Students' Perceptions in Learning English: A Case Study on the Use of Audio-Visual Media in an Indonesian Vocational High School in Blora, Central Java

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Abstract

Learning English which has different languages is still an obstacle for students. Teachers must have other ways to attract students' attention by using media. This study aims to determine the method used by teachers in learning English and also to find out students' perceptions of it is application so far. This research was conducted on 15 students grade XII at one of vocational high schools in Blora Regency, Central Java, Indonesia. This research was conducted based on a qualitative descriptive approach and the data collection techniques in the form of interviews and questionnaires. Collaborators in this study are researchers providing interviews as primer data and questionnaires that are filled in according to students' experience. Research data were analyzed using qualitative descriptive techniques in the form of an explanation. From the results of research conducted by researchers obtained from 15 students, as many as 13 respondents (86.7%) had a positive perception, 2 respondents (13.33%) had a negative perception. Students have a high interest in learning English using audio-visual media.
Keyword : media, audiovisual media, perceptions.

Abstrak

Pembelajaran bahasa inggris memiliki bahasa yang berbeda masih masih menjadi kendala bagi siswa. Guru harus memiliki cara lain untuk mendapatkan perhatian siswa dengan menggunakan media. Penelitian ini bertujuan untuk mengetahui metode yang digunakan guru dalam pembelajaran bahasa inggris dan juga untuk mengetahui persepsi siswa terhadap penerapannya selama ini. Penelitian ini dilakukan pada 15 siswa kelas XII di salah satu SMK di Kabupaten Blora, Jawa Tengah, Indonesia. Penelitian ini dilakukan berdasarkan descriptive kualitatif dan teknik pengumpulan data berupa wawancara dan angket. Kolaborator dalam penelitian ini adalah peneliti yang memberikan wawancara sebagai data primer dan angket yang diisi sesuai dengan pengalaman siswa. Data penelitian dianalisis menggunakan teknik deskriptif kualitatif berupa penjelasan. Dari hasil penelitian yang dilakukan peneliti diperoleh dari 15 siswa, sebanyak 13 responden (86,7%) memiliki persepsi positif, 2 responden (13,33%) memiliki persepsi negative. Siswa memiliki minat yang tinggi untuk belajar bahasa inggris dengan menggunakan media audio-visual.
Kata Kunci : Media, media audio-visual, persepsi.

INTRODUCTION

The progress of science and information technology has greatly influenced the preparation and implementation of learning strategies. Association of Education Communication & Technology (AECT, 1994) "instructional technology is the theory and practice of design, development, utilization, management, and evaluation of process and resources for learning". Through these technological advancements the teachers can use various media according to their needs. By not only using communication media can streamline the learning process, but it can also make the learning process more interesting and enjoyable for students. Educational technology is a way of teaching that uses technology tools that can be utilized to the maximum in an education while learning. As television, radio, films, overhead projectors, video, computer and tape recorder. These tools are usually called teaching aids or audio visual teaching tools. In educational technology, these tools are called hardware and software.

Today's learning media continues to experience developments along with the development of information and technology in the world. (Ahmadi, 2010: 36) says that new technologies, especially multimedia has an increasingly important role in the learning process. Many people believe that multimedia or technology will changing learning situations where learning with effort can be replaced with learning with fun. So enjoyable learning process, creative, not boring will become the right choice for teachers to teach students. The term learning is a process integral between students, educators and material taught in learning environment. Learning process occurs because of interactions between one with the environment. By therefore, learning can occur at any time only and everywhere. One marked a person has learned that there is a change in behavior in that person which may be caused by changes in the level of knowledge, skills and attitudes wherever and whenever. In learning, the teacher is highly demanded to be able to make the process learning is conducive.

In the teaching and learning process the media has an important role. Because in learning media can help convey material more clearly. The complexity of learning materials that will be conveyed to students can be simplified with the help of the media. The media will help the teacher in giving explanations to students. Thus, students are easier to digest material than without the help of the media. The learning process is also called the communication process between the teacher and students. In a communication process always involves three main components, namely the component of the sender of the message (teacher), the component of the recipient of the message (students), and the component of the message itself in the form of subject matter. One of the lessons in the classroom is to use audio-visual media.

The media comes from the word medium which has an intermediate or introductory meaning. according to

EACT cited by Rohani (1997: 2) the media are all forms that are used for the process of channeling information. Then it can be concluded that the media is anything that can be used or to help channel messages and information that can stimulate students' thoughts, feelings, concerns and interests so that the learning process occurs in order to achieve learning objectives. Audio is sound within the acoustic range available to humans. An audio frequency (AF) is an electrical alternating current within the 20 to 20,000 hertz (cycles per second) range that can be used to produce acoustic sound. In computers, audio is the sound system that comes with or can be added to a computer.

Audio-visual media is media that uses sound elements and also picture elements. This type of media has better expertise, because it includes both types of auditive (listening) and visual (viewing) media. Asyhar (2011: 45) defines that audio-visual media is a type of media used in learning activities by involving hearing and vision as well as in one process or activity. Messages and information that can be channeled through this media can be verbal and nonverbal messages that rely on both vision and hearing for example films, videos, TV programs, and others.

The benefits of instructional media in the teaching and learning process are: 1) Learning media can clarify the presentation of data and information so that it can facilitate and improve learning process and results. 2) Media can improve and direct the child's attention so that it can lead to motivation to learn, more direct interaction between students and their environment, and the possibility of students to learn independently according to their abilities and interests. 3) Learning media can provide a common experience to students about events in their environment, as well as allowing direct interaction with the teacher, the community, and the environment, for example through field trips, visits to museums or zoos. 4) Learning media can overcome the limitations of the senses, space and time. One of the benefits of a learning media is that it can lead to student motivation. Therefore the existence of a learning medium also has an important role in increasing student motivation.

Understanding of a material depends on how the teacher explains to students. By using this audio-visual media it is expected that students can understand well the learning of English. Provision of pictures or films in the form of videos can attract attention and increase student understanding. Media is not just a tool or material, but it is things that allow students to be able to gain knowledge. In general, the media include people, equipment, or activities which creates conditions that allow students to acquire knowledge, skills and attitudes. In this study, the researcher wanted to provide an updated explanation of students' perceptions of leraning English using Audio-Visual Media in one of the vocational high school.

RESEARCH METHOD

The method used in this study uses the interview and questionnaire methods. This research methodology examines the review of learning English using audio-visual media. The purpose of this study is to facilitate students in learning English by using audio-visual media and make it easier to find all material related to English topics. The audio-visual method presents learning material using instructional media tools that can play, or demonstrate the material so students / students can watch it directly, observe carefully, hold / feel the demonstration materials. In addition, this study aims to determine students' perceptions of learning audio-visual media. Based on this approach, this study analyzes and deals with multimedia technology in teaching English.

The research began conducted in May 2021, approximately 1 month of research would take place. The results of this study have been compiled together with the ongoing research. The findings in this study have been arranged in the form report on the results and discussion of the analysis. Place of Research carried out in an Indonesia vocational high school in Blora. The subjects of the study were students of grade XII at Vocational High School in Blora. While the object of research is the use of media audio-visual in learning English.

Data Collection Techniques

Data collection techniques in this study used Interview and questionnaire. In the data collection technique through this interview, the examiner gives questions about audio-visual media in learning English to students, this method uses questions and answers based on research. The questions given must be answered honestly and openly so that the data obtained is in accordance with the facts. The instrument used in the implementation of the rest is a interviews paper. The interview is a conversation between two or more people and takes place as a resource and interviewer. The purpose of the interview is to get the right information from sources who are considered to be able to provide the information needed. Interviews are conducted by submitting a number of questions from the interviewer to the informant who are then answered in accordance with experience. While questionnaire is a data collection technique by asking written questions to be answered by respondents in a written manner as well, respondents giving answers in the form of strongly agree, agree and disagree choices that have been provided. Questionnaire is a collection of written questions that are used to obtain information from respondents about themselves or things that are known. The purpose of distributing questionnaires is to look for complete information about a problem and the respondent without worrying if the respondent gives an answer that does not match the reality in filling out the questionnaire because the answer is according to the respondent's experience.

Data Analysis Techniques

Researchers used data analysis techniques namely the Mills

&Huberman model in Sugiyono (2017:132) with stages data collection, namely data collection, data reduction. The data collection process begins with determining the questions or themes that will be asked during the interview and questionnaire. Making questions and statements on the questionnaire is done by determining the theme and adjusting the problem. Interview data collection was carried out simultaneously, while questionnaires were carried out alternately. In the data reduction process, the researcher must record and examine in detail. Data reduction means summarizing, sorting out the main points, and focusing on the data that is important. The data that has been reduced will provide a clearer picture for the researcher to get the results. The data that has been obtained from the interview are classified or categorized into each problem through brief descriptions, directing, removing unnecessary, and organizing data so that conclusions can be drawn.

FINDINGS AND DISCUSSION

The purpose of this study was to determine the level of student interest in learning English using audio-visual media because quite a lot of other media are currently developing. In students' perceptions are expected to provide benefits to improve learning outcomes in English. This study uses two methods, the questionnaire calculation method and the interview method. The use of audio-visual media in learning has an influence on student learning outcomes in the field English. Media audio visual in the form of video or film can influence the ability to listen to students and be a solution when students feel fed up with traditional (conventional) listening learning by class teachers.

a. Interview

Learning English using audio-visual media has been introduced from class X, but it is not continuous because it will also cause boredom for students. The application of learning using this media is done occasionally and becomes an interlude so that students feel really waiting for this media learning as said by student 2 "I think the difference is in the enthusiasm of the students and the results. Because when I use audio-visual media, I prefer it and my friends often look forward to it. If you learn ordinary English without media, it's still acceptable but we get bored quickly." There will always be advantages and disadvantages in the learning process. Not infrequently, these obstacles make students more enthusiastic when learning using media will be carried out. As explained by the student "Still motivated, because we are looking forward to the next English lesson". Based on the results described by student 3, the advantage of learning English using this audio-visual media is that students can better understand the material because with the help of animation in the video students become more focused and the material can be repeated many times, besides that the teacher's explanation becomes more understandable. As for the obstacles they usually face, namely language differences and in the event of a power outage, learning using LCD will be canceled but the existing obstacles do

not dampen their enthusiasm in learning English.

b. Questionnaire

The perception of class XII students towards learning English using audio-visual media was measured using a questionnaire with 10 questions. The result from the answer that the majority of students gave a positive response. Although there is a negative response but as it can be seen that the difference in presentation is only slightly. In this case it can be interpreted that actually all students like learning english using audio-visual media but there are still
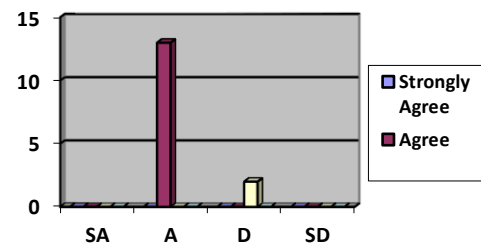
obstacles as explained in the interview result.

Figure 1.Bar Chart of Class XII Students' Perceptions of Learning English Using Audio-visual Media.

Thus, it can be said that the perception of class XII students towards learning English using audio-visual media in one of the vocational high schools in Blora is positive, which is 13 or 86.7% of students.

CONCLUSION

This study discusses the perception of class XII students in one of the vocational high schools, towards learning English using audio-visual media when taught with a long level of time. The perception referred to in this study is the level of students' impressions of the effectiveness of learning using audio-visual media. From the results of research conducted by researchers obtained from 15 students, as many as 13 respondents (86.7%) had a positive perception, 2 respondents (13.33%) had a negative perception, and no students had a very positive or very negative perception. Based on the results of the data processing, it can be seen that the majority of students have a positive impression of learning English when using audio-visual media. While the rest have a negative impression on learning English using audio-visual media even though the percentage calculation is not too low.

Based on these results, it shows that students' motivation towards learning English when using audio-visual media

shows a positive value. Learning English using audio-visual media has been introduced since class X. The difference in the time span starting from class X makes students interested in learning English when using audio-visual media. With high interest and attention from students, it is expected to be able to increase student scores. In addition, the use of interesting media is expected to be able to improve overall mental and emotional students and students can give positive results.

As research conducted by Rizki (2015) the finding of the students' perceptions on the use of film as a media in EFL classroom : film helps students in learning English, films helps the students in improving English language skills, and film helps the students in learning culture from different countries. The finding also showed that almost all of the students agreed that the film was helpful to use as a media in their EFL classroom. In several categories used by Rizki in his research, the majority of students have a positive response to the use of films in EFL

learning. Although there are some who also disagree but it does not affect the learning process.

In addition, the teacher acts as a distributor and stimulates students to be able to understand the material presented. The method of learning in English can be maximized well by the teacher so that learning English which is considered difficult by students can be in accordance with the expectations and expected goals. Sufficient learning time is also an important capital for students to better understand the material presented. Coupled with adequate facilities and infrastructure from the school, students will get the results as expected. In addition, a conducive room also supports the success of learning. Further research may be able to involve more participants to reveal more issuesabout the use of audio-visual media in learning English. I would suggest that the use of audio-visual media especially in English can be used for teachers in teaching their students in the classroom. It is hoped that there will be further research on the use of audio-visual media as a media in English class and contribute to English education for improve the quality of teaching and learning.

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