

The Implementation of Audio Visual Media in Improving the Students' Speaking Skill at the Second Grade of MA At-Tarbiyah Islamiyah Kolaka

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Abstract:

English is one of the most important subjects that students should learn. In particular, educated students must have a high interest in learning English. Most students should not pay attention to English because students consider English as foreign as the language. Based on these conditions, teachers must know how the learning process is successful and how to make students interested in learning English. In teaching English, four skills must be taught to master the lesson. They are: writing, reading, listening and speaking. Those skills are different in meaning but have the same goal, which is to increase the creativity of the language. All these skills are taught by the teacher to the students. As one of the four language skills, speaking is very important, especially for high school students.

This research was designed to improve students' speaking skill by using the Audio visual media at the second grade of MA At-Tarbiyah Islamiyah Kolaka. The research question was "How can the implementation of Audio Visual Media improve the students' speaking skill for the second grade students of MA At-Tarbiyah Islamiyah Kolaka in academic year 2021/2022?" The objective of the research was to improve the students' speaking skill, while the specific objective of the research was to know whether the implementation of Audio Visual Media can improve speaking skill to the second grade students of MA At-Tarbiyah Islamiyah Kolaka in academic year 2021/2022.

Design of this research was collaborative "Classroom Action Research" (CAR) the data of this research was obtained from the result of speaking test and observation sheets. The findings of this research showed that Audio visual media could improve the students' speaking skill. The improvement could be described on the average score and the percentage. The target achievement of this research was minimally 70% of students get score 70.

The finding showed that students' speaking skill was improved from cycle to cycle. In the first cycle, the value was 67,5 which 44% or 8 of 18 students got value greater than or equal to 70. Meanwhile in the second cycle it was increased to 74,1 or there were 77% or 14 of 18 students got value greater than or equal to 70. This result indicates that Audio visual media can improved students' speaking skill at the second grade of MA At-Tarbiyah Islamiyah Kolaka.

Key Word: *Speaking, Audio Visual, CAR*

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I. Introduction

Speaking is one of four language skills which needs to be mastered by students. According to Harmer (2011), productive skill is the term of speaking and writing skills where students actually have to produce the language themselves. It is an important skill because in speaking someone can say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication.

Speaking can be defined as an activity to share or discuss information that helped people to communicate with each other. To improve the students' speaking learning interest, the teacher needs to recognize how to teach speaking effectively, and what instructional materials are the most appropriate for their students. The aims of the research are to find out whether or not teaching speaking using three – Step interview technique in improving students' speaking ability and to find out the teaching and learning situation when three – Step interview technique implemented in the speaking class. This research is Classroom Action Research, (A Risty, 2019).

Therefore, in showing students' speaking skills, especially in English lessons, it is necessary for sensitivity and creativity by teachers to provide something new and provide various forms of learning media including audio- visuals so that students feel interested and encouraged, and active in learning and quickly respond to all the learning that has been presented, because Audio Visual Media for students to improve speech

skills several times, more than any other method. It can be defined as materials and stimulation devices that aid sound and vision in teaching to facilitate students by activating more than one sensory channel (Madhuri, 2013).

The problems in teaching speaking are also found at students of MA Islamiyah At-Tarbiyah is a senior high school located at Jalan. Daeng Pasau, Taha, Kolaka district. Based on pre-observation that was done by the researcher on May 29, 2021 at MA Islamiyah At-Tarbiyah by interviewing the teacher, found that there are some problems arise in students' speaking skills.

The first, students had difficulty pronouncing English words because according to the student, the writing of English words is different from the way they are pronounced. Second, students had difficulty memorizing English words. Because English words were difficult to pronounce, they were also still unfamiliar with English words.

To overcome those problems, it is better to look for a good media in teaching. Teacher can use several activities that can stimulate the students to improve their speaking skill and their motivation in learning English. One of the good way is by applying Audio Visual media.

Audio Visual Media for students to improve speaking skills several times over, more than other methods. That can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate students by activating more than one sensory channel (Madhuri, 2013). Audio visual media is a medium that contains elements of sound and images seen such as video recordings, film, sound slides and so on. The ability of this media is considered more interesting and good. Because it contains both types of media elements first and second (WinaSanjaya, 2011:211).

According to Zaini in JatmikoSidi and Mukminan (2016:61) audio visual media is a media that audible means media or tools that can be heard while visible means can be seen. In other words, audio visual media is a medium or tool that produces sound as well as images in one uni example of film, television, VCD or video cassette.

From the explanation about Audio Visual media, the researcher expected that Audio visual media could improve speaking skill at the second grade of MA AT-Tarbiyah Kolaka in academic year 2021/2022. Based on the result of the background above, the researcher conducted a classroom action research on teaching speaking in MA AT-Tarbiyah Islamiyah Kolaka. That was "The Implementation of Audio Visual Media in Improving the Students' Speaking Skill at the Second Grade of MA AT-Tarbiyah Islamiyah Kolaka".

II. Material And Methods

Design of the Research

The design of this research used collaborative Classroom Action Research (CAR), It means that in doing that research, the researcher collaborated with one of the English teacher of MA At-Tarbiyah Islamiyah Kolaka. They worked together in planning and action, implementation the action, observing the action and analyzing and reflecting the action. In this case the researcher was as a teacher and the English teacher was as an observer. Action research was a process in which participants examine their own educational practice systematically and carefully, using technique of research. Classroom Action Research activities involved repeat cycles, each consist of planning, acting, observing, and reflecting. The result of one cycle used to determine the need for the following cycle, until the problems were solved by the strategy (Kemmis & Taggart), It is explained by Wijaya Kusumah and Dedi Dwitagama (2010: 20), that the merger of these two components because the process of action and observation is an inseparable unity. So when doing an action, at that time the researchers made observations.

Setting of the Research

This research was conducted at MA AtTarbiyah Islamiyah Kolaka, in the second grade (XI), which is located Jalan Daeng Pasau, Taha, Kolaka District. The researcher choose this school because the students in this school have problems inspeaking.

Subject of the Research

The subject or participants in this research were the students of class XI of MA At-Tarbiyah Islamiyah Kolaka in, academic year of 2021/2022. This class consists of 18 students. The Reseacher choosed this subject because from the results of preliminary research, the researcher got students' problems inEnglish.

Instruments of the Research

The research instrument was a tool that was selected and used by the researcher in collecting activities so that the activity becomes systematic and made easy by the researcher. In this research, the researcher used observation sheet, and speakingtest:

1. Observation Sheet. Observation sheet was used to write down the problems, facts, and description during the teaching and learning process. In this research the researcher was used two kinds of observation

sheet, there were be observation sheet for students and observation sheet for teacher. To gather the data the researcher was collaborate with English teacher. The data from observation sheet for students and teacher will be filled by English teacher. Gorman and Clayton (2005) define observation studied as those that "involve the systematic recording of observable phenomena or behaviour in a natural setting".

2. Speaking Test, Speaking test was used to get the information on the students' speaking skill in every cycles of implementing the actions. In this research, the researcher worked with the English teacher in assessing the students' speaking skill enhancement in each cycles. At the end of each cycles, students was given an oral speaking test. Then the English teacher and the researcher in charged of assessing the students. The English teacher as rater 1, and the researcher as rater 2.

According to Brown (2004) a test is a method of measuring a person's ability, knowledge, or performance in a given a domain. The purpose of a test is able to give the valid information on the students' abilities and knowledge, hence the successful of the teaching and learning can be seen in the test's result.

The Procedure of the Research

Classroom action research model which was used in this research is Kemmis & McTaggart model. This research model combines two components, namely acting and observing components into one unit. It is explained by Wijaya Kusumah and Dedi Dwitagama (2010: 20), that the merger of these two components because the process of action and observation is an inseparable unity. So when doing an action, at that time the researcher made observations.

This research cycle depends on the achievement of the research objectives, if the research objectives have been achieved then the next cycle is not carried out. Each cycle will consist of 4 stages, they are: planning, acting, observing, and reflecting.

Technique of Data Collection

To obtain data and information in this research using the following techniques:

1. Observation, this technique is an observation that is done directly at the time of data collection of students. The observation is done by looking, observing for yourself, and recording the behavior of students in the learning process through the observation sheet. The preparation of observation sheets is carried out by researchers and charging techniques involve collaborators.
2. Test the results of learning, data retrieval techniques to find out the improvement of learning outcomes carried out by giving questions and students answering them several times. A test to determine students' learning outcomes after the implementation of audio visual learning media.

III. Result

Finding of the Research

First Cycle

The implementation of audio visual media in the first cycle was conducted in four meetings, the implementation of audio visual media was explained in four stages like planning, implementing, observing, analyzing and reflecting.

Analysis of Students' Activities in First Cycle

The analysis of the teaching and learning process was carried out based on the obtained information in the observation sheets for students was found that during the teaching and learning process on the three meetings in first cycle got improvement. In the first meeting, the students average obtained score was 5,6 and that value belonged to the average category. Next it improved to be 7,0 in the second meeting and that value belonged to the good category. Then it improved to be 7,9 in the third meeting and that value belonged to the good category. Thus, it was concluded that in the first cycle there was an increase in student activities in the classroom.

Analysis of the Students' Speaking Test in First Cycle

Table 1. Data Distribution of Students Score in the First Cycle

No.	Remark	Score	Frequency	Total score
1	Success	80	1	80
2		75	5	375
		70	2	140
Total			8	
4	Failed	65	4	260
5		60	6	360

Total	10	
Final Total	18	1215
Average		67,5
Percentage		44%

From the table data distribution of students score in the first cycle above, it can be seen that the number of students who succeeded in the speaking test in first cycle was 8 out of 18 students, and students who failed were 10 out of 18 students. Two student was getting 80 as the higher score/maximal score. And six students got 75 and then two students got 70, and six students got 65 and the last four students got 60 as minimal score. With an average number of 67,5 or 44% percentage. Then these results stated that the students speaking test in first cycle was still not successful because the average score was still below the KKM standard score of 70.

Table 2. The Category of Students' Speaking Test in the First Cycle

No	Category	Interval Score	Frequency	Percentage
1	Excellent	87-100	0	0%
2	Very Good	73-86	6	33%
3	Good	59-72	12	66%
4	Average	45-58	0	0%
5.	Poor	30-44	0	0%
6.	Very Poor	<30	0	0%
	Average		68,0	
	Max		80	
	Min		60	

The result of the students' speaking test in first cycle was analyzed by the researcher and observer. From the table above it can be seen that the number of students who got the value in Very Good category was 6 students. And the number of students who got the value in Good category was 12 students. The students highest score was 80, and the lowest was 60. With an average number of 67,5. Therefore these results stated that the students speaking test in first cycle was still not successful because the average score was still below the KKM standard score of 70.

After conducting first cycle, the English teacher and researcher did reflection on several positive result and weaknesses in the first cycle. From the observation, it was obtained that the teaching and learning process by implementation of audio visual media generally ran well. The researcher noted some positive sign in teaching and learning process are as follow:

Students were seemed interested toward the new media that applied in the classroom.

1. Students were good enough to determine the expression
2. Students were still nervous or afraid of to speak.
3. Some students were still passive.
4. Students had difficulty saying English word.
5. Students had difficulty in finding detail information in the video about the daily expression

The researcher decided to explain more about how to identify content of text especially language features, generic structure, and detailed information (by asking students to participate actively and share information after they watch the video). Beside, the researcher remodel the groups and the researcher asked the passive students became a team leader. The passive students had to report the result of their work in front of the class.

Table 3. Summary of Students Problem and Solution

No	Problems	Solutions
1	Students were still nervous or afraid to speak.	The researcher always asked the students to perform in front of the class and stimulate them to speak-up.
2.	Some Students were still passive.	There researcher asked the passive students became a team leader, and had to report the result of their work in front of the class.
3.	Students had difficulty saying English words.	Asked them to correct each other in speaking and increase practice of speaking at home.
4.	Students had difficulty in finding detailed information in the video about the daily expression.	The researcher asked the students to participate actively and share information after they watched daily expression videos.

Second Cycle

Analysis of Students' Activities in Second Cycle

Based on the information gathered in the observation sheets for students, an analysis of the teaching and learning process was carried out, and it was discovered that throughout the teaching and learning process on

the three sessions in the second cycle, there was an improvement. The pupils' average earned score in the first meeting was 8,2, which was in the good category. After that, it increased to 8,6 in the second meeting, putting it in the good category. Then, in the third meeting, it increased to 8,7, putting it in the good category. As a result, it can be stated that student activity in the classroom increased in the second cycle. For further information on the information obtained from the observation results.

Analysis of the Students' Speaking Test in Second Cycle

Table 4. Data Distribution of Students' Score in the Second Cycle

No.	Remark	Score	Frequency	Total score
1	Success	90	1	90
		85	2	170
		80	2	160
2		75	5	375
3		70	4	280
Total			14	
4	Failed	65	4	260
Total			4	
Final Total			18	1335
Average			74,1	
Percentage			77%	

The number of students who passed the speaking test in the second cycle was 14 out of 18 students, and the number of students who failed was 4 out of 18 students, as shown in the table data distribution of students' score in the second cycle above. One student received a score of 90, which was the highest possible score. Two students received an 85, two students received an 80, five students received a 75, four students received a 70, and the final four students received 65. With an average of 74,1 people, or 77 percent of the population.

The students' speaking test in the second cycle was successful, according to these data, because the average score was higher than the KKM benchmark score of 70. So the researcher decided to end the cycle.

Table 5. The Category of Students' Speaking Test in the Second Cycle

No	Category	Interval Score	Frequency	Percentage
1	Excellent	87-100	1	5%
2	Very Good	73-86	9	50%
3	Good	59-72	8	44%
4	Average	45-58	0	0%
5	Poor	30-44	0	0%
6	Very Poor	<30	0	0%
Average			74,1	
Max			90	
Min			65	

The researcher and observer analyzed the results of the students' speaking test in the second cycle. The number of students who received the value in the Excellent category was one, as shown in the table above. In addition, there were 9 pupils who received the value Very Good. And there were 8 students that received the value in the Good category. The student received a 90 on the highest scale and a 65 on the lowest. With an average of 74,1 people.

Since a result of these findings, the students' speaking test in the second cycle was successful, as the average score was higher than the KKM standard score of 70. So the researcher decided to end the cycle.

Table 6. Summary of Students' Improvements in the Second Cycle

No	Students' Problems in the First Cycle	Students' Improvements in the Second Cycle
1	Students were still nervous or afraid to speak.	Students' had good confidence in gave opinion and speaking in front of class.
2.	Some students were still passive.	Students were active in group and reported their task.
3.	Students' had difficulty saying of English words.	Students' had easily saying of English words.
4.	Students' had difficulty in finding detailed information about daily expression.	Students' had understood finding detailed information about daily expression.

The researcher saw an improvement in the kids' activities after the second cycle. The first cycle's flaws had been addressed. The following are some of the improvements made in cycle 2: (1) Some students' behavior changed and they became more active. (2) The students were simple to remember. Words in English.

IV. Discussion

Based on the finding, it could be conclude that audio visual was a medium that can improve speaking skill of the students in the second grade of MA At-Tarbiyah Islamiyah Kolaka. The students got more active and excited in the learning process after used audio visual media as a media in teaching process.

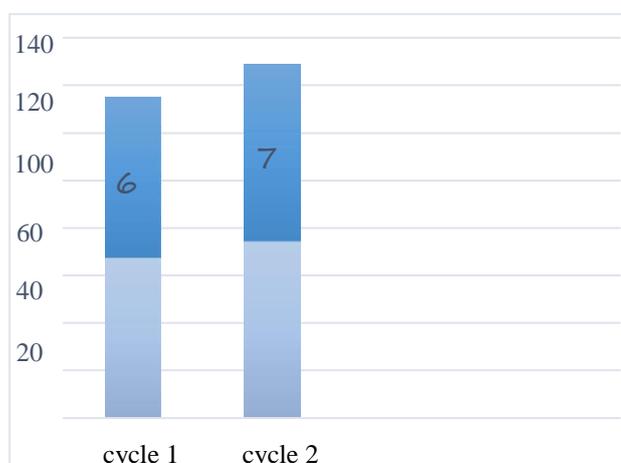
As the result, students' speaking test in the first cycle was only 8 students (44%) students got value greater than or equal to 70. While the indicator of successful of their speaking test minimally 70% of students got standard score 70 or more. Because the target has not been achieved yet, it was continued to gave solution to secondcycle. On the second cycle researcher continued to gave solution for each problems found. Researcher always asked the students to perform in front of the class and stimulate them to speak up, so the students will get used to and get more fluent in English pronunciation. Moreover, researcher also asked the passive students became a team leader, and had to report the result of their work in front of the class. The researcher asked them to correct each other in speaking and increase practice of speaking at home. And the researcher asked the students to participate actively and shared detailed information after they watched procedural videos.

After implemented the solutions of the problems were given in this cycle then the target was achieved. It reflected by the result that 14 students (77%) students got value greater than or equal to 70. Thus, the researcher decided to stop the research. It was enough to stated that this media could improve the students' speakingskill.

After implemented audio visual media, the students became active in learning. It was proved in this research that the teaching and learning process can't run well when the students were passive. This result was supported by Hardiah (2018) mentioned "The use of audio visual media is expected to be able to attract students to listen more focused and be able to synchronize information heard with the help of visualization of images so that a better understanding will be obtained."

By implementing audio visual media in teaching and learning process can stimulate the students' motivation and interest. They will be more active in the classroom. Moreover the students can understand the materials easily. In the teaching language for children, the attendence of media plays an important role. This result was supported by Sudjana and Rivai (2009) whostated that "The use of media in teaching-learning process will be more interesting so that can improve the students' motivation, the materials will be understood easily by the students since the media will enable them to master the teaching objectives well, the teaching methods will be various so the students will not get bored during teaching-learningprocess."

Those improvements in speaking skill revealed that audio visual media that held on two cycles positively could improve students' speaking skill at the second grade of MA At-Tarbiyah Islamiyah Kolaka. It could be seen from the improvement of the student's average value in each cycle after implemented the Audio



visual media it could be seen from the graphic below:

Figure 1. Average Value For Two Cycles

V. Conclusion

Based on the results of the analysis and the discussion, it can be concluded that using audio visual media in the second grade of Ma At-Tarbiyah Kolaka could increase students' speaking skills. Two features of the improvement can be seen. In the first cycle, the average was 67,5 and 44 % of students received a value greater than or equal to 70. Meanwhile, in the second cycle, it was raised to 74,1 or 77 % or 18 students received a score of greater than or equal to 70. Second, students participated actively in the teaching and learning process. It was evident from the study of student observationsheets.

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Kadaruddin, et. al. "The Implementation of Audio Visual Media in Improving the Students' Speaking Skill At The Second Grade Ofma At-Tarbiyah Islamiyah Kolaka." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(04), (2022): pp. 17-23.