IMPROVING STUDENTS’ SPEAKING ABILITY BY USING AUDIO VISUAL AS TEACHING MEDIA

(A Classroom Action Research to the Seventh Grade B Students of SMP PGRI 3 Sei. Awan Ketapang in Academic Year 2011/2012)

AN ARTICLE

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PONTIANAK
2014
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Kata Kunci: Kemampuan Berbicara, Media Audio Visual.

Abstract: The purpose of this research is to improve students’ speaking ability using audio visual media to the Seventh Grade B Students of SMP PGRI 3 Sei Awan Ketapang in Academic Year 2011/2012. The writer has conducted a classroom action research. The subjects of this research were 26 students who belong to the VII B class. The tools of data collection used field note, observation checklist and students result. In three cycles, it is proved that the use of audio visual as teaching media has improved students’ speaking ability. Through memorizing the dialogue using audio visual and practicing them in students’ seat students improved their confidence. Watching, listening, imitating dialogues from audio visual and listening and repeating them, students improved pronunciation. Correcting students written dialogue after performing, guessing the meaning words in dialogue of VCD and changing the underlined word with own word students improved using correct word and vocabulary. Also by memorizing and practicing the
dialogue students improved their fluency. The score of speaking from cycle to cycle improved, the first students’ speaking performance result is 50,76, the second students’ speaking performance result is 61,03 and the third students’ speaking performance result is 62,95.

**Keyword:** Speaking Ability, Audio Visual Media

Speaking enables students expressed thoughts, ideas, and feeling engaged in talk or conversation. Then the students needed to be active to practice, exchange ideas, feeling for speaking. For this purpose, motivation itself is needed that they are eager to speak with their friends in English. The motivation itself appeared by a certain way or technique. Due to a new learning technique, they felt challenging to take apart in speaking. As the result, they encouraged themselves to speak.

The researcher used audio visual as teaching media. Audio visual materials uses sight or sound to present information: “language tapes and video cassettes and other audiovisual”. Audio visual involves both hearing and seeing (usually relating to teaching aids). Audio visual aids are devices that appeal to the eyes and ears of the learners.

1. Types of Audio Visual Aids

In general, teaching media can be classified into three kinds, they are:

a. Audio aids, which consist of radio, magnetic, tape recorder, and language laboratory.

b. Visual aids, which consist of picture, chart spice men, blackboard / whiteboard, flash card, flannel board, slide, projector, silent film strip projector and overhead projector.

c. Audio visual aids which consist of television, video, tape recorder, sound film strip projector, sound motion projector and VCD player.

2. Principles for Selection and Use of Audio Visual Aids

Emphasis is now laid on the use of audio visual aids in teaching because of their multifarious values in making the teaching learning process interesting and effective. But wrong use of this aids will invite adverse criticism. According to Sharma (1981: 262) precautions must be taken while selecting and using these aids. Some of them are discussed below.

a. The aids should be integrated with learning. It should be an integral part of educative process and appropriate to the curriculum of the class. It should not be merely recreational but should accomplish some significant end and co-ordination with day to day lessons. For example, while teaching about a science, the tape recorded speech maybe reproduced in the classroom. This will provide life like situations and the students will feel interested.

b. It should be according too the age, intelligence and experiences of the students. It should neither be too simple nor too complex. It should suit to
the physical, psychological intellectual and social development of the group with which it is used, understandable to the students.

c. It should be truthful, accurate and realistic and should be a substitute for reality. For example, a model of red rose should represent a true flower in its proportion, colour, symmetry, etc. If the aids used just a misrepresentation of the actual thing the whole aim of the aid or teaching is defeated for the children will learn wrong things.

d. It should be motivational and highly informative. The aid used should attract and capture the attention of students.

e. It should be available where and when required.

f. It should have desirable utility and should be according to local conditions and needs.

The aid selected should satisfy the purpose with which it used. In short, the writer assumes using Audio Visual will be avoided the boredom situation for Seventh grade students of SMP PGRI 3 Sei.Awan Ketapang in academic 2011/2012. Then, the writer is going to use a classroom action research for this research to improve the students’ speaking.

3. Advantages of Using Audio Visual (VCD “Practical English Program”)

According to Kemp and Dayton (1985) the advantages of learning media namely:

(a) Delivery of learning materials can be made uniform,
(b) Teachers may have diverse interpretations about something,
(c) The learning process becomes more attractive,
(d) Media can deliver information that can be heard, seen, so as to describe the principles, concepts, processes and procedures that are abstract and incomplete to be complete,
(e) Become more interactive learning,
(f) If selected and designed correctly, can help teachers and students to communicate two-way active,
(g) The amount of learning time can be reduced,
(h) If use the media well, the time spent not need that much,
(i) The quality of student learning can be enhanced,
(j) Use of media makes the material more deeply and fully,
(k) The process of learning can happen anywhere and anytime,
(l) Students’ positive attitude towards the process can be improved,
(m) Teacher’s role may change to a more positive and productive,
(n) With media, teachers do not need to repeat the explanation.

VCD “Practical English Program” published by MULTI MEDIA METROPOLITAN. They have developed VCD “Practical English Program” as media of study of English language which fun, practical, easy to understand, and complete packet level start from beginner until professional. Development of fun with English conducted by all expert and professional and also “native speaker” that was laboring systematically and apply the modern method. Media VCD was selected because this media very practical and relative enough applied in social activities. VCD “Practical English Program” consist: Practical English For Children, Practical English Conversation 1, Practical English Conversation 2, Practical English Conversation 3, Visual Dictionary, TOEFL plus 1 and 2, and Cartoon Story. In general, every topic contain of English Language study items
covering Language competency, there are listening, speaking, reading, writing, also grammar, vocabulary, and pronunciation.

The writer choses this VCD because boredom situation in learning can be avoided by interesting topic, life method or modern method in learning, explanations in every structure and difficult word, oral practice and written dynamically, and also book printing in lux edition, full colour, hard cover and art paper progressively makes pleasing in learning English. As conclusion from every topic of lesson, VCD “Practical English Program” provide grammar, vocabulary and phonetic, which is designed systematic, complete, easy to understand and pleasing without difficult structure.

METHOD

This research used Classroom Action Research. Action research can be defined as a research to solve the problems found and make improvement on any plausible settings. According to Carr and Kemmis, 1986 (in McNiff, 1992: 2) : “Action research is a form of self reflective enquiry undertaken by participants (teacher, or principle, for example) in social (included education) situation in order to improve the rationally and justice of (a) their own social or situational practice, (b) their understanding of these practice, and (c) the situations (and institutions) in which these practices are carried out”. Similarly to McNiff (1992) : “Basically the reason in doing classroom action research is repairing, futher he said in classroom action research is challenged to improve his effort and to open himself to the new experience and the spiral of steps. Each steps had four stages : planning, acting, observing and reflecting.

An action research is usually conducted in a certain cycle. The cycle is divided into smaller or shorter cycles. It can be described as big cycle and small cycle. Big cycle is three meetings in which the researcher applies this technique in teaching learning process. Cycle 1 consists of one meeting, cycle 2 consists one meeting, cycle 3 consists one meeting. Small cycle consists of a meeting, which lasts on about ninety minutes.

This research was conducted at VII B class students of SMP PGRI 3 Sei Awan Ketapang in the academic year of 2011/2012, which consisting of 26 students. The male were 9 students and the female were 17 students.

FINDING AND DISCUSSION

a. Finding

The research findings are discussed based on the result of using audio visual as teaching media which were noted on the checklist table and field notes. The description is as follows:

1. The audio visual as teaching media improved student’s confidence in speaking.
Through observation questioners and field notes, the students confidence in audio visual as teaching media improved students’ confidence in speaking. Based on the Student questioners on Participating in Speaking Class for 26 students of VII B, the researcher found based on the first question that 24 out of 26 students felt happy in speaking by using audio visual and 2 out of 26 students got confused. For the second question, the researcher found that 22 out of 26 students answered speaking is easier after taught by audio visual and 4 out of 26 students answered they did not know. For the third question, the researcher found 10 out of 26 students answered that they would not miss the words when they were speaking in front of the class after taught by audio visual and 16 out of 26 students answered that they would miss the words when speaking in front of the class after taught by audio visual. At the fourth question, 12 out of 26 students answered that they bravely speaking in front of the class after taught by audio visual and 14 out of 26 students answered that they did not feel brave speaking in front of the class after using audio visual. And for last interview, 20 out of 26 students answered that they felt afraid if their friends laughed them in speaking in front of the class after taught by audio visual and 6 out of 26 students answered that they did not afraid if their friends laughed them in speaking in front of the class after taught by audio visual. (See the Student questioners on Participating in Speaking Class in table 2)

To improve the confidence, the writer did some activities:

a. **Memorizing the dialogue**

To be confident in their dialogue in front of the class, the students had to memorize the dialogue from VCD. If they had memorized the dialogue, they would have been confident in front of the class.

b. **Practicing the dialogue in students seat before performing in front of the class.**

Before the students performed their dialogue in front of the class, they had to more practice the dialogue of VCD PEP (Practical English Program) with their pairs in students seat. With practicing, they would be ready in their dialogue and felt confident in performing the dialogue in front of the class.

In the first cycle, students’ confidence in speaking was low. They felt shy because their performance in the dialogue recorded by the teacher, many times they laughed, looked at the camera and did not pay attention to the teacher instruction before their dialogue recorded. Some of the students did not fell confidence in front of the class, felt shy and silent performed their dialogue. Therefore, the teacher asked the students to practice the dialogue in their seat and memorizing the dialogue from audio visual as an example before practicing in front of the class.

So, in the second cycle, the students were not afraid again when the researcher recorded their dialogue, they began bravely performing their dialogue in front of the class, because they had prepared with their dialogue from audio visual. But, six of the students still did not prepare their dialogues
because they did not pay attention in the learning. When the students were asked why they did not pay attention, they said the dialogue from audio visual was not interesting.

Therefore in the third cycle, the teacher changed the dialogue in VCD with VCD using animation cartoon. Most of the students had prepared themselves. They felt confident performing their dialogue in front of the class without doubtly. They have memorized their dialogue and got ready in performing their dialogue.

In conclusion, practicing dialogue on the student seat, memorizing the dialogue, dialogue with cartoon animation helped them improve confidence in speaking.

2. The audio visual as teaching media improved students pronunciation in speaking
To achieve this improvement, the writer did some activities such as:

   a. Watching, listening and imitating dialogue from VCD
   Before the teacher turned on the VCD programme of audio visual, the teacher gave explanation about the material. Then the students asked to watch and listen the dialogue about Greeting and Introduction other that showed in the VCD. The students felt enjoyable and watching dialogue of VCD seriously. After the programme finished, the teacher gave the text of dialogue to the students. Then the teacher asked the students imitated the dialogue, the teacher reviewed turned on the programme with the slow dialogue by the text in the dialogue. The teacher repeated this dialogue twice or three times when was needed.

   b. Listening and repeating
   After the programme has finished watching the VCD, the students received the text of dialogue. Then the teacher turned on the programme with the text dialogue, the students asked to imitate and repeat the text after the teacher paused dialogue of VCD. The students asked to pay attention in the pronunciation, intonation and rhythm of dialogue. In addition, to make their pronunciation is good, the teacher asked the students to repeat the sounds of difficult word until their pronunciation was correct.

   The topic in this cycle were Greeting the friend in the school and Introducing the sister to other and conducting on March 6th 2012. The researcher found at the first cycle, some of the students made wrong pronunciation of the words like: good, today, meet, nice, who, are, fine, you. It happened because some of them did not listen seriously dialogue of VCD. Therefore, the teacher corrected their pronunciation by repeat that word until their pronunciation was correct and asked them to listen carefully in correct pronunciation. The average of score for pronunciation in this cycle was 47, 69.

   The second cycle conducting on March 13rd 2012. The topic here were Greeting the teacher in the school and Introducing the brother to friend. In this cycle, most of the students got progressing in
pronunciation, they could pronounce with correct pronunciation of wrong pronunciation at the last cycle. But some of students got difficulties in pronounce the words because they did not listen seriously in learning. So, the teacher asked them to listen carefully in correct pronunciation. The average of score for second cycle was 70.00.

The cycle three conducting on March 20\textsuperscript{th} 2012 and the topic were Greeting the old friend and Introducing new friend to friend in the class. In this cycle, their pronunciation were better than before. Most of the students made correct pronunciation because they had practiced, imitated and repeated the correct pronunciation from the model of dialogue in the audio visual. They had practiced the difficult words seriously. So, students’ pronunciation in speaking improved at this cycle. And the average of score for last cycle was 72.31. (See Students’ Speaking Performance Result from Cycle 1- Cycle 3 in Appendix 4)

In conclusion, by watching, listening and imitating dialogue from VCD, students’ pronunciation in speaking improved. Moreover the score of students’ pronunciation in performance was good at last cycle.

3. The audio visual as teaching media improved students using correct word in speaking

To achieve this improvement, the writer had been conducted such as:

\textit{a. Correcting students written dialogue after their performing in front of the class.}

After the students performed their dialogue in front of the class, the teacher corrected their written dialogue. If they used wrong words, the teacher gave the correction for their written dialogue with correct word and the students asked to repair it.

\textit{b. Guessing the meaning word in the dialogue of VCD.}

The students listened dialogue from VCD of audio visual, when the teacher said the words, the teacher paused the dialogue of VCD and the students asked to guess the meaning word of dialogue from VCD.

\textit{c. Changing the underlined word with own word.}

The students listened dialogue from VCD of audio visual, then the teacher gave them a text and the teacher asked the students changed the underlined words with own word.

In the first cycle, the teacher found a lot of students made mistake in using vocabularies and correct words. Their mistake in using word, for the example:
- What we have home work? $\rightarrow$ Do we have home work?
- What is she? $\rightarrow$ How is she?

In addition, the researcher found that their dialogue was the same with other groups. They did not improve their dialogue with their own word. Therefore, the teacher gave a text about dialogue and they asked to change the underlined word with their own word. The average of score for using correct word in this cycle was 52.69.

In the second cycle, their dialogue was better than the last cycle. They had known their mistake in using correct word. Their mistake in
using correct word at the first cycle had corrected by the teacher and they had repaired it correctly. But, some of the students made mistake in using correct word because their limited vocabularies. So, the teacher corrected their written dialogue after their performing in front of the class. The average of score for using correct word in second cycle was 52, 69.

In the last cycle, students’ speaking in using correct word had gotten progressing. They had chosen the correct word for their dialogue. Their mistake in the last performing had corrected by the teacher. And in this cycle, they had known to make creative design own dialogue based on their own words. The average of score for using correct word in this cycle was 64, 23.

In conclusion, by correcting student written dialogue, guessing the words in the programme and changed the underlined word with own word, helped them improve using correct word in speaking.

4. The audio visual as teaching media improved students in fluency in speaking

To improve students in fluency, several acting had been conducted such as:

a. **Memorizing the dialogue**
   To perform their dialogue in front of the class well and fluently, the students asked to memorize the dialogue. They might not forget the text of dialogue. If they forgot, their dialogue would not be fluence, silent in the middle of the dialogue in front of the class.

b. **Practicing the dialogue**
   Before the students performed their dialogue in front of the class, they had practiced their dialogue with their pairs. With practicing, they would be ready and fluent performing the dialogue in front of the class.

   In the first cycle, a lot of them did not fluent in their performance. Some of them had forgotten their dialogue and silent for a long time in front of the class. The other students performed their dialogue doubtly in front of the class. Therefore, the teacher asked them to memorize the dialogue seriously before they performed in front of the class. The average of score for using fluency in this cycle was 45, 00.

   For the second cycle, they had done dialogue was better than the first cycle. Most of them performed their dialogue fluently. They had memorized their dialogue seriously so their performance was fluent in front of the class. But, some of students have done a mistake because they did not serious in their learning. So, they asked to practice the dialogue in pairs. The average of score for fluency in this cycle was 62, 69.

   Therefore, at the last cycle, students’ speaking in fluency were better than before. They had performed fluently in their dialogue in front of the class because they had been familiar with the material. They had memorized all their dialogue well, but some of students still did not fluent in their dialogue because they did not serious in the learning. But after the
teacher turned on the dialogue with interesting and funny cartoon VCD from Akal Interaktif, they began to watch seriously in their learning and they asked to memorize their dialogue seriously before they performed in front of the class. The average of score for fluency in this cycle was 65.35.

In conclusion, by memorizing and practicing the dialogue helped them improve their fluency in speaking.

In the first meeting, the students’ score of speaking is 1.319.7 and the second meeting this score increased into 1.586.8 and the last meeting the students’ score of speaking is 1.636.7.

After knowing the students’ speaking result above, the researcher categorized students’ speaking ability by using the qualification below:

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 59</td>
<td>Not achieved</td>
</tr>
<tr>
<td>60</td>
<td>Achieved</td>
</tr>
<tr>
<td>61 – 100</td>
<td>Over achieved</td>
</tr>
</tbody>
</table>

In the first observation, the classification of students’ talk is 50.76 (not achieved) and the second observation improved into 61.03 (over achieved) and the last observation is 62.95 (over achieved). From the result above, students’ speaking ability improved.

b. Discussion

From the research finding, it could be seen that the students’ ability in speaking improved from cycle to cycle. In the first meeting, the mean score of students’ ability was not achieved. In the second meeting was over achieved and in the third meeting was over achieved. The points indicated that the VIIB students of SMP PGRI 3 Sei. Awan Ketapang improved in speaking by using Audio Visual. The improvement was taken place in the classroom was considered as the result of the treatment. The treatment which was mentioned here was by using audio visual in improving students’ ability in speaking.

Furthermore, the results of treatment showed that action purpose was accepted. Improving students ability of VIIB students in SMP PGRI 3 Sei. Awan Ketapang in academic year 2011-2012 improved by using Audio Visual.

The above description showed that encouraging students to speak by using media could improve students’ confidence, pronunciation, using correct word and fluency in speaking. Students could practice their dialogue in front of the class well and correctly. In addition, this media could help students to overcome their problems of being nervous and ashamed. They also learned that work in pairs was different from worked individually.

From the research finding above, the writer found some important points to be discussed. When the treatment of speaking class by using audio visual as teaching media was applied in the classroom, the students’ performance slowly
but surely showing progressed in every cycle. In this treatment, they were taught to make simple dialogue and practice their dialogue with the topic had given by the teacher. Eventhough in the beginning of the treatment they still hesitated in their dialogue, but finally they performed the dialogue well and enjoy in the speaking activity.

The writer’s colleagues and the students gave positive opinions about this media. They agreed that it was an interesting way, not only to activate the students spoke but also made them enjoyable and performed the dialogue well in the speaking activity.

But in using this audio visual have some weakness. Some of students made noisy with their friends when the audio visual turned on, they talked with their friends. But after the teacher walked to that students and gave advice to them, they began paying attention to watch. The other problem in using audio visual was the VCD, the teacher should have double VCD to avoid the broken VCD when it used in the learning activity.

Eventhough the researcher finding of the classroom action research was significant, but the writer still expected that there would be more researched in this area. The researcher only provided a limited data. Therefore if it was used to another class, the result might be various.

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the students’ speaking result of the first year students of SMP PGRI 3 Sei. Awan Ketapang in academic 2011 / 2012 improved by using audio visual. Teaching speaking by using audio visual help to involve the students in the process of teaching English class. This media could enhance the students’ confidence, pronunciation, using correct word and fluency in speaking.

The research was done in three cycles. In the first treatment, students’ speaking ability result was low, but they were involved in the activity happily. It seemed that in the first meeting only their interest of the media that showed up, on the other hand they still did not pay attention the use of pronunciation, correct word and fluency. Then, step by step, in the second meeting the teacher looked at the progress that students made as students did not only follow the media procedure enthusiastically, but also paid attention to their confidence in speaking, pronunciation, using correct word and dialogue. And in the last meeting, students showed the great progress of the result. It gave the researcher a significant sign that the students’ speaking ability has improved. It was useful to progress the teaching learning activity especially in teaching speaking.

The result of students progress could be seen in observation checklist table that the less active students at the beginning of the research slowly showed their progress. They began to correct their dialogue and perform in speaking. The seventh grade B students of SMP PGRI 3 Sei. Awan Ketapang improved in
dialogue by using audio visual as teaching media. It meant that the action hypothesis was proved.

b. Suggestion

Research finding of this researching give suggestions to improve the teaching learning activity especially in teaching speaking.

The suggestion of this writing are defined as follows, the first that Audio visual should be chosen appropriately based on the students’ age, level and the students’ ability before this media applied in the classroom as the material. The second is teacher should provide the material: dialogue that enables students to speak more. So, the students would be more creative in speaking. The third, during the students were use of this media, the teacher acted as the moderator, mentor and facilitator in order to motivate the students to their express opinions or ideas that they have. The next, while the students were in their practice, the teacher could give them some words that they do not know the meaning in English. And the last, the instructions to be clear to the students to avoid from being confused.

BIBLIOGRAPHY


