

COMPARING THE EFFECTIVENESS OF AUDIOVISUAL AND TEXTBOOK MEDIA ON STUDENTS' READING COMPREHENSION

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By
Rahma Karida
NIM 21120076

ENGLISH EDUCATIONAL DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO

2025

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APPROVAL SHEETS

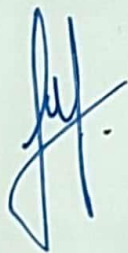
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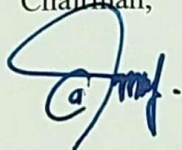
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Bojonegoro, 30 July 2025

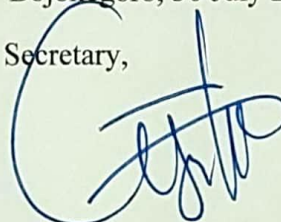
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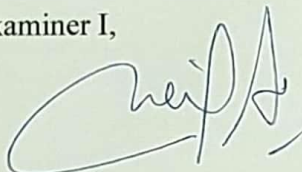
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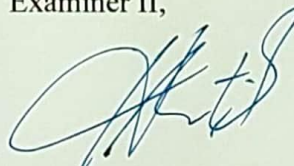
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MOTTO

“Keberhasilan dimulai dari keberanian untuk mencoba”

-Walt Disney

“Jika kamu tidak hidup sebagai manusia yang baik, setidaknya jadilah pendengar yang baik”

~Rahma Karida

“Semua bunga berawal dari kuncup, tetapi tidak semua bunga harus merekah bersamaan.”

~Rahma Karida

STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without any coercion from any parties, I hereby declare that the skripsi entitled:

Comparing The Effectiveness Of Audiovisual And Textbook Media On Students' Reading Comprehension

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 8 July 2025



Rahma Karida

21120076

ABSTRACT

Karida, Rahma. 2025. Comparison Of Using Audiovisual Media And Textbook Media In Improving Students' Reading Comprehension. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd., (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: audiovisual media, textbook, reading comprehension, experimental study, secondary education.

This study examines the effectiveness of audiovisual media compared to traditional textbook-based instruction in enhancing students' reading comprehension skills. The primary objective of this research is to determine whether audiovisual media leads to a more significant improvement in understanding English texts. A quantitative experimental design was employed, involving 57 eighth-grade students at SMP Ar-Rahmat, who were evenly divided into two groups: a control group (using textbooks) and an experimental group (using audiovisual media). Both groups were administered a pre-test and a post-test to measure their progress in reading comprehension. The results revealed that the group using audiovisual media showed a notable improvement, achieving a post-test score of 87.50%, while the textbook group obtained a score of 80.67%. This difference in post-test scores indicates that audiovisual media is more effective in enhancing students' reading comprehension. Furthermore, the use of audiovisual materials also increased student engagement and motivation throughout the learning process. These findings suggest that audiovisual media can serve as a more effective and engaging instructional tool compared to traditional textbooks, particularly in improving reading comprehension skills among junior high school students.

ABSTRAK

Karida, Rahma. 2025. Comparison Of Using Audiovisual Media And Textbook Media In Improving Students' Reading Comprehension. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd., (II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: media audiovisual, buku teks, membaca pemahaman, studi eksperimen, pendidikan menengah

Penelitian ini mengkaji efektivitas media audiovisual dibandingkan dengan pembelajaran berbasis buku teks tradisional dalam meningkatkan kemampuan membaca pemahaman siswa. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah media audiovisual memberikan peningkatan yang lebih signifikan terhadap pemahaman teks berbahasa Inggris. Desain penelitian yang digunakan adalah eksperimen kuantitatif dengan melibatkan 57 siswa kelas VIII SMP Ar-Rahmat yang dibagi secara merata ke dalam dua kelompok: kelompok kontrol (menggunakan buku teks) dan kelompok eksperimen (menggunakan media audiovisual). Kedua kelompok diberikan pre-test dan post-test untuk mengukur perkembangan kemampuan membaca pemahaman mereka. Hasil penelitian menunjukkan bahwa kelompok yang menggunakan media audiovisual mengalami peningkatan dengan skor post-test sebesar 87.50%, sedangkan kelompok yang menggunakan buku teks mendapat skor post-test sebesar 80.67%. Perbedaan skor post-test ini menunjukkan bahwa media audiovisual lebih efektif dalam meningkatkan pemahaman bacaan siswa. Selain itu, penggunaan media audiovisual juga meningkatkan keterlibatan dan motivasi siswa selama proses pembelajaran. Temuan ini mengindikasikan bahwa media audiovisual dapat menjadi alat pembelajaran yang lebih efektif dan menarik dibandingkan buku teks dalam pembelajaran bahasa Inggris, khususnya dalam keterampilan membaca pemahaman di jenjang sekolah menengah pertama.

DEDICATION

All praises and gratitude I offer to Allah Subhanahu wa Ta'ala for His endless mercy, guidance, and blessings, which have given me the opportunity, strength, and ease to complete this thesis, despite its imperfections. As a token of my gratitude and appreciation, I wholeheartedly dedicate this thesis to:

1. My dearest parents,

For your endless prayers, unwavering support, and unconditional love. Your sacrifices and perseverance have shaped who I am today. I sincerely apologize for all the difficulties I may have caused and thank you for everything you have done. This achievement belongs to all of us. To my sibling as well—thank you for being one of my reasons to stay strong.

2. My Advisor,

To Mrs. Fitri Nurdianingsih, M.Pd and Mr. Dr. Refi Ranto Rozak, M.Pd., Thank you for your guidance, patience, and valuable input throughout the process of writing this thesis. Your insights have laid an important foundation for my academic journey.

3. All English Education lecturers,

Thank you for the knowledge, inspiration, and dedication you have shared throughout my years of study. You have helped shape my way of thinking and nurtured my passion for learning.

4. Myself,

For not giving up in the face of challenges, for every sleepless night, every word written, and for choosing to keep going. Thank you for making it this far—you did it. May everything you've done become the beginning of a greater success.

5. My beloved partner,

Thank you for being my greatest source of encouragement and strength at every step. Your love and support have been a guiding light through difficult times, and I am truly grateful to have you by my side.

6. My classmates,

Thank you for your support, encouragement, and kindness. I truly appreciate the spirit of togetherness we shared. I wish you all the best in your future endeavors.

PREFACE

First and foremost, all praise and gratitude be to Allah SWT, the Almighty God, for His endless grace and blessings, which have enabled the writer to complete this thesis entitled “*Comparing The Effectiveness Of Audiovisual And Textbook Media On Students’ Reading Comprehension.*” Peace and blessings are also upon Prophet Muhammad SAW, the last messenger, who has guided humanity from the darkness into the light of knowledge and truth. On this occasion, the writer wishes to sincerely thank:

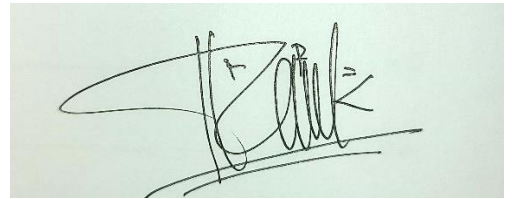
- a. Dr. Junarti, M.Pd., Rector of IKIP PGRI Bojonegoro.
- b. Dr. Cahyo Hasanudin, M.Pd., Dean of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.
- c. Ayu Fitriyaningsih, M.Pd., Head of the English Education Study Program, IKIP PGRI Bojonegoro.
- d. Mrs. Fitri Nurdianingsih, M.Pd., as the First Thesis Advisor, for her invaluable assistance, guidance, and patience in supervising the completion of this thesis.
- e. Mr. Dr. Refi Ranto Rozak, M.Pd., as the Second Thesis Advisor, for his continuous direction, motivation, and patient guidance during the preparation of this thesis.

May all the kindness and support given be rewarded with the best blessings by Allah SWT. With all humility, the writer remains open to any constructive suggestions and criticisms for the improvement and refinement of this work in the future. Finally, the writer extends deepest gratitude to beloved parents for their endless prayers, love, guidance, and both moral and financial support. The writer also extends thanks to all family members, friends, and everyone who has

contributed to the completion of this thesis, whose names cannot all be mentioned individually. It is the writer's hope that this thesis may bring benefit, not only for the writer personally but also for readers and all concerned parties. The writer fully entrusts all results and expectations of this work to Allah SWT.

Bojonegoro, 23 July 2025

The Researcher

A handwritten signature in black ink on a light green background. The signature is stylized and appears to read 'Rahma Karida'.

Rahma Karida

21120076

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CHAPTER 1

INTRODUCTION

A. Background of Study

Reading is a important skill that offers benefit throughout one's life. The ability to read profeciently unlocks opportunities for education employmen, knowledge, creativity, and connection. On the other hand, those who struggle to read are at a disadvantage academically, professionally, and personally. Reading is how we consume the essential information needed to function and participate in society. So strong literacy skills also enable independent learning, opening doors to growth and development. For these reasons, it is crucial to develop reading skills from an early age. So, mastering the basics of reading in childhood is the first step towards a lifetime of opportunities.

In the era of advanced globalization, the use of foreign languages is very necessary, especially English. English is a common language used to communicate between countries with different native languages, English is a language that plays an important role (Efriza et al., 2023). In Indonesia, English is the main foreign language, taught in secondary schools and universities.

Many things can be done to learn English in this era of globalization. With the media of songs, movies, and books. Each medium has the ability to convey content through a specific symbol system and the effectiveness of a medium depends on the suitability of the learner or learner, content, and task (Habók et al., 2024). Watching movies can be one of the options for learning English, audiovisual media such as movies or cartoons using English can design the brain more easily.

B. Research Problem

Base on the background, about the research question is

1. Whether the use of audiovisual media is more effective than textbooks in improving students' reading comprehension skills?

C. Research Objective

The primary objective of this study is to examine whether there is a statistically significant difference between the use of audiovisual media and traditional textbooks in enhancing students' reading comprehension skills. By comparing the outcomes of both instructional methods, the research aims to identify which medium proves more effective in facilitating students' understanding of reading materials. This comparison is essential to provide educators with empirical evidence that can guide instructional strategies and optimize learning outcomes, particularly in the context of English language acquisition among junior high school students.

D. Significances of The Study

This research categorizes its significance into two aspects

1. Theoretically

This research is expected to enrich the understanding of the learning process of reading by using audiovisual media and textbooks, and contribute to the development of more effective learning models.

2. Practically

The results of this study are expected to provide useful information for teachers, schools, and policy makers in choosing and using appropriate learning media to improve students' reading comprehension skills.

E. Definition Of Key Term

1. Audiovisual Media

Audiovisuals are electronic media that have both sound and visual components, such as slide-tape displays, movies, learning video, animation and television programs. Audiovisual service providers often offer video conferencing, and live broadcast services. The professional audio visual industry has companies that provide hardware, software and services. Audiovisual media is provided from various manufacturers into a space to create an audiovisual experience for the user.

According to Malaczkov (2022), audiovisual media is media that has sound elements and image elements, which makes audiovisual media have a good ability to convey material so that students become more interested in the learning process. Computer-based audiovisual media is often used in education, with many schools and universities installing projector equipment.

2. Textbook

According to Pavešić & Cankar (2022), a textbook is a book that contains comprehensive content in a branch of study with the aim of explaining it. Textbooks are books written by experts in their fields, textbooks contain learning materials that are adapted to be easily understood by students and can be a reference for learning. Textbooks are books prepared for the learning process, and contain materials or subject matter to be taught. These textbooks are produced to meet the needs of educators, usually in educational institutions. Today, many textbooks are published in both print and digital formats.

3. Reading Comprehension

According to Elleman & Oslund (2019), reading comprehension is a skill that must be taught early in the modern era. It enables one to engage more critically with texts, receive a wealth of new information, and gain knowledge in academic, professional, and personal contexts.

Reading comprehension is the ability to read a text or paragraph, process it and understand its meaning. It relies on two interconnected skills: word reading (being able to decipher the punctuation on the page) and language comprehension (being able to understand the meaning of words and sentences).

When we comprehend a text, we don't just remember the words and phrases we read. Instead, we form an imagination of what the text explains about the meaning of the words and sentences we read, like a movie playing in our heads. Good reading comprehension is essential if reading is to have a purpose, readers want to engage and learn from a text if readers enjoy what they read.

According to Djuma et al. (2022) reading comprehension skills can also improve academic achievement and support cognitive development, as they promote the ability to synthesize complex ideas and promote learning. Emphasizes the importance of reading as a medium to develop critical and analytical thinking skills. By reading, a person will be trained indirectly to filter information, and stimulate imagination and creativity.