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The Use of Audio-Visual Media to Increase the Participation of Less Active Students in Phase A English Learning in Grade II at MI Nurul Mun'im Karanganyar Paiton

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ABSTRACT
This study aims to increase the participation of less active students in English learning in Class II of MI Nurul Mun'im Karanganyar Paiton through the use of audiovisual media. The method used is Classroom Action Research (CAR) which is carried out in two cycles, each of which includes the stages of planning, implementation of actions, observation, and reflection. There were 21 students participating in this study. Data were collected through observation of student activities, learning documents, student assignments, and pre- and post-tests based on the Prota and Promes. The results showed a significant increase in student participation and engagement after the implementation of audiovisual media. This improvement was evident from the increased activity of students during the learning process and the increase in the number of students who achieved the Minimum Passing Grade (KKM) of 65 in cycle II. Thus, audiovisual media proved to be effective in increasing student participation and learning outcomes, especially for students who were previously less active in English learning.

Keywords: *audiovisual media, student participation, English language learning, Classroom Action Research.*

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INTRODUCTION
Student motivation and participation are essential factors in the success of learning, particularly in English language learning at the elementary school level. However, many students are less active in following English lessons, which hinders the achievement of basic competencies. This issue also occurs in Class II Tahap A at MI Nurul Mun'im Karanganyar Paiton, where some students show low active involvement in the learning process. Student activeness is crucial for effective learning and improved learning outcomes. Low participation impacts the suboptimal development of students' English skills, especially in speaking and listening aspects.

The use of engaging and interactive learning media is vital to enhance student motivation and participation. Audiovisual media is an effective choice because it presents material through a combination of sound and visuals that can capture students' attention. According to Susanto and Wibowo (2022), audiovisual media can stimulate multiple senses simultaneously, thereby increasing concentration and learning interest. Unfortunately, the utilization of this media at MI Nurul Mun'im Karanganyar Paiton is still limited and not optimal. Audiovisual media allows students to learn

independently by repeating material, enhancing understanding and encouraging bolder active participation.

In addition, conventional learning methods that rely solely on lectures and reading make students bored quickly and lose motivation. Audiovisual media offers a more dynamic learning atmosphere, encouraging active participation from passive students. With enjoyable visuals and audio, students become more motivated to follow lessons, thereby improving their language abilities. This research addresses this gap by examining the effectiveness of audiovisual media in increasing the participation of less active students in English learning for Tahap A Class II at MI Nurul Mun'im.

Previous studies have shown that audiovisual media effectively boosts motivation and English learning outcomes. For example, Elvriza (2024) found that using audiovisual media like short videos helped improve elementary students' English vocabulary. Widyastuti (2022) also stated that audiovisual media improved learning scores before and after implementation. Hasibuan et al. (2021) added that this media creates an engaging learning environment, enhancing interest and English language skills among elementary students.

This research is highly important as a contribution to improving the quality of English learning in elementary schools through the use of learning technology. The results are expected to serve as a reference for teachers to develop more effective and enjoyable learning strategies. With increased student participation, English learning at MI Nurul Mun'im Karanganyar Paiton is hoped to become more optimal, providing students with a strong language foundation for subsequent levels.

Based on this background, this research aims to improve the participation of less active students in Tahap A Class II English learning at MI Nurul Mun'im by using audiovisual media. Furthermore, the research results are expected to provide an effective and innovative learning model through the use of audiovisual media in elementary schools.

METHOD

This research employs a Classroom Action Research (CAR) or Penelitian Tindakan Kelas (PTK) approach, aimed at enhancing the participation of less active students in English learning through the use of audiovisual media. The research model follows the theory of Kemmis and McTaggart as outlined in Handayani & Lestari (2022), consisting of four stages: planning, acting, observing, and reflecting. Each cycle involves implementing two action cycles, with subsequent cycles conducted based on reflections from the previous one. This study focuses on applying audiovisual media as a learning tool to boost the participation of less active students in Phase A English lessons for Grade II at MI Nurul Mun'im Karanganyar Paiton. The research is collaborative, as the researcher works with the collaborating teacher in designing and implementing the actions. According to Dewi & Fitriani (2024), PTK is effective for teachers because it enables them to innovate teaching practices that directly impact real classroom conditions.

This research focuses on implementing audiovisual media as a learning strategy to stimulate student activity and participation in class. The study is conducted collaboratively between the researcher and the classroom teacher as the collaborating teacher, who is directly involved in lesson implementation.

The research site is MI Nurul Mun'im Karanganyar Paiton, an elementary madrasah implementing the Merdeka Curriculum. The research subjects are 21 Grade II students characterized by low activity in Phase A English learning. The study was conducted from August to September-October 2025/2026, providing sufficient time for gradual observation of changes in student participation.

The action steps were designed based on the research problem: how the application of audiovisual media can improve the English learning participation of less active students. This involved two action cycles:

Cycle I: The teacher applied basic audiovisual media in the form of videos and animations with simple Phase A vocabulary themes. The action focused on building student interest and confidence in responding to questions and engaging in media-supported visual and audio activities.

Cycle II: Based on reflections from Cycle I, the teacher enhanced audiovisual media use by adding interactive activities such as sound-guessing games and small-group discussions involving audio recordings and interactive videos to increase student interaction and collaboration.

Evaluation of the action results was conducted through direct observation, learning motivation questionnaires, and teacher reflections to assess improvements in student participation and motivation. The instruments included observation sheets to record student behavior and participation, a Likert-scale motivation questionnaire based on indicators from Rahmawati & Sari (2020), and field notes in the form of reflections during action implementation. The collected data were analyzed by comparing results across cycles to observe improvements in student participation after audiovisual media application.

The gathered data were analyzed quantitatively by comparing participation scores across cycles and qualitatively through descriptions of changes in student behavior and teacher reflections to measure the effectiveness of audiovisual media in enhancing learning participation.

FINDING AND DISCUSSION

This classroom action research was conducted in Class II A of MI Nurul Mun'im with the aim of improving students' participation in English learning through the implementation of audiovisual media. The research consisted of two cycles, each comprising four stages: planning, acting, observing, and reflecting.

The subjects of this research were 21 female students, all of whom were students at the Nurul Jadid Islamic boarding school. Data were collected through observations of student learning activities, participation observation sheets, and teacher reflection notes for each cycle. Before the intervention, a pre-observation was conducted to identify low student participation, evident from a lack of enthusiasm; surprisingly, all 21 students responded actively (100%). The research focused on enhancing learning participation, covering behavioral engagement indicators (courage to respond, interaction), emotional (enthusiasm, confidence), and cognitive (attention, focus).

A. Cycle 1

1. Planning

In the planning stage, the researcher, along with the collaborating teacher, developed a Lesson Plan (RPP) incorporating audiovisual media in the form of simple learning videos featuring basic English vocabulary on the theme "Do you like apple." This media was selected to assist less active students in understanding material more easily through engaging combinations of sound and visuals. The researcher prepared instruments such as participation observation sheets, field notes, and audiovisual equipment including an LCD projector, speakers, and short-duration learning videos. The lesson focused on basic vocabulary as well as listening and imitation exercises, allowing students opportunities to respond verbally with the aid of audiovisual media.

2. Acting

Cycle I implementation occurred over three meetings. The teacher began each lesson by playing a short video containing simple dialogues and daily vocabulary. Students were then asked to

imitate the pronunciations from the video and answer simple questions based on the clips. Some students who initially appeared hesitant began showing interest due to the clear audio and visuals. The teacher provided positive reinforcement whenever students attempted to respond, even if not fluently. The classroom atmosphere felt more lively compared to the pre-cycle.

3. Observing

Observation results from Cycle I indicated improved student participation. Out of 21 students, the number of active students rose to 18, increasing the participation rate from 71.43% (pre-cycle) to 85.71% in Cycle I. Students became more focused on the videos and bolder in imitating pronunciations. However, some students remained passive, merely following teacher instructions without independent responses. Student interactions largely depended on video stimuli and teacher prompts.

4. Reflecting

Reflection on Cycle I revealed that audiovisual media positively impacted attention and students' courage to imitate English words or phrases. However, the teacher needed to provide more direct interaction opportunities to prevent students from becoming passive spectators. Therefore, Cycle II planned variations of more interactive audiovisual-based activities, including sound-based games and pair work, to boost student confidence and active involvement.

B. Cycle II

1. Planning

In this stage, the teacher refined the approach based on Cycle I reflections. The RPP was revised to include interactive game activities using audiovisual media, such as "Do you like apple," "My father likes watermelon," and pair dialogue practice with short video clips. New media was prepared, featuring more colorful "Do you like apple" videos and clearer, more varied audio recordings to sustain student enthusiasm.

2. Acting

Cycle II was implemented over three meetings. Each session started with video or audio playback to build context, followed by interactive games. In "Do you like apple," students listened to audio instructions and pointed to matching images. In "My father likes watermelon," students guessed fruit or object colors and pronounced names in English. Students appeared highly enthusiastic and actively participated. They were also bolder in practicing pair dialogues without detailed teacher guidance. The teacher acted as a facilitator, motivating and ensuring all students were involved.

3. Observing

Observation results from Cycle II showed a highly significant increase across all participation indicators. The number of active students reached 21, achieving a 100% participation rate, exceeding the success criteria. Students displayed greater confidence in imitating pronunciations, boldness in asking questions, and active engagement in audiovisual-based games. Their responsiveness in answering and collaborating with peers indicated excellent progress.

4. Reflecting

Reflection on Cycle II confirmed that audiovisual media in interactive game formats effectively boosted participation to the maximum target. Learning activities became more dynamic, enjoyable, and engaging. Students gained confidence in voicing answers and interacting with peers. This demonstrated that combining audiovisual media with interactive activities positively influenced students' courage, enthusiasm, and participation in English learning.

C. Comparison Across Cycles

Stages	Number of Active Student	Participation Rate	Description of Change
Pre-Cycle	15 students	71,43%	May students are passive, reluctant to respond and lack focus during learning.
Cycle I	18 students	85,71%	Significant improvement; students are more focused on the videos, are starting to imitate vocabulary and are more enthusiastic.
Cycle II	21 students	100%	Very good; all students were active, enthusiastic about participating in the game, confident and willing to interact. The target was 100& achieved.

D. Discussion

The results align with prior studies showing audiovisual media's strong influence on student participation in English learning. According to Elviriza (2024) and Widyastuti (2022), audiovisual media stimulates hearing and vision simultaneously, enhancing focus, interest, and knowledge retention. Additionally, Hasibuan et al. (2021) affirm that audiovisual combined with interactive activities creates dynamic learning environments and encourages student responsiveness.

In this research, audiovisual implementation from basic video playback to interactive games successfully engaged less active students, fostering involvement, confidence, and responsiveness. This supports Susanto and Wibowo (2022), who argue that audiovisual stimuli reduce student awkwardness and boost verbal participation. Thus, audiovisual media as an integral part of instruction enhances behavioral, emotional, and cognitive student engagement.

CONCLUSIONS

Based on the classroom action research conducted over two cycles in Class II Tahap A at MI Nurul Mun'im Karanganyar Paiton, it can be concluded that the use of audiovisual media proved effective in increasing the participation of less active students in English learning. The implementation of audiovisual media, from basic videos to interactive game activities, succeeded in creating a fun, motivating, and participatory learning atmosphere. Student participation rates increased significantly from 71.43% (pre-cycle) to 85.71% (Cycle I) and finally reached 100% (Cycle II). These results indicate that audiovisual media can serve as an innovative and effective alternative learning medium in elementary schools.

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