

## **IMPROVING STUDENTS' SPEAKING SKILLS BY USING AUDIO-VISUAL TECHNOLOGY**

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**Abstract:** This research discovered the Audio-visual technology as a media to improve speaking skills specifically in speech accuracy and fluency, increase students' knowledge and provide opportunities for to SMP Kristen Koka IX grade students to demonstrate their speaking skills. This research involves teaching video that are consistent with the SMP Kristen Koka IX grade class curriculum with a projector and loudspeaker operating K13 by fulfilling KI, KD, and achievement indicators that were set. The data in this research be collected by using rubric scoring accuracy and fluency to discover students' speaking skills. The results students' mastery was taken from the post-test, The mean post-test score is 6.5 for accuracy and 8.35 for fluency. The greatest accuracy score is nine (9) acquired by five (5) students, and the lowest is eight (8) achieved by eleven (11) students, while the highest fluency score is nine (9) achieve by one student and lowest fluency score is six (6) achieved by seven (7) students. The data revealed that some students' scores improved significantly, but their pre-test scores were poor due to their inability to convey ideas during the teaching learning process. So, in this study, the use of audio-visual technology as a teaching and learning medium can increase students' speaking skills by improving their thinking and allowing them to readily absorb knowledge from the audio-visual and apply it to their speaking skills.

**Keywords:** *Speaking Skills, Audio-Visual, Teaching Media, Junior high school, Research*

### **INTRODUCTION**

English is an international language that is used as a tool for communicating both orally or written and must be taught and studied by students. "Communication is understanding and revealing information, thoughts, feelings, and developing knowledge, technology, and culture" (Rahayu & Astutie, 2018). "The ability to communicate in a complete sense is the ability to understand and produce oral or

written text that is embodied in the four language skills of listening, speaking, reading, and writing” (Suganda, 2013). English subjects were directed to develop these skills so that students would be able to communicate and preach in English properly. English subject in junior high school is a required subject for all students, on purpose so that students can develop conversational competence and have an awareness of the importance of English to boost national competitiveness in a global society.

“Speaking are the skills to express sound or articulation of words, expression, bring opinions, express thoughts, and feelings” (Arsjad et al., 1993). In the learning process at school, the student's speaking skills still need to be guided, especially there is good method from the teacher. According to Campbell et al., (1996) there are things that teachers need to consider for effective speaking skill models, a good model has huge effects on the habit of speaking for students. A speaking skill cannot be mastered quickly. A teacher as an educator should be a good learning model for improving student speaking ability.

“In English, speaking is the most important skill” (Leong & Ahmadi, 2017), Speaking is one of the most crucial abilities to develop and improve for effective communication. A teacher must to apply a method that provides the highest assurance for attaining the purpose of teaching methods. With audio-visual technology as a media for teaching and learning the students can become more developed and interested in English and use it as an initial basis for students to continue their level of speaking skills.

Based on the observations at SMP Kristen Koka, the researcher found the problems are the a lack of effective teaching media to develop speaking ability like books and a model of learning that teachers often do is conferencing the material rather than giving examples. A teacher has to apply a method that provides the highest assurance for attaining the purpose of teaching methods. With an effective selection of methods of study, the students can become more developed and interested in developing English. So the Research question is formulated as How can Audio-Visual technology as students learning media can improve SMP Kristen Koka IX grade students’ speaking skills, specifically in speech accuracy and fluency.

Based on the problem stated above, this research intends to discover the Audio-visual technology as a media to improve speaking skills specifically in speech accuracy and fluency, increase students' knowledge and provide opportunities for to SMP Kristen Koka IX grade students to demonstrate their speaking skills

## **RESEARCH METHOD**

### ***Research Design***

Numerous research techniques exist, one of which is experimental research. This was employed as pre-experimental research in this study. This research uses a quantitative method approach to be used for research at SMP Kristen Koka. In this research, the students were given a pre-test, a treatment about enhancing speaking abilities using audio-visual technology as media to display a video and sound so that students could follow along, and finally a post-test to serve as a benchmark for student speaking improvement.

### **Population and Sample**

According to Arikunto (2010) "A sample is a subset or quantity of the population under study. Purposive sampling was therefore used by the current researcher to obtain the sample." Arikunto (2010) states that "When a researcher uses purposive sampling, they do so because they have predetermined criteria for selecting the sample.". This research takes one class, and the researcher used students in class of IX grade as the sample of the research because There is more motivation and interest in learning in this class.

Data were collected by using tests namely pre-test to discover students' speech accuracy and fluency in speaking skills before the students get a treatment. The purpose of the post-test was to gauge the students' performance following the course of treatment and to assess their abilities. The post-test consisted of a dialogue with images and audio. The timetable for teaching English at the school was adhered to. There are additional uses for pre- and post-tests in the school setting. The purpose of the test was to evaluate the student's performance following treatment. The

assessment of performance speaking abilities involved two components: accuracy and fluency, which were graded according to predetermined standards.

The Classification of Scoring Accuracy by Heaton (1988) divided by Score and Criteria. Excellent 9-10 The mother tongue has relatively little impact on pronunciation. There are two or three small grammatical and lexical mistakes. Very good 7-8 The mother tongue has a modest influence on pronunciation, Some statements are true. Good 5-6 The mother tongue still has a moderate influence on pronunciation. No significant phonological mistakes. A few lexical and grammatical mistakes, but they merely lead to confusion. Average 3-4 Mother tongue has an impact on pronunciation, very few significant phonological errors, even if some of them lead to misunderstanding. Poor 1-2 The mother tongue has a significant influence on pronunciation, with mistakes leading to communication breakdowns. several lexical and grammatical mistakes.

The Classification of Scoring Fluency by Heaton (1988) divided by Score and Criteria. Excellent 9-10 Speaks with a fairly wide range of expression and without much effort. occasionally looks for words, but only makes one or two strange pauses. Very good 7-8 Needs to put in some effort and look for words. Still, overall seamless delivery with very few awkward pauses. Good 5-6 There aren't too many awkward pauses, even if one must exert effort and search terms, Generally fairly seamless delivery. Average 3-4 Must make that which was previously said. e a lot of the time an effort. Repeat the word that has previously been uttered frequently. Delivery is halting, and the expressive spectrum is frequently constrained. Poor 1-2 takes long pauses to get the right meaning. delivery that is sometimes halting and incomplete. Sometimes one almost gives up on making the effort. restricted expressive spectrum.

#### *Procedure of collecting data*

In collecting data the researcher used the collection steps from (Liando et al., 2022)

1. Choose one class (IX) as the research sample
2. Make schedules and lesson plan in the teaching and learning process based on the curriculum.

3. Give a pre-test to students before being given treatment. The test that were given to students is retelling the story line and from the story text that teacher gives to the students and then students explain the places, character, time and moral message from the story with speech accuracy and fluency.

4. Give treatment by teaching students use audio-visual to give them material about speech fluency, Grammar, Vocabulary, Pronunciation and examples to speech with their own words, to able to explain and give a statements about the story that teacher gives, with the following steps:

a. The material that delivered is about speech fluency, grammar, vocabulary, pronunciation and examples to speech with their own words in speaking with audio-visual aid.

b. And students try to explore with other video or conversation.

c. The teacher and the students discuss about the material provided.

b. teacher gives a conclusion from the material that shows with audio-visual.

5. Give the students a post-test. the test that was given in the post test is the same as the test that was given during the pre-test with different story. The researchers see an improvement from students about student achievement.

6. Draw conclusions from students, achievement.

#### *Data Analysis*

In analyzing the obtained the data, find the cumulative score of the students' speech accuracy and speech fluency this research the data will be presented in frequency distribution, and all of the text will also be presented in frequency in figures using SPSS.

### **FINDINGS AND DISCUSSION**

To determine the response to the previous research question, data representing the subject of improving speaking skills through the use of audiovisual technology as a teaching and learning medium. The writer collected data using tale text in pre-test and post-test forms, which were then analyzed using a table of correctness and fluency. Table 1 shows the results of the pre- and post-tests.

**Table1: The scores of students in pre-test (T1) and Post-test (T2).**

Students Number	Pre-test (T1)		Post-test (T2)	
	Accuracy	Fluency	Accuracy	Fluency
1	4	3	9	6
2	3	2	8	7
3	3	2	8	6
4	3	4	8	7
5	3	4	8	6
6	3	2	8	7
7	3	4	8	7
8	3	3	8	6
9	3	2	8	6
10	3	2	9	6
11	3	4	8	7
12	4	2	9	7
13	3	3	9	6
14	6	7	9	9
15	3	3	8	6
16	4	3	9	7
17	2	1	8	5

The information gathered would be statistically examined using descriptive statistics. Statistical analysis would include calculating the frequency distribution of scores from the result of students improvement.

**Table 2: Frequency distribution of pre-test (T1) accuracy**

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
9-10	-	0	0%	-	0%
7-8	-	0	0%	-	0%
5-6	I	1	5.88 %	17	100%
3-4	IIIIIIIIIIIIIIII	15	88.24%	16	94.12%
1-2	I	1	5.88%	1	5.88%

**Table 3: Frequency distribution of pre-test (T1) fluency**

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
9-10	-	0	0%	-	0%
7-8	I	1	5.88%	17	100%
5-6	-	0	0 %	16	94.12%
3-4	IIIIIIII	9	52.94%	16	94.12%
1-2	IIIIII	7	41.18%	7	41.18%

Note:

Freq- : Frequency

Cum-freq : Cumulative Frequency

Cum-% : Cumulative Percentage

Table 2 shows that the highest score for accuracy is 5-6 for one participant with a score of 6 and lowest was 1-2 for one participant with a score of 2. One participants (5.88%) out of the 17 who did the pre-test scored 5-6, 15 (88.24%) scored 3-4, and one (5.88%) scored 1-2.

Table 3 shows that the highest score for fluency is 7-8 for one participant scored 7 and lowest was 1-2 for one participant with a score of 2. One participants (5.88%) out of the 17 who did the pre-test scored 7-8, 9 (52.94%) scored 3-4, and 7 (5.88%) scored 1-2.

After determining the frequency of pre-test scores, the frequency distribution of post-test scores is computed. The results are shown in tables 4 and 5.

**Table 4. Frequency distribution of post-test (T2) accuracy**

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
9-10	IIIIII	6	35.29%	17	100%
7-8	IIIIIIIIII	11	64.71%	11	64.71%
5-6	-	0	0%	-	0%
3-4	-	0	0%	-	0%
1-2	-	0	0%	-	0%

As seen in table 4, the highest and lowest scores were 7-8 and 9-10 respectively. Out of the 17 participants who took the post-test, 6 (or 35.29%) scored 9-10 and 11 participants scored 7-8 (64.71%).

**Table 5. Frequency distribution of post-test (T2) fluency**

Scores	Tally	Freq	Freq-%	Cum-Freq	Cum-%
9-10	I	1	5.88%	17	100%
7-8	IIIIIII	8	47.06%	16	94.12%
5-6	IIIIIII	8	47.06%	8	47.06%
3-4	-	0	0%	-	0%
1-2	-	0	0%	-	0%

As the table 5, the highest and lowest scores were 9-10 and 5-6 respectively. Out of the 17 participants who took the post-test, there is 8 participants scored 9-10 (5.88%), 8 participants scored 7-8 (47.06%), and 8 participants scored 5-6 (47.06%).

**Table 6: Sums of pre-test (T1) and post-test (T2) accuracy and fluency scores**

Students Number	Pre-test (T1)	Post-test (T2)
1	3	7
2	2	6
3	2	7
4	4	6
5	4	7
6	2	7
7	4	6
8	3	6
9	2	6
10	2	7
11	4	7
12	2	6
13	3	9



14	7	6
15	3	7
16	3	5
17	1	7
N = 17	51	111

It is mentioned in table 6, N=17,  $\Sigma X= 51$ ,  $\Sigma Y= 111$ . Based on these results: mean of pre-test and post-test scores were computed.

The mean of fluency pre-test

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{51}{17} = 3$$

The mean of accuracy post-test

$$y = \frac{111}{17} = 6.5$$

After implementing the audio-visual technology to improving students speaking skills, The writer acquired the pre-test and post-test results. The results showed that the pre-test score was lower than the post-test. In other words, the utilization of audiovisuals can help IX grade kids improve their speaking skills.

The researcher's pre-test results revealed that the mean accuracy pre-test score is 3.29, with the highest score of six (6) achieved by one (1) student and the lowest score of two (2) achieved by one (1) student, and the mean fluency pre-test score is 3, with the highest score of seven (7) achieved by one (1) student and the lowest score of one (1). The results of the pre-test revealed that various variables contributed to the pupils' difficulties, including a lack of vocabulary, grammar, and pronunciation. Furthermore, some of the students were difficult to fluently. According to (Fitriani, 2021), "we can't speak fluently in English because we learn too much theory without start practicing, learning the theory is important but if we never start to practicing, it will not works optimally". So, it effects the students be difficult to speaks fluently.

The students' mastery in retelling a story was taken from the by post-test, The mean post-test score is 6.5 for accuracy and 8.35 for fluency. The greatest accuracy score is nine (9) acquired by five (5) students, and the lowest is eight (8) achieved by eleven (11) students, while the lowest fluency score is six (6) achieved by eleven (7) students and nine (9) is the highest score achieved by one (1) student.

The statistics above indicated that some students' scores improved significantly, but in the pre-test, students' scores were poor since they couldn't articulate their ideas in the teaching learning process. So, the implementation of audio-visual technology as teaching and learning media can enhance the students' reasoning and able to take the information in the audio-visual easily and apply to their speaking skills.

After analyzing the data, the writer concluded that Audio-visual technology is effective for teaching speech. Students may simply understand the speaking materials, use the knowledge and information, and improve their speaking skills. Using audio-visual also helps the teacher develop students' speaking skills in communication and help the students get conversation. Because audio-visual technology can show the student how to speak with accuracy and fluency by directly shows the example in speaking in terms visualization and sound.

Based at the result, it is recommended for teachers to use audio-visual technology as teaching and learning media, because this method can help students to figure and take information easily to understand the material and implemented in speaking. The teachers have to be qualified in order to choose teaching and learning material to make student interest, enjoy and effective for the students.

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