

THE EFFECT OF USING AUDIO VISUAL MEDIA ON STUDENTS' ENGLISH SPEAKING ABILITY

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Diserahkan: 15-06-2022

Direviu: 26-07-2022

Diterima: 30-07-2022

Diterbitkan: 01-08-2022

Abstract

The purpose of this study was to determine the effect of using audio visual media on the ability to speak English in class VIII students of SMP 20 Mei Cimanggis, Depok and to find out the results of the influence the method used by the author in this study was the Experimental Pretest and Posttest method by taking samples. randomly (Random Sampling) to Class VIII students of SMP 20 May Cimanggis, Depok as many as 30 students who took the test. The test carried out is in the form of an oral speaking test with the assessment criteria of Pronunciation, Grammar, Fluency, Vocabulary, and Content. With two questions. With the data analysis technique using the t-test with a significant level of $\alpha = 0.05$, the data obtained $t_{count} > t_{table}$ value, which is $4.66 > 1.69$, it can be concluded that H_0 is rejected and H_1 is accepted, this states that there is a significant effect between the independent variable (X) is Audio Visual Media on the independent variable (Y) the speaking ability of eighth grade students of SMP 20 May Cimanggis, Depok.

Keywords: Audio Visual Media, Speaking Ability



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Introduction

Language is one of the most important things in communication and is used as a means of communication between nations all over the world. As an international language, English is very important and has many links with various aspects of human life. In Indonesia, English is considered the first foreign language and is studied formally from elementary school to university level.

The most frequent problem is the teacher's ability to apply appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interested in learning English.

In English, there are four skills that must be mastered, namely: listening, speaking, reading, and writing. The teaching of language skills taught in Senior High Schools currently places more emphasis on reading skills. In the implementation of teaching and learning activities in English, the teacher is guided by the compulsory handbook and students also learn with the compulsory handbook for students, which contains themes and is accompanied by exercises in each unit. So, English teaching and learning activities emphasize more on understanding a reading on a particular theme. Meanwhile, learning

activities to develop students' speaking skills have not been fully implemented by the teacher. Learning activities to develop speaking skills carried out by teachers currently use more speaking teaching techniques using the repeat-say method, namely the teacher reads examples of short conversations and then students imitate together. With such a method, the experience of using language gained by students is only rote, because students are not given the opportunity to practice it directly. Things like this sometimes cause students to have difficulty mastering English speaking skills. The vocabulary mastery of most high school graduates is still very low, which is around 1000 – 3000 vocabularies from the target, which is approximately 5000 vocabularies, so that most high school graduates have difficulty or even cannot master oral and written communication. In learning speaking skills, mastery of vocabulary is very necessary because having enough vocabulary will make it easier for students to master speaking skills in English.

The low mastery of foreign language vocabulary is due to the fact that teaching methods and media have not been used that are able to arouse students' interest and motivation to learn. Especially teaching methods and media that lead to mastery of basic structures orally which is the basis for developing passive and active skills in oral communication. For this reason, in teaching and learning English, especially teaching speaking skills, teachers must be able to carefully choose the teaching methods and media that will be used so that existing subject matter can be developed.

Nowadays, various teaching media for language teaching have been developed. However, in general, the teaching media in terms of type are divided into audio media, visual media and audio visual media. Audio-visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to acquire knowledge, skills, or attitudes. Audio-visual media is media related to the sense of hearing and the sense of sight. There are several types of audio-visual media such as motion audio-visual media (television, video, and film), silent audio-visual media

Regarding the use of audio-visuals in teaching and learning activities as stated above, the use of audio-visuals for speaking skills activities is considered very appropriate, especially for teaching how to pronounce words in English correctly, considering that audio-visuals have several advantages, including being able to be played repeatedly so as to provide opportunities for students to listen to the material more often. Thus teaching and learning activities will be more effective and varied because students are actively involved. The use of audio-visual media that is properly prepared and used properly in teaching English is expected to help increase students' interest and motivation to learn English, so that they can master all language skills taught in English subjects at Senior High Schools, especially skills speak. Taking into account other problems and considerations that research on audio-visual media related to English speaking skills is rarely carried out, the researcher intends to raise this problem in a study entitled "The effect of using audio-visual on English speaking skills of class VIII SMP 20 students. May Cimanggis, Depok.

Research Method

The research method used in this study is a true experimental research method. This experiment aims to determine the effect of speaking skills between students after being given treatment through audio-visual media in their learning.

This research was conducted in one class which was divided into two groups, namely the control group as the pre-test and the experimental group as the post-test, the

sample was selected randomly, pretest was carried out in the control class and post-test in the experimental class and was given a test evaluation at the beginning and end of the application of the learning model in both class, in order to get different results between the experimental group and the control group. In this study, the researcher wanted to know the effect of audio-visual media on the speaking ability of eighth grade students of SMP 20 Mei Cimanggis, Depok.

So in this study the method used is the true experimental method with a non-equivalent control group design. According to Sugiyono (2009:116) said that the non-equivalent control group design is almost the same as the pretest post-test control group design, only in this design the experimental group and control group are not chosen randomly.

The population in this study were all eighth grade students of SMP 20 Mei Cimanggis, Depok, which consisted of 32 students with 9 female students and 23 male students. In taking the sample, the writer took the class VIII students as many as 30 students. This study uses a probability sampling technique, which is a simple technique that provides equal opportunities or opportunities for each element (member) of the population to be selected as a member of the sample using simple random sampling.

Data Collection Method is a technique or method used to collect data. The method refers to a way so that it can be shown its use through questionnaires, interviews, observations, tests, documentation and so on.

Research Findings and Discussion

Based on the results of the research presented above, the incoming data is processed by statistical calculations. The ability to speak English using audio-visual media and those who do not use audio-visual media has a significant difference. This can be seen in the calculation results of the comparison data analysis of the value of speaking English before (Pre Test) and after (Post Test) audio-visual media as follows:

Table 4.8

Comparison of the Pre-Test scores of the control group and the Post-Test of the English-speaking experimental group

Value	Pre Test Results control group	Post Test Results Experimental group
mean	60.9	70.1
median	60	72
Mode	59	74
variance	22.64	17.8
Standard Deviation	4.76	4.2

The table above shows that the students' English speaking scores before using audio-visual media have not shown a satisfactory level. But based on the assessment standards, the value of students is classified into "enough" even though they still need improvement. This can be seen from the values obtained from the control group, namely Mean 60.9, Median 60, Mode 59, Variance 22.64, and Standard Deviation 4.76. While the values obtained from the Experimental group are Mean 70.1, Median 72, Mode 74, Variance 17.8, and Standard Deviation 4.2. Then after testing the hypothesis with the t value obtained from the calculation of 4.66 and t table 1.69 at the level of $\alpha = 0.05$ then H_0 is rejected and the research hypothesis is accepted. Thus, this study has succeeded in

testing the truth of the hypothesis, namely that there is an effect of differences between the ability to speak English using audio-visual media and those who do not use Audio Visual Media.

Conclusion

After paying attention to the results of the research above, the authors can draw several conclusions, namely:

Based on the results of the above calculations, it can be concluded that the values obtained from the control group are Mean 60.9, Median 60, Mode 59, Variance 22.64, and Standard Deviation 4.76. While the values obtained from the Experimental group are Mean 70.1, Median 72, Mode 74, Variance 17.8, and Standard Deviation 4.2.

After testing the data requirements using the Normality and Homogeneity test, it can be concluded that the results of the Normality test (Liliefors test) obtained with $\alpha = 0.05$ and $N = 30$ are 0.161. So from the control group obtained a value of 0.158, and the experimental group obtained a value of 0.118. Means from this value explains that the value of $L_{count} < L_{table}$ which states that the Pretest and Posttest values are normally distributed.

And, it can be seen in the homogeneity test, obtained a value of 1.27. Meanwhile, t_{table} for $\alpha = 0.05$ and $dk = 29$ is 1.84. So, $f_{count} < f_{table}$; $1.27 < 1.84$. So, the effect of audio-visual media (variable X) on speaking ability (variable Y) is homogeneous.

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