Shirak State University after M. Nalbandyan Foundation

Final research paper

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Topic: AUDIO-VISUAL MATERIALS FOR TEACHING SPEAKING

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CONTENT

INTRODUCTION

There are four main skills in English language namely listening, speaking, reading and writing respectively. Speaking skills is considered the most essential skills as it helps the learners to communicate with others effectively. Some of the factors that contributing to the low level of speaking skills are lack of exposure, low confidence level, and high level of anxiety towards English Language. Thus, these issues should be addressed in order to enhance ESL learners' speaking skills. In this 21st-century learning and teaching, various strategies involving ICT have been invented by teachers to improve speaking skills among ESL learners. One of the strategies is the use of audio-visual materials to enhance speaking skills. An audio-visual material is a technology-based strategy that has gotten many positive results from the ESL learners. Therefore, it is believed that this strategy would develop speaking skills among ESL learners. Hence, this paper explains how audio-visual materials assist in improving speaking skills and the benefits of using audio-visual materials

Technology is ruling our world and doing many wonders in human life. Aligning with the invasion of the Fourth Industrial Revolution, technologies are rapidly advancing in various industries, and the educational field is not exempted from embedding technology in its sector (Mudin, Eng, Rahman, Ibrahim, & Jopony, 2018: p. 3). Larsen-Freeman & Anderson (2011) supported the idea that technology affords teaching materials and creates exciting learning experience tothe world of learners. Through the use of technology, learners can be motivated to master all the four language skills (Yunus et al., 2010; Hashim, 2018; Mohamad et al., 2018; Rafiq & Hashim, 2018; Hashim et al., 2018). According to Zaremba (2006), speaking appears to be the most essential skill required for communication among four macro English skills. Therefore, it needs to be given more important as it serves many purposes in everyone's life. Supiyati (2011) stated that practically the use of audio-visual materials is one of the suitable techniques in developing speaking skills of students. It has given many positive outcomes in students' speaking skills. Harmer (2007) also states that if speakers want master to speak effortlessly in English, they need to be able to correctly pronounce phonemes, use proper stress and intonation patterns and speak in connected speech. For that, they need to see and hear someone pronounce the phonemes correctly so that they can imitate it easily. In this case, audio-visual materials have been a great

facilitator in helping the learners. In Malaysian Education System, a new curriculum which is Common European Framework of Reference (CEFR) has been used since the year 2017. More attention has been given to speaking skill whereas it is evaluated by teachers in daily teaching and learning session unlike in the previous curriculum. Therefore, audio-visual materials are believed to support learners in speaking. The following sections discuss the speaking skills among ELS learners, various related research done using audio-visual materials and the potential affordances and the constraints of the use of audio-visual materials among ESL learners.

CHAPTER 1. AUDIO-VISUAL MATERIALS FOR TEACHING SPEAKING
1.1 LITERARY OVERVIEW

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 macroskills 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.

1.2   RESEARCH METHOD

Research Design In this research, the researcher used classroom action research method. Classroom action research is a research that is done by a teacher, collaborate with the researcher (or a teacher, itself as a researcher) in a class or in a school that the teacher teaches to improve process and practice learning (Arikunto, 2010; Marzuki, 2016). Moreover, classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, the re-planning (Burns, 1999). This method consist of four steps; planning, action, observation, and reflection. The implementation of classroom action research included four steps as follows: 1. Planning In this phase, the researcher developed action research after identifying problems. It includes the planning for lesson plan, teaching method or technique, and teaching materials. 2. Action Action is the realization which is plan before. The researcher started to act what has been plan such as using technique and material. 3. Observation In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching learning process, about the student's interaction, opinions, performance, and other activities written down in a field note. 4. Reflection In this phase, the researcher reflected on, evaluate and describe the effects of the action. All the notes and field note from the researcher and the collaborator were collected and reflected. It will be used for better understanding or knowing improvement on the next planning or action. This following figure can describe the research method there are four steps in this model of action research namely: planning, implementing the action, observation and reflecting. The action research was conducted in some cycles; depend on the aim of the research study. The process was conducted as the cycle(s) below: Research Subject The subject of this research was conducted in the eighth grade students of SMP Negeri 3 Banawa in 2019/2020 academic year. Exactly, it was at the second semester of the year. There are 28 students in class VIII A as respondents of the research. There are some reasons why the subject was chosen. Such as; the students of this class has lower ability in English lesson, especially in speaking English, the class has a enough quantity of the students to do research. Technique of Collecting Data The data collected were qualitative and were supported by quantitative data. By giving the description of the situation in the teaching and learning process, the qualitative data were gained. Meanwhile, from the

score of the students' performances in the end of the cycles, the quantitative data was also taken. It was conducted to find out the improvement of the speaking ability of the students. In gaining the data, the researcher collected the data by using some data collection techniques as follows:

1. Observation In this technique, the data was taken from the notes about everything happen during teaching learning process which were about the teacher's treatment to the students, which method the teacher used and how the process work. The observation also was about students' responses and participation in teaching learning process. This method is also as a barometer to do previous data collecting. By direct observing, there are possibilities to take some notes, behavior, development, and so on, which happens any time (Burns, 1999).

2. Interview The way of collecting data of pre-action was used also interview guidelines. It will be the second technique to get more information in collecting data. There two kinds of interview which were used. They are: unstructured interview and structured interview (Arikunto, 2010; Marzuki, 2019a). The interview conducted to both English teacher and some students who the participants of teaching learning process. The interview was be about the English teaching learning process at SMP Negeri 3 Banawa which was conducted before and after implementing Audio Visual Aids in teaching speaking. Then, the result of interview was taking as guidelines to complete the data needed. 3. Questionnaire In this collecting data technique, gaining the data was conducted twice, pre-action and after implementing CAR. It will use structure questionnaire which contained the questions and alternative answers to them. In this technique, the students are supposed to choose one of the alternative answers according to their personal estimation of each question. After conducting this phase, it result a percentage of students' response. It is aim to support other data to get a valid research result. 4. Documentation In action research, the use of photograph is underexplored (Burns, 1999). Photographic data give a way of richly illuminating numerous aspects of the classroom quickly and relatively in expensively and providing new angles on the context being researched. Photographs are a way of enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others, used with other qualitative techniques. Recording is done through the video tape and/or audio tape to monitor and to evaluate the actions. Meanwhile, the quantitative data were gained through pretest and post-test to measure the improvement of students' speaking skills. 5. Test The test was the last technique to know about the students' improvement of understanding speaking by utilizing audio

visual aids (Marzuki, 2018). This technique will used to know the students' achievement in learning speaking skill utilize audio visual aids. It may be as the main technique in collecting data. So, this technique was told more how this technique work to prove that audio visual aids could improve the students' understanding of speaking skill. The results of tests were providing by some tables to make it more efficient and communicative enough (Sugiyono, 2005). To see the students' of their speaking skills, the researcher used tests as the instrument (Marzuki, 2017b). The test was conducted twice, in the last meeting of each cycle. The researcher asked them to do a conversation in a pair, in the form of role play for testing the students. The Procedure of Classroom Action Research This procedure of this research is planning, action and observation, and reflecting. The procedures of Classroom Action Research in each cycle are: a. Planning To improve the students' speaking skills, the researcher worked together with another researcher, and the English teacher. The aim of the action is to improve the students' speaking skills using audio-visual aids to support the communicative teaching. The action plans as follows:

1. using audio-visual aids in teaching speaking

2. reviewing the materials and media

3. testing the students' speaking skills. b. Action and Observation Some action plans are implemented in the classroom in two cycles; depend on the research study itself. Each cycle was about two meetings. Besides implementing some action plans, the researcher and the collaborator observe and record the teaching and learning process, and was interview with some students of grade VIII A after the action done. All the members involve in the research discussion based on the actions analysis. The result of the discussion was important to serve as an evaluation for the implementation of the action plans to improve the next actions. c. Reflecting Reflecting is the activity of evaluating critically the progress of the students. Analyzing the action in order to remember what happen that has been written in observation. In this step, the researcher can observe whether the action activity result any improvement. A. Criteria of Success The criteria of success in this action research are as follows:

1. For seventh and eighth class the average of the obtained scores is 70.00 (this is the minimum of mastery standard at SMP Negeri 3 Banawa).

2. The students' interest in learning by utilizing audio visual aids. It means the students are interest to improve their speaking skill of English by utilizing audio visual aids. These data are obtained from the observation sheet, field-note and the questionnaire (adapted from Marzuki, 2017a; Marzuki, 2019b). Discussions This study aims to

describe how the utilization audio visual aids can improve the speaking skills of class VIII A SMP Negeri 3 Banawa. Referring to the purpose of the study, the findings show that the use of audio visual aids can improve students' speaking skills in aspects of comprehension and fluency. The effects of using audio-visual are almost twice that of using audio or visual media only (Sugeng, B. 2010). Utilization of audio-visual aids (video and slide) and supporting actions include applying daily conversation and descriptive text, using English in class during the teaching and learning process, providing feedback to students, giving handouts and giving prizes successfully increasing students' speaking abilities of VIII A grade students Negeri 3 Banawa. The findings can be concluded from observations and interviews with English teachers and students during the study. The result in cycle the average 57.78, were able to increase their score to 72.67 in cycle II. In conclusion, the use of audio visual aids has proven effective for improving students' speaking skill. Ahmad states that in audio-visual aids, both hearing (ears) and vision (eyes) are involved (Ahmad, 2013). Such assistance includes television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-aided instructions and so on. Cartoon films are also useful media for developing and sculpting students' skills. Based on interviews, the students said that they had some improvement in their speaking skills by watching videos. They know the correct pronunciation and can use it in their dialogue. Even their fluency is also improved because they gain confidence after they know the correct pronunciation of the video.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skills of the eight grade students at SMP Negeri 3 Banawa academic year of 2018/2019 by utilizing audio-visual aids. 1. The use of audio-visual aids can attract students' attention and motivation in learning English, especially speaking which can make students build their confidence. 2. Students can get a better understanding of the material given, because audio visual gives them clear examples of the real context in life. Students can interpret meaning only by watching videos. 3. Activities such as playing games and playing dialogue, more opportunities to practice their speaking skills. They can interact with all their friends because the task requires them to do it. Some students mix in English and Indonesian in answering teacher questions or instructions. It's good since a long time ago; they even use Language in English classes. This shows that students' willingness to try to use English when they speak increases. Therefore, the teaching and learning process becomes more interactive and communicative. They also like to do this activity in front of the class. Students who only got 57.78 in cycle I

were able to increase their score to 72.67 in cycle II. This shows that they make aspects of speaking skills such as comprehensibility and fluency. B. Suggestions 1. To Students The process of teaching and learning English can be effective if each participant involved makes a positive contribution. Thus, students as the subject of the teaching and learning process must actively participate in activities during class. They need to continue to practice if they want to speak fluently 2. To English Teachers English teachers must consider students' needs and interests before designing speaking material. The speaking process and teaching and learning process is very important. This is a monotonous learning process. Audio-visual aids in the teaching and learning process because audio visual aids help teachers deliver material easily in interesting ways. 3. To Other Researchers This is a limited time study in implementing actions. This makes researchers can only use one type of audio-visual aid, namely video. Other researchers who are interested in implementing actions over a longer period are more likely to be seen. This is also authentic audio visual aids.

CHAPTER 2.
2.1 Audio-visual materials for teaching speaking

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: the student becomes more active due to the involvement of more than one sense organ, it allows more freedom to students,   the student's attention becomes intensive,   it provides students with opportunities to handle and manipulate certain things and articles, students can be more motivated, ENGLISH EDUCATION JOURNAL, it provides first hand experiences where students can view a demonstration and get direct experience, it is relatively easy to understand, it reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning, it can provide opportunities to include scientific attitudes and to give training in scientific methods,   it can stimulate students to ask more questions and lead them to make further investigations, teaching is more effective and learning is easier, 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. The Use of Audio Visual Media in Teaching Speaking (F. Kurniawan) 186 (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

2.2 SUGGESTIONS

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.

Lesson plan

Grade 6

Date/Day   12.09

I.   Focus on school Unit 2

II.   Objectives

-The aim of the lesson is

-Inrich the vocabulary of the pupils

-Devedlop the oral speech

-Phonetic drills

-Practise reading all the above mentioned words

-To practice grammar

III   Activities (Teaching Methods)

ERR (Evocation-Realization-Reflection)

Group work

Pair work

IV   Teaching aids for the lesson/ Textbooks, pictures, papers, coloured crayons, flashcards,   computers, slides)

V   Listening skills.

To listen to the right intonation of the text

VI   Reading a/ to read the text at home b/ In the classroom

VII   Hometask

Writing pg. 19-20.

VII   Evaluation of the pupils' knowledge (give each pupil a mark for the answer)

English language lesson plan for year 5

Subject   English language

Class   Year 5

Time   9.10-9.40 am

Theme   World of Knowledge

Topic   Life-Cycle of a Frog

Focused skills   Speaking and reading

Integrated Skills   Listening

Learning outcomes 1.2 Listen to and repeat accurately the correct pronunciation of
                     words, and the correct intonation and word stress of phrases,
                     expressions and sentences.

                   2.1 Speak clearly by pronouncing the words accurately.

                   2.2 Give relevant information politely in response to enquiries made.

                   2.3 Read aloud expressively and fluently pronouncing words correctly
                     and observing correct stress and intonation and sentence patterns.

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CONCLUSION

As we all aware, our education system is emphasizing to create 21st-century learning aligning with the aim of our National Philosophy of Malaysian Education (NPME) which is to produce a holistic individual through the implementation of 21st-century learning (Ministry of Education, 2015: pp. 1-10). In line with that, audio-visual materials have been contributing a lot to both teachers and students in language learning, especially in improving speaking skills as stated above. It creates an interactive, fun and most importantly, effective education to students. Moreover, with this COVID-19 outbreak which has been declared as pandemic many countries have opted to online learning. Malaysia too has started this online learning after the implementation of Movement Control Order (MCO) which required the closing of all educational institutions. Thus, audio-visual materials have become a great helper for teachers to teach students from home and for students to understand the lesson better. For further research, it is recommended to do more research on the use of audio-visual materials in enhancing speaking skills to give more insight to teachers since most ESL learners have problems in speaking skills. For example, teaching and learning activities that can be done through this method, the criteria to be considered when selecting audio-visual materials could be given more focus for the upcoming research.

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