Research article

Using Audiovisual Media for Improving the Reading Comprehension Ability of Elementary Students During the COVID-19 Pandemic in Sidoarjo, Indonesia

Sugiyani Ayu Pangestuti and Tri Linggo Wati*

Elementary School Teacher Education Study Program, Faculty of Psychology and Science Education, Muhammadiyah University of Sidoarjo, Indonesia Jl. Majapahit, 666 B, Sidoarjo

ORCID
Tri Linggo Wati: https://orcid.org/0000-0003-1746-7910

Abstract.
This study analyzed the reading comprehension ability of grade-four students at SDN Kepunten before and after implementing the audiovisual media during the COVID-19 pandemic. The study used a qualitative design with a descriptive approach in the form of a case study. Data were collected via interviews, observation, and documentation. The collected data were analyzed through data reduction, presentation, and verification, and by concluding. The findings of this study revealed that audiovisual media is indeed beneficial in developing fourth-grade students' reading comprehension skills during the COVID-19 pandemic. Teachers and students generally use WhatsApp as an online learning communication tool at all stages, namely, the planning, implementing (comprising initial, core, and closing activities), and closing (evaluation) stages.

Keywords: audio visual media, reading comprehension

Corresponding Author: Tri Linggo Wati; email: vanda1@umsida.ac.id

1. Introduction

In February 2020, we are all facing a very extraordinary epidemic that makes people, especially students, restless. This outbreak is named Coronavirus Disease 2019 (COVID-19) and is a new type of disease that has never been detected in humans before. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress, such as fever, cough, and shortness of breath. The average incubation period is 5-6 days, and the longest incubation period is 14 days [1]. This very dangerous epidemic has had a huge impact on the world, especially in Indonesia. During this pandemic, many schools and government installation offices were closed. This extraordinary impact also worsens the education situation in Indonesia. Therefore, the government provides a stay at home policy by conducting online or online learning activities for all elementary, middle, high school and college students. This is in line

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with the policy of the Minister of National Education, Mr. Nadiem Anwar Makarim who issued Circular Letter No. 3 of 2020 concerning "Online Learning (On the Network) to Prevent the Spread of Corona Virus Disease (Covid-19) indicating all indoor and outdoor activities in Indonesia. All departments are temporarily suspended in order to suppress the spread of the Corona virus, especially in the education sector. Through this circular, the government implements policies such as social restrictions, social distancing, and the use of masks. And has the support of SE No. Number 4 of 2020 concerning the Implementation of Education Policies during the Covid-19 Pandemic In this case the learning process can be carried out online or online to provide a meaningful learning experience, Focus on life skills and learning activities that vary according to students' interests, conditions, and facilities [2] . The distance learning system is one of the current educational alternatives. The focus of distance education is students or students, they play an important role in their success, by being responsible for doing and mastering the tasks given [3].

Learning and learning activities are interactive processes that are educational in nature in order to achieve educational goals. Learning is a system that is included in the learning process. Learning consists of several components that influence each other, including teachers, students, objectives, materials, media, methods, and evaluations. Learning is a type of teaching and learning activity related to education that involves changing attitudes, skills, knowledge, etc. of students and faculty members, thus facilitating the learning process and helping students follow the objectives to be studied. complete. The success of learning certainly cannot be separated from cooperation with school residents, including the role of teachers as educators [4] . Learning media has a very useful role for the success of student learning. With the use of learning media, it will encourage the involvement of students in mastering the modules that will be studied later. In choosing the media, it is important to pay close attention to the factors, namely aspects of *Access, Cost, Technology, Interactivity, Organizational change, Novelty, and Speed* [5] .

Learning media actually has an important function, in addition to helping students understand the material which in turn affects student learning activities and outcomes, when teachers cannot provide material to students for certain reasons, learning media also play a role in replacing teachers. , such as teachers attending conferences that do not allow teachers to enter the classroom and teach, and in the current pandemic, online learning also requires the most effective media to assist students in the learning process by using audio-visual media to overcome the audio-visual media used in teaching and learning. learning process The type of learning media, namely audiovisual media, is the

type of media used in learning activities that involve hearing and vision in a process or activity [6] . Messages and information that can be disseminated through the media can be disseminated through the media in the form of verbal and nonverbal information that depends on sight and hearing. Examples of audio-visual media are movies, videos, TV programs, etc.

In this online learning period, the use of learning media is very important to support the process of teaching and learning activities, especially to grow students' reading comprehension skills. Reading comprehension is one of the skills that must be possessed by students. Reading comprehension is a process composed of two main abilities, namely the ability to capture the meaning of words and the ability to think about speech perception. This means that the reader needs to convey the information that the author wants to explain. Reading comprehension is a reading strategy that aims to evaluate written work by engaging in reading as much as possible and doing your analysis[7] . Most of the knowledge that students gain is obtained from reading comprehension activities. The acquisition of student knowledge does not come from school education alone. However, students can gain knowledge from reading activities that are tried every day. Therefore, reading comprehension skills are very useful for students to improve their knowledge. This is because when reading the transfer of knowledge takes place with the highest percentage [8] . If someone can grasp the meaning of the words used by the writer, understand the explicit and implied meanings, and draw conclusions, then it can be said that he understands the reading. Reading comprehension requires students to get used to it so that students can understand the contents of the text they read. If students have mastered the content of the text and can understand the meaning of the words used by the author, then they can be said to understand. Therefore, it is necessary to familiarize children with reading texts. Improving students' reading comprehension skills needs to be developed from an early age, because understanding of reading text material does not only depend on the content of the text, but also depends on the existing knowledge of the reader.

2. Method

2.1. Types of research

Type research used _ in study this is qualitative descriptive for get information that explains about something incident or event , or based on what happened on the spot incident .

1. **Unit of Analysis**

2. Audio-visual media are the number of media used in progress or activities that involve activity learning good with hearing as well as visuals.

3. Read understanding is something form activity purposeful reading _ for understand information or the meaning contained in contents reading .

4. **Research subject and setting**

The secondary subject selected in this study was the fourth grade homeroom teacher at SDN Kepunten Tulangan. While the primary subjects selected in the study were 4 fourth grade students, namely 2 male students and 2 female students. This sampling is based on the following reasons : fourth student the two of them level read understanding already above average and two other level read understanding below average. While the selected setting by researcher is SDN Kepunten which is located at Jalan Raya Kalpataru village Kepunten , District Reinforcement , District Sidoarjo . Election location the made by researcher because school the near with House researcher . Besides that school it also has vision and very mission _ clear .

2.2. Technique data collection

Technique data collection on study this are :

1. Interview

2. Observation

3. Documentation

4. **Checking data validity**

During the Covid-19 pandemic at SDN Kepunten Reinforcement , researcher use technique triangulation for get away test credibility for observe something incident or event .

3. Results and Discussion

3.1. Analysis Use of Audio Visual Media Against Ability Read Understanding Student Class IV During the Covid-19 Pandemic SDN Kepunten reinforcement .

Online learning is done use feature *Whatsapp* , and learning videos will be uploaded in the group *whatsapp* . online learning by using online applications will increase learning independence, with independence will grow responsibility and also increase students' learning attention [9] . The benefit of the features displayed in education is that *WhatsApp Messenger Group* shares educational facilities collaboratively and collaboratively online between teachers and students as well as fellow students both at home and at school [10] . In accordance with the given video by the teacher, the teacher gives a video containing about fairy tales . The video showing text reading and picture move so students seen interesting . Teacher invites student for watch videos and read the text in the video. After that , the teacher proposes question exercise to student based on the video presented , and the teacher proposes question related fairy tale internal elements based on the video presented . Researcher then check understanding student about the story they read . Elements in the story the teacher gave to student is 1) understand and say vocabulary with clear , 2) mention elements story , and 3) mention contents story . Characters in story , 4) explain characters in story , 5) explain theme story , 6) explain background , place , time , and atmosphere story . After the teacher gives question practice , teacher waiting answer student , is it student could answer question the or no . Teacher will submit different questions so that students no bored with same question . _ After invite student for watching the video, the teacher asks student for tell return content of the video, and the teacher asks student for summarize contents story and explain message want _ be delivered by story that . From result implementation learning , ability read understanding student Grade IV Public Elementary School Kepunten reinforcement belong to fine , because there are 25 students , so about 20 students could explain the reading with good . displayed videos . _ Students are also able interpret Duty fairytale with good . Based on the observation grid use functionality *WhatsApp* as means delivery Theory During online learning , the steps that have been done by the teacher for use application *WhatsApp* as tool communication online learning during the Covid-19 pandemic is as following :

4. Planning

During the COVID-19 pandemic , teachers need prepare self before use application *WhatsApp* as tool communication learning *online* . Teacher preparation like make group

whatsapp for class to be used , the teacher prepares an *online* lesson plan that will used , the teacher determines timetable and plan use , the teacher prepares Theory in the form of video media and also books lesson and LKS produced by the teacher, the teacher prepares student for the learning process with do attendance *on line* use *Google Sheets* .

5. Implementation

Implementation is the realization of the plan that has been formulated by the teacher. The implementation of the learning process is based on observations at IVA SDN Kepunten Tulangan, which the researchers describe as follows:

a. Preliminary activities In the initial learning activities, the teacher greets students through the *whatsapp group* , then uses the *google form to send online* attendance , and sends a link to the class *whatsapp group* . The teacher then gives instructions about the activities to be carried out. After the teacher sends attendance *online* , students fill in the attendance form, the system automatically detects attendance and records the name of the attendance.

b . main activity

In the core activity, the teacher provides materials that have been prepared and video learning media that have been prepared. If there is material that has not been understood, the teacher gives students the opportunity to ask questions. If the video shown is still not understood, students can ask questions. The teacher gives quiz assignments and practice questions, for quizzes the teacher gives approximately 30 minutes, and for assignments in the form of LKS the teacher gives a time limit of 21.00 WIB. The teacher will still ask students if they understand the assignment, and if not, the teacher will give students the opportunity to ask questions about the assignment. For LKS assignments, the time limit given by the teacher is 21.00 WIB because most students still use their parents' cellphones and wait for their parents to come home from work before they can complete the assigned tasks. The homework given can be collected in the form of photos and sent to a *whatsapp group* or private chat to the teacher. For students who are late within the specified time limit, the student can still send it the next day, but the reason for the student's delay must include a clear and logical reason.

c. Closing ceremony

The closing activity ended with a lesson by the teacher with a thank you, funny sticker and *whatsapp icon* in the form of a thumbs up as a form of appreciation to students who have taken the lesson seriously.

6. Evaluation

After the researcher's observation, the teacher evaluation system is that all assignments given by the teacher to students are accepted by the teacher, and the teacher will correct the assignments that are entered in the whatsapp group or private chat one by one and enter the students' scores into the scorebook as an example. proof. Student physical assessment.

6.1. Analysis Read Understanding Student Class IV During the Covid-19 Pandemic

Researchers carried out research on how to read comprehension skills by looking at the teacher distributing video media containing fairy tales, the video containing story readings and moving pictures so that it looked interesting to students, then students were invited by the teacher to read and master what was in the video. . The teacher allots 15 minutes for students to start watching the video and let students master the story in the video. To recognize the ability to read student descriptions, the teacher gives quizzes to students, where students are given questions related to the stories contained in the video. The teacher asked the students for the initial questions to tell the elements in the story, the students looked very enthusiastic. The researcher focused on 4 students who the researcher wanted to know how to read their descriptions. The researcher observed that from student D to student D , the researchers saw that all of them had been able to say the intrinsic elements properly and correctly. After that, the question for the two teachers to share questions with students is to say the characters in the story that have been presented via video. Researchers looked at students A to student D that they were able to tell the characters in the story in the video. After that, the three teachers distributed questions, the students were asked to say the theme of the story. The researcher saw that from the four students there were 2 students who had not been able to say what the theme was in the story. After that, the next question is about the four teachers asking students to describe the character, setting, place, time and atmosphere in the story. The researcher sees that the four students have been able to tell from what is in the problem, it's just that all of the four students together still

cannot explain the atmosphere contained in the story. The fifth question continued, the teacher asked students to say the message contained in the story. The researcher saw that all four students had been able to say the message contained in the story well. For the last question, the teacher asks students to describe the story they have read and observed in the video through *voice notes* . Researchers saw that of the four students, only 2 students were able to describe the stories they read, but the other 2 students were able to describe the stories they read well and they were able to use a good choice of words and not messy and these words does not have a double meaning. From the results of the research, it can be concluded that on average all students can master the text well if they read the story or watch the story via video. Students feel interested in reading through videos rather than just through photos, reading texts or in theme novels. The teacher also said that this video media was very popular with students, although there were still some who did not understand, but even so students were interested in learning and trying rather than just being monotonous using thematic novels and only pictures and text reading.

7. conclusion

Based on the results of research conducted by researchers, it can be concluded that the Analysis of the Use of Audio Visual Media on the Reading Comprehension Skills of Class IV Students during the Covid-19 Pandemic at SDN Kepunten Tulangan is as follows. Analysis of the Use of Audio Visual Media on Reading Skills Descriptions by the fourth grade teacher at SDN Kepunten Tulangan. Teachers use Audio Visual media to support educational activities while measuring students' reading comprehension skills. Educational activities that include opening, core, and closing activities. Teachers carry out online educational activities using the *WhatsApp application* , all educational activities are accessed through the *WhatsApp feature,* both the delivery of modules, data *, dialogue* and assessment activities that are tried using features such as videos and images.

Acknowledgement

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