

INTEREST IN LEARNING ENGLISH STUDENTS THROUGH AUDIO VISUAL MEDIA IN SMKS GENERUS BANGSA

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Abstract. *This study aims to determine the interest and quality of the English teaching and learning process of students, especially in listening skills. Knowing interests is carried out through the use of audio-visual media with role-playing methods that are expected to provide opportunities for the creation of pleasant learning conditions. This class obtained optimal results where students who were interested in taking English lessons could increase significantly. This research is in the form of Class Action Research which is carried out using VCD media, which consists of four stages: planning, implementing actions, observation, and reflection. Actions can be done by applying learning with audio-visual media and continued with role-playing methods. This research was conducted on 11 students of class X 1 SMKS Generus Bangsa. Responses to the progress of student interest are obtained from the results of student questionnaires, student interviews, student learning logs, observations, interviews between teachers, teacher journals, daily test results and assignments. Instrument validation is carried out with critical reflection between research teachers and face validity. Data validation is carried out by triangulating observations from the aspects of students, teachers and partner teachers. The results of each cycle reflection are used to plan further steps.*

Keywords: *students' interest, listening learning, audio visual media*

INTRODUCTION

Student complaints in facing the English exam, especially on listening competence, cannot be separated from the English learning method in schools that tend to use the language of books or textbooks. English learning in the classroom should be directed more as a provision of life skills, namely the ability to communicate.

Learning English at SMKS Generus Bangsa so far still has many shortcomings such as:

- (1) explain according to the book with a textbook approach without variations;
- (2) the media used is limited to authentic media such as whiteboards, chalk, erasers, and rulers around students;
- (3) rarely practiced language practices such as listening, speaking, reading, and writing;
- (4) Students are only equipped with materials that can be used to answer exam questions only so that students are considered good if the student has obtained a good test score.

This is one of the causes of low student interest in learning English.

Interest is very dominant in influencing student learning. The root of the most important problem faced in increasing students' interest in learning English comes from internal and external factors of students. That factor can come from the student himself (internal factors), the teacher (external factors), and supporting means (external factors).

Learning media has the main function of increasing student motivation and preventing student boredom in learning. Media can also be an effective tool when teachers are able to package media into several activities for student self-development. On the contrary, the media can be a burden both in the selection process and its use if with that media the whole process is imposed on the teacher.

The low daily scores of students on the listening aspect prompted researchers to intend to conduct research on these skills. It is likely that this low value is caused by several factors, but researchers determine one specific factor that needs to be observed, namely the interest factor in the use of audio-visual media.

Listening competence is a competency that receives less attention from students. One of the factors that cause the lack of attention and interest from students in listening skills is because the ability of listening skills is not a competency that is included in the

National Examination, so they are less motivated to take part in listening learning. Therefore, students' motivation and learning activities on learning listening skills are quite low. This is evidenced by the results of the average score of the listening competency test in grade X 1 students of 60. The average score is far from the KKM English SMKS Generus Bangsa which has been mutually agreed upon, which is 78.

Based on this background, the objectives of this study can be presented as follows: describing the increase in students' interest in learning English through the use of Audio Visual Media and explaining the improvement of listening skills through the use of Audio Visual Media.

The formulation of the problem is focused on indicators: (1) student participation in following the lesson; (2) student activity in asking questions; (3) the collection of the results of work or tasks; (4) and the task score > 78 ; and (5) the daily value of > 78 .

Students' low interest in English lessons is partly due to various factors and constraints. Factors that can affect students' interest in learning include students' own learning facilities, learning facilities, teacher abilities, low average student ability, students are not responsible for tasks, and often English is still considered too difficult.

Solving the problem is carried out by applying the simulation method in the form of role play through the use of audio-visual media. The learning steps are as described in the following table:

Table 1

Stage	What teachers do
Stage 1 Determine the topic as well as the goals to be achieved.	The teacher conveys all the learning goals to be achieved in the lesson and motivates the students in learning
Stage 2 Gives an overview of the simulation that will be played	The teacher explains how to role-play according to the text that has been listened to to the students through audio or audio-visual media.
Stage 3 Form role-playing groups and define their respective roles.	The teacher determines the role-playing group according to the text that has been heard through audio or audio-visual media.
Stage 4 Set the location and timing of the simulation	Teachers assign where and when roles Play will be played again by students.
Stage 5 Carry out simulations	The teacher observes the simulation process by playing a role play
Stage 6 Conducting an assessment	The teacher assesses all the linguistic actions of the students with the correct determination and determination of pronunciation.

This study aims to increase interest in learning English and listening skills through the use of Audio Visual Media. The objectives are based on the following indicators: (1) at least 80% of students are interested in taking English lessons; (2) at least 50% actively ask questions in English learning; (3) at least 90% of students collect the results of their work / activities; (4) at least 80% of students scored > 78 from the results of the work / activities collected; and (5) at least 80% of students get a daily test score > 78.

Hilgard (in Slameto 2003:57) gives the following formulation of interest: "Interest is persisting tendency to pay attention to and enjoy some activity or content". The essence of the opinion is about how much influence interest has on one's learning outcomes where the activities one is interested in will be carried out constantly accompanied by a sense of pleasure. Learning should be able to cause a sense of pleasure so that maximum learning results can be achieved.

According to Hornby (1986:481) "Learning is gaining knowledge of skill by study, practice or being taught. Learning is a change of behavior or knowledge, either in the direction of a better or worst one. The changing is resulted from experience". Learning results in changes in knowledge, behavior and learning outcomes that are good, and even less good. These learning changes result from learning experiences. By learning, everyone has a different learning style. This learning style is formed from the environment and daily living habits. Basically, learning styles are divided into 3 types, namely Visual Learning Styles, Auditorial Learning Styles and Kinesthetic Learning Styles. There are times when one can learn by using all learning styles. So, learning can be very interesting when using as many styles as possible (Steinbach, 2002:35).

In order for teaching activities to be communicative and effective, the teacher must choose the most appropriate teaching method. Teaching methods in general can be classified into 2 groups, namely individual and group teaching methods. What includes individual teaching methods are lectures, questions and answers, discussions, drills, demonstrations / demonstrations, assignments, simulations in the form of role play or games, problem solving and tourist works. While the method of teaching in groups includes seminars, symposia, forums, and panels (Suwarna, 2006: 106).

Simulation as a teaching method is an activity to imitate an act / activity (Suwarna, 2006: 113). Simulation games combine elements of game and simulation, namely the existence of settings, players, rules, goals and the presentation of the actual model. Role play is different from others in that it has three components, namely: the scenario or environment in which the action occurs; a number of roles with their various characters to be performed; and the problems that these role holders must solve (Sadiman, 2006: 77).

Learning becomes more effective when teachers are able to use media well. In addition, students become more interested and can understand the lesson that the teacher is teaching. Media has many types. Suwarna (2006: 118) stated that the division of learning media can be seen from its types, namely auditive media, visual media, and audio-visual media. Auditive media is media that relies solely on sound capabilities such as radio, video-casstheses, and audio discs. Visual media is a medium that relies solely on the sense of sight. These visual media can display still images such as string film, photo slide film, frames or paintings and prints. Audio-visual media is a medium that has

sound elements and image elements. This type of media has better capabilities because it includes auditive and visual media types.

RESEARCH METHODS

This research was conducted at SMKS Generus Bangsa which is located on Jalan Diski Glugur Kuta, Sawit Rejo, Kutalimbaru District, Deli Serdang Regency. SMKS Generus Bangsa is located in an urban suburb that is close to other school environments. The subjects of this study are class X 1 odd semester students in 20 22/2023 totaling 11 students.

This research uses qualitative methods in the form of Classroom Action Research as an effort to solve problems that arise or are being faced by students and teachers to improve the quality of learning. Data collection techniques in research are in the form of observation methods, interview questionnaires, and documents. To analyze the data required the following steps:

- 1) At least 80% of students are interested in taking English lessons. This is done by providing Questioners/ interest questionnaires to students. Then, students can fill in according to the flow of questions given.
- 2) At least 50% of active students ask questions in English lessons. This can be done by class observation. Researchers observed how much students actively asked questions about lessons they did not yet understand.
- 3) At least 90% of students collect the results of work / activities. This can be seen in the list of students' grades and the frequency with which their assignments are collected.
- 4) At least 80% of students scored > 78 from the work collected. This can be seen from the student's daily grade list.
- 5) At least 80% of students get a daily test score of >78. This can be observed by looking at the student's daily grade list.

The data were analyzed by quantitative analysis using a comparative method, which is to compare the average value of daily tests, the percentage of learning completion before the action is held with after the action is held in each cycle.

RESULT OF RESEARCH AND DISCUSSION

Pre-action research includes: 1) interviewing students, 2) observing the teaching and learning process, and 3) providing questionnaires to identify students' learning interests.

Some indicators about students who have low learning motivation are as follows: 1) students do not pay attention to class activities to the maximum, 2) students are busy with their own activities that are not academic activities, and 3) students do not come early to class. To identify students' learning interests, researchers used questionnaires that were distributed before and after the implementation of the study.

After completing the action with VCD media and cassettes with the role play method, there were 9 interested so that the percentage of student interest levels through the questionnaire response was 82%. Learning conditions according to student interview responses include: (i) positive teacher responses, (ii) active student participation, (iii) student communication, (iv) a sense of ability in learning, and (v) cooperation between students and teachers on average by 77%. So, the application of various audio-visual media with role play methods can increase students' interest in learning English.

CONCLUSION

Based on the analysis and discussion, it can be concluded that the use of audio-visual media increases the interest of SMKS Generus Bangsa students in learning English so that they can show optimal results.

In detail, the results of research with the use of audio-visual media increased significantly. Qualitatively, the learning atmosphere is more pleasant than learning before the action of using audio-visual media is carried out. This is evidenced by the activeness of students who are being studied both in asking questions and in dialogue with their friends. This is felt by both teachers, students and observers based on monitoring data from interviews, observation sheets, and journals.

Curriculum changes prove that educational renewal never ends. The success of curriculum implementation is greatly influenced by the ability of teachers who will implement and actualize the curriculum. The ability of the teacher is mainly related to the knowledge and abilities and tasks charged to him. It is not uncommon for the failure of curriculum implementation to be caused by the lack of knowledge, skills and abilities of

the teacher in understanding the tasks to be implemented. Various efforts have been made to improve the quality of education, but still continue to strive for the quality of education to improve. What has been achieved does not mean that the quality of education has improved, but that what has improved still needs to be improved. Hardware in the form of infrastructure continues to be improved in procurement, both in quantity and quality. Software in the form of curriculum, teacher procurement, and teacher upgrading is constantly being carried out. However, human beings are indeed far from perfection. There is no best method of education. All methods of education are positive and some are negative. However, whatever is done is definitely choosing the best.

The advice given to teachers should be that English teachers should be able to design good learning which includes planning, using techniques, and learning media needed to make learning more effective. In addition, further research needs to be carried out to improve the learning process that focuses on other competencies such as speaking, writing and reading in order to develop their profession and be able to compete in making learning media even more interesting so that students are more enthusiastic in learning. Similarly, teachers should be able to develop their profession and be able to compete and compete for achievement so that it can benefit all parties, both schools and teachers concerned, and especially students who will feel the impact directly.

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