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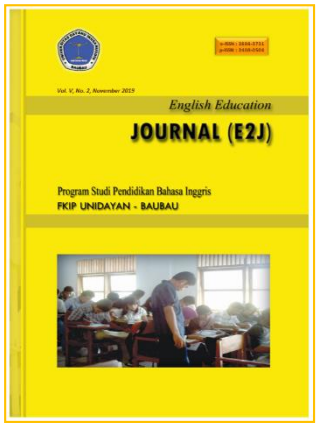

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THE EFFECT OF USING AUDIOVISUAL MEDIA ON STUDENTS' SPEAKING ABILITY AT SMP NEGERI 1 BAUBAU

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Abstract
This research was conducted to find out the significant effect of audiovisual media on students' speaking ability. This research used a quasi-experimental design, and the sample of this research was class VIII.1 as an experimental class that consists of 22 students, and class VIII.12 as a control class with 22 students. The instrument of this research was a test, it was in the form of pre and post-test. The data analysis in this research was descriptive statistics and inferential statistics. The score of student's basic speaking ability was calculated using Microsoft Excel 2010. The data resulted through that calculation was analyzed using the Statistical Package for Social Science (SPSS) 21.0 versions. The findings could be concluded that there was a significant effect of using Audio-Visual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau. It can be seen based on the score of the t-test in the appendix, it showed that there was a significant effect on the students' speaking ability in speaking. It was proved by the finding t-test (2.696) which was higher than t_{table} at 5% level of significance (2.04). It could be stated that 2.04<2.696 for students' speaking ability. It meant that the null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted. In conclusion, teaching speaking by using Audio Visual at the second-grade students of SMP Negeri 1 Baubau better than without using Audio-Visual Media.

Keywords: audiovisual media, speaking ability, teaching speaking.

1. INTRODUCTION

Education is an important aspect of life. It is a process that can change a person's point of view. Education not only prepares students for the profession or specific position but also solves the problems in daily life. English education is one of the subjects taught in school, which aimed at developing students' communication skills. In English there are four skill must be mastered by students namely listening, writing, speaking, and reading.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistics proper. Speaking is only an oral trail of abilities that it got from structure and vocabulary, freeman. Speaking ability is more complex and difficult than people assume, and speaking like study other cases in study of language, naturalize many cases to language teachers.

Brown [1] states that when someone can speak a language it means that he/she can carry on a conversation. This statement means that students' skill in conversation is a core aspect of teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the success in speaking is measured through someone able to carry out a conversation in the language. We confess that many proponent factors influence teaching speaking success and there are many obstacle factors.

In the learning process, speaking conditions still impressed monotonous, the learning process is still used for the limited instruction and media, so the quality of the student's language skill is low. The students often learn based on what they listened by an explanation from the teacher read out the text from a book, but with such circumstances, there is a distraction from students who are bored and disturb to other students, because not all the students focus on the lesson, so the learning is not maximal.

Many students think if speaking is easy. However, many students do not understand what the teacher explains, because of the limited vocabulary they have. As a result, the quality of their speaking is low and needs to be improved. Therefore, there is a solution to solve the problem of speaking, which is using media as methods to support learning. Using audiovisual media can be one of the alternatives to overcome students' problems in speaking. Audiovisuals can encourage foreign language learning and they help in stimulating and facilitating learning English. The use of audiovisual media as a medium of learning that works by activating two sense work at once.

Teaching speaking by audiovisual help to involve the students in the process of teaching English class. This media can enhance students' confidence, pronunciation, using correct word and fluency in speaking ability.

Based on the observation in SMP Negeri 1 Baubau, the researcher found that there were many students feel bored and lazy when they learnt English in the class. The teacher only gave them a lesson in speaking aspect by speech and besides, the teacher was not explicit when they presented the lesson to the students when learning the language, so it made the students were not interested to learn. Then, the students got difficult to understand what the teacher said and make the students did not pay attention to the learning. So, the researcher's interest to take a research used audiovisual media to make easy in the presenting of English lessons especially in speaking.

Based on the identification of the research, then the problem of the research was, whether any significant effect of using Audiovisual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau.

This research was conducted to find out a significant effect of using Audiovisual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau or not.

2. METHODS

This research used a quantitative approach by applying the quasi-experimental method. A quasi-experimental applies pretest-posttest control group design. Quasi-Experimental design identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-

intervention) characteristics. This research consists of two variables, they were independent variable referred to the audio-visual method and the dependent variable referred to students' speaking ability. This researcher used pretest, treatment, and posttest.

The population of this research was the second-grade students of SMP Negeri 1 Baubau in the school year of 2018/2019, which consisted of twelve classes, and the total number was 273, they were spread into VIII.1 - VIII.12. The taking of the sample in this research used a cluster random sampling, Class VIII.7 as an experimental class consisting of 22 students, and VIII.8 as a control class that consists of 22 students.

The instrument of this research was a test, it was in the form of pre and post-test. The technique of data analysis applied in this research is descriptive statistics and inferential statistics. The score of student's basic speaking ability is calculated by using Microsoft Excel 2010. The data resulted through that calculation was analyzed using the Statistical Package for Social Science (SPSS) 21.0 versions. Besides that, other SPSS references used by the writer to analyze the data.

1. Descriptive Statistics

Creswell [2] explains that descriptive statistics is required to indicate general tendency (mean, mode, and medium), the spread of score (variance, standard deviation, and range). Besides that, the statistic also used the display minimum and maximum score.

To determine the student's speaking ability test, the researcher uses the following steps:

a. Scoring the result of students speaking test used the scoring rubric by Kemendikbud as follows :

Table 1. Speaking Test Scoring

No	Aspect of Assessment	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistake but do not inference the meaning	4
		There are some mistakes and interfere with the meaning	3
		Many mistakes and interfere with the meaning	2
		Too many mistakes and interfere with the meaning	1
2	Intonation	Almost perfect	5
		There are some mistake but do not inference the meaning	4
		There are some mistakes and interfere with the meaning	3
		Many mistakes and interfere with the meaning	2
		Too many mistakes and interfere with the meaning	1
3	Fluency	Almost perfect	5
		There are some mistake but do not inference the meaning	4
		There are some mistakes and interfere with the meaning	3
		Many mistakes and interfere with the meaning	2
		Too many mistakes and interfere with the meaning	1

b. The score from the rubric are the raw scores are converted to final score using a scale of 100 using the formula:

$$Final\ Score = \frac{\text{raw score}}{ideal\ maximum\ score} \times 100$$

[3]

c. To determined students speaking ability, the writer used the following criteria :

Table 2. Criteria of Students Speaking Ability

No	Scoring Range	Criteria	Score in Letter
1	86-100	Very good	A
2	71-85	Good	B
3	56-70	Moderate	C
4	≤ 55	Low	D

Source: Direktorat Jenderal Pendidikan Dasar dan Menengah [4]

d. Test Normality

A normality test was used to determine whether a sample of data had been drawn from a normally distributed population or not. A normality test was conducted to see the distribution of the two classes' (experimental and controlled) data was normal or not. It was conducted using the SPSS 21 of *Liliefors Test.* The criteria and rule were as follows:

- If the value of significance > 0.05, it means data has been drawn from a normally distributed population
- If the value of significance < 0.05, it means data has not been drawn from a normally distributed population

e. Test Homogeneity

After the normality test showed that the data were normally distributed, the next step was to do the homogeneity test. The homogeneity test was used to know whether the distributions of the classes' data were the same or the different varieties so that the hypothesis could be tested by t-test or not. It then used *the test of Homogeneity of Variances* using SPSS 21. The criteria and rule for homogeneity test were as follows:

- If the value of significance > 0.05, it means data is homogeny
- If the value of significance < 0.05, it means data is not homogeny

f. Hypothesis Testing

In this research, the hypothesis was examined by applying a *t-test* with the value of significance (α) = 0.05 or 5%. The criteria for receiving or rejecting the hypothesis were as follows:

a) If $t_{test} > t_{table}$ or probability value (sig. (2-tailed)) < α, the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is significantly different of speaking ability between students who are taught by using audiovisual media and students who are taught by using the conventional method at SMP Negeri 1 Baubau
b) If $t_{test} < t_{table}$ or probability value (sig. (2-tailed)) > α, the alternative hypothesis is rejected and the null hypothesis is accepted. It means that there is no significant difference in speaking ability between students who are taught by using audiovisual media and students who are taught by using the conventional method at SMP Negeri 1 Baubau.

2. Inferential Statistic

Sugiyono [5] explains that inferential statistics is a technique of statistics used to analyze the sample data and the result was applied to a population. This type of statistics is appropriate to use if the sample taken from the obvious population and the technique of determining sample from the population was randomly selected.

In analyzing the data the researcher used independent sample T-test formula. According to Hartono [6], the t-test is one of the statistic tests used to know whether or not the significant difference between two samples of mean in two variables. The data statistically analyzed by using the SPSS 21.0 version to know whether the result statistically significant.

The criteria for receiving or rejecting the hypotheses are as follows :

a. H_a is accepted if $t_{test} > t_{table}$ or there was a significant effect of using Audio-Visual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau.
b. H_o is accepted if $t_{test} < t_{table}$ or there was no significant effect of using Audio-Visual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau.

3. Result and Discussion

3.1 Result

3.1.1 Descriptive Statistics

The data of the research were obtained from scores of the students' pre and posttest on control and experimental classes. There are two data of students' speaking ability served by the researcher. They are the data of students' speaking ability taught by using Audio-Visual Media and without using Audio-Visual Media. They are as follows:

1. The Result of Students' Speaking Ability in Pretest of Control Class and Experiment Class
   a) The Result of Pretest in Control Class
      The result of pretest in control can be seen in the following table:

Table 3. Descriptive Statistics of Students' Speaking Ability of Pretest in Control Class

Statistics	
Mean	45.22
Median	43.00
Mode	60.00
Variance	213.42
Std. Deviation	14.608
Minimum	20.00
Maximum	80.00

Based on table 3, it shows that the mean score is 45.22, the median is 43, the mode is 60, the variance is 213.42, the standard of deviation is 14.60, the minimum score is 20, and the maximum score is 80. The frequency of each category of students' speaking ability is displayed in table 7 below:

Table 4. Frequency Distribution of Students' Speaking Ability of Pretest in Control Class

Score Interval	Frequency	Percentage	Category
86-100	0	0	Very High
71-85	1	4.54	High
56-70	6	27.27	Moderate
≤55	15	68.18	Low
Total	22	100	

Based on the table above, it is found that in pre-test there is 0 student or 0% in the very high category, there is 1 student or 4.54% in the high category, there are 6 students or 27.27% in the moderate category, and there are 15 students or 68.18% in low category. The conclusion based on the score of frequency, it is known that the category of student's speaking ability in pretest is low.

b) The Result of Pretest in Experimental Class

The result of pretest in the experimental class can be seen in the following table:

Table 5. Descriptive Statistics of Students' Speaking Ability of Pretest in Experimental Class

Statistics	
Mean	45.22
Median	43.00
Mode	60.00
Variance	213.42
Std. Deviation	14.608
Minimum	20.00
Maximum	80.00

Based on table 5, it shows that the mean score is 45.22, the median is 43, the mode is 60, the variance is 213.42, the standard of deviation is 14.60, the minimum score is 20, and the maximum score is 80. The frequency of each category of students' speaking ability is displayed on table 10 below:

Table 6. Frequency Distribution of Students' Speaking Ability of Pretest in Experiment Class

Score Interval	Frequency	Percentage	Category
86-100	0	0	Very High
71-85	1	4.54	High
56-70	6	27.27	Moderate
≤55	15	68.18	Low

Based on the table above, it is found that in pre-test there is 0 student or 0% in the very high category, there is 1 student or 4.54% in the high category, there are 6 students or 27.27% in the moderate category, and there are 15 students or 68.18% in low category. The conclusion based on frequency, it is known that the category of student's speaking ability in pretest is low.

2. The Result of Students' Speaking Ability in Posttest of Control Class and Experimental Class

The data of the students' speaking ability in control class and experiment class are obtained from the posttest of class VIII. 8, VIII.7 with the number of students is 22 students. The data can be seen in the following table:

a) The Result of Posttest in Control Class

The result of the posttest in the control class after giving the treatment. Can be seen in the following table:

Table 7. Descriptive Statistics of Students' Speaking Ability of Posttest in Control Class

Statistics	
Mean	61.13
Median	60.00
Mode	60.00
Variance	213.42
Std. Deviation	15.572
Minimum	33.00
Maximum	80.00

Based on table 7, it shows that the mean score is 61.13, the median is 60, the mode is 60, the variance is 213.42, the standard of deviation is 15.572, the minimum score is 33, and the maximum score is 80.

The frequency of each category of students' speaking ability is displayed in table 8 below:

Table 8. Frequency Distribution of Students' Speaking Ability of Posttest in Control Class

Score Interval	Frequency	Percentage	Category
86-100	0	0	Very High
71-85	7	31.81	High
56-70	9	40.90	Moderate
≤55	6	27.27	Low

Based on the table above, it is found that in post-test score in control class, there is 0 student or 0% in very high category, there are7 students or 31.81% in high category, there are 9 students or 40.90% in moderate category, and there are 6 students or 27.27% in low category. The conclusion based on the frequency, it is known that the category of student's speaking ability in the posttest is moderate.

b) The Result of Posttest in Experiment Class

The result of the posttest is an experimental class after giving the treatment. The treatment is held in six meetings by using Audio-Visual Media. Can be seen in the following table:

Table 9. Descriptive Statistics of Students' Speaking Ability of Posttest in Experimental Class

Statistics	
Mean	71.31
Median	73.00
Mode	73.00
Variance	71.37
Std. Deviation	8.448
Minimum	60.00
Maximum	93.00

Based on table 9, it shows that the mean score is 71.31, the median is 73, the mode is 73, the variance is 71.37, the standard of deviation is 8.44, the minimum score is 60, and the maximum score is 93.

The frequency of each category of students' speaking ability is displayed on the table below:

Table 10. Frequency Distribution of Students' Speaking Ability of Posttest in Experimental Class

Score Interval	Frequency	Percentage	Category
86-100	1	4.54	Very High
71-85	15	68.18	High
56-70	6	27.27	Moderate
≤55	0	0	Low

Based on the table above, it found that in posttest there is 1 student or 4.54% in the very high category, there are15 students or 68.18% in the high category, there are 6 students or 27.27% in the moderate category, and there are 0 students or 0% in the low category. The conclusion based on the frequency, it is known that the category of student's speaking ability in the posttest is high.

3) Data Presentation of The Effect of using Audio-Visual Media toward Students' Speaking Ability

The following table is the description of the mean score of each component of speaking ability in control and experimental class.

Table 11. Mean Score of Posttest Students' Speaking Ability Score in Control and Experimental Class

Class	Component of Speaking		
	Mean Score		
	Pronunciation	Intonation	Fluency
Control	3.22	2.90	3.04
Experiment	3.86	3.04	3.77
Gain	0.64	0.14	0.73

Based on the table above it shows that the mean score of pronunciation for the control class is 3.22 and the experimental class is 3.86, the gain is 0.46 for pronunciation. The mean score of intonation for the control class is 2.90 and the experimental class is 3.04, the gain is 0.14 for intonation. The mean score of fluency for control class is 3.04 and the experimental class is 3.77, the gain is 0.73. Based on the score of mean, it is known that there is a significant difference between the mean score of the component of speaking in control and experimental class. It means Audio-Visual Media influence and increases their pronunciation, intonation, and fluency in students' speaking ability. It shows in speaking ability, Audio Visual Media more influence their pronunciation and fluency in speaking rather than their fluency.

4) Data Test Normality

To know the data from the two classes has been normally distributed, the normality test is needed. The writer uses the *Liliefors* method in SPSS v.21 in conducting the normality test. The writer also used SPSS 21 to analyze the data. The result of the normality test on the Pre-test data is presented as follows:

Table 12. Normality Pre-test Results between Experimental and Controlled Class

Tests of Normality							
	Students	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
speaking_ability	pre_control class	.163	22	.131	.933	22	.145
	pre_experimental class	.172	22	.089	.936	22	.162

Table 12 shows that the significance scores of the experimental class and controlled class are 0,154 and 0,162. It means that the data is normally distributed because the significance score is higher than α = 0.05. The result of the normality test of the post-test is presented in Table 13.

Table 13. Normality Post-test Results between Experimental and Controlled Class

Tests of Normality							
	Students	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
speaking_ability	post_control class	.138	22	.200*	.913	22	.054
	post_experimental class	.148	22	.200*	.966	22	.612

Table 13 shows that the significance scores of the experimental class and controlled class are 0,054 and 0,612. It means that the data is normally distributed because the significance score is higher than α = 0.05. It means that post-test data in this study were distributed normally as well.

5) Data Test Homogeneity

After conducting the normality test, in order to check the similarity of the sample in both classes, the writer continued to do homogeneity test. The writer used the *Levene* statistic test to calculate the homogeneity of the pre-test with a significance level of 0.05. The result of this test is presented below.

Table 14. Homogeneity of the Pretest

Speaking ability			
Levene Statistic	df1	df2	Sig.
.003	1	42	.958

It can be seen from Table 14 that the significance is more than the significance level of 0.05 (0.958> 0.05). This means that the sample is equal across the groups.

Table 15. Homogeneity of the Posttest

Speaking ability			
Levene Statistic	df1	df2	Sig.
2.350	1	42	.133

From the table above 15, it can be seen the significance of post-test both experimental and controlled class are 0,133. Therefore, the population across the two groups are homogenous, since the significance score was higher than 0.05.

3.1.2 Inferential Statistics

a. Hypothesis Testing of Students' Speaking Ability

1) Speaking Ability

To calculate the hypothesis testing of students' speaking ability, it uses the SPSS Program by applying a t-test to find a dependent sample t-test to know the difference between the students' speaking ability in control and experimental class. The result of the test can be seen in the following table:

Table 16. Group Statistics of Students' Speaking Ability

No	Treatment	N	Mean	Std. Deviation	Std. Error Mean
1.	Control	22	67.22	11.100	2.366
2.	Experiment	22	82.18	8.381	1.786

Based on the table above, it can be seen that the total students from each class are 22 students. The mean of the control class is 67.22, and the mean of the experimental class is 82.18. The standard deviation from the control class is 11.100, while the standard deviation from the experimental class is 8.381. The standard error mean of the control class is 2.366, and the experimental class is 1.786.

Table 17. Independent Sample of Test

Independent Samples Test

			speaking_ability	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2.350	
	Sig.		.133	
t-test for Equality of Means	T		-5.043	-5.043
	Df		42	39.070
	Sig. (2-tailed)		.000	.000
	Mean Difference		-14.95455	-14.95455
	Std. Error Difference		2.96558	2.96558
	95% Confidence Interval of the Difference	Lower	-20.93933	-20.95265
		Upper	-8.96976	-8.95644

Based on the table above, it could be seen that from the table independent-sample T-test shows that the F score is 2.350 and sig is 0.133. Based on the result of Levene's Test for Equality of Variances, it shows that F = 2.350; sig = 0.133. The provision is if P (*sig*) > 0.05, the relevant data is stated equal variances assumed; meanwhile, if P (*sig*) < 0.05, the relevant data is stated equal variances not assumed. Based on the calculation it shows that the F score = 2.350 and sig = 0.133. Because P (*sig*) < 0.05, it means the equal variances assumed. So, the statistic used is under *Equal variances assumed.*

The result of the t-test for equality of means shows that t score = 5.043, or *degree of freedom* is 42, Sig. (2-tailed) is 0.0000, the mean difference is 14.95455, and the standard error difference is 2.96558.

3.2 Discussion

The purposes of the research are to find out how the students' speaking ability taught by using Audio-Visual Media without using Audio-Visual Media and also to find out the significant effect of using Audio-Visual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau.

Before giving treatment to the experimental class, the researcher gave pre-test first to control and experimental classes. In experimental class, the researcher gave pre-test and found score the students of speaking ability is low category and they, not interest, but after the researcher gave treatment by using Audio-Visual Media, in every treatment the students felt interested and enthusiastic in process teaching and the researcher found the score of students speaking ability of posttest is High category. In the control class the researcher teaching by using the conventional method, after gave pretest the researcher shows the students felt not interest and every meeting they don't enthusiastic in process teaching, so the researcher found to score the students speaking ability of Posttest is Moderate category. Therefore, analyzing Audio-Visual Media can improve students' speaking ability. So, it helps the teacher to present the lesson effectively and students learn and retain the concepts better and for a longer duration. Use Audio Visual improves student's critical and analytic thinking. However, improper and unplanned use of these can have a negative effect on the learning outcome.

Related to the theory by Cunning [7] states that students like learning language through the use of audiovisual which is often used to mean quite different things in language teaching. The use of audiovisual in English class has grown rapidly as a result of the increasing emphasis on communicative techniques.

The use of audiovisual help in maintaining discipline in the class since all the students' attention is focused on learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning. To complete that statement there are the advantages of audiovisual methods as follows:

1. The students are easy to understand the material because they are not only listening but also see the presentation.
2. The students are fluent in speaking.
3. Audiovisual method enhance students learning and create an inviting atmosphere
4. Audiovisual methods can provide students a realistic approach and experience.
5. The methods can help to make the learning process more effective and conceptual

4. CONCLUSION

Based on the analysis and discussion above, it can be concluded that the Audio-Visual Media can improve students' speaking ability. It can be seen based on the score of the t-test in the appendix, it shows that there was a significant effect on the students' speaking ability in speaking. It is proved by the finding t-test (2.696) which is higher than the $_{table}$ at a 5% level of significance (2.04). It can be stated that 2.04<2.696 for students' speaking ability. This means that the null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted. In conclusion, teaching speaking by using Audio Visual at the second-grade students of SMP Negeri 1 Baubau better than without using Audio-Visual Media. Thus, there was a significant effect of using Audio-Visual Media toward students' speaking ability at second-grade students of SMP Negeri 1 Baubau.

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The researchers hope this article will give constructive contribution to the teachers and the readers in gaining students' speaking ability.

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