THE USE OF AUDIO-VISUAL AIDS IN TEACHING ENGLISH AT SATYA WACANA SENIOR HIGH SCHOOL

THESIS
Submitted in partial fulfillment
of the requirements for the degree of
Sarjana Pendidikan.

Raisha Arifika Wijaya
112011057

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY
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The use of Audio Visual Aids in teaching English at Satya Wacana Senior High School.

ABSTRACT
The development of technology, innovations are being brought up in language teaching. Nowadays, language teachers are using different audio-visual aids to facilitate the process of instruction. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, images and so on in language classroom. This study aimed to explore students’ perceptions toward the use of Audio Visual Aids (A.V.As) in English class. A qualitative study was conducted to collect the data, and the instruments of data collection were interview questions. The result shows that generally, students helped by the use of A.V.As in English class it can be seen from the result that most of the students were helped by the use of A.V.As, especially by Powerpoint slides. The finding may provide insight for teachers and readers to develop a better A.V.As so that it can facilitate students well.

Keywords: Audio-Visual Aids, Teaching, Students’ perceptions, Senior High School.

INTRODUCTION
Nowadays, one thing that cannot be denied is that we live in the media world, in which most of the informations were provided by audio-visual input, through different technology devices. In order to make acquisitions of the language more meaningful for the students, a teacher should adopt different techniques to teach language more efficiently and more interestingly. Audio-visual aids work as powerful tools in this aspect, as far as they gave the teachers the opportunity to show the culture of the target language. All this makes students understand that the use of target language has a purpose; the real purpose of the real-communications.

During my teaching practicum at Satya Wacana Senior High School (SW-SHS) on August 18th, 2016 until November 16th, 2016, I and seven others student-teachers in SW-SHS were guided by three English teachers, and we were instructed to teach according to the teaching standard in the school. Before we started our teaching practicum in class, we conducted observations in three different classes which taught by three different English
teachers. The observations session were meant to gave us an idea how to teach in real classrooms. In the three observations sessions, we found that each of the teachers has her own way in teaching, but one thing that we saw was three of them use A.V.As to deliver the material. Other than teacher instructions, A.V.As are also the important tools in teaching. It seems that the school takes the importance of A.V.As seriously by putting it in one of school mission. Below is the third school mission,

*Misi sekolah poin ke-3, “Tanggap terhadap segala perubahan dalam bidang pendidikan dan iptek serta kewirausahaan.”*

School Mission point 3, “Being responsive to all changes in the educations field, science and technologhy and also enterpreneurship.” (my translation)

Reflecting on the experience, I am interested in exploring students’ perceptions towards the use of A.V.A in learning English as a Foreign Languages (EFL) in their school. The result of this research, hopefully, can help the researcher and also the reader to know how and what things that should be prepared in making a good A.V.A for the students in a way to give a better understanding about the material.

**LITERATURE REVIEW**

**Definitions of Perceptions**

“Perceptions is a very complex cognitive process that yields a unique picture of the world,” (Dhingra&Dhingra, 2011. p. 65) as it has so many factors which might influence the perceptions itself. Meanwhile, Floyd (1955) add another thought about perceptions, that is how the way a person looks at the object that being perceived a long with a picture s/he has in his/her mind might be different from another person. Other experts say perceptions is,”The process by which organisms interpret and organize to produce a meaningful experience of the world.”(Lindsay & Norman.1977. p.32). According to James Rowland Angell (2007) perception sometimes can be defined as “the consciousness of particular
material things present to sense”, however, mark off perception from sensation in its emphasis upon the consciousness of objects, or things. To put it in another way, perceptions seen as a complex cognitive process because there are more than one factors influence the process of taking information. The act of taking informations is from observing objects by sense and this process may cause the way a person looks on the object might be different from another person.

Definitions of Audio Visual Aids (A.V.As)

Audio-Visual Aids are those instructional devices which are used in the classroom to encourage learning and make it easier and enjoyable. This is in line with what Farooq (2014) said A.V.As are “aids which attempt to make the knowledge clear to us through our sense are called ‘Audio-Visual Aids’ or Instructional Material (p.56). Meanwhile, according to Francis (2011), the term audiovisual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. In other words, A.V.As are an instructional material used by the teachers to deliver the material in an attractive way in order to facilitates auditory and visual sense of the learner.

Types of Audio-visual Aids Used in Teaching

Some types of A.V.As are used by teachers or speakers, their benefits, advantages and disadvantages of A.V.As will be discussed further in the following section. According to Kasperk, S. (2013, ch. 13, p.2) there are some types of Audio Visual Aids. They are objects and props, demonstration, audio and video, slideware, handout, and prezi.
The first type is, Object and props. Object and props are tools in the form of real things that help the teacher in explaining. The objects show to the students in front of the class or pass the object around the class may help the students clearly see the object in: figure 1. Perhaps most importantly, teaching with objects arouses curiosity, and thus is an ideal form for encouraging students to develop their own questions about the items they are exploring. Object and props also help the teacher learn to develop strategies to answer those questions.

Figure 1. Teacher use a cup and miniature of batman to help her/him to explain about prepositions. Taken from: https://www.oecd.edu

Following types is, demonstration. Demonstration is an act of showing steps or objects so that students can learn clearly. As also mentioned by Kasperek (2013)

Demonstration can serve two different purpose in a speech, first it be used to impress the students by showing off the features of the objects or media, second is to show how something is done. Although, people have different learning styles, a process demonstration can help visual learners better understand the concepts being taught. Demonstrations is typically used to introduce a new skill to a whole group, but it can and should apply to individuals or small group whenever more support is needed for their learning. (p.4)
The third types of A.V.As is Audio and video. Audio is a term used to describe any sound or noise that can be heard by hearing. A video is visual media that contain moving pictures and usually have an audio component that correspond with the moving pictures. A large amount of video and audio is now available to be included and embedded as the media of learning. Also, Kasperek (2013) said, 

The use of Audio Visual in learning and education should not be underestimated, because learning via Audio Video creates a stimulating and interactive environment. It creates more conducive to learning process, and also we live in an Audio-Visual era which means that having the skill to use Audio Video equipment is essential to future employment prospect.(p4)
Other types A.V. As is Slideware. Slideware also used as media in class, and it is a generic term for the software used to create and display slide shows such as Microsoft PowerPoint, Apple iWorks Keynote, Google Drive Presentation, Zohoshow and others.

Picture 4. An example of PPT use in class. Taken from: https://www.fctl.ucf.edu

The fifth types, Handout is the printed media covering material which prepared for teaching. Handouts are best used to supplement the content of the discussions. Teachers do not need to include everything in their talk, and no need to write all the information into the slides. Print a handout document with as many details as much as they can and keep the slides simple. The teacher can only put the headline of the discussion and also some important point in PPT, the rest of additional point could be added in the handout.

Picture 5. Example of Handout. Taken from https://www.anenbergl.edu
Another expert found another type of Audio Visual Aids. Viswanath P.C. and Rao M.CH (2016) found other types of Audio Visual aids in Teaching and learning English language. The types of A.V.As are, Virtual Classroom, Tape Recorder and Blackboard and Whiteboard. Between those types, A.V.A that frequently used in class is black and white board. Blackboard and whiteboard, at their core, are a free-form medium. The way in which an instructor uses them is limited mostly by creativity. As Kasperek (2013) said,

the blackboard and whiteboard can be used to address a variety of learning styles, by mixing text with figures and graphics, and then explaining what is written or drawn on them. Informations written on a board is also generally left there for long enough time for students to copy it into their class notes.

Furthermore, whiteboards can be used in conjunction with other ways of presenting course content, such as handouts or worksheets, slideshows or videos are shown on a projector, or lab activities.

![Figure 6. Example of blackboard and whiteboard. Taken from: www.indiana.edu](image)

Those types of Aids have advantages, it helps to make a learning process more effective and conceptual, effective here means that the audience or the students could pay attentions and also enhance the energy of learning process. In this research, the researcher use combinations of the type of A.V.A from Kasperk and Viswanath and Rao.
Previous Studies on the Use of AVA in Language Teaching and Learning

Mamun (2012) explored the use of A.V.A in teaching. The purposes of the research were to investigate the benefits that the language teachers, as well as learners get in using Audio-Visual aids in teaching English language. Besides that, other experts have found broader research in the use of A.V.As. Mathew and Alidmat (2013) looked at the usefulness of A.V.As in EFL classroom of an undergraduate level, and the result was A.V.A as one of learning tools that help most of the students. Meanwhile, Merdas (2015) conducted the research more deeply on the students’ active vocabulary. The results show that A.V.As have an extremely significant role in enhancing the students’ ability to use their active vocabulary.

THE STUDY

This study answered the following research question: what perceptions do the students of Satya Wacana Senior Highschool have toward the use of A.V.A in learning English as Foreign Language? To answer the questions, I conducted a qualitative study.

Context and Participants

This Study was conducted in a private senior high school in Salatiga. In this school, English is taught merely to equip students with basic knowledge of English and prepare them to face national examination. The students are in a basic level of English. The reason of selection of this school as the context of the study, first I used to be an English student-teacher in that school, and all of the student-teachers are required to use A.V.A as their media in class. Second is, the school’s Vision and Mission is about utilizing an A.V.A in every teaching session in the school.
**Instrument of Data Collection**

This study employed interview questions as research instrument (see appendix). To collect the data, piloting was conducted. The research conducted in SW-SHS with 10 students from XI graders in Language class. I choose language class because English lesson in Language class has more session than the other classes. It makes the data richer because the students familiar with the teaching and learning process using A.V.A. Interview questions help the researcher to collect the information from the students, the interview questions are attached.

**Data Collection Procedures**

In this research, the collections of information are from the particular individuals in Language Class that joining the regular English class in SW-SHS. The primary data is used for gathering information. Interview was conducted to gain deeper insight into the students’ perception toward the use of A.V.A as tools in learning process and identify the impact of visual aids in enhancing the learning process of the students of SW-SHS.

In this research, the researcher interviewed 10 students from language class grade XI. The Researcher made an appointment and held the interview 3 times a week, one student in each day. After that, the reseacher give the interview questions to students and after students read the questions, the interview session are conducted. The interview session was recorded and transcripted to help the researcher to analyzed the answer. If there was an unclear statement from the students, the researcher would clarify it to the students.

**Data Analysis Procedures**

There were some steps that I did to analyze the data. First, recording of my interviews was transcripted into a form of a written conversations. The next step was
converting the written conversations into report passages. After converting, I analyzed the answer by classifying the data. Classifying the data was done by looking at the similarity of the answer between the participants, and it was discussed in the subsequent part.

**RESULTS**

The result of the study is explained in 4 sub-headings. They are “A.V.As Helped Students in learning”, “Aspects of the Media that Help the Students”, “Type of media that students prefer teacher use in class” and “Other A.V.As used in class”. Those sub-heading answered the research question; “What perceptions do the students of Satya Wacana Senior Highschool have toward the use of A.V.A in learning English as Foreign Language?”

**A.V.As Helped Students in Learning**

Looking at the answers of the participants for each interview questions, the result of question 5 showed that the participants agree that A.V.A or the media that are used in class help them in learning English. Mostly, students helped by the use of PowerPoint slides (PPT), audio recording, video, pictures, books and board. It helps most of the students to learn English in term of giving a good display to assist teacher’s explanations.

Excerpt 1
PPT help me a lot in learning in class, if I didn’t really pay attentions to the teacher, I could look at the PPT and the material was still there. (Interviewee 8)

Excerpt 2
Yes, it’s help me, because when teacher only used the book to teach in class, the class will be boring. (Interviewee 6)

Excerpt 3
Yes, the media help me in learning in english class. (Interviewee 1)

Majority of the students supported that different visuals motivate them in reading in diverse ways. If there are colorful pictures in any reading material, readers become attracted to them. One of the interviewees pointed out,
Excerpt 4
Reading is always a boring task. There are a very few number of students who like to read the books or other reading materials suggested by the teachers. I do not find any interest in reading those. However, if the reading materials are visually attractive enough, I become eager to read. (Interviewee 10)

From those answers, the majority shows those interviewees are helped by the use of A.V.As in class. The participants think that a great advantage of using the audio-visual aids is the contextualization of the lesson. Teachers can make the lessons active and create contexts using audio-visual aids. Learners can easily make a correlation with the visual aids and the lessons. As Kang (2005) Claims, they are designed to help the student, bringing the prior knowledge to a concussions level in the form of an organizational structure. They help to enhance comprehension and learning, as well as eliciting and communicating information.

A.V.As also creates a long-term impact on learners’ mind if there are visuals with the lessons. Al-Khalifah (1994, p.156) said, Audiovisual material is a stimulus to enjoyment, confidence, concentration and the emotions of the students. It is supported by the study from Mathew and Alidmat (2013). They found that audio-visual materials can make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. The student felt that information can be retained for a longer duration due to the use of audio-visual aids.

Aspect of The Media that Help the Students

Then how does the media help them in learning English? The way teacher explain is greatly helped by the power point slide, the material was packed and modified so that the students can easily look at the PPT and listen to the teacher’s explanations at the same time.
Explaining while the materials were already put in the PPT help the students concentrate more. As Interviewee 4 said,

Excerpt 5
Usually my teacher put more explanations in the PPT, important information that help us to easily get the point of the lesson. (Interviewee 4)

Teacher adds more additional information on the PPT slides and explaining in class based on material on display. It helped the student get the point of the material easily because it provides a better display of the material in the handbook. The teacher could add a videos, pictures, diagrams, or recording to support the explanations. They mentioned that visual aids like pictures, posters, and video clips work as prompts for them to generate ideas. It makes PPT as the A.V.A that is used in class very modern and easy to use; everything could be added in it so it’s more practical. Canning-Wilson (2001), have proven that learners prefer colored visuals, pictures that contain a story that can be related to previous experiences and that can be ‘associated with places, objects, persons, events or animals of which they are familiar’ (p.8)

Recording is also perceived as one of the A.V.A which help the student to learn English. As interviewee2 said, it help them in term of giving example of an authentic pronunciations.

Excerpt 6
The media help me in learning the pronunciations, so that everytime we are asked to speak-up, we could speak correctly. (Interviewee 2)

An authentic pronunciations is needed in this era because English in Indonesia take a place as a foreign language. As a foreign language, English learner unconsciously learn English and required to speak English ideally like a native, that means students use the recording as one of the A.V.A to learn English. Understanding the meaning of English conversations is also an important part of learning English as a foreign language. Listening
to the conversations help students to practice their listening skills and understanding what the conversations talk about, by listening to different audio clips in English, they can understand the native accent which enriches their listening skill. It is supported by Shrosbree (2008), recording helps learners to understand a particular discourse and improve their long-term listening comprehension, as well as their “confidence in speech”.

Through my interview, one of the interviewee mentions the use of object in English class. He said that an object as an A.V.A also help him to learn English, he brought it to class and it helps him in explain and describe the object, he can easily look at the object and describe it. As Oxford (2005) said, in the classroom, we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. They are learners who enjoy working with tangible objects (p. 105). Through that experience, we can see that, it is not always a must for a teacher to prepare for the A.V.A but students could bring it themselves and it also help them in learning.

**Type of Media that Students Prefer Teacher Use in Class.**

Along with all types of the A.V.A that have mentioned before by the interviewees, 9 out of 10 interviewees prefer PowerPoint slides (PPT) as the A.V.A that is used in class. Since it is easy to use, it is more practical than the other media; the teacher could add pictures, video, text or even audio recording inside the slides.

Excerpt 7
Teacher use the white board and also other digital tools is a good combinations to attract students’ attentions in class. The video that are played in class and also PPT that might have pictures and diagram in it gain students motivations in learning in class. (Interviewee 7)
So the development of PPT slides done by the teacher become more attractive to the students and the learning process goes smoothly. PPT also bring clearer pictures of the material, a teacher can put other media inside the presentations so that students helped by their visual. Canning-Wilson (2001, p.56) mention graphic images also help students to create relations among the words, ‘bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated’. Canning also points that the picture can help the students to work with more abstract thought and organizing skills through the use of a logical structure.

Besides that, whiteboard is also one of the media that are used in class, it is something that cannot be separated from learning process too. A teacher can use the board in many ways in the classroom, not just for writing up new vocabulary. The teacher could use a board for giving instructions or reinforcing oral instructions.

Excerpt 8

The combinations of the PPT and also the white board. I prefer if teacher put the material on the display, then explaining the material to the students orally and after that make a short summary on the whiteboard. (Interviewee 5)

White board can be used to address a variety of learning styles, by mixing text with figures and graphics and then explaining what is written or drawn on them. Surprisingly, some students mentions about pictures, video and books as an A.V.A but they do not specifically explain how it helps them in learning.

Other A.V.As used in class

The interviewees mentioned other media that help them in learning English in class, they are; pictures, books, and also whiteboard. Mostly, student mentions whiteboard and book as the media that are used along with PPT and other media. As interviewee 7 said,
Excerpt 9
My teacher use white board to explain the material from the book, and sometimes she put some questions on the board to be answered by the students. Besides, the teacher also shows a video and use audio recording in class. (Interviewee 7)

Whiteboard can be used to address a variety of learning styles, by mixing text with figures and graphics and them explaining what is written or drawn on them. Information written on the white board is also generally left there for long enough time for students to copy it to their notes. It is supported by Harmer (1998), boards (whiteboard or blackboard) has many usages: writing, drawing, sticking things on, projecting overhead transparencies and etc. In addition, Alkhuli (2006) asserted that whiteboard or blackboard considered as basic tools in teaching an essential part. It has different usages such as presenting new vocabulary items and their meanings, present new grammatical structure, draw pictures or diagrams to explain certain difficulties and others

CONCLUSION

The main purpose of this research is to clarify the student’s perceptions toward the use of A.V.A in English class. The data shows that all of the interviewees agrees that A.V.A helped them in the learning process, one of the very useful visual aids is PowerPoint presentation. Using PowerPoint slides, teachers can visualize their lecture which makes the class alive. Learners can take notes taking help from the slides if they miss any part of the lesson. Besides, it helps the teachers to draw the attention of the learners. The teachers can use this effective tool for language teaching in diverse ways. They can use the slides for preparing the lesson, showing pictures and other visuals to the learners and so on. As a result, it has become one of the essential tools for the teachers in the recent time. Mutar (2009) also found the similar results of the advantages of using PowerPoint slides in the
classroom to give a lecture. He mentioned that the use of PowerPoint slides help the teacher to deliver their lectures in dynamic ways which become interesting to the learners (p. 3).

Thereby, it would be helpful for English teacher to use A.V.As in class, because most of the students agree that A.V.A help them in class, especially Powerpoint slides. It is important to be aware of the students believes regarding the role of A.V.A in class. It would facilitate teachers to design a good and creative A.V.A, good A.V.A here means clear and understandable. Also in preparing the A.V.A, a teacher should have a good skill in construct the material, concise and nothing left. Display are also matter, a teacher should not be lack of understanding technology.

PowerPoint slides (PPT) as one of the mostly used tool in class could contain many things; videos, pictures, recording, a teacher also could add an effect in the written passages there, expertise in using the PPT also matter for the students. As a teacher should provide an understandable recording and clear example so that students could understand the material. Once in a while, students could also provide their own A.V.A in class, it also help the students to learn by them self.

There is a limitation of the present study. The number of the participant was limited only 10 persons so the results of the study were limited to the number of samples of this study. If a similar study conducted in the future, more participants can be involved in the study and random sampling can be used in order to get results which could be generalized to a bigger population. If similar studies are to be conducted in the future, more participants can be involved in order to get results which could be generalized to a bigger population.
Acknowledgment

I gave my highest gratitude to God for always blessing me in every step I took during my thesis completion. I would like to acknowledge the guidance, advice and all the time effort which were given by my thesis supervisor, Maria Christina Eko S., M.Hum to me when working on this thesis. Without her help, this thesis would not be completed in such a blessed way. I also want to acknowledge and thank to my thesis examiner, Yustinus Calvin Gai Mali, M.Hum. for all the time and patience in giving me continuous feedback and suggestions for the betterment of my thesis. Thank you for my mother, Lanny Kartika, I couldn’t thank you enough for all the caring and support given to me. Finally, I happily thank my friend, Adeline, Clarissa, Vonny, Hezky, Allen and Willy who always willing to listen, share thought and supported me on my worst time.
REFERENCES


Appendix 1

Grade? How many times of English Class per week? How many English teachers in your school?

1. What type of media do your teacher use in class?
   a. Personal appearance
   b. Object and props
   c. Demonstration
   d. Audio and Video
   e. Slideware (PPT, Google drive presentation, etc)
   f. Posters and flipcharts
   g. Handouts
   h. Virtual classroom
   i. Tape recorder
   j. Black and whiteboard
   k. Other...

2. How do the teacher use the media in class? (one by one?)
3. Which type of media do the teacher use the most?
4. How often do your teacher use the media (specific) in class?
   (every session or once a week or in special occasion only?)
5. How do the media help you in learning English?
6. Do you think the media that are used by your teacher help you in learning?
7. Which type of media that you want your teacher use in teaching? why?