THE EFFECT OF AUDIOVISUAL METHOD ON STUDENTS' SPEAKING ACHIEVEMENT AT SMPN 2 KENDARI

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ABSTRACT

This study aims to find out whether there is a significant effect of applying audio-visual method on students' Speaking achievement of second grade students at SMPN 2 Kendari or not. Population of this research is the entire second grade class in academic year 2017/2018 of SMPN 2 Kendari. The total numbers of the population are 280 students where class VIII B as experimental class and VIII A as control class were chosen as the sample of this study used purposive sampling technique. This study applied quasi-experimental design which concerned on two groups; they are control group and experimental group. These two groups received a different treatment. The implementation of audio-visual method was applied on experimental class. The data which analyzed in this study was quantitative data; it gained from the pretest and posttest result of the two classes which analyzed using descriptive statistic and inferential analysis (Independent sample t-test). The result shows that the gain of the mean score of experimental class 1.76 is higher than the gain score of control class 0.57. It shows that teaching speaking by Audiovisual method in the experimental class has a better effect in enhancing students' speaking achievement. Then the result of hypothesis testing showed that the value of Sig. (2-tailed) is 0.044 which smaller than (<0.05). Hence, it can be concluded that H0 is rejected and H1 is accepted which means that there is significant effect of Audiovisual method on students' speaking achievement at eight grade of SMP

N 2 Kendari.

1. INTRODUCTION

The importance of audio-visual technology in education should not be underestimated. There are two reasons for this; one, learning via audio-visual creates a stimulating and interactive environment which is more conducive to learning; two, we live in an audio-visual age which means that having the skills to use audio-visual equipment is integral to future employment prospects. Therefore exposure to audiovisual technology in education is imperative. Students learn differently and audio-visual equipment gives teachers the chance to stimulate each students' learning process with a combination of pictures, sounds and attention grabbing media. Nowadays, we are surrounded by audio visual equipment and students are keen to understand technology and keep up to date with applied science. Having this opportunity in the classroom can helps to facilitate learning.

Based on the writer observation about teaching and learning English at SMPN 2 Kendari, teaching and learning at second grade class is not running well. Some decrease on students' achievements because students are not seriously study or attend on their material in teaching and learning process. There is no motivation on learning English. In other conditions, English teachers also do not have effort to motivate students or change their methodology in teaching English, especially using technology in their teaching. Some reasons that pointed out by a teacher there that many teachers who have access to the technology will not use it anymore because they do not have technical knowledge and satisfied with their current approach on teaching.

Human brains are naturally curious, which is driven by complexity and challenge, which then in turn drives intrinsic motivation. When students are curious and engaged then they are learning far more than what is directly in front

of them, they are making connections to their own lives, to previous learning, to abstract thoughts, to their experiences, emotions and opinions. Human brains work through connections, that is the nature of neurons, so when teacher teach he or she need to help and allow children to make those connections.

In learning languages, audio-visual are used to enhance oral presentation. The expert also said that audiovisual is a type of media which in addition containing elements of sound and contains elements of images that can be seen, such as video recordings, various movie sizes, sound slides, and so on. Haryoko (2009) stated that audiovisual is an intermediary medium or the use of material and its absorption through sight and hearing to build conditions that can make students able to acquire knowledge, skills, or attitudes. This media capability is considered to be better and more interesting, because it contains both the sight and sound media type elements. Moreover, an audiovisual product is any audiovisual (AV) item such as photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response.

Media will help establish the condition for the learners to identify or describe someone or something. According to Gerlach and Ely (1980), media is any material, or event that establishes condition which enable the learners to acquire knowledge, skills, and attitude. Thus, the use of media is significant as it would help the students in understanding and learning a particular lesson. For instance, if we want to explain about animal, media like dolls, realia, pictures, and so forth might help the students in visualizing the shape of those animals easily.

Within the last trend of the immense use of ICT in language teaching, the internet is considered a key- factor in enhancing the learner's motivation for both language learning and linguistic proficiency (Lee, 2000) The use and integration of ICTs in language learning environment also provides learner with a brand new learning experience that has rich digital textual, graphic, audio, video and other interactive features (Muehleisen, 1997). However, as the success or failure of

language teaching and learning rests, to a large extent, on the effort and competence of teachers, they have a huge responsibility to upgrade or familiarize themselves with the most appropriate and effective application of ICT in classroom setting (Shetzer and Warschauer, 2000).

2. RESEARCH METHODOLOGY

The design of this study was quantitative quasi-experimental. It involved 2 classes; experimental and control class in pre-test and post-test. The sampling techinique of this study is purposive sampling, the researcher determined the sample class based on the purpose of the study. Based on the observation, there is no special class according to achievement, so that the writer assume that all students in class VIII A until VIII I is relatively homogenous. The researcher chose VIII A and VIII B where class VIII B chosen as experimental class and class VIII A chosen as control class.

The instrument of this study was the speaking test given to both experimental and control class and speaking videos as the collected data of students' speaking test. Speaking test was used in pre-test and post-test. The topic of recount text in pre-test was same with the post-test. The purpose was to test the students' achievement before and after the treatment. Camera video recorder were used in this study to observe the activities during the process and collect the data on pre test and post test.

In collecting the data of this study, the researcher did the procedures such as Pre Test, treatment and Post test. The pre-test aimed to know the student's prior knowledge before teaching them by using audiovisual method and to check on the equivalence of the groups on the dependent variable before the experiment begin. The treatment given after pretest and during the treatment, the researcher taught the students in both of classes. After the treatment, all students will be

given a post-test and the test is the same as oral test in the pre-test. Post test conducted to find out students' achievement after giving treatment.

3. FINDING

After consulting hypothesis testing using independent sample t test, the statistics data showed that the sig (2 tailed) value is 0.044, and α = 0.05. So that, Sig. is < α or HO is rejected and HI is accepted. It can be concluded that the use of audiovisual method is significantly influenced students' speaking achievement which was proved by the enhancement of students mean score on pretest to posttest of experimental. This is supported the result of hypothesis testing which shows the by Sig. (2-tailed) 0.044 which is smaller than (<0.05). Therefore, the researcher concluded that there is significant effect of audiovisual method on students' speaking achievement at second grade of SMP N 2 Kendari.

4. DISCUSSION

After conducting the research, the researcher analyze the data about students' speaking performance especially in simple past tense by assessing the accuracy and fluency aspects. This is an evidence of the research which is researcher did that there is a significant effect of audiovisual method on students' speaking achievement. In the descriptive analysis has become an evidence of students' score pre-test and post-test both classes. Then the researcher also conducted the hypothesis testing used independent sample t test to proof that there is an effect given by audiovisual method as the learning medium toward students' speaking achievement.

Related to findings of this research, students' score in the experimental class had been increase because of using the video as audiovisual media in teaching and learning process which has some benefits. Those are to attract students, help students in mastered the lesson and understand how to speak in real life situation, increase student's motivation, and engage students in a topic. As Chang (2011) stated that video is a good source of input because students can see characters and situations; also video is very interesting and can increase student motivation. The improvement is shown from pre-test to post-test result. Then, mean score of students' posttest who were taught by using audiovisual method is higher than the control classes who were not taught by the audiovisual method.

One of the advantages of using audiovisual in learning is that students who are usually noisy in the teaching and learning process become more focused on the lesson because they were interested in everything they watch, and it helps them understand the lesson because they saw the direct examples practiced in the video, and of course this is also very helpful for teachers in teaching process. In contrast with the control class, the students in control class always practice with notes given by teacher. Students understood the lesson well but they don't really know what to tell because they have no idea except what they have heard from teacher or limited vocabulary that caused by limited media in learning. Especially with their very crowded class which makes them difficult to think and it's hard to focus on the teacher's explanation.

According to Harmer (2001:108) one major advantage of video is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural context; they can make connections between words and images

which help them to analyze their own use of the language or even to learn new language.

The researcher believes that in teaching English language should be delivered with interesting subject. The combination of pictures and sound in the video are very interesting and related to the learning material. This is supposed by Hamalik in Hardianto (2005) stated that applying media in the role process of teaching and learning can growth enthusiasm and new interest, increase students' motivation in the process teaching and learning and even bring psychology outcomes for the students. Media can improve student's interest, understanding and memory.

5. **CONCLUSION AND RECOMMENDATION**

The result of this study shows that in terms of vocabulary, it can be seen that students increased in using the right glossaries in the sentence. Which means that students are capable enough to select the suitable words in the appropriate settings with the appropriate persons. Their speech is clear and unambiguous which reflects their competency when using the language. In terms of Grammar, it can be seen the improvement of students in applying the simple past tense's rules appropriately and not upside down as before treatment. They understand where to use to be (was were), understand where to use verb 2 and understand whether to use did or not. In terms of pronunciation, it can be seen that students increased in the way they say words with the right word stress, capable to link words well and can communicate with good pronunciation and intonation.

In the other side, there is also an increase in students' fluency. It can be seen that student has no doubt to speak anymore. Students have an idea in their minds of what they want to communicate, and they said it with whatever words and language felt the most natural. This is because video as audiovisual aid not only increase students' motivation but also their self-confidence.

Related to findings of this research, students' score in the experimental class had been increase because of using the video as audiovisual media in

teaching and learning process which has some benefits. Those are to attract students, help students in mastered the lesson and understand how to speak in real life situation, increase student's motivation, and engage students in a topic. Meanwhile, the class who were not taught by audiovisual media also had improvement but in naturally and not as significant as the class who were taught by audiovisual media.

This study only focused on two criteria of speaking, they are acuracy and fluency. The further researcher can try to use vlog, movie slide or videoclip as a learning medium in enhancing students' speaking achievement in term of the appropriateness of students' speaking ability.

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