

# The Effectiveness of Audiovisual in Improving English Speaking Skills In Junior High School Students

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## Abstract

This research focuses on teaching speaking skills using Audio Visual to first grade students in one of the schools in the city of Medan. This study compares the results student achievement in speaking before and after using Audio Visual teaching method. The population of this study totaling 21 students and the sample was all students in that class. From the analyzed data there was an increase in all four aspects. Based on the data, the pronunciation is which is most improved by the Audio Visual method. There was an increase of students in speaking after students are taught to use Audio Visual method. The results show that students have a positive attitude response to the use of Audio Visual because almost 90% of the responses were positive towards the use of Audio Visual methods to teach speaking. Technological developments seem to have had many positive impacts about education. Technology provides various fun learning media student. One of the technological developments that can be used as learning the medium is YouTube. YouTube provides various types of videos related to learning. In learning English, EFL learners can find various types of videos that can be helpful learning process. Therefore, YouTube can help students to improve their abilities language skills, especially speaking skills. Because of that, it is recommended that English teachers who have similar problems also do the same try using Audio Visual to teach speaking.

**Keywords:** *Audio Visual, Speaking, Teaching, Technology.*

## Introduction

Speaking is one of the most important skills in a language. In English, there are four skills that must be mastered, namely: speaking, listening, reading, and writing. Chaney (1998) states that speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts. Burns and Joyce (1997) has said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In other words, speaking is a skill that is needed by someone to have verbal and non-verbal interactions with others in order to convey information, influence, and negotiate to reach a mutual agreement. According to Riswandi (2016), the problems that students usually face in improving their speaking skills are that students feel embarrassed and nervous when speaking in front of the class, students lack confidence in answering the teacher's questions, students feel nervous when they have to present something, students cannot use the right vocabulary, and correct grammar when speaking. So that, in learning speaking skills, mastery of vocabulary is very necessary because having enough vocabulary will make it easier for students to master speaking skills in English.

Teachers and facilitators should empower the youth by providing better education which helps them to become knowledgeable, bold and powerful (Anil, 2015). Audiovisual, which have been accepted as one of the new technologies in the classroom atmosphere, can be a great resource for teaching and learning English. They have been used as a popular tool for many years to make books accessible to people with disabilities who cannot read printed paper (

Engelen , 2008). In fact, students found that the use of audio-visual aids as a motivational tool to increase interest in learning English was very often used by instructors at the South Eastern University of Sri Lanka in language learning classes. This exploratory study was conducted to illustrate the importance of using multimedia audio-visual aids in English classes, to examine the extent to which audiovisual aids are used in English language teaching. Audio-visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to acquire knowledge, skills, or attitudes. Audio-visual media is media related to the sense of hearing and the sense of sight. There are several types of audio-visual media such as motion audio-visual media (television, video, and film). The use of audio-visual media that is properly prepared and used properly in teaching English is expected to help increase students' interest and motivation to learn English, so that they can master all language skills taught in English subjects at Junior High Schools, especially skills speak. Taking into account other problems and considerations that research on audio-visual media related to English speaking skills is rarely carried out, the researcher intends to raise this problem in a study entitled "The Effectiveness of Audiovisual in Improving English Speaking Skills in Junior High School Students".

In this era, technological developments have become an important aspect and can make daily life activities easier. This development certainly provides many benefits and positive impacts for everyone. The education process can be made easier because a lot of information related to learn materials can be accessed by students through technology and also provides a fun and easy in learning process through interesting media. Technological developments have helped a lot in the fields of economy, education, health, and others (Chitamba, 2014). According to Raja & Nagasubramani (2018) the development of information and technology (IT) can improve students' interactive learning through the interesting features provided in it. If the students have a good interactive in learning, then they can improve their speaking, and The usability and acceptance of digital learning applications is a key factor in its success. Factors such as user satisfaction, contextuality, and impact on learning influence the acceptance and effectiveness of digital learning applications (Riana, 2024).

Despite the fact that speaking serves as a solution to many different conversational needs in humans and has had an important role in human life for centuries, speaking is still a complex process that includes the formation of messages that can be understood by others. So that communication is not hampered by misunderstandings, language learners need to react appropriately to what people say by using correct speaking characteristics. Currently, advancements in technology play a significant role in simplifying daily tasks. This progress definitely brings several advantages and beneficial implications for all. Within education, technology offers advantages for both students and teachers. Learning can be simplified as kids can easily access a wealth of knowledge on educational resources through technology. Additionally, technology offers an enjoyable and straightforward learning experience using many engaging tools.

## Method

In this study the researcher chose quantitative research with the experimental research method. Muji (2004) states that quantitative research as any study that aims to explain phenomena by collecting numerical data and use statistic based analysis techniques. This research conduct in one of the junior high schools in Medan city in the second semester of first grade. This research start on April 2024 until May 2024. The population of this research were the students of class VII.

Students' speaking skills are measured by giving them some test. The test consists of a pretest and posttest were given to the class. These two tests are used to detect the effectiveness of the treatment given to students. The pretest is given at the first meeting. This pretest aims to see and measure students' speaking abilities before using audio-visual. Meanwhile, the post-test aims to see and measure students' speaking skills after the teaching and learning process. The post-test is given at the last meeting after treatment. Then the final step is to compare student scores during the pretest and posttest.

To do this research, the researcher has to test validity of the test (Pre-Test and Post-Test). Therefore the internal validity (the quality of the implementation of the research design) can be high (Gunawan & Sunarman, 2018). The researcher employed an experimental methodology to assess the efficiency of Audio Visual in students learning. Data quality includes validity and reliability assessments. The validity and reliability tests in this study used SPSS version 29. Test the validity of the instrument using content validity and the results are considered valid. After that, the reliability of the test was assessed using Cronbach's Alpha.

The data has been collected using read the script in the audio visual which will later be used in the treatment stage. Therefore, a test needs to be carried out validity and reliability test. This research can be found in Table 1.

Table 1. Research Design Experiment :

01 x 02
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Description :

01 : Pre-Test Score ( Before Treatment)

X : Treatment Given

02 : Post-Test Score ( After Treatment)

From the description above it can be explained that the experiment. This is done by comparing the result of the pre-test and post-test. 01 refers to motivation and learning outcomes prior to therapy, whereas 02 refers to motivation and learning outcomes post treatment.

## Results

### *Validity and Reliability*

The instrument's validity test employs validity of content, and the outcome is deemed valid. Following this, the test's reliability was assessed by employing Cronbach's Alpha. The findings of the reliability assessment conducted on the instruments utilized in the study are presented below:

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.952	4

Based on the calculation using SPSS 29 above, it shows that the reliability of the test is 0.952. Cronbach's Alpha ( $\alpha$ ) > 0.60 indicates that the test is reliable. To collect data, researchers carried out several stages. First, the researcher conducted a pre-test at the first meeting which aimed to measure students' abilities. The pre-test is carried out by having students read the script obtained from the audio-visual which will be used later in the treatment stage. Then continued with the second meeting, the researcher explained to the students what audio visuals were and how they were applied in their daily learning activities. At the third meeting, the treatment stage enters, where students are asked to listen to audio visual as a guide on how to pronounce a word or sentence correctly. At the last meeting, students were asked to repeat reading the same script as the pretest, which at this meeting showed the difference between before and after listening to the audio-visual.

**Normality Test**

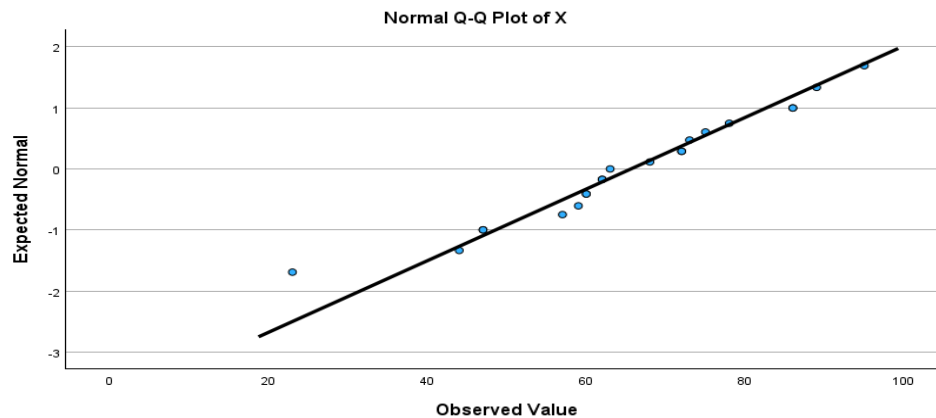
**Tests of Normality**

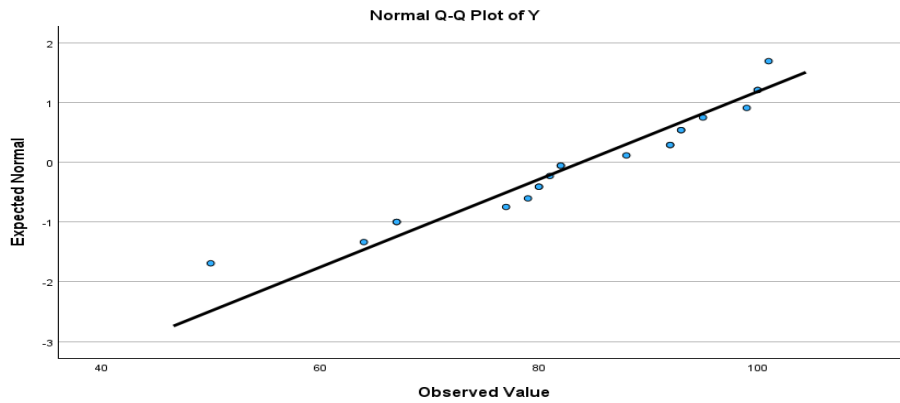
Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk	
Statistic	Df	Sig.	Statistic	df
.116	21	.200*	.968	21
.152	21	.200*	.926	21

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After collecting data, researchers analyze it using the paired sample t test. Researchers first check the data for normality before conducting the analysis. This research uses the Shapiro-Wilk method because the sample size is less than 50. The normality results show that the sig value of variable X is 0.696 and variable Y is 0,116 the sig value of variables are > 0,05.





In the Shapiro Wilk test, normality testing can be carried out using a Q-Q Plot graph with data normality criteria according to the Q-Q Plot rule, that is, if the sample comes from a population with a normal distribution, then the data value points will lie more or less in one line.

Next, a parametric paired sample t-test can be carried out to determine whether the alternative hypothesis is accepted if the sig. (2-tailed) value is equal to or less than 0.05. This showed a significant difference between the pre-test and post-test mean scores, indicating the success of the treatment.

**Mean Score of Pre-test and Post-test**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	65.62	21	17.051	3.721
	Post-Test	83.90	21	13.619	2.972

Based on the data presented, it can be seen that the average score of students' speaking comprehension performance in the pre-test was 65.62, while in the post-test it increased to 83.90. This shows a significant increase in the average score after implementing audiovisual media as a complementary tool throughout the learning process. Next, the researcher used a paired samples t-test to determine whether there was a statistically significant difference between the students' pre-test and post-test reading comprehension scores after applying audio-visual as the media.

**Paired Sample T-Test**

**Paired Samples Test**

Paired Differences			95% Confidence Interval of the Difference		Significance			
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p

Pair	X -	-	4.451	.971	-20.312	-16.259	-18.825	20	<,001	<,001
1	Y	18.286								

The Sig (2) value is  $0.001 < 0.05$  as seen in the t test results table (Paired Sample T-test). The results showed that audiovisual media significantly improved students' speaking comprehension after treatment.

Prior to the treatment, the students were given a pre-test. Based on the results of the pre-test, it was found that the students had many difficulties in telling a story. The students' speech was influenced by their mother tongue and they frequently made errors in grammar and word choice. To minimize the number of mistakes in the speeches by the students, the researcher gave the students corrections on their performances. Based on these corrections, the students were supposed to learn more and to improve their ability in speaking.

## Discussion

The first discussion was concerned with the scores of the students' after giving the first treatment using the audio visual. Based on the analysis of the ability of the students, it was found that after getting the treatment, the speaking ability of the students improved. The students were shown a short movie in the treatment.

The findings show that the ability of the students was at the level of good, although the students made some mistakes in grammar. It could be concluded that the implementation of using short movies as media for the teaching of narrative style speaking was effective. This was proven with the average score of the students in the post-test being significantly higher than in the pre-test.

After the research was conducted, some findings were found related to the implementation of the use of audio visual in improving the students' ability in speaking. In other words, audio visual can be used in order to improve the speaking ability of students. The improvement can be seen from the means of the pre-test and post-test scores. The mean of the pre-test score was 65.62 and the mean of the post-test score was 83.90. Subsequently, the researcher analyzed the results and found that where the improvement was in speaking.

The findings of the first question show that the score one of the students in Junior High School increases from 65.62 (pre-test) to 83.90 (post-test). These findings are supported by research findings from other researchers that the speaking abilities of students improved through using audio visual. The findings in a study conducted by Aris (2010) show that the students' speaking skills and motivation toward speaking improved. This improvement was seen from the test results and the students' attitude during the lessons. Riyanto's findings (2010) prove that the students became more interested in learning speaking. Their score for speaking competency increased from 67 to 71. Another research finding by Puspitasari (2006) also show that video clips can be an effective media to develop speaking abilities. It was proved with the average score of the experimental group which was 11 for the pre-test and 15 for the post-test while the average score of the control group was 12 for the pre-test and 13 for the post-test.

The second discussion concerns what speaking components are best taught with audio visual. Based on the data above, the researcher concluded that the use of audio visual can improve speaking skills, but not all speaking aspects. Audio visual can improve four out of four speaking components. pronunciation, grammar, vocabulary and fluency. Consequently, audio visual can be used by the English teacher in teaching speaking. To support the teaching and learning process, the students' activities were guided by the audio visual. The visual aids

employed in this research were in the form of pictures and power-point presentations, and the use of audio aids was in the form of recorded material such as the sounds of planes and trains. The use of audio visual aids was in the form of a video. Haycraft (1978: 99) states that audio visual allows us to explain a word or concept by simply showing a picture or pointing to an object. Therefore, the students did not feel bored and shy anymore in the class. On the contrary, if the students felt bored, they would lose their attention to the teaching- learning process.

As a result, students would not be able to catch the points of the lesson easily because they had lost interest and participation. Brown (1987:48) states that "routine activities in learning can make students bored. As a result, their motivation and participation in learning will decrease". The use of audio visual helps students to concentrate more on the subject and they all felt happier and more relaxed learning speaking. This was supported by the data that all the students were satisfied with learning speaking using audio visual.

## Conclusion

The objective of the study was to find out whether there would be an increase in improvement in the' speaking abilities of the students by using audio visual. Based on the results, the researcher concludes that there was an increase in improvement of the speaking ability of the students by using audio visual. Most improvement was in pronunciation, grammar, vocabulary and fluency. The results showed that the sample of first grade students from on of Junior High School in Medan gave a positive response toward the implementation of audio visual for teaching speaking.

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