
**IMPROVING STUDENT LEARNING OUTCOMES OF GRADE 4 SDN 3 CEMPAGA
IN ENGLISH LEARNING THROUGH YOUTUBE MEDIA BASED AUDIOVISUAL
METHOD**

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Abstrak: Penelitian ini dibuat bertujuan untuk Meningkatkan hasil belajar siswa kelas 4 SDN 3 Cempaga Bangli dalam pembelajaran Bahasa Inggris melalui Metode audiovisual Berbasis YouTube. Latar belakang Penelitian Ini Didasarkan pada Rendahnya Hasil belajar siswa dalam mata pelajaran Bahasa Inggris Yang Disebabkan oleh kurangnya minat dan keterlibatan siswa dalam mengikuti proses pembelajaran yang masih bersifat Konvensiaonal. Metode yang digunakan dalam penelitian ini. Tindakan (PTK) yang dilaksanakandalam dua siklus, setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjeck dalam penelitian ini adalah siswa Kelas IV SDN 3 Cempaga Bangli yang berjumlah 18 siswa. Data dikumpulkan melalui tes hasil belajar, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan media Audiovisual berbasis YouTube dapat meningkatkan hasil belajar siswa secara signifikan, pada siklus 1 rata-rata nilai siswa mencapai 76,94 dengan persentase ketuntasa klasikal 72,2% sedangkan pada siklus 2 meningkat mrnjadi 86,94 dengan ketuntasan klasikal yang dicapai 88,8% Dengan demikian, dapat disimpulkan bahwa penggunaan media Audiovisual Berbasis YouTube dalam pembelajaran Bahasa Inggris mampu meningkatkan hasil belajar siswa Kelas IV SDN 3 Cempaga Banglin. Metode ini juga terbukti mampu meningkatkan motivasi dan partisipasi aktif siswa dalam proses pembelajaran.

Kata Kunci: Hasil Belajar, Pembelajaran Bahasa Inggris, Media Audiovisual, Media Youtube

***Abstract:** This study was conducted with the aim of improving the learning outcomes of grade 4 students of SDN 3 Cempaga Bangli in learning English through YouTube-based audiovisual methods. The background of this study is based on the low learning outcomes of students in English subjects caused by the lack of interest and involvement of students in following the learning process which is still conventional. The method used in this study. Action (CAR) which is carried out in two cycles, each cycle consists of the planning, implementation, observation, and reflection stages. The subjects in this study were 18 students of Class IV SDN 3 Cempaga Bangli. Data were collected through learning outcome tests, observations, and documentation. The results of the study showed that the use of YouTube-based Audiovisual media can significantly improve student learning outcomes, in cycle 1 the average student score reached 76.94 with a classical completion percentage of 72.2% while in cycle 2 it increased to 86.94 with a classical completion achieved of 88.8% Thus, it can be concluded that the use of YouTube-based Audiovisual media in English learning is able to improve the learning*

outcomes of Class IV students of SDN 3 Cempaga Banglin. This method has also been proven to be able to increase students' motivation and active participation in the learning process.

Keywords: *Learning Outcomes, English Learning, Audiovisual Media, Youtube Media*

INTRODUCTION

Education is an effort to improve everyone's potential. One of the main goals in learning is to improve student learning outcomes. One important element in education today is the teaching of English, which is increasingly becoming a priority in primary schools, such as SD N 3 Cempaga. Learning English at the primary school level often poses challenges for both teachers and students, especially as English is not the mother tongue used in everyday life. Although many schools in Indonesia teach English from the primary level, student learning outcomes are still considered lacking. There is no student motivation to learn, limited learning methods, or learning media that are not interesting and in accordance with student characteristics. Although students at SD N 3 Cempaga have been taught English in grade 4, students' learning outcomes have not reached the expected standard. Many students are not confident when speaking in English and have difficulty understanding the material provided.

English is one of the most widely taught international languages in many countries. English is used by all countries to communicate in important international meetings. From junior high school to college in Indonesia, English is a compulsory subject. To improve English proficiency, the Indonesian government started teaching English in elementary schools. In the world of higher education, students' English language skills are essential to their learning process. Lecturers try to provide the best education for their students. Learning media is one of the approaches used by teachers. Learning media is one of the learning components that is very important to achieve learning objectives. Teachers must use media in every learning activity. One of the many types of learning media that can be used is audiovisual media, visual media, audio media, and print media, among others. Audiovisual media is one of the various types of learning media that can be received by the senses of hearing and vision. English is a course that aims to improve the ability to communicate orally and in writing, as well as understand and express information. Audio-visual media is the best way to deliver content in English.

Teaching and learning activities (KBM) will be more efficient, interactive, and interesting. Lecturers become better at delivering material, and students understand it more

easily. Students can see and imitate the pronunciation of English vocabulary or expressions by using audio-visual learning media. In one example of teaching speaking, the teacher presents a video of an English conversation with a projector and loudspeaker. Students become more motivated to learn English, and the process of teaching English is no longer boring for them. The above description shows that the use of audiovisual learning media can be used to help students better learn English.

Student learning outcomes in grade 4 of SD N 3 Cempaga in English lessons still show unsatisfactory performance. Many students have difficulty in understanding English materials, both in the aspects of listening, speaking, reading, and writing. Various factors contribute to this situation, including the lack of variety in learning methods as well as the inadequacy of media that support English education. Therefore, there is a need for innovation in teaching methods that can arouse students' interest and understanding of English.

Based on the results of interviews that have been conducted with English teachers at SD N 3 Cempaga, trying to find out the factors that cause low student learning outcomes in grade 4 in English subjects. At the initial meeting, researcher tried to give assignments. Based on the results of the first daily (UH), it turns out that the learning outcomes of students are very low, which is declared to pass with a standard score of 75 there are only 9 who exceed the standard score of 18 students. This is because during the learning process, it is only limited to activities of explanation from the teacher, taking notes, and doing assignments. As for the use of more interesting learning media, of course it is rarely done for more details can be seen in the following explanation:

Based on the results of the English pre-test that has been given on English subjects in grade 4, there is 70% of participants declared incomplete, and it can be concluded that the average English learning outcomes of students at SD N 3 Cempaga Bangli are still very low with a mean score of 57.05 and still have not reached the expected standard. Of 18 students, the classical completeness achieved by students is 50%. The class has not met the classical completeness standard, which is generally set at 75%. By looking at the data on student learning outcomes, the author assumes using an interesting learning model to improve student learning outcomes in English language learning.

One method that can be applied to improve student learning outcomes is audiovisual Media with YouTube media, this method emphasizes clear, and structured explanations and

provides opportunities for students to practice directly. However, in order for the learning process to be more interesting and effective, media is needed that can support student understanding, especially audio-visual media.

Audiovisual media such as learning videos, audio recordings, and moving images have an important role in improving student understanding. The use of these media can help students more easily understand the concepts taught because visual media provides a more concrete picture and facilitates students' memory. In this context, audiovisual media can improve students' ability to remember and understand vocabulary, sentence structure, and proper intonation in English.

According to Arends (2012), "The use of media in learning can increase students' interest and attention, which in turn can improve their learning outcomes." This statement confirms that choosing the right media, such as audiovisual, can have a positive impact on student learning outcomes, especially in subjects that are considered difficult, such as English.

At SD N 3 Cempaga, the implementation of learning media, using audiovisual media, is expected to be a solution to the challenges faced by students in learning English. By integrating such media, students are expected to understand the material more easily so that they can achieve better learning outcomes. For example, videos showing situations of English usage in daily life can attract students' attention and motivate them to learn English.

Given the importance of improving student learning outcomes, especially in English language learning, this study aims to improve the learning outcomes of grade 4 students at SD N 3 Cempaga through the application of the Direct Learning Model supported by audiovisual media. Hopefully, with the use of this learning model, students will find it easier to understand the English, material so that they can achieve better and optimal learning outcomes.

Thus, this proposal is prepared to plan and implement activities that aim to improve the quality of English learning at SD N 3 Cempaga with a more innovative and interesting learning model. The learning model presented in this study is the integration of YouTube into English teaching in Grade 4 of SD N 3 Cempaga. This model will include several stages:

1. Video Learning Presentation: Teachers will select instructional videos from YouTube that match the subjects taught in English.
2. Discussion and Reflection: After viewing the video, students will be asked to participate in discussion and reflection to understand the material that has been taught and apply it

in their writing or essay.

3. Practice Application: Students receive instructions on how to use the learned words, phrases, and sentences in a variety of clear and concise activities.
4. Evaluation: After using YouTube media, the teacher will provide guidance on how students can understand the material and English skills.

REVIEW LITERATUR

The results of the study by Jayanti Kusuma, IG A. (2018), showed that in the initial reflection, the average English learning outcomes of students only reached 76 with (M%) of 76%, which was still in the moderate category. The results of the study increased in cycle I with an average value of 76 and (M%) of 79%, which was still in the moderate category. After the corrective actions were implemented in cycle II, the average English learning score of students increased to 86 with an (M%) of 86%. The calculation result of the improvement score (Gn) was 0.42, which showed an increase in English learning outcomes. Thus, the English learning outcomes of class VA students at SD Negeri can be improved with a project-based learning model assisted by audiovisual media. can improve the English learning outcomes of students in the 2017/2018 academic year. The equation of research conducted by Jayanti Kusuma, IG A. (2018) with the research that researchers do is both using audiovisual media to improve students' English learning outcomes in elementary schools. The difference between the research conducted by Jayanti Kusuma, IG A. (2018) and the research that the author will do is that the researcher conducted by Jayanti Kusuma, IG A. (2018) lies in the sample population and the place of research, besides that the previous researcher used project-based while this research is youtubebased.

The results of the study by Siregar, B. R. (2022) show that the use of audiovisual media in english learning can produce better results than learning without audiovisual media. The results of the learning outcome test, or posttest, are better than the pretest. The pretest results of the experimental class averaged 45.25 and the control class 41.25. The posttest results of the experimental class averaged 70.25 and the control class 53.65. In conclusion, audiovisual learning media is effective. The learning outcomes of Indonesian students in grade V of elementary School can differ significantly. This shows that using audiovisual media in english learning can significantly improve student learning outcomes compared to learning without audiovisual media. The similarities between the research conducted by Siregar, B. R. (2022)

and the author are that both use audiovisual media in learning English. The difference between the research conducted by Siregar, B. R. (2022) and the author is that Siregar, B. R. (2022) used 5th-grade students and used the results of the experimental pre-test, and the author used grade 4.

Based on research by Mukti, D. H. H. (2021). The results of data analysis show that the learning outcomes of students taught using YouTube videos are better than 42.86% who are taught without using YouTube videos. While student scores in cycle I did not meet the standard (KKM), student scores in cycle II could meet the success criteria. Students may have greater motivation to speak, which in turn can improve their speaking ability. It shows that they have the freedom to develop their own vocabulary. YouTube videos clearly improve the speaking skills of students at Sekolah Dasar Negeri 1 Tanjung Palas. The research equation was conducted by Mukti, D. H. H. (2021). With the same author using YouTube media in learning English. The difference between the research conducted by Mukti, D. H. H. (2021). With the author, namely that the research uses YouTube media to improve speaking skills, students. while the author uses YouTube media to improve student learning outcomes in elementary schools and different research sites.

RESEARCH METHOD

In this study, the research used a type of Classroom Action (CAR), which aims to analyze the use of audiovisual methods with YouTube videos to improve student learning outcomes in the SDN 3 Cempaga Bangli class in English language learning. CAR is a type of controlled research process that allows reflection from the community by utilizing interaction, participation, and collaboration between teachers, prospective teachers, researchers, and the community with the aim of making improvements to systems, work processes, content, competencies, or learning environments. Classroom action research consists of several stages, including: Planning, action, observation, and reflection (Susilo, S. V. (2020).). Teachers or researchers can use Classroom Action Research (CAR), a form of reflective research, to improve teaching methods in the classroom (Arif & Oktafiana, 2023). CAR is a method of research carried out by teachers in their classrooms to address issues that arise during the teaching and learning process. According to Rizal Pahleviannur et al. (2022), who quote Kemmis and McTaggart (1988), CAR is an investigation conducted by education participants (teachers or school principals) as part of educational activities to enhance the validity and

rationality of social behaviors. Another name for CAR is "Classroom Action Research." It includes action research carried out in classrooms, where instructors actively participate in research as well as practice in their classes (Lafendy, 2023).

Teachers in CAR actively look for answers to a variety of problems in the classroom in their twin roles as researchers and educators. This approach places a strong emphasis on raising the standard of learning through a sequence of organized and methodical steps. Planning, action, observation, and reflection are the four primary phases that make up a typical CAR cycle. In the planning phase, the instructor pinpoints certain issues or requirements in the classroom and creates interventions meant to enhance the teaching/learning process. Implementing these is part of the action stage. interventions into instructional practices, in which educators use newly developed plans or strategies. Data is then gathered during the observation stage utilizing a variety of methods, including direct observation, interviews, documentation, and assessment rubrics. to gauge how well the intervention was. In order to ensure ongoing improvements in later cycles, the instructor evaluates the intervention's outcomes at the reflection stage, identifying both the successful and the areas that require work. This research was conducted at SDN 3 Cempaga BANGLI, the researcher chose SDN 3 Cempaga Bangli because he had previously taught at the school, therefore the researcher chose this location to make it easier to carry out research later. While teaching at SDN 3 Cempaga Bangli, researchers observed various problems related to the learning outcomes of fourth grade students at SDN 3 Cempaga Bangli. Therefore, the researcher wishes to examine more deeply the use of the Audiovisual method with Youtube media to improve the learning outcomes of fourth grade students of SDN 3 Cempaga Bangli. The subjects of this research is 18 fourth-grade students of SDN 3 CEMPAGA BANGLI.

The object of the research is to improve the learning outcomes of 4th grade students at SD N 3 Cempaga in English Language Learning through the AudioVisual Method with Youtube Media. The data collection techniques used in this study are: Observation

Observation is carried out to observe the suitability between the implementation of actions taken by the teacher and the planning that has been prepared, and to observe students during the learning process, in addition to knowing the extent to which the implementation of actions can produce the desired changes.

Documentation : Documentation is the result of using observation and qualitative

methods in qualitative studies. In general, the credibility of qualitative study results will be higher if the study is conducted using a document-based approach. Document analysis is carried out to examine written sources, such as annual documents. This study document serves as a guide to assist researchers in collecting data or information by reviewing, analyzing, and so on. This approach is very useful because it does not compromise the objectives or conclusions of the research.

Test method

The TEST method is one that teachers often use to analyze learning outcomes. In terms of its role, learning outcome tests, which are usually used to determine how well learning outcomes can be categorized into two categories: objective and essay.

“TEST is a tool or process used to understand or modify something in a particular situation using established methods and natural laws” (Arikunto, 2006: 53). “The TEST method is the process of analyzing data consisting of tasks that need to be completed by the individual or group of individuals being tested, and from the test results can produce a score (interval).” (Agung, 2014: 92).

Usually, the TEST method is used to improve cognitive functions, but it can also be used to improve affective or psychomotor functions. The advantages of the TEST method are that it is more accurate because it uses objective research instruments and the TEST is directed repeatedly. However, the limitations of the TEST method are that it is limited to evaluating one aspect of data, requires a lot of time because it must be done carefully, and only evaluates student performance during the test. The test used in this study is a test of student learning outcomes in English subjects at SDN 3 Cempaga, the test used is in the form of items that are in accordance with the teaching material by making a grid so that the items can change the learning objectives. The instrument used to measure student learning outcomes is a test device in the form of a description test. To clarify the description of the object, method, and data collection tools as well as the source and nature of the data, it can be presented as the following table:

Table : Objects, type of test, /number of question, point, and score

NO	Oject	Type of test	Number of of question	point	Score
1	Student Learning Outcomes of English Subjects Class 3	Pilihan ganda	20	5 point per butir soal	100

RESULTS AND DISCUSSION

Based on the results of data analysis of students' English learning outcomes in cycle 1, with the criteria for student learning outcomes in English learning through the use of YouTube-based audiovisual media that has been applied during learning in cycle 1 including incomplete, with the classical results achieved 72.2% still below the completeness value. Meanwhile, in cycle 2, there was a significant increase in the results of the analysis of student learning outcomes data in cycle 2 with the criteria for student learning outcomes using Audiovisual media being fairly complete, this can be proven by the student success score of 16 students being declared complete with the classical results achieved, namely 88.8% which is included in the very good category (complete).

Therefore, this research can be said to be successful in cycle 2. This can be proven by the results achieved increasing by 50% before the action and 72.2% in cycle 1 and 88.8% in cycle 2. With these results, the classroom action research can be stopped because it has shown greater success than the classical completeness value, although there are still 3 students who have not achieved results above the previously determined completeness. listening, speaking, reading, and writing. Learning to read is an important part of language learning, including English. This is also in line with research conducted by: Wijayanti, A. R. (2012) entitled Efforts to improve student learning outcomes by using Audiovisual Media in English learning. English learning refers to language skills, which consist of four elements: interest in English lessons. They also believe that English lessons are difficult and hard to understand Students will find it easier to answer questions by understanding what they read. In class:. interest in English lessons. They also believe that English lessons are difficult and hard to understand Students will find it easier to answer questions by understanding what they read. In class V of SDN 1 Sirnabaya, Gunung

Jati District, Cirebon Regency, reading activities are still not optimal. SDN 1 Sirnabaya, Gunung Jati District, Cirebon Regency, reading activities are still not optimal.

Image of implementation of cycle 1 and 2



This is due to the fact that students show less interest and. This results in poor learning outcomes for students. The purpose of this study is to improve students' learning outcomes by increasing their interest in reading. The focus of the learning is reading simple texts in English using audio-visual media. A teacher must be able to choose and use the right media in the learning process so that the reading learning process runs well. In this study, audio-visual media, which is a learning method that combines hearing and sight, is expected to improve students' learning outcomes in English reading lessons. This Classroom Action Research uses the Kurt Lewwin research model, which consists of four stages: planning, implementation, observation, and reflection. Students in grade V involved in this study were divided into three cycles using the level of presentation of success of learning outcomes and reading activities carried out by students. The first cycle showed a presentation of success of 35.29% and 17.65% high reading interest; The second cycle showed a presentation of success of 88.23% and 41.18% high reading interest; and the third cycle showed a very fast presentation of success of 100% and 88.23% high reading interest.

CONCLUSION

Based on the results of the research and discussion that have been described in the previous chapter, it can be concluded that the use of audiovisual media to improve the English learning outcomes of Class 4 students of SDN 3 Cempaga Bangli in the 2025/2026 academic year. Can improve the results where in cycle 1 with the percentage of classical learning outcomes obtained was 72.2% with a sufficient category. Of the 18 students, 13 of them have achieved a score equal to or more than 75 as determined in the student success criteria. In cycle

1, the average student learning outcomes reached 76.94 while in cycle 2 the average results obtained by students were 86.94 which experienced a very significant increase. In cycle 2, student learning outcomes have achieved success with the desired success criteria, therefore it can be said that the use of audiovisual media in English learning in Class 4 of SDn 3 Cempaga can be improved, so it can be said that the teacher carries out his function as a facilitator who provides more opportunities for students to express themselves so that students do not feel pressured in following the learning process.

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