

USING AUDIO VISUAL AIDS IN EFL CLASSES: INFORMATICS STUDENTS' RESPONSES

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Abstract

Numerous researchers state that exciting learning materials and media can help higher education students increase their learning motivation. Therefore, the need to develop technology-based learning aids is a must to improve the teaching and learning process, which can produce more competent and more broad-minded graduates. This research aims to evaluate the Informatics department student's point of view on using audio-visual aids in their English classroom. The result will be useful as one of the considerations in selecting appropriate learning media for the Informatics department in the following semester. The method used is a mixed method, involving one class of the Informatics Engineering department in ITN Malang in the first semester, consisting of 35 students. The research found that even though there are still some limitations on the use of AVA in language classrooms, such as the time required to prepare the material, the degree of difficulty, the lack of teacher guidance, and technical issues, the number of respondents who believe that AVA is applicable outweighs who believe the opposite.

Keywords: Audio-Visual Aids; EFL; Learning Materials; Perception

INTRODUCTION

With the implementation of online learning during the COVID-19 outbreak, lecturers must be more creative in using learning media and applying effective learning methods so that students can get maximum learning outcomes. Interesting learning materials and media can help students to increase their learning motivation. However, based on researchers' observations in previous studies, there are several obstacles in the online learning process, so the teaching and learning process is not optimal. Students become more passive during online learning and do not understand the material presented (Prihatmi, 2021). One of the reasons is that the learning materials and media are too monotonous and less attractive (Irnawati & Rahmah, 2021), so students eventually feel bored and less motivated. However, when they returned offline after COVID-19 subsided, the same attitudes were still brought to class. On that account, teachers must re-evaluate their classroom learning tools and strategies to cope with post-COVID-19 outbreak learning attitudes.

A significant challenge for EFL teachers is utilizing technology to provide students with cutting-edge learning opportunities (Dias, 1999). According to Ranasinghe and Leisher (2009), technology should help the teacher foster a cooperative learning environment. Therefore, the need to develop technology-based learning aids is a must. Numerous studies have stated that video and audio-based media effectively help students learn in EFL classes. The term audio-visual aids (AVA) refers are tools of record to improve speaking skills that are used several times and more than others (Madhuri, 2013). A study by Kumar et al. (2013) concluded that

students more appreciated lectures delivered using a combination of audio-visual aids. Audio-visual aids help students understand challenging concepts presented in their course books (Matthew & Alidmat, 2013) and help promote their listening comprehension (Bajrami & Ismaili, 2016). Students find using the video material in the classroom to be engaging, pertinent, helpful, and motivating. A study by Santos et al. (2020) explored the use of digital video in education from the teachers' point of view as agents of technology integration. However, this study found that secondary school teachers utilize digital video more and are more innovative than university lecturers.

In implementing the latest technology application into the classroom, higher education institutions must invest highly in audio-visual learning as they have to take advantage of technological developments (Owusu, 2020). The benefits are mainly to improve the teaching and learning process, which can produce more thoughtful and broad-minded graduates. However, to date, as the engineering campus, most lectures at ITN Malang relied heavily on laboratory work practices and scientific computation. Most classes still use conventional learning media based on books, face-to-face lectures, modules, and some Youtube videos.

To address the audio visual aids issue, this study was conducted to determine the perceptions of Informatics department students in ITN Malang in English classrooms. The consideration of choosing this department as the population of this research is that this study program is more involved in the digital world. This research aims to evaluate the Informatics department students' point of view in using audio-visual aids in their English classroom. By conducting this research, the result will be helpful as one of the considerations in selecting appropriate learning media, including Audio Visual Aids (AVA) for the Informatics department in the next semester as a response to the rapid change in educational technology.

METHOD

In this study, a combination of quantitative and qualitative methods were used to address and investigate research questions. The research involved one class of the Informatics Engineering department in ITN Malang in the first semester, consisting of 35 students. The participants were selected with the purposive sampling technique by considering the research question. A Google form-based questionnaire was used to collect the data. There were eight questions on the questionnaire to be answered related to the use of audio-visual aids in English language classes. Questions 1, 2, and 5 were close-ended in Yes/No options, while Questions 3, 5, and 7 were open-ended, and 8 were short answers. The responses from the students were recorded and calculated in percentage, then displayed in tabular format. The gathered data was then examined using descriptive statistics, and the conclusion was drawn as a result.

RESULTS AND DISCUSSION

Results

Table 1. Has your lecturer ever used Audio Visual Aids (AVA) in lectures?

Scale	Number of respondent	Percentage
Yes	12	60%
No	8	40%
Total	20	100%

Table 1 shows that 12 students stated that they had gained experience using AVAs in their lectures, while 8 students stated that they had not.

Table 2. Does AVA-based teaching need to be practiced by the lecturers in the classroom?

Scale	Number of respondent	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

Table 2 illustrates that the majority of respondents by 90% (18 students) thought that AVAs should be conducted by lecturers in lectures. This finding demonstrates that the students perceived teachers or lecturers who lack the proficiency needed to effectively use audio-visual tools for teaching EFL need to commence using the AVA in classrooms, as stated the previous researches found appealing and advantageous (Kumar, et al., 2013).

Table 3. What language skills do you think can be learned using the AVA method?

Scale	Number of respondent	Percentage
Listening	8	40%
Speaking	1	5%
Listening, speaking, & reading	1	5%
All skills	10	50%
Total	20	100%

Table 3 describes that the majority of respondents by 50% (10 students) thought that AVAs should be conducted by lecturers in English classroom in all skills of language, while 40% of the respondents thought that AVA method can be used in listening class. However, respondents by 5 % thought Speaking, Listening, Reading class needs to use AVA method.

Table 4. Would learning English using AVA be more interesting?

Scale	Number of respondent	Percentage
Yes	19	95%
No	1	5%
Total	20	100%

Table 4 shows that almost all respondents by 95% (19 out of 20) thought that learning English using audio visual aids would be more interesting than that of the conventional lectures. Only one respondent (by 5%) stated that the use of AVA is still questionable and will not interesting for student in language class.

Table 5. If the answer to Question 4 is YES, the reason why the use of AVA will be more interesting is:

Scale	Number of respondent	Percentage
Less monotonous learning	11	55%
Students can learn independently	5	25%
More easily understood by auditory learners	3	15%
Total	19	95%

Table 5 indicates three different main reasons why the use of AVAs would appeal to students. The most common reason (11 respondents) is that students think that by using AVA, the lecture process becomes more varied and not monotonous. The second most common reason (5 respondents) is that the AVA allows students to study the material independently. The next reason (3 respondents) is that for auditory learners, learning media involving audio and video will be more acceptable to them than that of plain text.

Table 6. If the answer to question 4 is NO, the reasons why using AVAs is NOT more interesting are:

Scale	Number of respondent	Percentage
Spend more time preparing	8	40%
Less guidance	2	10%
Material is harder to understand	6	30%
Technical constraints hinder the learning process	1	5%
Total	16	85%

Table 6 describes four different reasons why AVAs are less appealing when used in the classroom according students. 8 respondents stated that using AVA will takes more time to prepare, so the time wasted will be higher. While 6 respondents (by 30%) stated that learning material delivered by AVA is harder to understand than that of face-to-face class with the teacher. It will lack not only interactions and feedbacks, but also direct guidance from the teacher, as stated by two respondents (10%). One respondent (by 5%) highlight the technical constraints that may arise during the learning process.

Discussion

This research aimed to discover the perceptions of Informatics department students in ITN Malang in using audio-visual aids in their English classroom. The overall result indicated that learning in a language classroom using AVA is more preferable. Most respondents presume that relying heavily on textbooks is no longer an effective way of learning a language, as proposed by Irnawati & Rahmah, stating that learning material and media are less exciting and monotonous, leading to students' boredom and low motivation.

In addition, to name a few reasons for AVA to be considered fall for three reasons: the variety of material, learners' conducting an independent study, and auditory learner favorability.

Despite the fact that there are still some constraints over the use of AVA in language classrooms such as time-consuming in preparing the material, level of difficulty, little to no teacher guidance, and technical problem, the number of respondents who perceived that AVA is applicable outweigh the number of respondents who thought the opposite.

In Indonesian higher education reality, many lecturers feel burdened with many administrative and teaching tasks, so they are less motivated to innovate in delivering their material in the learning process. However, it is essential to understand that innovation in learning to keep up with the latest dynamics and technology is necessary, one of which is audio-visual aids. Following the result, this study agreed with a previous study conducted by Rasul et al. (2011), stating that AVA made the teaching-learning process more effective, provided more profound and detailed knowledge, and motivated the students.

CONCLUSION

Jawad (2021) stated that teachers should use audio-visual aids in EFL classes to facilitate maximum learning. With significant positive responses towards using AVA in English classrooms, this research suggests that fellow teachers increase the innovation of learning materials utilizing the latest technology to support mastering the four skills (listening, reading, speaking, and writing) simultaneously. When students have a successful and enjoyable learning experience in the EFL classroom, their understanding of the learning areas grows (Matthew & Alidmat, 2013) and, therefore, will help them become better individuals.

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