

**The Use of Audio-Visual Media by Senior High School Teachers to Teach
English**

A Skripsi

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Abstract

This study aimed to describe the types of audio-visual media used by secondary school teachers to teach English, especially how they were implemented the audio-visual media in the class. To accomplish the objective of the study, the researcher conducted a qualitative study design using a case study. The data were obtained from interviews and observation with two English teachers as the participants in one of the private high schools in Yogyakarta. The findings revealed that video and movie clips were chosen as the types of audio-visual media used by the teachers to teach English.

Keywords: audio-visual media, video learning, movie clips

Background of the Study

English has the status of a foreign language in Indonesia, and people in Indonesia barely speak English language in their daily life. Consequently, English language is regarded difficult by many people, including students at schools, and students' English skill mastery is regarded low. According to Putri and Hanantio (2013), most of the high school students have not mastered English properly and correctly, because they think that English is a language that is difficult to understand.

In Indonesian schools, English has become a compulsory subject to study. As one of the compulsory subjects, English has been taught from secondary schools to university level. However, there are still many students in Indonesia who think that English is only for learning at school, and they will not use it outside of school. This fact was stated by Anggalih (2017) who mentioned that most of the students in Indonesia still think that learning English at school is only to fulfill obligations, not for their own volition. It makes the desire to learn English in students decreased. In addition, Education First (EF) conducted a recent study about English proficiency which showed that in 2017, Indonesian's rank dropped from 32 (intermediate level) to 39 (low proficiency level). This happened because the use of English only occurred in certain contexts and ineffective learning in English at school. This is a challenge for English teachers in Indonesia to make students interested in English and use English outside classroom.

Teaching English subjects would be interesting and attract students' attention by using interesting media such as audio-visual media in the classroom. According to

Farooq (2014), audio-visual is learning media that make the learning atmosphere feel real through seeing and hearing the knowledge directly. Similarly, Dike (as cited in Ashaver & Igyuve, 2013) stated that audio-visual media is generally used in learning material that can be used to convey meaning without dependence on symbols or verbal language. In fact, audio-visual media is the media most often implemented by teachers in classrooms today, especially to teach English for students in high school level.

Based on the researcher's experience, it also happened in the private high school where the researcher did an internship. English teachers in that school often use video and movie as their audio-visual media to teach English in the classroom. How they are implemented the audio-visual media can be different, depending on the teacher's consideration and school setting. What it means by school setting include students, teachers, school facilities, technical problems, and academic atmosphere.

Based on the explanation above, the researcher wanted to conduct a research about the use of audio-visual media to teach in English class in that private high school in Yogyakarta. In this study, the researcher wanted to investigate the types of audio-visuals used by the teachers to make the English class successful and how these media were implemented by the teachers.

Methodology

The purpose of this study was to explore what types of audio-visual media that teachers used in teaching English and their implementation in one of the private high schools in Yogyakarta. The researcher used a qualitative approach for this study

because the study was intended to seek deeper information about the audio visual media and the problems accompanying them from the teachers' perspectives.

Creswell (as cited in Aulia, 2016, p. 19) stated that qualitative research is done from a small number of individuals to get information in depth. In addition, the study used a case study in order to examine the phenomenon that is limited by context (Merriam, 1998). The case study aims to get wider knowledge and to develop the existing theory. Thus, this study used a case study as the research design in order to explain, describe, and understand the phenomenon clearly that appeared in the case of teachers' experiences. In this study, the case was about the experience of two English teachers in using audio-visual media in teaching English at one of the high schools in Yogyakarta in January 2019.

This study took place at one private high school in Yogyakarta. The researcher also chose two English teachers in a private high school in Yogyakarta who had taught their students using audio-visual media. The researcher used purposive sampling under non-probability sampling. Ball (as cited in Cohen, Manion, & Morrison, 2011, p. 157) stated that purposive sampling is used due to access 'knowledgeable people' such as people who have in-depth knowledge about certain issues, probably because of their work, power, expertise, and experience. As stated in Cohen, Manion, and Morrison (2011), non-probability sampling is often used in a case study research. In this study, the participants were chosen based on specific characteristics. First, the participants must be English teachers at the school. Second, the participants had sufficient experiences in teaching English using audio-visual

media in order to find out the information from teachers' experience. The last, the participants were informative people who could discuss, express, and reflect on their opinions, knowledge, and experiences.

The instruments the researcher used in the study are interview and observation. In this study, the researcher conducted individual in-depth interviews with the two participants. Kvale stated that interview is a tool to interchange two or more people view about one topic in human interaction (as cited in Cohen, Manion, & Morrison, 2011, p. 409). The type of interview used in this study is a standardized open-ended interview. The researcher believed that an interview is a suitable instrument for data collection in this study because the researcher could gather the information more comprehensive, deeper, and longer. The language used in this interview was Bahasa Indonesia. For the observation, the researcher conducted the observation in order to find out the real practice of the implementation of audio-visual media in teaching English in the classroom. Cohen et al. (2011) defined that observation is a research process that investigator the opportunity to gather "live" data for naturally occurring social situations like people, events, behaviors, settings, artifacts, and routines. In addition, the researcher had field note in order to write anything happened in the class before and during teaching-learning process.

For data analysis, the researcher transcribed the audio data [interview recording] into written data. Then, the researcher did member checking to confirm the information by sending the interview transcripts to participants. After that, the researcher chose the data by using coding. Then, the researcher made the

interpretation without changing the actual meaning of the words. The last was categorizing the similar or non-similar facts to find the key themes. Finally, the researcher made the narration from those key themes.

Finding and Discussion

Types of audio-visual media and their implementation to teach English

Video. Based on the observation, the teacher used video in the beginning of the lesson or in the middle of the teaching-learning process. Then, they applied video to teach biography of *Walt Disney*. At first, the students seem uninterested in watching the video, but finally, they began to pay attention to the video. After the video finished, the teacher asked students about what the video was. The teacher also gave a few questions to the students to attract attention to those who did not focus on the material.

The fact that video is used as audio-visual media to teach English in the classroom was similar to a research conducted by Maldin, Reza, and Rezeki (2017) who stated that vlog or video blog is also a useful teaching media for speaking skill. Also, Berk (2009) stated that videos and multimedia learning provides the teaching base used in teaching, especially with introductory courses and beginner students, in order to increase memory, comprehension, understanding, and deeper learning.

Movie. Normally, the teacher used movie at the beginning of the introduction and then linked to the material that will be discuss. Then, students wrote a review after watching a movie in the class. Basically how they are implemented the movie was similar to video.

The use of movie clips as the types of audio-visual media was in line with Harmer and Alwasilah who stated that movie can help teacher to teach students in writing skill, especially narrative text (as cited in Aziz & Fathiyyurrizqi, 2017, p. 207). Students often faced some obstacles in writing English text, such as students were not able to choose the right words, use correct grammars, gain the ideas, and arrangement those ideas in their writing.

Conclusion

English is an international language used by almost everyone in the world, therefore, people in the world including in Indonesia have many advantages if they are able to master English language. This also becomes one of the reasons why English language becomes one of the compulsory subjects in Indonesia. To facilitate learning English at schools, teachers use several ways to teach students, including using audio-visual media. This study was aimed to investigate the types of audio-visual media used by teachers and their implementation in teaching English. In addition, a case study qualitative research design was used in the study. Having two English teachers as the participants, the study took place in one of the private high schools in Yogyakarta. The data were collected by interviewing these two English teachers and observing only one of these English teachers.

Based on the interviews and class observation, the findings showed that there were two types of audio-visual media used by teachers in English class, namely video and movie clips. Firstly, video is used to teach specific materials, such as expressions,

narrative, and explanation texts. Secondly, they used movie clips to teach students about expression, biography, narrative, and explanation text.

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