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THE IMPACT OF USING AUDIO VISUAL MEDIA ON STUDENTS' LEARNING OUTCOMES IN ENGLISH GRADE VII OF JUNIOR HIGH SCHOOL

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ABSTRACT

This study aims to determine The Impact of Using Audio-Visual Media on the English Learning Results of Grade VII of Sabilina Junior High School, Deli Serdang. This research is exploratory research in the form of a quasi-experimental design type non-equivalent control group design that employs a test group and a control group. The experimental group was treated using audio-visual media, while the control group used normal lecture method and printed book media. Information collection methods utilized English learning results tests and perception sheets. The information examination procedure employs the t-test to test the impact of utilizing audio-visual media on student learning results. The results show that the calculation of the normal post-test value of the test group is 82.25 which is higher than the normal control group which is 68.25. The results of the information examination appeared that the tcount 3,701 > ttabel 1,729. This could be translated that learning using audio-visual media has higher learning results compared to learning that does not utilize audio-visual media. To conclude, it appears that the use of sound media influences students' English learning results. After all, teachers ought to disseminate the utilization of audio-visual media in learning English to improve student learning results.

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I. INTRODUCTION

The success of the learning process is the most important thing that is coveted in the execution of education in schools. The quality and quality of education depends on the learning prepared by students and teachers. In arranging for the learning handle to be fruitful, besides having to completely understand the material being instructed, teachers are more than required to guide students in such a way that they can create their information in understanding with the information structure of the field they are studying. Measuring the accomplishment of quality and quality of education is laid out in student learning accomplishment, at that point student learning advancement is shown in academic accomplishment which is measured through learning results. Concurring to Sanjaya (2009: 13), that student learning results are related to achievement in obtaining

capacities according to the particular objectives arranged. Hence, the most task of a teacher is to plan learning exercises including strategies, learning media, models, learning techniques, instruments and others that can improve the quality of learning which in turn can improve student learning results. Sanjaya (2011: 162) declared to maintain a strategic distance from all of that, the teacher can create learning methodologies by utilizing different media and learning resources.

English could be a tool for communicating orally and in composing. Communicating is understanding and communicating data, considerations, sentiments, and creating science, innovation, and culture. The capacity to communicate in a total sense is the capacity to talk, to be specific the ability to get it and/or produce spoken and/or composed texts that are realized in the four language abilities, namely listening, speaking, reading and writing. These four skills are utilized to respond to or make talk in social life. Subsequently, the English subject is coordinated at creating these abilities so that graduates can communicate and have talk in English at a certain level of education. Learning English in junior high schools is focused on so that students can reach the useful level, to be specific in communicating orally and in writing to solve ordinary issues.

The choice of media and strategies that are in agreement with the educational programs and the potential of students is another part that teachers must pay consideration to. The reality on the ground appears that junior high schools, particularly Junior High School Sabilina Deli Serdang still utilize conventional learning methods or lecture strategies and have not ideally utilized learning media due to restricted offices and frameworks, and still use straightforward media such as textbooks or student worksheets and so on. not ideally help students in receiving subject matter in the learning process.

One of the issues experienced in the beginning observations of Grade VII students at Junior High School Sabilina Deli Serdang in learning English was that students were as it were delegated to study the content contained in the textbook. In the implementation of learning the teacher does not utilize the media in clarifying the material. The teacher as it were employments one type of strategy, specifically lectures when teaching which causes students to quickly get bored or bored with the material displayed. So that students who feel bored will chat with their companions and the material displayed by the teacher will not enter. Typically, what causes issues for students in understanding the material being instructed so that student learning outcomes are moo.

There are numerous kinds of media that can be utilized in learning activities, each of which has its advantages and impediments. Sadiman (2003:19) declared that one of the characteristics of great media is curious and simple to understand. Based on the faculties used by students in utilizing learning media, media can be divided into three, specifically audio media, visual media, and audiovisual media. These three media are utilized in the educational process in schools to assist students in learning exercises.

In everyday life visual-auditive communication overwhelms human life. Moreover, in learning exercises, beginning from rudimentary school to tertiary level, particularly for students of Grade VII Junior High School, where those who have fairly begun basic school will prefer learning using this audiovisual media. The use of auditive

visual communication is widely used compared to other communication exercises. In accordance with Sudjana and Ahmad Rivai (2005: 129), audio-visual media in learning is planning as material that contains messages in visual and auditive form (seeing hearings) that can stimulate students' thoughts, sentiments, dreams and willingness so that the learning prepared can take place.

Audio-visual media was chosen since it cannot as it was showing pictures but pictures accompanied by sound, so that it can incorporate auditory student overwhelming varieties and visually overwhelming student types. The utilization of audio-visual media is considered competent in attracting attention and persuading students' learning which can influence student learning results. In pursuance of Indriana (2011:46), learning success is checked by the acquisition of information, abilities, and positive states of mind in individuals, concurring to the anticipated objectives.

Concurring to Rohani (1997: 97-98) the use of audio-visual media in learning is exceptionally conceivable to make strides the anticipated considering aptitudes. The points of interest had by the media can prepare human assets through quality education. Hence, through audio-visual media, it is believed that there will be an increment in the English learning preparation.

II. METHODS

The plan of this study uses a Quasi-Experimental type of experimental strategy (Pseudo-Experimental) which aims to look at the impact of audio-visual learning media on the learning results of lesson VII junior high school students in English subject. Sugiyono (2018: 120) Quasi Experimental design is the improvement of genuine test plan, which is isolated into two shapes, to be specific Time-Series Design and Nonequivalent Control Group Design. In this regard, the moment plan was utilized, namely the Nonequivalent Control Group Plan. The plan can be portrayed as follows:

O_1	X	O_2
O_3	X	O_4

Information:
O1: Experimental class before being given treatment (pre-test)
O2: Experimental class after being given treatment (post-test)
O3: Control class before being treated (pre-test)
O4: Control class after being given treatment (post-test)
X: Provision of treatment (treatment)

a. Data collection techniques

The data collection techniques in this study are as follows:

1. Observations

Observation could be a handle of methodically observing and recording consistently, impartially and normally approximately phenomena, both in actual circumstances and in artificial circumstances to realize certain goals. The indications recorded in this study incorporate the learning prepared in the classroom and student learning results which are then used as a source of reinforcement in information administration.

2.Test

The test could be an arrangement of questions or work out as well as other instruments used to degree abilities, insights information, capacities or talents possessed by people or groups. The test strategy in this regard is to test the learning outcomes twice, to be specific some time recently being given treatment (pre-test) and after being given treatment (post-test).

Analyzing the information used in this study using the t-test (t-test). The arrangements are the importance level (α) = 0.05 or 5% and the criteria used in the t-test are, in case the value of Sig > 0.05 or t-count at that point H0 is acknowledged meaning that there is no critical impact between one free variable on subordinate variables. Bad habit vice versa, if the Sig esteem < 0.05 or t-count > t-table at that point H0 is rejected meaning that there is a critical impact between one autonomous variable on the subordinate variable.

III. RESULT AND DISCUSSION

Pretest Information on Test Course English Learning Results

The pretest information was prepared to supply a beginning portrayal of the beginning capacity test comes about for lesson VII A1 understudies at Junior High School Sabilina Deli Serdang which were carried out some time recently being given treatment using audio-visual learning media. The taking after presenting the scores of the pretest capacity test comes about for lesson VII A1 Junior High School Sabilina Deli Serdang some time recently being given treatment.

Table of Statistical Scores of Experimental Class Learning Outcomes Before treatment (pretest). **Statistics Pretest Experiment Value**

N valid	20
missing	0
Mean	49.75
Median	50.00
Mode	45[a]
Std. Deviation	15.768
Minimum	20
Maximum	80
Sum	995

Based on table above the results of calculations using the SPSS 21 for windows program on information some time recently treatment (pretest) in the exploratory course got a substantial test of 20, an normal score of 49.75, a middle value of 50.00, a standard deviation of 15.77 standard deviation of 15.77, minimum value of 20 and greatest of 80. The collected information is organized into the gather information recurrence conveyance list as follows:

Table 1: Distribution of Experiment Class Pretest Frequency

Value	Frequency	
intervals	Absolute	Percentage
20 – 29	2	10%
30 – 39	2	10%
40 – 49	4	20%
50 – 59	6	30%

60 – 69	4	20%
70 – 79	1	5%
80 – 89	1	5%
Total	20	100%

Based on the table above, it can be seen that pretest histogram chart in Grade VII A1 Junior High School Sabilina Deli Serdang, to be specific, there were 2 (two) students who got scores of 20 - 29. There were 2 (two) students who scored 30-39. There are 4 students who get a score of 40-49. There were 6 (six) students who scored 50 - 59. There were 4 (four) students who got a score of 60 - 69. There was 1 (one) student who got a score of 70-79 and as it was 1 (one) student who gets a score of 80-89.

Posttest Information on Test Course English Learning Results

Posttest information is prepared to discover out the Posttest frequency distribution information in the exploratory course. Earlier to the Posttest, students were given treatment using audio-visual media. In the following, the Posttest scores of students' English learning results in Grade VII A1 Junior High School Sabilina Deli Serdang, which were chosen as the research test, are displayed.

Statistics Posttest Test Value	
N valid	20
missing	0
Mean	82.25
Median	82.50
Mode	75[a]
Std. Deviation	9.931
Minimum	65
Maximum	100
Sum	1645

Based on table above the results of calculations utilizing the SPSS 21 program for windows on the information after treatment (Posttest) in the exploratory lesson, the number of substantial tests is 20, the mean score is 82.25, the mean value is 82.50, the standard deviation is 9.93 deviation default is 9.93, minimum value is 65 and maximum is 100. The collected information is organized into the gather information recurrence dispersion list as follows:

Table 2: Distribution of Test Course Posttest Frequency

Value	**Frequency**	
intervals	**Absolute**	**Percentage**
65 – 70	3	15%
71 – 76	4	20%
77 – 82	3	15%
83 – 88	3	15%
89 – 94	4	20%
95 – 100	3	15%
Total	20	100%

Based on the table above, it can be seen that the posttest histogram chart in lesson VII A1 Junior High School Sabilina Deli Serdang, that is, there were 3 (three) students who got scores of 65 - 70. There were 4 (four) students who scored 71-76. There were 3 (three) students who scored 77 - 82. There were 3 (three) students who scored 83 - 88. There

were 4 (four) students who scored 89-94. There were 3 (three) students who scored 95-100.

Pretest Information on Control Lesson English Learning Results

The pretest data was handled to supply a starting description of the results of the starting capacity test for lesson VII A2 students at Junior High School Sabilina Deli Serdang which was carried out before being given treatment, specifically learning using the lecture strategy and printed book media. In the following, the scores of the pretest capacity test results for Grade VII A2 Junior High School Sabilina Deli Serdang were chosen as the control lesson some time recently being given treatment.

Table 4.5 Statistical score of control course learning results before treatment (Pretest).

Statistics Pretest Control Values	
N valid	20
missing	0
Mean	46.75
Median	45.00
Mode	40
Std. Deviation	14.625
Minimum	10
Maximum	75
Sum	935

Based on table above, the results of calculations using the SPSS 21 for windows program on data before treatment (pretest) in the control class obtained a valid sample of 20, an average score of 46.75, a median value of 45.00, a standard deviation of 14.62 deviation default is 14.62, the minimum value is 10 and the maximum is 75. The collected data is tabulated into the group data frequency distribution list as follows:

Table 3: Distribution of Control Class Pretest Frequency

Value intervals	Frequency	
	Absolute	Percentage
10 – 20	1	5%
21 – 31	1	5%
32 – 42	2	10%
43 – 53	8	40%
54 – 64	5	25%
65 – 75	3	15%
Total	20	100%

Based on the table above, it can be seen that the pretest histogram chart in Grade VII A2 Junior High School Sabilina Deli Serdang, to be specific, there is 1 (one) understudy who gets a score of 10-20. There is 1 (one) understudy who gets a score of 21-31. There were 2 (two) understudies who scored 32-42. There were 8 (eight) understudies who scored 43-53. There are 5 (five) students who get a score of 54 – 64. There are 3 (three) students who get a score of 65 – 75.

Posttest Information on Control Lesson English Learning Results

Posttest information is prepared to discover out the Posttest recurrence dispersion information in the control class. On the learning results of the Posttest ability test in the control course, it can be expressed in the statistical table below:
Table 4.7: Statistical Scores of Control Course Learning Results After Treatment (Posttest).

Statistics Posttest Control Value

N valid	20
missing	0
Mean	68.25
Median	67.50
Mode	60
Std. Deviation	13.695
Minimum	40
Maximum	90
Sum	1365

Based on table above the results of calculations using the SPSS 21 program for windows on the data after treatment (Posttest) in the control class, the number of valid samples is 20, the mean score is 68.25, the mean value is 67.50, the standard deviation is 13.69 deviation standard 13.69, minimum value of 60 is 40 and maximum is 90. The collected data is tabulated into the group data frequency distribution list as follows:

Table 4 Distribution of Control Class Posttest Frequency

Value intervals	**Frequency**	
	Absolute	**Percentage**
40 – 48	2	10%
49 – 57	0	0%
58 – 66	8	40%
67 – 75	3	15%
76 – 84	4	20%
85 – 93	3	15%
Total	20	100%

Based on the table above, it can be seen that the posttest histogram chart in Grade VII A1 Junior High School Sabilina Deli Serdang, specifically, there were 2 (two) students who got scores of 40 – 48. There were 8 (one) students who scored 58-66. There were 3 (three) students who scored 67-75. There were 4 (four) students who scored 76 – 84 and 3 (three) students who scored 85 – 93.

Portrayal of Perception Results of Understudy Exercises in Learning English Utilizing Audio Visual Media

In the treatment arrangement, the analyst made perceptions of almost students' states of mind amid the learning prepare with the help of 2 spectators, to be specific English subject teachers and colleagues. This instrument contains informative and 15 (fifteen) markers of understudy action that was observed. Perceptions were carried out by implies of eyewitnesses observing understudy exercises carried out amid four gatherings.

The information obtained from the instrument is summarized at the conclusion of each meeting. The following could be a summary of the information from perceptions of the learning prepared in the exploratory and control classes utilizing perception sheets.

Table 5: Description of the Observation Results of the Experimental Lesson Learning Process.

No	Observational aspect	Student Response	Meeting					Percentage (%)
	Initial activity		**1**	**2**	**3**	**4**	$\bar{x}$	
1	The teacher opens learning activities and conducts class management (checks student attendance, prays and focuses attention)	Students look ready to learn	**20**	**17**	**20**	**20**	**19,25**	**96,25**
		Students answer the teacher's greeting	**20**	**20**	**20**	**20**	**20**	**100**
2	The teacher gives apperception	Students look at the teacher and notice	**17**	**19**	**19**	**20**	**18,75**	**93,75**
3	Teacher gives motivation.	Students look happy	**17**	**18**	**17**	**20**	**17,5**	**87,5**
4	The teacher explains the learning objectives or basic competencies to be achieved	Students pay attention to the teacher's explanation	**13**	**19**	**17**	**20**	**17,25**	**86,25**
5	The teacher prepares the audio visual that will be used	Students look happy. Students are preparing to use audio media Visual	**20**	**19**	**19**	**20**	**63,75**	**82,75**
6	The teacher explains the steps to be Core Activities carried out	Students understand the steps explained by the teacher	**13**	**15**	**17**	**19**	**49,75**	**68,75**
	Main activities							
7	Teachers condition students to be ready watching the video shows presented	Students are interested in using audio visual media during learning	**18**	**18**	**20**	**19**	**60,75**	**79,75**
8	The teacher displays self-introduction material (self-introduction)	a. Students have motivation in following learning	**20**	**18**	**20**	**19**	**62,75**	**81,75**
		b. Student attention is focused on the material shown via Video	**20**	**17**	**19**	**19**	**60,75**	**79,75**
9	The teacher explains the core material contained in the video and relates the suitability of the core content video with material	a. Students pay attention teacher explanation	**19**	**17**	**15**	**19**	**55,75**	**74,75**
			7	**5**	**9**	**10**	**7,75**	**38,75**
	End activities							

10	Teachers guide students to concluding the material that has been learned	Students participate in concluding according to their understanding	**3**	**5**	**2**	**3**	**10,75**	**13,75**
11	Teacher gives evaluation in the form of questions	Students answer teacher question question	**2**	**2**	**3**	**3**	**7,75**	**10,75**
12	The teacher asks to do a simulation with good cooperation	Students carry out a simulation with good cooperation, according to the teacher's direction	**2**	**4**	**3**	**6**	**13,5**	**67,5**
13	The teacher closes learning	Students answer closing	**20**	**20**	**20**	**20**	**20**	**100**
	Total							**1,162**
	Average Score							**77,75**

Table 6: Description of the Observation Results of the Control Class Learning Process

No	Observational aspect	Student Response	Meeting					Percentage (%)
	Initial activities		**1**	**2**	**3**	**4**	$\bar{x}$	
1	The teacher opens learning activities and manages the class (checks student attendance, prays and concentrates attention)	a. Students look ready to learn	**20**	**19**	**19**	**17**	**62,25**	**79,25**
		b. Students answer the teacher's greeting	**20**	**20**	**20**	**20**	**20**	**100**
2	The teacher gives apperception	Students look towards teacher and pay attention	**19**	**19**	**17**	**15**	**58,75**	**73,75**
3	Teacher gives motivation	Students look happy	**17**	**15**	**15**	**13**	**50,25**	**63,25**
4	The teacher explains the learning objectives or basic competencies to be achieved	Students pay attention to the teacher's explanation	**13**	**15**	**12**	**15**	**43,75**	**58,75**
5	The teacher prepares learning with textbooks.	Students look happy in preparing for learning using a packet	**17**	**15**	**15**	**13**	**50,25**	**63,25**
6	The teacher explains the steps to be implemented	Students understand the steps explained by the teacher	**10**	**12**	**12**	**9**	**36,25**	**45,25**
	Main activities							
7	Teachers condition students to be ready to receive material with the lecture method	Students are interested in the use of the lecture method and package use	**15**	**13**	**13**	**11**	**43,75**	**54,75**
8	The teacher explains about self-introduction	Students have motivation in following Learning	**14**	**16**	**10**	**11**	**42,75**	**53,75**

	material.	Student attention is focused on the material explained by Teacher	**15**	**17**	**13**	**13**	**48,25**	**61,25**
9	The teacher explains the core material contained in the video and relates the suitability of the core content video with material	a. Students pay attention teacher explanation	**15**	**15**	**11**	**13**	**44,25**	**57,25**
		b. Students actively ask	**5**	**4**	**2**	**2**	**11,5**	**13,5**
	End activities							
10	Teachers guide students to concluding the material that has been learned	Students participate in concluding according to their understanding	**2**	**1**	**2**	**2**	**6,25**	**7,25**
11	The teacher gives an evaluation in the form of questions	Questions Students answer the teacher's questions	**1**	**2**	**1**	**1**	**3,5**	**5,5**
12	The teacher asks to do a simulation with good cooperation	Students carry out a simulation with good cooperation, according to the teacher's direction	**1**	**2**	**3**	**3**	**6,75**	**9,75**
13	The teacher closes learning	Students answer closing	**20**	**20**	**20**	**20**	**20**	**100**
		Total						**846,5**
		Average Score						**56,43**

From the table above, it can be seen that the normal value of the perceptions from the test lesson and the control course is diverse. The normal perception result from the test course is higher than the normal control lesson perception result. In the test lesson the normal perception score reached 77.75 while in the control course it came to 56.43. Usually affected by the utilization of audio-visual media in the learning handle. With the presence of audio-visual media, students are more interested and excited to take part in the learning preparation, students' consideration is more centered on audio-visual and students' comprehension of material in the exploratory lesson is more overwhelming when compared to the control lesson.

The comparison of the Posttest scores on the results of learning English in the exploratory course and the control lesson can be seen in the following table:

Table 7: Posttest Results of Experiment Course and Control Course Gather Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Hypothesis testing	Posttest Experiment	20	82.25	9.931	2.221
	Posttest Control	20	68.25	13.695	3.062

Based on table above, the normal value of the exploratory lesson is 82.25 which of the control lesson is 68.25. In this manner, the normal value of the exploratory course is more prominent than the normal value of the control course. To advance strengthen the comparative information of Posttest scores for the exploratory lesson and the control course, a speculation test was carried out. The theory tested is:

H0 : There is no impact of the utilization of audio-visual learning media on student learning results in English lesson VII subject at Junior High School Sabilina Deli Serdang.
Ha: There is an impact of the utilization of audio-visual learning media on student learning results in English Grade VII subjects at Junior High School Sabilina Deli Serdang.
Posttest t-test comes about can be seen in the following table:

Table 4.15 Posttest Lesson T-test Results and Control Course Free Samples Test

	Levene'sTest for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.346	.253	3.701	38	.001	14.000	3.783	6.342	21.658
Equal variances not assumed			3.701	34.653	.001	14.000	3.783	6.318	21.682

Based on table above, using the calculation of the independent sample t-test obtained Posttest t-test data on the results of learning English in the experimental class and control class with a t-count of 3.701 > t-table of 1.729 and a sig. (2-tailed) 0.001 < 0.05. So it can be concluded that H0 is rejected and Ha is accepted, which means that there is an effect of the use of audio-visual learning media on student learning outcomes in English class VII subject at Junior High School Sabilina Deli Serdang.

Discussion

The research was conducted at Junior High School Sabilina Deli Serdang. The research subjects were students of lesson VII A1 as the exploratory course and students of Grade VII A2 as the control course.

The contrast in the way the educator passes on the material points to decide the impact of utilizing audio-visual media on English learning results. Some time recently the investigating exercises were carried out, a pretest of English learning results was carried out to begin with. The pretest was conducted to discover out students' English learning results before being given treatment. The results of the pretest of learning English in the test course and control course are generally the same as seen from the

normal value of the exploratory course and the control course. The normal value of the test course was 49.75 and the normal value of the control course was 46.75. Next, a pretest information investigation prerequisite test was carried out on the results of learning English in the test class and control course, specifically carrying out an ordinaryness test and a homogeneity test. After carrying out the ordinariness test, in the exploratory lesson the Asymp Sig Kolmogorov-Smirnov score in the pretest English learning results was 0.879 > 0.05 and in the control course the Asymp Sig Kolmogorov-Smirnov score in the pretest English learning results was 0.593 > 0.05 .

The data is said to be ordinarily dispersed on the off chance that the Kolmogorov-Smirnov output cost coefficient is Asymptotic Sig > of the required alpha value, which is 5% (0.05). Whereas the Homogeneity test got the value of Sig. in the Levene Insights pretest the results of learning English in the exploratory and control classes were 0.778 > 0.05. From these results it can be concluded that the pretest information for the exploratory course and the control lesson is regularly disseminated and has the same or homogeneous beginning capacities so that inquires about can be carried out in the exploratory lesson and the control course.

After being given treatment in the test lesson and control lesson, at that point a Posttest of English learning results was carried out. From the posttest results of learning English in the experimental lesson and the control course, it was found that the normal score for the exploratory lesson was 82.25 and the normal score for the control course was 68.25. The normal value of the exploratory lesson is higher than the normal value of the control lesson with a distinction of 14.0. Posttest information on the results of learning English in the exploratory lesson and control lesson were more than tried for ordinaryness and homogeneity tests. The ordinariness test in the exploratory course got the Asymp Sig Kolmogorov-Smirnov score in the Posttest English learning results of 0.874 > 0.05. In the control lesson, the Asymp Sig Kolmogorov-Smirnov score on the post-test of English learning outcomes was 0.584 > 0.05. The information is said to be regularly disseminated on the off chance that the Kolmogorov-Smirnov yield cost is Asymptotic Sig > than the required alpha value, which is 5% (0.05). Whereas the homogeneity test got Sig. on the Levene Insights Posttest, the results of learning English in the exploratory and control classes were 0.253 > 0.05. From these results it can be concluded that the Posttest information for the exploratory course and the control course are normally conveyed and have the same or homogeneous introductory capacity so that the t-test (t-test) can be carried out.

The t-test (t-test) can be carried out after carrying out the typicality test and homogeneity test on the pretest and posttest comes about learning English in the test course and the control course. The criteria used to draw conclusions from the theory (t-test) with a noteworthiness level of 5% (0.05) that's, on the off chance that the esteem of tcount <ttable or sig> 0.05 at that point H0 is acknowledged and Ha is rejected, which suggests that there's no impact of the utilization of audio-visual learning media on learning results understudies in English Grade VII subject at Junior High School Sabilina Deli Serdang.

Alternately, in case the esteem of tcount > ttable or sig <0.05 at that point H0 is

rejected and Ha is acknowledged, which suggests that there's an impact of utilizing audio-visual learning media on understudy learning results in English Grade VII subject at Junior High School Sabilina Deli Serdang.

Posttest t-test utilizing the SPSS 21 for windows program, the Posttest t-test information obtained from the comes about learning English within the exploratory lesson and control lesson with a tcount of 3,701 > ttable of 1,729 and a sig. (2-tailed) 0.001 < 0.05. So it can be concluded that H0 is rejected and Ha is acknowledged, which suggests that there's an impact of the use of audio-visual learning media on understudy learning results in English lesson VII subject at Junior High School Sabilina Deli Serdang. Finally, it can be concluded that the use of audio-visual media in English subject matter Self Presentation and Other can have a positive impact on learning outcomes.

The analyst realizes that this investigation still has restrictions or deterrents, counting restricted facilities and frameworks such as projectors as a supporting device for audio-visual learning media, and therapeutic exercises are not conceivable for understudies who have not completed their learning results due to time imperatives. Analysts too ought to look at in more depth the speculations that back the making of perception sheets since the hypothesis used does not completely bolster the investigating information using perception sheets.

IV. CONCLUSION

Based on the results of the investigation of research information and the discourse that has been described already, it can be concluded that the results of this study appear that the normal posttest score for the exploratory gather is 82.25, which is higher than the normal for the control gather, which is 68.25. The results of the information investigation appeared that the tcount was 3,701 > ttable 1,729. This implies that there is a noteworthy distinction between the posttest results of the exploratory lesson that employments audio-visual learning media and the control course that addresses employments and as it were employments printed book media. This will be deciphered that learning that employs audio-visual media has higher learning results compared to learning that does not use audio-visual media. In this way it can be concluded that there is an impact of the utilization of audio-visual learning media on student learning results in English lesson VII subject at Junior High School Sabilina Deli Serdang. Student exercises related to learning exercises from the angles watched using the perception sheet as a whole for the exploratory lesson are categorized as active. In the experimental class the normal perception score came to 77.75 while within the control lesson it came to 56.43. Typically demonstrated by the normal perception result from the test course is higher than the normal control lesson perception result. Finally, based on the findings and the significance of this study, the researcher has more wishes for this research to help other research to do the relate research. Also, for the student and teacher, the researcher has a big wish to this research could be an helpful guide for them to learn more about audio-visual media in school.

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