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AUDIO-VISUAL MEDIA PLAYS AN IMPORTANT ROLE IN STUDENTS' LISTENING ABILITY

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Abstrak

Dalam proses belajar mengajar, media yang digunakan untuk mempercepat komunikasi disebut media Pendidikan. Pembelajaran menggunakan audio visual segudang manfaatnya, karena dengan penggunaan audio visual dapat diperoleh pengalaman yang lebih, berkesan, lebih jelas dan konkrit. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas media audio visual terhadap kemampuan mendengarkan siswa pada kelas pagi semester pertama Fakultas Teknik Universitas Maritim Raja Ali Haji. Peneliti menggunakan penelitian eksperimental. Berdasarkan analisis data dan hasil, peneliti menyimpulkan bahwa penggunaan media audio visual efektif dalam pengajaran mendengarkan karena ada peningkatan jumlah siswa yang mendapat nilai bagus. Sebelum diberikan media audio visual hanya satu siswa (4%) mendapat nilai bagus dan setelah diberikan media audio visual sebanyak 14 siswa (50%) meningkat nilainya. Artinya, terdapat pengaruh positif pada penggunaan media audio visual dalam meningkatkan kemampuan mendengarkan siswa.

Kata kunci: Mengajar, Mendengarkan, Audio Visual, Media

Abstract

In teaching- learning process, media used to accelerate the communication is called the Educational media. Learning using audio visual myriad benefits, due to the use of audio visual can gain more experience, impressive, more clearly and concrete. The aim of this research was to know the effectiveness of audio visual media on students' listening ability at the morning class of first semester of Engineering Faculty, Maritim Raja Ali Haji University. Researcher used experimental research. Based on the data analysis and the result, the researcher concluded that using of audio-visual media was effective in teaching listening because there was an increasing in the number of students who have good grades. Before giving audio-visual media was only one student (4%) and after being given the audio-visual media to 14 students (50%). It means that, there was a positive effect of using audio-visual media in increasing students' listening ability.

Keywords: Teaching, Listening, Audio-Visual, Media

INTRODUCTION

Listening is one of the four English language skills which should be taught as early as possible. It is a process of making sense out from what we hear, an active process of receiving, processing, and interpreting aural stimuli that involves taking in meaningful sounds and noises and in some way, retaining and using them. It is not only for different purposes but also for the same purposes. We listen for enjoyment, information, and evaluation. The students need to listen individually and regularly .

Many students in Indonesia have difficulties in learning English listening. There are many students who cannot understand or comprehend the meaning of the stories or sentences that they listen from the audio especially the long and complicated stories. It is hard for them to comprehend the materials of English listening without looking at the texts. Elmiwati, Et.all (2023) stated that by comprehending the texts, students can benefit from the textual content. As a result, the students recognize the textual content nicely after seeing the texts of the listening.

Ahmad, Rohani 1997 said that audio visual equipment is modern instructional media in accordance with the times (the progress of science and technology), including media that can be seen and heard. Audio visual media is a media intermediary or the use of materials and absorption through sight and hearing so as to establish conditions to enable the pupils to acquire knowledge, skills, or attitudes. As mentioned by Elmiwati, & Mutiara Yulia Effendi. (2023) in their research, found that 48.5% of students preferred using technology to improve their

speaking, reading, writing, and listening skills.

The questions of this research formulated as follows : (1) How is the effectiveness of using audio-visual media in increasing students' listening ability at the morning class of first semester of Engeenering Faculty, Maritim Raja Ali Haji University? (2). What is the impact of audio-visual media on students' listening ability at the morning class of first semester of Engeenering Faculty, Maritim Raja Ali Haji University?

The researcher described all things that related to listening using audio-visual media. It will divide into several part and they are:

Teaching Listening

Joyce Bruce (2011) stated that teaching is the design and creation of environment. Students learn by interacting with those enviroments and they study how to learn. And Teaching is obligantion of teacher in giving the science (Subject) to his pupil at school, it could be called a routine activity is done by teacher. In the process of teaching a teacher is required to have the appropriate learning method with a lesson, besides the role of media in teaching will also assist in delivering the lessons, besides proper methods teachers should also be able to use the media in order to support the fossilized in the process of teaching a lesson to be easily understood by students and give an incentive to the students so that students can follow the course. Especially in teaching English to students who learn English as an additional language.

The researcher identified a number of learning theories, to make listening in classroom more comprehensible. Firstly,

Listening is a process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. As mentioned by Darul Mursyid (2012), Listening is the process of making sense out of what we hear. Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Listening is an active process of receiving, processing, and interpreting aural stimuli. Secondly, listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Just as we speak for different purposes, we also listen for different purposes. We listen for enjoyment, information, and evaluation. In line with Nation and Newton (2009), Listening is the natural precursor to speaking the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. Indicator of listening as follows:

1. Receiving

Receiving means that getting message from the senders to the receivers.

2. Attending

When receivers have gotten the message, they must attend to the message if the process is to continue.

3. Understanding

Effective communication depends on understanding; that is, effective communication does not take place until the receivers understand the message. Understanding must result for communication to be effective.

In listening, we obtain auditory information with us. We can also have fun in the process of hearing. Listening is the beginning of the process before talk. When we talk to someone if we're not a good listener, it is difficult to understand what is conveyed by the speaker, when we heard indirectly, does not deal with the speaker.

Petty, Walter.T and Jesen Julie M (1980) mentioned that, listening itself is more than just hearing or paying attention. More clearly listening is the process of becoming aware of the sound components and recognizing these components in sequences that have meaning. So that, effective listening requires active and conscious attention to sound in order to gain meaning from them. There are four steps in the listening process:

1. Hearing

Here we hear a series of sound, the actual words and sentence.

2. Understanding

We understand the meaning of these words and sentences in the context in which we have heard them.

3. Evaluating

We evaluate the meaning and accept or reject the total communication.

4. Responding

We respond to what we have heard with further thought, bodily movement, facial expression or audible reaction.

There are two type of listening processes:

1. Bottom up processes

In this process the listener uses to assemble the message piece by pieces from speech stream, going from the parts to the whole. Listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message.

2. Top down processes

Top down process involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, Petty, Walter.T and Jesen Julie M 1980 emphasized that the listener uses what they know of the contex of communication to predict what the message will contain, and uses parts of the message confirm, correct or add to this. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion.

Omaggio classified that there are two kinds of listening situations in which we find in ourselves, namely interactive and non- interactive.

Interactive listening situations include face- to- face conversations and telephone calls, in which we alternately listening and speaking, and in which we have to chance

to ask for clarification, repetition, or slower speech from our conversation partner.

Some of non- interactive listening situations are listening to the radio, TV, films, lecture, or sermons. In such situations we usually do not have opportunity to ask for clarification, slower speech or repetition.

Gillard, Marni (1997) stated that there are five aspects should be considered in developing students listening:

- a. Give the student's confidence. We should not expect them to always understand every word and they should know this.
- b. Explain why the students have to listen. Make sure the learners are clear about why they are listening, what the main point of purpose of the activity.
- c. Help students develop specific for English.
- d. Set specif listening tasks.
- e. Most listening is teacher talk.

Recently listening has been classified based on its purpose into five categories, namely appreciative, discriminative, comprehensive, therapeutic, and critical that they will be clearly explained as follows:

- 1) Appreciative listening involves listening to enjoy or to gain a sensory impression from a sound serves as a "sounding board" to enable the speaker to talk through a problem
- 2) Discriminative listening involves the listener in judging the kinds of the words or sentences from the sound or what the speaker said in the conversation.

- 3) Comprehensive listening involves the listener in understanding or getting the meaning of the story/ conversation that can make student's ability sharper in listening that relies on thought processes and language reaction skills so students can retell about the story.
- 4) Therapeutic listening involves listening to connect with hearing a sensory impression from a sound, so students are able to answer the question from the speaker that is said in the conversation and also to repair again the wrong words or sentence that related on thought process and language reaction skills.
- 5) Critical listening involves the listener evaluating or judging the message delivering into account the effects of the languages, arguments, appeals, and credibility in listening, but it seems quite clear that listening is not simply hearing what the speaker says or even understanding what is heard. Instead it appears to be a cluster complex skill that relies on thought processes, memory, and language reaction skills.

Audio Visual Media

Basically, the activity of teaching and learning is the process of communication. The process should be done through the activity which conveys the message or information by the teachers to the students.

Media can be interpreted in terms of liaison or intermediary in delivering the materials proposed to achieve a goal. And in the process of delivery of materials to another person can use the facilities or equipment in the form of audio, visual, audio visual and multimedia. Rayandra,

Asyhar (2011) divided technology as learning media into six part that has potential benefits in solving learning problems, namely (1) increase the productivity of education, (2) provide the possibility of a more individual nature of learning, (3) provide a basis more scientific learning, (4) learning to be more stable, (5) the education process to be more direct and (6) become more equal access to education).

Djamarah, Syaiful Bahri dan Zain Aswan (2006) added that Media is a source of learning, which can be interpreted widely by the media people, objects or events that allow students to acquire knowledge and skills. They also concluded that media can be divided into 3 types:

- a. Media auditif the media that rely on the ability of sound, like radio, cassette recorder, and LPs. The media is not suitable for people who are deaf or have a hearing disorder in.
- b. Visual Media is the only media that rely on the sense of vision. The existing visual media that displays still images such as film strips (movie bundle), slides (movie frames) photographs, drawings or paintings. There is also a visual medium that displays an image or symbol that moves like a silent film and cartoons.
- c. Audio visual Media is the media that has the elements of sound and image elements.

Basically, the activity of teaching and learning is the process of communication. The process should be done through the activity which conveys the message or information by the teachers to the students.

The messages like knowledge, skill, idea, experience, and etc. and the teachers' problem is how to convey to students certain ideas, basic knowledge, and information in the shortest possible time and in accordance with the principle of learning. It needs a means of communication to convey the messages that called media. These aids will not replace the teacher, but they will make the teaching job easier and result in greater learning.

In teaching- learning process, media which used to accelerate the communication is called the Educational media. The learning process involved seeing, hearing and doing on the objective and thinking or reasoning on the subjective. The eyes made the situation distinctly realistic; speech served to give it meaning; both resulted in a purpose to do; and doing brought about mastery. All these activities together made the learning as natural as the instruction. Educational media which will be used in this research is audiovisual.

The term Audiovisual may refer to work with both sound and visual component, the production or use of such works, or the equipment involved in presenting such works. *Audio visual adalah media yang memiliki element suara dan gambar* (Djamarah, Syaiful Bahri dan Zain Aswan, 2006) added their opinion about Audio-visual, according to them, media has elements of sound and image. This type of media has a greater ability for both types of media which includes sounds and images.

Learning to use the audio visual myriad benefits, due to the use of audio visual can gain more experiences, impressive, more clearly and concrete. Hadirukiyah (2010)

mentioned that audio-visual media has several potential functions, such as; to provide concrete foundations to think, making lessons more interesting, allows longer lasting learning outcomes, providing real experiences, developing the regularity and continuity of thought, can provide experiences that are not obtainable in any other way to make learning more efficient deep and diverse and audio visual media can be repeated.

Based on the benefits described above, that the audio-visual experience has many uses in the teaching-learning process. Audio-visual displays not only the sound that can be heard but also display images that will make it easier to interpret what is conveyed by the speaker, providing direct experience with seeing and hearing. This is very helpful in the learning process. Educational media which will be used in this research is audiovisual. The term Audiovisual may refer to work with both sound and visual component, the production or use of such works, or the equipment involved in presenting such works.

By looking at the audio-visual media, students will gain a significant advantage when learning to use instructional media sources and according to the characteristics and learning styles. Audio-visual learning media can arouse students ' learning motivation, because the use of audio-visual media in teaching become more interesting and focused learners. The rationale that also supports audio-visual media penggunaan influence on student achievement is if the teacher is able to convey meterial learning using optimal audio-visual media. Audio-visual has the characteristic likes:

Table 1. Characteristics of Audio Visual Media

Media	Hardware	Software
TV	TV machine	TV program
Radio Vision/Video	Video machine	Movie program

Audio-visual is the modern instructional media as the development of science and technology involved the media that can be seen, heard, can be seen and heard. So, it means that audiovisual is the media that can be seen and heard all at once to clarify the picture that can be seen. Ex: slide audio, television. There are types of audiovisual:

a. Movie

Movie is the kind of audiovisual. If it is compared with the other media, movie has the excess such as:

- 1) The message receiver will get clearer response and not easy to forget it because between see and hear can combined become one.
- 2) It could enjoy the event in long duration at the certain process or event.
- 3) In technique slow-motion, it could follow a movement or the activity in short time.
- 4) It could over come the limitedness of space and time.
- 5) It could develop attitude, behavior and aroused emotional and also expand a problem.

b. Television (TV)

The specific of TV as the educational media and the implication to the education such as:

- 1) The fact that is presented is concrete and directly.
- 2) By the sense of sight and sense of hear, television can make a contact to the event as the real and directly.
- 3) It gives challenge to know something more.
- 4) The uniformity of communication.
- 5) The short explanation that will be programmed must be comprehensive.

c. Video / VCD

Video as an Audio-Visual media featuring motion, more and more popular in our society. The message presented is fact or fictional usual, ordinary is informative, educational and instructional. Most of the tasks can be replaced by a video movie. But it does not mean that the video will replace the position of the film.

Media Video is one type of audio-visual media, in addition to the film. This has been developed for the purpose of learning, commonly packaged in the form of a VCD. The pros of video:

- 1) Can draw attention to short periods
- 2) By means of video tape recorders large number of spectators to obtain information from specialis
- 3) Save time
- 4) Can take a closer object is moving

The video enjoys certain significant advantages: it is direct, familiar to children and educators, and quite easy to

use or watch (Martidou, Rachel, 2009). During the teaching process, the Video can transmit knowledge and images that are hard to transmit by other educational audiovisual media.

The use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting. These surveys measured both patterns of use and teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively.

Perhaps the most significant survey finding that supports the value of these multimedia tools is the direct relationship between frequency of use and perceived student achievement and motivation.

Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases. More than half of frequent users also find that students use new vocabulary as a result of video use.

METHOD

The research method is the way in which the researcher achieve the research objectives. Basically the approach used in the study, based on the research objective, as defined by Suharsimi Arikunto. 2002, there are three groups, namely: descriptive method, historical method and experimental method.

This research used experimental research. It is a model that reveals the relationships between two or more

variables to look for the effect of a variable to another variable.

This research was a quasi-experimental research. This research operated two variable, before doing the research, the researcher gave a pre-test. She only gave the students treatment and made the lesson plans. After tratments, the students were given a post-test. The research design was one-group pre-test post-test. The results of treatment could be determined accurately, because it could be compared with the situation before treatment was given.

Table 2. Research Design: One-group pre-test-post- test design stated by Sugiyono (2010)

	Pre test	Treatment	Post test
Experiment group	O ₁	X	O ₂

Where:

O₁: Value of Pretest (before gives treatment)

X: Treatment

O₂: Value of Posttest (after gives treatment)

The data of this research was the score of the students' listening mastery obtained from test. The test was divided into two types. There were:

a. Pre-Test

Pre-test conducted at the beginning of the research with the purpose to know and measuring the result of study before experiments conducted using two different media.

b. Post- Test

Post-test conducted at the beginning of the research with the purpose to know

and measuring the result of study after experiments conducted using two different media.

RESULTS AND DISCUSSION

Results

a. Presentation Data of Test

The researcher collected the data through test. The test was conducted twice. First of all, this was held in beginning of study called pre-test and the second test called post-test. The data obtained is used to know the increase of students' listening mastery. The Students' Score of Pretest.

Table 3. The Percentage of the Students' answer in Pre-test of Experiment Group

No	Category	Frequency	Percentage
1	Good	1	4 %
2	Fair	21	75%
3	Poor	6	21%



Diagram 1 The Percentage of the Students' answer in Pre-test of Experiment Group

From the table and the diagram above, we can be seen the students' score of pre-test in experimental group. They were ranged from good, fair, and poor. There was one student who come into good level (4%), the students who have fair

category were 21 students (75%), 6 students are in poor category (21%). Students' Score of Post test

Table 4. The Percentage of the Students' answer in Post-test of Experiment Group

No	Category	Frequency	Percentage
1	Good	14	50 %
2	Fair	14	50%
3	Poor	-	-

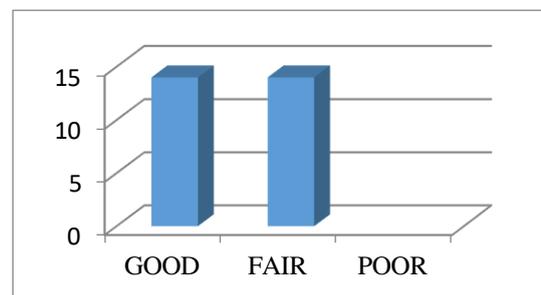


Diagram 2. The Percentage of the Students' answer in Post-test of Experiment Group

From the table and the Diagram above, could be seen that the students' score of post-test in experimental group. They were ranged from good, fair, and poor. It can be seen that there were 14 students who come into good.

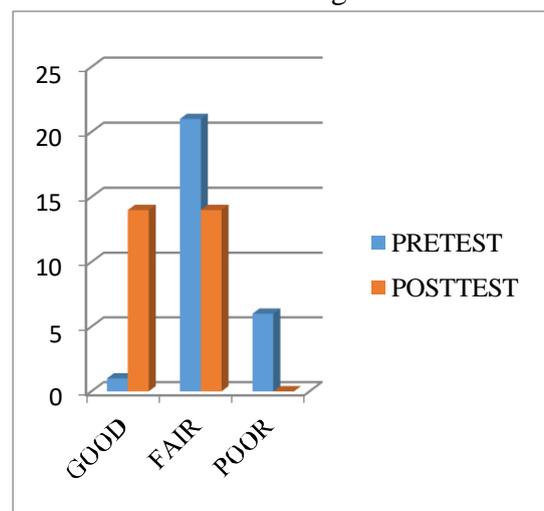


Diagram 3. The comparison of the Students' answer in Pre-test and Post-test of Experiment Group

From the table and the diagram above, it can be seen that there was negative score in student 1 where the score of pretest (60) higher than the score of post-test (55). And there are positive score in 27 students, where the score of pretest lower than the score post-test, and there were no students who scored the same on the pre-test and post-test.

DISCUSSION

Based on the test table statistics significance value smaller than the significance level of 5% ($0.000 < 0.05$), it could be concluded that H_0 is rejected. This means, there was a positive effect of the provision of audio-visual media in teaching listening.

From the results of pre-test, the average score was 58.21, with a minimum value is 35 and the maximum value is 80. While posttest values, the average value is 76.26, with a minimum value of 50 and a maximum of 100. After in test by Wilcoxon in significant value can be less than the significance level of 5% ($0.000 \leq 0.05$), it can be concluded that H_0 is rejected. This means that there is a positive effect of the provision of audio-visual media in teaching listening.

The average value of the results of the Pre - Test is 58.21 and Post - Test is 76.26

It means that the average pretest score lower than average values after post-test. There was an increase in students' ability in listening after using audio-visual media.

Rayandra Asyhar (2011) divided technology as learning media into six parts that has potential benefits in solving learning problems, namely (1) increase the productivity of education, (2) provide the possibility of a more individual nature of learning, (3) provide a basis more

scientific learning, (4) learning to be more stable, (5) the education process to be more direct and (6) become more equal access to education). By looking at the audio-visual media, students will gain a significant advantage when learning to use instructional media sources and according to the characteristics and learning styles. Audio-visual learning media can arouse students' learning motivation, because the use of audio-visual media in teaching become more interesting and focused learners. The rationale that also supports audio-visual media using influence on student achievement is if the teacher is able to convey material learning using optimal audio-visual media.

The benefits of these media can affect the internal and external factors experienced by learners. The media also said to be useful as it has a positive impact on education because it makes students more concentrated and easier to understand what is conveyed by students. The various opinions that have been outlined above we can conclude that the audio and visual media have benefits in the realm of education. Benefits of the media which can affect students' listening ability.

CONCLUSION

1. Theoretical Conclusion

Audio-visual media is media that has elements of sound and image elements, mentioned by Djamarah Syaiful Bahri dan Zain Aswan.2006. It means that audio-visual media is a tool that combines the two elements of the sound and images in a device at once, and makes it easier to understand what is conveyed through the media. By looking at the audio-visual media, students will

gain a significant advantage when learning to use instructional media sources and according to the characteristics and learning styles. Audio-visual learning media can arouse students' learning motivation, because the use of audio-visual media in teaching become more interesting and focused learners

Listening is a process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Darul Mursyid. 2012 said that Listening is the process of making sense out of what we hear. Listening is a process of receiving, attending, and understanding a message from someone or speakers through the sense of hearing.

So both theories were suitable used in this research because they brought the effectiveness of using audio visual media in increasing students' listening ability at morning class of the first semester of Engineering Faculty at Maritim Raja Ali Haji University.

2. Research Conclusion

Based on the result of research, the researcher concluded as follows: The effectiveness of using audio visual media in increasing students' listening ability at the morning class of first semester of Engineering Faculty, Maritim Raja Ali Haji University was good category, because there was an increasing in the number of students who have good grades. As before given audio-visual media was only one person (4%) and after being given the audio-visual media to 14 people (50%)

The impact of audio visual media in increasing students' listening ability at the

morning class of first semester of Engineering Faculty, Maritim Raja Ali Haji University was good, and the results of Statistical test showed that significance value smaller than the significance level of 5% ($0.000 \leq 0.05$), it can be concluded that H_0 was rejected. This means, there was a positive effect of the provision of audio-visual media in teaching listening.

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