

Teaching Speaking By Using Media Audiovisual

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ABSTRACT

Students can be classified as smart if they were good at speaking English. Many studies had been carried out to improve students' speaking skills and still did not get promising results. In this study, the researcher tried to teach speaking by using media audiovisual. There was an effect of audiovisual on speaking ability from the calculation of the mean of the pre-test and the post-test which showed a change in the calculation of the mean pre-test value and post-test value. The interval point in the pre-test table is 60-67 or 32% of the student in the class and the post-test table, the interval score is 85-87 with 28% of students in the class. It showed the improvement in the score of the student. So the treatment can improve the student's understanding in the class. In questioner also showed a positive response from the student that answer mostly satisfying answers to all questions.

1. Introduction

In learning English, four skills must be mastered by students such as writing, listening, reading and speaking (Listiyarningsih, 2017). All these aspects are very difficult for students. And not infrequently students can only in one aspect (Listiyarningsih, 2017). Many students think that English subject is difficult, especially if they have to speak in English (Hosni, 2014). They have problems expressing themselves and choose silence and just listen to their teacher's explanation without understanding (Leong & Ahmadi, 2017). Likewise, with the teacher, it is difficult for the teacher to create a situation where students want to say something in English. They often freeze in front of the class (Leong & Ahmadi, 2017).

technology/media can make student-teacher relations more comfortable. Media is a bridge between teachers and students (Leong & Ahmadi, 2017). Teacher and students have to learn and

use media maximality(Pelenkahu, 2017). many teachers are still not able to maximize technology in learning(Puspitarini & Hanif, 2019). It causes by the lack of school facilities or negligence of the teacher(Hosni, 2014)(Simamora, 2020). One of the media that can have an effect in the classroom is audio-visual media(Kafila, 2018).

In class, students can be classified as smart if they are good at speaking English(Arif, 2020). Many studies have been carried out to improve students' speaking skills and still do not get promising results(Usma, 2015). As like in the previous research, (Hadiyansah, 2020) improving speaking skills is not an easy way that can be done. (Puspitarini & Hanif, 2019) also said that even with audio media visual, it still had a long way to make our speaking skill get better.

2. Methods

The method used in this research is quantitative experimental. it used pre-test and post-test to answer the problem. Based on (Sugiono, 2015) the dependent variable can be measured in the experiment of the research. So, in this research, it makes one group that will give treatment. The test is used to measure the result of the research (Ayuningsih, 2017). It uses questioner as a seconder data to make sure the result of the research by student responses. The subject of the research is the student of senior high school in porong sidoarjo. This class consisted of 52 students, 28 boys and 24 girls. the researcher explains the research by the table of pre-test and post-test. It will show the result of the student before and after the treatment t=in the class. The researcher also shows the percentage of the student who responded to the questionnaire given after the treatment.

3. Results

The researcher will show the result of the research in this section. Here is the result of the test before the treatment.

Table 1.1 result of the pre-test

NO	Interval	Frequency(f)	Relative(%)
1	36-43	4	8
2	44-51	10	20
3	52-59	12	24
4	60-70	16	32
5	71-80	5	8
6	81-90	5	8
	Total	52	100

Based on table 1.1 the result of the pre-test has the highest score of 90 which consist of 5 people. And the lowest score is 43 with 4 students. From the table above it can be found that the average is 56,32 and the median is 59. From the table, we can tell that most of the students still have difficulty studying English. Even though there are a few students that already pass the minimum score but the average and the median still do not reach 75 scores.

Table 1.2 result of post-test

NO	Interval	Frequesi(f)	Relative(%)
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1	76 – 78	5	8
2	79 – 81	12	24
3	82 -84	10	20
4	85 – 87	14	28
5	88 – 90	9	16
6	91 – 93	2	4
	Total	52	100

Based o table 1.2 shows the result of the post-test, the highest score is 92 and the lowest is 76. From the result above it can be calculated the average score is 83,92 and the median is 84,3. From the result above it be seen that the interval point in the pre-test table is 60-67 or 32% of the student in the class and in the post-test table the interval score is 85-87 with 28% of students in the class. It shows the improvement in the score of the student. So the treatment can improve the student's understanding in the class.

In the questionnaire, each student was given some questions with some possible answers. They are asked to choose an appropriate answer from the options provided based on their own opinion. The first indicator was the students' opinion about speaking English.

Do you like English lessons?		Do you like speaking in English?	
Very like 7.7 %	Like 40.4 %	Very like 11.5 %	Like 28.8 %
Likeless 46.1 %	Dislike 5.8 %	Likeless 50 %	Dislike 9.61 %

7,7 % of the students stated that they very like the English lesson, 40,4 % liked it, 46,1 % did not too like it, and 5,8 % dislike in English lesson. Then there are 11,5 % of the students stated that they very like speaking English, 28,8 % liked it, 50 % did not too like it, and 9,61 % dislike learning English, especially speaking.

The second indicator was about the students' opinion about technique of using LCD Projector in teaching speaking.

What do you think about teaching speaking using the LCD Projector?		What do you think about using lcd projector for speaking classes?	
Very Interested 25 %	interested 61.5 %	Very easy 9.6 %	easy 34.6 %
Less Attractive 13.47 %	Not Interested 0 %	Easyles 50 %	Difficult 5.77 %

There are 61,53 % of students said that the use of LCD Projector is interesting. 34,61% of students stated that easy using LCD Projector in speaking class, and just 5,76% said that it was difficult.

Do you like using LCD Projector as one	What do you think about audio (sound)
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of the techniques in teaching speaking?		use in LCD Projector?	
Very Like	like	Very Important	Important
25 %	65.4 %	25 %	51.9 %
likeless	Not like	Not too	Not Important
7.7 %	9 %	Important	84 %
		19.23 %	

Then, 65,38% like using LCD projector as a technique in teaching speaking. About the audio, the class, 48,07 % of students needed to complete an LCD projector with audio so that they can study well.

Is it necessary to immediately equip audio (sound) in the use of LCD Projector?		Whether the use of lcd projector can help you bring out your ideas in speaking classes / speaking in English?	
Very Important	Important	Very help	help
30.77 %	48.1 %	17.3 %	55.8 %
Not too	Not Important	helpless	Not help
Important	11.5 %	23.1 %	8 %
9.6 %			

There are 55,8 % stated that the LCD Projector technique was able to help them to create their idea. 57,7 % of them thought that LCD Projector was interesting if the LCD Projector technique was used as one of the techniques in speaking class. 55,8 % of them felt that they were more motivated to speak actively.

Are your friends interested in the use of LCD Projector in classroom teaching?		Is it by using this "LCD Projector" technique that you are more motivated to be more active in activities in the speaking class?	
Very Interested	Interested	Very Motivated	Motivated
25 %	57.7 %	23.1 %	55.8 %
Less Attractive	Not Interested	Less motivated	Not motivated
15.4 %	9 %	19.2 %	9 %

The third indicator measure was the student opinions about the topic which were used in the LCD Projector technique.

How are the topics / materials presented?		Does the topic/material help you play an active role in speech activities?	
Very Interested	Interested	Very help	Help
23.1 %	63.5 %	17.3 %	59.6 %
Less Interested	Not Interested	Less Help	Not Help
11.5 %	9 %	23.1 %	-

Tell you how the difficulty of the topic / material presented is based on your ability to understand a material?	
Very easy	easy 17.3 %
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Less easy	Difficult
65.4 %	17.3 %

63,5 % of the students stated that the topics were interesting and only 1,9 % stated that the topics were less interesting. However, most of them thought that these topics helped them to participate in speaking class actively. Moreover, 59,6 % of students thought that the topics were able to help them more actively in teaching speaking.

The fourth indicator was about the teachers' Role in the Application of LCD Projector when LCD projector was implemented. There were 67,3 % who stated that the teacher dominated the activity. And most of them 57,7 % also stated that the teacher often corrected their errors ore over. In line with this 38,3 % of the students agreed that the teacher rare gave rewards for the student's participation, though they still made some mistakes. The last indicator was about the general evaluation.

Do teachers dominate activities in the application of LCD Projector techniques?		Do teachers often justify your language mistakes?	
Very Domination	Domination	Always	Often
17.3 %	67.3 %	21.1 %	57.7 %
Less Domination	Not Domination	Seldom	Never
11.5 %	8 %	15.38 %	5.8 %
Do you think teachers always reward the students in your class?		Always	Sometimes
		9.6 %	38.5 %
		Seldom	Never
		36.5 %	15.4 %

From the general evaluation the majority of the students 57,7 % stated that they had got an improvement in their speaking and were also more motivated to communicate actively in English. In addition, 51,9 % agreed LCD Projector was worth applying in senior high school. The last 63,5 % very agreed that LCD Projector will be useful the next day in the future.

4. Conclusion

Based on the results of research at senior high school in Sidoarjo and starting from the existing problems, it can be concluded that there is an effect of audiovisual on speaking ability from the calculation of the mean of the pre-test and The post-test which shows a change is in the calculation of the mean pre-test value and post- test value, in questioner also show a positive response from the student that answer mostly in satisfying answer in all question. For the next studies, the next researcher should improve it in many aspects like the variable, the data analysis and soon.

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