Improving English Reading Skills through the Audiovisual Text Media

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Article Info	Abstract
	This study aims to analyze "Improving English Reading Skills through the Audiovisual Text Media" among first-semester students of the English Language and Culture Study Program at Sumbawa University of Technology. This research is a quantitative study using a pre-experimental design approach (nondesign). The design consists of a one-group pretest-posttest design with a single predetermined group. The research sample comprises 10 students. The research instrument used to collect data is a test, which includes a pretest and a posttest. The results of this study indicate that the use of the Audiovisual Text Media can improve students' reading ability. This is supported by the analysis using the Paired Test, where the t-value is -42.052 with a significance value (2-tailed) of 0.000. Comparing this with the tabulated significance value (0.05), it is evident that there is a difference between the pretest and posttest scores regarding improving English reading skills through the audiovisual text media.

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1. INTRODUCTION

English classified into four important skills that must be possessed by students to master English well. The skills are listening, speaking, reading, and writing. In Indonesia, English as a compulsory subject, there is no reason for students not to master those skills. In teaching languages skills, to teach the many aspects of one skill, where teachers deal with skills; say reading, then, they will also deal with related listening, speaking, and writing skills, [1]

Thus, the learners must master four English skills; listening, speaking, reading, and writing due to the fact that these skills are important. Furthermore, the learners must be able to master these skills well, one of them is reading. According to [2] reading enables students to do diverse things, such as follow signs, find out a person's name, order food in a restaurant, pass exams, experience stories and so on. Then, [3] argues that in order to read, a reader must be able to decode (sound out) the printed words, and also comprehend what he or she reads. Subsequently, [4] argue that comprehension is a person's ability to understand what is being read. Young (2013) explain that reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. Successful reading depends upon having available a repertoire of decoding and comprehension skills and strategies. It depends upon the richness of a learner's experiences and language, both in the world and with print. It also depends upon a reader's view of reading as a purposeful, informative, and enjoyable activity

In learning reading skill learners are needed the media to help them to understand the text well, such as instructional media that can help to improve learners' reading ability in understanding the meaning of the texts. According to the [5] argues that instructional media in teaching can improve classroom instruction and student understanding. The teachers basically have attempted to use various sources, techniques, and media in teaching reading. One of the

media frequently used by the teacher is audio-visual. [6] Thus, the teachers have been very creative in providing interesting audio-visual media by creating animated learning videos and powerpoints full of pictures to make it look more interesting and prevent students from becoming bored easily. This is due to students' desire to learn, their motivation to learn, and their accountability for the tasks assigned by the teachers [7]

By using instructional media in the classroom has always been a challenge, and how to bring these media in the classroom is more than a challenge. The instructional media that can be seen and can be touched by the teacher on the students related to the subject of the study. The instructional media would generate curiosity, interest, enthusiasm, and motivation in learning English reading texts. To make informed decisions that positively affect students' reading achievement, teachers must be knowledgeable about the reading process, effective instruction, the diversity of the communities they serve, and the expectations of teaching reading. Teachers must use this knowledge to plan effective reading lessons and to select and use instructional materials purposefully, thoughtfully, and reflectively.In order to solve the students' reading problems, the researcher tries to apply audiovisual text media in improving reading skill toward students of the English language and culture study program at Sumbawa University of Technology.

2. METHOD

This research used a experimental research. The experimental method is one of the quantitative methods used primarily when researchers want to conduct experiments to determine the effect of a specific independent variable/treatment on the dependent variable or output under controlled conditions Furthermore, the principle of experimental research is to determine causality in the matter being studied, whether it causes an effect or not, meaning whether a particular group experiences an effect after being subjected to treatment[8] . [9] states that pre-experimental designs (nondesign) are often regarded as not truly experimental. Therefore, they are frequently referred to as quasi-experiments.

The experimental design applied in this research is using a pre-experimental design. According to this design is not a true experiment yet because there are still external variables influencing the formation of the dependent variable. Therefore, this experiment does not solely rely on the independent variable to affect the dependent variable. This occurs due to the lack of control variables and non-random sampling.

The design of this one group pretest-posttest design consists of a single predetermined group. In this design, the test is conducted twice, namely before the treatment, called pretest, and after the treatment, called posttest. The research pattern of the one group pretest-posttest design method according to Sugiyono [10] is as follows.

O_1 X O_2 $O_1 =$ Pretest score

$O_2 =$ Posttest score

In this design, the test is conducted twice, namely before and after the experimental treatment is given. The test conducted before receiving the treatment is called pretest. The pretest is administered to the experimental group (O1). After the pretest, the author provides treatment in the form of Improving English Reading Skills through the Audiovisual Text Media (X), and at the final stage, the author administers the posttest (O2).

The research population consists of first-semester students in the English Language and Culture program at Sumbawa University of Technology. The total population size is 10 individuals. Therefore, the sample size used in the research is the entire population available, which consists of 10 samples. states that a sample is a subset of the total number and characteristics of the population. When the population is large and it is impractical for the researcher to study everyone in the population due to limitations in funds, personnel, and time, the researcher can use a sample taken from that population. What is learned from the sample can then be generalized to the population. Therefore, the sample selected.

The research instrument to collect the data used in this study is a test consisting of a pretest and a posttest. The analytical techniques used are descriptive statistical and inferential analysis such as, normality tests, homogeneity tests and t-tests. To determine the success of the study, the authors compared the results of the t-test with the reference, namely if the significance value (2-tailed) < 0.05, then HO is rejected and HI is accepted and if the significance value (2- tailed) > 0.05, then HO is accepted and HI is rejected.

3. RESULTS AND DISCUSSION
RESULTS

The results of this research consist of two analyses: descriptive analysis and inferential analysis. The descriptive analysis provides a comprehensive overview of the data collected in the study. It includes summaries, frequencies, and measures of central tendency and variability. From the descriptive analysis, it was observed that minimum, maximum, mean and standard deviation score. The inferential analysis aims to draw conclusions or make inferences about the population based on the sample data collected. It involves hypothesis testing, confidence intervals, and effect size estimation. The inferential analysis revealed that normality tests and paired sample t-test. The discussion regarding the findings from the analysis results is provided below:

The Descriptive Statistics

Test descriptive analysis in this study was obtained from the results of the pretest administered before the treatment.The pretest is administered on the first meeting. This test aims to measure students' reading abilities before receiving treatment using visual media. The test is in an easy format. In this test, students are asked to read the text about in the book text in Reading I. The pretest was conducted on February 1, 2024. The frequency of pretests for the control class is displayed as follows:

Table 1
The Frequency Distribution Pre test Score

No	Classification	Score	Pre test
			Frequency
1	Very good	86-100	
2	Good	76-85	
3	Fair	56-74	10
4	Poor	10-55	
	Total		10

Table 2
Descriptive Statistics Pre test Score

	N	Min.	Max.	Mean	Std. Deviation
Grou p test	10	57	73	53.15	5.145
	10	1	1	1.00	.000

After conducting the pretest, the researcher proceeded with several treatments to determine the output of these treatments through the posttest on March 27, 2024. The analysis results of the posttest scores are presented in below;

Table 3
The Frequency Distribution Post test Score

No	Classification	Score	Pre test
			Frequency
1	Very good	86-100	1
2	Good	76-85	9
3	Fair	56-74	
4	Poor	10-55	
	Total		10

Table 4
Descriptive Statistics Post test Score

	N	Min.	Max.	Mean	Std. Deviation
Grou p test	10	76	87	60.15	6.162
	10	1	1	1.00	.000

The Inferential Analysis

The inferential statistics help us draw conclusions about how a hypothesis will play out or to determine a general parameter about a larger sample. he inferential analysis results found in the posttest are presented in the following;

The Result of Normality Test

Normality test assesses whether a sample data set is consistent with a normal distribution. The Shapiro-Wilk test is one of the common methods used to test for normality. It calculates a W statistic based on the coefficients of the least squares regression line through the sample data. If the p-value obtained from the Shapiro-Wilk test is greater than the chosen significance level (commonly set at 0.05), then the null hypothesis (that the data is normally distributed) is not rejected, suggesting that the data follows a normal distribution. If the p-value is less than the chosen significance level, then the null hypothesis is rejected, indicating that the data significantly deviates from a normal distribution. The normality test used in this study is the Shapiro-Wilk test, as the sample size is less than 50 students. Below are the results of the normality test for pretest and posttest data.

Table 5
Normality Test Results

Testing item	Significance Value	Interpretation of Test Results
Pretest.	0.78	Normal
Posttest	0.88	Normal

The Result of Paired Sample T-Test

The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired sample t-test include case-control studies or repeated-measures designs. Suppose you are interested in evaluating the effectiveness of a company training program. One approach you might consider would be to measure the performance of a sample of employees before and after completing the program, and analyze the differences using a paired sample t-test. Based on the tests carried out, the paired t-test values were obtained as follows

Table 6
T-Test Results

Items Score	N	T-value	Significance Value (2-tailed)
Pretest-Posttest	10	-42.052	0.000

4. DISCUSSION

The discussion dealing with the result of descriptive statistics which found out the pre test score indicates that students' good reading skills are satisfactory. There are nine students who scored between 76-85. From the table above, it can be seen that the average pretest score for the control class is 53.15. The minimum pretest score is 57, and the maximum pretest score is 73. The standard deviation is 5.145.

The table above indicates that the students' performance in the posttest is relatively good. Nine students scored between 76-85, and one student scored between 86-100, From the table above, it can be observed that the average posttest score for the experimental class is 60.15. The minimum posttest score for the is 76, and the maximum posttest score is 87. The standard deviation is 6.162.

The interpretation of the normality test using Shapiro-Wilk indicates that the significance values (p-values) for the control pretest is 0.78, and posttest is 0.88. These p-values are greater than the significance level of 0.05. Therefore, the data for both pretest and posttest in this study are normally distributed. Based on the table t-test results above, the t-value is -42.052 with a significance value (2-tailed) of 0.000. Comparing this with the tabulated significance value (0.05), it is evident that there is a difference between the pretest and posttest scores regarding improving english reading skills through the audiovisual text media.

Based on the research findings, audiovisual text can improve English reading skills in learning. The use of audio-visual media was effective in promoting students' motivation in learning English. The students' felt that they enjoyed learning in the class because they can refresh their mind by watching video or interesting pictures [11] The use of audio-visual media such as films makes learning more interesting, motivating and eliminating boredom in the online learning process. [12] The media as an intermediary tool in conveying messages, which indeed when viewed literally the word media comes from Latin, i.e., medium which means an intermediary from the source of the message and the recipient [13]. According to [14] explains that media has a function other than as a source of learning, which can overcome space and time, also has a communicative function, motivation, meaning, perception and individual equality, i.e., serving the needs of individuals who have different talents and interests. Audio-visual media can improve children's ability to write, and children

look more enthusiastic during learning [15] Children prefer to learn by using more interactive media. Interactive media such as videos can also avoid children's boredom in learning [16] Even though the children are enthusiastic, it is found that learning can be disrupted by poor quality media, monotonous and boring [17]

5. CONCLUSION

Based on the research data obtained, it can be concluded that there is an improving English reading skills through the audiovisual text media to students in the English Language and Culture program at Sumbawa University of Technology. The probability value is greater than 0.05, is the t-value is -42.052, it can be concluded that Ha is rejected and H0 is accepted or the improving English reading skills through the audiovisual text media to students in the English language and culture study program.

6. SUGGESTION

Audiovisual text media is an alternative medium to enhance students' reading skills compared to textbooks. Learning with this media can increase students' learning motivation, thus it should be implemented in continuous learning.

7. BIBLIOGRAPHY

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