

**THE EFFECT OF ARTICULATION LEARNING MODEL WITH AUDIO VISUAL MEDIA
ON COGNITIVE LEARNING OUTCOMES ON STUDENTS**

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ABSTRACT

This Research Aims To Know: (1) The Effect Of Cognitive Learning Outcomes Between Students Who Learn With Articulation Models Aided By Audio Visual Media And Students Who Learn With Conventional Learning Models Or Lectures. This research is a quasi/quasi-experimental research type with the design of "Nonequivalent Control Group Design". The population in this study were seventh grade students of SMP Negeri 2 Laboya Barat for the 2021/2022 academic year. This study used a sample of 49 students. The data obtained were analyzed using the ANOVA test at a significant level of 5%. Conducted at SMP Negeri 2 Laboya Barat for the academic year 2021/2022, it can be Concluded that there is an effect of Cognitive Learning outcomes between Students between Students who are taught with Articulation Learning Models Assisted by Audio-Visual Media, and Students who are taught using Conventional Models.

Keywords: Articulation, Audio Visual Media, Cognitive Learning Outcomes

**PENGARUH MODEL PEMBELAJARAN ARTIKULASI DENGAN MEDIA AUDIO VISUAL
TERHADAP HASIL BELAJAR KOGNITIF SISWA**

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ABSTRAK

Penelitian ini Bertujuan Untuk Mengetahui: (1) Pengaruh Hasil Belajar Kognitif Antara Siswa Yang Belajar Dengan Model Artikulasi Berbantuan Media Audio Visual Dengan Siswa Yang Belajar Dengan Model Pembelajaran Konvensional Atau Ceramah. Penelitian ini merupakan jenis penelitian quasi/quasi eksperimen dengan desain "Nonequivalent Control Group Design". Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 2 Laboya Barat Tahun Pelajaran 2021/2022. Penelitian ini menggunakan sampel sebanyak 49 siswa. Data yang diperoleh dianalisis menggunakan uji ANOVA pada taraf signifikan 5%. Dilaksanakan di SMP Negeri 2 Laboya Barat Tahun Pelajaran 2021/2022, Dapat Disimpulkan bahwa terdapat pengaruh Hasil Belajar Kognitif antara Siswa yang dibelajarkan dengan Model Pembelajaran Artikulasi Berbantuan Media Audio-Visual, dan Siswa yang Diberikan diajarkan menggunakan Model Konvensional.

Kata kunci: Artikulasi, Media Audio Visual, Hasil Belajar Kognitif

1. INTRODUCTION

Education is one of the important sectors as a determinant of the success of national development both in efforts to improve the quality, effectiveness, efficiency and relevance of human resources both in the fields of science and technology which is carried out to realize the ideals of developing a national education system which is weighed in Law No. 20 of 2003 concerning the national education system must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that education reform is needed in a planned, directed and sustainable manner (Ahmad, 2013).

The purpose of the national education system is to provide direction for all educational activities within existing educational units. According to Sudjana (2010:1) the purpose of education is basically to lead students to changes in intellectual, moral and social behavior so that they can live independently according to individuals and creatures social.

A good teaching and learning interaction is that the teacher as a teacher does not dominate the activity, but helps create conducive conditions, and provides motivation and guidance so that students can develop their potential and creativity through teaching and learning activities in

the classroom. Communication and social interaction learning will increase smoothly if the individuals who communicate and interact are able to perform well and effectively (Hamalik, 2013: 10). This shows that in learning, the active factor as a learning subject is very decisive.

Learning is a process that must be carried out by every human being in life. Learning is expected to change for the better than before. One way to change someone for the better is through education. Today the world of education is being faced with various changes in various aspects of life in society. These changes are caused by the development of science and technology as well as globalization that has hit the world, including the Indonesian nation. In these changes, the world of education is required to be able to make a real contribution, namely improving the quality of educational outcomes and services to the community (Kholishin, 2014:1).

Based on the results of preliminary observations by the researcher on the Class VII English teacher at SMP N 2 Laboya Barat for the 2021/2022 academic year, it shows that the teacher of English subjects still applies the lecture learning model in the class as a whole without any variation in the model in the learning process so that there is no involvement active students in learning and also makes students easily bored in class, so that students' English learning outcomes are still relatively low, this can be seen from student activities in class and the

scores obtained by students during posttest and pretest also show that students' ability to solve English problems quite low, out of 40 students in class VII only 10 people (28%) scored above 68 while 30 people (72%) who scored below 68 did not meet the minimum completeness criteria (KKM) in class VII in subjects English for SMP Negeri 2 Laboya Barat.

Observations made by researchers during the English learning process in grades VIIA and VIIB where the teacher delivered the material using the lecture method on the structure of the text with picture media and students were not actively involved in the learning process. Teachers need to pay attention to the right method in the learning process so that students can be directly involved and gain new knowledge based on the scientific method by observing directly the text so that students can know the structure of the text based on their own observations and learning will be more meaningful for students because they can get knowledge itself without being notified by the teacher because, in the learning process the teacher acts as a guide and facilitator for students.

To overcome this problem, it is necessary to have a learning model with the help of learning media that can involve students in learning, namely a learning model that can improve student learning outcomes. This learning model is a learning model based on interaction between groups and is expected to encourage student activity

in the learning process which in turn can improve student learning outcomes optimally. One of the learning models that are supposed to be used to make students play an active role and can also improve learning outcomes is the Articulation learning model.

Articulation learning model (Widodo, 2009) is a learning strategy whose process takes place like a chain message, meaning that the material that has been given by the teacher must be forwarded by students by explaining to other students, (the group partner) from the uniqueness of this learning strategy, students are required to be able to act as 'message recipient' also acts as a messenger.

2. RESEARCH METHODS

This research refers to a quantitative research approach. According to Nana S. Sukmadinata (2010: 53), quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structures, and controlled experiments. While the type of research used in this study is a quasi-experimental design research. Sugiyono (2007: 107) defines that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions.

The data obtained from the results of research using instruments that have been tested will be analyzed to answer problems

and test the hypotheses that have been proposed. Analysis of research data using covariance analysis test to determine the effect of the application of the model. Before the hypothesis test is carried out, the incoming data must be Normal and Homogeneous, so prerequisite tests are needed, namely the Normality Test and Homogeneity Test.

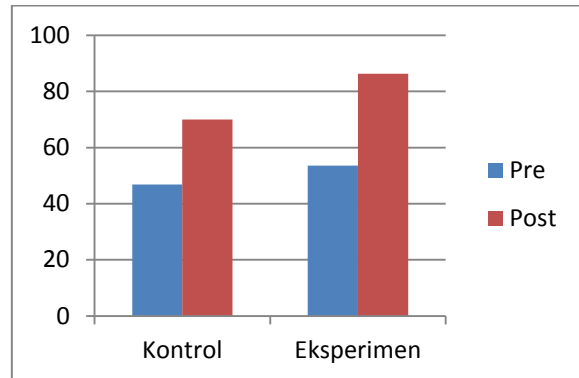
3. RESEARCH RESULTS AND DISCUSSION

Research Results

Based on the data in the table above, it can be explained that of the 24 students who were tested, it can be seen that from the results of the tests carried out in the control class where students have not applied articulation learning with audio -visual media, it can be seen that the average value of 24 students is 70. While in the experimental class where students are provided with an articulation learning model with audio-visual media, it can be seen that the average value of 24 students is 86.6. It can be understood that there is an effect of articulation learning model with audio visual media on the learning outcomes of class VIIA students of SMP N 2 Laboya Barat. This can be proven based on the results of the experimental class where the test results of 24 students have achieved completeness of the target 70 that has been determined by the school to achieve the completeness of a student's score.

a. Comparison of the Average Student Learning Outcomes Figure

Picture 1 Comparison of the Average Student Learning Outcomes.



Based on the diagram above, it can be seen the comparison between the control class and the experimental class. In the control class, there was an average score of 24 students which was done twice the test and the results were 46.8 and 70. While in the experimental class the average score of 24 students was carried out twice and the results were 53.6 and 86.21. From these results it can be concluded that there is a significant difference in results from the results of the control class and the results of the experimental class.

1) Test Results of Data Collection Instruments.

a. Test item Validity.

The instrument is said to be valid if it is obtained after testing the validity using Ms. Excel, all Pretest and Posttest questions used to measure Student Learning Outcomes were declared valid so that they could be used in this study. attachment 7

Validity test.

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{N \cdot \sum X^2 - (\sum X)^2} \sqrt{N \cdot \sum Y^2 - (\sum Y)^2}}$$

$$= \frac{24 \times 1.065 - (47)(516)}{\sqrt{24 \times 103 - (2.209)^2} \sqrt{24 \times 11.528 - (266.256)}}$$

$$= \frac{1.308}{1.655,115}$$

$$= 0,790258$$

b. Reliability Test

Reliability Test to determine the extent to which the measurement Results can be trusted or have consistency. in this study, the Reliability of the questions will be Analyzed using Ms. Excel. the Results of the Analysis show that the Pretest and Posttest questions are highly Reliable. can be been in Appendix 8.

Cronbach's Alpha Formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Information:

r_{11} = reliability coefficient alpha

k = number of question items

$\sum \sigma^2 b$ = number of item variants

$\sigma^2 t$ = total variance

calculation

$$r_{11} = \left[\frac{12}{12-1} \right] \left[1 - \frac{3,7029}{18,87} \right]$$

$$= (1,09091) (1 - 0,804)$$

$$= 0,87684.$$

c. Test Data Analysis Results

a) Normality Test.

in this Study, the normality test was obtained using the Shapiro-Wilk test using SPSS 16, the normality test was used to determine whether the data was normally distributed or not, at a Significant Level =0.05.

b) Test Criteria:

- 1) If Sig. or Probability Greater than 0.05 (Sig. 0.05, which means the data is normally distributed.
- 2) If Sig. or the Probability is less than 0.05 (Sig.0.05) which means the data is not normally distributed.

2) Normality of Learning Outcomes

a. Pretest Normality Test

In this Study, the normality test was obtained using the Lilliefors Test, the normality test was used to determine whether the data were normally distributed or not, at a Significant Level: = 0.05 then the distribution is not normal. the Results of testing the normality of Student Pretest Learning Outcomes using SPSS Windows for 16, the Results obtained in table 1 Table 1 Pretest normality Test Results.

Table 1 Pretest of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre_Kontrol Class	.159	23	.136	.941	23	.193
Pre_Eksperiment al Class	.158	23	.142	.946	23	.236

a. Lilliefors Significance Correction

b. Posttest Normality Test.

SPSS Windows for 16 are Obtained. Table 2

The Results of testing the normality of Student Posttest Learning Outcomes using

Posttest normality test Results.

Table 2 Posttests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post_Kontrol Class	.165	23	.104	.933	23	.129
Post_Eksperimental Class	.156	23	.156	.941	23	.187

a. Lilliefors Significance Correction

3) Homogeneity Test

The homogeneity test in this Study used Levene's test to test the homogeneity of the variance Matrix on the dependent Variable, at a Significant Level of 5% Or 0.05 with the help of the Spss Windows 16.00 Program.

b) if the Asymp Value. Sig. or the Probability is Less than 0.05 (Sig. 0.05) which means that the Variance in each group is not the same (*Homogeneous*).

Test Criteria:

a) if the Asymp Value. Sig. or Probability Greater than 0.05 (Sig. 0.05) which means that the Variance in each group is the same (*Homogeneous*)

a. Test the Homogeneity of Student Learning Outcomes for the Pretest.

The Results of testing the homogeneity of Learning Outcomes for Students' Pretest using SPSS Windows for 16, the Results obtained in the table. Table 3 Results of homogeneity test of PreData.

Table 3 Test of Homogeneity of Variances

Pre

Levene Statistic	df1	df2	Sig.
.172	1	45	.680

From table 3 above, it is obtained that the Asymp Value. Sig or the probability of Students in the Pretest is 0.680 0.05, it can be seen that the Variance in this group is the same (*homogeneous*) or the sample comes from a population that has the same Variance.

The Results of the homogeneity test of Students' Pretest Learning Outcomes using SPSS Windows for 16, the Results obtained in table 4 table 4 Results of the homogeneity of Posttest data.

b. Test the Homogeneity of Student Learning Outcomes for the Posttest.

Table 4 Test of Homogeneity of Variances

Post

Levene Statistic	df1	df2	Sig.
1.335	1	45	.254

4) Hypothesis Testing.

From table 4 above, it is obtained that the Asymp value. Sig. or the probability of students on the pretest is 0.254 0.05, it can be seen that the variance in this group is the same (*homogeneous*) or the sample comes from a population that has the same variance.

The Research hypothesis was tested using the Anacova test on the Test of between-Subjects table. the following table shows the Results of the Anacova test using Spss Windows for 16. table 5 Test the Learning Outcomes hypothesis.

Table 5 Tests of Between-Subjects Effects

Dependent Variable: Hasil

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	21773.105 ^a	3	7257.702	255.281	.000
Intercept	386834.894	1	386834.894	13606.443	.000
Kelompok	21773.105	3	7257.702	255.281	.000
Error	2558.725	90	28.430		
Total	409868.000	94			
Corrected Total	24331.830	93			

a. R Squared = .895 (Adjusted R Squared = .891)

5) Hypothesis

Ho: there is no difference in Cognitive Learning Outcomes between Students who are taught using Articulation Models with *Audio Visual* Media and Learning using Conventional Models or Lectures.

Ha: there are differences in Cognitive Learning Outcomes between Students who are taught using Articulation Models with *Audio Visual* Media and Learning using Conventional Models or Lectures.

The Results of the ANACOVA test in table 5 show a Sig Value Of 0.000 0.05 So, it can be concluded that there are differences in Cognitive Learning Outcomes between Students who are taught using Articulation Models with *Audio Visual* Media and Learning using Conventional Models or Lectures. the Basis for Decision Makers are as Follows:

1. If Significant or Probability (P 0.05),
Maha Ho is Accepted.
2. If Significant or Probability (P 0.05),
Maha Ho is Rejected.

Discussion

Articulation Learning Model with *Audio Visual* Media affects the Cognitive Learning Outcomes of class VII Students of SMP Negeri 2 Laboya Barat on the material *We Love What We Do*. this is evidenced through the analysis of hypothesis testing, namely the ANACOVA test which shows a Significant influence between the Learning Outcomes of the Experimental Class using the Articulation Learning Model was compared with the Control Class using Conventional or Lecture Learning Models. Learning Outcomes in the Experimental Class were higher than those in the Control Class. the Average Value of Learning Outcomes in the Experimental Class was 80.80 while the Control Class obtained an Average Score of 70.00.

Based on the Results of the ANACOVA test on Students' Cognitive Learning Outcomes with a Probability Value Of 0.000 0.05, which means that there is an effect of Articulation Learning Model with *Audio visual* Media on Students' Cognitive Learning Outcomes. this Significantly shows that this Shows that the Articulation Learning Model with Audio-Visual Media is an effective Learning Model that can improve Students' Cognitive Learning Outcomes. Articulation Learning Models with Audio Visual Media Students are Required to actively master the

Material Provided by the Teacher and Students are invited to Participate in every Learning Activity in the Classroom, so that Students become highly motivated to understand the material taught by the Teacher. the Atmosphere of the stages in the Articulation Learning Model is not Stressful, because Students are involved in it so that it can increase Students' Enthusiasm in digging up information about the material Studied with friends as Partners (Suranto: 2016)

The Stages of the Articulation Learning Model are Proven to have an influence on Students' Cognitive Learning Outcomes. this is because the Articulation Learning Model Emphasizes the interaction and Communication of Students as partners of information from other Students as members of small groups to later become a source of knowledge. activities in Articulation Learning Syntax with Audio-Visual Media have Proven to cause Students to be able to take Responsibility for the tasks given by the Teacher, namely being able to discuss in this Articulation Learning one member of his partner, while the pair members who have finished explaining the material Change Roles to Listen to their partner's friend explain the Material. from here, Students are proven to be trained in discipline and are Responsible for the duties of the Teacher. in Addition, there is a high Level of Confidence in Participating in Learning Activities (Miftahul: 2014).

Based on the test Results, Ho is Rejected and Ha is Accepted, it means that there is an

influence of the Articulation Model on Cognitive Learning Outcomes between Students who are taught by Learning Articulation Models Assisted by Audio-Visual Media and Students who are taught by Conventional Learning Models or Lectures, this is in line with Previous Research Conducted by Ancestors 2012 with the title the effect of Learning Perceptions of Articulation Models with LCD Projector Media and the level of Learning Motivation on Student Achievement in Social Studies Material for Class VIII which Shows that the Articulation Learning Model has a Significant influence on Student Achievement. the Articulation Learning Model is effective in Improving Student Learning Outcomes so that there are Differences in Student Learning Outcomes between Students who are taught using the Articulation Learning Model and Students who are taught using the 2010 Mustain Conventional Learning Model.

Based in this Description, it can be Concluded that the Articulation Learning Model with Audio-Visual Media is more effectively Applied in Learning English at the first Level of Education than the Conventional Model because it is Proven to be able to Improve Cognitive Learning Outcomes for Seventh Grade Students of SMP Negeri 2 Laboya Barat even Semester 2021/2022. this Research is expected to be Developed Further, both by Teachers and other Education Developers. so that the quality of Learning becomes better and

Learning Objectives can be Achieved Optimally.

4. CONCLUSIONS AND SUGGETION

Conclusion

Based on the Results of Research Conducted at SMP Negeri 2 Laboya Barat for the academic year 2021/2022, it can be Concluded that there is an effect of Cognitive Learning outcomes between Students between Students who are taught with Articulation Learning Models Assisted by Audio-Visual Media, and Students who are taught using Conventional Models.

Suggestion

Suggestions that can be given by Researchers after carrying out Research are:

1. Teachers can apply the Articulation Learning Model as an alternative Learning Model that can make Students active
2. Researchers can improve the results of further Research by paying attention to the Learning time used, because during teaching and Learning Activities Require a longer time allocation.
3. Researchers can apply the Articulation Learning Model to other English subject matter and can measure the Dependent Variable in addition to Students' Cognitive Learning outcomes.
4. this Study only measures Student Learning outcomes in the Cognitive Aspects of C1 And C2. Furthermore, Efforts should be made to measure higher Cognitive Aspects and can also

measure affective and Psychomotor Aspects.

5. In Learning activities the teacher is Expected to be able to increase teaching Creativity, and the teacher can also sort out the appropriate Media According to the Subjects and teaching Materials which of course help in the Learning Process.

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