

KAIROS ELT JOURNAL, Vol. 3 No. 3 Desember 2019
Copyright©2019, ISSN: 2580-4278

**IMPROVING THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL
BY USING AUDIO VISUAL AIDS IN SMA SANTO PETRUS MEDAN
IN THE ACADEMIC YEAR OF 2018/2019**

Leli Tripena br Kacaribu, Fiber Yun A Ginting, Anna Stasya Prima Sari
Catholic University of Saint Thomas
Email : fiber_ginting@ust.ac.id

Abstract

Communication is very significant for human being because there is hardly any human activity without communication. This research is Classroom Action Research (CAR) which was conducted to improve the eleventh grade students' speaking skill by using audio visual aids in SMA Santo Petrus Medan in the Academic Year of 2018/2019. The results of the study showed significant improvement of the students' speaking skill and responses after being taught by using audio visual aids is very good because the students felt enthusiastic and motivated. The result of the test showed that the students' mean score in pre-test is 51,97 with 8,82% of the students got score ≥ 75 , in formative-test mean score is 60,70 with 14,70% of the students got score ≥ 75 and in post-test mean score is 75,35 with 44,11% of the students got score ≥ 75 . Based on the results, it can be concluded that using audio visual aids as a learning instrument gives the improvement to students' speaking skill.

Keywords: Speaking Skill, Audio Visual Aids, Classroom Action Research

I. INTRODUCTION

Communication is very significant for human being because there is hardly any human activity without communication. People all over the world speak when they meet one another in every international meeting and conference. Speaking becomes an important skill because it is a part of daily life that we take it for granted.

The students need to be active to practice and exchange ideas for speaking. It takes a long time for the students to understand a language because it is a process. Most of the students have difficulties to pronounce the word would not (wŃdnt), could not (kŃdnt) and should not (jŃdnt) in speaking English even though they have learnt English for many years. Students' difficulties to speak English language must be solved as soon as possible by forcing the students talk and share about anything in English.

To make the students interested in learning English, teachers can use media. The media gives many advantages for teachers and students. For the teacher should use media in teaching in order to help students understand the material clearly, make the learning teaching process interesting and motivate the students to involve actively in learning teaching process. The technology advancement extends the influences of education development. The product of technology advancement such as electronic media became one of many choices to optimize the learning teaching process like internet, video, power point, etc.

Based on the experience of the writer when she did the internship program to the eleventh grade students of SMA Santo Petrus Medan in the Academic Year

of 2018/2019, the writer found some problems in learning teaching process of speaking skill. Firstly, the students lost interest in learning English because the students' speaking skill is relatively low. Secondly, the students were shy to talk in English because if they made mistake while speaking in English their friends would laugh. Thirdly, the students felt worried about pronunciation and grammatical errors when they were speaking in front of the class. And the last, the students had limited vocabularies to express themselves. Their competencies in grammar are also poor. Therefore, they prefer to be silent and not fully participate in the classroom activities.

Considering the gap between the reality and expectation, the writer expects to find out an appropriate solution to overcome them. Many solutions can be used to teach speaking one of them is to speak well. The writer is interested in proposing audio visual aids as a way out of the problems.

Some research findings have shown good results of teaching speaking by using audio visual aids. The first one was conducted by Dian (2012) entitled "Improving Students' Speaking Ability by Using Audio Visual as Teaching Media to the seventh grade B students of SMP PGRI 3 Sei Awan Ketapang in Academic Year 2011/2012". She concluded that the application of audio visual aids could make the classroom interaction more enjoyable. The research findings showed that students' speaking skill improved after audio visual aids was applied. The result of the research in the mean score of the students' pre-test in speaking is 47,69 and mean score of the post-test is 72,31. The second one was conducted by Olga (2015) entitled "Using Audio Visual Aids in the Implementation of Communicative Activities to Improve the Speaking Skills of Eighth Grade Students of SMPN 2 Sanden in the Academic Year of 2014/2015". He concluded that the implementation of audio visual aids could make the students feel interested and enthusiastic in the learning teaching process. The research findings showed that students' speaking skill improved after audio visual aids was applied. The result of the research in the mean score of the students' pre-test in speaking is 51,34 and mean score of the post-test is 70,09. The third one was conducted by Feri (2016) entitled "The Use Of Audio Visual Media in Teaching Speaking to the Eighth Grade Students at SMP T. Bustanul, Aceh Province". He concluded that applying audio visual media made all students more active and motivated to express their ideas or opinions. The research findings showed that students' speaking skill improved after audio visual media was applied. The result of the research in the mean score of the students' pre-test in speaking is 58 and mean score of the post-test is 67.

This study is important to conduct because if it is not conducted, teachers will not be able to know students' problems in speaking English and how to solve them. If pronunciation teachers can not be followed the students, thus the students will not be able to pronounce it well. Meanwhile if this conducted, it will give some positive impacts. Based on the background of the study, the writer is interest to conducting a research with entitled "Improving Students' Speaking Skill by Using Audio Visual Aids to the Eleventh Grade Students of SMA Santo Petrus Medan in the Academic Year of 2018/2019".

II. REVIEW OF LITERATURE

2.1 Speaking

Speaking is the process of orally expressing thought and feelings of reflecting and shaping experience and sharing information. According to Spratt, et.al (2011: 34) speaking is a productive skill, like writing. It involves using speech organs to express meanings to other people and can be observed when one speaks, and can be measured whether he has got a skill in speaking or not. When people speak, they use different aspects of speaking depending on the type of speaking they are involved in. To have a good communication, there is a communication process between a speaker and a listener which conveys message so that they understand each other. According to Ann and Tamara (1998: 8) Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

From many definitions about speaking, it can be concluded that speaking is actually a way of how people communicate and interact to each other and convey the meaning they want the hearer to get.

2.1.1 Elements of Speaking

According to Harmer (2002: 269) there are many elements of speaking that must be mastered by students in order to be a good speaker, they are:

1. Connected speech

Effective speaker of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2. Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal. The use of these devices contributes to the ability to convey meaning.

3. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Therefore teachers should supply variety of phrases for different functions, such as greeting, agreeing and disagreeing.

4. Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying.

2.1.2 Types of Speaking

According to Brown (2003: 141-142), there are five taxonomies for oral production, namely:

1. Imitative

The ability to simply parrot back (imitate) a word or a phrase or possibly a sentence is at one end of a continuum of types of speaking performance.

2. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture) is a second type of speaking frequently employed in assessment contexts.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, and the like.

4. Interactive

The difference between responsive and interactive is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants.

5. Extensive

Extensive oral production tasks which include speeches, oral presentations and story telling. Interactive tasks are what some would describe as interpersonal, while the extensive includes more transactional speech events.

In this research, the writer is going to do extensive types of speaking performances in which the students present their ideas about the topic that is chosen by the teacher.

2.1.3 Problems in Speaking

According to Brown (2000: 270) there are some causes that make speaking difficult. They are as follow:

1. Clustering

Fluent speech is a phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, all form special problems English teaching speaking. Students who learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena. One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and corrections.

5. Colloquial language

Students are not well acquainted with the words, idioms, and phrases of colloquial language.

6. Rate of delivery

Learners are difficult to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

It is still difficult to find the creativity of conversational negotiation for students. Learning to produce waves of language in a vacuum-without interlocutors would rob speaking skill of its richest component.

From the characteristics of spoken language above, it can be said that those characteristics have not been achieved by the students. They can be problem for the students since they were not getting use to English in their daily life.

2.2 Teaching Speaking

Teaching speaking is a very important of foreign language learning because the students' skill in learning language will be proven by their skill in uttering something by that language. Teacher is very crucial in teaching speaking because teachers should help the students to see how the activity will benefit them. Kimble and Garnezy (in Brown, 2000: 7) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. According to Brown (2000: 275), there are seven principles for designing speaking techniques. Those principles are as follows:

- 1) Use techniques that cover the spectrum of learner needs, for language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) Provide intrinsically motivating techniques,
- 3) Encourage the use of authentic language in meaningful contexts,
- 4) Provide appropriate feedback and correction,
- 5) Capitalize on the natural link between speaking and listening,
- 6) Give students opportunities to initiate oral communication,
- 7) Encourage the development of speaking strategies.

In teaching speaking, it is very important for teachers to consider the speaking. it is also needed to make any drilling as meaningful as possible. Teachers role is veru crucial in teaching speaking because teachers should help the students to see how the activity will benefit them.

2.3 Kinds of Aids

Accordingto Dash (2007: 124) there are three procedures of applying audio visual aids. They are:

- 1) Audio aids are those aids which appeal to the sense of hearing or the ear. These are the aids by means of which children can hear something some speech, a song, an event, a sound.
- 2) Visual aids are those aids which appeal to the sense of vision or the eye. These are the aids in which children can see something some picturen a chart, a graph.
- 3) Audio visual aids are those aids which appeal to both the eye and the ear. These are the aids which help children to see and hear something. These aids present both the sound and the vision as in case of television.

The different audio visual aids have been made depending upon the sense involved. The students will get oppurtunities to share their ideas in a group and make themselves confident to speak.

2.3.1 Audio Visual Aids

Audio visual aids are useful media which help both teachers and students in the teaching and learning process. According to Rowtree(1994: 50 -58) audio visual aids are the most fitted materials to aid the teachers to inculcate the language competence in students. Therefore, audio visual aids are very useful devices

because they do not facilitate the learning process only, but they motivate students and make the course interesting.

2.3.2 The Kinds of Audio Visual Aids

According to Khirwadkar (2004: 197- 208) there are four kinds of audio visual aids. They are films, television, video and CDs.

1) Films

Films represent an effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning. Films are projected with the help of projectors.

2) Television

The television in the present day society is one of the most important teaching aid. Television based instruction help students to learn in a better way. As the topics of discussion are announced in advance and if well qualified persons are invited to discuss on the relevant topic or to give lecture, teacher can easily plan his work and incorporate in classroom instruction.

3) Video

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction learners' comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greater amount and enjoyment than the more traditional printed material.

4) CDs

Cds can be programmed and the user can quickly access any part of the disc. Even they can be programmed to play in any desired sequence. Information can also be selectively retrieved by the students. A major advantage of thecd is its resistance to damage.

2.3.3. The Advantages of Audio Visual Aids

According to Siddiqui (1986: 42- 46), there are so many advantages of using audio visual aids, such as:

- 1) Potent motivator: Motives or drives are the fundamentals to the learning process. It is necessary that learner's purposes, planning, discussions are properly motivated through rightful procedures.
- 2) Help in retention: The students forget the taught material if the material appears to be purposeless, if one does not see and hear clearly what is taught, if he does not make use of what is taught in his daily life or if he does not get sufficient mental drill in the lesson being taught.
- 3) Appeal to students of varied abilities: A systematic use of varied Audio-Visual materials can make subject matter clear and appealing to students of diversified backgrounds and varying abilities
- 4) Provide freshness and variety: Audio visual aids methods harmonise the democratic approach in meeting the students need of making educational process adventurous
- 5) Conceptual thinking: Audio visual aids create a great interest for the learner, thus they supply a concrete basis for conceptual thinking and reduce

meaningless word and phrase responses. They also supply the necessary basis for development learning thus making learning more clearer and permanent. Therefore, in advantages of audio visual aids above can be concluded that in teaching speaking, teachers should have the ability to guide the students in order to improve students' speaking skill.

III. RESEARCH METHOD

3.1 Research Design

This research is Classroom Action Research (henceforth, CAR). Burns (2010:2) states that action research is part of a broad movement that has been going on in education generally for some time. It means that to begin the CAR, the writer or the teacher needs to identify and investigate problems within a specific situation. Ross (in Burns, 1999:7) states that action research is a powerful form of staff development because it is practice to theory rather than theory to practice. Moreover, Wallace (1998:16) states that action research involves the collection and analysis of data related to some aspect of our professional practice. In other words, action research could be defined as the study of a social situation with a view to improve the quality of action within it. According to Kemmis and McTaggart (in Burns, 2010:7) action research typically involves four phases in a cycle of research. Based on the definitions above, the writer can conclude that classroom action research has a potential to generate genuine and sustained improvement in schools.

3.2 The Location and Time of the Study

The study will be conducted at SMA Santo Petrus Medan which is located on Jl. Luku 1 Medan. The writer chooses this school because it is needed to improve the students' speaking skill by using audio visual aids at SMA Santo Petrus Medan. This study will be conducted in August 2018.

3.3 The Subject of the Study

The subject of this study is the seventh grade students of SMA Santo Petrus Medan in the Academic Year of 2018/2019. The eleventh grade students consists of three class. The total students number of three class are 90 students. The writer limits the research in Class XI in the Academic Year of 2018/2019. The numbers of students in that class are 34 students, consisting of 17 female students and 17 male students. Based on the preliminary research did by the writer, the students get difficulties in speaking activity.

3.4 The Source of the Data

The data of this research are qualitative and quantitative data. The qualitative data are obtained from the observation sheets, field notes, and questionnaire of teacher and students. While the quantitative data are obtained from the students' speaking test before, during and after the learning teaching processes. A collaborator in this research is the teacher of English at the eleventh grade students at SMA Santo Petrus Medan in the Academic Year of 2018/2019.

3.5. The Instruments of Collecting Data

The source of data in this research is from what the writer gets during the research. The instruments that will be used by the writer to collect the data are as follow:

3.5.1 Test

The test that will be used in this study is pre-test, formative test and post-test. The writer divides the score into four criteria, that is vocabulary, accuracy, pronunciation, and fluency. Pre-test before implementing audio visual aids and post-test after implementing audio visual aids.

3.5.2 Observation

Observation is used to observe all the condition that happens during learning teaching processes that is filled by the English teacher as the observer to give evaluation to the writer.

Table 1. Observation Sheet I

Audio Visual Aids	The Strategy's Contribution	Yes	No
Step One	The students know about the concept of audio visual aids		
Step Two	1. The students prepare their own conversation about describing people 2. The students work in group 3. The students practice the conversation 4. The students pay attention and give comments or suggestion		
Step Three	The students ask and discuss about difficulties		
Step Four	The students and teacher review the lesson		

Table 2. Observation Sheet II

	Description	Yes	No
TEACHER	1. The teacher comes to the class on time. 2. The teacher greets the students. 3. The teacher prepares teaching material. 4. The teacher does brainstorming. 5. The teacher explains material clearly. The teacher uses media in presenting the material. The teacher gives the students a concept, topic, or idea. 8. The teacher concludes the lesson.		

STUDENTS	1. The students pay attention to the teacher's explanation. 2. The students ask the teacher if there is something unclear. 3. The students feel interested in teaching learning process. 4. The students do exercises seriously.		
SITUATION	1. The classroom is comfortable (clean, clam). 2. The classroom is not noisy. 3. The classroom has teaching aids (whiteboard, marker, and projector).		

3.5.3 Field Notes

Field notes are used to support the data in this research to note the learning teaching process related to the weakness and obstacles that are found in this research. In addition, the writer is able to see and take a note on students' speaking skill in the classroom.

3.5.4 Questionnaire

In constructing the questionnaire, the writer used checklist. It means that the respondents answered the questions by giving check (√) to the right column of the list. The writer uses questionnaire to get additional information about the students' speaking skill. The questionnaire is conducted by using scale degree of agreement involving strongly agree (SA), agree (A), quite agree (QA), disagree (D), and strongly disagree.

Table 3. Questionnaire

No	Statements	Answer				
		SA	A	QA	D	SD
1	Apakah Anda tertarik dengan proses belajar mengajar menggunakan audio visual aids?					
2	Apakah Anda mengerti materi yang diajarkan oleh guru Anda dengan mudah?					
3	Apakah guru Anda memahami materi pembelajaran yang diajarkan kepada Anda?					
4	Apakah Anda termotivasi untuk berbicara dalam bahasa Inggris dengan audio visual aids?					
5	Apakah Anda mendapatkan nilai yang lebih baik setelah diajari oleh gurumu dengan menggunakan audio visual aids?					

3.6 The Procedures of Classroom Action Research

In this CAR, the writer used the CAR model developed by Kemmis and McTaggart (in Burns 1999: 32). There are four components in one cycle for conducting CAR namely planning, acting, observing, and reflecting.

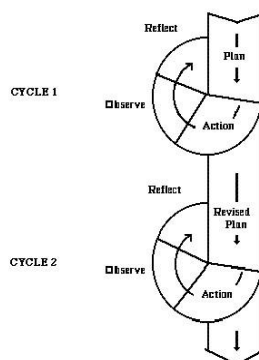


Figure 1. Cyclical Action Research Model Based on Kemmis and McTaggart

3.5.1 Cycle 1

In cycle I, there are four steps that were done. The steps in conducting this study are as follows:

3.5.1.1 Planning

Planning is the most important before doing something. In this phase, the writer prepared everything which was needed during the research. The writer chose the appropriate material and topic. The writer and the teacher worked together to plan everything needed in order to solve the students' problem in learning teaching process. In this phase, there are some activities that were done by the writer. They are:

1. choosing the appropriate material and topic
2. preparing the lesson plan
3. preparing list of students' name
4. preparing teaching aids such as, whiteboard and marker, and
5. testing the students' speaking skill.

IV. RESEARCH DISCUSSION

Audio visual aids were used to improve students' speaking skill to the eleventh grade students of SMA Petrus Medan. The improvement could be seen from the students' mean score the pre-test up to post-test. The students' mean score of pre-test is 51,97, the mean score of formative-test is 60,70 and the mean score of post-test is 75,35. The qualitative data also showed that the students became more active, enthusiastic in practicing speaking in the English language.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The conclusions of this research are presented according to the data which have been analyzed in the previous chapter. From all the data analysis about using audio visual aids in improving students' speaking skill of the eleventh grade students of SMA Petrus Medan in the Academic Year 2018/2019, it can be concluded that:

1. Audio visual aids could improve the students' speaking skill. It can be seen from the students' achievement in speaking test in each test. In the pre-test the

mean score of the students' achievement is 51,97, in formative-test the mean score of the students' achievement is 60,70 and in post-test the mean score of the students' achievement is 75,35.

2. The students' responses were very good. They felt enthusiastic and motivated after being taught with audio visual aids. The students were trained to try speaking in the English language even though some of the students felt shy and still nervous but they did not stop to speak in the English language.

5.2. Suggestions

Based on the results of the research, the writer would like to give some suggestions to be considered as follow:

1. For the English teachers

The English teachers can use audio visual aids in English learning teaching process. The teacher should make the students enjoy the speaking class and decrease their worries about learning speaking.

2. For the students

Students should be active in learning teaching process and are not afraid to speak up. The students should also have high motivation and desire in improving their speaking skill. They should have good self-confidence to speak English and they should practice speaking English with their friends. Therefore, they can improve their skills in expressing their ideas orally when they speak.

3. For other writers

The result of this study is expected to be able to provide other writers valuable information about how to improve students' speaking skill by using audio visual aids.

BIBLIOGRAPHY

Ann, A.L. & Tamara, L.B. 1998. *Teaching Oral Communication in Grade K-8*. Boston: Allyn & Bacon.

Best, W. J. and Khan, V. J. 2002. *Research in Education*. New Delhi: Prentice-Hall.

Burns, A. & Joyce, H. 1997. The Use of Audio Visual Media in Teaching Speaking. *English Education Journal*, 7(2), 180-193.

Burns, A. 1999. *Collaborative Action Research for English Language Teacher*. Melbourne: Cambridge University Press.

_____. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioner*. New York: Routledge.

Brown, Douglas. H. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.

_____. 2000. *Principles of Language Learning and Teaching (Fourth Edition)*. New York: A Pearson Education Company.

- _____. 2003. *Language Assessment: Principles and Classroom Practices*. San Francisco: Pearson Education.
- Dash, N. 2007. *Teaching English as an Additional Language*. New Delhi: Atlantic Publishers & Distributors.
- Dian, A. 2012. *Improving Students' Speaking Ability by Using Audio Visual as Teaching Media*. An Unpublished Sarjana's Thesis, Faculty of Teachers Training and Education: Tanjungpura University.
- Feri, K. 2016. The Use Of Audio Visual Media in Teaching Speaking to the Eighth Grade Students at SMP T. Bustanul, Aceh Province. *English Education Journal*, 7(2), 180-193.
- Finocchiaro, M and Sako, S. 1983. *Foreign Language Testing: A Practical Approach Language Pedagogy*. San Francisco: Prentice Hall.
- Harmer, J. 2002. *The Practice of English Language Teaching*. Cambridge: Longman.
- Khirwadkar, A. 2004. *Teaching of Chemistry Modern Methods*. New Delhi: Published Sarup & Sons.
- Olga, A. 2015. *Using Audio Visual Aids in the Implementation of Communicative Activities to Improve the Speaking Skills of Eight Grade Students of SMP N 2 Sanden in the Academic Year of 2014/2015*. An Unpublished Sarjana's Thesis, Faculty of Language and Arts: Yogyakarta State University.
- O' Malley, J. Michael and Pierce. L. 1999. *Authentic Assessment for English Language Learning: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing.
- Rowtree, D. 1994. *A Handbook of Audio-Visual Education*. London: Haper and Row Publishers.
- Siddiqui, M. 1986. *Teaching of Home Science*. New Delhi: APH Publishing Corporation.
- Spratt, et.al. 2011. *The Teaching Knowledge Test Course Modules (Second Edition)*. Cambridge: Cambridge University Press.
- Wallace, J. M. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Widdowson, H. 1990. *Aspects of Language Teaching*. Oxford: Oxford University Press.