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**IMPROVING INDONESIAN LANGUAGE LEARNING ACTIVITIES USING
AUDIOVISUAL MEDIA AT FIRST GRADE STUDENTS IN SDN 36 SUNGAI
AMBAWANG**

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Abstract

The purpose of this study was to analyze the ability of teachers to carry out Indonesian language learning using audiovisual media in first-grade students of SDN 36 Sungai Ambawang and describe learning activities in learning Indonesian by using audiovisual media on grade I students at SDN (State Elementary School) 36 Sungai Ambawang. The research method used in this study is discrete. The subjects of this study were teachers as researchers in class I, and first-grade students at SDN 36 Sungai Ambawang, totaling 19 students, eight women, and 11 men. The procedure of conducting Indonesian language learning research uses audiovisual media through four stages, namely: a) planning, b) implementation, c) reflection, and d) evaluation. Data collection techniques used are direct observation techniques, with data collection tools in the form of observation sheets. The results showed an increase in the ability of teachers to prepare plans for implementing learning and carrying out learning in Indonesian language lessons using audiovisual media in first-grade students of SDN 36 Sungai Ambawang, and increased activity in learning Indonesian by using audiovisual media in first-grade students of SDN 36 Ambawang River physical activity in cycle I 70% increased in value in cycle II 94%, mental activity increased, cycle I 54.54% and cycle II, emotional activity in from 75% in cycle I to 95.45% in cycle II.

Keywords: Activities, Audiovisual Media

Introduction

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of others, express ideas and feelings, participate in societies that use the language, and discover and use the analytical and imaginative abilities that are in them.

Indonesian language learning is directed to improve the ability of students to communicate in Indonesian correctly and adequately, both verbally and in writing, and foster an appreciation of the work of Indonesian human literature.

Indonesian language subject competency standard is a minimum qualification of students' ability, which describes the mastery of knowledge, language skills, and positive attitude towards Indonesian language and literature. These competency standards are the basis for students to understand and respond to local, regional, national, and global situations.

In fact, students in class I in learning to use regional languages rather than Indonesian because in everyday life at home before entering school, the students learn more about local

languages than Indonesian. So that when entering school in class I, students use more local languages than Indonesian, because if teachers use Indonesian students they do not understand it so it must be interspersed with using Indonesian, and teachers must use more local languages. We know that before having the ability to speak Indonesian, only local language skills possessed by students so that the use of local languages in learning affects teaching and learning activities and affect student learning outcomes.

For this reason, learning alternatives that are presented to students here are Indonesian language learning using audiovisual media. With the hope that there will be an increase in activities and learning outcomes in Indonesian next. Besides that, hopefully, in learning in class, the students use good and correct Indonesian so that the learning activities in class will run smoothly, and students will be active in participating in learning because what is conveyed by the teacher is understood by the students.

In accordance with the title above, the general problem in this study is: "Is there an Increase in Learning Outcomes of Indonesian Language Learning Using Audio-Visual Media in Class I Students of Elementary School 36 Sungai Ambawang?"

Research Method

The research method used in this study is discrete. Discrete research is telling and interpreting data relating to facts, circumstances, variables, and phenomena that occur when the research takes place and convey what it is. (M. Subama and Sudrajat, 2001: 89).

The subjects of this study were teachers as researchers in class I, and first-grade students at SDN 36 Sungai Ambawang, totaling 19 students, eight women, and 11 men. The procedure of conducting Indonesian language learning research using audiovisual media through four stages, namely: a) planning starts from observation or observation to find out the problems, conditions, situations and potential that exist in the class, situation analysis, formulation of improvement programs or alternative solutions to problems, preparation of activity plans, preparation of learning program tools ranging from weekly activity plans as well as daily activity plans and learning media and data collection and evaluation instruments to be used; b) implementation, Implementation carried out in learning as usual in accordance with the plans that have been made. In this implementation, the teacher and researcher record everything that happens in learning in the form of notes, photos, and videos to be used as data that will be used as material for reflection and evaluation; c) reflection and evaluation. The results of observations are then evaluated in the form of reflections showing that there has been no improvement as desired, then the revised plan will then be revised in the next cycle. It continues until the desired goal can be achieved.

This research was conducted in two cycles, the data collection technique used was direct observation technique, namely the way the data collection was carried out by the researcher when the classroom action research took place in learning with the data collection tool in the form of observation sheets. Data analysis techniques were calculated using each score is for learning outcomes. In accordance with the sub-problem of the research, the data collected in the classroom action research are as follows: 1. Data in the form of teacher performance appraisal instruments, namely the ability to prepare learning plans (IPKG I). 2. Data in the form of teacher performance evaluation institutions, namely the ability to carry out learning (IPKG II). 3. Data in the form of student learning outcomes.

Results and Discussion

Results

After conducting a series of research activities, collaborators as peers reflect on the results of their observations on Indonesian Language learning in class I semester II. From the observations made by collaborators it turns out there are some things that happened in the first cycle that is still not good, but there is an increase in student activity when compared with before doing research actions, as seen in the first cycle of physical activity there are changes before research activities are carried out physicality is 45.45% after doing research/action is 70%, mental activity from before doing action 36.36% after doing research or action to be 56.56% while emotional activity from 45.45% to 75% so it has occurred improvement, but there are some things that still need improvement in the first cycle of learning the Indonesian Language are as follows:

1. In the mental activity still needs to be improved again because if viewed from the results of the presentation in the table above, it is still 56.56%, meaning that there are still some children whose grades are still below the KKM determined at school.
2. Only children who are brave and who are active and enthusiastic who dare to come closer to see how to learn using audiovisual media
3. The teacher still dominates learning
4. Teachers still provide a lot of explanations so that students do not concentrate on learning with existing media.

Based on the shortcomings in the first cycle, the collaborators as colleagues and researchers discussed planning to discuss the next plan, for that collaborator with the researchers agreed to make improvements to the following action to fix the deficiencies in the first cycle, and then the improvement will be carried out in the second cycle

Discussion

From the results of classroom action research using audiovisual methods can increase student activity in learning and make it easier for students to understand the subject matter. It can be seen from the recapitulation table above:

1. cycle I ability to compile learning (RPP) 3.08%
second cycle the ability to compile learning (RPP) 3.75%
2. cycle I the ability to carry out learning 3.08%
second cycle the ability to carry out learning 3.87%
3. Physical activity in the first cycle 70%
Physical activity in cycle II 94%
An increase of 24%
4. Mental activity in the first cycle 54.54%
Mental activity in the second cycle 77.27%
An increase of 22.73%
5. 75% emotional cycle I activity
Cycle II emotional activity 95.45%
An increase of 20.45%

From the recapitulation results of the cycle I to cycle II, there is always an increase. Thus the scenario that was arranged together with collaborators and researchers can provide excellent benefits for improving student learning achievement and teacher activities in teaching and learning activities. Based on the description above, it shows that the application of the Indonesian language learning process using audiovisual methods can improve the learning activities of students in class 36 Sungai Ambawang First grade.

Conclusions and Suggestions

Conclusions

Based on the results of the study, a general conclusion can be drawn that Audiovisual media can be applied to the Indonesian language process for first grade students at SDN 36 Sungai Ambawang. While the specific conclusions of the results of research carried out in class for two cycles are as follows: There is an increase in the ability of teachers to prepare plans for implementing learning and implementing learning in Indonesian language using audiovisual media for grade I students at SDN 36 Sungai Ambawang, There is an increase in activities in learning Indonesian by using audiovisual media in class I students of SDN 36 Sungai Ambawang physical activity in the first cycle 70% there was an increase in value in the second cycle 94%. Mental activity increased, cycle I 54.54%, and cycle II. Deep emotional activity from 75% in cycle I to 95.45% in cycle II.

Suggestion

This research can improve the implementation of the next action and increase the learning activities of students, the researcher proposes some recommendations that we hope we can do together, the following suggestions: The results of this study are expected to be used as an evaluation and introspection tool for teachers in correcting the lack of activities learning and giving ideas to improve the quality of education towards better, to all SDN 36 Sungai Ambawang teachers in particular and teachers, in general, can choose the media, methods, strategies, or approaches in conveying material to students, so that students understand the material conveyed by the teacher, and use media that is in accordance with the material and characteristics of students to facilitate the understanding of the material presented by the teacher, and students can find new ideas to be conveyed while learning.

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