

Shirak State University

Final research work

Topic: The use of audio visual media in teaching

Executor: Nona Tadevosyan

Commander: Emiliya Davtyan

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THE USE OF AUDIO VISUAL MEDIA IN TEACHING SPEAKING

ABSTRACT

This study focused on teaching speaking skills using Audio Visual Media to year eight students at SMP T. Bustanul Arifin, in Bener Meriah District, Aceh Province. This study compared results of the students' achievements in speaking before and after using the Audio Visual Media (AVM) method of teaching. The population of this study was 154 students and the sample was 18 students from class VIII-1. The data were analyzed, and the results showed that the average score from the pre-test was 58, while the post-test score was 67, an improvement of 9 points. There was an improvement in four aspects of speaking: Pronunciation improved from 12 to 16, grammar from 12 to 14, vocabulary from 12 to 15, whilst fluency hardly increased at all and comprehension did not improve. Based on the data, pronunciation was the most improved by the AVM method. There was an improvement of the students in speaking after the students were taught by using the AVM method. The results indicate that the students had a positive response to using the AVM as 92% of the responses were positive towards the use of the AVM method for teaching speaking. Therefore, it is suggested that English teachers who have similar problems should try using AVM for teaching speaking.

Key Words: *Audio Visual Media, Teaching, Speaking.*

INTRODUCTION

Speaking is one of the most important skills in a language. 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.

ESL learners are considered to be successful if they can communicate effectively in the target language. Hadfield and Hadfield (1999:3) write that speaking is a kind of bridge for learners between the classroom and the outside world. In order to build the bridge with speaking activities the teacher needs to give learners many opportunities to practice purposeful communication in meaningful situations. This means that learning to speak in a second language is facilitated when learners actively engage in attempting to communicate. To meet the competency standards of school Level Based Curriculum 2006 for grade VIII, students are expected to be able to express meanings in transactional conversations (to get things done) and interpersonal conversations (social interaction) by using a variety of simple spoken language phrases accurately, fluently, and acceptably to interact with the surrounding environment involving various speech acts including asking, giving and refusing services, requesting, giving and rejecting things, admitting and denying facts, and asking for and giving opinions. Based on the writer's experiences in teaching English at SMP T Bustanul Arifin Bener Meriah, most of the junior high school students were not able to talk in English even in simple sentences.

Those failures occurred because of various factors, such as problems with grammar and vocabulary. To improve the present condition of the teaching of speaking at SMP T Bustanul Arifin, the writer decided to try the use of Audio Visual Media (AVM) in the classroom. AVM is a popular medium for use in teaching a foreign or second language. Many researchers have done research related to AVM. The writer was interested to teach speaking by using AVM because of the advantages it can offer. The writer hoped that the students' ability in speaking would improve more than by other teaching methods.

Research Questions

1. To what extent can Audio Visual Media (AVM) improve the speaking ability of students?

2. Which speaking components can be more effectively improved by using AVM?
3. How do students respond to the use of AVM?

Research Objectives

1. To find out, to what extent AVM can improve the speaking ability of students.
2. To identify which components of speaking can be most effectively improved by AVM.
3. To find out what the response of the students will be towards the use of AVM.

REVIEW OF LITERATURE

Speaking

Many experts have tried to define speaking. They define speaking depending on their perceptions. O'Malley and Chamot (1990:66-67) define speaking as an example of a complex cognitive skill that can be differentiated into various hierarchal sub-skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in a human's brain including some automatic processes.

Widdowson (1990:59) defines speaking into three definitions of language: 1) speaking is simply the physical embodiment of an abstract system in the usage sense involving the manifestation of the phonological system or of the grammatical system of language or both, 2) speaking is active, or productive, and makes use of the aural medium, and 3) speaking as an instance of use, therefore, is part of a reciprocal exchange in which both reception and production play necessary parts. In this sense, the skill of speaking involves both receptive and productive participation. It means that speaking is a system covered by phonological and grammatical systems. The production of speaking is influenced by the reception of the speaker.

Speaking Sub Skills

Brown (2003:142-143) explains that a list of speaking skills can be drawn up for the purpose of serving as a taxonomy of skills needed from which one can select one or several that will become the objective of an assessment task. The micro-skills refer to producing the smaller chunks of language, such as phonemes, morphemes, words,

collocations, and phrasal units. The macro-skills imply that the speakers focus on the larger elements: structure, vocabulary, grammar, pronunciation, fluency, discourse, function, style, cohesion, non-verbal communications and strategic options.

Micro-Skills

Brown (2001:272) mentions in developing speaking skills there are some criteria or points which can be standardized. In short, these are called micro-skills. The following are some micro-skills involved in speaking. The speaker has to produce differences among English phonemes and allophonic variants, chunks of language of different lengths, English stress patterns, words in stressed and unstressed positions, rhythmic structures, and intonation contours, reduced forms of words and phrases.

Macro-Skills

Brown (2004:142) explains that in macro skills, the speaker has to appropriately accomplish communicative functions according to situations, participants and goals, use appropriate styles, registers, implications, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding interrupting and other sociolinguistic features in face-to-face conversation. The last skill in macro-skills is that the speaker needs to develop and use a battery of speaking strategies, such as structuring what he says, emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how your interlocutor(s) is/are understanding you.

Referring to the above elaboration, in assessing speaking skills the researcher has to pay close attention to two main skills as essential substances of speaking skill namely micro-skills and macro-skills. Brown (2004:143) continues to explain the micro-skills and macro-skills are concerned with producing the smaller chunks of language such as enunciation of phonemes, morphemes, words, collocations, fluency and phrasal units. While, the macro-skills imply that the speaker's focus is on the larger elements such as structure, comprehensibility, accuracy, discourse, style, cohesion, nonverbal communications, and strategic options.

Based on the definitions and descriptions of speaking, the writer concludes that teachers must focus on developing speaking skills via: structure, comprehensibility, vocabulary, grammar and collocations,

enunciation, fluency, and knowledge to express or communicate opinions, thoughts, and ideas in oral language.

Audio-Visual Media

Mayer (2001) defines 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 benefits of multimedia that humans possess visual and auditory information processing capabilities. Ivers and Baron (2002) state 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), AVM tools for students can improve speaking skills several times over, more than other methods. AVM 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), states that AVM are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical AVM can communicate facts and ideas through the eyes and ears to the mind and to the emotions. Technical AVM include computers, videos, overhead projectors, instruments and tools of industrialization (Bavaro, 1989).

Reddy (2008:27-28) states that there are twelve advantages of audio visual aids:

- (1) the student becomes more active due to the involvement of more than one sense organ,
- (2) it allows more freedom to students,
- (3) the student's attention becomes intensive,
- (4) it provides students with opportunities to handle and manipulate certain things and articles,
- (5) students can be more motivated,

- (6) it provides first hand experiences where students can view a demonstration and get direct experience,
- (7) it is relatively easy to understand,
- (8) it reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning,
- (9) it can provide opportunities to include scientific attitudes and to give training in scientific methods,
- (10) it can stimulate students to ask more questions and lead them to make further investigations,
- (11) teaching is more effective and learning is easier,
- (12) AVM can help the teacher to teach lessons more effectively and also to create more interest from students.

Based on the description above the writer concludes that AVM is powerful tool that help students in learning foreign language. Students will get the freedom in learning and they have different opportunities and experiences that motivated them. The teacher also can be creative in teaching learning process.

AVM in Teaching Speaking

Edgar Dale (1946) in Hasebrook (1998) states that iconic information, such as photographs, movies, or demonstrations, are much more intelligible. Cakir (2006) adds that in recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Films have an important role in teaching. Subartha (2012) has said that films have a powerful influence on pupils as they appeal not only to the eyes and ears but also to the emotions, which can lay a firm foundation for right attitudes and habits. Films can take the attention of students; they may do this in a variety of ways. In addition, Cakir (2006:69) mentions that steps in teaching using AVM 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 audiovisual 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.

RESEARCH METHOD

Research Design

According to Sugiyono (2008:108) there are three major types of experimental research design via: pre-experimental, true-experiment and quasi experimental. There are three types of pre-experimental, namely one-shot case study designs, one-group pre-test-post-test designs, and static-group comparisons. In this research, the writer used a one-group pre-test-post-test design, without a control class.

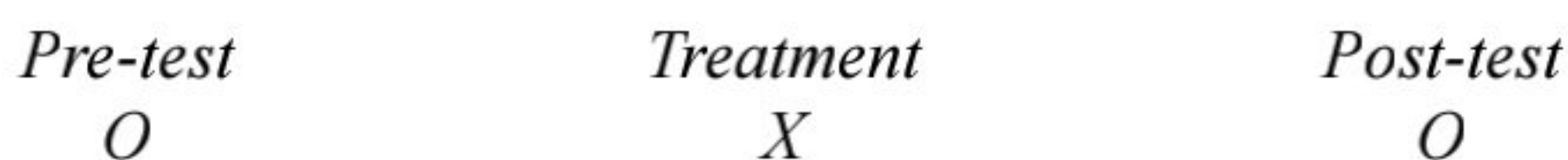


Figure 1. One-Group Pre-Test-Post-Test Design (Sugiyono, 2008).

Population and Samples

The target population of the study was 154 year-two students from SMP T Bustanul Arifin, Bener Meriah. The writer used a random method to select one class to be the sample for this study. Class VIII-1

was selected as the sample and became the experimental class. The sample class consisted of 18 students, all of whom were female students. The class was taught speaking by using a movie.

The Research Instrument

In this research the writer a set of test and questionnaire as the instruments to collect data. The instruments were a set of tests and a questionnaire. Arikunto (2002:127) defines a test as a set of questions, experience, or other means to measure skills, knowledge, intelligence, achievement, and aptitude of an individual or group. In this research, the instruments used to collect data were tests and a questionnaire.

An oral performance pre-test was used to collect the base data speaking scores for the students. The most important thing in a speaking class is that the students are able to communicate with others in oral form. In line with that, an oral performance test was chosen as the best way to test speaking ability. In the pre-test, each student had to read a short narrative and had to retell the story in front of the class.

Oral performances were again used to get post-test speaking scores for each student. In this test, each student again had to read a narrative and to retell the story in front of the class. It was given after all treatments had been conducted. It was used to measure the change in the students' speaking abilities after the treatment.

In giving scores to the students, the writer followed these scoring criteria for each category that are mentioned by Depdiknas (2006). The writer focused on evaluating the five aspects of speaking from the KTSP (National examination criteria) for junior high schools: These are pronunciation, grammar, vocabulary, fluency and comprehension.

To find out the' responses of the student to using AVM (a video) in teaching speaking, a questionnaire was used. It had 10 questions with 2 optional answers: *yes* or *no*. They were related to the feelings of the students about learning speaking, their responses to using video in learning speaking, and their views about the use of video. Table 1 shows the items of variables and numbers in the questionnaire.

Table 1. Variables and Question Numbers in the Questionnaire.

No.	Variable Measured	Question Numbers
1	Pleasure	1 and 2
2	Attention	3 and 4
3	Interest	5 and 6
4	Curiosity	7 and 8
5	Enthusiasm	9 and 10

The questionnaire was distributed to the participants after the post-test. The questions were about the responses of the students to the use of AVM/video for teaching speaking.

Data Collection Procedure

In this study, the researcher functioned as a teacher for the experimental class. Preparing of appropriate materials for the teaching and learning process during the treatments for the experimental group became the most important thing. Besides, the researcher organized the teaching procedures for the experimental class. Lastly, organizing the research instruments was needed for the experimental class.

To analyze the data, the writer used quantitative analysis. The results from the students' performance in the pre-test were compared with their post-test results to find out the impact of the AVM treatment on their speaking performance. The data were analyzed using Microsoft Excel. The next steps after the data were collected and classified was to present the data. Finally, the last step was to draw conclusions from the results and to present this information.

RESEARCH FINDINGS AND DISCUSSION

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.

The first discussion was concerned with the scores of the students' after giving the first treatment using the AVM. 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 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 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 AVM in improving the students' ability in speaking narrative. From the testing of the hypothesis, there was a significant improvement in the speaking of the students' after the treatment ($p < 0.05$, $p = 0.000$). This meant that the hypothesis proposed was accepted. In other words, AVM 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 58 and the mean of the post-test score was 67. The gain from the pre-test to the post-test was 9 points. Subsequently, the researcher analyzed the results and found that where the improvement was in speaking. This can be seen from the mean scores for each aspect. For pronunciation, the score increased from 12 in the pre-test to 16 post-test. For grammar, the score of 12 increased to 14. For vocabulary, pre-test was 12 rising to 15 post-test. However for fluency and comprehension there was no significant increase in the scores after the treatment.

The findings of the first question show that the score of the students of SMP T. Bustanul Arifin increases from 58 (pre-test) to 67 (post-test). These findings are supported by research findings from other researchers that the speaking abilities of students improved through using AVM. 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]. The students' mean score in the pre-test was 45, and it increased to 70 in the post-test. 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 AVM. Based on the data above, the researcher concluded that the use of AVM can improve speaking skills, but not all speaking aspects. AVM can improve four out of five speaking components – i.e. pronunciation, grammar, vocabulary and fluency, but not comprehension. Consequently, AVM can be used by the English teacher in teaching speaking.

The third discussion relates to the results from the' questionnaires completed by the students about their responses to the use of AVM. The students were asked to choose the word that best described what they felt about the points related to the implementation of AVM.

The use of AVM makes the classroom situation more alive. By using AVM, the teacher can use media, such as videos, pictures and recorded materials. AVM can make the students enjoy the lesson and motivate them to use ESL language.

Ur (1996:120) states that there are four criteria of successful speaking activities, namely: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. From the findings, the results from the activities in this research fulfilled these requirements well.

To support the teaching and learning process, the students' activities were guided by the AVM. 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 AVM aids was in the form of a video. Haycraft (1978: 99) states that AVM 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 AVM 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 AVM.

CONCLUSIONS AND SUGGESTIONS

Conclusions

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 AVM. Based on the results, the researcher concludes that there was an increase in improvement of the speaking ability of the students by using AVM. Most improvement was in pronunciation, grammar and

vocabulary, with no significant improvement in fluency and comprehension.

The third question concerned the responses of the students to the implementation of AVM for teaching speaking. The results showed that 89% of the sample of eighth grade students from SMP T. Bustanul Arifin gave a positive response toward the implementation of AVM for teaching speaking.

Suggestions

Based on the facts regarding the effectiveness of the use of AVM to improve students' speaking skill, the researcher has some suggestions for teachers, students, other researchers, and schools as follows.

For teaching-learning to run well in class, teachers should know the potential and characteristics of their students in order to choose an appropriate technique to use in their speaking classes. Teachers should be creative and innovative to select and use good materials for the students. Good materials refer to challenging, communicative and interesting materials dealing with real life situations.

Students should eliminate their fear of speaking English and change their attitude about their speaking skills. Making mistakes is a part of progress in learning and students should not worry about making mistakes as they can learn from mistakes. Students should practice a lot and make a lot of mistakes so they can learn faster. Students should realize that speaking is not difficult as there are many ways to be able to speak as long as they are willing to practice regularly.

Researchers who are interested in conducting similar research should pay attention to choosing films which are able to fulfill the objectives of speaking skills. The findings of this research are expected to be a starting point for further research in the same field. There are many films on the internet which can be used for teaching speaking in particular. There are over a thousand films of speakers speaking with a great variety of topics on www.TED.TALKS. Also the winning speeches from the Toastmasters' World Speaking Competitions are great for speaking classes see www.toastmastersinternational.org.

Schools are expected to improve the quality of teaching-learning by giving teachers more opportunities to develop better speaking skills. It is hoped that schools will give more attention to speaking skills for daily life than for the marking of speaking tests.

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