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THE USE OF AUDIO VISUAL MEDIA TO IMPROVE THE LEARNING OUTCOMES OF CLASS III STUDENTS OF SD INPRES BAROMBONG 1 MAKASSAR CITY

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ABSTRACT

The aim of the research was to improve the learning outcomes of third grade students at SD Impres Barombong I through the use of audio-visual media. The focus of this research was all grade III students of SD Impres Barombong 1. This research lasted two cycles, each cycle was carried out for four meetings, the first to third meetings were the learning process and the fourth meeting was evaluation. Collecting data with observation techniques and giving tests, while the data analysis techniques used are quantitative and qualitative. Giving assignments with indicators at the reflection stage of the research cycle. The results achieved were (1) increased student reading learning outcomes, namely cycle I was in the sufficient category because there were 10 students or 47.61% who did not meet the minimum completeness criteria and cycle II was in the good category because there were only 5 students or 23.81% of the 21 students who cannot meet the minimum completeness criteria, this will be continued by the class III teacher at SD Impres Barombong 1 Makassar City. (2) there is an increase in student learning activities during learning takes place. Based on this research, it can be concluded that one way to improve reading learning outcomes is to use audio-visual media. Based on the results of the research above, it can be concluded that through the use of audio-visual media in class III students of SD Impres Barombong 1 Makassar City experienced an increase in reading learning outcomes.

Keywords : learning outcomes, reading, media, and audio-visual.

INTRODUCTION

Learning Indonesian in elementary schools consists of four language skills that must be mastered by students, namely listening skills, speaking skills, reading skills and writing skills. Reading skills are one of the language skills that must be mastered by elementary school students.

In addition, the ability to read is very important in one's life. Mastering reading skills greatly influences interest in participating in learning, having reading skills can increase student knowledge. In this regard, the importance of the ability to read for everyone is an absolute ability for literate people. Children

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who are unable to read will lose motivation in learning. Conversely, children who have good reading skills are more able to adjust developments in their lives.

Reading is given in stages, from low grades to high grades. Reading skills training in low grades is called beginning reading, while reading skills training in high grades is called advanced reading or reading comprehension. In line with that, the Ministry of National Education (2004) suggests that reading is done in stages, namely preliminary reading which is carried out in low grades with the aim that students can know the writing system and be skilled at reading. Reading comprehension carried out in high grades aims to make students able to understand the contents of the reading delivered by the author.

The ability to read is not obtained naturally, but through the learning process. This is in line with Rosidi's opinion in Hasbih (2019) that students' passion and interest in learning to read is not something that grows automatically by itself. So, it can be said that the emphasis in improving students' reading skills in elementary schools is to arouse students' interest in learning so that they are interested and motivated to read. Therefore, students' interest in learning to read must be fostered, because interest is a strong motivating factor for a person to do something. So, it is requiring the role of the teacher so that they can follow learning to read well.

However, the reality that occurs in elementary schools, students' interest in learning to read is not as expected. This problem was also clarified from the pre-research conducted by researchers in early August 2014, researchers conducted observations, interviews, and questionnaires at SDI Barombong I Makassar City to find out how much interest students had in learning to read.

Based on the observation activities carried out at the school, in general students in these elementary schools have less interest in learning to read, resulting in low learning outcomes. This was found by researchers from the results of observations made in the Class III setting at the elementary school which had an impact on students' low learning interest in learning to read, namely the teacher in teaching reading learning to students (1) the teacher only used reading, which was then read aloud teacher, students are only listeners and listeners of what is read by the teacher, (2) the teacher does not involve students directly reading the reading that has been provided by the teacher, both individually and in groups, (3) if students read the reading there are errors in pronunciation, the teacher does not guide students towards better improvement, (4) the lack of motivation given by the teacher to students so that interest in reading can develop, (5) the teacher only uses cardboard which is written on as a medium in learning to read, so students get bored receiving lessons.

From the results of direct interviews conducted by researchers with Class III teachers at the elementary school, information was obtained that the process of learning to read at the school was not fully in demand by students, students' interest in learning to read was lacking, so students felt bored while learning to read.

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One of the efforts that can be made in improving student learning outcomes in learning to read is by using Audiovisual media. Audio-visual media is media that has sound and picture elements. This type of media has better capabilities, because it includes both types of auditory (hearing) and visual (seeing) media. Audio visual media is an audiovisual aid which means materials or tools used in learning situations to assist written and spoken words in transmitting knowledge, attitudes, and ideas. As a medium for learning to read, it is hoped that it can increase student interest, so that students are interested in learning to read and can improve learning outcomes. The existence of Audio-Visual media as a learning tool in learning to read strongly supports the achievement of the expected learning objectives.

From the findings and descriptions above, it shows the low learning outcomes of students in learning to read in elementary schools, because the teacher is not quite right in choosing the appropriate media in increasing students' learning interest in learning to read. If this is allowed, it will have a negative impact on students and have an impact on the low quality and quality of learning, especially in learning to read. Therefore, the researchers planned efforts to overcome this through Classroom Action Research (CAR) with the research title "Using Audio Visual Media to Improve Reading Learning Outcomes for Class III Students of SD Inpres Barombong 1 Makassar City".

Using Audio-Visual media in the teaching and learning process, especially in learning to read in elementary schools, it is hoped that it can improve student learning outcomes in learning to read, as the characteristics of elementary school students are very interested in something that is observed, heard and experienced directly, because it can lead to meaningful impression on individual students.

METHODS

The type of research carried out is classroom action research (CAR) or classroom action research. This research was conducted at SD Inpres Barombong 1 Makassar city. The factors investigated in this study were students and their learning process by observing students' interests and learning outcomes during the teaching and learning process. The use of audio-visual media as an effort to improve student learning outcomes in learning to read. The research procedure consists of action planning, action implementation, observation, and reflection. Data collection techniques using observation techniques and test techniques.

RESULTS AND DISCUSSION

Results

This classroom action research was conducted on third grade students of SD Inpres Barombong 1 carried out in two cycles. Each cycle consists of planning, action, observation, and reflection stages. At the end of each cycle, data is obtained about student responses to the implementation of learning using audio-visual media.

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Description of First Cycle Results

The activities carried out in the first cycle include: planning, implementing, observing, and reflecting. Each activity is described as follows:

a. Action Planning

Planning for the first cycle of PTK is an attempt to improve reading skills through the use of audio-visual media in class III SD Inpres Barombongl Makassar. Learning planning with the basic competence of reading with the right pronunciation and intonation.

After consulting with the school principal and class III teacher the researcher did the following:

1. Develop lesson plans (RPP).
2. Compile observation sheets of learning processes and learning activities.
3. Prepare learning media to be used.
4. Setting up a reading skills test.
5. Establish learning success criteria by using audio-visual media. minimum average reading ability score of 70 according to the KKM standard.
6. Establish 4 meeting activities, with the details of 3 meetings for the learning process and 1 meeting for the reading test.

b. Action Implementation

implementation of the first cycle of action on Tuesday January 6 2015, the second meeting on January 7, the third meeting on January 13 2015 and the reading test was held on January 14 2015. In carrying out research in this cycle the teacher is the researcher, while the Class III teacher at SD Inpres Barombong 1 Makassar acts as an observer.

The process of learning to read using audio-visual media is divided into three stages, namely the learning preparation stage, the learning implementation stage, and the final learning stage.

1. | Learning Preparation Stage

The preparatory stage carried out in learning is preparing the media to be used, arranging student seats so that all students can see the audio-visual media used clearly. After that the teacher prepares the class and checks student attendance, prays, does apperception, conveys the learning objectives.

2. Learning Implementation Stage

In improving reading learning outcomes in class III SD Inpres Barombong 1 Makassar city, audio-visual media is used to attract students' interest in learning to read. In the implementation of learning the teacher displays readings through audio-visual media then students are asked to read the readings in groups and individually. Then the teacher explains the meaning of the text.

3. Final Stage of Lesson Implementation

The final stage is to provide conclusions and reinforcement, motivate students to study diligently, especially in practicing reading at home through parental guidance, giving moral messages and presenting material to be studied at the next meeting.

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Table 1 Statistics on learning outcomes for third grade students at SD Inpres Barombong 1

Statistics	Statistical value
subject	21
ideal value	100
Low score	42.5
High score	90
Average value	68,48

From table 1 above, it can be concluded that the learning outcomes of third grade students at SD Inpres Barombong 1 using audio-visual media with a total of 21 students obtained scores in cycle 1, namely the highest score of 90 and the lowest score of 42.5 with an average value of 66. 48.

If the scores of student learning outcomes are grouped into 5 categories, the frequency distribution of grades III students at SD Inpres Barombong 1 is obtained as shown in the following table:

Table 2. Frequency Distribution of Reading Learning Outcomes for Class III Students of SD Inpres Barombong 1 Cycle I

No	Success rate	Qualification	Frequency	Percentage %
1	85-100	Very good (SB)	1	4.76
2	70-84	OK(B)	10	47,61
3	55-69	Enough (C)	7	33,33
4	46-54	Less (K)	1	4.76
5	0-45	Very less (SK)	2	9.52
Amount			21	100

Based on the table above, it can be concluded that the results of learning to read for class III SD Inpres Barombong 1 students after the 1st cycle of Tier obtained a score of 0 — 45 for 2 students (9.52 Y4), 46 — 54 for 1 student (4.76 W), 55 — 69 are 7 students (33.33 Yo), 70 — 84 are 10 students (47.61 Y6), and 85 — 100 are 1 student (4.76). Furthermore, based on the average value of learning to read in the first cycle of 68.48, where the average value is at the SS - 69 success level, which means it is included in sufficient qualifications. If student learning outcomes in cycle 1 are analyzed, then the percentage of student learning completeness in cycle 1 can be seen in the following table:

Table 3 Description of the learning completeness of Grade III students at SD Inpres Barombong I Cycle I

score	Frequency	Category	Percentage
0-69	10	Not finished	47,61
70-100	11	Complete	52,38
Amount	21		100

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Based on the table above, it shows that the results of learning to read JII class JII SD Inpres Barombong 1 in cycle 1 the percentage of completeness of students 11 students or 52.38% of 21 students and 10 students or 47.61% of 21 students are in the incomplete category.

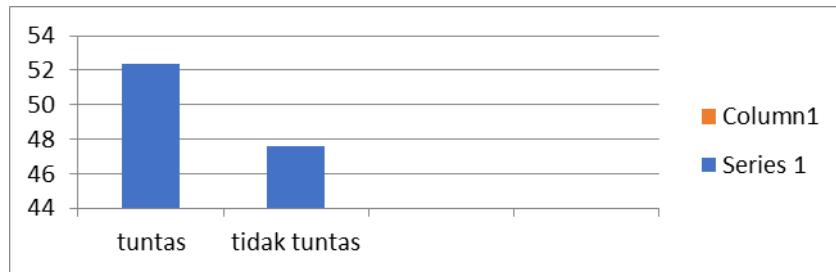


Figure 1 Description of the Learning Completeness of Class III Students of SD Inpres Barombong 1

c. Observation

Observation of the process of learning to read using audio media Sung for class III students at SD Inpres Barombong 1. The initial activities carried out by the teacher, namely opening the lesson, doing apperception, explaining the subject matter, and guiding students to read properly and correctly. However, the teacher does not correct the mistakes made by students while reading. Furthermore, the teacher provides opportunities for students to ask or answer teacher questions even though this is only used by some students, and gives praise even though it is not evenly distributed to all students. At the end of the lesson the teacher gives homework and concludes the lesson then closes the lesson.

Table 4. Cycle 1 Student Observation Sheet

Observasi	Pertemuan 1		Pertemuan 2		Pertemuan 3		Pertemuan 4		Rata-Rata
	Jumlah	%	Jumlah	%	Jumlah	%	Jumlah	%	
Kehadiran	19	90,47	19	90,47	20	95,23	21	100	94,04
Siswa yang fokus pada penjelasan guru	13	61,9	17	80,95	18	85,75	21	100	82,15
Siswa yang fokus pada bacaan yang ditampilkan melalui media Audio Visual	17	80,95	18	85,75	19	90,47	20	95,23	88,1
Siswa yang memperhatikan saat temannya membaca bacaan yang ditampilkan melalui media Audio Visual	14	66	14	66	14	66	17	80,95	69,73
Siswa yang menjawab pertanyaan guru	13	61,9	14	66	12	66	15	71,42	66,33

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From the results of observations in cycle 1 it appears that there are some deficiencies that need to be corrected. These deficiencies include:

- a) Many students still do not pay attention to their friends when reading the readings that are displayed through audio-visual media.
- b) Many students still do not answer the questions posed by the teacher.

d. Reflection

Student activity when learning to read using audio-visual media in cycle 1 was not optimal. Because there are still many students who speak Jain things outside of class, thus affecting students' reading learning outcomes, there are still many who read with the correct pronunciation and intonation. Therefore, further efforts are needed to improve it in cycle II.

Description of the results of the second cycle

Activities carried out in the second cycle include: planning, implementing, observing, and reflecting. Each is described as follows:

a. Action Planning Stage

Planning in the second cycle is relatively the same as the first cycle as an effort to improve reading learning outcomes through the use of audio-visual media.

b. Action Implementation Stage

The learning implementation was carried out in 4 meetings, with details namely: 3 meetings for the learning process and 1 meeting for the test. The first meeting was held on January 20 2015, the second meeting was held on January 21 2015, the third meeting was held on January 27 2015 and the test was held on January 28 2015.

The process of learning to read using audio-visual media is divided into three stages, namely: the learning preparation stage, the learning implementation stage, and the final learning stage.

1. Learning Preparation Stage

The preparatory stage carried out in learning is preparing the media to be used, arranging student seats so that all students can see the audio-visual media used clearly. After that the teacher prepares the class and checks student attendance, prays, does apperception, conveys the learning objectives.

2. Learning Implementation Stage

In improving reading learning outcomes in class III SD Inpres Barombong 1 Makassar city, audio-visual media is used to attract students' interest in learning to read.

In the implementation of learning the teacher displays readings through audio-visual media then students are asked to read the readings in groups and individually. Then the teacher explains the meaning of the text.

3. Final Stage of Lesson Implementation

The final stage is to provide conclusions and reinforcement, motivate students to study diligently, especially in practicing reading at home through

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parental guidance, giving moral messages and presenting material to be studied at the next meeting.

Table 5 Statistics on Reading Learning Outcomes for Class III Students of SD Inpres Barombong I Cycle II

Statistics	Statistical value
subject	21
ideal value	100
Low score	50
High score	95
Average value	75,71

From table 5 above it can be concluded that the reading ability of class III SD Inpres Barombong 1 in cycle II which was carried out using audio-visual media obtained the highest score of 100 out of 21 students and the lowest score was 50 out of 21 number of students with an average score of 75. 71.

If the learning outcomes of class III SD Inpres Barombong 1 in cycle II are grouped into 5 categories, then the frequency distribution of values is obtained as shown in the following table:

Table 6 Frequency Distribution of Reading Learning Outcomes for Class III Students of SD Inpres Barombong 1 Cycle II

No	Success rate	Qualification	Frequency	Percentage %
1	85-100	Very good (SB)	6	28.57
2	70-84	OK(B)	10	47,61
3	55-69	Enough (C)	4	19.04
4	46-54	Less (K)	1	4.76
5	0-45	Very less (SK)	-	-
Amount			21	100

Based on the table above, it can be concluded that the results of learning to read for class III SD Inpres Barombong 1 students after the second cycle was held, obtained a score of 0 — 45 none (0%), 46 — 54 as many as 1 person (4.76%), 55 - 69 as many as 4 people (19.04%), 70 — 84 as many as 10 people (47.61%), 85 — 100 as many as 6 people (28.57%). Thus, if the average score is related to the qualifying score, the learning outcomes of class III students at SD Inpres Barombong 1 in cycle II are in good qualification.

If the learning outcomes of class III SD Inpres Barombongl in cycle II are analyzed, then the percentage of student learning completeness in cycle II can be seen from the following table:

Table 7 Description of the learning completeness of Grade III students at SD Inpres Barombong I Cycle II

score	Frequency	category	percentage
0-69	5	Not finished	23,81
70-100	16	complete	76,19

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Amount	21	100
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Based on the table above, it shows that the learning outcomes of students at SD Inpres Barombong 1 in cycle II, the percentage of students' completeness was 16 students or 76.19% of 21 students and 5 students or 23.81% of 21 students were in the incomplete category. The description of the learning completeness of class III SD Inpres Barombong I students can also be seen in the following graph:

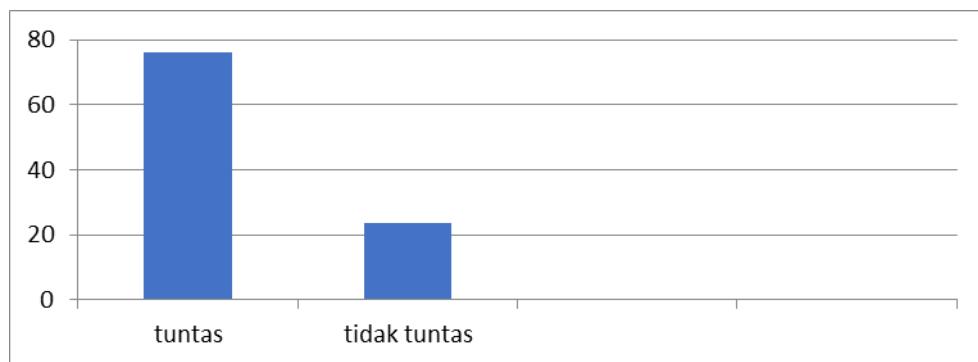


Figure 2 Description of the Learning Completeness of Class III Students of SD Inpres Barombong 1

c. Observation

Observation of the process of learning to read using audio-visual media in class III students at SD Inpres Barombong 1. The initial activities carried out by the teacher were opening the lesson, conducting apperception, explaining the subject matter, and guiding students to read properly and correctly.

Table 8 Student Observation Sheet cycle II

Kategori	Jumlah	%	Jumlah	%	Jumlah	%	Jumlah	%	Rata-rata
Kehadiran	20	95,23	20	95,23	21	100	21	100	97,61
Siswa yang fokus pada penjelasan guru	20	95,23	20	95,23	21	100	21	100	96,42
Siswa yang fokus pada bacaan yang ditampilkan melalui media Audio Visual	19	90,47	20	95,23	21	100	21	100	96,42
Siswa yang memperhatikan saat temannya membaca bacaan yang ditampilkan melalui media Audio Visual	17	80,95	19	90,47	19	96,47	19	90,47	88,09
Siswa yang menjawab pertanyaan guru	14	66	18	85,75	19	90,47	19	90,47	83,17

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In the learning process in cycle II the activities of class III students at SD Inpres Barombong 1 are increasingly optimal, this is presented in table 4.8 above which shows that,

- a) Student attendance rate 97.61 %
- b) Students who focus on the teacher's explanation 97.61%
- c) Students who focus on reading displayed through Audio Visual media 96.42 %
- d) Students who pay attention when their friends read readings that are displayed through audio-visual media 88.09%
- e) Students who answered the teacher's questions 83.17%

In cycle II there was an increase in the teaching and learning process. This can be seen from the activeness of the students in the teaching and learning process and the decreasing number of students who talk about other things outside of the lesson. The courage of students to answer questions from the teacher has begun to increase compared to cycle 1, not only for groups of students who have good learning results, but also students who have been silent, showing courage to answer questions from the teacher even though some are still not quite right.

d. Reflection

the second cycle of learning is intended to improve reading learning outcomes through the use of audio-visual media. From the test results in the second cycle, it can be seen that the grades obtained by third grade students at SD Inpres Barombong 1 Makassar City have reached above 70 96, the results are in accordance with the expected results.

Discussion

In this study, audio-visual media was used as a learning media which consisted of 2 cycles. In the results of the first cycle test, it can be seen that the highest score obtained by a class III student at SD Inpres Barombong 1 Nalah is 90, while the lowest score is 42.5 and the average score is 68.489. 61% Kareng. The percentage of the final cycle test results has not reached 70%, then it is continued to the second cycle. The low percentage of scores obtained at the end of cycle 1 is due to the lack of attention and self-confidence of some students. Though self-confidence is an important factor in the effectiveness of their learning.

The use of audio-visual media can improve reading learning outcomes for third grade students of SD Inpres Barombong 1. This is evidenced by the increase in learning outcomes in cycles I and II. In the second cycle, the highest value was 95 and the lowest value was 50 with an average value of 75.71%. There was an increase in the average value from cycle 1 to cycle II of 7.23%. The completeness value in cycle II was 76.19% and 23.81% incomplete. There was an increase in the value of completeness from cycle I to cycle II of 23.81%.

Observation of the student attendance rate in cycle I was 94.04%, and in cycle II it increased to 97.61 %. The level of students who focused on the teacher's

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explanation in cycle I was 82.15% and in cycle II there was a significant increase, namely 97.61%. Students who focused on reading displayed through Audio Visual media in cycle I was 88.1% and in cycle II it increased to 96.42%. Students who paid attention when their friends read the text displayed through audio-visual media in the first cycle, namely 66.73 % and in the second cycle increased to 88.09%. Students who answered the teacher's questions in the first cycle were 66.33% and in the second cycle it increased to 83.17%.

CONCLUSION

Based on the results of research for two cycles in class III students of SD Inpres Barombong 1 Makassar city, it can be concluded that 1) The use of Audio Visual Media can improve reading learning outcomes for class III SD Inpres Barombong 1 Makassar city in cycle I with an average value of 68.48% and in cycle II with an average value of 15.71% This means from cycle I to cycle II experienced an increase of 7.23%. 2) With the use of audio visual media the number of students present in the first cycle was 94.04%, and in the second cycle it increased to 97.61 %. The level of students who focused on the teacher's explanation in cycle I was 82.15% and in cycle II there was a significant increase, namely 97.61%. Students who focused on reading displayed through Audio Visual media in cycle I was 88.14 and in cycle II it increased to 96.42%. Students who paid attention when their friends read the text displayed through audio-visual media in the first cycle were 66.73 96 and in the second cycle it increased to 88.09%. Students who answered the teacher's questions in cycle I, namely 66.33% in cycle II, increased to 83.17%.

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