Implementation of Developing English Learning Methods Through Audio Visual Technology for Student of Elementary School in Bangkalan Subdistrict

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Abstract
This research aims to enhance the learning experience of 3rd-grade elementary students in English lessons by developing educational videos that incorporate both auditory and visual elements. Utilizing effective learning media not only makes teaching and learning more engaging but also facilitates a better understanding of the subject matter while aligning with predefined learning objectives. This research employs two approaches: qualitative and quantitative. Following the Research and Development (R&D) methodology within the ADDIE model development framework, this study collected questionnaire responses, resulting in an impressive 80% satisfaction score. These findings indicate that the developed audio-visual media is highly effective ('very good') in elevating the quality of English education for students in the Bangkalan Subdistrict's elementary schools.

Keywords
audio-visual
development
english learning
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Introduction

As per Law no. 20 of 2003, education is a purposeful and organized endeavor aimed at establishing a conducive learning environment and process that enables students to actively cultivate their abilities, encompassing religious and spiritual strength, self-discipline, personality, intelligence, virtuous character, as well as the necessary skills for personal, societal, national, and global benefits. Conversely, H. Horne proposes that education is an ongoing (eternal) journey of refining human beings who have achieved physical and mental maturity, embracing their freedom and consciousness towards a connection with God, evident through the natural, intellectual, emotional, and humane aspects of human nature. Education can be referred to as a process that uses methods, so that a person can gain understanding or knowledge in accordance with that education. Educational activities function as a system with several interconnected components, including educators, students, educational objectives, educational tools, and the learning environment. These components are interdependent and mutually supportive, each with its specific role in achieving educational goals. When all these components work together harmoniously, educational activities are conducted effectively.

In the context of elementary education, the limitations inherent in conventional English teaching methods have come into focus, hindering the acquisition of language skills and active student engagement. This customary approach predominantly relies on printed study materials and sporadically incorporates video media, which culminates in suboptimal learning experiences. The restricted integration of technology throughout the educational process, combined with the absence of dynamic instructional materials, has underscored the pressing necessity for transformative enhancements.

The challenges observed in this domain have catalyzed an in-depth research investigation that strives to amplify the process of English language acquisition among elementary students. The objective of this study is to delve into the potential effectiveness of integrating audio-visual media as an innovative instructional tool, thereby surmounting the limitations inherent in conventional teaching techniques. The central aim of this research is to cultivate a holistic understanding of how audio-visual media can be effectively utilized to elevate students' language proficiency, foster a more immersive and captivating learning environment, and provide the convenience of flexible learning experiences that transcend temporal and geographical constraints.

In the realm of elementary education, a pivotal stage in students' academic journey, the importance of effective teaching methodologies is readily apparent. Research within the domain of Elementary School Education (SD/MI) underscores its central
role in shaping fundamental knowledge and instilling values that will invariably impact future pursuits. However, a recent examination of existing instructional paradigms reveals certain limitations. These inquiries highlight that while conventional pedagogical methods contribute to initial learning, they fall short in facilitating holistic intellectual, spiritual, and emotional development among students. Indeed, the efficacy of these conventional approaches in nurturing a comprehensive understanding, a crucial cornerstone of contemporary education, has come under scrutiny.

According to Arief Sadiman (2008), learning media refers to any medium capable of conveying messages from the sender to the recipient. Learning media serve as educational resources through which students receive information provided by educators, thereby enhancing their understanding. The availability of appropriate learning media is essential for students to refine their language skills. One promising approach involves the utilization of audio-visual media. Within the spectrum of learning media, three primary classifications exist: audio, visual, and audio-visual media. Each category boasts its distinct advantages and disadvantages, reflective of their individual characteristics.

Drawing from prior research by Anjar Purba Asmara (2015) titled 'Development of Audio Visual-Based Learning Media About Making Colloids,' it becomes evident that learning media can serve as an external catalyst for augmenting learning efficiency. Asmara’s work highlights the capacity of learning media to effectively address various educational challenges. These encompass obstacles such as communication barriers, limitations imposed by the classroom environment, passive student engagement, incongruence in student observations, the lack of specificity in learning materials rendering media-less education impractical, and the constraints of remote learning environments, among others.

In a similar vein, Hermawan (2007) contends that audio-visual media constitute contemporary instructional tools aligned with the era’s visual and auditory stimuli. The effectiveness of audio-visual media in influencing the learning process, underpinned by its dual presentation of sound and imagery, remains undeniable. Nonetheless, its incorporation within pedagogical contexts has been hampered by the dearth of adequate infrastructure and facilities in numerous educational institutions. A transformation in this realm is imperative for educators to create an engaging and stimulating classroom environment that benefits both teachers and students.

Further corroborating the potential of audio-visual media, Danizar Arwudarachman et al. (2015) conducted research titled 'Development of Audio Visual Learning Media to Improve Learning Achievement in Drawing Forms for Class XI Students.' The study assessed student responses to media-based learning during limited trials and its implementation within classroom settings. The outcomes were notably positive, with student feedback averaging 87% (categorized as ‘very good’) and 89% (also categorized as ‘very good’). These results underscore the efficacy of audio-visual learning media, affirming its capacity to facilitate and enhance the learning process.

While recent studies have delved into various aspects of educational methodologies, there exists a noticeable gap between these investigations and the current empirical and theoretical landscape surrounding English instruction in elementary schools.
The elucidation of this gap serves as a pivotal stepping stone for this research, offering an opportunity to build upon and challenge existing findings.

The research conducted by Arief Sadiman (2008) sheds light on the significance of learning media in conveying information, accentuating its role as a bridge between educators and students. Similarly, the study by Anjar Purba Asmara (2015) emphasizes the potential of learning media in addressing pedagogical challenges and enhancing the efficiency of learning. While these insights provide a foundational understanding of the role of learning media, the application of such media within the context of elementary English instruction remains a terrain ripe for exploration.

Furthermore, Hermawan’s (2007) insights into the potential of audio-visual media offer a promising avenue for enriching the learning process. However, the scarce utilization of this approach within the classroom setting underscores the gap between its potential benefits and its current integration. Moreover, the research by Danizar Arwudarachman et al. (2015) in the domain of audio visual learning media reveals the favorable response of students. However, the translation of this response into the broader context of language skill enhancement in elementary education presents an avenue for further inquiry.

As this research unfolds, it not only seeks to bridge the gap between these findings and their practical application but also challenges the conventional methods of English instruction in elementary schools. By adopting audio-visual media, this study aims to extend and enrich the current empirical and theoretical discourse, offering a novel approach to elevate language learning outcomes. Thus, by acknowledging the existing gap and venturing into unexplored dimensions, this research endeavors to pave the way for a more engaging and effective educational paradigm.

Driven by the gap analysis revealed in the previous discussion, this research seeks to address the deficiency in integrating audio-visual media into English instruction at the elementary school level. The central research question guiding this study is: How can the strategic incorporation of audio-visual media enhance language learning and engagement among elementary students in the context of English education? To address this question, the research aims to achieve several key objectives. Firstly, it aims to investigate the efficacy of audio-visual media in improving students’ language skills, fostering a captivating learning environment, and offering flexible learning opportunities. Secondly, the research strives to explore the potential hurdles and practical considerations associated with the integration of audio-visual media within the existing curriculum and infrastructure. Moreover, this study endeavors to create a comprehensive framework for educators to effectively utilize audio-visual media as an instructional tool. The novelty of this research lies in its focus on filling the identified gap by applying audio-visual media to enhance language instruction in elementary schools, thus offering a pioneering approach that challenges conventional methods. By infusing technological innovation with pedagogical effectiveness, this research aspires to reshape the landscape of elementary English education, yielding more engaging and proficient language learners.

**Method**

The research design adopted in this study is rooted in the Research and Development (R&D) approach, as endorsed by Gay (1990) and further elucidated
by Richey and Klein (2007). This approach revolves around creating functional educational products customized for practical classroom implementation, prioritizing tangible outcomes over theoretical exploration. To operationalize this approach, the research follows a procedural model, specifically using the Dick & Carey model, which offers a structured framework for systematically progressing through different development phases. This research was conducted at MI Safinda IV Bangkalan, chosen due to relevant challenges in media utilization in the classroom. The research journey encompassed product trials, commencing with individual material prototype testing, followed by small group evaluations, and culminating in larger-scale field trials. Through this comprehensive process, the research design aligns with a meticulous progression in designing, implementing, and assessing the effectiveness of audio-visual learning media in the context of English education at the elementary level.

The procedures used in the development of this mobile learning-based instructional media were adapted from the ADDIE model according to William Lee (2004). The development procedure of the ADDIE model can be seen in Figure 1. Stages of the ADDIE Model Research Procedure.

![ADDIE Model Research Phase](image)

Figure 1. ADDIE Model Research Phase.

In this research, the researcher chose to utilize the ADDIE development phases, consisting of 5 stages: 1) Analysis, which could be determined through interviews with 3rd-grade teachers and the distribution of questionnaires to students. 2) Design, where this stage involves the process of drafting the initial design. 3) Development, in this development stage, Audio-Visual Media was created using PowerPoint slides, which were then tested for validity. 4) Implementation, the implementation of Audio-Visual Media in ICT, which had already received assessment, was further developed and tested. 5) Evaluation, the evaluation process aimed to assess the effectiveness of the developed Audio-Visual Media.

The sample population for this research includes various stakeholders in the field of education. Expertise is drawn from material experts, who are esteemed teachers in the English For Children course in Bangkalan Subdistrict. Additionally, the research involves 3rd-grade students from MI Safinda IV Bangkalan, exemplifying the target beneficiaries of the developed audio-visual learning media. Within this context, a small group of 5 students was selected for rigorous small group tryouts, providing valuable insights into the media's practicality and impact. Moreover, the broader picture is painted through the involvement of a larger group of 15 students, participating in the final field trials. By including these diverse participants, the research embodies a comprehensive portrayal of the impact and applicability of the audio-visual learning media, encompassing both experts' input and direct beneficiaries' experiences. Objectives. These methods include observation techniques, which facilitate the systematic capture of various biological and psychological aspects within the educational context. Additionally, interviews were
conducted to directly engage with participants, allowing for a nuanced exploration of their perceptions and insights. Documentation played a crucial role in providing written records that underpin the research findings. To quantify and qualify participants' responses, a questionnaire instrument was meticulously developed and deployed. This instrument utilized a Likert scale, enabling participants to express their agreement or disagreement with statements on a graded scale. Furthermore, the responses were systematically processed using both quantitative and qualitative data analysis techniques. Through this multifaceted approach, the research optimally captures the perspectives, experiences, and insights of various stakeholders, ultimately enhancing the validity and depth of the findings.

The data analysis techniques employed in this research blend both quantitative and qualitative approaches to comprehensively address the research objectives. Quantitative data analysis was utilized to process the outcomes of interviews, observations, and questionnaires administered to 3rd-grade students. Meanwhile, qualitative data analysis was instrumental in examining the responses garnered from questionnaires, translating them into meaningful insights and trends. The Likert scale, a recognized measurement tool, was employed to gauge participants' attitudes and perceptions, with their responses contributing to a structured distribution of values. The qualitative data analysis further enriched the understanding of the research findings by contextualizing participants' viewpoints. This well-rounded data analysis approach ensures a robust and multi-dimensional assessment of the audio-visual learning media's effectiveness and impact on English language learning within the elementary school context.

Results

The final results of this Audio Visual Media development research are: 1) An Audio Visual Media in the form of learning videos for 'Color' material in 3rd grade, 2) Assessment of Audio Visual Media products for 'Color' material by material experts and media experts, and 3rd grade students, 3) Student responses to Audio Visual Media that have been made by distributing questionnaires to 5 students of Student of Elementary School in Bangkalan Subdistrict. After the product trial was completed, the researcher obtained data in the form of a questionnaire. The results of the questionnaire data analysis of respondents' responses were happy and interested in Audio Visual Media for the material 'Color' at MI Safinda IV Bangkalan by giving very good responses. The data analyzed in this study were data obtained from filling out questionnaires, validating material and media experts, and student responses. After the questionnaire data is filled, then the analysis process is carried out. The values that have been obtained are then classified using the total number of scores to see the suitability and attractiveness of Audio-Visual Media in learning, so as to make students interested in learning the material 'Color'.

Table 1. Research Results of Material Expert Validation.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2   3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>Noting that each student has different abilities</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Equipment in the material</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Conformity of indicators with basic competencies</td>
<td>✓</td>
</tr>
</tbody>
</table>
From the above data can be done as follows.
Scoring Result = total score obtained
                   total number of questions
Scoring Result = 50  
                   14
Scoring Result = 3.6

From the results of the calculation above to get the number 3.6, the research results obtained from the material expert are 'GOOD' that the product being developed is to be tested. And when analyzed for the level of validity of the data obtained from the research results of material experts, it can be done as follows.

Validity = total score obtained x 100%
           ideal score count
Validity = 50 x 100%
           70
Validity = 68.5 %

From the results of the calculation above, the validity percentage is 68.5%. The conclusion is that the results of research from material experts that have been developed are feasible (Valid) to be tested.

Table 2. Results of Media Expert Validation Study.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of language is appropriate for the level of maturity</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The sentences used are easily understood and do not have multiple interpretations</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The use of language in explaining the material is easily understood</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Using sentences that stimulate students to think creatively and innovatively</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Using clear sentence order and structure</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Audiovisual media can be used by students with varying levels of ability</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>The questions used are appropriate for the students’ abilities</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>The use of color and variations in the instructional video is not excessive</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>The video's appearance is visually appealing</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Clarity and functionality of the instructional video with the concept</td>
<td>✓</td>
</tr>
</tbody>
</table>

From the above data can be done as follows.
Scoring Result = total score obtained 
  total number of questions
Scoring Result = 50 
  14
Scoring Result = 3.6

From the results of the calculation above to get the number 3.6, the research results obtained from the material expert are 'GOOD' that the product being developed is to be tested. And when analyzed for the level of validity of the data obtained from the research results of material experts, it can be done as follows.

Validity = total score obtained  x 100% 
  ideal score count
Validity = 36  x100% 
  50
Validity = 72 %

From the calculation above, the validity percentage obtained is 72%. It can be concluded that the research results from the developed media experts are deemed 'Valid' for further testing.

A small-scale test was conducted with five students from the 3rd grade of MI Safinda IV Bangkalan as respondents who will fill out the questionnaire provided by the researcher. Here is the table of student response questionnaire assessment results.

Table 3. Results of Student Response Questionnaire Assessment.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Questions 1 2 3 4 5 6 7 8 9 10</th>
<th>Score Obtained</th>
<th>Maximm Score</th>
<th>Scoring Result</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4 3 3 4 1 3 4 3 3 4</td>
<td>32</td>
<td>40</td>
<td>0.80</td>
<td>VF</td>
</tr>
<tr>
<td>2.</td>
<td>4 4 3 3 2 4 3 4 3 2</td>
<td>32</td>
<td>40</td>
<td>0.80</td>
<td>VF</td>
</tr>
<tr>
<td>3.</td>
<td>4 4 3 3 4 3 3 4 2 4</td>
<td>34</td>
<td>40</td>
<td>0.85</td>
<td>VF</td>
</tr>
<tr>
<td>4.</td>
<td>4 3 4 1 3 4 3 4 4 1</td>
<td>31</td>
<td>40</td>
<td>0.775</td>
<td>E</td>
</tr>
<tr>
<td>5.</td>
<td>4 4 3 3 2 4 3 4 3 2</td>
<td>32</td>
<td>40</td>
<td>0.80</td>
<td>VF</td>
</tr>
</tbody>
</table>

Based on the data above, the following can be done:

Rating Score Analysis = Summarize the average score obtained 
  total number of questions x total number of respondents
Rating Score Analysis = 161 
  10 x 5
Rating Score Analysis = 161 
  50
Rating Score Analysis = 3.22

From the calculation above, the obtained number is 3.22. Therefore, the overall questionnaire response from the students indicates that the developed product falls under the category of 'EXCELLENT' for use in the learning process, with an average feasibility score of 0.80 or 'VERY FEASIBLE'.

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Discussion

According to the research findings mentioned earlier, it is shown that elementary school students in Bangkalan are happy and interested in the addition of audiovisual media. Experts in the field also yielded results that align with the students. These findings indicate that the validity of the media used in this study is appropriate and supports students in the English learning process. Therefore, it is highly suitable and beneficial as a breakthrough in English language education.

Conclusion

From the results of the research and development that have been described above, it can be concluded that Audio Visual Media was developed using the ADDIE framework with stages, namely 1) Analysis includes obstacles faced by schools, namely audio-visual learning media that are not available and are not in accordance with the learning conditions in class that makes learning in class less attractive to students' attention and interest in 'Color' material, 2) Design consisting of specifications of the media used and structure of the material, 3) Development includes making products which are then validated by media experts, material experts, and assessment students each obtained good, good, and very good scores, 4) Implementation included small group trials of five students of Student of Elementary School in Bangkalan Subdistrict, and 5) Evaluation.

Based on the research results, it is suggested to teachers to utilize audio-visual media in the learning process. Facilities and infrastructure in the classroom must be adequate to support the successful use of these media and teachers are expected to be able to develop audio-visual media in other materials to improve student learning outcomes.

Acknowledgment

We extend our heartfelt gratitude to all those who contributed to the successful completion of this research endeavor. The realization of this study would not have been possible without the collective efforts and invaluable support from various individuals and institutions.

First and foremost, we express our sincere appreciation to our supervisor and mentor, Mr. Dzul Fikri, whose unwavering guidance, expert insights, and constructive feedback propelled this research towards its successful culmination. Your dedication and commitment to fostering academic growth have been truly inspiring. We are indebted to the faculty members of Universitas Islam Malang for their scholarly wisdom and encouragement throughout this research journey. Their academic acumen has greatly enriched the quality of our work and broadened our horizons. Our gratitude extends to the teachers, students, and administrators of the elementary schools who willingly participated in this study. Their cooperation and involvement have been instrumental in the collection of valuable data that formed the foundation of our research. We would also like to acknowledge the support provided by our family and friends, whose unwavering encouragement and understanding provided the emotional sustenance needed to persevere through the challenges of this research endeavor.
Last but not least, our deepest thanks go to all the respondents who took the time to participate in the questionnaire. Your valuable insights and feedback played an integral role in shaping the outcomes and conclusions of this research. In conclusion, this research stands as a testament to the collective efforts of those who believed in its significance and contributed their expertise and time. Your support has not only enriched our academic journey but also holds the promise of positively impacting English education for 3rd-grade elementary students.

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