



THE EFFECT OF AUDIO VISUAL MEDIA ON STUDENTS' READING COMPREHENSION

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ABSTRACT

Audio Visual Media has been thoroughly used by teachers and learners and has become an interesting teaching tool for teaching-learning process. One of the audio-visual aid of processes used in this study was video. The objective of this research was to find out the effect of Audio Visual Media on students' reading comprehension. Is there any significant effect on students' reading comprehension toward audio visual media become the problem of this research. To clarify this question, the sample was divided into two groups, control group and experimental group. The total of the sample was 50 students. The experimental group was given a treatment by using Audio Visual Media while the control group was given a treatment by using conventional method. Multiple choice test consisted 25 items was an instrument in this study. It was given before and after the treatment to measure the students' reading comprehension. Both of groups were given the same material. Based on the result, the students who were given a treatment by using audio visual media got better results compare to the students who were given a treatment without audio visual media with the value of $t_{table} = 2,0000 < t_{observed} = 6,1851$. So, the null hypothesis (H_0) is successfully rejected. It could be conclude that the audio visual media significantly affects on students' reading comprehension.

Keywords: *Audio Visual Media, video, Reading Comprehension.*

INTRODUCTION

As an international language, English is a key in studying all the subjects. It had also the most significant role in intellectual, social and emotional building. Our country realize that by equipping people to master the English is a plus value to human resources when entering the era of globalization as it is today. That is the



reason why, English is the language which is taught in institutions or schools as one of the subject matters. English is learnt from kindergarten until university. English teaching covers four skills, they are reading, listening, speaking, and writing. The fourth skill is also taught to the students at the school in accordance with the curriculum. To use English effectively, we must master the four language skills. Reading is one of the basic elements to achieve language skills.

Reading was deriving meaning from the printed word. According to Nunan (2003:68) in Srimoyana (2015), stated that “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. Lisbet (2015) stated that “reading is the ability to draw meaning from the printed page and interpret this information appropriately.” it could be conclude that reading is when someone saw and understood the text in order to obtain and receive the information from the text In relation to that, reading without comprehending is nothing. Reading comprehension is the process of making meaning from text. The goal of reading comprehension is to gain the understanding of what is describe in the text rather than to obtain meaning from the words.

Reading comprehension is important for students nowadays. According to Clarke et.al (2014:20) said, “Reading comprehension skills become more important as children progress through the educational system. Teachers frequently expected children and young people to research topic from books or from the internet in the sciences as well as the Arts and Humanities. Indeed, in all areas of the curriculum children need to be able to locate relevant information, to filter out the information that was less pertinent to the current topic and to select the appropriate information to focus upon”. So, without reading comprehension they could not get any information from the text In order to fulfill the passing grade. In line with Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

Based on Basic Competence which is issued by Kementerian Pendidikan dan Kebudayaan 2013 that basic competence 2013, the students are expected to comprehend social function, texts structure, and language features in reading text (descriptive, narrative, recount text, and so on) in oral and written form. However,



in a real situation, the students have not achieved the curriculum expectation and have low ability in reading comprehension. But in fact, many of them find difficulties in comprehending the reading text. It happened because they don't have any interesting in reading. Many of the students are lazy to start reading. They only have interesting in the first minute, but when they are jumping to the content of the reading test, they felt boring. They thought that reading was unimportant subject to learn. There were some factors affected that situation. It can be happened because of the lack of motivation and also the uninteresting media or technique used by the teacher in teaching reading.

Media plays a very important part in teaching learning process. It helps the teacher conveying the material in a different way. Students are not only told to write but also given a pleasant learning experience. According to Mayer (2001:l) media refers to the presentation of material using both words and pictures. He further states that learners can better understand an explanation when it is presented in words and pictures than when presented in words alone. Harmer (2007;177) says, that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

One type of media that is very useful to be applied is Audio Visual Media. Audio visual media is a media which is supported by hearing and seeing skill. This media is well to use in learning process because it completes of hearing and sighing sense skill. This media refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students. It can be called as a new trend because technology is used in this method such as, computers, televisions, language laboratories or the others which can support the teaching learning process in order to improve students' skills.

One of the audio-visual aid of processes is video. As Canning-Wilson (2000) describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision.



The students contextualize the language they have learnt. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

This research was conducted to answer the research problem namely whether Audio Visual Media give an effect on students' reading comprehension.

THEORETICAL FRAMEWORKS

Reading

According to National Assessment Governing Board, 2012, reading is an active and complex process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation. In other word, reading is an activity of understanding and comprehending a reading text. In order for knowledge to increase, students must be able to read, understand and interpret written material in various levels of complexity (Baker & Brown, 1984). It is is a complex activity that involves both perception and thought. Because of that reason, teaching reading is an activity that needs some variations of technique so that there is no boring situation when teaching learning process is taking place. Teaching reading must be based on an understanding of learners and learning to evaluate the meaning of the written material.

According to Anderson et al (2006) in Lisbet (2015), there are some techniques used in reading activity. Such as:

1. Scanning is making quickly over view of passage, looking for specific information. This usually means a quick browse through.
2. Skimming is making use the same approach and expertise that instead of concentrating on specific information, we are looking for the main idea of the general gift of passage.



3. Extensive reading is rapid reading for main ideas of large amount of text.
4. intensive reading is reading for complete understanding of entire text

Media

Media is communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Media is the plural of medium and can take a plural or singular verb, depending on the sense intended. Media can be seen as a medium, broadly conceived, any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Jacobs *et al.*, 2002: 240). According to Mayer (2001:1) media refers to the presentation of material using both words and pictures. He further states that learners can better understand an explanation when it is presented in words and pictures than when presented in words alone. Harmer (2007;177) says, that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

Meanwhile, Gerlach and Ely (2011:3) in Anggraini (2015) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning, teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. It can be conclude that media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

Audio Visual

Audio Visual means possessing both a sound and a visual component, such as slide tape presentations, films, television programs, and live theater productions. This media refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by



the teacher to the students. It can be called as a new trend because technology is used in this method such as, computers, televisions, language laboratories or the others which can support the teaching learning process in order to improve students' skills.

Audio-visual aid is any object or picture that relates to the subject being taught. Audio-visual aid is an important tool because different people respond to different learning modalities. It also adds interest to a discussion. In order to effectively use audio-visual aid, one must learn from experience what will and won't work for an audience or group of students. The audio-visual aid can take many forms and be presented in many formats. It may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis. The uses of audio visual media in teaching:

1. Strengthen an instructor's verbal presentation
2. Convey information mainly via sound and image instead of by text
3. Students often benefit from the visual/sound appeal of audio visual media in teaching

Video

One of the audio-visual aid of processes is video. Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video typically is viewed with a television screen or a computer monitor. It may also be watched on a personal media device. Video can be projected onto larger surface such as a movie screen.

It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. As Canning-Wilson (2000) describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. The students contextualize the language they have learnt. In other



words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

METHOD

In order to find the effect of Audio Visual Media in teaching reading, some steps were done.

1. Sample

There were 5 classes in the population. The total students were 86 students. Cluster random sampling was used to draw the sample. Two classes from 5 classes were chosen as the sample of this research. The total of the sample was 50 students that were divided into two groups (Experimental group and Control group). Experimental group was given a treatment by using Audio visual media. They were given a video related to the question given. Meanwhile the Control group was given a treatment by using conventional media. They were given a text and asked to read before answering the questions.

2. Instrument

A multiple choice test was constructed to see the students' reading comprehension. The multiple choices consisted 25 items. It was given to the control and experimental group before and after the treatment. In this case, the experimental group was taught by using Audio Visual Media. The students were presented a video related to the questions. They found the answers in the video given. In the other side, the control group was not taught by using Audio Visual Media. They were treated by using conventional media. They are given a text. They had to answer the questions after reading the text given. The material for both groups was the same.



3. Procedure

The first activity of this research was given pretest for experimental and control group. It was conducted to know the students' ability in Reading Comprehension before the treatment. In pretest activity, the students were given a multiple choice test. The test was consisted of 25 questions. After the pre-test, the researcher gave a treatment on both groups. The experimental group was taught by using video while the control group was taught by using reading text. Both of groups were given the same material and time instruction. Finally, a post test was given to both groups. In the post test activity, the students were also given the same test as in the pretest activity. Post-test was used to find out students' achievement after a treatment given.

4. The Scoring System

According to Kasmadi and Sunariah (2014:73), "Every question is given score 1 for the true answer and for the false answer is 0." Therefore, the formula that used in scoring the test was as follow:

$$S = \frac{R}{N} \times 100 \%$$

5. The Technique of Analyzing Data

After the researcher collected the data, then the researcher analyzed the data by following steps:

- a. Scoring the Pre-Test and Post-Test.
- b. Listing the students' test scores in two scores tables, one for experimental group and other for control group.
- c. After that the two groups were compared by using t-test to know how the effect of using audio visual media on students' reading comprehension.
- d. And the last the researcher analyzed the effect of the treatment from the data in the Pre-test and post-test between the control group and experimental group.
- e. The data collected by administering the pre-test and post-test were statistically analyzed by applying the t-test formula. The use this formula is to know the effect or result of this research. The t-test formula according to Arikunto (2006:311) as follow:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$



6. Validity and Reliability

In measuring the validation of the test, the researcher used product moment formula as follow: (Arikunto 2006:170),

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

To measure the reliability of the test, the researcher used Kuder – Richardson formula as follow:

$$Kr_{21} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(K-M)}{Ks^2} \right)$$

FINDING AND DISCUSSION

Table 1 showed the score of pre-test for both groups (experimental and control groups). In experimental group, the total score was 1479 and in control group, the total score was 1318. It proved that the sample was representative because the difference of the result of the pretest in both groups was not so high.

Table 1: The score of pre-test for both groups

Eksperimental Group	Control Group
Pre-Test	Pre-Test
1479	1318

In table 2, the experimental group score changed drastically. The group got improvement for 331 points. Meanwhile the improvement score in the experimental group was only 135 points. It showed that there was a lot of difference improvement in number in both groups.

Table 2: The score of Post-Test for both groups

Eksperimental Group	Control Group
Post-Test	Post-Test
1810	1453

Table 3 presented the calculation of pre-test and post-test score. We can see the differences between the scores of experimental and control group. It showed that the mean score of experimental group received an increase of 12.3 scores; while the control group received an increase 5.41 score.



Table 3: The mean of pre-test and post-test scores

Eksperimental Group			Control Group		
Scor	Pre	Pos	Scor	Pre	Pos
Total Score	147	181	Total	131	145
Mean score	59. 16	72. 40	Mean score	52. 72	58. 12

From the calculation, it was obtained that $t_{\text{observed}} = 6,1850 > t_{\text{table}} = 2,0000$ in the degree of freedom ($N_a + N_b - 2 = 25 + 25 - 2 = 48$) and in the level of significant was 0,05 (5%). It was obtained that total score in control group was 1318 for pretest and 1453 for posttest. Where, the highest score in pre-test was 68, and the lowest score was 40 and then the highest score in post-test was 76, and the lowest score was 40. Meanwhile, the total score in experimental group is 1479 for pre-test and 1810 for post-test. Where, the highest score in pre-test was 76, and the lowest score was 40 and then the highest score in post-test was 100, and the lowest score was 44. The hypothesis is aimed to know whether the hypothesis is accepted or rejected. If $T_{\text{observed}} > T_{\text{table}}$, the hypothesis is accepted. If $T_{\text{observed}} < T_{\text{table}}$, the hypothesis is rejected. From the calculation, it was obtained that $t_{\text{observed}} = 6,1801 > t_{\text{table}} = 2,0000$ in the degree of freedom ($N_a + N_b - 2 = 25 + 25 - 2 = 48$) and in the level of significant was 0,05 (5%). So it can be concluded that the hypothesis is accepted.

Based on the data analysis, the score of experimental group was higher than control group. The differences showed that Audio Visual Media significantly affected students' reading comprehension. Video as media make the illustration clear and interesting. Video can be used to express idea, present information and to make the presentation instruction more efficient. In line with Abdullah (2014) in his research entitled Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level, he found that the students who were taught by using audio visual media understand the lesson better if the teachers visualize the contents relating with any audio-visual materials. Also, they claimed that use of video and Power Point slides makes the class more interesting and stimulating.

Students at the first grade of SMP Shafiyatul Amaliyyah Medan especially in experimental group were motivated and interested when the researcher gave the



treatment by using video as audio visual media in teaching reading. After giving the treatment the researcher got the mean of post-test score is higher than pre-test score in experimental group. It means that students who were taught by using audio visual media were got better in result than the students who were taught without using audio visual video. So, the researcher can conclude that the research was successful.

CONCLUSION AND SUGGESTION

Conclusion

From the result of the research, it showed that the group which were taught by using audio visual media got higher score that the group which were taught without using audio visual media. It can be concluded that Audio Visual Media significantly affected students' reading comprehension. Audio Visual Media has been thoroughly used by teachers and learners and has become an interesting teaching tool for teaching-learning process. In this research, the researcher finds out that teaching reading text by using Audio Visual Media more significant than without using video. Because studying reading by using audio visual media makes the students more creative and relaxes. This media refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students. There are some advantages using this media. It strengthens an instructor's verbal presentation. Students can get the ideas clearly because audio visual media Convey information mainly via sound and image instead of by text. It will reduce students' boredom. Audio Visual Media brings variation in the classroom which are helpful to draw the attention of the students toward the lessons.

Suggestion

In line with the conclusion, it is suggested:

1. The English teacher should motivate the students in learning process of English especially in learning reading. They should be more creative in teaching process. They may find some Medias or techniques related to reading comprehension. Do not only focus on the material but also on the media used.



The English teacher has to try to use Audio visual media as their media in teaching English. Many advantages the teachers get if they use this media. It will help them overcome the problem faced by the teacher. English teacher should enhance their knowledge and their ability in teaching. They should use an interesting way or strategy to attract students' attention. They should use any media in teaching. The video is one of effective media that can be used in teaching writing. Teacher can find any authentic video from any sources or make it by themselves. They then bring into class and use it as teaching media with interesting technique and activities. They must make the students get involved in the activities during teaching learning process.

2. The students should be more care to listen and curious about the lessons they learnt. Sometime it needs time to give the student motivation before starting teaching learning activity. The teachers have to give them advice to make them care more about the lesson. The students should be more confident in learning English.

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