

**THE IMPLEMENTATION OF AUDIO-VISUAL MEDIA TO IMPROVE
MOTIVATION IN SPEAKING ENGLISH AT ELEVENTH GRADE STUDENTS
(Classroom Action Research at SMAN 4 Palembang)**

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The objective of this study was to find out the implementation of audio-visual media to improve students' motivation in speaking English. The writer has conducted a Classroom Action Research. The subjects of this study were 31 students who belong to the XI IPA 1 class. This study used classroom action research in three cycles; the planning, acting, observing, and reflecting. The score of speaking from cycle to cycle improved, the first students' speaking performance result was the second result was, and the third was. Based on those score (from 1st cycle to 3rd cycle), showed how the implementation of audio-visual media that could be improved students' motivation to speak English.

Keywords: audio-visual media, students' motivation, speaking english

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Introduction

Language learning is a complex process: in this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization and finance.

Language is considered a tool and a system used by people to communicate with others by using sounds, symbols, and words to express meanings, ideas, and thoughts. As an international language, English is spoken in many international events and it is

used as a medium for information in education, science, technology, culture, etc.

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. According to Cameron (2001: 40), speaking 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. As 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 ideas, opinion, perception and feelings.

In this context, 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 use sight or sound to present information: "language tapes and video cassettes and other audio-visual". 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.

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 project and overhead projector; (c) audio visual aids which consist of television, video, tape recorder, sound film strip projector,

sound motion projector and VCD player (Nengsih, et al: 2014)

The writer chose video from YouTube 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, audio-visual (in this context, video from YouTube) provide grammar, vocabulary and phonetic, which is designed systematic, complete, easy to understand and pleasing without difficult structure.

Literature Review

Definition of Audio-Visual Media

Mayer (2001) defined multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. He also describes potential visual and auditory information processing capabilities.

Ivers and Baron (2002) stated that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy (2008: 26) states that "audio-visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc."

According to Madhuri (2013), audio-visual tools for students can improve speaking skills several times over, more than other methods. Audio-visual can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

Bavaro (1989), as cited in Mutar (2009), stated that audio-visual is important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical audio-visual can communicate facts and ideas through the eyes and ears to the mind and to the emotions. Technical audio-visual includes computers, videos, overhead projectors, instruments and tools of industrialization (Bavaro, 1989).

Procedures of Teaching with Audio Visual Media

Before teaching speaking, the teachers need to have proper plans for the lesson they are going to deliver in class. First of all, the necessary materials and equipment need to be ready, the materials should also be chosen according to the proficiency level of the learners. If the teachers select some interesting materials, the learners will be interested in listening and learning actively.

Cakir (2006: 69) mentions that steps in teaching using Audio Visual Media are as follows:

- (1) Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.
- (2) Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language,

facial expressions, emotions, reactions, and responses.

- (3) Silent viewing. As video is an audio-visual medium, the sound and the vision are separate components.
- (4) Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.
- (5) Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.
- (6) Reproducing/repeating or mimicking activities. After students have seen a section, students are asked to repeat what has just been said, to describe verbally what has happened, or to write down what has happened.
- (7) Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.
- (8) Follow-up activities. It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice.

Discussion stimulates communication among students, and it helps to achieve communication practice.

The Benefits of Using Audio Visual as a media in the Classroom

There are many benefits of audio-visual as a media in the classroom. Smaldino, et al. (2002:28) says that the advantages of using video in general include:

1. Motion: moving images have an obvious advantage over still visuals in portraying concepts in which motion is essential to mastery (such as psycho-motor skills).
2. Processes: operations such as assembly line steps, science experiments or even cooking classes, in which sequential steps are critical, can be shown more effectively.
3. Dramatization: dramatic recreations can bring historical events and personalities to life. They allow students to observe and analyse human interactions.
4. Skills learning: research indicates that the mastery of physical skills requires repeated observations and repeated practice.
5. Affective learning: because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes.
6. Cultural understanding: students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies

Based on the explanation above, we can know that audio visual aid is one of the good materials in teaching English as foreign language. It's a one way that teachers can use to improve the student's skills especially in the skills of listening.

Methodology

This research used Classroom Action Research. Action research can be defined as a research to solve the problems found and make improvement on many 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, further 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 step 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 bid 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 XI IPA 1 class students of SMA Negeri 4 Palembang in the academic year of 2018/2019, which consisting of 31 students. The male were 15 students and the female were 16 students.

Results and Discussion

Finding

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

1. *The audio-visual as teaching media improved students' confidence in speaking*

The writer did some activities to improve the students' confidence:

a) Memorizing the dialogue:

To be confident in their dialogue in front of the class, the students had to memorize the dialogue from video. 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 from video 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 feel confidence in front of the class, felt shy and silent performance 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 from the other video by 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 students' 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.*

The writer did some activities to achieve the improvement of students' pronunciation in speaking:

a) Watching, listening and imitating dialogue from video:

Before teacher turned on the audio-visual from YouTube, 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 video. The students felt enjoyable and watching the dialogue of video seriously. After the programme finished, the teacher gave the text of the 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 from watching the video, 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 video. 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 researcher found at the first cycle, some of the students made wrong pronunciation of the words like: good, today, meet, nice, who, are, etc. It happened because some of them did not listen seriously dialogue of video. Therefore, the teacher corrected their pronunciation by repeat that word until their pronunciation was correct and asked them to listen carefully in correct pronunciation.

In the second 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.

In the third cycle, their pronunciation was 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, the students' pronunciation in speaking improved at this cycle. In conclusion, by watching, listening and imitating dialogue from audio visual, students' pronunciation in speaking improved.

3. *The audio-visual as teaching media improved students in fluency speaking.*

Several acting had been conducted to improve students in fluency, 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 influence, 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 read 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 67,11 (54,83%)

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 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 73,41 (64,54%).

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 video from YouTube, 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 77,70 (90,32%).

In conclusion, by using audio-visual as a media through memorizing and practicing the dialogue helped them improve their fluency in speaking.

Discussion

From the research finding, it could be seen that the students' motivation in speaking improved from cycle to cycle. In the first meeting, the mean score of students' abilities was not achieved. In the second meeting was over achieved and in the third meeting was over achieved. The points indicated that the XI IPA 1 SMAN 4 Palembang 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' motivation in speaking.

Furthermore, the results of treatment showed that action purpose was accepted, that by using audio visual improved the students' motivation in speaking of XI IPA 1 students at SMAN 4 Palembang in academic year 2018-2019.

It 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 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. Even though 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 agree 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 from YouTube, the school must have a strong internet connection for playing the video from YouTube.

Even though 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 Conclusion

In conclusion, the students' motivation in speaking English was significantly increased by using audio visual media. Audio visual help students in the process of teaching English class. The use of audio-visual 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 student attention and motivation in the teaching learning process. Therefore, they could focus on learning speaking interestingly. The use of audio-visual media 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.

The research was done in three cycle. In the first treatment, the students' motivation in speaking (speaking ability) 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 the 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' motivation in speaking 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 eleventh grade IPA 1 students of SMAN 4 Palembang improved in dialogue by using audio visual as teaching media. It meant that the action hypothesis was proved.

Suggestion

The suggestion of this writing are defined as follows; the first, audio-visual should be chosen appropriately based on the student age, level and the students ability before the media applied in the classroom as the material. The second, 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.

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