

UTILIZING AUDIOVISUAL MEDIA AND LEARNING MOTIVATION ON STUDENT ACHIEVEMENT OF SOCIAL DEPARTMENT GRADE VIII STUDENT FATUMETA, DILI

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ABSTRACT

The purpose of this study was to determine (1) differences effects of using audio-visual media and without audio-visual media to the learning achievement (2) differences effects of high and low motivation on the learning achievement, and (3) learning motivation and interaction effects with and without using audio-visual media on learning achievement. This study was designed by experimental research of using audio-visual media are associated with the learning motivation and it effects on student achievement. To describe the effect on experimental group treated compared with the untreated (control) group. The population of this study were 200 students. This study did not examine the entire population but uses a sample, the two groups. Each group is consisting of 30 students. The instrument that been used is a test to measure the results of social studies and questionnaires to determine the student's learning style. Test and questionnaire was using to collect the data. The data been analysed by ANOVA 2 pathway. Data analysis was carried out using SPSS 22 for windows. Data was analysed to determine learning motivation of each student, and to test the hypotheses that have been formulated. to

Keywords: audio-visual media, learning motivation, learning achievement

INTRODUCTION

As a New country, Timor-Leste still holds various problems in the education area, and required to be treated seriously. Equity and improvement in the quality of education for all the children are requiring hard work and seriously thought. The quality of the education process is relatively needed to be improved. Meanwhile, outside of the education world, development of science and technology, especially in information, communication, and transportation field is growing as rapid escalation into global market and competition climates in various aspects of life. All of them require completion through adequate education.

Education process is not enough yet to equip the students to be able to work, but efforts should be made to equip and train the children to live in a sustainable manner. Learning is not only required the students to know, to do, to be and to live together, but also should make students be able to live sustainably. Learning should be able to have outcomes who have personal character, social, academic, and vocational capability. The graduates should be equipped with an attitude of openness, flexibility, and dependability holds the basic principles of life in a social context that includes sensitivity, independence, and responsibility.

Education in Timor Leste at every stage and unit are still facing serious challenges, especially primary and secondary education. Various attempts have been done to improve the quality of education, among others through a variety of training and improving the competence of teachers. Moreover, it also has been attempted to improve education facilities and infrastructure as well as improving the quality of school management, but it has not shown

significant improvement even most of the schools are still in poor condition. Based on high-grade criteria, student with a high achievement will demonstrate (1) the learning achievement in the form of replay value general, the value of the evaluation of the final stage of the school, the number and quality of papers, number and quality of competitions subjects and (2) non-curricular achievements such as extracurricular activities, (MONE: 2003)

Learning outcomes are determined by some various factors. One of the external factors is media that facilitates individual to study material, resulting in better learning. In addition, students' motivation is a combination of characteristic of cognitive, affective and psychomotor behavior, which acts as an indicator of relative stability for students who meet each other and react to the learning process in the classroom. Technological innovation has an important role in the learning process. People believe that multimedia will be able to make the students interested to attend classes with more enthusiasts. Learning situations with initially learning effort will be turned into learning with fun. So the learning process is a fun, creative, enjoyable would be the right choice for teachers.

The fact is that before entering the era of information currently, that era marked with a spread more and more information. Offering information nowadays will always use media, both electronic and non-electronic. According to Dimiyati (1996) that a media organized neatly affect operates systematic and agencies such as the institute for educational, family, religion, school, and scout institutions. The description of the proficiency level shows that the presence of media that has influenced all aspects of life, including the education system, although hearts degrees different. The development of information

technology was a big effect on school's conditions. There is a possibility of the low value of student competence caused by improper delivery strategy lessons. In this case, learning which have been done by the teacher may not be optimally utilized learning resources, among them teacher in delivering instruction often ignore the use of media. In fact, instructional media has an important function to increase students' motivation and it will improve student learning achievement/quality of education students.

Student's learning achievement can be considered as the stage of student mastery of the learning objectives in the discussion topics bee experiment, as measured by the total score of correct answers on questions that are prepared in accordance with the learning objectives. In general, the quality of education is named to be good and successful if the competence of student's achievement through the educational process useful for their development for the future, especially when they enter the workplace. Therefore, educational institutions are required to make efforts introspection for the sake of future students, nation, and state.

Learning is a process of change in behavior as a result of interaction with the environment. Understanding the psychological study described again in order to facilitate the sense of learning, that learning is a process of the work been done by a student as a whole, as a result of his own experience in interaction with the environment (Slamet, 2003). Meanwhile, Sudjana (2000) says that learning is a process that is indicated by a change in a person. Changes as a result of the learning process can be demonstrated in a variety of forms such as changes in knowledge, understanding, attitudes and behaviors, skills, habits, and changes other aspects that obtain in individual learning.

Based on the results of preliminary observations, the result of the reality in Timor Leste are a lot of students having problems, especially in relation to learn activities and learning achievement of social studies. eighth-grade evidenced by the lack of students active in learning and lack of student learning outcomes in the daily test or a repeat of the final in each quarter in the previous years. Student achievement does not meet the expected learning achievement. Moreover, interviews with teachers at the school, that during the learning process in schools is limited to technical explanations and frequently asked questions. The medium of learning is limited to the use of media image so that the learning process is perceived less attractive for students because media images show only the eyes sensory perception, limited size can only be viewed by a group of students and interpreted images are subjective and personal. In the adult learning process this, the media is supporting advice in order to facilitate the learning process' effective, efficient and innovative.

In addition, learning media, in learning activities, motivation to learn is necessary because a person who has no motivation in learning will not be possible learning activities optimally. Wlodkowski (Suciati, 2001: 52) describes motivation as a condition that causes or lead to certain behavior, as well as giving directions and durability such behavior. Meanwhile, Ames (Suciati,

2001) describes motivation as the perspective of a person about itself and its environment. Based on these opinions, it can be said that the motivation of the study is going to be a driving force for the willingness to learn more active

Motivation is a psychological process that reflects the attitudes, needs, perceptions, and decisions made in a person. Motivation is psychological process which arise due to factor in a person's own so-called intrinsic factor while outside himself called extrinsic. Intrinsic factors such as personality, attitudes, experience and education, or expectations, ideals that reach into the future. Whereas extrinsic factor can be caused by a variety of sources, can be due to the influence of a leader, colleague or other factors complex.

Hakim (2001: 26) suggests the notion of motivation is an urge that will cause a person to perform an act in order to achieve certain goals. In learning, student persistence rate is determined by the strength of their motives and motivation to learn posed such motives. In lessons, the media plays an important role in the teaching-learning process. Gerlach and Ely (1971: 285) explains that there are three speciality owned media teaching, namely (1) the media has the ability to capture, store and display the back of an object or event, (2) the media has the ability to redisplay the objects or events with various ways tailored to the needs, and (3) the media have the ability to show something for object or event that implies. In line with the development of science and technology, nowadays the use of educational media, especially the audio-visual media, it is an urgent requirement. This is due to the increasingly complex nature of learning. There is a variety of learning objectives that are difficult to achieve simply by relying on the teacher's explanation and visual media only. Therefore, so that the learning can achieve maximum results required the use of the media. One is the audio-visual media, such as CD Learning.

As a school in a developing country, junior EBC Fatumeta Timor Leste has learning equipment in the form of laptops and Liquid Crystal Display (LCD). However, such equipment has not yet been used as a medium of learning. Thus, the problems that arise are the media - media that is available is less informative to explain the lesson materials. Therefore, the school needs to be understood that information technology is able to create a variety of ways to facilitate the delivery of information using audio-visual media, such as CD Learning. To get the hang of them, it needs to be demonstrated with concrete data media effectiveness testing results in learning, especially learning IPS. The test results of this can be done through research activities, through experimental studies at the school. Starting from such exposure, the study sought to do research with the title Audio-visual Media Influence in Improving Learning Motivation and Learning Achievement.

Related to this research, there is a similar previous study, the research Muhniyanto (2011), entitled Influence of Media Audio-visual, Media Image and Motivation Study on Yield Learning Integrated Science Seventh Grade Students of SMPN 1 and SMPN 2 Burneh Bangkalan. In addition, there are also studies which

conduct by Indriyana (2011) entitled Development of Learning Media Audio Visual Writing Indonesian Travel Reports Semester Class VIII SMP Negeri 4 Sidoarjo. Despite similarities in terms of the topics studied, these two studies are different with this study. The differences among them are (1) subject studied, (2) the research approach used, and (3) the subject under study. Based on these differences, it can be said that this study includes new research that is worth doing.

METHODS

This study was designed using experimental research on the use of audio-visual media associated with the motivation to learn and their effect on student learning outcomes. This experimental study conducted on

experimental and control groups, so as research subjects are students of the same school at the two schools, each school is composed of two groups: a control group and an experimental group. Subjects research has been studied on whose circumstances and conditions are the same or nearly the same, in terms of achievement.

The research design uses quasi-experimental design, by Sugiyono (2008: 114) From some quasi-experimental design of existing, chosen matching pre-test - post-test control group design is by Sugiyono (2008: 116) were categorized almost the same, only on this design decision the group does not the randomized complete, only one characteristic or taken with paired / matchmaking. Experimental design is similar to the pre-test - post-test control group design, the use of the following Table 1.

Table 1 Design of Research

Design	Treatment	Learning Motivation	Learning Achievement
E	X1	Y1	Z1
K	X2	Y2	Z2

Description:

E : Experimental group

K : Control Group

X1 : Treatment of experimental groups as research subjects, with audio-visual media apply to students who are learning motivation level high and low learning motivation level.

X2 : Learning to the control group with no media audio-visual for students learning motivation level high and low learning motivation level

Z1 : Post-test the experimental group, after using audio-visual media to students who are learning motivation level high and low learning motivation level.

Z2 : Post-test to the control group as research subjects, without using media audio-visual for students who are learning motivation level high and low learning motivation level.

The population of this research is a class VIII student EBC Fatumeta Timor Leste. Based on data obtained from both the high school, at the time of this research, the number of students into the study population is 200 students, divided into 6 classes. The sample in this study is the second group of students from the eighth grade, where each group of students consisting of 30 students. The research instrument was bigger data or tools to measure the research variables.

In this study, the instrument used is a test to measure the results of social studies and questionnaires to determine students' learning styles. Based on the instrument used, data collection in this study using a test technique and technique of filling the questionnaire. Validity or the validity of a test refers to whether the test measures what it is supposed to measure. The instrument is said to be valid if it is able to uncover variable data

appropriately. Reliability of the test refers to the constancy or permanence test tool in assessing something judged. A means test is said to be reliable if the results of measurements at different times to similar object constancy or permanence results show the results of the first test and the next test. Test scores were analyzed to determine the validity and reliability problems

Analysis of the data is that the study intended to analyze data on student motivation to determine each student motivation to learn and to test the hypotheses that have been formulated. Analysis of the data used to determine the differences and interactions between variables audio-visual media with variable motivation to learn to use 2-way ANOVA. The data were analyzed using SPSS. Statistics ANOVA two-lane test requirements, such as: Normality Test (prerequisite test hypothesis testing whether the obtained data including data been distributed normal or no. For facilitating this testing method Kolmogorov-Smirnov one-sample test in SPSS version 13. If the coefficient count > table 0, 05 then the data is normal data means that research can continue, otherwise if the coefficient count <table 0.05, the data is not normal and should not be continued hypothesis testing), test Homogeneity. Discovered whether the same two variants studied/homogeneous or different. Because one of the basic assumptions for ANOVA analysis is a variant should be the same. In order to facilitate the testing method used Level Statistics in SPSS version 13. If significant value < 0.05, data is not homogeneous if significant values > 0.05 second variant is the same and testing can proceed. Thus, the analysis in this research is the analysis of variance two-factor to declare any matter affecting the trial. In a two-factor analysis of variance was also used to determine whether there is a significant interaction between the two factors, as shown in Table 2.

Table 2 Design ANOVA Two Factors

A	B			Total	Average	
	1	2	...			
1	y_{111}	y_{121}	...	y_{1b1}	$T_{1...}$	$\bar{y}_{1..}$
	y_{112}	y_{122}	...	y_{1b2}		
	·	·	...	·		
	·	·	...	·		
2	y_{211}	y_{221}	...	y_{2b1}	$T_{2...}$	$\bar{y}_{2..}$
	y_{212}	y_{222}	...	y_{2b2}		
	·	·	...	·		
	·	·	...	·		
·	y_{21n}	y_{22n}		y_{2bn}	·	·
	·	·		·		
	·	·		·		
	·	·		·		
A	y_{a11}	y_{a21}		y_{ab1}	$T_{a...}$	$\bar{y}_{a..}$
	y_{a12}	y_{a22}		y_{ab2}		
	·	·		·		
	·	·		·		
Total	$T_{.1.}$	$T_{.2.}$...	$T_{.b.}$	$T_{....}$	
	$\bar{y}_{.1.}$	$\bar{y}_{.2.}$...	$\bar{y}_{.b.}$		
Average	$\bar{y}_{.1.}$	$\bar{y}_{.2.}$...	$\bar{y}_{.b.}$		$\bar{y}_{...}$

Step Testing:

Ho: there is no difference in the results from application of the X factor.

H1: there is a difference results from application of the X factor.

Ho: there is no difference in the results from application of the X factor.

H1: there is a difference results from application of the X factor.

Ho: no interaction from application of the factors X and Y.

H1: There is no interaction from application of the factors X and Y.

Statistical Test:

$$f_1 = \frac{S_1^2}{S^2}$$

$$f_2 = \frac{S_2^2}{S^2}$$

$$f_3 = \frac{S_3^2}{S^2}$$

Find f:

$$JKT = \sum_{i=1}^a \sum_{j=1}^b \sum_{k=1}^n y_{ijk}^2 - \frac{T_{..}^2}{abn}$$

$$JKA = \frac{\sum_{i=1}^a T_{i.}^2}{bn} - \frac{T_{..}^2}{abn}$$

$$JKB = \frac{\sum_{j=1}^b T_{.j.}^2}{an} - \frac{T_{..}^2}{abn}$$

$$JK(AB) = \frac{\sum_{i=1}^a \sum_{j=1}^b T_{ij.}^2}{n} - \frac{\sum_{i=1}^a T_{i.}^2}{bn} - \frac{\sum_{j=1}^b T_{.j.}^2}{an} + \frac{T_{..}^2}{abn}$$

$$JKG = JKT - JKA - JKB - JK(AB)$$

Table 3 Analysis Varian Two Factors

Effect of Variable	Total Square	Degrees of Freedom	Average Square	f hit.
Main Effect (A)	JKA	a - 1	$s_1^2 = \frac{JKA}{a - 1}$	$f_1 = \frac{s_1^2}{s^2}$
Main Effect (B)	JKB	b - 1	$s_2^2 = \frac{JKB}{b - 1}$	$f_2 = \frac{s_2^2}{s^2}$
Interaction two factors (AB)	JK (AB)	(a - 1)(b - 1)	$s_3^2 = \frac{JK(AB)}{(a - 1)(b - 1)}$	$f_3 = \frac{s_3^2}{s^2}$
Instrument	JKG	ab (n - 1)	$s^2 = \frac{JKG}{ab(n - 1)}$	
Total	JKT	abn - 1		

RESULTS AND DISCUSSION

Method of Learning mediated by Audio Visual media (Experiment)

Score of experimental treatment (Use of Audio Visual Media has a range between 80 to 90 average score (mean) of 85.83. While the standard deviation of 2.73 to get the picture visual can be seen in the frequency distribution of learning achievement scores as indicated on the histogram that is listed in the following Figure 1.

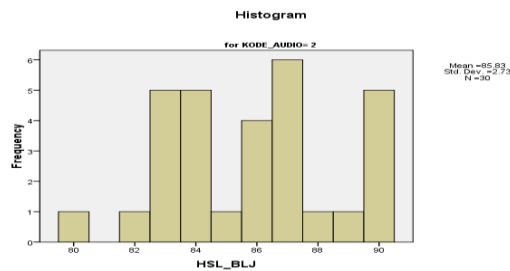


Figure 1 Results of Student Achievement by Using Audio Visual Media

Learning Method without Using Audio Visual Media (control)

Scores of learning without Using the Audio Visual Media for achievement social studies class VIII EBC Fatumeta Timor Leste has a range of between 73 to 89 average score (mean) of 79.50. While the standard deviation of 3.093 to get the picture fiscal can be seen in the frequency distribution of achievement scores eighth grade social studies EBC Fatumeta Timor Leste as shown in the histogram that are listed in the following Figure 2.

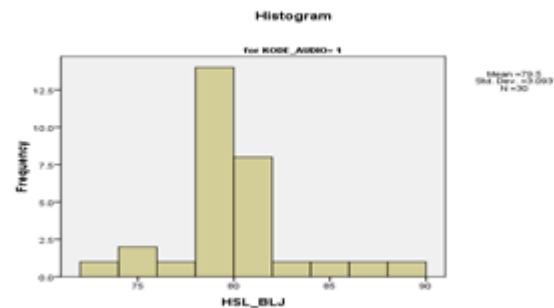


Figure 2 Results Achievement Social Studies Students Without Using Media Audio Visual

Motivation Factor

Score at motivation aspect for achievement social studies of class VIII EBC Fatumeta Timor Leste has a range between 75 to 90 average score (mean) of 84.27. While the standard deviation of 4,638 to get the picture visual can be seen in the frequency distribution of achievement scores eighth-grade social studies EBC Fatumeta Timor Leste in high motivation as shown in the histogram that is listed in the following Figure 3.

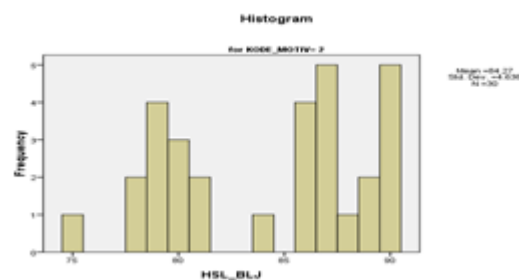


Figure 3 Histogram High Motivation for Learning Achievement of Social Field

Meanwhile, scores low motivation for achievement social studies class VIII EBC Fatumeta Timor Leste has a range of between 73 to 87 average score (mean) of 81.07. While the standard deviation of 3,311 to get the picture visual can be seen in the frequency distribution of achievement scores eighth-grade social studies EBC Fatumeta Timor Leste in low motivation as shown in the histogram that is listed in the following Figure 4.

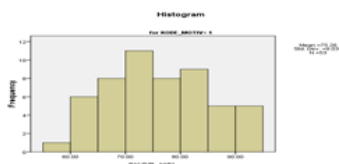


Figure 4 Histogram Low Motivations for Learning Achievement of Social Field

Furthermore, test requirements are needed in the analysis of variance normality and homogeneity test. Testing of each of these requirements was using a significance level of 5%. The test results as follows:

Normality Test

Normality test score distribution is done on the variable method of learning motivation on learning achievement social grade VIII EBC Fatumeta Timor Leste using the Kolmogorov-Smirnov. The calculation result of normality test score distribution of these variables is presented in the table normality to the variable requirements can be met and the results can be reported in Table 4.

Table 4 Normality Test Summary Each Variable

No	Learning IPS Achievement	Value K-S-Z	P	Sig.= 5%	Conclusion
1	Without media audio visual (control)	0,202	0,03	0,05	Abnormal
2	With media audio visual (Experiment)	0,149	0,087	0,05	Normal
3	Low Motivation	0,154	0,68	0,05	Normal
4	High Motivation	0.212	0.01	0,05	Abnormal

Table 5 Homogeneity Test Summary

Variable	Value	p	Sigf.=5%	Conclusion
Learning Achievement IPS	1,830	0,151	0,05	Homogen

Table 6 Variant Analysis Test Against Social Studies Achievement Scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	774.533 ^a	3	258.178	45.068	.000
Intercept	410026.667	1	410026.667	71575.727	.000
KODE_AUDIO	601.667	1	601.667	105.029	.000
KODE_MOTIV	153.600	1	153.600	26.813	.000
KODE_AUDIO * KODE_MOTIV	19.267	1	19.267	3.363	.072
Error	320.800	56	5.729		
Total	411122.000	60			
Corrected Total	1095.333	59			

a. R Squared = ,707 (Adjusted R Squared = ,691)

Test Homogeneity

Other requirements are demanded in the use of analytical techniques is the requirement of homogeneity variant, namely whether the residue score of the dependent variable for each independent variable scores is homogeneous. The homogeneity test results are summarized in the following Table 5.

It was concluded that the error variance of the dependent variable score for score variance independent variables is homogeneous. This means that the test requirements are met for the variable homogeneity.

Data analysis:

First Hypothesis Testing

The first hypothesis reads:

H0: There is no difference in the effect of the use of audio-visual media and without audio-visual media to achievement social studies class VIII EBC Fatumeta Timor?

H1: There is a difference in the effect of the use of audiovisual media and without audio-visual

media to achievement social studies class VIII EBC Fatumeta Timor?

The results of the analysis of the first hypothesis using the statistical program SPSS for Windows 17 may be presented in the following Table 6. Based on the results of ANOVA factorial experiment above, Learning Media factor is the use of audio-visual and without the use of audio-visual has calculated F value of 105.029 with a significance value of 0.000. Thus it can be said that Ho is rejected or There is a difference of influence without the use of audio-visual media and audio-visual media to achievement social studies class VIII EBC Fatumeta Timor. The average score of learning achievement IPS by using audio-visual learning is 85.833 with 95% confidence interval is between 84.958 up to 86.709. Meanwhile, the average score of learning achievement IPS with learning without the use of audio-visual is 79,500 with a 95% confidence interval is between 78.625 up to 80.375.

Table 7 The Average Score of Learning Achievement of IPS

AUDIO	95% Confidence Interval			
	Mean	Std. Error	Lower Bound	Upper Bound
Without audio-visual (control)	79.500	.437	78.625	80.375
With audio visual (experiment)	85.833	.437	84.958	86.709

Table 8 Variant Analysis Test Against IPS Studies Achievement Scores

	Sum of Squares	df	Mean Square	F	Sig.
Contrast	153.600	1	153.600	26.813	.000
Error	320.800	56	5.729		

Table 9 The Average Score of IPS Achievement Score Dependent Variable: HSL_BLJ

MOTIVATION	95% Confidence Interval			
	Mean	Std. Error	Lower Bound	Upper Bound
Low Motivation	81.067	.437	80.191	81.942
High Motivation	84.267	.437	83.391	85.142

Table 10 Variant Analysis Test Score Result to Learn to Speak English

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	774.533 ^a	3	258.178	45.068	.000
Intercept	410026.667	1	410026.667	71575.727	.000
AUDIO	601.667	1	601.667	105.029	.000
MOTIV	153.600	1	153.600	26.813	.000
AUDIO * MOTIV	19.267	1	19.267	3.363	.072
Error	320.800	56	5.729		
Total	411122.000	60			
Corrected Total	1095.333	59			

a. R Squared = ,707 (Adjusted R Squared = ,691)

Table 11 The Average Score of The Results of Learning to Speak English

AUDIO	MOTIVATION	95% Confidence Interval			
		Mean	Std. Error	Lower Bound	Upper Bound
Without audio-visual (control)	Low Motivation	78.467	.618	77.229	79.705
	High Motivation	80.533	.618	79.295	81.771
With audio-visual (experiment)	Low Motivation	83.667	.618	82.429	84.905
	High Motivation	88.000	.618	86.762	89.238

Second Hypothesis Testing

The second hypothesis reads:

H0: There is no difference in the effect of high motivation and low motivation on learning achievement IPS class VIII EBC Fatumeta Timor Leste.

H1: There is a difference in the effect of high motivation and low motivation on learning achievement IPS class VIII EBC Fatumeta Timor Leste.

The results of the analysis of the second hypothesis using the statistical program SPSS for Windows 17 may be presented in the following table as a fraction of Table 8.

The F tests the effect of Motivation. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Based on the results of the above tests unvaried ANOVA, motivational factors are motivation high students with low motivation has a value of $F = 26.813$ with a significance value of 0.000. Thus it can be said that H0 is rejected or no difference in students with high motivation with students' low motivation towards learning achievement scores VIII class IPS EBC Fatumeta Timor Leste. The average score of social studies achievement scores of grade VIII EBC Fatumeta Timor Leste with high motivation is 84.267 with 95% confidence interval is between 83.391 up to 85.142. Meanwhile, the average score of social studies achievement scores of grade VIII EBC Fatumeta low motivation Timor Leste is 81.067 with 95% confidence interval is between 80.191 up to 81.942.

Third Hypothesis Testing

H0: There is no interaction effect of learning motivation and with and without the use of audio-visual media to achievement social studies grade VIII junior high school Fatumeta Timor Leste

H1: There is an interaction effect of learning motivation and with and without the use of audio-visual media to achievement social studies grade VIII junior high school Fatumeta Timor Leste

The results of the analysis of the third hypothesis using the statistical program SPSS 17 for Windows may be presented in the following table as a fraction Table 10.

Based on the results of ANOVA factorial experiment above, factors interaction between media

with motivation have calculated F value = 3.363 with 0.072 significance value. Thus it can be said that H0 is accepted or no interaction between the learning media (audio-visual use and without the use of audio-visual) and motivation (high and low) on the performance of eighth grade social studies EBC Fatumeta Timor Leste.

The average score of achievement social studies on the interaction of learning using audio-visual media with low motivation is 83.667 with 95% confidence interval is between 82.429 up to 84.905. While the average score achievement social studies on the interaction of learning using audio-visual media with high motivation is 88.00 with a 95% confidence interval is between 86.762 up to 89.238.

The average score of achievement social studies on the interaction of media without the use of audio-visual learning with low motivation is 78.467, with 95% confidence interval is between 77.229 up to 79.705. While the average score achievement social studies on the interaction of media without the use of audio-visual learning with high motivation is 80.533 with 95% confidence interval is between 79.295 up to 81.771.

Based on the description of the data and test hypotheses could presumably be argued that: First hypothesis test. There is a difference of influence without the use of audio-visual media and audio-visual media to achievement social studies class VIII EBC Fatumeta Timor. The average score of learning achievement IPS by using audio-visual learning is 85.833 with 95% confidence interval is 84.958 to 86.709. While the average score of learning achievement IPS with learning without the use of audio-visual is 79.500 and 95% confidence interval is between 78.625 up to 80.375.

The influence of the media on the results of the study show that the media is one part of the learning system, even more specifically, can be regarded as an integral part of the learning activities. As an integral part of the learning system, the position of the media can't be separated and implementing affect the learning process. With regard to the development of media and learning technologies, the role of media is very important. Media for learning (technology) can be viewed as the application of science which can be either electronic media or other machine learning occupies a strategic position in facilitating and to facilitate learning. Reach also become more comprehensive study (distance learning) and faster

(access to the internet or learning through a computer), which is ultimately the application of learning technologies have a major contribution in the study. In learning technology, in the form of problem-solving learning system components that has been compiled in the design or selection function, and in the utilization, as well as combined to be a complete learning system.

In the second hypothesis test there a difference in students with high motivation with students' low motivation on learning achievement scores VIII class IPS EBC Fatumeta Timor Leste. The average score of social studies achievement scores of grade VIII EBC Fatumeta Timor Leste with high motivation is 84.267 with 95% confidence interval is between 83.391 up to 85.142. While the average score of social studies achievement scores of grade VIII EBC Fatumeta low motivation Timor Leste is 81 067 with 95% confidence interval is between 80.191 up to 81 942.

In learning, motivation to work pushing students to do, in this case the function of motivation as a driving force in any activity to be carried out, determining the direction of action that is in the direction of the goal, select what actions should be done to achieve the goal by setting aside the deeds that are not helpful, in addition, it also serves to encourage efforts to achieve the feat. Those who study diligently, passionately and vigorously to produce a good performance. In connection with the motivation to learn as well, Ardhana (1990: 21) states that the motivation to learn is a very important factor in achieving an achievement, both academic and non-academic achievement. Even Slameto (1991: 136) argues that there is a relatively intelligent student who can look dumb because it does not have the motivation to achieve.

Palardy (1975: 261) explained that students, who have low learning motivation, are generally lagging behind in learning. Therefore, highly motivated students who will have a lot of energy to perform the learning activities (Sardiman 1986: 60). Students with high learning motivation can be identified during the process of teaching and learning in the classroom. According to Brown (1971: 150) there are eight characteristics of students with high motivation, namely (1) interested in teachers, meaning not being indifferent, (2) interest in the subject they teach, (3) high enthusiasm and controlling attention and energies the learning activities, (4) wants to always belong to a class group, (5) wants her identity followed by others, (6) the actions and habits as well as the moral is always in control of himself, (7) always remember the lesson and always learn back at home and (8) is always controlled by the environment.

In the third hypothesis test, there is no interaction between the learning media (audio-visual use and without the use of audio-visual) and motivation (high and low) on the performance of eighth-grade social studies EBC Fatumeta Timor Leste. The average score of achievement

social studies on the interaction of learning using audio-visual media with low motivation is 83.667 with 95% confidence interval is between 82.429 up to 84.905. While the average score achievement social studies on the interaction of learning using audio-visual media with high motivation is 88.00 with a 95% confidence interval is between 86.762 up to 89 238. The average score on the achievement of social studies instructional media interaction without the use of audio-visual with low motivation is 78.467 with 95% confidence interval is between 77.229 up to 79.705. While the average score achievement social studies on the interaction of media without the use of audio-visual learning with high motivation is 80.533 with 95% confidence interval is between 79 295 up to 81.771.

The absence of an interactive relationship between learning and motivation towards learning outcomes is probably caused by the diversity of the motivation of the students. This is in accordance with the opinion of Sardiman (1996: 50) which says that the motivation was very varied. Such variations were (1) the motivation viewed from the base formation, include (a) the motives innate motive is innate, and (b) motives are studied means the motive arising studied, (2) motivation physical and spiritual, include (a) physical motivation, like, relaxed, automatic instinct, breath and so on, and (b) spiritual motivation, such as a will or interest, (3) intrinsic and extrinsic motivation. Another opinion suggests that there are two types of motivation, namely (1) the primary motivation, motivation is based on the motives of the base, (2) secondary motivation, is learned "(Dimiyanti and Mudjiono, 1999: 88).

CONCLUSION

Based on data result of the research and discussion above can be concluded some things, as follows. (1) There is a difference in the effect of the use of audiovisual media and without audio-visual media to achievement social studies class VIII EBC Fatumeta, Dili, Timor Leste. (2) There is a difference in students with high motivation with students' low motivation on learning achievement scores VIII class IPS EBC Fatumeta, Dili, Timor Leste. (3) There is no interaction between the learning media (audio-visual use and without the use of audio-visual) and motivation (high and low) on the performance of eighth-grade social studies EBC Fatumeta, Dili - Timor Leste.

Therefore, based on the research and discussion above, the authors suggest some of the following: (1) The Institution, they should provide a space for the development of insructional media for teachers, particularly IPS. Regarding the social studies are very important in shaping the character of the students when they contribute in the community. (2) Teachers IPS, referring to the study, should teachers to use the media power point since proven to boost student achievement. Yet still, it needed new and innovative teaching methods so that learning objectives can be achieved, such as collaborative or cooperative.

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