

INTEREST AND IMPLEMENTATION: PROBING THE AUDIO-VISUAL MEDIA INTEGRATION OF SENIOR HIGH SCHOOL ENGLISH TEACHERS

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Abstract

Audio-visual media are among the most common media teachers use in English instructional process. Audio-visual media are tools used to deliver information with both audio and visual components. As it possesses both characteristics, this type of media has much potential. The purposes of this study were to (1) identify the level of senior high school (SHS) English teachers' interest in using audio-visual media to teach the English language and (2) explore the implementation of audio-visual media by SHS English teachers. This study was conducted using a quantitative approach adopting the survey design. The data were collected using a questionnaire. The respondents of this study were English senior high school teachers in one region of Central Java, Indonesia. A total of 65 teachers participated in this study, consisting of 24 (36.9%) male teachers and 41 (63.1%) female teachers. The results of this study showed that the teachers taught using audio-visual media. The result found that the SHS teachers had a "high interest" towards the use of audio-visual media to teach the English language, with a mean score of 3.38 of the total indicators of 4.00 and a standard deviation of .31. In addition, the use of audio-visual media in teaching the English language by SHS teachers is responded "meet expectation" with a mean score of 3.06 of the total indicators 4.00 and standard deviation .28. Through the calculation of EFA (Exploratory Factor Analysis), this study discovered three components regarding the implementation of audio-visual media, namely delivery, teacher role, and development. Thus, this study discovered that SHS English teachers have been able to use audio-visual media appropriately and acceptably.

Keywords: Audio-Visual Media, Delivery, Teachers' Role, Exploratory Factor Analysis, Instructional Media

Abstrak

Media audio-visual merupakan salah satu media yang umum digunakan oleh guru dalam proses pembelajaran bahasa Inggris. Media yang memiliki komponen audio dan visual ini digunakan untuk menyampaikan materi karena dapat lebih memfasilitasi ragam gaya belajar siswa dan memberikan pemahaman materi lebih baik bagi siswa. Terkait implementasi media audio-visual, penelitian ini bertujuan untuk mengidentifikasi (1) minat guru Bahasa Inggris tingkat SMA dalam menggunakan media audio-visual dalam mengajar bahasa Inggris, dan (2) bagaimana media audio-visual diterapkan oleh guru bahasa Inggris tingkat SMA dalam aktifitas pembelajaran. Penelitian ini menggunakan pendekatan Kuantitatif dan mengadopsi desain Survei. Kuesioner digunakan untuk pengambilan data. Para responden dalam penelitian ini adalah guru SMA bahasa Inggris di salah satu wilayah di Jawa Tengah, Indonesia. Total 65 guru berpartisipasi dalam penelitian ini, yang terdiri dari 24 (36,9%) guru laki-laki dan 41 (63,1%) guru perempuan. Hasil dari penelitian ini menunjukkan bahwa para guru menggunakan media audio-visual dalam pembelajaran bahasa Inggris di kelasnya. Para guru SMA tersebut memiliki "ketertarikan yang tinggi" terhadap penggunaan media audio-visual untuk mengajar bahasa Inggris, dengan skor rata-rata 3,38 dan standar deviasi 0,31 ($M=3,38$; $SD=0,31$). Selain itu, hasil penelitian ini menunjukkan bahwa penggunaan media audio-visual dalam pembelajaran bahasa Inggris oleh guru SMA menunjukkan 'sesuai harapan', dengan skor rata-rata 3,06, dan standar deviasi .28 ($M=3,06$; $SD=0,28$). Hasil ini menunjukkan bahwa guru dapat memaksimalkan penggunaan media tersebut dalam aktifitas pembelajaran. Melalui analisis EFA (Exploratory Factor Analysis), diidentifikasi tiga komponen penting terkait implementasi media audio-visual, yaitu penyampaian, peran guru, dan pengembangan materi pembelajaran dengan media tersebut. Dari hasil data analysis, disimpulkan bahwa guru bahasa Inggris SMA dapat mengoptimalkan penggunaan media audio-visual dalam pembelajaran.

Kata kunci: Analisis faktor, EFL learning, Media pembelajaran, Media audio-visual, Penyampaian, Peran guru

Introduction

Numerous educational resources and advanced learning facilities contribute to enhancing the educational experience, both within educational institutions and beyond. The advancement of technology, particularly information and communication technology (ICT), has supplied several advantages in learning, allowing a shift in learning orientation. One of which is instructional media. Instructional media can assist teachers in enhancing their teaching methods and providing resources for student learning, both of which are important elements in the effectiveness of teaching and learning. Technology has the capacity to transform foreign language instruction by incorporating constructivist, experiential, and socio-cultural theories into novel approaches for language acquisition (Azir et al., 2023). Moreover, Kamelia (2019) stated that a teacher can employ various educational media to capture students' attention. Visual, auditory, and audio-visual media are the three categories of educational media. These teaching media can be chosen by teachers to suit the language skills, namely reading, listening, speaking, and writing taught to students (Parel & Jein, 2008, as cited in Jumasa & Surjono, 2016).

Audio-visual media is a form of communication that involves the use of both auditory and visual elements to convey information, entertain, or express artistic creativity. It encompasses various mediums such as television, film, video games, and multimedia presentations, combining sound, images, and text to engage the audience's senses and emotions (Akmal, 2019; Ridhwan, 2016; Sapatari, 2012; Shamsideen, 2016; Sulfemi, 2018). Audio-visual media have better ability because they include both types of auditory (listening) and visual (viewing) media. The integration of audio

and visual components in media production allows for a more immersive and impactful experience, enhancing storytelling and communication in diverse ways. It is one of the learning media that makes the learning atmosphere comfortable and actual by seeing and hearing the knowledge directly (Farooq, 2014). Furthermore, the use of audio-visual media in the teaching and learning process is important, according to Ainina (2014), because audio-visual media can assist teachers in conveying unclear material by presenting the media as a tool. These media can aid in the simplification of the material to be presented to students, as audio-visual media can mirror what teachers cannot say in specific words or sentences. Therefore, in most educational institutions, including middle school level, teachers frequently utilize audio-visual aids to present educational content to their students.

However, the integration of audio-visual media presents certain challenges that must not be disregarded, especially in Senior High School level. Among the challenges faced are the limitations presented by the scarcity of video resources that directly align with the learning objectives and the particular learning context (Ramadoni & Tai, 2023). Selecting audio-visual learning materials also poses a challenge as teachers must carefully select content that aligns with students' proficiency and comprehension levels (Winarto, et al., 2020). Moreover, it is essential to ensure that the content of the audio-visual media is both engaging and relevant in order to maintain the interest of students (Fatmawati, et al., 2021). Another significant obstacle is the technical aspect of integrating audio-visual materials into the learning management system or the classroom, especially when teachers create their own video learning. This process can be time-consuming and

requires a certain level of technical expertise (Laily et al., 2024).

Therefore, it is essential to understand audio-visual learning media implementation and its potential impacts on various learning aspects. Teachers should also consider the accessibility of audio-visual materials to ensure all students can benefit from the learning resources provided (Ashaver, 2013). It is crucial to address potential barriers that may hinder students' access to these valuable learning tools. So that the students' interest in learning can be boosted with the aid of audio-visual media. Most theories define interest as a motivational idea comprising two different but linked experiences, namely personal interest and situational interest (Hidi & Ann, 2006). Personal interest, according to Hidi and Ann (2011), refers to a long-term attraction to a specific sort of content, such as a particular subject or knowledge domain. A person's interest to their environment evokes situational interest, a condition of immediate attention.

Previous studies have been conducted within the focus of audio-visual media use in foreign language learning. Studies done by Wazeema and Kareema (2017) and Sasmita (2018) found that audio-visual media can enhance students' interests and passion for studying English. Other studies conducted by Farooq (2014) and Ashaver and Igyuve (2013) came to the same conclusion concerning the usage of audio-visual media, that is using audio-visual media helps students gain more knowledge.

The purpose of this study is to investigate the use of audio-visual media to teach English in senior high school. The researcher, thus, involved English teachers as the participants so that these media implementation could be portrayed. This study was carried out

amidst and following the COVID-19 pandemic. In this circumstances, audio-visual media are undoubtedly the most widely used medium for disseminating information. In line with Jain and Sharma (2023), the use of audio-visual media to for disseminating information and knowledge, particularly during the pandemic era, was widely acknowledged. Thus, the researcher was interested in researching the use of audio-visual media, including the level of interest and the integration of that media among the senior high school teachers, in the English teaching and learning process. The following two research questions were formulated to make this research focused.

1. What is the level of senior high school teachers' interest in implementing audio-visual media to teach the English language?
2. How do senior high school teachers integrate audio-visual media to teach the English language?

Research Method

This study investigated senior high school teachers' interest in implementing audio-visual learning media to teach the English language and the use of audio-visual media by senior high school teachers to teach the English language. This quantitative research method adopted the use of a survey design to conduct and gather the data. According to Creswell (2012), the quantitative approach allows the researcher to collect numerical data using pre-set instruments and statistical analysis of the sample.

Research Subject

The researcher gathered data from English teachers in eleven senior high schools in one region of Central Java, Indonesia, which was determined using total sampling. This sampling method was adopted to efficiently gather data from a population group, thus supporting resources and enhancing the reliability of

study findings (Cohen, Manion & Morison, 2017). The total respondents were sixty-five senior high school English teachers.

Research Instrument

The researcher used a questionnaire to answer the proposed research questions. The questionnaires were used to answer the questions about the level of senior high school teachers' interest in implementing audio-visual media to teach the English language and the use of audio-visual media by senior high school teachers to teach the English language. Regarding the teachers' interest level in teaching English using audio-visual media, three sources were adopted, including the studies conducted by Eren (2015); Høgheim and Federici (2020), and Visser-Wijnveen et. al. (2012). The total questionnaire items being adapted were 18 items. Then, to investigate the implementation of visual media by senior high school English teachers, the researcher adapted 15 items from Rasul, Bukhsh, and Batool (2011) and Taiwo (2009).

In addition, the researcher employed an identical range of scores for both research questions, beginning with numbers one to four, but with different rating scale criteria. The criteria for scoring and the components of the questionnaires are illustrated in the table below:

Table 1. Rating scale criteria (The Interest Level)

Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

Table 2. Rating scale criteria (The Implementation Level)

Never	1
Rarely	2
Often	3
Always	4

Data Collection Procedure

The questionnaire was created online as a Google form link that was likely to be

distributed when it was completed, compiled, and designed. The questionnaire was sent via an online network, with the researcher sharing the URL of the WhatsApp group application with respondents who had previously obtained permission to collect research data. The researcher subsequently distributed the questionnaire to the teacher's population. Before handing out the questionnaires, the researcher identified the study goal and how respondents better complete the questionnaire. Google form was used to distribute the survey items. In the form, an explanation is provided to better help the respondents fill out the survey. The results of the teachers' completed questionnaire were recorded in the form.

Instrument Validity

The expert judgment was carried out to determine the instrument's validity. Validation was performed by a group of validators who are experts in their professions. The research's scope, topic, and aim were the factors being considered when selecting the validators. The Aiken test was used to make an expert decision. Items that can be utilised must meet a criterion of moderate validity, at the very least. The table below shows the score validity categories used by Novikasari (2016) to determine the instrument validity.

Table 3. Validity Category (Novikasari, 2016)

Validity Coefficient	Interpretation
$0,80 < r_{xy} \leq 1,00$	Very High
$0,60 < r_{xy} \leq 0,80$	High
$0,40 < r_{xy} \leq 0,60$	Adequate
$0,20 < r_{xy} \leq 0,40$	Low
$r_{xy} \leq 0,20$	Very Low

As a result, all the questionnaire items obtained extremely high and high validity scores, according to the validity test. Consequently, all the items on the

questionnaire were valid for answering both research questions.

Instrument Reliability

The researcher conducted a reliability test by inputting the data into a statistical program to determine the results and referring to Cronbach's Alpha score to determine the questionnaire's dependability. The table of reliability categories is shown below.

Table 4. Reliability Category (Novikasari, 2016)

Reliability Coefficient	Interpretation
$0,90 < r_{xy} \leq 1,00$	Very Highly Reliable
$0,70 < r_{xy} \leq 0,90$	Highly Reliable
$0,40 < r_{xy} \leq 0,70$	Reliable
$0,20 < r_{xy} \leq 0,40$	Marginally/minimally Reliable
$r_{xy} \leq 0,20$	Unacceptably low reliability

The result of the reliability test of the questionnaires is described in the following table:

Table 5. Item Reliability on Teachers' Interest Level in Teaching English Using Audio-Visual Media

Cronbach's Alpha	N of Items
.893	18

The minimum reliability score is accepted if the total score of the Cronbach alpha is 0.4 (Novikasari, 2016). The questionnaire has been deemed reliable based on the reliability test results and may be used to collect data for this project.

Table 6. Item Reliability on Visual-Media Use by The Senior High School English Teachers

Component 1 (Delivery)		Component 2 (Teacher Role)		Component 3 (Development)	
Cronbach's Alpha	N of items	Cronbach's Alpha	N of items	Cronbach's Alpha	N of items
.830	8	.812	3	.563	4

Data Analysis

The researcher used descriptive statistics and a statistical program to answer both research questions. The researcher looked

for the mean scores, standard deviation and EFA (Exploratory Factor Analysis) to see the study's results. Using the same interval formulation, the range score to measure the results for each research question was determined. The interval formula is shown in the table below:

$$C = X_n - X_1/k$$

C = the range prediction

k = the number of class categories

X_n = the maximum score of variables

X_1 = the minimum score of variables

The rating scale for the research question regarding the teachers' interest level in teaching English using audio-visual media is shown in the table below:

Table 7. Rating scales for Teachers' Interest Level in Teaching English Using Audio-Visual Media (Tondeur, 2019)

The Range/ Interval	Description
3.01 – 4.00	High Interest
2.01 – 3.00	Moderate Interest
1.00 – 2.00	Low Interest

The rating scale for the other research question on visual media integration by senior high school English teachers is as follows:

Table 8. Rating scales for Visual-Media Use by The Senior High School English Teachers (Irving and Montes, 2009)

The Range/ Interval	Description
4.00-3.26	Exceed Expectations
3.25-2.6	Meet Expectations
2.5-1.76	Need Improvement
1.75-1.00	Inadequate

Results and Discussion

Demographic Information

The following explanations are related to the demographic information of the participating teachers.

Table 9. Teachers' Gender

		Frequency	Percent (%)
Valid	Male	24	36.9%
	Female	41	63.1%
	Total	65	100.0%

As shown in the table above, the total respondents who participated in this

research were 65 teachers from senior high schools in one region in Central Java, Indonesia. The percentage of female teachers (63.1%) was higher than male teachers (36.9%). There were 41 female teachers and 24 male teachers.

Teachers' Interest Level in Teaching English Using Audio-Visual Media

To discover the mean score of each item, the researcher used a statistical program to examine the data and answer the first research question. There were 18 questions used to gauge the level of interest among senior high school English teachers in using audio-visual media to teach the language. The survey's findings are summarised in the table below:

Table 10. Mean and Standard Deviation (S.D) for the Level of Senior High School Teachers' Interest in Implementing Audio-Visual Media to Teach English Language

Items	Mean	S.D	Rating of Interest Level
I love learning/reading about new teaching methods.	3.36	.51	High Interest
I prefer to use audio-visual media to teach English in class.	3.29	.57	High Interest
I enjoy teaching using audio-visual media.	3.38	.56	High Interest
Teaching using audio-visual media is fun.	3.60	.49	High Interest
Teaching using audio-visual media is an interesting activity.	3.53	.53	High Interest
I like teaching using audio-visual media because it is exciting.	3.41	.55	High Interest
Knowledge of audio-visual media teaching methods is crucial to me.	3.41	.58	High Interest

My decision to become a teacher was primarily due to my interest in helping students become successful adults.	3.63	.51	High Interest
My educational competence in dealing with students is as vital as my knowledge of what I teach.	3.52	.50	High Interest
Audio-visual media are relevant teaching media for me.	3.30	.55	High Interest
One of the most appealing aspects of my teaching profession is influencing student development.	3.38	.57	High Interest
Thinking about how to present material to students using audio-visual media is fascinating.	3.35	.51	High Interest
I believe it is crucial to think about how to make instruction for students engaging using audio-visual media.	3.35	.51	High Interest
I selected audio-visual media because they are attractive.	3.41	.49	High Interest
I like to think of ways to develop audio-visual media.	3.24	.46	High Interest
I am interested in helping students develop work habits and characters with audio-visual media.	3.13	.46	High Interest

The most impressive aspect of my work is helping students develop as human beings through audio-visual media.	3.13	.55	High Interest
It will always be essential to me to ensure that the audio-visual media for teaching are up to date.	3.41	.58	High Interest
Total Mean Score	3.38	.31	High Interest

Based on the rating scale category provided in Table 7, the total mean score of the questionnaire items indicates that the English teachers in senior high school have a ‘high interest’ in implementing audio-visual media to teach the English language to the students as observed from the mean score of 3.38 (M=3.38; SD=.31). It can be inferred that in their classroom, the teachers would implement diverse sorts of audio-visual media to facilitate their students’ understanding of the English lessons.

In addition, the results show that the 18 questionnaire items claimed to be in the ‘high-interest’ category. In detail, items **number 8** (my decision to become a teacher was primarily due to my interest in helping students grow into successful adults), **number 4** (teaching using audio-visual media is fun), and **number 5** (teaching using audio-visual media is an interesting activity) received the most responses reflected from the mean score as the top three highest scores of M=3.63; S.D=.51, M=3.60; S.D=.49, and M=3.53; S.D=.53 respectively which are categorised as ‘high interest’.

Meanwhile, items **number 16** (I am interested in helping students develop work habits and characters with audio-visual media), and **number 17** (the most impressive aspect of my work is helping students develop as human beings through audio-visual media) also show high interest level, too, yet with the lowest mean scores (M=3.13; S.D=.46). Then, the total mean score from all the statements is (M=3.38; S.D = .31).

From the literature, interest is categorized into two, which are: individual interest and situational interest. Individual interest is where the circumstances affect the person's psychology and a person's interest becomes identified with the activity in which she or he is interested. It is likely to serve as a person's identity (Chen & Wang., 2017). In more detail, from the individual interest, items number one to nine show that all items belong to a “high interest” category. The total mean score for the category of individual interest shows a “high interest” with a mean score and standard deviation of M=45; S.D=.33. Therefore, the teachers have their own internal purpose of using different kinds of audio-visual media for teaching English language in senior high school.

In addition, situational interest is the effect of a selected topic within the content in general or of the environment (Chen & Wang., 2017). The situational interest items number ten until eighteen present that all items belong to a “high interest” category. The total mean score for this category is “high interest” with mean score (M=3.30) and standard deviation (S.D=.36). The result confirmed that teachers received external support, in terms of facilities, students, and advantages.

Visual-Media Use by Senior High

School English Teachers

The second result concerns with the integration of audio-visual media by senior high school teachers to teach the English language. The researcher analysed the data by observing the mean, standard deviation, and EFA scores. The results of the survey are illustrated in the following table:

Table 11. The mean and standard deviation for the use of audio-visual media by the senior high school teachers to teach the English language

Items	Mean	S.D	Rating of the Use
I use audio-visual media as required.	3.12	.59	Meet Expectations
I use improvised audio-visual media in class.	2.60	.68	Meet Expectations
I prepare audio-visual media before starting the class.	3.18	.55	Meet Expectations
I should pay attention to the use of audio-visual media as a tool to save time on lesson preparation.	3.09	.60	Meet Expectations
I use audio-visual media to teach.	3.09	.57	Meet Expectations
I use audio-visual media sequentially.	2.76	.63	Meet Expectations
I use audio-visual media related to the topic of the lesson.	3.30	.52	Meet Expectations
The use of media every second does not encourage me to use my teaching time better, and eventually, I may no longer be required (expelled).	3.16	.52	Meet Expectations

I explain the concept of the material clearly to students with audio-visual media.	2.92	.50	Meet Expectations
The use of audio-visual media causes me to teach excessively.	2.90	.50.	Meet Expectations
I guide students to use audio-visual media appropriately.	3.09	.55	Meet Expectations
The use of audio-visual media is recommended as it cannot threaten my role as a teacher.	3.09	.55	Meet Expectations
Special training in using audio-visual media is highly required.	3.36	.62	Meet Expectations
I was trained in using audio-visual media.	2.81	.72	Meet Expectations
I am an expert in using audio-visual media to teach.	2.49	.79	Need Improvement
Total Mean Score	3.06	.28	Meet Expectations

From the 15 questionnaire items above, fourteen items belong to “meet expectations”; and one item belongs to “need improvement”. Item **number 13** (special training to use audio-visual media is highly required) and **item number 7** (I use audio-visual media related to the topic of the lesson.) show the highest mean scores ($M=3.36$ $S.D=.62$) and ($M=3.30$ $S.D=.52$) which belong to “meet expectations” category. Meanwhile, item **number 15** (I am an expert in using audio-visual media to teach.) showed the lowest mean score ($M=2.49$ $S.D=.79$) and belonged to the “need improvement” category. However, the total mean score from all the items is $M=3.06$ and $S.D=.28$. Based on the rating scale category for the research question on the use of audio-visual media by the

senior high school teachers to teach English language provided in Table 8, the total mean score of the questionnaire items indicates that the use of audio-visual media by senior high school teachers is “meeting the expectations”.

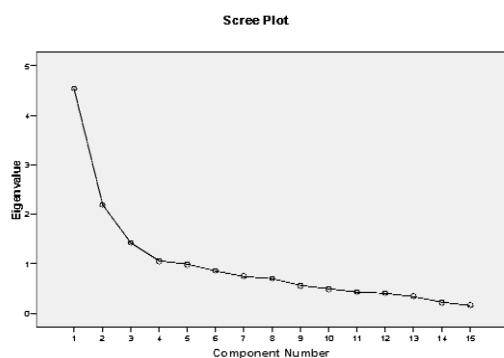


Table 12. Component of items

Component 1 (Delivery)	Component 2 (Teacher Role)	Component 3 (Development)
X1 : I use audio-visual media as required.	X8 : The use of media every second does not encourage me to use my teaching time better, and eventually, I may no longer be required (expelled).	X2 : I use improvised audio-visual media in class.
X3 : I prepare audio-visual media before starting the class.	X10 : The use of audio-visual media causes me to teach excessively.	X13 : Special training in using audio-visual media is highly required.
X4 : I should pay attention to the use of audio-visual media as a tool to save time on lesson preparation.	X12 : The use of audio-visual media is recommended as it cannot threaten my role as a teacher.	X14 : I was trained in using audio-visual media.
X5 : I use audio-visual media to teach.		X15 : I am an expert in using audio-visual media to teach.

X6 : I use audio-visual media sequentially.		
X7 : I use audio-visual media related to the topic of the lesson.		
X9 : I explain the concept of the material clearly to students with audio-visual media.		
X11 : I guide students to use audio-visual media appropriately.		

Based on the above table, the first component of audio-visual learning media is delivery. Audio-visual technologies produce and deliver audio and visual messages utilising mechanical and electronic devices (Rahayu, Lestari & Mertha (2018). In addition, Gopal (2010) claimed that audio-visual media aids the teachers in overcoming the physical challenges of conveying subject matter by presenting both audio and visual elements which facilitate understanding of the students. Gopal also stated that audio-visual media reduces communication and distance obstacles (as cited in Shamsideen, 2016).

Teachers must be able to communicate the desired goals and explain what students must accomplish during the learning process in advance when carrying out the teaching and learning process (Ridhwan, 2016). From the second component, the teacher role, Sulfemi (2018) claimed that audio-visual media can also replace the teacher's role and task within certain limits. In this case, the teacher does not always play the role as the material presenter. Instead, audio-visual media can replace the material's presentation, allowing the teacher to become a learning facilitator and making learning more accessible for the students.

Finally, from the third component, 'development', according to Taiwo (2009), teachers who integrate technology somehow increase their technology self-efficacy and desire to learn more about how audio-visual media impact the curriculum. Moreover, audio-visual technology-based learning can be used as an alternative tool in optimising the learning process, including the ease with which it can be packaged in the learning process. Those materials are more interesting for learning, due to the fact that they can be edited and improved at any time (Haryoko, 2012).

The Level of Teachers' Interest in Using Audio-Visual Media for Teaching the English Language

Describes an individual's preference for and liking a particular object or class of objects and incorporates both cognitive and affective processes (Hidi, Renninger & Krapp., 2014). According to Kunter et al. (2008), teacher interest is based on teaching-related characteristics such as professional plans for teaching and satisfaction with teaching choice. Based on those assertions, interest significantly impacts senior high school teachers' willingness to use audio-visual media to teach the English language.

The results of the study indeed showed a high level of interest poses by the high school teachers in integrating audio-visual as learning media to teach English. Item 8, "My decision to become a teacher was primarily due to my interest in helping students grow into successful adults", belongs to high interest, with the highest mean score of $M=3.63$ ($S.D=51$). According to Pérez et al. (2012), teachers who use audio-visual media have valuable experience and motivation since audio-visual media is a motivating and engaging tool for both students and teachers. As a result, the teacher is intrigued by the idea of using audio-visual media to teach English to help them learn and succeed.

Then, the lowest mean score was item number 16, "I am highly interested in helping students develop work habits and characters with audio-visual media" with a mean score of 3.13 ($M=3.13$; $S.D=46$). Even though the mean score was the lowest among the other items, the item also belongs to a high category. It is in line with Sediyanı et al. (2017), that a teacher is a person who has the job of assisting others in learning and behaving in different ways. Students taught via audio-visual media are more likely to be interested in learning more about the content and are driven to do so.

The results of this study show that the teachers have a "high interest" when using audio-visual media to teach English language in senior high school, as the total mean score of this survey is 3.38 ($M=3.38$). From 18 questions in this survey with two categories, all items represent a "high interest". In conclusion, English teachers at senior high schools in one region of Central Java, Indonesia, have a "high interest" towards using audio-visual media for teaching English. In addition, Cakir (2006) asserted that teachers have a high interest in using audio-visual media because the media

can promote comprehension. With the “high interest” results interpreted in this study, it is possible that the teacher is interested in using audio-visual media and will continue to use them for a long time.

The Uses of Audio-Visual Media by Senior High School Teachers for Teaching English Language

The use of audio-visual media could greatly assist teachers in the teaching and learning process. The material delivered by the teacher will be accepted with considerably more enthusiasm by the students. Meanwhile, teachers are also required to develop further expertise and professionalism in improving classroom learning quality using audio-visual media (Lestari, Lestari & Dewi, 2018). Based on the statement, the results of this study certainly influence the integration of audio-visual media by senior high school teachers to teach the English language. The highest mean score from the survey was item 13, which is “special training to use audio-visual media is highly required” as the mean score ($M=3.36$; $S.D=.62$). Teachers who choose to work in the field of education should obtain specialised trainings regarding the integration of audio-visual media in their classroom instructions.

Furthermore, the lowest mean score was item 15, which is “I am an expert in using audio-visual media to teach”. As the mean score is 2.49 ($S.D=2.49$), it indicates “need improvement”. The result shows that the teachers must be confident with the learning media that have been chosen so that both students and teachers have a comfortable teaching and learning environment to achieve their goals. In addition, teachers need to maximise the use of audio-visual media. Fuady & Mutalib (2015) asserted that audio-visual media facilitates teachers and students to achieve their learning goals learning

process benefit.

Conclusion

The study results showed that senior high school English teachers have a ‘high interest’ in using audio-visual media to teach the English language. In addition, the data showed that the teachers have been able to integrate audio-visual media properly and in accordance with the criteria. The teachers are considered to meet the expectations in implementing audio-visual media in their classroom learning regarding the three component items: delivery, teacher role, and development. This study provides implications for several parties regarding the use of audio-visual media in English language teaching and learning. Teachers can vary the use of materials and strategies when teaching English with these audio-visual media. Further, teachers can also develop their own learning materials tailored to their students with the use of audio-visual media. Meanwhile, institutions can utilise the results of this study as a guide for developing audio-visual materials for teaching English at the senior high school level, as well as providing more support regarding the facilities and infrastructure. In addition, for the curriculum developers, the contents of the course, especially at the senior high school level, should be laden with the use of audio-visual media that are easy to collate and curate, leading to ease of updating curriculum to be more responsive to the needs of students.

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