

# Using Audio Visual Media to Improve English Learning Outcomes

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## Abstract

Video recordings, slides, and sound are examples of audio-visual media. It is thought that learning to use audio visuals in English lessons will help students better understand the problems or lessons presented. Because listeners are encouraged to use their imagination and optimize their left and right brain function. Audio-visual media in the form of animated learning videos and power points are used in English subjects at SMK Grafika that are conducted online or online. The purpose of this study was to see if audio visuals could boost students' motivation and enthusiasm for learning during online classes.

**Keywords:** *Audio Visual, English, Online Learning*

## Introduction

Because it has become an international language, English is an important language to learn. We can communicate with foreigners from any country more easily now that we speak English. From junior high school to university in Indonesia, English is the first foreign language taught as a compulsory subject. One of the Indonesian government's initiatives to improve English language skills is to start teaching English in formal education institutions as early as elementary school. Learning is a process by which humans acquire a variety of abilities, skills, and attitudes over the course of their lives, from infancy to old age, through a series of lifelong learning processes (Huang et al., 2008)

As a result of reinforced experience or practice, learning is a relatively permanent change in behavior or behavioral potential. The interaction between stimulus and response is what causes learning. If a person can demonstrate a change in behavior, he is said to have learned something. According to this theory, the input in the form of a stimulus and the output in the form of a response are what matters in learning. The stimulus is anything the teacher gives to the students, and the response is in the form of a reaction or student response to the stimulus. The process that occurs between the stimulus and response is not important to note because it cannot be observed or measured; however, the stimulus and response can be observed. As a result, what the teacher gives (stimulus) and what the student receives (response) must be observable and measurable.

Internal factors such as physical health, intelligence level, attitude, talent, interest, and motivation; external factors such as parent characteristics, family management practices, school buildings and locations, learning tools; and learning approach factors such as strategies used by teachers are all factors that influence student learning, according to (Tapilouw & Setiawan, 2008). As a result, it is critical for students to be motivated in their academic pursuits. Students who are learning motivated have a desire to succeed in school, have support and learning needs,

set goals, enjoy learning, and are enthusiastic about learning (Baeten et al., 2010). To achieve satisfactory academic achievement, students must enjoy learning, study hard and diligently, complete assignments, repeat lessons after school, and try to understand the subject matter at school.

Motivation as a driver of action is one of the functions of motivation in learning that (Deci et al., 1991) has defined. The students initially had no desire to learn, but once they discovered what they were looking for, their interest in learning grew. This is in order to pique his interest in learning something new. Something that is unknown eventually motivates students to learn in order to discover it. Along with their interest in an object, students also take on an attitude. This mindset underpins and encourages a variety of learning behaviors. Motivation is a powerful force that propels people to take action. Psychological impulses that lead to negative attitudes toward students are an unstoppable force that manifests itself in psychophysical movements.

Learning motivation, according to (Harlen, 2006), plays a critical role in influencing activity, sincerity, and, ultimately, student learning outcomes. As a result, students will take their studies seriously, be diligent, and work hard. Students who lack motivation to learn, on the other hand, will exhibit symptoms such as laziness, reluctance, apathy, careless work, easy give-up, despair, and so on. (Garris et al., 2002) claims that students who are motivated to learn have traits such as being diligent in completing tasks, tenacious in overcoming difficulties, showing interest in a variety of problems, preferring to work independently, becoming bored with routine tasks quickly, and being able to maintain his opinion. It's difficult to let go of beliefs, but I'm glad to find and solve learning problems. In general, online learning is defined as learning that is conducted electronically through the use of computer-based media and a network. Electronic learning, e-Learning, on-line learning, internet-enabled learning, virtual learning, or web-based learning are all terms used to describe online learning. Online learning is a method of teaching and learning that makes use of the internet and digital media to deliver content.

Online learning is defined as learning that takes place over the internet and includes features such as accessibility, connectivity, flexibility, and the ability to engage in a variety of learning interactions. According to research conducted by (Anderson, 2004), the use of the internet and multimedia technology can change the way knowledge is conveyed and can be a viable alternative to traditional classroom learning. Online learning is defined as learning that uses the internet to bring students and lecturers together to conduct learning interactions (Anderson, 2008). Online learning necessitates the use of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and other similar devices at the implementation level. iPhone that can be used to get information at any time and from any location (Fahy, 2004).

Learning media, according to (Hanrahan, 1998), is a physical medium for transmitting learning content/materials such as books, films, and videos. Learning media, according to (Greenhow & Lewin, 2016), is any person, material, tool, or event that can create conditions in which students can receive knowledge, skills, and attitudes. In general, the media have uses, (Willett, 2007), namely: clarifying messages so that they are not overly verbalistic, overcoming limitations of space, time, energy, and sensory resources, generating enthusiasm for learning, more direct interaction between students and learning resources, enabling children to learn independently according to their visual, auditory, and kinesthetic abilities, and generating enthusiasm for learning.

## Method

Because the focus of the research is on how to use audio visual media to increase motivation to learn English online, this study takes a qualitative approach. There will be no manipulation, regulation, or experimentation in narrative research because the field situation will remain natural, natural, and reasonable. The information gathered in this study is relevant to the research topic, which is the use of audio-visual media. This study's data is divided into two categories: (1) primary data and (2) secondary data. Because the main purpose of research is to obtain data, the data collection method is the most important step in the research process. The researcher will not be able to obtain data that meets the set data standards unless they are aware of the data collection method (Kinchin et al., 2000).

In this study, data was collected using three techniques/methods: (1) interviews, (2) scene observation, and (3) documentation studies. According to (Berkwits & Inui, 1998), inspecting data for validity required techniques based on the following criteria: 1) degree of trust (credibility), 2) transferability, 3) dependability, and 4) confirmability. However, only two data validity techniques, credibility and transferability, were used in this study. Qualitative research is descriptive in nature and frequently employs analysis. In qualitative research, the process and meaning (from the perspective of the subject) are more prominent. The theoretical foundation is used as a guide to ensure that the research is focused on the facts on the ground. This theoretical foundation can also be used to provide an overview of the research background and as a resource for discussing research findings. The role of theoretical foundations in quantitative research and qualitative research is fundamentally different. In quantitative research, the researcher moves from theory to data and concludes with an acceptance or rejection of the theory employed; in qualitative research, the researcher moves from data to explanatory material, concluding with a "theory."

## Results and Discussion

All 42 students were given the survey results, and 88 percent agreed that learning with audiovisual media improved their English learning outcomes. They claim that when they use this method, learning becomes more enjoyable, interesting, and understandable. As a result, it can be concluded that students had a favorable reaction. According to the teacher, who actively involved students, students were more interested in the material they could see and hear. Students are less engaged and sleepy if the material is only delivered verbally and no notes are given. At SMK Grafika, there are barriers to the use of audio-visual media in English classes. There are obstacles that can obstruct the implementation of audio-visual media. Technical issues or obstacles that arise in the use of audio-visual media in online learning include: some students do not have cell phones, they occasionally run out of quota and credit, their signals are unstable, and their cell phone batteries are problematic.

SMK Grafika has implemented the use of audio-visual media in English classes. Because the school has laboratories and multi-media rooms, audio-visual media has been used at SMK Grafika for quite some time. However, in this online/online learning process, audio visuals are provided via the Moodle application, which includes learning videos and powerpoints. A cell phone, laptop, or computer can be used to access the Moodle application. Students who lack motivation to learn, on the other hand, will exhibit symptoms such as laziness, reluctance, apathy, careless work, easy give-up, despair, and so on. (Garris et al., 2002) claims that students who are motivated to learn have traits such as being diligent in completing tasks, tenacious in

overcoming difficulties, showing interest in a variety of problems, preferring to work independently, becoming bored with routine tasks quickly, and being able to maintain his opinion. It's difficult to let go of beliefs, but I'm glad to find and solve learning problems. In general, online learning is defined as learning that is conducted electronically through the use of computer-based media and a network.

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## Conclusion

Based on the findings of the study and observations made during the research, it can be concluded that students' use of the internet for learning has increased, though not significantly. Because the teachers have been very creative in providing interesting audio-visual media by creating animated learning videos and powerpoints full of pictures to make it look more interesting and prevent students from becoming bored easily. This is due to students' desire to learn, their motivation to learn, and their accountability for the tasks assigned by the teachers.

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