THE USE OF AUDIOVISUAL MEDIA TO IMPROVE ENGLISH LISTENING ABILITY ON X CLASS STUDENTS OF SMK NEGERI 4 LAHAT HOSPITALIZATION DEPARTMENT IN ACADEMIC YEAR OF 2018/2019

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Abstract

This research was conducted in SMK Negeri 4 Lahat whose students' ability to listen to English is quite low. The purpose of writing this classroom action research (CAR) is to find out whether Audio-Visual media can increase student activity and achievement. The data collection methods are observation and learning achievement tests. The data analysis method is descriptive both for qualitative data and for quantitative data. The results obtained from this study are Audio-Visual can increase student learning activities and achievement. This is evident from the results obtained in Cycle I is 6,5 for learning achievement. From Cycle I to Cycle II it rose to 8,3 for learning achievement. The conclusion obtained from this research is that Audio-Visual media can improve learning achievement.

Keywords: *Listening Ability, English Learning, Audiovisual Media*

1. INTRODUCTION

Language is the most important means of communication in our daily life. It is possible to communicate verbally, in writing, and in other ways as well. Language allows us to communicate our thoughts, feelings, and ideas directly to another person, either through writing on a piece of paper or by moving our bodies. Humans rely on language to get their points across in social settings. Others around the world rely heavily on their ability to communicate in their native language, which enables them to form relationships with people from different backgrounds. English, for instance, is a universal language utilized in international forums as a means of communication. In fact, it is now widely used as a form of communication in many countries throughout the world. As such, English becomes a critical topic that needs to be taught at all levels, from elementary school through college.

One of the basic underlying English competencies for students in class X or the 10th grade is the ability to apply social functions, text structures, and linguistic elements to spoken and written transactional interaction texts involving a variety of actions, while still paying attention to linguistic elements. To effectively apply it in real life, students must also have strong listening skills. Nevertheless, students at SMK Negeri 4 Lahat in general, and students in class 1 Hospitality in specifically, continue to have poor listening abilities. Along with speaking, writing, and reading, the capacity to listen in English is a vital skill that must be learned. In the 2013 revised 2017 curriculum, highlight that the Basic Competencies of

English Language Learning in Vocational High Schools are "Understanding basic expressions in social interactions for the sake of life".

Learning English consists of four components, which are: listening; reading; writing; and speaking. These four components combine to form a harmonious whole in which these four components serve as the primary factor in teaching English as a foreign language. These components will help students improve their communication skills, whether they are communicating verbally or in writing.

When it comes to communication, listening is a strategy that allows listeners to comprehend, analyze, and evaluate what they hear. People who learn how to listen well can improve their personal relationships by minimizing conflict, strengthening cooperation, and increasing understanding.

Student's ability to listen is one aspect of language that continues to be a barrier to their learning. We can tell this by looking at student achievement. When compared to other language components such as reading and writing, the results they receive are still disappointing.

If the listener can respond to what the speaker is saying, communication will flow more smoothly. However, owing of the various dialects, the majority of pupils continue to have difficulties understanding what is being said. Not only is there a difference in pronunciation, but there is also a cultural difference. It can also lead to misunderstandings between the speaker and the listener when it comes to grammar.

There are a variety of factors that influence students' ability to listen in English, including a lack of knowledge about students' English, a lack of maintaining student vocabulary, a lack of student English communication exercises in everyday life, a lack of activity in understanding students' English, a lack of high-quality student tasks, and even a lack of precise techniques used by teachers.

Inappropriate learning strategies are the most significant factor contributing to students' poor comprehension skills in English. In this lesson, the teacher introduces English patterns and expressions without first putting them in the proper context or scenario, and this is not followed by practice and application, nor is there any listening practice involved. It seems that there is little interaction among the students. As a consequence, the improvement of English language speaking abilities is not at its best.

As a means of overcoming these difficulties, teachers must remain persistent in their efforts to find solutions. Teachers must be able to employ a variety of instructional strategies, particularly when teaching listening skills. Moreover, audio-visual strategies can be used to increase students' listening abilities, which is one of the techniques that can be used. The use of audio-lingual or audio-visual methods in the learning process is really interesting. Students should be able to understand the target language, speak it in a clear and grammatically accurate manner, and comprehend the material offered as a result of this strategy.

According to Suleiman (1985:11) as stated in (Sopiyah, 2019) highlight that audio-visual or audio-lingual media are media that can be seen and heard in the process of communicating information. Video is one of the audio-lingual technologies that can be used. Videos can be played depending on the type of material required. It can be used to watch movies on the computer. It is possible that students' knowledge will improve as a result of the movie.

Given the foregoing context and the author's knowledge of students' shortcomings in learning to listen and their inability to comprehend what they hear, the author emphasizes on teaching listening using audio-visual media to students at SMKN 4 Lahat through the use of a DVD (Digital Video Disc).

This study aims to improve listening skills in English for the 10th grade of Hospitality students at SMK Negeri 4 Lahat, as well as increase activities in learning to listen in English.

2. LITERATURE REVIEW

2.1. Listening

According to Sutari et al. (1997:17) stated in (Gustina, nd) that listening entails paying considerable attention to what others are saying. It is obvious that the purposeful component of listening activities is highly significant, even greater than listening, because listening activities involve an attempt to comprehend what is being listened to, whereas listening activities do not involve an attempt at comprehension. In the practice of listening to language sounds that are picked up by the listening device and then classified into syllables, words, phrases, clauses, sentences, and finally into discourse.

Furthermore, Tarigan (1983:19) states in (Ripai, 2012) that listening is the process of listening carefully to oral symbols with the intent of obtaining information, capturing content, and comprehending the meaning of communication that might not be conveyed by the speaker through speech or spoken language.

Additionally, Ak Prize's (Afsani, 2019), listening is a process which involves listening to the sounds of language, identifying and responding to the meanings that are present within. As a facilitator, one would have to have the ability to listen. A person's ability to listen is more than just the ability to hear anything that "goes in one ear and out the other".

2.2. Audio Visual

Prof. Nelson Brooks was the first to coin the phrase Audio-Visual in 1964. This approach promises to be the most successful and efficient way to learn foreign languages, and that it has transformed language education from a trick to a science. Brooks (Brooks, 1968).

2.3. Learning Motivation in the Learning Process

Learning motivation is the internal and external motivation for pupils to improve their behavior. Learning motivation can essentially aid in the comprehension and explanation of individual behavior, particularly that of learners (Rong'uno, 2017). Motivation plays a number of critical roles in learning and development, including the following: (1) identifying items that can be used as learning reinforcement, (2) defining the learning objectives to be accomplished, (3) specifying the variety of control over learning stimuli, and (4) determining consistency study.

a. The Role of Motivation in Determining Learning Reinforcers

Motivation can play a role in strengthening learning if a child who is learning is faced with a problem that requires solving, and can only be solved thanks to the help of things he has been through. Motivation will be a learning reinforcement in children when children really have the motivation to learn something. In other words, motivation can strengthen children in their actions

b. The Role of Motivation in Clarifying Learning Goals

    The role of motivation in clarifying learning objectives is closely related to meaning in learning. Children will be interested in learning when what has been learned has at least been enjoyed by the child. So that children will be motivated to learn because they are clear what the goal in learning.

c. Motivation as a Learning Stimulus Control

    A child who has motivation will have control and stimulation to learn. Children will associate learning facilities as a stimulus for learning. Without motivation, children will never be stimulated to take advantage of stimuli as controllers in learning.

d. Motivation Determines Learning Perseverance

    A child who has been motivated to learn something, will try to study well and diligently, with the hope of getting better results. In this case it appears that the motivation to learn causes someone to study hard. On the other hand, if a person does not have the motivation to learn, he will not last long to learn. That means that motivation is very influential on perseverance and resilience in learning

2.4. Framework of Thinking

    According to the information provided above, the 10th grade students in Hospitality at SMKN 4 Lahat exhibit poor listening abilities when speaking English. The activities in class are largely passive. Students are still perplexed as to what the teacher is referring to in his lesson. This is due to a lack of listening comprehension on the part of the students, a lack of vocabulary on the part of the students, the employment of teaching approaches that are not suited for teaching English, as well as a lack of media resources available at the school.

    By incorporating audio-visual media into the learning process, it is expected that the process will be more structured, comprehensive, and creative. Students perceived movies in which they can not only enhance their listening abilities, but also learn grammar and broaden their vocabulary. Accordingly, pupils will possess the necessary knowledge, preparation, and courage to participate more actively in the educational process. Consequently, students' listening abilities in English can be enhanced.

2.5. Action Hypothesis

    If Audio-Visual is implemented effectively in listening learning in English, then the English language skills of 10th grade class of Hospitality at SMKN 4 Lahat can be improved.

3.   RESEARCH METHOD

    This study was carried out in the 10th grade class of Hospitality Department at SMKN 4 Lahat. This location was chosen because, based on observations and interviews with English teachers in the class, it can be assumed that pupils' English listening abilities are still lacking. Due to a variety of factors, including inadequate teaching practices, a restricted quantity of books available at school, and a lack of media technology. This study began in September and ended in November.

    The subjects in this study were all students from 10th grade class of Hospitality at SMKN 4 Lahat. The whole class is 17 people, consisting of 11 female students and 6 male students. Two female students have relatively good listening skills in English, while three

have moderate abilities, and three students have very weak abilities. Two male students have moderate ability, while four students are very unable to listen in English.

The tests and observation sheets that were employed in this study were the data collection techniques. Students were given tests in order to determine their level of understanding when listening to English. Observation papers were utilized to keep track of all of the events that were taking place. The observation sheet contains information about student activities, time, student answers, class issues, and any other notes that are made during the action process as they occur. The outcomes of tests, questionnaires, and observation sheets are the tools that are designed to collect data.

The data obtained in each action will be analyzed quantitatively and qualitatively to determine the final result of an action. Qualitative data on student learning outcomes will be analyzed descriptively by finding the average score of student success in both pre-test and post-test.

This research was conducted using classroom action research (CAR). There are four stages that are commonly passed in this classroom action research, namely (Arikunto, 2007: 11). As in the model below:
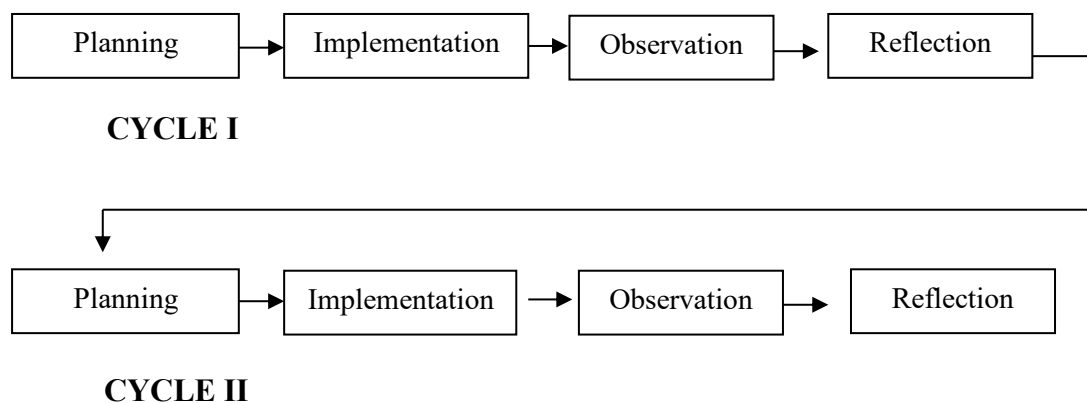
| Planning | → | Implementation | → | Observation | → | Reflection |

CYCLE I

| Planning | → | Implementation | → | Observation | → | Reflection |

CYCLE II

Figure 1 Classroom Action Research Flow

4. RESULT AND DISCUSSION
4.1. Result Research
4.1.1. Cycle I
1. Planning
The following are examples of the outcomes of planning activities:
A. Develop an action plan for further research complete with Learning Implementation Plans (RPP) which will be carried out with Audio-Visual Based on the initial results of the 10th grade class of Hospitality students' abilities listed in the background, the researchers plan more intensive activities such as consulting with friends, teachers and school principals about preparation for implementation learning using Audio-Visual media.
B. Determine the implementation time, which involves the day, date, according to the research schedule, namely in September to November.

C. Asking fellow teachers in similar fields of study and school principals as peer partners in the implementation of the planned Audio-Visual learning. The result is the readiness of fellow teachers to participate in supervising class visits in observing existing deficiencies.

D. Develop a checking format related to Audio-Visual learning.

E. Teacher friends who are asked to observe learning are provided with this learning model by:

    a) Supervisors are notified in advance and know the learning method using Audio-Visual media and their presence in class is not looking for mistakes, but for the common interest, namely improving learning.

    b) Supervisors have been told to understand more about the principles of supervision so that they no longer tend to be instructive and are more friendly to peer-to-peer principles.

    c) In carrying out supervision, supervisors are expected to show a close sense of camaraderie and are willing to assess the truth.

F. The researcher explained to the students that the presence of the supervisor to the class was not to find faults or weaknesses of the teacher in learning, but to improve the students' ability to master knowledge.

G. Plan lesson materials and formulate goals. Determining the lesson material, by adjusting it to the applicable syllabus and its description quite well.

H. Select and organize materials, media, and learning resources.

    In this first cycle, the researcher organized the learning materials well. The order of delivery is from easy to difficult, the scope of the material is quite meaningful for students, determines teaching aids. Meanwhile, in determining learning resources, it has been adjusted to the objectives, learning materials and the level of development of students.

I. Designing learning scenarios.

    Learning scenarios are adjusted to the objectives, material and level of student development, and variations are sought in delivery. The structure and learning steps have been adjusted to the objectives, materials, level of student development, time available, the systematic is to put students in a central position, following changes in educational strategy from teaching to learning according to Minister of Education Regulation No. 41 of 2007 and adapts to the Audio-Visual learning model.

2. Implementation

a. Class management

    Manage the class with careful preparation, teach the material correctly according to the Audio-Visual learning model.

b. Assessment Tool

    The discussion and types of assessment are attached to the RPP along with the assessment format.

c. Appearance

    In general appearance, the researcher is neatly dressed, uses polite language, guides students as much as possible by using the Audio-Visual learning method. Researchers seek strategies to easily observe students who are learning. After the learning is

completed, it is continued by holding a meeting with the teacher who supervises the learning process to discuss the results of the observations made.

d. From discussions with teachers, it was revealed that:

1. The learning carried out has not been maximized, because this is the first time researchers have tried this method.
2. The students are not yet actively receiving lessons and giving feedback, this is in accordance with the purpose of Audio-Visual media.
3. The researcher proposes that the teacher who observes is willing to return and is willing to observe again on opportunities in cycle II.
4. For the time being, researchers are not sure that the implementation of classroom visit supervision will help improve students' abilities, but according to observers' thoughts, the method used by researchers is sufficient to encourage creativity and learning achievement.
5. Submission of observers to researchers can be conveyed as follows:
    -   The requirements of better management of space, time, and learning facilities.

In managing the classroom, time and learning facilities, it can be described as follows:

1) Researchers provide learning tools/media.
2) Researchers pay less attention to the cleanliness of the blackboard, the cleanliness of student uniforms, in other ways that are useful for fostering student motivation and discipline.
3) Researchers haven't been so good in time. Starting lessons are not on time due to certain things.

3. Observation

The observations that were made were extremely diverse.By using the Audio-Visual model, the author invites a peer teacher to join the class in order to observe the truth of how learning is being implemented in practice. The data gathered during the teacher's observation activities will have a significant impact on the researchers' development in applying the Audio-Visual learning model, as all of the researchers' deficiencies will be well noted. If the author ties it to the intervening variable, various factors can change the relationship between the independent variable, in this case the Audio-Visual learning model, and the dependent variable, in this case learning achievement. Several points were addressed, including the feasibility of the learning model's implementation via audio-visual media.

Observations by peers as described above are very necessary for the success of improving the quality and correctness of learning using Audio-Visual media. This is what the author does for the sake of innovation efforts so that scientific writing is more efficient and effective.

Along with observations made by peers, the author enlisted the assistance of one of the bright students to determine whether the adoption of Audio-Visual learning in the classroom was proceeding as planned or not. Both the teacher who observed and the students who were asked to observe their friends' activities had previously been summoned to the office and informed of the truth about the implementation of Audio-Visual learning, which requires creativity, self-discovery by students, an emphasis on intellectual activity, the transformation of learning experiences into something meaningful in real life, and the familiarization of students to be more productive, analytical, and critical. Additionally, this model necessitates

the development of problem-solving skills in order to increase intellectual satisfaction, sharpen memory processes for greater mastery, increase student-centered learning, self-concept development, and academic talent, avoid rote learning, and strengthen the ability to assimilate and accommodate information. The following learning steps are included: a) developing research questions, b) determining whether the outcomes of student observations can be used to answer questions, c) collecting data/information, d) evaluating information, and e) drawing conclusions based on the results of information analysis. The author has developed measures to assess the correctness of implementation brought by teachers and students who watch the learning process based on the foregoing understanding.

4. Reflection Cycle I

Before beginning to reflect, it is a good idea to seek the opinion of education professionals on what reflection entails. This viewpoint will serve as a guide for how and what to include in reflections. Reflection is a detailed examination of the actions that have been made based on the data that has been gathered, followed by an evaluation in order to perfect the actions. Reflection entails analyzing, synthesizing, and evaluating the outcomes of observations of actions conducted (Hopkin, 1993 in (Arikunto, 2006)).

b. Quantitative analysis of student learning achievement cycle I

Table 1 Cycle 1 Result

List of Student	IR	Cycle	
		S1	S2
Aditia Pratama	5.5	6	7
Agus Lismayanti	5	5	7
Anindya	4.5	6	7
Ari Saputra	5.5	6	7
Edo Saputra	4	6	7
Fatih Surya Kusuma	4.5	5	7
Hasrul	4.5	5	7
Hera Winda Sari	5	6	7
Herlina Aprianti	4.5	5	6
Juwita Pratama Putri	4.5	5	7
Lidia	5	5	7
Lusinia Indah Permata Sari	4.5	5	7
Marita Eka Dewi	4.5	5	7
Melisa Ayu Putri	5	6	7
Riki Ade Afrizal	4.5	5	6
Rudiansyah	4.5	5	7
Widya Sopyani	5	5	7
Dhea Angelica Deraisya	5	5	7

On the basis of the information shown in the preceding table, the scores obtained from the pre- and post-test scores gathered by 10th grade students of Hospitality at SMKN 4 Lahat in the first cycle can be calculated as follows:

1. The average score of Pre-test $= \frac{X0}{N} = \frac{81}{18}$

2. The average score of S1 (first session) $= \frac{X1}{N} = \frac{98}{18} = 5{,}4$

3. The average score of S2 (second session) $= \frac{X2}{N} = \frac{117}{18} = 6{,}5$

Hence, the average total score in the first cycle is :

$$\frac{X1 + X2}{2} = \frac{5{,}4 + 6{,}5}{2} = \frac{11{,}9}{2} = 5{,}9$$

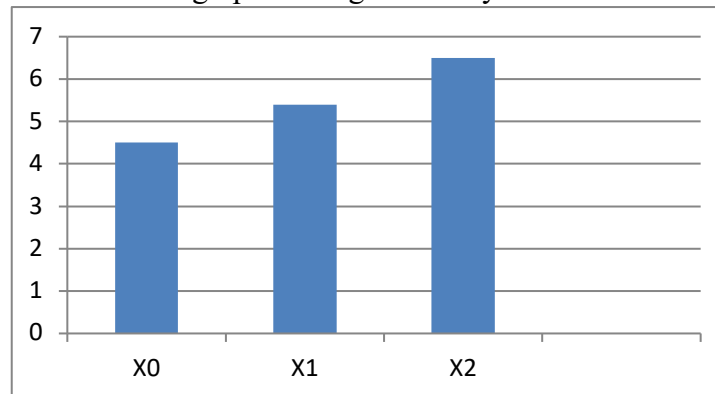b. Presentation in the form of graphs/histograms in cycle I

Figure 2 Graph/histogram Result of Cycle I

The results of this study will be summarized and presented at the same time, at the conclusion of the second cycle of reflection and analysis. Results of the analysis of instructor observations and student observations regarding the correctness of the implementation of audio-visual learning are presented in this section. The following are the conclusions that can be drawn from the two observations: 1) Observations by the teacher in the form of notes of the researcher's mistakes when carrying out the Audio-Visual learning process, which becomes a very valuable input for improvement in the next cycle, as can be seen in the discussion; 2) observations by the teacher in the form of notes of the researcher's mistakes when carrying out the Audio-Visual learning process, which becomes a very valuable input for improvement in the next cycle, as can be seen in the discussion; 3) observations by the teacher in the form of notes The team that was able, as determined by the principal's observations, outperformed those who were unable. The team that failed to do well displayed activity, tenacity, and originality, searched for vital things assigned, demonstrated activity ability, and was critical. It is true that students are actively involved in their learning rather than teachers who are actively instructing; yet, the ability to demonstrate self-concept, the speed with which expectations are met, and the ability to draw conclusions are all important. Following the analysis, it can be concluded that the results obtained do not demonstrate success in audio-visual learning by the teacher. The total score of all students in the pre-test is 122, the total score in session 1 is 154, and the total score in session 2 is 187. After the

scores have been averaged, the score obtained is 4,5 for the pre-test score, 5,4 for the value of session 1, and 6,5 for the value of session 2, it can be concluded that the results obtained have not shown the success of Audio-Visual learning by the teacher.

4.1.2. Cycle II
1. Planning

In light of the cycle I outcomes, the following steps must be taken in order to plan the implementation of research in cycle II:

a. The researcher re-planned the schedule for conducting classroom learning by looking at the research schedule in Chapter III and the time in the education calendar. The results of the reflection in cycle I are the basis for planning in cycle II.

b. Develop a good learning implementation plan according to the learning model using Audio-Visual media and make data collection instruments, namely learning achievement tests.

c. Planning class visits with observation friends as an innovation effort. For this the researcher consulted asking for his willingness to participate in the learning process carried out. This innovation is carried out so that researchers can make maximum efforts to carry out better and higher quality learning. The result of consultation with colleagues is the readiness of the teacher to participate in supervising class visits. The teacher who will be observing was told that the author had consulted with the principal and he would participate, going into the room to jointly supervise. This is notified to the teacher in the hope that the teacher who will observe can be better prepared to carry out higher quality supervision, this is also done by the author as an additional innovation.

d. Together with the teacher, design a scenario for the implementation of learning by looking at the deficiencies in cycle I by identifying things that can be done to improve learning. For this, all notes about the shortcomings in cycle I which are the result of reflection are submitted to the teacher for study. Telling the teacher what needs to be done, what students must do, how to apply the method through the correct song media according to the truth of the theory conveyed.

2. Implementation

The following is a description of how the actions in cycle II will be carried out.

On the scheduled day, the researcher begins the stage of action implementation by gathering all the preparations that have been made, in accordance with the planning that has been prepared in the form of learning programs using Audio-Visual methods, and afterwards the learning steps for discourse comprehension are organized in steps according to the methods used in this study. The procedure is as follows:

The initial phase was to show students the first video with the topic "I Want to Fly," followed by some brainstorming to stimulate students' interest in learning. After the video has been played twice, students are asked to answer some general questions about the video that is currently being aired. The author then invites students to discuss each solution to each question.

Following the conclusion of the discussion, the second film, titled "How Do I Get To The Post Office," was shown twice. The students were again instructed to respond orally to

the questions posed by the presenter, however this time the questions were more detailed in relation to the film being presented.

Following that, kids were shown a video twice with the title "Are You Busy and What A Beautiful Bird." Following the completion of the movie, students are given a multiple choice test and the opportunity to answer the question.

Having collected all of the student responses, students are given a script that runs from the first video to its conclusion, and they are then instructed to reconstruct each film that has previously been shown in front of the class.

The procedures outlined above represent the essence of the treatment provided to pupils in order to increase their comprehension of listening to English. As a consequence, learning outcomes for students who use audio-visual media should be predicted to be more engaging, and students' listening abilities can be improved as a result of utilizing audio-visual media.

The learning exercises continued at the second meeting, with new topics being discussed. Students were shown four movies in this activity: "Sign language," "How do I get to the Post Office," "Long Farewell," and "What Do You Do." The students were shown two videos at the beginning of the event, entitled "Sign Language" and "How do I get to the Post Office." To introduce a video about "Sign Language and How do I get to the Post Office," the teacher provides pupils brainstorming time. The teacher asks a series of questions on the film that is being used as a stimulus. All of these questions are discussed both traditionally and verbally in order to engage students in a pleasant learning environment.

The teacher then instructed the pupils to watch the video "Long Farewell and What Do You Do" on their own while answering ten questions about identifying broad ideas, specific information, detailed information, and word meanings. This is also a test to see how far students have progressed in this first cycle of action, and students will have 15 minutes to complete it.

Second-cycle action steps can be learned in just four 45-minute sessions by implementing the approach through a media song (2 x meetings).

3. Observation

Prior to assessing the correctness of the implementation of Audio-Visual learning, it is necessary to note significant factors such as the learning activities conducted while the researcher is in action. The writer can determine which sections need to be enhanced, which sections want further focus, and which sections require ideas and reinforcements based on these rapid observations. Additionally, having an instructor monitor the learning process will aid in identifying the errors made during the process. The instructor who observes also takes notice of pupils' ingenuity, their eagerness to participate in learning, and their collaborative efforts. All of this has been accomplished admirably. The implementation of the learning accomplishment test was finally continued the following week because there was insufficient time after the teacher completed the learning process to administer the test, so it was administered at the next meeting. The second reflection will discuss the results of the second round of student achievement assessments.

4. Reflection

A. Quantitative Analysis for Learning Achievement Test Scores in Cycle II

Table 3 Cycle II Results

Aditia Pratama	5.5	6	7
Agus Lismayanti	5	5	7
Anindya	4.5	6	7
Ari Saputra	5.5	6	7
Edo Saputra	4	6	7
Fatih Surya Kusuma	4.5	5	7
Hasrul	4.5	5	7
Hera Winda Sari	5	6	7
Herlina Aprianti	4.5	5	6
Juwita Pratama Putri	4.5	5	7
Lidia	5	5	7
Lusinia Indah Permata Sari	4.5	5	7
Marita Eka Dewi	4.5	5	7
Melisa Ayu Putri	5	6	7
Riki Ade Afrizal	4.5	5	6
Rudiansyah	4.5	5	7
Widya Sopyani	5	5	7
Dhea Angelica Deraisya	5	5	7

On the basis of the information shown in the preceding table, the scores obtained from the pre- and post-test scores gathered by 10th grade students of Hospitality at SMKN 4 Lahat in the second cycle can be calculated as follows:

1. The average score of Pre-test $\quad = \dfrac{X0}{N} = \dfrac{81}{18}$

2. The average score of S1 (first session) $\quad = \dfrac{X3}{N} = \dfrac{135}{18} = 7,5$

3. The average score of S2 (second session) $= \dfrac{X4}{N} = \dfrac{150}{18} = 7,8$

Hence, the average total score in the second cycle is :
$$\frac{X3 + X4}{2} = \frac{7,5 + 8,3}{2} = \frac{15,8}{2} = 7,9$$

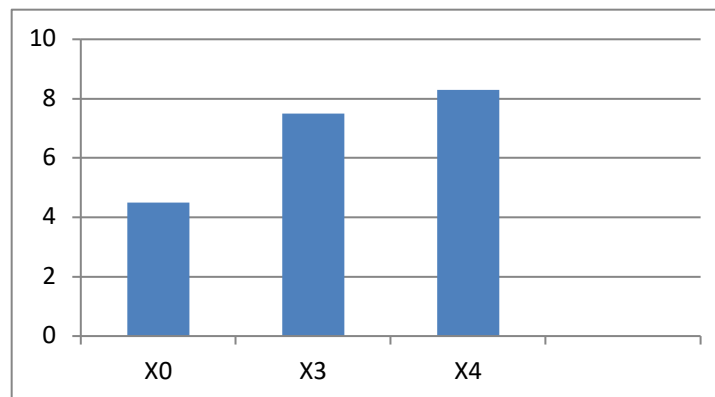B. Presentation in the form of graphs/histograms in cycle II:

Figure 2 Graph/histogram Result of Cycle II

Table 1 Recapitulation of Research Results from Cycle I to Cycle II

No	Action		Average	Total average
1	Pre-test	SO	4,5	X0 = 4,5
2	Cycle I	S1	5,4	XI = 5,9
		S2	6,5	
3	Cycle II	S3	7,5	XII = 7,9
		S4	8,3	

4.2. Discussion
4.2.1. Cycle I

There are a number of factors to consider when discussing qualitative data on the results of peer teacher observations about Audio-Visual learning. These include: existing weaknesses and strengths; changes and advances; time effectiveness; activities carried out; construction; contributions; fact description; checking internal and external validity; problem identification; influencing factors; ways to solve problems; considerations; comparisons; comments; responses; and additional experience.

According to peers' observations, there were advantages transmitted by the observers, including that the researchers were nicely dressed, used courteous language, and supervised students well. This leads to the conclusion that the research journey was pretty successful. The weaknesses presented must be analyzed, specifically the ineffective use of time, the construction, and the underutilization of student contributions; this fact will serve as a reference for the truth of the data; validation, internally collected data from informants must be accounted for; external validity in the form of legal references must be used theories that support and The author can trust the dependability of this study data because it is based on the researcher's accuracy in selecting the informants, namely peers. The elements affecting the not-yet-maximal Audio-Visual learning in the first cycle are due to the researcher's one-time application of this model. The solution to this challenge is to create more effective, higher-quality lesson plans. More information such as comments, additional experiences, and descriptions of successful research will be included in the next cycle's results. There are

few qualitative outcomes or measures of learning quality associated with the Audio-Visual approach.

4.2.2. Learning Achievement Test of Cycle I

The learning accomplishment test results, which include oral and multiple choice tests, force pupils to think about what they've learned. The average value of students in the first cycle was 5,4 in the first session and 6,5 in the second, suggesting that the students were not yet perfect after mastering the content. When compared to the students' original scores based on the data supplied in the prior study, these results show a growth in their ability to master English courses, particularly in listening abilities.

The findings of the first cycle's learning achievement exam indicate that the primary influence is that the usage of particular approaches, in this case the Audio-Visual method, has on student achievement. This is consistent with the findings of Soedomo's 1990 (in Puger, 2004) meta-analysis of learning methods, which concluded that the teaching method used by a teacher had an effect on his or her students' learning achievement.

English courses, as is generally known, emphasize cognitive, emotional, and psychomotor components of learning as behavioral standards for students' daily lives. For the purpose of resolving existing difficulties, this method can assist students in being creative, acting actively, exchanging ideas, expressing opinions, asking questions, discussing, arguing, exchanging information, and resolving existing problems collaboratively with other members of the discussion group. This improves students' ability to think critically, creatively, and critically, enabling them to solve complicated problems. The subsequent result is that students will be able to comprehend and comprehend English courses more deeply.

In addition, the learning achievement attained in cycle I has fallen short of expectations in accordance with the demands of the Minimum Score Criteria for English subjects in this school, which is 7,5. This remains an issue that must be addressed. As a consequence, additional improvement efforts must be undertaken in order to ensure that more thorough preparation is done for the following cycle.

4.2.3. Cycle II

The results of the cycle II learning achievement test indicated that students were extremely capable of taking courses. This is proved by students' average scores reaching 7,5 in session 3 and 8,3 in session 4. These findings indicate that the Audio-Visual technique was effective in enhancing students' capacity for knowledge construction, as planned. Audio-Visual is an effective approach for students if the teacher wishes for them to be creative, argue, express their opinions plainly, exchange ideas, and argue, given that the purpose of this method is to foster students' intellectual abilities, encourage students to discover their own, place students in a central position, and avoid students learning by rote.

The study's findings indicated that the model used in the learning process had a significant effect on student achievement. This finding demonstrates that the teacher used the appropriate approach to facilitate the learning process, as method selection cannot be ruled out. This is also consistent with other researchers' findings, such as those of Inten (2004) and Puger (2004), who conclude that the applied learning technique has an effect on student accomplishment.

The cognitive, emotive, and psychomotor parts of English serve as a guide for students' talents in thought, behavior, and visuals, all of which play a significant role in activating students to their full potential. More than half of the pupils scored an 8.5, and 13 children scored an 8 on the intermediate scale. It can be concluded from the comparison of these results that the employment of Audio-Visual can boost student When the initial value is compared to the value of the first cycle and the value of the second cycle, there is a significant increase, namely from the average initial value of 4,5 to the average value of 5,4 in the first cycle and to the average value of 6,5 in the second cycle, indicating a significant increase. This growth in value should not be ignored because it is the result of the greatest possible efforts made by researchers to improve the quality of education and educational advancement, especially at SMKN 4 Lahat.

5. CONCLUSION

5.1. Conclusion

Research is concerned with Audio-Visual media-based learning models in an attempt to solve school-related difficulties because they know that elements such as the teacher's method are to blame for poor levels of learning activity and achievement.

On the basis of the low levels of learning activities and student achievement presented in the context of the problem, the use of the Audio-Visual learning model is attempted to accomplish the study's objective of determining the rise in student achievement. The amount of improvement gained was explicitly stated at the conclusion of the analysis. The research objectives given have been met based on the findings of the research and the data submitted.

The evidence given can be used to address the research purpose, which is to promote student learning achievement.

a. From initial data, almost all students scored below the standard, then in the first cycle it decreased to 8 students and the second cycle the value of all students was above the standard determined at the school.
b. From the initial average 4,5 increased to 5,4 in the first cycle and in the second cycle rose to 8,3.
c. From initial data, there are no students who complete while in cycle II which is the end of the action all students achieve completeness.

From the supporting data demonstrating the achievement of learning objectives, it can be concluded that the Audio-Visual model is effective in providing the predicted responses in accordance with the study's objectives. All of this is possible as a consequence of researchers' preparation and hard work from the moment they submit proposals, review drafts with colleagues, develop study grids and instruments, and utilize data triangulation tools to the point of maximum execution of research.

5.2. Suggestion

In an effort to meet English-learning goals, the following recommendations can be made based on study findings: The employment of audio-visual media in learning models is a good option for English-language studies, Audio-Visual should be chosen above other techniques since this method has been demonstrated to promote collaboration, creativity, active

participation, information exchange, expression of viewpoints and arguments and other aspects of communication, It is clear that several aspects of this study have not been well investigated, so other researchers who are interested in the same topic should investigate the following areas: areas that have not been thoroughly investigated, In addition, it is hoped that other researchers would do more research to corroborate the results of this study.

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