

Improving Speaking Ability by Optimizing the Use of Audio-Visual Aids for the Students of Grade VIII At SMPN 1 Mungkid in the Academic Year of 2013/2014

By:Ratri Anyar Sari Kusuma Rahmah
Dra. Jamilah, M. Pd.
Siti Mahripah, M. App. Ling.

Abstract: The objective of this research was to improve the speaking ability of the VIII grade students of SMPN 1 Mungkid in the academic year of 2013/2014 by using audio-visual aids. This research applied the principle of action research. This research was conducted in two cycles which included some steps; they are reconnaissance, planning, conducting action and observation, and having reflection. The subjects of the research were the English teacher and the VIII grade students of SMPN 1 Mungkid. The data were obtained by observing the teaching-learning process, interviewing the students and the English teacher, holding discussions with the English teacher, testing the students' proficiency, and taking pictures of the teaching-learning process. The instruments used in this research were an observation guideline, an interview guideline, a pre-test and post-test, and a digital camera. The results of the research showed that the students' speaking ability and students' involvement in the speaking class during teaching-learning process was improved. The use of audio-visual aids also improved the students' speaking interest. They learnt the materials more easily. It was shown by the fact that the students were more active and enthusiastic during the teaching-learning process. They were more confident in performing their speaking. The various activities made the class atmosphere enjoyable. The activities improved the students' understanding towards the materials and the learning activities. The students' speaking mean scores were increased from 65.96 to 82.12.

Key words: speaking ability, audio-visual aids

Abstract

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas VIII SMP N 1 Mungkid tahun ajaran 2013/2014 dengan menggunakan media audio-visual. Penelitian ini didasari pada prinsip penelitian tindakan kelas. Penelitian dilakukan melalui dua siklus yang didalamnya termasuk beberapa langkah, yaitu, pengumpulan masalah di kelas, perencanaan, mengadakan pengamatan dan tindakan, dan melakukan refleksi. Subjek dari penelitian ini adalah guru mata pelajaran bahasa Inggris dan siswa kelas VIII SMP N 1 Mungkid. Data diperoleh dari pengamatan dalam proses belajar-mengajar, wawancara siswa dan guru, diskusi dengan guru mata pelajaran bahasa Inggris, hasil test kemampuan siswa, pengambilan gambar selama proses belajar-mengajar. Instrumen penelitian yang digunakan meliputi panduan wawancara dan observasi serta kamera foto. Data yang diperoleh berupa data kualitatif yang juga didukung oleh data kuantitatif yang didapat melalui tes kemampuan berbicara siswa. Hasil dari penelitian ini menunjukkan bahwa kemampuan berbicara siswa dan keterlibatan siswa saat KBM berlangsung meningkat. Penggunaan audio-visual juga meningkatkan ketertarikan siswa terhadap materi berbicara. Siswa lebih mudah memahami pelajaran. Hal ini terlihat dari siswa yang lebih aktif dan antusias selama proses belajar-mengajar. Siswa menjadi lebih percaya diri dalam menampilkan kemampuan berbicara mereka. Aktivitas yang beragam membuat situasi kelas menjadi menyenangkan. Kegiatan tersebut meningkatkan pemahaman siswa terhadap materi dan aktivitas pelajaran. Nilai rata-rata siswa meningkat dari 65,96 menjadi 82,12.

Kata kunci: kemampuan berbicara, media audio-visual.

=====

Introduction

In Indonesia, English is used as a foreign language. It seems that English is getting more important since almost all the technologies in Indonesia make use of English as the media instruction. English is also used to communicate with foreigners who come to Indonesia since Indonesia has many tourism objects. For these reasons, it is reasonable that Indonesian people need to know English. The knowledge of English comprises four skills, i.e listening, speaking, reading and writing. In meeting the foreigners, for example, people in Indonesia need to speak English orally. Speaking, then, seems like the most important skill needed.

Speaking is one of the four language skills taught in English lesson. There are so many definitions of speaking. The definition of speaking according to Cameron (2001:40) is an active use of language. Speaking is used to express meaning of speaking intention. The speaker intention has to be delivered in order to make other people understand. In addition, Thornbury (2005:20) states that speaking is an interactive real-time activity to express our ideas to interact with others that is unplanned and just continues based on the situation. Here, real-time activities becomes important in teaching speaking because people usually speak in the real situation. For that reason, the teaching of speaking tends to use the activities that consist of real situations. Fulcher (2003: 23) says that speaking is the verbal use of language and to communicate with others. He also adds that in communication people share meaning through some intention. It is affected by the ideas, opinion, perception and feelings. From the descriptions above, it can be inferred that speaking is the activity on sharing meaning through some intention. It is also affected by some pragmatics factors such as intention. And, the intentions are affected by ideas, opinion, and also feelings.

Based on the observation done in SMP N 1 Mungkid, the researcher found that speaking was the most difficult skill for the students. It could be seen from the students' performances. When they were asked to perform their speaking, they still needed more time to get prepared comparing to the time they needed to work on written tasks. This could be because of the lack of media on the speaking teaching and learning process. Most of the activities were not interesting. The teacher mostly used LKS or course books which were appropriate for reading and writing skills but not for the speaking. The possible activities from those books were memorizing dialogue and practicing it in front of the class.

Then, in order to improve students' speaking ability at grade VIII of SMP N 1 Mungkid, the researcher tries to conduct research by using audio-visual aids in teaching speaking. As Singh (2005) defines, "Any device which by sight and sound increase the individual's experience, beyond that acquired through reading described as an audio visual aids.". Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc. called instructional aids (Rather, 2004). Audio-visual aids are effective tool that invests the past with an air of reality. Audio-visual aids provide the learners with realistic experience, which capture their attention and help understand of the historical phenomena. They appeal to the mind through the visual auditory senses (Jain, 2004). There is famous Chinese proverb "one seeing is worth, a hundred words" it is fact that we receive knowledge through our senses. There is another proverb that, "If we hear we forget, if we see we remember, and if we do something we know it" so it means that use of audio-visual aids make teaching learning process more effective.

Research Methods

This research is classroom action research. It aims to portray the process of the improvement of students' speaking ability. The subjects of this research were the researcher, the English teacher and the students of class VIII of SMP N 1 Mungkid. The instruments for collecting the data are an observation guideline, an interview guideline, and a reading comprehension test. The data were qualitative which supported by quantitative data.

The data collection were aimed at describing the process during the action which involved vignettes, interview transcripts, teaching and learning process transcripts and photograph as a documentation. This action research was conducted in two cycles. In each cycle, there were four steps of the research, namely reconnaissance, planning, action, and observation, and reflection (Kemmis and McTaggart (1988, cited in Burns 2010: 6-7)).

Research Findings

Based on the actions and observations and the reflections, the researcher found some problems that occurred in the grade VIII of SMP N 1 Mungkid in the academic year of 2013/2014. Those are as follows.

- 1) Most students did not pay attention to the teacher.
- 2) The students' involvement was low.
- 3) Students had low motivation in learning English.
- 4) The students' vocabulary was insufficient.
- 5) The English teaching and learning process was monotonous.
- 6) The students were not familiar with classroom English

In summary, the actions which were done by the researcher could improve such conditions related to the teaching-learning process. The findings of the research showed that the use of the audio-visual aids was successful in improving students' speaking ability. However, the researcher also did some additional actions related to the technique. The research findings on improving reading comprehension are shown in Table 1.

Table 1. The Research Findings after the Actions

Action	Cycle 1	Cycle 2
Using Classroom English	Sometimes the researcher needed to repeat the English sentences in giving the instruction and sometimes she still needed to use Bahasa Indonesia. The students also started to use English in answering the questions.	The students understood more instructions and questions in English.
Using Audio-visual Aids	Students' attention to the teaching and learning process increased, but some of them showed that they needed some more interesting materials to alleviate their boredom.	By giving more interesting materials, the researcher could attract the students' attention to the teaching and learning process. It helped them to understand the materials.
Implementing Role-play	The students were happy to do the role-play, but some of them were still shy in performing their speaking.	More practices gave the students good experience in pronouncing the words so they became more confident in performing their speaking.

Giving feedback and rewards	The students were happy with the rewards and feedback. It helped them to increase their motivation and speaking ability as well.	The students were happier to get more rewards. It motivated them to improve their speaking.
-----------------------------	--	---

The finding is also strengthened by the quantitative data. The mean score of pre-test and post-test are shown in Table 2.

Table 2. The Result's Comparison of the Students' Reading Comprehension in the Pre-test and Post-test

Mean for the Pre-test and the Post-test	
Pre-test	Post-test
65.96	82.12

Table 2 showed that the mean of students' speaking ability showed a significant improvement. It can be concluded that the research that was conducted by the researcher using audio-visual aids helped students in improving their speaking ability. In other words, this research was helpful for the teacher related to the teaching technique and the students related to their speaking ability.

Conclusions

In conclusion, the students' speaking ability in the class VIII of SMP N 1 Mungkid in the academic year of 2013/2014 was significantly increased by using audio-visual aids. The use of audio-visual aids gave the students an appropriate speaking model to help them in learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of audio-visual could attract the students' attention and motivation in the teaching learning process. Therefore, they could focus on learning speaking interestingly. The use of audio-visual aids made the classroom atmosphere more enjoyable and led the students to speak English. Most of them become more confident to perform in front of the class. They were so interested in joining the activities. It meant that their involvement were increased as well.

References

- Cameron, L. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Fulcher, G. 2003. *Testing Second Language Speaking*. London: Pearson Longman
- Jain, P. 2004. *Educational Technology*. Delhi Moujpur Publication
- Kemmis, S., and McTaggart, R. 1988. *The Action Research Planner*. Geelong: Deakin University.
- Rather, A. R. 2004. *Essentials Instructional Technology*. New Delhi: Darya Gaj
- Singh, Y. K. 2005. *Instructional Technology in Education*. New Delhi: Darya Gaj
- Thornbury, S. 2005. *How to Teach Speaking*. New York: Pearson Education Ltd.