

USE OF AUDIO VIDEO, KASET AND DOLLS ON THE RESULTS OF ENGLISH LANGUAGE LEARNING IN SENTRA SURABAYA

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Abstract—This research is purposed for knowing the use of media video, cassette and puppet to the students result of learning English. In this case, media has important meaning to help the students how to understand the English learning and it is hoped become learning English will be fun. This research answer 3 (three) problems, that are: (1) is there any different student's achievement of English learning by using media audio video, cassette and puppet? (2) Is there any different student's achievement of English learning by using media audio video and cassette? (3) Is there any different student's achievement of English learning by using media cassette and puppet? The population of this research is all of the students at sentra Surabaya. The experiment that we use are video and boneka tangan and for the control group is using cassette. This research design used randomized. The total of the students who used the video are 24, boneka tangan is 24 students and cassette is 24 students. The name of this design is pre test and post test. Control group data tabulated by using anova single factor for the first hypothesis and Dunnet test for the second and third hypothesis. Base on analysis and research hypothesis, the result of the research we conclude that: (1) There is a difference between students achievement who used video, cassette and boneka tangan. We can prove that significant is $0,000 < \text{than } 0,005$. (2) There is a difference between students achievement who used video and cassette. We can prove that significant is $0,000 < \text{than } 0,005$. (3) There is a difference between students achievement who used cassette and boneka tangan. We can prove that significant is $0,007 < \text{than } 0,005$.

Keywords—media audio video; cassette; puppet; achievement of English lesson

I. BACKGROUND

Challenges and competition in the 21st century have been so intense. The world has developed into a 'global village' which has eroded the boundaries between countries. Global communication is now not a mere phenomenon. Like it or not, like it or not, every individual, from the beginning must have equipped themselves with special abilities to be able to survive in this era full of competition. English is known to be a universal language that has been used since ancient times as a medium of communication between nations. As a nation that will (or has) been actively involved in multinational interactions, the ability to speak English well for most Indonesians, still shows a very low number when compared to the population. In today's modern world, Science has also grown rapidly. The progress includes all branches of science, especially in the field of education, especially in the teaching and learning process.

With education which is one of the efforts to prepare human resources (HR) in order to build future welfare and in accordance with National Education System no: 2 of 2003, namely National education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (2003: 4). Based on this, education is something that is very important to form a human who has faith and fear

of God Almighty, ethical (civilized and insightful Indonesian culture), has reason (advanced, capable, intelligent, creative, innovative and responsible so that they can become independent humans).

The teaching and learning process is at the core of the education process, where the teacher is only a very decisive learning factor. The teacher is a human figure who is very close to students in their daily efforts to determine the atmosphere of student success in achieving educational goals (Dahar, 1987: 139). The level of student involvement and interactions that occur in the teaching and learning process is very dependent on the teacher. Effective and responsible teachers will always strive for, choose and determine the most appropriate strategies to produce an innovative, effective and efficient teaching and learning process.

In this process, the strategy needed involves many things such as the process of providing educational facilities and infrastructure and the management of the teaching and learning process. But the most important aspect is improving the quality of education.

The decline in the quality of education is due to the lack of effective teaching and learning process. Degeng reveals that:

There are six competencies that must be possessed by humans called superior, namely: (1) productive creative thinking, (2) decision makers, (3) problem solving, (4) learning how to learn, (5) collaboration and, (6) self-management (2000: 3)

Based on this statement, competency is needed because competency is an ability or skill in completing tasks based on knowledge that must be mastered by someone because it has become part of it so that students are expected to be able to behave cognitively, affective and psychomotor.

Learning and teaching are better known expressions beforehand are efforts to teach students. Reigeluth said that:

Instructional design is a discipline that is concerned with understanding and

improving one aspect of education: the process of instruction, the purpose of any design activity is to devise optimal means to achieve desired ends. Therefore, the discipline of instructional design is concerned primarily with prescribing optimal methods of instruction to bring desired changes in student knowledge and skill (1983:4)

There is a statement above that learning is a process to be able to improve the quality of learning. This can be done by choosing, establishing and developing learning methods to achieve the desired learning outcomes, namely students have knowledge and skills.

In learning activities there are 3 variables that must be considered. Reigeluth 1979 in his book *Degeng* said that (1) learning conditions, (2) learning methods are different ways, (3) learning outcomes that are all consequences that can be used as indicators of the value of using learning methods under different conditions.

Meanwhile, learning time is divided into 3 types, namely: (1) organizing strategies, namely a method for organizing the contents of the field of study that has been chosen for learning. Organizing refers to an action such as the selection of content, structuring the contents, making a diagram, the format and so on, (2) the delivery strategy is a method for conveying learning to the learner. Learning media is the main field of study of this strategy and, (3) management strategies are a method for managing the interaction between the learner and other learning method variables

In the learning delivery strategy, it is the delivery of the contents of the learning process. In this case the learning process used is learning media. Degeng said:

Learning media is a component of delivery strategies that can be loaded with messages to be conveyed to students, whether it is people, tools or materials (1993: 25).

So media is a tool that can help students in learning so it is more interesting and easy to

understand The role of the media in the teaching and learning process according to Gerlach (1988: 285) there are 2 features possessed, namely: (1) the media has the ability to capture, store and display objects or events in a variety of ways and can be adapted to needs, (2) media has the ability to display an object or event that contains meaning.

According to Oemar Hamlik (1991: 13) that the function of media is as a tool for students who can provide a meaningful experience about education for students. This can arouse new desires and interests. Through tools or media, students will gain broader and richer experience. With this in mind the perception will become sharper and its understanding more precise, and will lead to new events and interest in learning. Simonson (1984: 23) suggests that the media in the learning process can facilitate students in learning, in addition the media can describe realistic forms so that it can be said as a means to stimulate thoughts, feelings, attention, student willingness so that it can encourage the learning process more interesting.

Besides that media can also be an improvement in quality, because media can be seen as an extension and aide in the world of education (Donald L Mac, 19: 10). What is meant is as an increase in work in the classroom, expanding the new curriculum, broadening learning experiences and providing new abilities for teachers to operate a learning media.

Nowadays there are a lot of media used by teachers in terms of improving learning, for example: audio consisting of: television, cassette, video, OHP and others. In addition, the teacher must also be able to determine the materials that match the abilities of students so that a better and more enjoyable learning goal is expected to be achieved. Lueck also stated that:

Psychology teaches that impressions come to the brain through the sense. Auditory stimuli, so frequently used in the classroom, often make impressions that are vague and incomplete. Bringing into operation the visual, tactile and other senses makes learning more vivid, precise and complete.

When impressions come through a number of sense, the learning is more meaningful and retained longer

Well designed materials save time, which can be devoted to other essential learning and

by using many kinds of teaching aids, the teacher introduces variety into class work and so increases student interest an achievement (1968:205)

Based on the statement above, the media is really needed by teachers as supporting education. Media must be prepared in each class because it will give a distinctive impression for students, namely learning becomes more alive and meaningful because students will be more stable and easy in mastering the material, in addition students will be easier to devote all their attention so that it will be more memorable and interesting. With this, students will be motivated to learn. Usually students prefer learning by using pictures but after entering educational technology that has been advanced, media images are less desirable because in addition to seeing pictures of students also want to listen to sound directly and supported by the presence of colored images that are expected to come alive because this is appropriate with the reality faced everyday. This is supported by the opinion of Yusnani Lubis (1988: 74) that motion, sound and color all contribute to making the culture come a live.

Goodwyn also said that:

For the English teacher there is no doubt that one of the richest sources of spoken language is from media, such as radio, television and film as well as video which provide us with a constant flow of spoken language (1992:65)

With the media, it will be able to help students understand the right ways to communicate in English because the media is very helpful in learning and is an appropriate source of learning English. Today many students think that speaking in English is a difficult and feared thing for students because in English speech, sentences and spelling

are in fact different so that they are not the same and this is very different from using Indonesian in general have the same words and writing. So that many students experience difficulties in learning to communicate using English. Therefore with the presence of advanced technology media, the learning process of speaking in English becomes easy, easy to understand and understand.

Researchers in this case use audio video and media cassette media, with the aim that students get used to seeing directly, listening, and others. All this requires a concentration in order to produce pleasant learning.

Props are also an important factor to help students communicate in English. The props needed are Puppets (hand puppets) that are used in activities, especially storytelling. Puppets are a type of doll that is very popular with children, especially students aged 6 years to 10 years. By using hand puppets, students are invited to communicate and dialogue directly by the teaching teacher. In the story itself the teacher provides interesting stories but in determining the story, the teacher also adjusts to the level of students' abilities, so that students will not find it difficult to make or understand the storyline. In the visualization, the stories are given pictures so that it will be easier to digest and when telling the teacher does not experience difficulties and will be more directed and easier to understand and follow.

Gillian Brown and George Yule said:

The speaker has to tell the story so that his listener, who does not know what happened, will be able to carry out a task based on the speakers (1983:131)

In the learning process by using audio video media, tapes and teaching aids, students are expected to optimize the function of the senses because learning to communicate in English is an important matter. While for teachers with the media, it is expected that learning will be very enjoyable and help students in learning and erase the impression that children have that English is a difficult lesson.

Therefore, the authors are interested in writing about 'USE OF AUDIO VIDEO, CASES

AND DOLLS ON THE RESULTS OF ENGLISH LANGUAGE LEARNING IN SENTRA' SURABAYA

A. FORMULATION OF THE PROBLEM

Based on the background above, the writer sets out the formulation of the problem that must be clearly formulated, because with this formulation a study can be carried out which is expected to be able to solve the problem scientifically and appropriately later. The problem is:

- 1) Are there differences in the learning outcomes of English students given video media, tapes and hand puppets?
- 2) Are there differences in the learning outcomes of English students given video and cassette media?
- 3) Are there differences in the learning outcomes of English students given media tapes and hand puppets?

AP. Research purposes

- 1) To find out whether there are differences in the results of learning English in students who are given video media, tapes and hand puppets
- 2) To find out is there a difference in the results of learning English students who are given video and cassette media
- 3) To find out whether there are differences in English learning outcomes of students given media tapes and hand puppets.

B. USABILITY OF RESEARCH

The results of this study reveal the importance of using media in learning English. It is expected to provide information for English language instructors to pay more attention to the use of media that can improve the results of learning English

C. RESEARCH RESTRICTIONS

To prevent the occurrence of obscurity in the problems to be discussed, and to limit the extent of the problem, it is necessary to limit the problem as follows.

- 1) Use of media in learning English, namely audio video and cassette media and use hand puppets that are used to help students in learning.
- 2) The experiment used is students between the ages of 6 years and 10 years.
- 3) Research is only limited to the results of student learning in the form of pre-test and post-test

II. LEARNING OUTCOMES

Learning outcomes are a result achieved by students in learning so that in this case students will experience many changes that are knowing the existence of various information that is not yet known both from the community and from the school. Besides that it will affect students in their behavior changes both on changes in student attitudes physically and mentally, so that finally there is a whole unity. This will explain that the learning outcomes are never separated so that it will become a repertoire of student knowledge. Degeng (2004: 14) says that learning outcomes can be classified into 3, namely: (1) effectiveness (effectiveness), (2) efficiency (efficiency) and (3) appeal In learning effectiveness is usually measured by the level of student achievement. There are 4 important aspects that can be used to describe the effectiveness of learning, namely (1) the accuracy of mastery of behavior learned or also often referred to as the level of error, (2) the speed of performance, (3) the level of transfer and (4) the retention rate of what learned. While the efficiency of learning is usually measured by the eration between effectiveness and the amount of time students use and or the amount of learning used. The attractiveness of learning is usually measured by observing the tendency of students to stay or continue learning. Learning attractiveness is closely related to the attractiveness of the field of study, where the quality of learning usually affects both. That is why the measurement of the tendency of students to continue or not continue learning can be associated with the learning process itself or with the field of study.

A. EFFECT OF USING AUDIO VIDEO MEDIA AND TAPES ON STUDENT ENGLISH LEARNING OUTCOMES

Audio video and cassette learning is a learning process called audio visual media. Audio can be said as a learning system that uses a tool so that students can receive the sound heard by the ear. Whereas in the visual is receiving an image or something else that can be received by a sense device that is vision. In this case it is the eye. Oemar Hamalik (1982: 25) argues that the audio-visual method is a way of teaching with media and media that can be digested through the sense of hearing and sense of sight.

Video is an audio-visual media that displays a motion that is increasingly popular in society. The message delivered can be about facts (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional

Most film assignments can be replaced with videos. But this does not mean that the video will replace the film's position. There are several advantages and limitations in the video (Arief Sadiman, 1986: 74) saying that:

- 1) Can attract attention for periods abbreviated from other external stimuli.
- 2) With video tape recorders a large number of viewers can obtain information from experts / specialists.
- 3) Demonstrations that are difficult to prepare and recorded beforehand so that at the time of teaching the teacher can focus on the presentation.
- 4) Save time and recordings can be played repeatedly.
- 5) A TV camera can observe more moving objects or dangerous objects such as tigers
- 6) Hard weak existing sound can be adjusted and adjusted.
- 7) The usual projection image is "frozen" to be observed carefully. The teacher can adjust where he will stop the motion of the image. Control is entirely in the hands of the teacher.

- 8) The room does not need to be darkened when serving it

Whereas on cassette which is an audio that can be used as educational instructional media. This is very interesting for students to teach students. According to Arief Sadiman (1986: 97) said that:

- 1) Audio cassettes are sound recordings that provide facilities about educational programs.
- 2) The development of long playing recorders allows the presentation of lessons that are wider and not interrupted for quite a long time

Seeing the statement above, it can be seen that audio cassettes have their own attraction because the teacher can do the recording so that learning can be repeated and stored and can be used at any time if needed. The benefits of audio cassettes according to Arief Sadiman, are

- 1) Recordings on tapes which are two-way communication. For example in the teaching and learning process audio cassettes can be stopped to answer questions or discussions and can be played back.
- 2) Records on audio cassettes can be played back if needed without time bound.
- 3) Records can be made by yourself in school in simpler words

Noting the information above, learning by using audio video and tapes can help and motivate students in learning English. In delivering English lessons, students not only see stories and video images but students are also trained to listen to be sensitive and to get students to listen to English words. So the two audio media are interconnected in learning.

B. THE EFFECT OF USING TAPES AND HAND PUPPETS ON STUDENTS' ENGLISH LEARNING OUTCOMES

Media audio cassettes are a medium in which students only listen through a tape recorder.

Cassette is a form that can be used for activities to record a learning program, this can be done uninterrupted for a long time. The benefits of audio tapes are:

- 1) Records on a tape are a form of two-way recording, for example: in the process of learning to teach audio cassettes can be stopped to answer questions or discussions and can be played back.
- 2) Records in audio cassettes can be played back in accordance with the wishes and instructional goals without being bound by time.
- 3) Can be played in the classroom so that students are expected to master the contents.
- 4) Can be used for various purposes as needed.
- 5) Records can be made by yourself in school using simpler words, so it is expected that students will not have difficulty digesting. (Ahmad Rohani, 997: 97)

Viewed in terms of advantages by using tapes are:

- 1) Can help students in understanding the lesson (producing lessons).
- 2) Operation is easier and has become popular in the community
- 3) Increase motivation to learn, and have their own allure.
- 4) The price is affordable (economical) depending on the model and brand
- 5) The teacher's task is getting lighter, only programming once and for all.

Whereas in terms of its disadvantages are:

- 1) Teachers are required to be creative in programming lessons (need time alone).
- 2) Requires a well-rounded budget.
- 3) Special skills are needed in determining education programs.

The steps that must be taken before recording the program are:

- 1) Choose the recording material that suits the purpose.
- 2) Prepare students to be arranged according to their respective duties
- 3) Take into account the length of recording (time needed).
- 4) Provide a spacious room, calm and a possible situation. (Ahmad Rohani, 1997: 96)

After the process of listening to the cassette, the teacher asks students to be able to answer questions about what is heard. In this case the teacher uses hand puppets so students do not get bored. This method is done because all students at Sentra are still classified as children. So the learning model must be varied so that there is interest in learning and there is motivation to learn.

In the use of hand puppets on every teaching carried out in the classroom, it is able to streamline teaching materials, motivate, clarify and communicate knowledge to students optimally. On the one hand it will be able to change the teaching material of the teacher from verbalism to concrete, that is, it can improve student learning achievement in addition to helping the teacher to facilitate teaching and inspire a teacher's creativity.

Theoretical hypothesis is a temporary answer to a research problem with the highest degree of truth, but technically a hypothesis is defined as a statement about the state of the population whose truth still has to be tested.

According to Sutrisno Hadi (1998: 260) states that "a hypothesis is a presumption that may be true and may be wrong, and even then it is rejected if wrong and accepted if the facts justify it". The hypothesis is:

- 1) There are differences in the results of learning English in students who are given video media, tapes, and hand puppets.
- 2) There are differences in the results of students' English learning given video

and cassette media.

- 3) There are differences in English learning outcomes of students who are given media hand puppets and tapes

III. RESEARCH METHOD

A. RESEARCH DESIGN

The research design used was an experimental design. The design aims because (1) there is an independent variable that is manipulated, (2) the existence of control or control over all other variables except the manipulated independent variables and (3) the existence of observations and measurements of the dependent variable as a result of free variable manipulation (Suhardjono, 2004: 34).

In this case the design used was experimental with a pre-test and post-test design. (Sumanto, 2002) are as follows

Table 3.1. Pre test design - post test control group

	Pre-test	Treatment	Post-Test
Control	O ₁	Tapes	O ₂
Experiment	O ₃	Video	O ₄
Experiment	O ₅	Hand puppet	O ₆

Information:

O1, O3 and O5 = pre test (test before students are treated)

O2, O4 and O6 = post test (test after students are treated)

This design involves a minimum of two groups and both are formed by random placement, then all the groups are given a pre-test and then the experimental group is given treatment, finally all are given a post-test.

In this study, the control group was the group given the cassette media, while the experimental group consisted of two groups that were given video media and hand puppets.

1) Population

(Suharsimi Arikunto, 1991: 102) imposes that the population is the whole of the object of research. As for what is used in the population here are all student courses in SENTRA, which consists of 12 classes with the names of classes A, B, C, D, E, F, G, H, I, J, K, and L with a total of 144 students. As for what is used in the population here are all students in the SENTRA course

2) Samples

The sample is a portion of the population (Suharsimi Arikunto, 1991: 104). Whereas according to Sutrisno Hadi (1988: 221) the intended sample is a number of residents whose numbers are less than the population. The technique used to determine the sample in this study is to use clusters (Suharsimi, 1991: 114) with the following details:

- a) Population consisting of 144 students
- b) The sample size desired by 72 students
- c) A logical cluster is class.
- d) There are 12 classes in SENTRA
- e) The average student of each class is 12 students.
- f) The desired number of cluster members (class) is $72:12 = 6$, so many of the desired classes are
- g) Then taken randomly as many as 6 classes
- h) The results of randomly selected classes are: classes A, C, E, G, I, and K.

Table 3.2. Population and Samples

Populasi	Sampel	Keterangan
All SENTRA students from class A to class L	Kelas A	Video
	Kelas C	
	Kelas E	Tapes
	Kelas G	
	Kelas I	Hand puppet
	Kelas K	

Sample Population Remarks

B. METHOD OF COLLECTING DATA

The data collection method used in this study is to use the test method. Test method is a method used to obtain data by giving a test. According to Walgito revealed:

Test is a method or tool for holding questions or other tasks where problems or questions and so on have been carefully and standardized (1990: 7).

Based on the statement above, the test is an effort of an education that is used to control or examine whether there is student interaction with audio video media, tapes and hand puppets used in the process of learning English in the SENTRA Surabaya course.

The test given to students is an objective test, which makes the test here the teacher. This test aims to assess students' progress in terms of achievements to be learned and after being studied. The examination can also be done objectively too. In the use of objective tests there are far more questions. Sometimes it is only given 60 minutes to work on the problem with the number of questions 25 bouts

The researchers used the test method on English competency which included: reading, speaking, listening, writing and vocabulary and social competency, namely about student activities in the classroom, student activities outside the classroom and how students used English or practiced it.

For the post test, the teacher gives the final test. This is intended to find out the final results of the learning process. The test given here is multiple choice consisting of a statement or notification about an incomplete understanding. And to complete it must choose one of the few possible answers that have been provided or multiple choice tests consisting of the information section (stem) and the possible part of the answer to the alternative (option) consisting of one correct answer namely the answer key and some distractor. (Suharsimi Arikunto, 1992: 167).

1) Use of multiple choice tests

This multiple-choice form test is a form of the most objective test that is widely used because a lot of material can be covered.

2) Instructions for preparation

Basically this multiple choice form problem is attempted by using five options, namely: A, B, C, D and E. Whereas to choose the answer can be done by:

- Cross out or circle the answer that is considered correct
- Put a cross (X) in the answer box provided.

3) Things that need to be considered in multiple choice tests are:

- a) Instructions for the process must be clear and if deemed necessary it should be accompanied by examples of doing it.
- b) In the multiple choice test there is only one correct answer
- c) The sentence in each item should be as short as possible
- d) Try to avoid using negative forms in the main sentence.

To test the validity emphasizes the results of testing or scores obtained by students. For the technique used is by using product moment correlation as proposed by Pearson, namely by using the formula:

$$r_x = \frac{N \sum X - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

rx = Correlation coefficient between x and y variables, two correlated variables.

X = Item item

Y = Total amount

N = Number of students

To determine valid or invalid several criteria are needed as follows:

Xy rxy > rtabel is declared valid

Xy rxy < rtabel is declared invalid

(Suharsimi Arikunto, 1997: 98)

$$r = \left(\frac{k}{k-1} \right) \left(\frac{V_1 - \sum H}{V_1} \right)$$

While for reliability testing, it is used to determine the formation of validity. A test might be reliable but not valid. Conversely a valid test is usually reliable. For reliability, use the following formula:

Information:

r = instrument reliability

k = number of items

V1 = total variance

p = proportion of subjects who answered the item correctly (proportion of subjects who had a score of 1)

q = proportion of subjects who answered incorrectly (proportion of subjects who had a score of 0)

Whereas to find reliable or not be given several criteria are as follows:

Xy rxy (a) > rtabel is declared reliable

Xy rxy (a) < rtabel is declared unreliable

(Suharsimi Arikunto, 1997: 98)

On the results of the validity test, it can be seen that from 25 items, 15 items are valid. This is indicated by the value of rxy greater than rtabel which is 0.361.

C. DATA ANALYSIS

Analysis of the data used in this study was to analyze research, whether the hypothesis was accepted or rejected. The criteria are as follows:

If sig > 0.05 then H0 is accepted

If < 0.05 H0 is rejected

Each reason for the analysis applied to each hypothesis is:

- 1) The First Hypothesis uses an analysis of variance of one factor because by using this analysis, the aim is to find out whether there are differences in learning

outcomes using video media, tapes and hand puppets on the results of English learning.

- 2) The Second Hypothesis uses the Dunnet Test on the grounds that this test aims to determine whether there are differences in learning outcomes of students using video media using cassette media as a control group.
- 3) The Third Hypothesis uses the Dunnet Test on the grounds that with this test it aims to determine whether there are differences in the results of students' English learning using hand puppet media using tapes as a control group.

The technical description can be described as follows:

The technique used to test the research hypothesis no. 1 is to use an analysis of variance of one factor, with the aim of knowing whether there are differences in learning outcomes by using media videos, tapes and hand puppets on the results of English learning

Following are the steps for testing:

- 1) H0: there is no difference in learning outcomes of students given video media, tapes, and hand puppets.
- 2) H1: there are differences in learning outcomes of students given video media, tapes, and hand puppets.
- 3) Test statistics

$$F = \frac{S_2^1}{S^2}$$

Information:

F = Test Statistics

S2 = Variance

- 1) Regional rejection

$$F_{hit} > F_{\alpha} ; (V_1, V_2)$$

To test the research hypothesis 2, and 3 used the Dunnet test, the steps are as follows:

- a) H0 = average student learning outcomes

given video media, hand puppets similar to student learning outcomes given media tapes (controls).

- b) H1 = average student learning outcomes given video media, hand puppets are the same as student learning outcomes given media tapes (controls).

III. FINDING AND DISCUSSION

A. RESEARCH RESULTS

- 1) Student English Learning Results Using Media Audio video.

Audio video media is a media that can help students in learning. In delivering a material through BVDO audio media, it is expected that students can be motivated to learn and be happy when learning, especially in learning English. In the learning process using video, students can play back if there are still difficult to understand the material.

While giving questions, given through 2 stages, namely pre test and post test. The pre test is given before the student gets treatment or before the material is given. In this hali students answer based on their experience.

While in the post test, students are treated first or students have received material from the teacher concerned so that students are expected to add information.

For giving questions the same questions were given, both from the pre test and post test. The questions given were 25 questions consisting of 5 questions matching or matching images, 20 questions in the form of multiple choice or multiple choice.

While giving a value is each number if it is correctly given a value of 4 points, so the total value is 100 points. With the provision of 60 minutes to work.

Learning outcomes scores obtained by students are with an average score of 79.5833 and standard deviation of 9.0790. The number of students who carry out learning with audio video media there are 24 students.

In the table it can be seen, the treatment given to each props during the research includes the following

VIDEO Class A and C	KASET Class E and G	HAND PUPPET Class I and K
a) Together watching a video show with one predetermined topic	a) Together listen to the playback of the tape with one predetermined topic	a) Students witness the performance of dialogue conducted by the Teacher with topics that are in accordance with the teaching material
b) The screening is repeated again with the same topic with an explanation from the teacher that corresponds to the topic and subject matter.	b) Screening is repeated again with the same topic with an explanation from the teacher that corresponds to the topic and subject matter.	b) Involving students in each storyline by making students as one of the figures being played.
c). Re-watch video shows with the same topic, but the impressions can or may be stopped (pause) to interact with students, discussions are held specifically regarding difficult words or sentences contained in the show	c) Listen to the re-playback of the tape with the same topic, but the cassette playback can or may be stopped (pause) to interact with students, discussions are held especially regarding difficult words or sentences in the show	c) Encourage students to take an active role by following or seducing words or sentences, both known and new vocabulary in accordance with the subject matter in question.
d) Try to imitate sentences or difficult words along with the storyline in question corresponds to the opinions of students.	d) Try to imitate sentences or difficult words along with the storyline in question corresponds to the opinions of students.	d) Students play one character in the story with simple words and sentences that students have.

2) Student English Learning Outcomes Using Audio Cassette Media

Media tapes are also a tool in learning. In the use of cassette media, students are required to be able to fully concentrate because students only listen and think how to concentrate fully because students only listen and think how the story goes.

Besides that students who learn through cassette media are required to train their listeners to be sensitive and get used to getting to know foreign words, especially in English. Students can also roll back when in learning there is still a chance to catch it so that it can be repeated again until it is clear and understood.

For giving the test, it is given through 2 stages, the pre test and post test. The pre test is given to learning at the beginning of learning in order to find out how far the students' knowledge of English is. Whereas post test is given after the teacher gives an explanation where as a feed back with the intention of knowing how far students

can understand the material being taught.

The number of questions given is 25 questions, with 5 questions matching or matching images, and 20 questions given in the form of multiple choices. For points each number is given a value of 4 so that if there is a correct number of all, given 100 points. Given 60 minutes, both for pre test and post test.

For scores of student learning outcomes obtained by an average score (mean) of 65.3333 and a standard deviation of 9.1683. The number of students who carry out learning with audio cassette media is 24 students.

34) Student English Learning Outcomes Using Hand Puppet Media

Hand puppet media is also one of the tools to play but can also be used to convey a material in learning. Hand puppet media is very popular with children because by using hand puppets, students do not need to be too serious in learning but invite

students to be happy so they can understand a material.

In this case the player is the teacher. Teachers are required to be able to invite students to be involved in a story so that they become more alive and can communicate with the teacher or students.

Giving questions, given through 2 periods, namely pre test and post test, also given the same questions, namely 5 questions matching, and 20 questions in the form of multiple choices. The number of questions given is 25 items with the assessment criteria for each number given 4 points, so the total value is 100 points.

Student learning outcomes score (in table 4.1) obtained mean mean of 74.5833 and standard deviation of 10.4730. The number of students carrying out learning using hand puppet media is 24 students.

Tabel 4.1 Deskriptif

	N	Mean	Std. Deviation
KASET	24	68,3333	9,1683
VIDEO	24	79,5833	9,0790
BONEKA TANGAN	24	75,8333	10,1795
Total	24	74,5833	10,4730

B. RESEARCH RESULTS DISCUSSION

1) Discussion of Results of Hypothesis Analysis

Audio video media is a tool that is used by teachers in delivering material, especially in learning English. Many students experience difficulties in learning English so that many students tend to be lazy in learning. Therefore, the presence of audio video media will change English learning to be fun and can motivate students to learn because students can directly see moving images and can see them like life and in accordance with reality. This is as stated by Loneragan (1995: 4) stating that video films in language teaching have advantages and drawbacks that are of the power of television as a medium. In the delivery of audio video media the process of implementing learning can be played back until students understand the intent and purpose. This was also stated by Price in his book

Rivers (1987; 162), stating that video equipment is necessary for educate taping and playback is becoming more affordable with production in videos of systems for the home market.

Likewise with tapes, students can replay the material but students cannot see objects or objects directly so students only hear. Oemar Hamalik (1982: 25) suggests that the audio visual method is a way of teaching with a medium and that media can be digested through hearing alone and the sense of sight.

Whereas in hand puppets, hand puppets are a method in the form of dolls that are used to demonstrate the delivery of material. In this case for the level of children the provision of a material cannot be taken seriously because the child will have difficulty accepting it. So it must be relaxed and relaxed because the ages of 6 to 10 years still tend to be happy towards the game in the delivery of material.

The results showed that H_0 was rejected with sig obtained at 0,000 smaller than 0.05 so in this case there were differences in learning outcomes of students given video media, tapes and hand puppets

IV. CONCLUSIONS

A. CONCLUSION

Based on the results of the analysis it can be concluded as follows:

There are differences in student learning outcomes given with video media, tapes and hand puppets.

B. SUGGESTION

By knowing the learning outcomes of students who are given video media better, then learning through video must be improved. It is hoped that every teacher can use the video media as best as possible in every lesson in class because this can make learning fun.

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