

**The Benefits and Challenges of Implementing Audiovisual
Material to Improve Students' English Skills for Junior High School
Students**

SKRIPSI



By

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA
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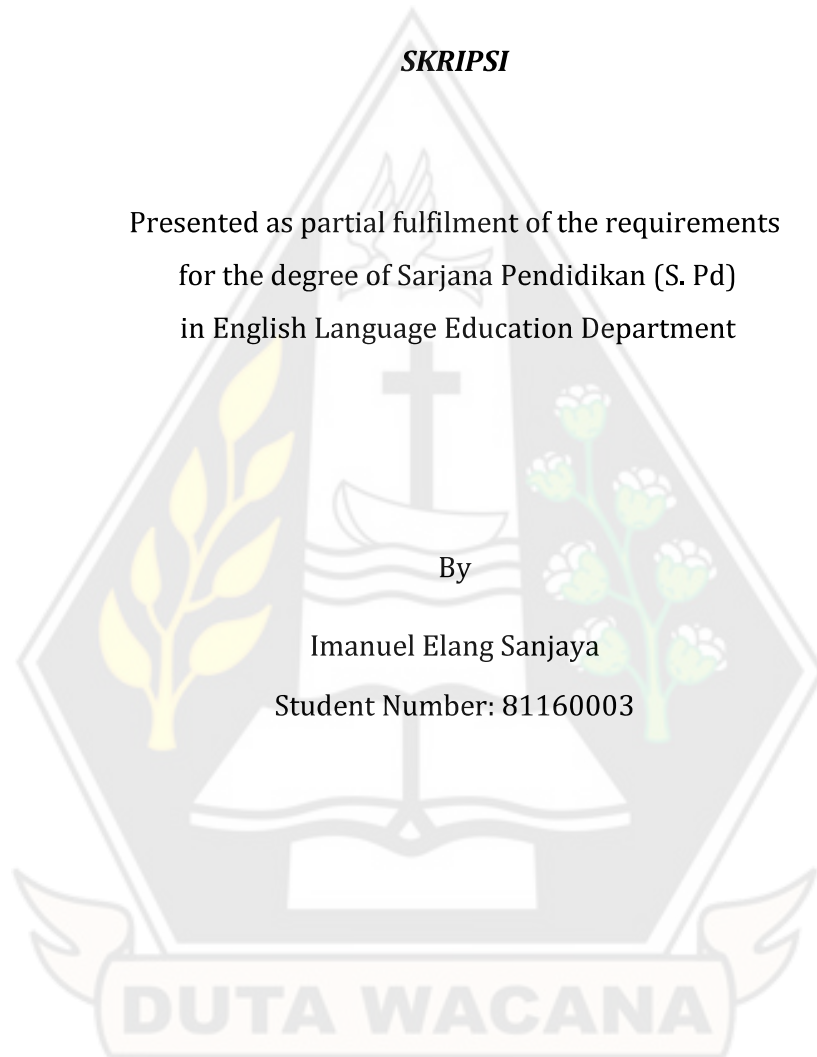
SKRIPSI

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for the degree of Sarjana Pendidikan (S. Pd)
in English Language Education Department

By

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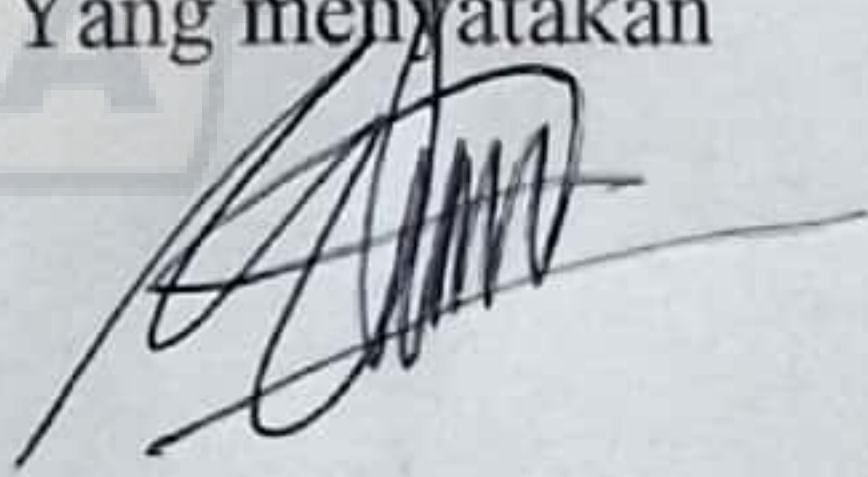
**“THE BENEFITS AND CHALLENGES OF IMPLEMENTING
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**THE BENEFITS AND CHALLENGES OF IMPLEMENTING
AUDIOVISUAL MATERIAL TO IMPROVE STUDENTS' ENGLISH
SKILLS FOR JUNIOR HIGH SCHOOL STUDENTS**

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 29/08/2023

Author,

Immanuel Elang Sanjaya
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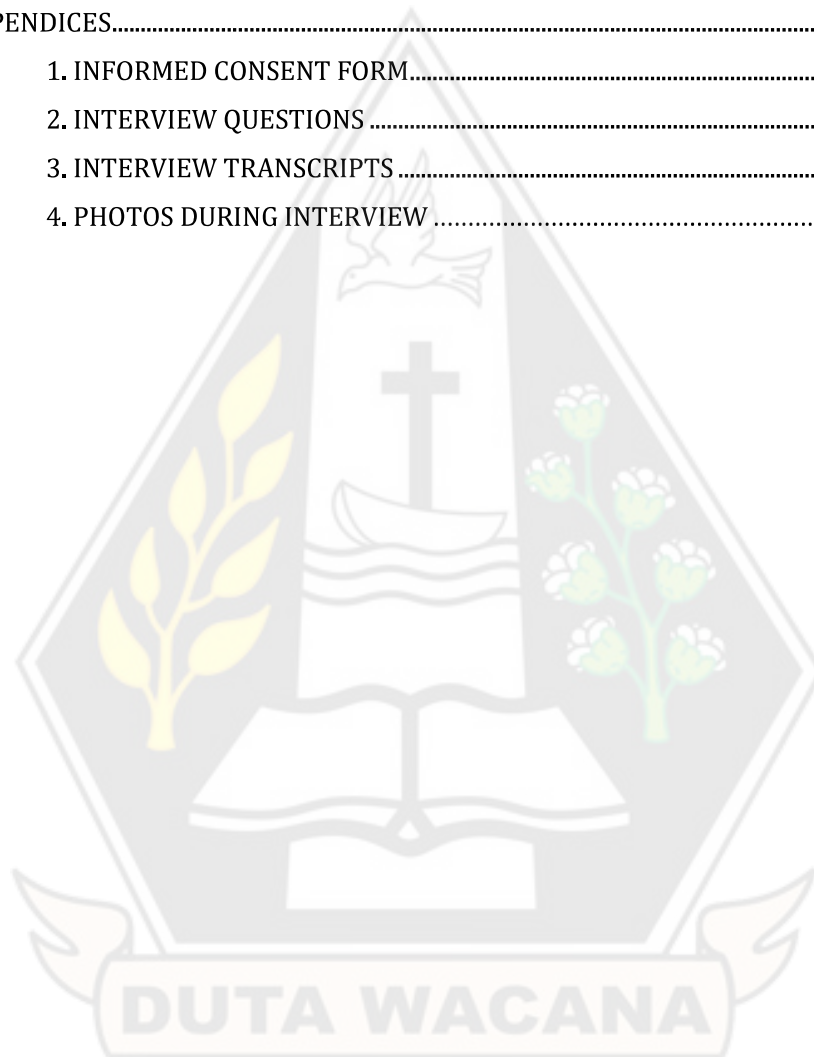
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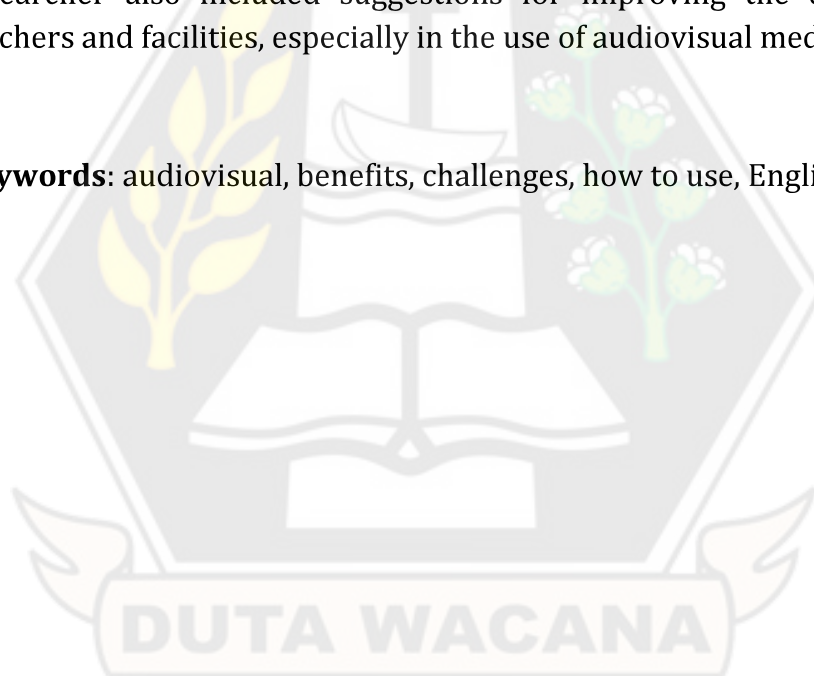
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ABSTRACT

In this thesis, the researcher examines the advantages, challenges, and how to use audiovisual media to improve the English skills of junior high school students. In researching this matter, the researcher designed a list of questions that will be addressed to three participants. The intended participants were three English teachers from three different junior high schools. After the researcher interviewed them, a thematic analysis was conducted to identify the problems that occur in the use of audiovisual media in the junior high school environment. The results of the thematic analysis have been described in this thesis. Therefore, the researcher divides the theme under study into three important points. Three important points will be explained in this thesis, namely advantages, challenges, and how to use audiovisual media. The researcher also included suggestions for improving the quality of teachers and facilities, especially in the use of audiovisual media.

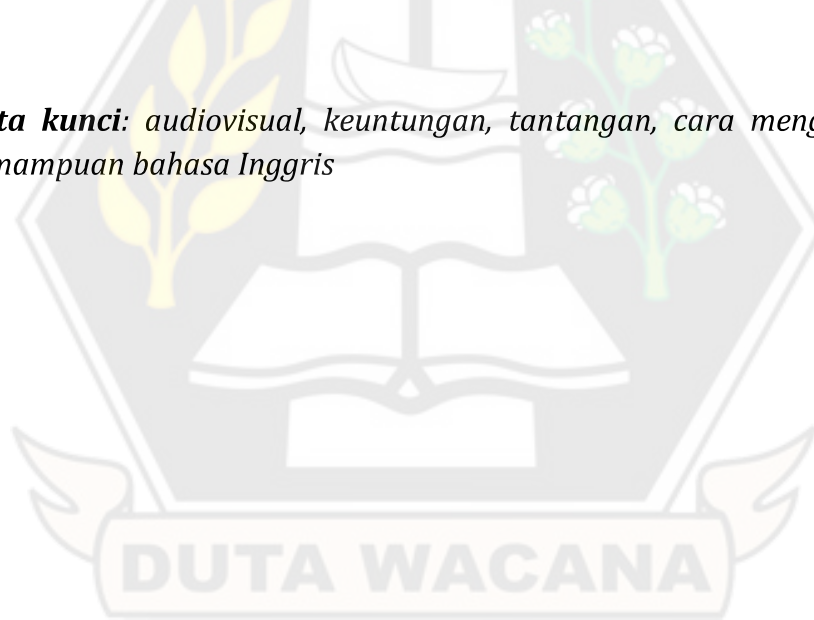
Keywords: audiovisual, benefits, challenges, how to use, English skills



INTISARI

Dalam skripsi ini, peneliti meneliti tentang keuntungan, tantangan, dan cara menggunakan media audiovisual untuk meningkatkan kemampuan Bahasa Inggris para siswa SMP. Dalam meneliti hal tersebut, peneliti sudah merancang daftar pertanyaan yang akan ditunjukkan kepada tiga partisipan. Partisipan yang dituju yaitu tiga guru Bahasa Inggris dari tiga SMP yang berbeda. Setelah peneliti mewawancarai mereka, maka dibuatlah analisis tematik untuk mengidentifikasi masalah yang terjadi dalam penggunaan media audiovisual di lingkungan SMP. Hasil analisa tematik tersebut sudah dijelaskan dalam skripsi ini. Maka dari itu, peneliti membagi tema yang diteliti ini menjadi tiga poin penting. Tiga poin penting yang akan dijelaskan dalam skripsi ini yaitu keuntungan, tantangan, dan cara menggunakan media audiovisual. Peneliti juga menyertakan saran demi meningkatkan kualitas para guru dan sarana khususnya dalam penggunaan media audiovisual.

Kata kunci: *audiovisual, keuntungan, tantangan, cara menggunakan, kemampuan bahasa Inggris*



CHAPTER I

INTRODUCTION

A. Research background

The technology development in the 21st century is increasingly massive, especially in English as a Foreign Language (EFL) classrooms. That is why it is unavoidable that English teachers cannot underestimate the use of technology in classroom learning. Therefore, teachers must continuously learn and innovate according to the demands of the times. Teachers who are willing to learn and innovate in accordance with the times will make the students feel at home when learning foreign languages, especially English.

English, which is an international language, has undergone rapid development. For this reason, English teachers must be able to create fun and creative teaching methods to interest students in learning and keep them motivated. When students are interested and motivated to learn English, their learning goals can be achieved, and they get something useful for their future. However, in implementing technology, of course, there are challenges faced by teachers, including mastery of various technologies, the availability of limited school facilities, and technological developments that can also distract students' attention so that they cannot focus on learning.

These challenges force teachers to rely on learning English using the lecture method with textbooks. Teachers usually only use the lecturing methodology while reading textbooks in front of the class. This methodology is teacher-centred so it can't create communication with the students, and it really makes the students feel disinterested and unmotivated to learn a foreign language. When teachers use conventional media, such as textbooks, in teaching learning nowadays, students feel bored and not interested in learning a language.

It is impossible to give material to students only by lecturing nowadays. Students need to be encouraged to learn a language through various teaching methodologies, one of them is teaching using audiovisual media. Technology can help teachers deliver learning materials so that students feel motivated to learn English as their foreign

language. However, there are some teachers who still rely on conventional media to teach English to their students.

Related to teaching English as a foreign language, researchers chose English teachers from different junior high schools as participants in this research. English learned at the junior high school level is used as an introduction to the basics of language. Therefore, researchers want to know the benefits and challenges of using audiovisual media in teaching and learning activities, especially English, in the junior high school environment.

Teachers also teach students with their various backgrounds and skills, so the use of audiovisual media is to introduce a language to those students. In the 21st century, the use of audiovisual media has been an important learning resource.

Teachers need in-depth follow-up to keep learners informed and practice what they learn. To make the students study better, the teacher should choose relevant technologies for teaching and learning situations (Make & Yonas, 2018). It means that teachers have to choose technology that is suitable for the teaching-learning context. That is why the teacher could use audiovisual material in the form of video or audio, such as films or songs, to deliver their material. The use of audiovisual media in the form of video or audio can make teachers' jobs easier when delivering the material. It can make students' experiences in learning a language useful and interesting; they can develop their language skills, improve their knowledge of cultural differences, and increase their creativity and motivation in learning a language (Hadijah, 2016).

However, in implementing audiovisual media for students, it turns out that there are some challenges. Teachers have difficulty using audiovisual media because of the complicated preparation. Teachers have to deal with time management in preparing media, they have been burdened by complicated administration, and difficulty finding various audiovisual materials that are suitable for the teaching-learning context. Teachers have limited time if they want to teach with audiovisual media because the material that they give is not entirely covered. Teachers also have to give students assignments in a certain meeting, so they don't have time to implement audiovisual media.

In relation to the use of audiovisual media as learning resources, teachers could face other challenges in implementing audiovisuals, such as having to master technological devices. Computers, laptops, projectors, headphones, and other technology devices are mostly commonly found in EFL classrooms that use audiovisual media. The teachers must be capable of mastering those technological devices in order to facilitate their students in learning a language. The second challenge that teachers face in implementing audiovisuals in language learning is choosing relevant videos or audio to improve their English skills because there are so many films or songs produced nowadays. Those audiovisual materials that teachers use should fulfill students' requirements for learning a language.

Another challenge is that the teachers have to enrich their teaching methodology by using audiovisual media in the form of video or audio as material that will be delivered to the students. It means that the teachers not only let the students watch the video or listen to a song by themselves but also try to guide and instruct them while watching the video or listening to the song. They can also provide creative activities during the video or audio presentation in front of the students, such as full viewing, freeze framing technique, silent viewing, and others (Harmer, 2006 in Hadijah, 2016).

B. Research Questions

1. What are the advantages of using audiovisual material to improve students' English skills?
2. What are the challenges faced by the teacher in implementing audiovisual technology to improve students' English skills?
3. How do the teachers use audiovisual material to improve students' English skills?

C. Research Objectives

The objectives of this research are:

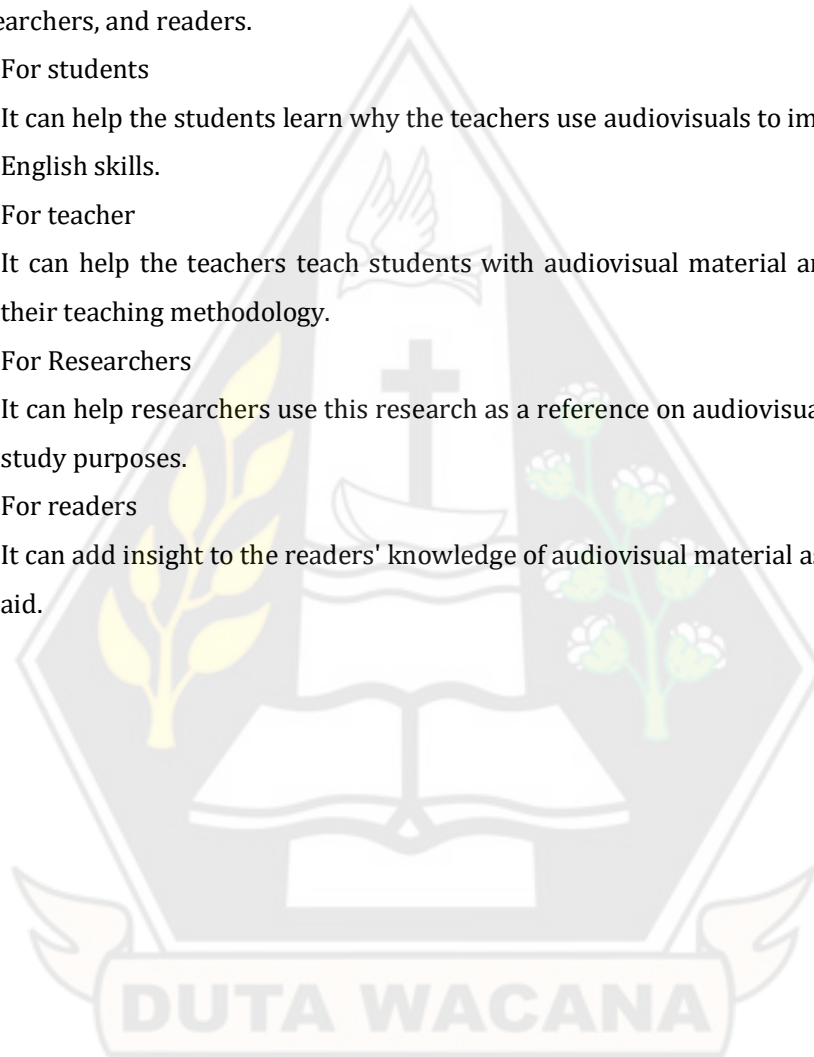
1. to identify the advantages of using audiovisual material to improve students' English skills;
2. to identify the challenges faced by the teachers in implementing audiovisual technology to improve their students' English skills;

3. to find out how the teachers used audiovisual material to improve their students' English skills.

D. Research Benefits

By conducting this research, hopefully, it can be beneficial for students, teachers, researchers, and readers.

- For students
It can help the students learn why the teachers use audiovisuals to improve their English skills.
- For teacher
It can help the teachers teach students with audiovisual material and improve their teaching methodology.
- For Researchers
It can help researchers use this research as a reference on audiovisual media for study purposes.
- For readers
It can add insight to the readers' knowledge of audiovisual material as a teaching aid.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss the summary, impact and contribution, limitations, and suggestions for further research in order to produce better results.

A. Summary

The development of technology in the 21st century has been very rapid. This also influences the scope of education in terms of teaching methods. There are many teaching methods used by teachers to improve the quality of education in this country. In ancient times, teachers only delivered material through textbooks to students and this has continued to this day. Along with the development of technology, teaching methods are also developing, especially in teaching English.

Nowadays, teachers are starting to incorporate learning technology to teach students. This makes researchers interested in uncovering the extent to which technology is used in teaching and learning activities. Researchers limit the technology theme used in teaching and learning activities in junior high school is audiovisual media. Based on the results of research conducted using qualitative methods, it was found that there are advantages, challenges, and how to use audiovisual media. From the results of these interviews, there are three things about the advantages of using audiovisual media, namely that audiovisual media makes students interested in learning English, audiovisual media increases students' enthusiasm and motivation in learning English, and audiovisual media helps teachers deliver the material to be taught to students.

While the challenges are as follows, the use of audiovisual media requires qualified teaching techniques/methodology in its implementation, the use of audiovisual media requires thorough/careful teaching preparation, and the use of audiovisual media must pay attention to the content contained therein and provide clear explanations. Finally, how to use audiovisual media are audiovisual media is used as a bridge to the main material to be taught and the use of audiovisual media for teaching and learning activities is usually held in a special room such as teaching English in a language laboratory.

B. Implications and Contribution

Based on the research results obtained through qualitative methods, researchers can provide several implications and contributions. Next, the local government should facilitate each school so that teaching and learning activities become effective and enjoyable. After that, they should reduce the administrative burden on teachers so that they can teach optimally in class. Finally, teachers must be able to master technology so that they are ready for the changing times.

C. Limitations

The researcher's efforts in making this thesis certainly have limitations experienced in conducting this study. The limitation experienced was the lack of the number of participants involved due to their busy schedule, so the researcher had to adjust the agenda to these participants. Secondly, the list of questions that the researcher has made to be asked to the participants is not explored in depth. These limitations may affect the results of research that has been implemented.

D. Future Studies and Suggestions

There are several suggestions for the future study based on the limitations. First of all, teachers should be given more training on the use of audiovisual media in learning English so that they are competent, creative, and innovative in implementing it in class. Second, researchers get a few participants who are willing to be interviewed. This has an impact on research results that may be less credible. It will be better if researcher can increase the number of participants who can be interviewed. Third, researcher can make a list of interview questions in more depth by reading journal articles available on various platforms. In the end, the researcher hopes that this thesis can be used as a reference for academics who wish to pursue about English learning media.

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