



Available online at  
<https://journal.stkip-us.ac.id/index.php/spes>

P-ISSN:, E-ISSN:

Vol. 2 No. 1 (2026). 1-9

# The Effect of Audio-Visual Media on Eleventh-Grade EFL Students' Reading Skills

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Submitted: 5 March 2026

Accepted: 18 March 2026

Published: 26 March 2026

## KEYWORDS

audio-visual media, reading skills, English as a foreign language, senior high school students, reading comprehension

## ABSTRACT

English plays a crucial role in global communication, particularly in the contemporary era where multilingual interactions are increasingly common. In Indonesia, English is taught as a foreign language; however, students' reading proficiency remains a significant challenge, especially at the senior high school level. This study aimed to investigate the effect of audio-visual media on students' reading skills. The research was conducted at SMA Negeri 2 Kutacane, Southeast Aceh, focusing on eleventh-grade students. A quantitative approach with a one-group pretest–posttest experimental design was employed. The participants consisted of students from Class XI-3, selected based on preliminary classroom observations indicating low reading achievement. Data were collected through reading comprehension tests administered before and after the implementation of audio-visual media in instruction. The findings revealed that the mean pretest score was 59.48, while the mean posttest score increased to 74.05, showing a gain of 14.57 points. This improvement indicates that audio-visual media contributed positively to students' reading performance by enhancing comprehension, motivation, and engagement during the learning process. The results confirm that the use of audio-visual media is effective in improving students' reading skills. Therefore, audio-visual media can be considered a valuable instructional tool in English reading classes at the senior high school level.

## KATA KUNCI

media audio-visual, kemampuan membaca, bahasa Inggris sebagai bahasa asing, siswa sekolah menengah atas, pemahaman membaca

## ABSTRAK

Bahasa Inggris memiliki peran penting dalam komunikasi global, khususnya di era modern ketika interaksi multibahasa semakin sering terjadi. Di Indonesia, bahasa Inggris diajarkan sebagai bahasa asing, namun kemampuan membaca siswa masih menjadi permasalahan utama, terutama pada jenjang sekolah menengah atas. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media audio-visual terhadap kemampuan membaca siswa. Penelitian ini dilaksanakan di SMA Negeri 2 Kutacane, Aceh Tenggara, dengan subjek penelitian siswa kelas XI. Metode yang digunakan adalah pendekatan kuantitatif dengan desain eksperimen one-group pretest–posttest. Sampel penelitian adalah siswa kelas XI-3 yang dipilih berdasarkan hasil observasi awal yang menunjukkan rendahnya kemampuan membaca siswa. Data dikumpulkan melalui tes membaca yang diberikan sebelum dan sesudah penerapan media audio-visual. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest siswa sebesar 59,48, sedangkan nilai rata-rata posttest meningkat menjadi 74,05, dengan selisih peningkatan sebesar 14,57 poin. Temuan ini menunjukkan bahwa penggunaan media audio-visual memberikan dampak positif terhadap kemampuan membaca siswa, terutama dalam meningkatkan pemahaman teks, motivasi belajar, dan keterlibatan siswa dalam proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa media audio-visual efektif digunakan sebagai media pembelajaran untuk meningkatkan kemampuan membaca bahasa Inggris siswa sekolah menengah atas.

### APA 7<sup>th</sup> Citation:

Jadla, Jamil, Vancito. (2026)

The Effect of Audio-Visual Media on Eleventh-Grade EFL Students' Reading Skills

Spes: Journal Education and Language, 2(1), 1-9

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## **Introduction**

Education is a systematic and continuous process that involves teaching, training, and learning activities aimed at transferring knowledge, skills, values, and social norms from one generation to the next. Through education, individuals develop cognitive abilities, personal potential, and social awareness that enable them to function effectively in society. Education is not merely confined to formal schooling; rather, it encompasses lifelong learning experiences that contribute to personal and intellectual growth. As emphasized by Pristiwanti et al. (2022), education represents all learning experiences throughout life that positively influence individual development and prepare learners to face social challenges competently. In the context of modern education, mastering a foreign language—particularly English—has become an essential component of academic and professional success. English functions as an international language that facilitates global communication, access to information, technological development, and cross-cultural interaction. According to Sari et al. (2019), language serves as a fundamental tool for human communication, enabling individuals to express ideas, emotions, and thoughts through symbols such as words and gestures. Given the increasing demands of globalization, English proficiency is no longer optional but a necessity, especially for students at the secondary education level.

English language learning involves four interconnected skills: listening, speaking, reading, and writing. These skills are commonly categorized into receptive skills (listening and reading) and productive skills (speaking and writing), which mutually reinforce one another (Christi et al., 2016). Among these skills, reading plays a crucial role in language acquisition and academic achievement, as it enables learners to access information, expand vocabulary, and develop critical thinking abilities. Herianto (2020) explains that reading is a cognitive process involving visual perception, mental processing, and memory to interpret written symbols and construct meaning. Despite its importance, reading remains a challenging skill for many Indonesian students learning English as a foreign language. Observations conducted at SMA Negeri 2 Kutacane revealed that students' reading proficiency was relatively low, particularly due to limited reading practice, overemphasis on grammar instruction, and insufficient exposure to meaningful reading activities. Many students demonstrated low motivation, lacked confidence, and felt anxious when asked to read English texts aloud. These conditions hinder students' ability to comprehend texts effectively and reduce their engagement in English learning activities.

One significant factor contributing to students' low reading achievement is the limited use of instructional media in the classroom. Teaching practices that rely heavily on lectures and textbook-centered instruction often fail to capture students' interest or accommodate diverse learning styles. Instructional media, particularly audio-visual media, have been widely recognized as effective tools for enhancing learning outcomes by presenting information through both visual and auditory channels. Susilo (2020) argues that audio-visual media, such as videos, can create more engaging learning environments, increase students' motivation, and improve comprehension by contextualizing language use. Audio-visual media allow learners to simultaneously see and hear language input, making abstract concepts more concrete and facilitating deeper understanding. In reading instruction, audio-visual materials can support

students in comprehending texts by providing visual cues, background context, and pronunciation models that aid interpretation. Several previous studies have demonstrated the effectiveness of audio-visual media in improving reading skills. Fatimah et al. (2022) found that students taught using audio-visual media showed significantly higher reading achievement compared to those taught using conventional methods. Similarly, Solikah (2016) reported that audio-visual-based instructional activities increased students' focus, motivation, and early reading abilities. These findings suggest that audio-visual media can serve as a powerful instructional tool in language learning, particularly in developing reading skills. Despite this evidence, audio-visual media have not been optimally utilized in English reading instruction at SMA Negeri 2 Kutacane. Therefore, this study seeks to examine the effect of audio-visual media on students' reading skills, specifically focusing on eleventh-grade students in Class XI-3. By integrating audio-visual media into reading instruction, this research aims to address existing learning challenges and provide empirical evidence supporting innovative teaching practices. Ultimately, this study is expected to contribute to the improvement of English reading instruction and encourage teachers to adopt more engaging and effective learning media.

## **Method**

This study employed a quantitative research approach with a pre-experimental design, specifically the one-group pretest–posttest design. Quantitative research was selected because it allows the researcher to measure variables objectively using numerical data and statistical procedures to examine the effect of a treatment on a specific outcome (Abdullah, 2015). In this design, a single group of participants was measured before and after the implementation of the treatment, enabling the researcher to identify changes attributable to the use of audio-visual media in reading instruction. The independent variable in this study was the use of audio-visual media, while the dependent variable was students' English reading skill, which included aspects of intonation accuracy, pronunciation accuracy, fluency, and voice clarity. A pretest was administered to determine students' initial reading ability, followed by instructional treatment using audio-visual media, and finally a posttest was conducted to measure students' reading performance after the intervention.

The research was conducted at SMA Negeri 2 Kutacane, Southeast Aceh, during July 2024. The population of this study consisted of all eleventh-grade students, totaling 63 learners distributed across three classes. Due to practical considerations and research objectives, purposive sampling was applied to select one class as the research sample. Class XI-3, consisting of 21 students, was chosen because it met the research criteria and had not previously received instruction using audio-visual media for reading activities. This sampling technique was considered appropriate as it allowed the researcher to focus on a group that was representative of the population and relevant to the research objectives. The selection ensured that the data obtained reflected students' actual reading ability under similar instructional conditions.

Data were collected through reading tests administered as pretests and posttests. The reading assessment focused on four main aspects: accuracy of intonation, accuracy of pronunciation, reading fluency, and sound clarity. During the treatment

phase, students were taught reading materials—specifically narrative texts—using audio-visual media to support comprehension and reading performance. The teacher guided students through pre-reading, while-reading, and post-reading activities, providing opportunities for practice and feedback. Data analysis was conducted using descriptive and inferential statistical techniques to examine changes in students' reading performance before and after the treatment. The analysis aimed to determine whether the use of audio-visual media had a significant effect on students' reading skills. Hypothesis testing was carried out using a t-test at a significance level of 0.05 to evaluate whether the observed improvement in posttest scores was statistically significant.

## Results

This section presents the findings of the study examining the effect of audio-visual media on students' reading skills in Class XI-3 of SMA Negeri 2 Kutacane during the 2024/2025 academic year. The analysis is based on a one-group pretest–posttest quantitative design involving 21 students. The results are reported descriptively and inferentially in accordance with APA Style guidelines, focusing on score distributions, central tendencies, and overall learning improvement after the implementation of audio-visual media. The pretest results indicate that students' reading skills were generally at a low to moderate level prior to treatment. Most students experienced difficulties in reading fluency, pronunciation accuracy, and overall comprehension of English narrative texts. This condition reflects limited exposure to engaging instructional media and minimal reading practice in the classroom. In contrast, the posttest results demonstrate a noticeable improvement in students' reading performance after the application of audio-visual media during instruction.

### Students' Pretest and Posttest Performance

Table 1 presents the summary of students' pretest and posttest scores. The data show that students' scores increased consistently after the use of audio-visual media. Before treatment, students' pretest scores ranged from 50 to 80, with most students scoring below the school's minimum mastery criterion. After the treatment, posttest scores ranged from 65 to 90, indicating a meaningful shift toward higher reading achievement.

**Table 1**  
*Pretest and Posttest Scores of Students' Reading Skills*

No	Student Initial	Class	Pretest	Posttest
1	A	XI-3	55	75
2	BA	XI-3	55	70
3	DL	XI-3	65	80
4	FS	XI-3	50	70
5	F	XI-3	55	70
6	FA	XI-3	55	70
7	K	XI-3	55	70
8	MB	XI-3	55	70

9	MF	XI-3	60	65
10	MA	XI-3	65	80
11	MHD	XI-3	80	90
12	M	XI-3	75	85
13	ML	XI-3	60	75
14	MUL	XI-3	50	70
15	MFF	XI-3	55	70
16	RA	XI-3	55	70
17	SP	XI-3	70	85
18	S	XI-3	50	70
19	MIT	XI-3	55	70
20	Z	XI-3	60	75
21	MU	XI-3	60	75

The descriptive analysis shows that the **mean pretest score was 59.05**, which falls into the *quite suitable* category. This result suggests that prior to the intervention, students had limited ability to read English texts fluently and accurately. Many students read with hesitation, mispronounced words, and struggled to maintain appropriate intonation. After the treatment, the **mean posttest score increased to 74.05**, placing students in the *appropriate* category. This improvement indicates that the use of audio-visual media contributed positively to students' reading development. Students demonstrated better pronunciation, smoother reading flow, clearer articulation, and increased confidence when reading English texts aloud.

### Distribution Patterns and Learning Improvement

In terms of score distribution, the most frequent pretest score was 55, showing that a large proportion of students clustered at a lower performance level before the intervention. Conversely, the most frequent posttest score was 70, reflecting a clear upward shift in students' achievement. This change suggests that audio-visual media helped reduce performance gaps among students by providing more engaging and comprehensible input. The median scores further reinforce this finding. The median pretest score was 55, while the median posttest score rose to 70. This consistent increase across central tendency measures confirms that improvement occurred not only among high-performing students but also among those who initially struggled with reading tasks.

The variability of scores also decreased slightly after treatment, indicating that students' reading abilities became more evenly distributed. This pattern suggests that audio-visual media supported weaker readers by offering visual cues, contextual support, and repeated exposure to spoken English, which facilitated better decoding and comprehension.

### Inferential Results and Hypothesis Testing

To examine whether the observed improvement was statistically meaningful, a paired-sample comparison was conducted between pretest and posttest scores. The

analysis revealed a substantial increase in students' reading scores following the use of audio-visual media. The obtained t-value exceeded the critical value at the 0.05 significance level, indicating that the difference between pretest and posttest scores was statistically significant. These results confirm that the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore, it can be concluded that the use of audio-visual media had a significant effect on improving students' reading skills in Class XI-3 of SMA Negeri 2 Kutacane.

### **Overall Interpretation of Findings**

Overall, the findings demonstrate that audio-visual media served as an effective instructional tool in enhancing students' reading skills. The integration of visual elements, spoken language, and contextual storytelling helped students better understand narrative texts and improved their ability to read with correct pronunciation, appropriate intonation, and smoother fluency. Students became more engaged during reading activities and showed greater motivation to participate in classroom tasks. The learning environment also became more interactive, reducing students' anxiety and reluctance to read English texts aloud. These improvements suggest that audio-visual media can bridge the gap between written texts and students' comprehension, particularly in EFL contexts where exposure to authentic English input is limited. In summary, the results provide strong empirical evidence that the use of audio-visual media significantly improves students' reading skills. The improvement observed in mean scores, score distribution, and statistical testing supports the effectiveness of this instructional approach in senior high school English classrooms.

### **Discussion**

The findings of this study reveal that the use of audio-visual media has a significant and positive effect on students' reading skills in an EFL classroom context. The improvement in students' posttest scores compared to their pretest results indicates that audio-visual media effectively supports the development of reading fluency, pronunciation accuracy, and overall comprehension. Prior to the intervention, students demonstrated limited ability to read English texts confidently, which is a common issue in Indonesian EFL classrooms where instruction frequently emphasizes grammar explanation rather than active reading practice. After the implementation of audio-visual media, students showed better performance in reading narrative texts, suggesting that exposure to combined visual and auditory input helped them process written language more meaningfully. This supports the theoretical view that reading comprehension improves when learners receive multimodal input that integrates sound, image, and text simultaneously.

From an instructional perspective, the effectiveness of audio-visual media lies in its ability to contextualize language use and reduce students' cognitive burden when reading English texts. By watching and listening to audio-visual materials related to the reading passages, students were able to associate written words with correct pronunciation, intonation, and situational meaning. This learning process appeared to enhance students' confidence and reduce hesitation when reading aloud, as they were no longer relying solely on written text without guidance. In contrast to conventional

teaching methods that often require students to read independently with minimal scaffolding, audio-visual media provides direct linguistic models that learners can imitate and internalize. Consequently, students became more fluent, more accurate in pronunciation, and more capable of understanding narrative content. These findings are consistent with previous studies which report that audio-visual media increases students' engagement and supports receptive language skills, particularly reading comprehension and oral reading fluency.

In addition to improving reading performance, the use of audio-visual media also contributed to increased student motivation and classroom participation. Observations during the learning process indicated that students were more attentive and actively involved when audio-visual materials were used, compared to traditional lecture-based instruction. This heightened engagement likely played an important role in improving learning outcomes, as motivated students tend to invest greater effort in understanding instructional material. The interactive nature of audio-visual media created a more student-centered learning environment, allowing learners to experience reading as an enjoyable and meaningful activity rather than a monotonous task. Although this study was limited by the use of a one-group pretest–posttest design and a relatively small sample size, the consistent improvement in students' reading scores provides strong evidence that audio-visual media is an effective instructional tool. Therefore, it can be concluded that integrating audio-visual media into English reading instruction can significantly enhance students' reading skills and should be considered a valuable strategy in secondary-level EFL classrooms.

## **Conclusions**

Based on the findings of this study, it can be concluded that the use of audio-visual media has a significant positive effect on students' reading skills at the eleventh-grade level. The improvement observed in students' posttest scores compared to their pretest results demonstrates that audio-visual media effectively enhances reading fluency, pronunciation accuracy, and comprehension of narrative texts. The integration of visual and auditory elements helped students better understand written English by providing clear contextual cues and language models, which reduced reading anxiety and increased confidence. Therefore, audio-visual media can be considered an effective instructional strategy for improving reading skills in EFL classrooms, particularly in contexts where students have limited exposure to authentic English input.

## **Acknowledgements**

The researcher would like to express sincere gratitude to all parties who contributed to the completion of this study. Special appreciation is extended to the headmaster, English teachers, and students of SMA Negeri 2 Kutacane for their cooperation and support during the research process. The researcher is also grateful to academic advisors and lecturers for their guidance, constructive feedback, and encouragement throughout the research. Finally, heartfelt thanks are given to family and friends for their continuous support and motivation, which played an essential role in successfully completing this study.

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<https://doi.org/10.24036/02017615734-0-00>