STRATEGIES FOR USING AUDIOVISUAL MEDIA TO IMPROVE ENGLISH LEARNING RESULTS

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Abstract

In the world of education, students' English skills cannot be separated from the learning process provided by teachers. Lecturers, as instructors, strive to provide the best teaching and learning process for their students. English is a course that develops oral and written communication skills, understanding and expressing information. This course is no longer just a grammar course but can also develop students' English communication skills both orally and in writing. For this reason, a creative approach is needed to help students be more active and interesting in learning English. One of the methods proposed by the speakers is to learn English using audio-visual media, including videos, movies and music. In teaching English materials, using this learning material is one of the appropriate learning materials to use. The purpose of this review is to provide strategies for using audiovisual media to improve students' English learning outcomes. Technically, the strategy for using audiovisual media in the process of teaching and learning English is divided into 3 stages: preparation, use and the final stage is monitoring after use. This strategic use of media will make learning English more effective, interactive and enjoyable. Teachers will be more optimal in presenting material and students will understand the lesson more easily

Keywords : Strategy, Audiovisual media, English

INTRODUCTION

English is one of the international languages widely taught in many countries around the world. Many residents of all countries use English as a means of communication in important meetings at the international level. In Indonesia, English is the first foreign language to be studied as a compulsory subject from middle school to university. One of the Indonesian government's efforts to improve English skills is to introduce English earlier into formal educational institutions, starting from elementary school. In the world of higher education, students' English skills are inseparable from the learning process provided by professors. Lecturers, as facilitators, strive to provide the best teaching and learning process for their students. One of the methods proposed by the speaker is to use learning materials.

Learning media is a component of learning, playing an important role in the teaching and learning process. Every teacher should use media in all learning activities. Therefore, teachers must learn to identify appropriate means to effectively realize learning goals. Learning media can be used in many different types, such as visual media, audio media, audio-visual media, print media and others. Among the different types of learning media, audiovisual media is one that can be received through sight and hearing. English is a subject that develops oral and written communication skills, understanding and expressing information. To provide materials in English, broadcast media is the appropriate medium to use.

The teaching and learning process will become more effective, interactive and interesting. Teachers convey material content more optimally and students understand it more easily. By using audio-visual learning materials, students can immediately see and imitate the pronunciation of English vocabulary or expressions. For example, when teaching speaking, the instructor shows a video of an English conversation using a projector and speakers.

The process of teaching and learning English no longer makes children bored. Students are more motivated to learn English. Based on the above description, one of the efforts to enhance students' success in learning English can be achieved through the use of audiovisual learning media.

DISCUSSION

A. Educational media

Learning media are generally educational means or tools in the learning and teaching process.. Learning materials can be in the form of books, audio, video images, etc. Learning media are used to enhance better learning outcomes. Arsyad (2014:3) states that "the importance of media in the teaching and learning process is as tools for capturing, processing and rearranging transmitted information. In this sense, teachers, textbooks, and the school environment are all means of learning.

Zhamarah and Zain (2006:120) explain that "a learning medium is any tool that can be used as a means of conveying learning information or as a channel for conveying messages to achieve achieve educational goals. Media can express what speakers or teachers are less likely to say through certain words or sentences.

The recipient can carry out the learning process effectively and efficiently.

From the observations described above, it can be concluded that learning materials consist of two important elements, namely the device and the message elements they convey. A device is a medium or device used to present educational material or messages.. The message element is the information or educational material that will be transmitted to the student.

B. Learning media function

Learning media is used to facilitate students' understanding of material. The learning process will be more diverse, not limited to verbal communication through the instructor's lectures, so that students do not get bored and instructors do not lack energy.

According to Rusman (2011: 172), one of the functions of learning media in the learning process is that learning will attract more students' attention to arouse interest in learning and the meaning of learning. Learning material will be clearer so that it can be better understood and help students better master the learning objectives.

Sanjaya (2016:70) explains that learning media is useful for recording certain objects or events that can be preserved in photographs, films, or recorded via video or audio, and then summarized and can be used when needed.

Susilana and Riyana (2009:13) mention some advantages of learning media in general, specifically clarifying the message, overcoming limitations of space, time, energy and capacity. senses and create a passion for learning.

Based on the above description, it can be concluded that the function of learning media is to make it easier for teachers or instructors to deliver materials, attract students' attention, and create a process Teaching and learning are more interesting.

C. Basic considerations when choosing media.

Theoretical reasons for choosing learning media Each learning media has its own strengths and weaknesses, so the selection and use of learning media must be consistent with needs and goals, student learning goals. The aim is to avoid errors in media selection that could become obstacles to the teaching and learning process.

Suyanto and Jihad (2013:105) state that the principles of consideration in choosing learning materials depend on the learning objectives, learning materials, teaching and learning strategies and classroom conditions .

Suprihatiningrum (2013:324) discusses some considerations in choosing appropriate learning materials, including learning objectives, learning methods, characteristics of learning materials, and usefulness.

Learning materials and the instructor's ability to use them. Learning aids are often used by teachers to help students understand the material being taught. For this reason, the learning materials used must be consistent with the course material taught to students..

Using learning media will make it easier for lecturers to implement teaching strategies. Using learning media and implementing appropriate teaching strategies will improve student learning outcomes. Using learning media will help

lecturers in certain class conditions. Lecturers who teach classes with large numbers of students can use audiovisual media. Using audiovisual media can make it easier for lecturers to clarify the material they are presenting.

Determining media that is suitable for use in learning must be adjusted to the objectives, strategy, available time and other supporting facilities. In this way, theoretical reasons become the basis for selecting learning media that are in accordance with the objectives (specification objective), suitability with the content (specification of content), learning strategy (determination of strategy) and available time (allocation of time).

The description above clearly illustrates how the position of learning media cannot be separated from all components of the learning system. The use of appropriate learning media will improve student learning outcomes. In this way, the choice of learning media becomes very important and becomes the theoretical reason for choosing media in learning.

Practical reasons for choosing media effective learning requires good planning. The learning media that will be used also requires good planning. However, the reality in the field shows that a lecturer has practical reasons for choosing one of the learning media in class. Practical reasons relate to several considerations and reasons from users, such as teachers, lecturers and instructors in choosing the media that will be used.

Sadiman (1996:84) explains that there are several reasons why people choose media, including demonstration tools, familiarity and motivating students.

Arysad (2017:67) states three practical reasons for a lecturer in choosing learning media, including (1) the lecturer feels familiar with the learning media used, (2) the lecturer feels that the media he chooses can represent him better than himself, (3) the media he chooses can attract students' interest and attention.

Based on the factors above, it can be concluded that the practical reason lecturers or facilitators choose learning media in class is because of familiarity, being able to demonstrate material and creating more active learning.

D. Use of Audio Visual Media in Learning

Learning media has various types that can be selected and used in class, such as visual media, audio media, audiovisual media, print media and others. Of the various types of learning media, audio-visual media is media that can be received by the senses of sight and hearing.

Audiovisual media is essentially an intermediary medium or the use of material which is absorbed through the senses of sight and hearing which aims to demonstrate real educational experiences to students (Duludu, 2017:51). This method is considered more appropriate, faster and easier than through talking, thinking and telling stories about educational experiences.

Arysad (2017:50) mentions one type of audiovisual learning media, namely film and video. Similar to film, video can depict a moving object together with natural sounds or appropriate sounds. The ability of film and video to depict live images and sound provides its own attraction. Both can present information, explain processes, explain complex concepts, teach skills, shorten or lengthen time, and

influence attitudes.. Some benefits of film and video in learning include:

1. Film and video can supplement students' background experiences as they read, discuss, and practice.
2. Films and videos can accurately depict a process and can be watched as many times as necessary. Example steps and pronunciation of English vocabulary (pronunciation).
3. In addition to encouraging and enhancing motivation, films and videos also instill attitudes and other emotional aspects.
4. Movies and videos can depict events that are dangerous to watch live, such as volcanoes or wild animal behavior.

In English teaching, using audio-visual learning media is the appropriate media choice. Indeed, English is a lesson to develop oral and written communication skills, understanding and expressing information. By using audio-visual learning materials, students can immediately see and imitate the pronunciation of English vocabulary or expressions. For example, when teaching speaking, the instructor shows a video of an English conversation using a projector and speakers. The process of teaching and learning English no longer makes children bored. Students are more motivated to learn English.

E. Strategies for using audio-visual media in learning.
1. Preparation steps. This step is performed to prepare the type of audiovisual support that will be used in learning English. For this reason, there are a few things to pay attention to, they are: Student characteristics.

A lecturer or teacher must know the characteristics of his or her students. These include their age, intelligence level, and needs. All this is done to ensure the effectiveness of using learning media.

Developing learning goals. This step is aimed at identifying and formulating the learning goals to be achieved. The goals to be achieved are cognitive, emotional and psychomotor aspects. Cognitive aspect (knowledge) is an aspect of ability related to thinking, understanding, and problem solving. Affective aspects (values) are capabilities related to attitudes, values, interests, and appreciations. And the third is the psychomotor aspect, an aspect related to skills of a manual or motor nature.

2. Design appropriate materials and facilities. The learning materials and media to be used must be designed to be more effective. This is to avoid wasting time, energy and costs. It is also important to consider whether materials and media can increase students' interest in learning and teaching activities. Media testing phase..
3. The final preparation stage is to check the environment before use. The basic reason for this experience is to prevent something unwanted from happening, for example not being able to play a movie or video, not being able to hear sound, etc. If all of this happens, it can certainly cause difficulties for teachers and also cause disruption in the classroom.

Stages of using audiovisual media in learning English. After completing the above four preparation steps, it will be determined. The next step is to prepare a classroom or study space that is convenient for students in

terms of seating, tables and chairs, power source, screen, projector, speakers, lighting, ventilation, etc. Another thing teachers can do is ask students to work together to create a classroom atmosphere that is conducive to achieving learning goals.

1. Learning Listening Skills

Every student wants to be able to understand what English speakers say, whether in person, in television or radio programs, movies and music. This is one of the reasons why they learn to listen in English. Listening practice is very good for 4,444 students who study well and pronounce English correctly. By listening, they can learn the correct intonation and stress of each English word.

Audio media such as radio, cassette and CD players can be used in all stages of learning, from introduction to assessment of learning. Using this medium actually supports a comprehensive "mastery learning" learning system. Instructors can obtain listening skills course materials from English conversations recorded directly by native speakers from a variety of sources, such as the Internet, music, and audio CDs.

2. Learn oral energy.

Students' ability to speak English depends on their speaking habits in class and whether their class is converted into an English class or not. In other words, their confidence in speaking English must be increased.

Teachers can use films or videos to improve their speaking skills. Educational resources or materials can be obtained or downloaded from the Internet or YouTube. Below you will find some activities for learning to speak English using cinema.

3. Learn writing skills.

Writing is a human activity expressed in written form to provide information. It contains certain topics that you want to convey to the reader. The writer must complete several steps that typically include planning (prewriting), drafting, and revising. For this reason, some techniques or strategies can be applied by teachers in the classroom to learn writing skills in an interesting and quality way.

Writing strategies can use songs. This medium is very effective in encouraging students' writing skills. Teachers can play songs with English lyrics and encourage students to imagine and write down what they hear, such as the song's theme, message, and story. This strategy is applicable to learning free writing.

Missing words, this strategy can be used to bring positive enthusiasm to students in learning free writing.. Before implementing this strategy, teachers should prepare song lyrics that suit the needs of students' teaching materials. Certain words or phrases will be removed from the lyrics and then played to all students in the class.

Make sure the classroom atmosphere is favorable before the speaker plays the song. During this process, the teacher simply plays the song twice and gives students enough time to respond to some missing lyrical words or phrases.

4. Learn reading skills.

The habit of reading text (reading habit) is very beneficial for language proficiency. Reading also has a positive impact on students' vocabulary, pronunciation and writing knowledge. Another benefit of reading is that it can spark interest in written topics and encourage discussion about them.

Reading is divided into two different purposes, namely general and specific (extensive and intensive). Reading for general purposes is usually reading things that the reader likes (joyful reading), such as reading novels, newspapers, magazines and the internet (web pages).. retexts), meaning texts, grammar and vocabulary.

For this reason, learning to read cannot be separated from the two objectives explained above. A lecturer should encourage his students to make reading a habit. The more students read, the more knowledge they absorb.

CONCLUSION

The English course is a course that develops oral and written communication skills, understanding and expressing information. For this reason, effective learning strategies are needed to help students be more active and interested in learning English. One of the methods given by teachers is to learn English using audiovisual media, including videos, movies and music. In teaching English materials, using this learning material is one of the appropriate learning materials to use. Teachers must take at least three steps to implement the strategy of using audiovisual media in learning English, which are:

1. Preparation for learning
2. Learning process
3. Monitoring learning..

If these three steps are performed well, learning goals will be maximized.

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