

# THE USE OF AUDIO-VISUAL MEDIA TO IMPROVE SPEAKING LEARNING OUTCOMES AT SMK MUHAMMADIYAH KARANGANYAR

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## ABSTRACT

This study investigates the effectiveness of audio-visual media in improving the speaking skills of students at SMK Muhammadiyah Karanganya central of java Utilizing a descriptive analysis methodology, the research aims to find out the effect and benefit of using audio-visual media in learning speaking in English subject at SMK Muhammadiyah Karanganyar Pekalongan, Central Java. The study was conducted through the use of a questionnaire in which the students were required to complete it after learning English from the videos shared by the writers. The findings show that the students perceived various benefits in learning English through videos as audio visual media. Among the benefits were related to the ease and comfort in learning English which were felt by the majority of the students when they used audio visual media.

**Key words:** Audio-visual, media, speaking

## Introduction

Language is a communication tool that plays an important role in life. With a language, someone can interact with others, express self, reveal feelings, convey ideas, information or idea as well as disseminate knowledge. As explained by Muttaqien (2017), language supports the success in learning all fields of study; language is not only in the form of spoken words form saying or speech but also the use of language signal or language image. This means that learning languages can support our activities for communicating our needs in our lives.

The development of language learning in Indonesia has recently undergone a significant increase. The increase is seen in the study of foreign languages, such as Arabic, Chinese, German, Dutch, English, and many others. With the rapid advancement of technology and globalization, there is a growing demand to learn multiple languages to better understand global issues, knowledge, and technological developments. The primary goal of learning these foreign languages is to enable effective communication, both orally and in writing.

As we all know, English is a global language, and many academic books and international communications use English. Indonesia is one of the countries that mandates the study of English, incorporating it into the curriculum across all regions. In this era of advanced technology and globalization, it is crucial to understand and use English, as most modern technologies also utilize English as the primary language for operation.

Therefore, learning English is very necessary, especially in the most basic element in communication in English namely speaking. However, if we look at high schools, there are still many students who have difficulty in speaking English. Many factors make it difficult for students to understand English because (1) the teachers still use old method in teaching; (2) Not all teachers understand students' problems in learning English; (3) students have little interest for learning English as it is too boring; (4) not many

teachers understand about the development of technology to support the effectiveness of learning. From the problems, we can conclude that there are still various problems in teaching and learning English. With the existing problems in both the teaching and learning English, the writers were interested to study the students' perceptions about the use of audio visual media to improve students' speaking learning outcome.

Audio-visual learning media are intermediaries or teaching aids used by teachers in teaching and learning activities whose production and use of materials are absorbed through the view of images and hearing sounds (Aliansyah, 2021). Audio-visual learning media is a combination of audio (sound) and visual (images) (Fatimah, 2022). There are also several other theories from Syarwa, (2019) which say that audio visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to gain knowledge, skills or attitudes. Audio visual media is a message or information that combines audio media and visual media into one to support the process of learning activities, this audio visual media can be seen images or writing using the sense of sight and can also be heard through the sense of hearing (Fitriyanti, 2022).

A previous study on the use of audio visual has been done by Kirana (2016) which found that the students taught using the Audio Visual Media got better results in listening comprehension than students who were taught using the standard listening comprehension technique. Similarly, Atiyah and Izzah (2019) also found that the use of audio-visual method had a positive effect on the enhancement of students listening comprehension. Comparing the effects of conventional and audiovisual methods on learning efficiency and success of retention with regard to vocabulary teaching in foreign language, Bozavli and Ebubekir (2017) found out that the learners are more successful in efficiency of learning and retention via audiovisual method than through conventional method.

With the popularity of audio visual media and the benefits they offer, it is necessary to study how the students perceived them so that teachers can take advantage from them especially to support the students' mastery of speaking skills.

### Methodology

This study adopted a descriptive qualitative approach to investigate the students' perceptions about the use of audio visual media for improving their speaking outcomes. The study involved the second-year students from various major at SMK Muhammadiyah Karanganyar Pekalongan. A total of 30 students participated in this study. The data collection was done through the use of online questionnaire. The students were required to complete it after learning from the video shared by one of the writer.

### Findings and Discussions

This research aims to evaluate the effectiveness of audio-visual media in improving students' speaking learning outcomes at SMK Muhammadiyah Karanganyar especially in students' perceptions. Data were collected through the use of questionnaire consisting of 20 questions. The following is the analysis of the questionnaire.

**Tabel of data (Percentage)**

Question Item	Question	Students' responses		
		Agreed	Half agreed	Disagreed

Q1	Menurut anda apakah pembelajaran menggunakan audio-visual apakah lebih mudah? (Do you find learning using audio-visual media easier?)	100%	-	-
Q2	Apakah anda sering belajar menggunakan media audio-visual? (Do you often study using audio-visual media?)	96.66%	-	3.44%
Q3	Apakah anda merasa lebih nyaman belajar menggunakan media audio-visual? (Do you feel more comfortable learning using audio-visual media?)	90%	-	10%
Q4	Apakah menurut Anda media belajar audio-visual membantu Anda dalam memahami konsep yang sulit? (Do you think audio-visual learning media helps you understand difficult concepts?)	100%	-	-
Q5	Apakah Anda merasa media belajar audio-visual lebih menarik dibandingkan dengan bahan bacaan konvensional? (Do you find audio-visual learning media more engaging compared to traditional reading materials?)	100%	-	-
Q6	Bagaimana Anda menilai efektivitas media belajar audio-visual dalam membantu Anda mengingat informasi yang dipelajari? (How would you rate the effectiveness of audio-visual learning media in helping you retain the information you study?)	100%	-	-
Q7	Apakah Anda menganggap media belajar audio visual dapat membantu meningkatkan keterlibatan siswa dalam proses pembelajaran? (Do you believe audio-visual learning media can help increase student engagement in the learning process?)	60%	20%	10%

Q8	Apakah Anda percaya bahwa media belajar audio visual dapat memfasilitasi pemahaman yang lebih dalam terhadap materi pelajaran dibandingkan dengan metode lainnya? (Do you believe that audio-visual learning media can facilitate a deeper understanding of the subject matter compared to other methods?)	96.66%	3.44%	-
Q9	Menurut Anda, apakah media belajar audio visual efektif dalam mempersiapkan Anda untuk kondisi dunia nyata di luar kelas? (Do you think audio-visual learning media effectively prepares you for real-world situations outside the classroom?)	96.66%	3.44%	-

Based on the data collected, it can be concluded that the majority of students find audio-visual learning media highly effective in facilitating understanding, enhancing comfort and engagement, aiding in information retention, and preparing them for real-world situations.

Next, the writers present the data from question

Question Item	Questions	Students' responses
Q10	Kapan terakhir anda menggunakan media audio-visual untuk belajar? (When was the last time you used audio-visual media to study?)	On average, respondents answered no more than one month ago
Q11	Apa yang anda rasakan setelah belajar menggunakan media audio-visual? (How do you feel after studying with audio-visual media?)	All respondents answered that it was more understanding and easier
Q12	Bagaimana pengalaman Anda dalam menggunakan media belajar audio-visual dalam meningkatkan motivasi belajar Anda? (How has your experience been using audio-visual learning media to boost your motivation to study?)	On average, respondents answered that it makes learning easier and helpful
Q13	Apa saja kelebihan dan kekurangan yang Anda rasakan ketika menggunakan media belajar audio-visual? (What are the advantages and	Respondents answered that this media is convenient and time efficient, but often has shortcomings such as difficult

	disadvantages you experience when using audio-visual learning media?)	signals and devices that do not support their learning
Q14	Bagaimana pendapat Anda mengenai interaktifnya pengalaman belajar melalui media audio visual dibandingkan dengan metode pembelajaran tradisional? (What are your thoughts on the interactivity of learning through audio-visual media compared to traditional teaching methods?)	Respondents answered that they felt the interaction was real using audio-visual media
Q15	Apakah Anda pernah mengalami kesulitan dalam mengakses atau menggunakan media belajar audio visual? Jika ya, apa yang membuatnya sulit? (Have you ever encountered difficulties in accessing or using audio-visual learning media? If so, what made it difficult?)	On average, respondents did not have too crucial difficulties
Q16	Seberapa sering Anda menggunakan media belajar audio visual untuk membantu Anda mempersiapkan ujian atau tugas sekolah/universitas? (How often do you use audio-visual learning media to help you prepare for exams or school/university assignments?)	Respondents answered that they use it every day for at least no more than a week.
Q17	Bagaimana Anda menilai penggunaan media belajar audio visual dalam mengembangkan keterampilan visual dan auditif Anda? (ow do you rate the use of audio-visual learning media in developing your visual and auditory skills?)	On average, respondents answered that this media was very useful and at least all respondents gave a score above 7 out of 10
Q18	Apakah Anda cenderung lebih memilih konten media belajar audio-visual yang pendek dan langsung to the point atau yang lebih mendetail dengan penjelasan menyeluruh? (Do you prefer short and to-the-point audio-visual learning content or more detailed explanations?)	Some respondents answered detailed and to the point, but others answered detailed and comprehensive
Q19	Bagaimana penggunaan media belajar audio visual mempengaruhi waktu yang Anda alokasikan untuk belajar secara keseluruhan?	On average, respondents answered that it did not affect their study allocation

	(How does using audio-visual learning media affect the overall time you allocate for studying?)	
Q20	Apakah ada teknologi atau fitur tertentu dalam media belajar audio visual yang menurut Anda dapat ditingkatkan untuk meningkatkan kualitas pembelajaran? (Are there any technologies or features in audio-visual learning media that you think could be improved to enhance learning quality?)	On average, respondents want the latest features such as 3D, holograms and can be accessed for free

Based on the responses collected, students last used audio-visual media for study no more than one month ago and reported feeling more understanding and ease in learning after using it. They find audio-visual media helpful and motivating, appreciating its convenience and time efficiency, though they face challenges with signals and unsupported devices. Students believe that audio-visual media provides real interaction compared to traditional methods and do not encounter significant access difficulties. They use it daily, especially for exam or assignment preparation, and find it very useful for developing visual and auditory skills, rating it above 7 out of 10. Preferences for content length and detail vary among students, and the use of audio-visual media does not significantly impact their study time allocation. Students desire advanced features like 3D, holograms, and free access to further enhance the quality of learning.

## Discussion

The findings suggest that audio-visual media can significantly enhance the effectiveness learning and motivation of speaking for student. By providing multimodal input, these tools help students to grasp and retain language features more effectively. The engaging nature of audio-visual content can motivate students to participate more actively in speaking activities. These results align with previous research conducted by Kusuma and Wirayuda (2016), Suryani (2015), and Wardani and Murniasih (2018), which also reported positive impacts of audio-visual media on language learning outcomes.

## Conclusion

This study demonstrates the potential of audio-visual media to improve speaking learning outcomes at SMK Muhammadiyah Karanganyar. The significant improvements in students' speaking skills, increased engagement, and positive feedback indicate that integrating these tools into the language curriculum can be highly beneficial. Future research could explore the long-term effects of audio-visual media on language proficiency and investigate its impact on other language skills. Moreover, expanding the study to include a larger and more diverse sample could provide further insights into the generalizability of the findings.

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