics, suggestions and even questions. A passive discussion partner leads to passive participation. Abdullah, Abu Bakar and Mahbob (2012: 520) and Mustapha, Rahman and Yunus (2010: 1081) support this statement by saying that classmates or peers have important roles to stimulate the students to speak up in the classroom. By listening ideas to the peers’ different viewpoints, the students also obtain the benefit in which they can widen their perspectives. It has the strong correlation with the finding of this research that says a good partner is the one who wants to view the topic of discussion from many perspectives and elaborate them selectively. There has been a close bond between the audio-visual media which bring so many perspectives and the students who carries on those perspectives into a good discussion. Tiew (2010: 129) proves that the students perceive an increase in personal motivation as a result of their active participation in peer assessment. Those issues are certainly undeniable to take part in the students’ participation when using audio-visual media in English classroom.

Furthermore, Abdullah et al also believe that the instructors play the major factor in motivating the students to have the verbal engagement in the classroom. They suggest the teacher to help the students to overcome the barriers by providing opportunities to develop cordial and in-depth relationship among them. This research proposes three aspects that must be considered by the teacher when using audio-visual media in the classroom, they are supposed to give them attention so they know that they are noticed, to give the students reinforcement for appreciating their participation, and to give the restatement for making their
answers more understandable. Those three aspects are considered as the ways to motivate the students to get involved in classroom activities. Mustapha et al also strongly believe that supportive teacher who welcome active participation and do not mind the students’ mistakes are seen as one of the positive teacher’s trait that lead to the more active students’ participation.

Since the scope of audio-visual media is unlimited, both the teacher and the students must be critical in order to optimize such media. In this research, the researcher proposes several aspects that considerably influence the students’ participation when audio-visual media are used. Being critical is not merely dealing with the way the students respond and react to the video; nevertheless, it is also dealing with the way the teacher uses some considerations in selecting the media. The finding corresponds this issue by proposing those considerations that must be noticed, they are content, duration and topic. Wang (2009: 180) conveys the aspects which presumably are the measurement in the selection of film strips. Those that must be included, according to Wang, are variety of topics, viewpoints, and literary styles. Moreover, he also states that languages difficulty and subtitles are regarding as the important ones. In this case, the teacher is challenged to play her significant roles in which the teacher has to adjust the level of students’ ability and the level of language difficulty. In general, the audio-visual media have to fulfill at least three aspects: educative, motivational and inspirational in order to accommodate the students’ needs and to attain the goal of learning. Wang also agrees that teacher should take concrete measurement to consider the objectives of the audio-visual media and to involve themselves into the teaching practice.

As the students, being critical means that they pay attention to the detailed parts of something and carefully process the ideas to obtain the substantial content. It has been described in the finding that the students always attempt to look for the implicit content based on the videos they watch. Above all, the video is able to stimulate the students’ learning and enhance their critical thinking (June, Yacoob & Kheng, 2014: 56). Furthermore, they augment that by using video, the students are having the chance to practice solving problems in the given tasks which enables them to use their critical thinking skills in solving complex
problems. There is also the evidence described in the finding that the students who is highly critical of a certain topic will inevitably show their participation. However, the students also have to anticipate of being criticized since Nor and Choo (2010) state that one of the students’ fear is teacher’s criticism towards their response.

Other than those points above, entertainment is also one of several aspects triggering the use of audio-visual media and its effect on students’ participation. The students report that they always enjoy watching video because it is able to visualize the material and serve it along with its sound. Video brings the students to see beyond the classroom in which real life events are served. Therefore, the enjoyable atmosphere is created whenever video is used as the media. Fombona and Pascual (2012: 1) state that audio-visual media offer a great amount of entertainment. They also believe that entertainment aspect must be inserted in learning strategies because technology-based teaching is nowadays not merely about building knowledge but also contributing to create appealing and amusing messages that are welcomed by the students. This theory is relevant with the statements expressed by the respondents of this research that say a monotonous learning is when the teacher sitting down on the front and asks the students to read aloud certain task. Thus, the students have high expectation toward their teacher to teach creatively; then the video is used to help them learn the material in the different way. Fombona and Pascual emphasize that the students feel that teaching and learning process is more attractive when it has an entertainment value especially when it presents the unexpected events and the variety of fast display images. After the enjoyable atmosphere is created, the students are feeling free to express their ideas and thoughts in the classroom. Therefore, the discussion of this point is now clearer that entertainment value stimulates the students’ participation because they purposely want to deliver what is in their thought freely without any burdens.
CONCLUSION

Based on the research findings and discussion, it can be drawn a conclusion that the teacher is expected to use audio-visual media as the supporting aids in the English classroom. The students’ reasons why they prefer watching video instead of other media are varied. Some state that video eases them to find the topic for discussion because there will be various perspectives when video was used, some also state that video brings the enjoyable atmosphere since they are able to obtain the moral value as well as the entertainment contained in the video. In general, the students reveal that the real description of a phenomenon which is displayed by using video encourages them to explore and examine the content or topic which can effectively avoid the monotonous teaching. Although in some cases the teacher serves the animation instead of the real life event, the video remains giving the concrete context and creating various point of views.

Due to its effectiveness in giving the powerful influence to make the students engaged in the learning activities, the teacher needs several considerations to optimize the role of audio-visual media. The teacher is reported to have three primary requirements in selecting the most appropriate audio-visual media in the English classroom: educative, motivational and inspirational. To attain those requirements, the other three aspects become the benchmarks in selection process, they are video content, video duration and video topic. By noticing those benchmarks, the primary requirements stated previously will easily be fulfilled. However, the adjustment between the audio-visual media and the learning material is considered to be essential since not all material suit to certain media. There must be a referral to combine and apply learning material and audio-visual media to make them support each other. After the media have been selectively chosen and the material has been adjusted, a comprehensive learning can be created well.

When the video was used, the students perform their participation which can be divided into three stages: pre-display, whilst-display and post-display. The students’ participations are varied in each stages, such as confirming the teacher’s instruction, commenting to the video, having small discussion, asking to teacher
to seek the answers and asking teacher to confirm the answers. Those are influenced by several factors which are students’ personal characteristics, students’ discussion partners and teacher’s treatment. It can be concluded that how the students perform their participation is relating directly to the people in their environment.

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