The Effect of Audio-Visual Media on the Students’ Participation in English Classroom

Denty Mega Sukma

English Education Department, Universitas Sebelas Maret, Surakarta, Indonesia
dentymarga@gmail.com

ABSTRACT

Educational technology has been widely spread to take part in the technology-based classroom. The article aims at investigating the effect of audio-visual media on the students’ participation in English classroom. The method used in this research is case study. The data are collected through observation and interview. The data analysis shows that the students’ participation are in these three stages: pre-display, whilst-display and post-display in which the forms of participation are confirming teacher’s instruction, commenting to the video, having small discussion, asking questions and confirming the answer. Audio-visual media yield the stimuli to the students to gain the new knowledge and information beyond what are served to them. It influences the students to purposely participate in the classroom activities because they need to do so. Audio-visual media which give them the real description of particular context require them to perceive the gist using their sense of sound and sight.

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INTRODUCTION

Since nowadays technology has widely spread throughout the world, the development of the education quality is emerged as the major priority for the educational institutions. The educational technology is also on its transition from the conventional classroom into the technology-based classroom. The educational technology as the product of human being has continuously enhanced the quality of teaching and learning process. It covers two sides of teacher and learner including
how educational technology simplifies the teaching method, teaching material delivery, teaching technique and how it helps the students to acquire the language, receive new materials and so on. Due to the importance of applying educational technology, it is necessary for the teacher to immediately design the technology-based classroom in order to form the new model of teaching and learning process.

The above-mentioned explanation has clearly stated on the urgency of implementing educational technology. The students as the object of teaching and learning has already been accustomed to use the multimedia presentation in which it integrates more than one type of media such as audio, video, graphic, text and animation into one. Nowadays, multimedia take part in the students’ daily life that it becomes easier to bring such media into the classroom. Apart from the development of technology, the government of Indonesia has set out the regulation related to the optimization of technology. It is mentioned on Permendikbud Number 103 Year 2014 Rancangan Pelaksanaan Pembelajaran (RPP) harus memanfaatkan teknologi dan informasi (the lesson plan has to optimize the technology and information). As a result, the use of educational technology is not only applying the development of technology but also implementing the government regulation. Therefore, the research was urgently conducted due to those two underlying reasons. It focuses on the use of technology as the learning media in the classroom to teach English as foreign language.

Audio-visual media as one of the technology provide messages both in audio and visual, are able to facilitate and simplify the learning. The learners will find it easier to transform the information displayed in audio-visual media into their real context of learning. Video as the actualization of such media bring the students into the more contextualized learning experience. Books and other printed materials remain the basic aids in teaching; however, any supporting media like audio-visual media are also necessary to encourage the students in learning. Students learn from media, construct knowledge from mediated environments and develop cognitive skills to the extent that they interact with, comprehend and react to the messages media conveyed (Winn, 1996: 35). In line with the statement, media are also considered as the tools to interact in the classroom. In this case, according to Winn, interaction can be seen from how media are constructed to represent objects and events and how the students react to the messages conveyed.

A successful teaching and learning process in the classroom happens when the students are fully involved in the course. Rocca (2010), Abdullah, et al. (2011) and Tatar (in Aidinlou and Ghobadi , 2012) agree that an effective learning process occurs when both the teacher and the students interact and actively participate in the learning activities. It is also considered that an ideal class discussion happens when all the students are participating, learning and listening to others’ ideas, comments and questions (Wade, 1994). Therefore, an active participation of the students has the
crucial role in the learning. Since participation has a strong correlation with the students’ academic achievement, the teacher has a responsibility to set up activities in which the students are stimulated to fully take part in the whole activities conducted in the classroom. The more the students participate in the learning, the higher academic achievement they will achieve. The statements that say those two things influence each other are undeniable. Handelsman, et al. (in Rocca, 2010: 188) state that the level of students’ active participation will influence the level of their academic achievement. The students who actively ask and answer the teacher’s questions, discuss the topic, and give their opinions will have the better level of thinking compared to the students who only listen to the teacher’s explanation, take notes and pay attention to their classmates’ opinions. Thus, the teacher has the biggest role in selectively choosing the material, media and technique in order to encourage the students to be fully engaged in the classroom activities. Since this study focuses on the use of media, the researcher will highlight the effect of audio-visual media on the students’ participation.

**AUDIO-VISUAL MEDIA**

This study focuses on the use of audio-visual media. In language teaching, the main purpose of the use of audio-visual media is to enable the teacher to make his lesson effective and interesting (Daniel, 2013: 3811). In line with the statement, Al Mamun (2014: 2) agrees that audio-visual media will enable the teacher to deliver the materials and teach the target language more interestingly and in a contextualized way. Dale (in Muqrobin, 2012: 2) also states that the audio-visual media provide many benefits as long as the teacher keeps the main and active role in the teaching and learning process. Thus, by using audio-visual media in the classroom, both the teacher and the students will be able to create a conducive atmosphere in the classroom.

Daniel (2013: 3811) proposes the advantages of audio-visual media as follow, (1) they create interest for learning, (2) they are time-saving because they explain ideas easily and precisely, (3) they reduce the teacher’s burdens, (4) they improve the teacher’s speaking skill, (4) they are the sources of a variety of experiences for the students, (5) they help the pupils to pay attention to the lesson. In summary, Daniel explains that audio-visual media are beneficial both for the students and the teacher. They are useful to attract the students’ attention. Besides, the teacher also can improve their own speaking skill because they will have the opportunity to explain the media being used by explaining them orally.

Previous researchers have conducted the researches about the use of audio-visual media. Cakir (2006: 70) finds out that video [audio-visual medium] is one of the best materials that enables students to practice what they have learned through various techniques. He adds that video can be used easily in the teaching and learning process of any classroom environments. It is because the teacher can step in the process whenever he wants; he can stop, start and rewind to repeat it for several times where
it is necessary. Moreover, Ghaedsharafi & Bagheri (2012: 113) in their research find that the students did not even copy a word or structure from the reading text they had due their lack of motivation to read the text. In the case of audio media, Reid (in Ghaedsharafi & Bagheri, 2012: 117) finds out that the students become keenly aware of information while listening in order to find the details to help them in writing. However, their study shows that audio-visual media serves better in helping the students’ writing than audio or visual media.

STUDENTS’ PARTICIPATION

A successful learning is the learning in which the students are totally involved in the classroom. The more the students involve in the learning, the more successful the learning will be. Rocca (2010: 185) agrees that the learning is successful whenever the students’ participate frequently so that the class flows well. Dancer and Kamvounias in Rocca (2010: 187) define participation as the “active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills and attendance.”

According to Aidinlou and Ghobadi (2012), class participation is considered as a way the students appeared actively into the educational process in order to help strengthening the teaching and bringing liveliness in the classroom. By being active in the classroom, students will get the success of learning and their personal expansion in the future (Tatar in Rocca, 2010: 193). The students who participate actively in the classroom attempt to get involved in learning. They recognize how important the involvement is. Those students know that by engaging in the learning, they will learn the material easier. Compared with the students who do not participate actively, they tend to have the better understanding of the material given by their teacher.

In teaching and learning process, how the students receive the information from the teacher can be measured by how the students behave during the learning. The students’ behaviour is ranged from passive to active participation. Yusuf, et al, Hussein, and Bas (as cited in Abdullah, 2012), classify participation into two types: passive and active participation. The students who only sit quietly, take notes, listen to their teacher or friends and do something else are classified into passive students. While the students who ask, give and answer the questions during the teaching and learning process are classified into the active students. Abdullah (2012) adds that to be active learners, the students must engage actively by playing the roles as information seekers. Those kinds of active participation are the form of the students’ enthusiasm and willingness in learning that will create a conducive classroom environment (Davis in Abdullah, 2012).

The previous research conducted by Majid, Yeow, Audrey and Shyong (2010: 2) shows that the majority of their students agreed that class participation was helpful in their overall learning process. The students agreed that participation enables them to appreciate the diverse viewpoints, develop social and communication skills. These
ideas are in line with the research finding of Nor and Choo (2010) that claim the teacher should highlight that the learners classroom participation plays a crucial role “in promoting their communicative competence, increasing the effectiveness of the lecturers teaching and fostering learners understanding of the contents learned”.

METHODOLOGY

Based on the objectives of the study mentioned previously, the research method used in this research is qualitative case study. This method guides the researcher in conducting the research and in deciding how the research will be carried on. The data of the research were collected from the following sources, they are: events, informants and document. The event of this research was the teaching and learning process in XI Bahasa at SMA N 2 Wonogiri in the academic year 2015/2016. The researcher got the data through the informants or the people providing information about the topic of the study. In this research, the informants were the students of XI Bahasa at SMA N 2 Wonogiri. The documents here refers to the written data used for the researcher to analyze the study in a depth way. In this study, the document was the lesson plan used by the teacher in preparing the teaching and learning process by using audio-visual media.

In this research, the research collected the data needed by using three kinds of sources which were collected through the techniques below: observation, interview and document analysis. The observation in this research conducted in English classroom in SMA N 2 Wonogiri. Both formal and informal conversation and interactions with the participants in the study population were recorded in the field notes as detail as possible. In this case, the interviewees were the students of XI Bahasa at SMA N 2 Wonogiri. The data of the interview were recorded in the tape recordings and typed in the transcripts. In this research, the document was the lesson plan used by the teacher to plan the teaching. The researcher found out the planning of the research in optimizing the audio-visual media in order to improve the students’ participation in English classroom. For qualitative study focuses on the trustworthiness to check the credibility of the data, the researcher used triangulation to examine the validity of those data. In this research, the researcher took the data sources of triangulation from the teacher who teaches English using audio-visual media, the students attending the English classroom using audio-visual media and the researcher herself as the observer. In this research, the researcher analyzed the data through the following steps: data reduction, data display and conclusion drawing or verification.

RESEARCH FINDINGS and DISCUSSION

The research reveals that audio-visual media are able to stimulate the students’ participation due to the variety of viewpoints contained in the media which lead the
students to perform various forms of participation; nevertheless, the good treatment from the students’ learning environment is highly demanded to support them in English classroom. The aspects of audio-visual media that lead the students to participate are topic, content, and duration. There are various forms of students’ participation when audio-visual media is displayed. Each student has their own way to express their participation; therefore, both active and passive participation were shown during the classroom observation. The result reveals that:

a. The content of audio-visual media encourages the students to ask question and deliver ideas

When the video is on the display, the students are encouraged to ask the question. However, it also depends on the content of the video. Based on the interview, the student DR stated “I will pay attention to the video when the content attracts me.” It indicates that the content does matter in the use of audio-visual media since it influences how well the students participate actively in the classroom. In line with DR, DM also stated that “The video really touches my heart because discrimination arises as the major topic in the video. It is interesting since it relates to my interest.” It also reflects on how DR and DM involved in classroom discussion. They asked questions to the teacher several times whenever they did not understand the instruction and vocabulary. As the teacher, YN also classified the content into three categories, they are educative, inspirational and motivational. She limits the content categories since there are abundant videos available online serving inappropriate content for the students. Thus, teacher YN selectively chose the video to meet the students’ needs in learning foreign language. In this form of participation, the students’ ways to ask are vary. Some students raise their hand and let others’ listen to them, meanwhile the rest prefer to approach the teacher in the desk and bring their works. As a result, the interesting content results to the various ideas. When teacher YN displayed the video about mix-raced family, the students were encouraged to deliver their ideas toward the video. RM stated her opinion that “I think that there are the discrimination about the different skin color. But finally there are consciousness about the man’s difference. Togetherness is more important compared to others.” She underlines how togetherness can solve the discrimination. In line with RM, SS also states that “I think the video tells us to respect the differences.” Another viewpoint was stated by DR that said “The video that we have seen before is about why we have to fight racism.” By watching one video, those students have already had three differences viewpoints, such as discrimination, togetherness and racism. They have their own ways to express their ideas since the video resulted in many viewpoints and it depends on the viewer’s perspective.
b. The duration of audio-visual media influences the students’ peer discussion.

Duration arises as the essential aspect that should be considered by the teacher before displaying the video. Determining the length of video becomes the major priority after determining the content. Teacher YN also stated that “Make sure that the video is less than 15 minutes because it will be repeatedly played during the display. The duration also depends on the numbers of video that will be played in one meeting.” Based on the classroom observation, teacher YN played 4 videos which runs less than 1 minute for each video. She prioritizes the time allocation to be as effective as possible. Moreover, the students’ peer discussion depends on the duration of the video. When the duration is quite short, for example the students tend to have the discussion with their peers when the video is displayed in less than 1 minute. Conversely, when the duration is quite long, they will be bored and not focus on the video; therefore, they prefer to do other activities such as joking, talking other materials, doing other activities and so on. Based on the interview, MA stated that “I am encouraged to have peer discussion when the video is interesting and not too long. I prefer to discuss after watching the video until the end because I don’t want to be interrupted during the display. I’m afraid that I will lose some important points.” MA emphasized that the duration surely influences how peer discussion will be going.

The media also yield the stimuli to the students to gain the new knowledge and information beyond what are served to them. This further influences the students to purposely participate in the classroom activities because they unconsciously need to—not because they are asked to do so. Moreover, audio-visual media which give the real description of certain context also require the students to perceive the gist carefully using their sense of sound and sense of sight. Therefore, being critical is exceedingly necessary to involve in classroom activities. Apart from the preceding statements, it must be taken into account that audio-visual media also stimulate the students’ participation through its entertainment aspects in which the students feel the enjoyable atmosphere through the videos.

This theory are further justified in detail based on the theories and other relevant references. The findings reveal that the students have abundant ideas coming up in their mind when they are watching the audio-visual media, it then indicates that the students have successfully decoded the information. They have the power to select the part that they would like to concern on based on their background knowledge. The difference version among the students in decoding the information could not be the benchmark whether the learning is successful or not because the way they receive the information may vary from one to another. That is why, Ghaedsharafi and Bagheri (2012: 113) state that the variety of viewpoints contained in the audio-visual media also can enrich the content of the students’ writing to be more substansive.
Regarding to this case, it can not be guaranteed whether the same input generate the same perception. For example, when the teacher plays a movie clip about a mixed-race family, the students responses are different based on which part that attracts them the most. It corresponds to the idea of June, Yacoob and Kheng (2014: 65) stating that videos as the teaching tools are able to generate further interest in the topic of discussion. The students whose interest are similar tend to share what they are focusing on. Some of the students emphasize on the racism, others say about respect and the rest focus on the togetherness; henceforth, we could not judge it as the unsuccessful learning.

In the other hand, this variety of viewpoints lead the students to intentionally speak up in both small break-out group and class discussion. Moreover, the media which can stimulate the students’ to discuss will result active involvement of learners and make teaching more interactive (Naz & Akbar, 2008: 37). June et al. (2014: 65) also support with their statement saying that through discussion, the students are able to apply their knowledge to generate the ideas based on the facts and figures contained in the videos. The students have the opportunity to participate by exchanging the ideas through discussion so that the learning will be more effective and comprehensive. It is in line with the research conducted by Majid, Yeow, Audrey and Shyong (2009: 8) stating that class discussion provides an opportunity to openly express different opinions and viewpoints. In conclusion, the variety of viewpoints lead to the development of the students’ participation through the discussion among students.

As the students confess to the researcher that their peers’ characteristics and their teacher’s treatment influence their participation, then it can be drawn conclusion that the students’ learning environment support does matter to how they perform their participation in English classroom. The scope of learning environment covers the people whom the students are being with during the teaching and learning process, they are the students’ classmates and their English teacher. In this research, when using audio-visual media, the students’ classmates contribute greatly to their participation because whenever they share a topic, they certainly need others’ feedback including comments, suggestions and questions. A passive discussion partner leads to passive participation. Abdullah, Abu Bakar and Mahbob (2012: 520) and Mustapha, Rahman and Yunus (2010: 1081) support this statement by saying that classmates or peers have important roles to stimulate the students to speak up in the classroom. By listening ideas to the peers’ different viewpoints, the students also obtain the benefit in which they can widen their perspectives. It has the strong correlation with the finding of this research that says a good partner is the one who wants to view the topic of discussion from many perspectives and elaborate them selectively. There has been a close bond between the audio-visual media which bring so many perspectives and the students who carry on those perspectives into a good discussion. Tiew (2010: 129) proves that the students perceive an increase in personal motivation as a result of their active
participation in peer assessment. Those issues are certainly undeniable to take part in the students’ participation when using audio-visual media in English classroom. Moreover, the supportive teacher who welcome active participation and do not mind the students’ mistakes are seen as one of the positive teacher’s trait that lead to the more active students’ participation.

Since the scope of audio-visual media is unlimited, both the teacher and the students must be critical in order to optimize the media. In this research, the researcher proposes several aspects that considerably influence the students’ participation when audio-visual media are used. Being critical is not merely dealing with the way the students respond and react to the video; nevertheless, it is also dealing with the way the teacher uses some considerations in selecting the media. The finding corresponds this issue by proposing those considerations that must be noticed, they are content and duration. Wang (2009: 180) conveys the aspects which presumably are the measurement in the selection of film strips. Those that must be included, according to Wang, are variety of topics, viewpoints, and literary styles. Moreover, he also states that languages difficulty and subtitles are regarding as the important ones. In this case, the teacher is challenged to play her significant roles by adjusting the level of students’ ability and the language difficulty level. In general, the audio-visual media have to fulfill at least three aspects: educative, motivational and inspirational in order to accommodate the students’ needs and to attain the goal of learning. Wang also agrees that teacher should take concrete measurement to consider the objectives of the audio-visual media and to involve themselves into the teaching practice.

As the students, being critical means that they pay attention to the detailed parts and carefully process the ideas to obtain the substantial content. It has been described in the finding that the students always attempt to look for the implicit content based on the videos they watch. Above all, the video is able to stimulate the students’ learning and enhance their critical thinking (June, Yacoob & Kheng, 2014: 56). Furthermore, they augment that by using video, the students have the chance to solve the problems using their critical thinking skills. There is also the evidence described that the students who are highly critical will inevitably show their participation. However, the students also have to anticipate of being critized since Nor and Choo (2010) state that one of the students’ fear is teacher’s criticism towards their responses.

Other than those points above, entertainment is also one of several aspects triggering the effect of audio-visual media on students’ participation. The students report that they always enjoy watching video because it is able to visualize the material and serve it along with its sound. Video brings the students to see beyond the classroom in which real life events are served. Therefore, the enjoyable atmosphere is created whenever video is used as the learning media. Fombona and Pascual (2012: 1) state that audio-visual media offer a great amount of entertainment. They also believe that entertainment aspect must be inserted in learning strategies because technology-
based teaching is nowadays not merely about building knowledge but also contributing to create appealing and amusing messages that are welcomed by the students. This theory is relevant with the statements expressed by the respondents of this research that say a monotonous learning is when the teacher sits down on the front and asks the students to read aloud certain task. Thus, the students have high expectation toward their teacher to teach creatively; then the video is used to help them learn the material in the different way. Fombona and Pascual emphasize that the students feel that teaching and learning process is more attractive when it has an entertainment value especially when it presents the unexpected events and the variety of fast display images. After the enjoyable atmosphere is created, the students are feeling free to express their ideas and thoughts in the classroom. Therefore, the discussion of this point is now clearer that entertainment value stimulates the students’ participation because they purposely want to deliver what is in their thought freely without any burdens.

CONCLUSION

Based on the above-mentioned findings, it can be concluded that audio-visual media affects the students’ participation in the classroom especially in encouraging the students to ask question and to deliver the ideas. Audio-visual media contain the variety of viewpoints so the students will have the various opinions about the video being displayed. Moreover, audio-visual media also encourages the students to have peer discussion to share their perspective and ideas after watching the video. The aspects that have to be considered are content and duration that have the major contribution in affecting the students’ participation in the classroom.

To conclude the research, there are several points that could be suggested for the use of audio-visual media in English classroom that can further affect the students’ participation. The following suggestions are addressed to any related stakeholders.

a. The English teachers should optimize their roles in teaching and learning process by ensuring the audio-visual media, creating a good atmosphere, designing the activities, and adjusting the media with the material carefully.

b. The students have to show their willingness and enthusiasm during the English teaching and learning process to stimulate the passive students to participate more actively. The students also expected to encourage their peers by not intimidating whenever other students show their participation.

c. The researchers has to conduct, further researches in the use of audio-visual media in English classroom and its effect on students’ participation to have the adequate findings which could be the sufficient references for related researches.
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