Improving English Learning Outcomes With Audio-Visual Media In Narrative Text Learning In Tenth Grade Hospitality At SMK Negeri 6 Semarang Academic Year 2022/2023

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ABSTRAK

Penelitian tindak kelas ini bertujuan untuk mengamati penggunaan media audio visual dalam meningkatkan hasil belajar bahasa Inggris. Berdasarkan refleksi dari pelajaran sebelumnya, karena kekurangan alat bantu, pelajaran tentang "Narrative Text" hanya ditunjukkan melalui cerita. Dalam membuat perhatian siswa dan prestasi belajar menjadi rendah (tingkat kelas adalah 65, sedangkan KKM adalah 75). Penyebab utama kegagalannya adalah proses belajar mengajar tidak menarik dan monoton,. Oleh karena itu, penulis telah melakukan penelitian menggunakan media Audio Visual. Para subjects dalam penelitian ini adalah 35 siswa kelas X SMK Negeri 6 Semarang pada tahun akademik 2022/2023. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dari prestasi siswa pada siklus 1 dari 42,8% (sebelum penelitian) menjadi 91,5% siswa dapat memperoleh skor KKM adalah 83,00 dan 96, 77% para siswa dapat menguasai pelajaran tanpa sesi perbaikan. Jadi, dapat disimpulkan bahwa penggunaan media Audio Visual dapat meningkatkan prestasi belajar siswa.

Kata Kunci : Hasil Belajar, Penggunaan Media Audio Visual

ABSTRAC

 The purpose of this classroom action research is to observe how audio-visual media can be used to improve English learning results. Based on the previous lesson's evaluation, the lesson about "Narrative Text" is only shown through stories owing to a lack of instruments. Student attention and learning achievement are low as a result (grade level is 65, while KKM is 75). The biggest reason for failure is that the teaching and learning process is boring and uninteresting. As a result, the writers performed research employing audiovisual media. The subjects of this study were 35 SMK Negeri 6 Semarang class X students in the 2022–2023 academic year. The findings revealed that there was a significant increase in student accomplishment in cycle 1 from 42.8% (pre-study) to 91.5% of students who were able to obtain KKM scores of 83.00, and 96.77% of students were able to master lessons without remedial sessions. So, it can be concluded that the use of audiovisual media can improve student achievement.

 Keyword: Learning Results, Using Audio-Visual Media

INTRODUCTION

Education, according to SISDIKNAS Law No. 20 of 2003, is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Education is one of the most important factors for an individual; no individual is born without being educated, be it in an institution, at home, or in a community. In the teaching and learning process, teachers have the task of encouraging, guiding, and providing opportunities for students to achieve goals and form human character. It is the teacher's responsibility to observe everything that happens in the classroom to encourage student development. (Puji Lestari Guru Sekolah Menengah Pertama Negeri & Penyu, n.d.)

In Narrative text material, due to limited tools and media, the learning is presented using image media. In the first minute of learning, it seems that students are serious about following the lesson, but in the next stage, students seem to not pay attention to what is conveyed by the teacher. Maybe the learning is monotonous, the teacher is less interesting when explaining the lesson, and the learning media are less varied. Therefore, this causes student learning outcomes to be unsatisfactory; some students' scores are still below KKM. (Laily & Asyhar, 2012)

Therefore, in accordance with the problems that occur, it is necessary to have a variety of learning methods and learning media. In order to attract attention from students and improve student learning outcomes, teachers can use audio-visual media. (Suryanida, 2022)

Students, as subjects, are unique individuals who are different from each other. There are students who master their auditory or auditory skills; there are students who master their visual or vision skills; and there are students who prefer to learn by doing or directly practice (learning by doing). Using audio-visual media means providing stimulation through hearing and sight. By seeing and hearing, students can finally practice the narrated text.

From the above, this is what makes the author conduct research entitled "Improving English learning outcomes with Audio Visual media in Narrative Text learning in class X Hospitality SMK Negeri 6 Semarang Teaching Year 2022-2023."

Media

In general, media comes from Latin and is the plural form of the word medium, which literally means intermediary or messenger of messages from sender to receiver. In this case, conditions that make students able to acquire knowledge, skills, or attitudes In this sense, teachers, textbooks, and the school environment constitute the media. More specifically, the notion of media in the learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearrange visual and verbal information.

Kalifah et al., n.d. also stated that the media is a very strategic instrument in

determining the success of the teaching and learning process in the world of Education. The existence of media can provide students with direct understanding. Abstract literature can be more easily conveyed in the presence of learning media. In addition, learning can take place more lively, increase student involvement in the classroom, and increase learning independence.

As technology advances in various areas of life, there are various choices of interactive media that can be utilized. In such circumstances, teachers must be able to develop teaching and learning tools related to curriculum provisions, namely using learning technology media prepared by schools effectively and efficiently. According to Ratminingsih (2016) various types of learning media in Indonesia, especially in the world of education, are indeed very abundant. However, all learning media chosen by teachers certainly have their own disadvantages as well as advantages. Therefore, teachers must be smart in choosing media so as not to be mistaken in applying it in the classroom. Educational media based on human sensory abilities are divided into three types (1) Audio media, which is a type of educational media that uses ears or hearing (sound), such as radio, tape recorders, and telephones. (2) Visual media, that is, learning media that use eye or vision abilities, This type of media produces messages in a form that can be seen. Examples, pictures, posters, and so on. (3) Audio visual media is a type of educational media that uses ear, hearing, and eye, or vision abilities. This type of learning medium produces messages in

the form of sound, shape, or likeness. For example, TV, movies, videos, and more

Benefits of Learning Media

The benefits of learning media as a tool in the learning process are as follows: (1) Audiovisual media is a type of educational media that uses ear, hearing, and eye, or vision abilities. This type of learning medium produces messages in the form of sound, shape, or likeness. For example, TV, movies, videos, and more. (2) Learning materials will have a clearer meaning so that they can be better understood by learners and can also allow learners to master teaching objectives well. (3) Learning methods vary, not only communicating verbally through the teacher's spoken words; learning is not bored, and teachers do not burn out. (4) Learners do more learning activities before not only listening to explanations from teachers but also carrying out other activities such as observing, doing, demonstrating, and others

Benefits of Learning Media for teachers, namely:

The benefits of learning media for teacher are as follows: (1) Provide guidelines, directions to achieve goals. (2) Explain the structure and sequence of teaching well. (3) Provide a good systematic framework. (4) Re-facilitate teachers to learn materials. (5) Help, accuracy, thoroughness in presentation in learning (6)Awaken the confidence of a teacher. (7) Improve the quality of learning.

Benefits of Learning Media for Students:

The benefits of learning media for student are as follows: (1) Increase student motivation. (2) Provide and increase the variety of student learning. (3) Provide subject matter structure. (4) Provide core lesson information (5) Stimulate learners to think and analyze. (6) Creating learning conditions and situations without pressure. (7) Students can understand the subject matter systematically presented by the teacher

Learning Media serves to stimulate learning by:

(1) Presenting the actual object. (2) Create a duplication of the actual object. (3) Make abstract concepts into concrete concepts. (4) Give common perception. (5) Overcoming barriers of time, place, number, and distance. (6) Re-present information consistently. (7) Provide a learning gym that is not pressured, relaxed, and interesting

Thus the use of learning media will make the learning process more effective and efficient. Learning will attract more students' attention, students understand more about the material taught by the teacher so that learning outcomes can be improved in the three domains of learning competence, namely cognitive, affective, and psychomotor, A teacher must be able to choose media that matches the learning material to be able to develop and increase the potential that exists in students.

Students actually have a variety of uniqueness and diversity in capturing information or subject matter provided by teachers in learning activities. The difference has to do with different wants, needs, wills, talents, interests and abilities and brain potentials. Bobbi DePorter (2000) explained that the human brain has three abilities in learning known as three modalities, namely: (1) Visual: This modality accesses both created and remembered visual images. The person has the ability to remember through pictures and likes to read. (2) Auditorial: This modality accesses all kinds of sounds and words. The person has the ability to remember through what he hears. (3) Kinesthetic: This modality accesses all kinds of motion and emotion. A kinesthetic person learns by doing

Carrying out learning activities by combining these three modalities greatly supports the improvement of learning outcomes. The same thing was also stated by (Purnaningsih, 2017) there are three types of student interest related to the receipt of information or material provided by the teacher. First, Auditive, which is students who like to listen to explanations from teachers. Second, Visual, this type of student prefers to see rather than listen. For this type of student, it will result in less optimal absorption of information or subject matter if the teacher only uses verbal symbols or speech. Third, Kinestestics, namely students who like to do (learning to do), of course, with this type of learning media will be able to help the absorption of the subject matter given by the teacher. So if teachers in teaching only use verbal symbols or one way communication, this is not optimal in achieving the expected competence. In addition to these explanations, in general the media has uses, namely: (1) Clarify the message so

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that it is not too verbalistic (2) Overcoming the limitations of space, time, energy and sensory power. (3) Generate passion for learning, more direct interaction between students and learning resources. (4) Enable students to learn independently according to their visual, auditory and kinesthetic talents and abilities. (5) Gives the same stimuli, equalizes experiences and elicits the same perceptions.

The results of BAVA research in America confirm that if a teacher or educator who teaches only uses verbal symbols the material absorbed is only 13% and even then it will not last long, while those who use multimedia can reach 64 to 84% and last longer. This means that the media is very influential in improving the quality of learning. In line with that, according to (Hidayati & Chamdani, n.d.)the use of media can increase student learning motivation so that students' attention to learning material can be further increased.

Therefore, learning media in their use must be relevant to the competencies to be achieved in the learning content itself. This opinion is affirmed by Oemar Hamalik (1994), that learning media is very important to use in all teaching situations, based on the assumption that learning media has an important function to improve student learning outcomes and learning outcomes are impossible to increase without the use of relevant learning media.

METHOD

This research is a Classroom Action Research that aims to create improvements and quality improvements in the learning process. Improving the quality of learning is an action that must be done by teachers in the context of quality learning services.

This research focuses more on the application of Audio Visual media in English learning with the material "Narrative Text" as an effort to improve the learning outcomes of SMK Negeri 6 Semarang students.

Research Subjects

In this study, the subjects of the study were students of grade X PH 1 SMK Negeri 6 Semarang with a total of 35 students, consisting of 4 men and 31 women.

Research Procedure

This research was carried out in two cycles. The first cycle has three meetings and the second cycle has two meetings. The procedure for implementing class action research takes the spiral step model of class action from Wardhani (2007) with steps: planning, acting, observing and reflecting in each cycle.

Step 1. Planning

In the planning stage what researchers do is to establish research classes, set research time, determine the subject matter, prepare source books, tools and learning media (Laptops, LCD Projectors, active speakers, learning slides and Learning Videos, divide student study groups, prepare learning tools such as syllabi and Teaching Modules, make attendance lists and grade lists, determine observers, prepare observation sheets, prepare assessment instruments.

Step 2. Acting

This stage is the implementation of all plans that have been made in the action planning that takes place in the classroom. In carrying out this action, the researcher was assisted by an obsor, namely Mr. Akhadun.S.Pd. Observers observe the implementation of learning both on teacher and student activities and record the results of observations in observation sheets

The steps taken in the process of teaching and learning activities using Audio Visual Media are: (a) Initial Activity (10 minutes) (1) Greeting and praying. (2) The teacher conditions the class and absents the students. (3) Teachers provide perception and motivation. (4) The teacher conveys the learning objectives and explains the steps of the learning activity. (5) Divide students into small groups. (b) Core Activities (60 minutes): (1) The teacher explains the subject matter of Narrative Text using Audio Visual media (2) The teacher directs students to observe/listen to impressions about Narrative Text. (3) Students have a discussion about the content of the video show. Students present the results of the discussion, other students are given the opportunity to respond. The teacher provides reinforcement and corrects misunderstandings (c) Final Activity (10 minutes): (1) The teacher and/or student concludes the subject matter. (2) The teacher conducts a test post. (3) The teacher gives information about the material to be discussed at the next week's meeting.

Step 3. Observing

This step is carried out simultaneously with the action, namely during the course of learning.

Step 4. Reflecting

Reflection is carried out after completion of learning in cycle I. Evaluate cycle I actions, discuss the results of cycle I evaluation with observers / peers and improve the implementation of actions according to the evaluation results to be used in cycle II.

Step 5. Advanced action planning

If the learning results are not satisfactory, corrective actions are taken to overcome existing problems. In other words, if the problem under study is not satisfactory, then PTK is continued in cycle II with the same procedure as in cycle I and so on.

Data Collection and Data Analysis Techniques

Data Collection Techniques

(1) Cognitive Tests The Cognitive Tests conducted in this study used written tests. This test is used to measure students' cognitive levels in Narrative Text material (2) Psychomotor (performance test) Performance tests are used to measure students' abilities according to the indicators in the syllabus: (a) Students' ability to understand Narrative Text (b) Students' ability to practice narrative text.

(c) Affective (Observation Sheet) Observation steps taken: Preliminary meeting Preliminary meetings often referred to as planning meetings are conducted before observation takes place. The purpose of this meeting is to agree on

various matters related to the lessons to be observed and observations to be made, namely about the focus of observation, observation criteria, length of observation, and method of observation. Implementation of Observation When the implementation of research takes place using Audio Visual learning media, the author begins to document the process, circumstances, and other factors that can arise and develop during the situation. Such as teacher teaching behavior, student learning behavior, and interaction between teachers and students. Counter-discussion After the observations are obtained, it will be used as a basis for conducting reverse discussions. The reverse meeting is carried out as soon as the observed research action ends. In these meetings teachers and observers share information gathered during observations, discuss and take further action if necessary. Research Instruments In this study, research instruments were used, namely: (1) Teacher Observation Sheet. (2) Student Observation Sheet.

Data obtained from answer sheets and student practices will be analyzed comulatively by looking at the percentage increase in student learning outcomes. While the data obtained from the observation of the learning process is analyzed as material to determine the next action. Then all data is used to draw conclusions from actions and their effects on student learning processes and outcomes. Observation data of student activity is interpreted as follows: 81%-100% = Very good, 61% - 80% = Good, 41% – 60 = Sufficient, 21%-40% = Less, 0%-20% = Less good

Data Analysis Techniques

Data analysis techniques are carried out through observing the attention of students in class using a predetermined observation format and student learning outcomes each cycle so that they can determine the percentage of improvement in learning outcomes which are then described for conclusions. In determining the percentage of student learning outcomes, the following formula is used:

$P = $ x 100 % (1)

Description: P = percentage, F = number of indicators/items answered
N = number of students

Action success indicators

The parameter of this study is the completeness of learning both individually and classically. Data on the completeness of student learning by looking at the completeness of individual student learning against students who follow the application of *Audio Visual* learning media. In this study, students are said to have completed achieving competence if they achieve a

KKM ≥ score of 75. To determine the completeness of individual student learning in the learning process, the formula is used:

Individual completeness = $\dfrac{jumlah\ jawaban\ individu\ yang\ benar}{jumlah\ soal}$ x 100 %

With the criteria if a student (individual) has achieved a score of 75% of the number of questions given or with

a score of 75, the individual is said to be complete (Ministry of Education, 2006). Classical completeness is determined by the formula: Classical Completeness =

$$\frac{jumlah\ siswa\ yang\ tuntas}{jumlah\ siswa} \times 100\ \% \qquad (3)$$

With the criteria if a class has reached a score of 85% of the number of students who are complete or with a score of 75, the class is said to be complete (Ministry of Education, 2006). The improvement of student learning outcomes can be seen by comparing student learning outcomes obtained from basic scores, cycle 1 daily tests and cycle 2 daily tests which are developmental scores. The success indicator of this study is marked by a minimum of 85% of students can achieve the Minimum Completeness (KKM) criterion of 75 for Narrative Text material.

FINDING AND DISCUSSION

The increase in learning outcomes as in table 9 occurs because the use of Audio Visual media attracts students' attention more than using image media. Using Audio Visual media means that the teacher has given stimulus to students through hearing and vision, by seeing and hearing finally students will be able to practice; in other words, the use of Audio Visual media stimulates the activation of three modalities / potentials of the human brain (students), namely visual, audio, and kinesthetic modalities so as to improve learning outcomes.

The results of the analysis of the implementation of daily tests in cycle I after conducting 2 learning process meetings can be seen in

Table 10 below.

No	Classification	Frequency	Percetage(%)
1	Complete	15	42,8%
2	Incomplete	20	57,2%
TOTAL		35	100%

From Table 1 it can be seen that there were 15 (42.8%) students who did not complete, and 20 (57.2%) who completed. This shows that learning with Audio Visual media can improve student learning outcomes even though classical completeness has not been achieved in accordance with the Ministry of National Education (2006), which is to achieve a score of 85% in accordance with the standard criteria for subject completeness

Learning outcomes tests conducted in cycle II have increased than test results in cycle I. Improvement in student learning outcomes can be seen from Table II below.

Table 2. Data on the Completeness of Student Learning Outcomes in Cycle II

No	Classification	Frequency	Percentage (%)
1	Complete	32	91,5%
2	Incomplete	3	8,5%
TOTAL		35	100%

From Table 2 above, it can be seen that the increase in student learning outcomes in cycle II, the number of students who are complete is 91.5%, this figure has met the classical completeness requirements of 85% according to the completeness criteria according to the Ministry of National Education in 2006. This shows that students are motivated and have an

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interest in English lessons. And the improvement in learning outcomes has reached KKM, even though there is one student who is not complete.

The development of learning outcomes in cycles I and II can be seen in the table below:

Table 3. Data on the Completeness of Student Learning Outcomes in Cycle I and Cycle II

		Cycle I (%)	Cycle II (%)
Pencapaian	Before using audio visual media (%)		
Tuntas	31,5%	42,8%	91,5%
Tidak Tuntas	68,5%	57,2%	8,5%

The data showed that the percentage of students who were enrolled in the second cycle had reached the classical minimum enrollment criteria, even though there were still three people who were not enroled, it would be overcome by providing remedial. Based on the results of the reflection, it is not necessary to proceed to the III cycle and the class is stated to have applied to the material of the Narative Text.

CONCLUSION

From the results of research, processing and analysis of data that has been carried out on research on the application of visual audio learning media to learning Narative Text the author can conclude: (1) Visual Audio Media is very effective in learning Narrative Text so it can improve student learning outcomes. (2) Based on the observation result, learing using visual audio media can stimulate student interest and attract attention in learning so that it is easier to master the lesson material.

ACKNOWLEDGEMENT

(1) Teacher should choose a learning medium that matches the material to be taught, the goals to be taught, the goals to be achieved and the characteristics of student (2) To communicate narrative text material, teachers should use visual audio learning media.

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