

Using Audio – Visual Aids to Improve The Students’ Reading Skill

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Abstract: This article is written in order to (1) know whether the use of Audio Visual aids can improve the students’ reading skill; and (2) know the strengths and weaknesses in using Audio Visual Aids in improving the students’ reading skill. The research finding shows that the use of video as Audio Visual media combined with SQ3R (Survey, Question, Read, Recite, and Review) can enhance the students’ reading skill and the class situation in teaching and learning activity. The improvement of students’ comprehension includes: (1) Students are able to determine the main idea; (2) Students are able to identify the implicit and explicit information; (3) Students are able to determine the meaning of word; 4) Students are able to determine the purpose of the text; (5) Students are able to determine the reference of pronouns. The improvement of the students’ attitudes are: (1) The students enjoyed and interested in the class situation; (2) The students become active learners; (3) The students were not noisy during teaching learning activity; (4) The students paid attention to the teacher.

Keywords: Audio-Visual, SQ3R, Reading

INTRODUCTION

English is international language that plays important role in communication both in written and oral form. As an international language, English has a significant position in international communication; therefore the mastery of English is needed, moreover in the global era, to get the best English, a complete comprehension in English teaching is required. Fluency in reading is not only related to reading speed but also covers how well readers can catch the gist of a text accurately. A fluent reader needs more time to understand a text than beginner reader.

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read fluently, readers need to practice more and more. Readers should be able to determine the main idea, determine the explicit meaning, determine the implicit meaning, find contextual meaning, determine the reference of pronouns, and determine the purpose of the text. Those will help the readers improve their reading comprehension.

Aebersold and Field (1997: 15) defined that reading is something which people look at the text and assign to the written symbols in that text. In order words, we assume that reading activity is people’s activity to read text.

As explained before, one of the factors affecting readers’ reading comprehension is the text itself. Every text has difference level of difficulty and readability affected by the dictions,

structures, text contents and language use. For beginner learner, reading English text seems frustrating because of the lack of vocabulary. When reading, they are sometimes distracted by some words they have not known so that it makes them stop for awhile to find out the word meaning.

An appropriate media for teaching English for children is very important because appropriate media determine the result of teaching reading that is to improve students' reading skill.

Based on the research, the researcher finds that the students' reading comprehension is still in low level. They are not able to: (1) determine the main idea; (2) identify the explicit and implicit information; (3) determine the meaning of words; (4) determine the purpose of text; and (5) determine the reference of pronouns. The problems arise because of some factors from the students. They are: (1) the students have low motivation and willingness to participate English class; (2) the students have limited source to learn English; (3) there is the rare use of English in the class; and (4) there is lack of media that can be used by the students.

The fact that the students lacked of reading skill was also supported by the findings of the pretest on the pre research which showed that the students' lowest score was 45 and the highest score was 82.5, and the students' mean score in reading was 68.98. It means that their mean score had not reached the KKM (75). Besides, the fact also showed that the students' mean score of each indicator of reading was still lower than the KKM.

In this research, the researcher uses Audio – Visual aids as media in teaching reading. Gurrard (1992: 89) said that visual

support is very helpful to convey meaning. It helps pupils to memorize new words. So, it can be said that the message followed by the visual aids is more memorable than just giving explanation and list of words.

The audio visual media will help the students in learning reading, because it produces sound, picture and video. The use of audio visual will make the teaching activities in reading is more interesting, the students feel excited by watching the attractive video while they read the related text, it makes them easier to understand the text. The students were easier to get the ideas about what they are going to read and they can imagine their description using the video as their guidance. They can read narrative based on the video with longer paragraph and more detail information and also more supporting ideas in each paragraph. The video gives them stimulus so that they can have something to describe about from they read. Video presents language in context so that learners can see who's or what's, where the speakers are, what they are doing, etc. all these visual clues can help comprehension. Videos give stimulus about certain topics so that they can easily construct and generate the ideas.

This article aims at discussing: (1) can the use of Audio – Visual aids improve students' reading skill; and (2) what are the students' attitudes to the use of video to improve their reading skill.

Finally, the researcher assumed that using Audio – Visual aids to improve students' reading skill and lead the class situation better on students.

RESEARCH METHODS

This classroom action research was conducted in one of state senior high school in Boyolali. In this study, the researcher applied classroom action research as the method. According to Mills (2006: 6), action research is any systematic inquiry conducted by the teacher, researcher, principals, school counselors, or other stakeholder in teaching or learning environment to gather information about the ways that their particular school operates, how they teach, how well their students learn. Kemmis and McTaggart (1999: 32) stated that the action research conducted in this study involved several stages. Those are:

First, planning: the researcher observes the teaching learning process, conducts interview to the teacher and the students, distributes questionnaires to the students, conducts pre test and prepares lesson plan. Second, acting and observing: the researcher implements his plan in each cycle of action research. As long as the plan is implemented the researcher observes the situation of the reading class including students' behavior in teaching learning process. Next the researcher conducts post test of reading to see the students' progress in reading, and last, reflecting: the researcher analyzes the obtained data to identify the strengths and weaknesses. The result of reflection will be used as the basic for the next planning and as the determiner whether the action is successful or unsuccessful.

The technique of collecting the data is divided into two. The first is qualitative data: (1) interview; (2) observation; (3) questionnaire; and (4) field notes. The second is quantitative data, the data are

collected by using reading tests consisting 40 items.

The technique of analyzing the data is divided into two. The quantitative data supports the data from qualitative method and vice versa. The data is presented in the form of mean score and the results are used to analyze the result of teaching and learning process. In this research, the students' mean score of the post test 1 is compared to the students' mean score of the post test 2 to know whether there is improvement of students' reading skill or not.

Burns (1999: 157) stated that the method used to analyze the qualitative data is as follows:

First, assembling the data, it is to assemble the data that the researcher has collected over the period of the research, field notes, journal entries, questionnaire, and so on. At this stage, broad pattern begins to show up which can be compared and contrasted to see what fits together. By scanning the data in this way, the researcher begins the process of more detailed analysis by bringing up possible pattern which the researcher can adapt or add to as the researcher proceed.

Second, coding the data, it is a process attempting to reduce the large amount of the data that may be collected to more manageable categories of concepts, themes or responses or behaviors may be assigned to a code relatively easily. Data analysis becomes much messier and coding becomes less clear cut when the researcher is dealing with diary entries, classroom recordings or open-ended survey questions.

Third, comparing the data, at this stage the researcher is also able to map

frequencies of occurrences, behavior or responses. Table may be created using simple descriptive techniques to note frequency counts or percentages. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

Fourth, building Interpretation, this is the point where the researcher moves beyond describing, categorizing, and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concept and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

The last, reporting the outcomes, the final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with example from the data.

RESEARCH FINDINGS AND DISCUSSION

The research was carried out in two cycles through the following stages: (1) planning the action; (2) Implementing the action; (3) observing the action; (4) reflecting the action, and (5) revising the plan.

In this research, the implementation was conducted in two cycles. The researcher planned four meetings in cycle 1 and three meetings in cycle 2 through planning, acting, observing, reflecting, and revising stages.

The pre-research was conducted before the implementation of the study. The purpose of the pre-research is to identify the students problems in reading text, the problems during teaching learning process, and students' reading skill. The pre-research covered four steps: (1) Interviewing the teacher and the students; (2) Giving questionnaire to the students; (3) Observing the teaching learning process; and (4) Giving pre-test to the students.

Based on the result of pretest the highest score was 82.5 and the lowest score was 45, the students' mean score was 68.98 and the KKM is 75. The mean score is still lower than KKM. It can be concluded that their reading skill should be improved.

Based on the result of the post test score of cycle 1, the researcher could report that there was improvement on students' reading skill. The highest score improved from 82.5 into 90, the lowest score improved from 45 into 50, and the students' mean score also improved from 68.98 into 71.54.

The result of post test 1 showed that the students' reading comprehension also improved. Those indicators which improved such as: (1) determine the main idea from 67.41 into 71.87; (2) identify implicit information from 70.97 into 72.77; (3) identify explicit information from 68.36 into 73.43; (4) determine the purpose from 71.1 into 71.87; and (5) determine the reference from 66.52 into 73.21. Besides, there is only one indicator which has not improved, it is determining the meaning of word from 69.2 becomes 66.1.

At first, the students were not interested and active in reading class. During the first cycle of research, the students' attitude was better, they looked

enthusiastic, they enjoyed the lesson, and paid attention to the teacher. The intensity of making some noise was reducing since the use of video as media was played. It could be claimed that the students' reading skill and the class situation improved in cycle 1.

Based on the result of post test 2, the researcher could report that there was improvement on students' reading skill. The highest score still the same 90, the lowest score improved from 50 into 60, and the students' mean score improved from 71.54 into 76.01.

The result of post test 2 showed that the students' reading comprehension also improved. Those indicators which improved such as: (1) determine the main idea from

71.87 into 74.1; (2) identify the implicit information from 72.77 into 79.9; (3) determine the meaning of word from 66.1 into 77.22; (4) determine the purpose from 71.87 into 75.1; (5) determine the reference from 73.27 into 77.22. there only one indicator which not improved, it is identify the explicit information from 73.43 into 72.25.

In cycle 2, the students showed good progression. The result of pre test improved. During the second cycle of research was implemented, the students' attitude was better, they were enthusiastic with the text given, they enjoyed the class, and paid full attention to the teacher. Below table showed the improvement of students' reading skill.

Table 1. The improvement of students' reading skill

No	Indicators	Pre-test	Post-test 1	Post-test 2
1	Determine the main idea	67.41	71.87	74.1
2	Identifying implicit information	70.97	72.77	79.9
3	Identifying explicit information	68.36	73.43	72.25
4	Determine the meaning of word	69.2	66.1	77.22
5	Determine the purpose	71.1	71.87	75.1
6	Determine the reference of pronoun	66.52	73.21	77.22
Mean		68.98	71.54	76.01

The finding also shows that the students and teacher made reading class become more active. Both teacher and students kept various interesting activities in the class. Students take part in all activities and keep focus in the lesson. The students enjoyed and interested in the class situation. The use of video as media can enhance the students' reading skill. The students have to practice with enough guidance from the teacher. The focuses of the research involved six aspects of reading comprehension: determine the main idea, identify the implicit and explicit information, determine the meaning of

word, determine the purpose, and determine the reference of pronouns.

The use of video as media led the class situation better than the situation prior to the research implementation. At the first, the students were not active, it can be seen when they were given a text, they did not pay attention and when they are asked to do exercise, they cannot do it in right way. During the research implementation, students become more active and they understood the lesson. It could be seen that they always asked about the vocabularies and meaning that they did not understand.

The final result shows that the students' reading skill and class situation improved. It can be concluded that the use of Audio Visual aids enhance the students' reading skill and class situation.

CONCLUSIONS AND SUGGESTIONS

The result shows the positive improvement to the students' reading skill and class situation, the writer draws conclusion that (1) using Audio Visual especially video as media can improve the students' reading skill and (2) using Audio Visual aids can improve the students' attitude. It helped the students to understand narrative text. They interested in class situation, they become more active, and were not shy to read English.

Based on the conclusion above, the writer gives some suggestions for the teaching learning process at that school, especially for English teacher, the students, institution, and other researcher. First, the English teacher should improve their creativity in teaching reading, they should improve their technique and media in teaching reading, and the teacher should do some efforts to make the class conducive so that it leads to the effectiveness for the teaching learning process. Second, the students should not be shy to share their idea and they should study more and more to reach higher achievement. Third, the school has to support the English teachers, so that they can improve their quality in teaching, and also the school has to repair the damaged facilities in classroom to make the teaching learning process become more comfortable. Last, this article can be a reference for other researcher to conduct the next research, it is expected that there will

be many techniques and strategies applied in teaching.

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