

# UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING SKILL FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BANAWA

Irmawati  
Muhammad Ihsan  
Rasmi

English Departmen, Teacher Training and Tarbiyah Faculty  
State Institute For Islamic Studies Palu  
Email : [irmawaty.jr@gmail.com](mailto:irmawaty.jr@gmail.com)

## ABSTRACT

This study aims to improve the speaking skill of the eighth grade students of SMP Negeri 3 Banawa in the use of audio visual aids. This research was conducted through action research consisting of two cycles. The data were obtained from observation during the implementation of the action; interview with Teacher of English and the eighth grade students from class VIII A; and discussion with Teacher of English. Data in the form of field notes, interview transcripts, and photographs. The validity of the data is obtained by applying utilization Audio Visual Aids, results and processes. The results show that there was an increase in students' speaking skills through the use of audio visual aids. The audio-visual tool used in this study was video and slide. Videos were taken from youtube.com in the form of dialogue in certain expressions. These videos can attract students' attention and increase their learning motivation. Students can have a better understanding of the use of English in real situations when they learn appropriate English-language models through audio-visual aids (video and slide). Students make improvements in several aspects of speaking skills, such as fluency and comprehensibility. They are more confident in speaking English. They actively participate during the teaching and learning process. In addition, they did not hesitate to ask the teacher when they found difficulties. The research findings are also supported by the results of students' speaking achievement which increased from 57.78 in cycle I to 72.67 in cycle II.

**Keywords** : *Audio Visual Aids, Speaking skill*

## 1. Introduction

English has four skills, namely: listening, speaking, writing, and reading. It plays very important role because as International language. Although all four skills are equally important, it is easy to understand that people say that those who knows English are referred to as "speakers" of English.<sup>1</sup> Therefore an English teacher must be able to motivate students to learn English, especially speaking skills. That the ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.<sup>2</sup>

Speaking is a process of oral communication that is used for ideas or thoughts, so that they can interact with other people. Speaking is an interactive process in building meaning that involves production and acceptance and processing of information.<sup>3</sup> Most students have difficulty in speaking English because of the factors that : First, they are shy to speak if their teacher asks them to speak. They do not know how to use appropriate grammar, so it makes them afraid of making mistakes. Second, they do not have enough opportunities to practice English because they have limited time only during English lesson themselves. Speaking is also considered as the most difficult and challenging skill to be mastered.<sup>4</sup>

Implemented in the 2013 curriculum, that the ultimate goal of teaching English in Junior High School is to develop students' communicative English language in the form of oral and written language, namely: listening, speaking, reading and writing.

Based on observation in SMP Negeri 3 Banawa, the researcher found that this school has problems in learning English, especially in learning to speak. Some problems arise from students and teachers. These problems are from the teacher's side: (1) the teacher provides material based on the book. (2) teachers use traditional methods, for example asking students to read text in books or student exercise books and practice in front of the class. These problems not only come from the teacher but also from the student side: (1) passive students in the class, during the teaching and learning process. (2) students become noisy and talk to each other when the teacher explains the material (3) students find it difficult to capture the teacher's explanation, because they do not understand. (4) students do not have the motivation to learn about English, especially in speaking, they think that speaking is difficult to practice and they are not confident enough to speak.

Regarding the problem above, researcher use audio visual aids that can be used to improve students' speaking skill. Audio Visual aids is a suitable medium that can be used to overcome existing problems, because utilize audio visual can make learning interesting and students will feel interested in talking and can express their ideas what they see and listen.<sup>5</sup> It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the

---

<sup>1</sup> Picollo, L. 2010. *Teaching Speaking to English Second Language Students*. Retrieved from <http://suite101.com/> article on 1 January 2013.

<sup>2</sup> Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada (Nevada,USA). *The Internet TESL Journal*, Vol. XII, No. 11, November 2006. Retrieved from <http://iteslj.org/Techniques/KayiTeachingSpeaking.html> on 24 January 2013.

<sup>3</sup> Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman

<sup>4</sup> Ibid.

---

<sup>5</sup> Madhuri, J. N. 2013. Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of english Language and Literature (RJELAL)*. Retrieved on December 20th 2013.

learning of a foreign language.<sup>6</sup> In other words, the use of audio visual has a positive contribution to language learning as long as they are used at the proper time, in the right place. Because multimedia consists of tools that appeal to the human senses such as visual and audio tools used in foreign language teaching increasing the number of emotional inputs, the level and quality of one's language skills also increases. The quality and the quantity of the output such as writing and speaking skills, which are of utmost importance for language learning, becomes higher.<sup>7</sup> From this point of view, video and pictures, which are audio tools, are important resources for students while developing lingual skills.

The audio-visual aids have an important role in improving the speaking skills of the students, because there are so many advantages we can take by using audio-visual aids. Practically the use of audio-visual aids is one of the appropriate techniques to improve students' speaking skills. Through audio-visual aids, the students are more enthusiastic. Students enjoyed the process of teaching and learning more.<sup>8</sup> Teaching speaking using audio-visual aids gives a big chance to the students to speak. It also provides an opportunity to develop accuracy, fluency and keeps the learners highly motivated. The facilities already provided by the school, it is regrettable if the teacher did not use them.

---

<sup>6</sup> Çakir, D. I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>

<sup>7</sup> Tarcan, A. (2004). *Yabancı dil öğretim teknikleri*. Ankara: Nobel, 2004.

<sup>8</sup> Supiyati, D. 2011. *Improving Students' Speaking Skills by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua No.13 Surakarta in 2009/2010 Academic Year*. Surakarta: Teacher Training and Education Faculty. Sebelas Maret University. Unpublished undergraduate thesis.

Based on the problems and the propose solution above, the researcher interested in conducting a classroom action research entitled "Utilizing Audio Visual Aids to Improve Speaking English Skill for the Eight Grade Students of SMP Negeri 3 Banawa"

## 2. Review Of Related Literature

### 2.2 Related Theory

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Speaking is perhaps the most demanding skill for the teacher to teach. state that speaking is perhaps the most demanding skill for the teacher to teach.<sup>9</sup> That speaking is expressing ideas or feelings using language.<sup>10</sup> Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express ones ideas, feeling, purpose, and thought orally. That to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>11</sup>

Speaking is one of the four language skills. If students want to speak English fluently as Harmer asserts :

*"They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.*

---

<sup>9</sup> Scott, W.A, & Ytreberg, L.H. 2000. *Teaching English to Children*. New York: Longman .

<sup>10</sup> Horby. 1994. *Advance Learners' Dictionary*. New York: Oxford Dictionary Press

<sup>11</sup> Nunan, D. 1991. *Language Teaching Methodology: A textbook for teachers*. New York: Prentice Hall Internasional, Ltd.

*Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.*"<sup>12</sup>

From the above theory it can be concluded that speaking is an attempt to communicate using language widely, so that they can interact and understand each other. Speaking is the process of expressing ideas, feelings, and goals. Therefore, people must be able to speak well and correctly like mastering intonation so that the intent and purpose can be understood by others.

Multimedia could also be called as multiple media, or simply said utilizing the combination of one or more media at the same time as Mishra and Sharma asserts :

*"multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually."*<sup>13</sup>

The utilization of multimedia gives us an image of using the multiple media in one system or medium to get several benefits from it. Simply said that one media is effective in one aspect or element, the more media used could cover more aspect that could not be achieved by using one media. A mere text can give an image of an airplane, but a combination of text about airplane, the image of the airplane and perhaps even the sound of an airplane will surely give further explanation of what airplane is.

---

<sup>12</sup> Harmer, J. (2001). *The Practice of English Language Teaching*. Great Britain: Pearson Education.

<sup>13</sup> Mishra, S. and R. C. Sharma. 2005. *Interactive Multimedia in Education and Training*. Hershey: Idea Group Publishing.

In this case however, the more media used means the more skill and mastery of the software or multimedia has to be had by the educator. To put it simple, the educator has to be wise in selecting the appropriate and fitting with their skill and need or their learning target.

That the advancement of technology demands computer that is being used for multimedia purposes to develop as well.<sup>14</sup> The computer gets more and more sophisticated and has many functions.<sup>15</sup> Now, almost all kind of media could be presented or realized through computer. The term of multimedia adopted in this research is software which is used in the learning process. The software consists of combination of texts, sounds, animation, and videos, or simply called Audio-visual aids.

Audio-visual aid is one of the media for teaching. According to Advance Learners" Dictionary, media is the means of communicating with large number of people. Audio-visual aid is an important tool because different people respond to different learning modalities. It also adds interest to a discussion. In order to effectively use audio-visual aid, one must learn from experience what will and won't work for an audience or group of students.<sup>16</sup> The audio-visual aid can take many forms and be presented in many formats. It may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis.

---

<sup>14</sup> Cutting, A. 2011. *Using Multimedia in the Classroom: A Guide for Teachers*. Samoa: the Curriculum Materials and Assessment Division, Ministry of Education, Sports and Culture.

<sup>15</sup> Nurdin, N. (2017). To Research Online or Not to Research Online: Using Internet-Based Research in Islamic Studies Context. *Indonesian Journal of Islam and Muslim Societies*, 7(1), 31-54.

<sup>16</sup> Nurdin, N., Pettalongi, S. S., & Mangasing, M. (2019). Understanding Digital Skill Use from The Technology Continuance Theory (TCT). 2019 6th International Conference on Information Technology, Computer and Electrical Engineering (ICITACEE)

Based on definition above the relationship between multimedia and audio visual aids is a supporting media in terms of learning, because audio visual aids is part of multimedia, this has a relationship that is very closely related.

## 2.2 Review Of Related Study

There are several studies related to this research. The researcher who conduct the research focuses on improving the speaking skills of the students. The first researcher is Supiyati (2011) under the title "Improving Students' Speaking Skill by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua N0.13 Surakarta in 2009/2010 academic Year". On her research finding, she find that to improve students' speaking skills, practically, the use of audio-visual aids one of the appropriate techniques. The students more enthusiastic and they enjoy the process of teaching and learning through audio-visual aids. It gives a big chance to the students to speak. There are also many kinds of aids that can be used and explored by the teacher. She emphasized that those aids can attract the students' courage to speak up. Using audio-visual also provides an opportunity to develop accuracy, fluency, and keep the learners highly motivated.

From the finding above, teaching speaking by using audio-visual aids is good enough because the students are more attracted and have a highly motivation to learn. It gives the real model that can be learned easily by the students.

Another research is conducted by Prasasti (2011) with her title "The Effectiveness of Using Audio-Visual Aid in Teaching Speaking of Interpersonal and Transactional Conversations (an experimental research at the eighth graders of SMP I Randublatung in the academic year of 2010/2011). She conducted an experimental research. The population of the study was the eighth graders of SMP 1 Randublatung. The experimental group was

8 A and the control group was 8 D. The experimental group taught using audio visual aid, especially conversation video, while the control group was taught using conventional teaching technique.

Based on the result of the study, the mean score of experimental group is higher than the control group after being calculated using test of significance (t-test), the t-value was 2.18. Using interpolation, the t-table obtained was 1.67. It was clear that t-value is higher than critical t-value. Therefore there is significant difference in students' achievement who teach using audio visual aids, especially conversation video, than the students who were taught using conventional teaching technique. It indicates that audio visual aids are effective in helping students improving their skill in speaking of interpersonal and transactional conversations.

Regarding the findings above, it can be underlined that the use of audio-visual aids can improve the speaking skills of the students. It is very effective in helping the students to practice more in speaking.

Based on those previous researcher conducted, it can be concluded that audio visual aids played a good role in teaching learning process, especially for improving the students' speaking skills.<sup>17</sup> The difference between previous research and research conduct by researcher, here researcher use audio visual aids including video and slide. Since in SMP Negeri 3 Banawa rarely used audio-visual aids in teaching learning process, it will be a good chance to teach the students using this media.

## 3. Research Method

### 3.1 Research Design

---

<sup>17</sup> Nurdin, N. (2009). Segregasi Dalam Pengajaran Dan Penguasaan Bahasa. *MUSAWA*, 1(1), 23-41

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. Moreover, classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, the re-planning. This method consist of four steps; planning, action, observation, and reflection

This research was conducted at SMP N 3 Banawa on the secon semester of the 2019/2020 academic year. This school is located in Jl. Trans Palu-Donggala, Desa Loli Tasiburi. 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 choose. 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.

### 3.2 *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 take. 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 :

#### a. Observation

Through the observation as the first technique of collecting data. In this technique, the data was take 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 were about students' responses and participation in teaching learning process. This method 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.<sup>18</sup>

#### b. 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.<sup>19</sup> 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 take as guidelines to complete the data needed.

#### c. 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 is suppose to choose one of the alternative answers according to their personal estimation of each question. After conducting this phase, it result a percentage

---

<sup>18</sup> Moh Nazir, *Metode Penelitian*, (Bogor: Gralia Indonesia, 2005), p. 175.

<sup>19</sup> Suharismi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 172

of students' response. It is aim to support other data to get a valid research result.

#### d. Documentation

In action research, the use of photograph is underexplored.<sup>20</sup> 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 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.

#### e. Test

The test was the last technique to know about the students' improvement of understanding speaking by utilizing audio visual aids. 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 result of tests were provide by some tables to make it more efficient and communicative enough.<sup>21</sup> To see the students' of their speaking skills, the researcher used tests as the instrument. 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.

#### e. *Technique of Analyzing the Data*

The data were in the form of field notes, interview transcripts and students' speaking scores. The researcher used the qualitative and quantitative descriptive analysis to analyze the data. There are some useful steps to get an overall framework for the analysis according :

##### 1. Assembling the data

Collect all the data you have as well as any ongoing reflections you have made about them. Review your initial and/or your revised questions. Start going though your data and look for broad patterns, ideas or trends that seem to answer your questions.

##### 2. Coding the data

Based on the broad picture you have developed, start refining it by coding your data into more specific patterns or categories (coding is discussed in more detail in the next section). Identify which of your data sources you can code quantitatively (e.g. questionnaires).

##### 3. Comparing the data

Once your coding is complete, compare the categories or patterns across your different sets of data (e.g. interviews compared with surveys) to see whether they say the same thing or whether there are contradictions that you can highlight. Develop tabs, bar/pie charts or sets of quotes to set the data out and display them in a concise form.

##### 4. Building interpretations

Think deeply about what the data are saying by reflecting beyond the immediate surface details. Look for more abstract 'big picture' concepts and not just step-by-step descriptions of what you have found. Pose questions, identify connections, and develop explanations about what the research means at the broadest level of your understanding of it. Refine your own 'personal theories' about the meanings of this research.

##### 5. Reporting the outcomes

---

<sup>20</sup> Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

<sup>21</sup> Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2005), p. 22.

The last step involved presenting an account of the research for others. The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare between the result of cycle 1 and the result of cycle 2. The formula of the mean could be calculated as follows:

$$X = \frac{\sum x}{N} \quad Y = \frac{\sum y}{N}$$

Notes:

X : Mean of cycle 1

Y : Mean of cycle 2

N : Number of subject

$\sum x$  : The sum of cycle 1

$\sum y$  : the sum of cycle 2

#### f. *The Procedure of Classroom Action Research*

This procedure of this research are planning, action and observation, and reflecting . Where a sequential program for teachers intending to engage in action research is outlined in some detail.<sup>22</sup> 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.

##### g. **Criteria of Success**

The criteria of success in this action research are follow :

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 even the questionnaire.

### 3. **Research Findings and Discussion**

In this process, the researcher helped by a collaborator/ observer to observe the English teaching learning process. The researcher findings were taken from the beginning until the last teaching learning process done in this research.

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process.

---

<sup>22</sup> Hopkins, David. 1993. *A Teachers' Guide to Classroom Action Research*. Britain: Edmundsbury Press Ltd.



Table 1. Cycle 1.

Score Aspect	Total
Comprehension	58.33
Fluency	57.22
<b>Mean</b>	<b>57.78</b>

The researcher and the teacher implemented some improved actions in cycle II to make the teaching and learning process of speaking could be more interesting and enjoyable. The videos and slide were already appropriate. The researcher reminded the students about what they should do while watching the videos and also reminded them that the videos would only be played three times. The researcher gave clearer instruction to do. The researcher gave the simpler instructions to make the students easily understood the task. The researcher gave more time for the students to practice their dialogue, the situation cards were simpler than before. They were written in English and using the familiar words to make the students easily to understand. The students could develop their own dialogue because there was no exact. The use of Indonesian translation was replaced by gestures. The researcher said the sentences slowly and made some demonstrations so that the students could understand the sentences without Indonesian translation plot.

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process.

Cycle 2.

Score Aspect	Total
Comprehension	73.33
Fluency	70
<b>Mean</b>	<b>72.67</b>

### Discussion

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 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.

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 stated that in audio-visual aids, both hearing (ears) and vision (eyes) are involved. 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.

## 5. Conclusion and Suggestions

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. The use of audio-visual aids can attract students' attention and motivation in learning English, especially speaking make students build their confidence.

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. 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.

## 6. Suggestions

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.

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.

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 and slide Other researchers who are interested in implementing actions over a longer period are more likely to be seen. This is also an authentic audio visual aids.

## References

- Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman, 2001.
- \_\_\_\_\_. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman, 2007.
- Burns, A. *Collaborative Action Research for English Language Teachers*, 1999. Cambridge: Cambridge University Press.
- Çakir, D. I. The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>, 2006.
- Cutting, A. *Using Multimedia in the Classroom: A Guide for Teachers*. Samoa: the Curriculum Materials and Assessment Division, Ministry

- of Education, Sports and Culture, 2011
- Harmer, J. *The Practice of English Language Teaching*. Great Britain: Pearson Education, 2001.
- Hopkins, David. *A Teachers' Guide to Classroom Action Research*. Britain: Edmondsbury Press Ltd, 1993.
- Horby. *Advance Learners' Dictionary*. New York: Oxford Dictionary Press, 1994.
- Kayi, H. Teaching Speaking: Activities to Promote Speaking in a Second Language. University of Nevada (Nevada,USA). *The Internet TESL Journal*, Vol. XII, No. 11, November 2006. Retrieved from <http://iteslj.org/Techniques/KayiTeachingSpeaking.html> on 24 January 2013, 2006.
- Madhuri, J. N. Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of english Language and Literature (RJELAL)*. Retrieved on December 20th 2013, 2013.
- Mishra, S. and R. C. Sharma. *Interactive Multimedia in Education and Training*. Hershey: Idea Group Publishing, 2005.
- Moh Nazir, *Metode Penelitian*, (Bogor: Galia Indonesia, 2005), p. 175.
- Nunan, D. *Language Teaching Methodology: A textbook for teachers*. New York: Prentice Hall Internasional, Ltd, 1991.
- Nurdin, N. (2009). Segregasi Dalam Pengajaran Dan Penguasaan Bahasa. *MUSAWA*, 1(1), 23-41.
- Nurdin, N. (2017). To Research Online or Not to Research Online: Using Internet-Based Research in Islamic Studies Context. *Indonesian Journal of Islam and Muslim Societies*, 7(1), 31-54.
- Nurdin, N., Pettalongi, S. S., & Mangasing, M. (2019). Understanding Digital Skill Use from The Technology Continuance Theory (TCT). 2019 6th International Conference on Information Technology, Computer and Electrical Engineering (ICITACEE),
- Piccolo, L. *Teaching Speaking to English Second Language Students*. Retrieved from <http://suite101.com/article> on 1 January 2013, 2010.
- Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2005), p. 22.
- Suharismi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 172
- Supiyati, D. 2011. *Improving Students' Speaking Skills by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua No.13 Surakarta in 2009/2010 Academic Year*. Surakarta: Teacher Training and Education Faculty. Sebelas Maret University. Unpublished undergraduate thesis.
- Tarcan, A. *Yabancı dil öğretim teknikleri*. Ankara:Nobel, 2004.
- Thornburry, S. 2005. *How to Teach Speaking*. New York: Pearson Education Ltd.