The Implementation of Audio Visual as Media to Increase Speaking Skill

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ABSTRACT

This research was classroom action research (CAR) which focuses on the implementation of audio-visual media in the classroom. The method in this study was qualitative descriptive that used by the Kemmis and Mc Taggart method which involves four components, such as: (1) Planning (2) Action (3) Observation and (4) Reflection. The object of this research were students collage at the second semester. Total participants in this study were 11 students. The researcher was a subject (researcher and actor in the study). The implementation of Audio-visual media were carrying out for 3 cycles. The result of this application were increasing English language skill with the right language rule. By using Audio Visual, the students directly imitated the speaker's language style, such as; conversation, pronunciation, accent, mimicking, gestures, intonation, the use of words and sentences that used on communication. This result support with previous research that reading, listening, seeing and practicing will be easier to remember and learn. By using audio-visual media, it can mediate learning to master the four components in scientific understanding in learning English language.

1. Introduction

Language is a communication tool to convey messages to other people with certain aims and objectives. Language is a tool that students must learn, because understanding language makes it easier to receive information and develop other scientific understandings. Speaking English is a targeted communicative activity that involves spoken English to achieve certain goals or in English media (Paul and Hui-Ling 2014). Having language skills is easier to develop fully in accordance with the times. Language education is an aspect of development that includes social life, emotional control and skills in word processing and accuracy in pronunciation. This development can be started from the willingness to recognize words, phrases, and development in composing sentences. Therefore language education should be posted from an early age. Education in tertiary institutions or all that can improve student developmental aspects of behavior, including development, language, and art, cognitive, physical and motor skills. Humans in life cannot be separated from language, language itself is a tool used as communication. According to Suhartono (Shofa 2010) said that with language, they will be easy to get along with and more easily adapt to their environment. Language has a very important role in human life.

Language acquisition generally includes 2 stages first language acquisition (mother tongue) and second language acquisition (foreign language). L1 acquisition is the language that children acquire and understand and use as a means of communicating in their daily lives. The first language is often called the mother tongue, because it is the first time the child interacts and learns with the mother. While the second language is a language that is obtained after the first language is obtained. The second language in Indonesia in general is Indonesian and foreign, because even though they live in Indonesia, parents do not necessarily use Indonesian as their daily language. The acquisition of Indonesian/foreign language can be obtained by students in formal and non-formal education environments. The acquisition of foreign languages is generally through informal and formal education (Suhartono in Shofa, 2010). The current issue of globalization demands quality human resources and is able to communicate in various foreign languages, especially English as an international language. The foreign language skills are needed to master science, have broad associations and have a good career.

The Ministry of National Education stipulates that the skills that must be possessed by Indonesian students are understanding and expressing information, thoughts, feelings, and developing science, technology, and culture using English. English serves as a tool for communicating in order to access information and as a tool for fostering interpersonal relationships and exchanging information to other nations, the Students can receive information and lessons in a variety of ways and use a variety of media In general, the media that can be used for language development learning interactions are visual media and audio media (Suhartono in Shofa, 2010). Students learn to recognize the environment and gain knowledge through what they see and hear. It can be percentage that students' knowledge can be obtained from observation and hearing, so that the five senses receive and understand all lessons easily. By involving the senses of sight and hearing, especially by using audio-visual media, it is hoped that knowledge about mastering speaking skills in language can be easier and accepted by students, however, very few teachers applying that method currently, there are many students who are studying English, but the results are not optimal. The process teaching and learning will run effective and efficient if it is supported by the availability of media (Arsyad 2011).

In education, media is a very strategic instrument in determining the success of the teaching and learning process (Arsyad 2011) Audiovisual as media an effort to improve English abilty. Audio visuals are not new but are rarely used. The function of audio-visual can be a supporting

tool in increasing an active and innovative learning atmosphere in the teaching and learning process especially in learning foreign languages that can be said very difficult to imitate the sounds, pronounce of words, phrases and sentences that according to linguistic rules and foreign speaking. Audio visual is a modern instructional that accordance with times, including media can be seen and heard. Audio-visual media is one of the media used to convey material that shows recordings/videos so that students can repeat learning easily at home. Tarigan (Hamid 2017) define speaking language skill that developed by child life which is produced by listening skill, and at that period speaking skill is learned. Speaking is the ability to compose words and convey messages through verbal language with the aim of explaining or providing information. In language, of course, it takes technique and skills in conveying messages. Not a few people who speak are very difficult to digest or understand by their listeners. Many scientists'finding for answers asymmetry between people who convey information and those who receive information. According to Ladouse (Hamid 2017) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently of Speaking skill

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2. Methods

The method in this study was adopted from the adaptation of the Kemmis and Mc Taggart method which consists of four components such as: planning, action, observation, and reflection. The four components were seen as a cycle in this study. The Kemmis and Mc Taggart method is a development of the basic concept introduced by Kurt Lewin. This method has the same stages as Kurt Lewin's model, except that the components of action and action are used as a single unit. The two components are united because of the undeniable fact that between implementation (acting) and (observing) are actually two activities that cannot be separated from one another. When the researcher performs an action, he automatically makes observations. The whole of the four stages in Classroom Action Research (CAR) is to form a cycle that is described in a spiral. In essence, the CAR steps of the Kemmis and Taggart models are cycles with each cycle consisting of four components, namely planning, implementation (action), observation (observation), and reflection which are seen as one cycle. The number of cycles in class action research depends on

the problems that need to be solved. In general, more than one cycle occurs. The CAR developed and implemented by teachers in schools today is generally based on the CAR theory carried out by Kemmis and Mc Taggart.

3. Result

The initial process of identifying and collecting data in class, researcher conducted interviews with students along with the results of the data obtained from students in the following classes in the form of descriptions: difficulties in adjusting the used of foreign languages, lack of interaction with native speakers, lack of use media in language development, not centralized students majoring in one complex, rarely hear, see, communicate, and interact directly with native speakers so that language style, dialect, intonation, pronunciation and use of English were influenced by the environment, language background, and culture itself. The following results of the identification and test results of the ability test in mastering English before the researcher conducted and applied audio-visual in the classroom.
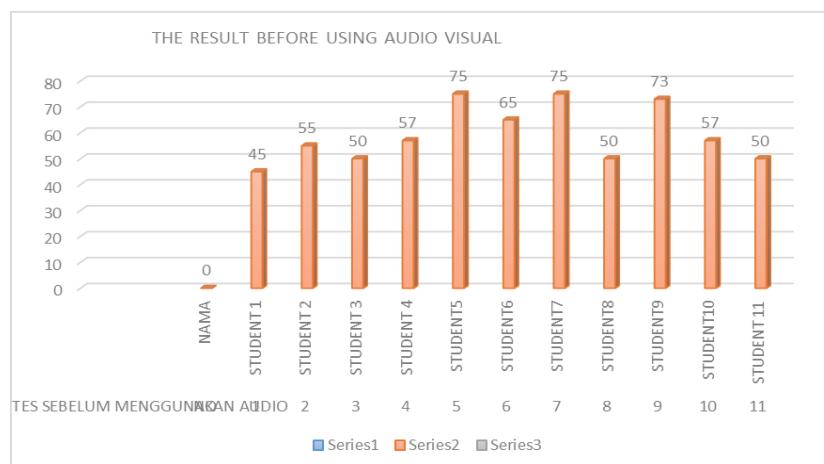
Picture. 1

3.1 Stages before Learning Activities

The steps and stages in preparing for the implementation of audio-visual in speaking class II were (1) Collecting and selecting short video references according to the class and level of speaking that were easily understood by students (2) Choosing the right time without reducing the core activities of the lecture. (3) Considering the negative and positive sides in the application of audio-visual. (4) Preparation of Audio Visual Tools such as: Lcd, LCD cable, Sound system, Sound system cable, Disk that has copied native speaker video files, Laptops, etc.

3.2 Management Class Room

3.2.1 The stage of implementing and using audio-visual in the classroom.

At this stage, the researcher prepared the class and sterilized the atmosphere by giving attention and direction to students as well as conveying the important point to students that before the core activity of the speaking course, they would add to learning agenda by using audio-visual as an additional medium in mastering speaking skill.

3.2.2 Second Stage

At this stage the researcher before played the video asked all students to pay attention to the text screen and match it with the reading sound delivered by the native speaker and pay attention to intonation and match the pronunciation that had been mastered.

3.2.3 Third Stage

In this third stage, the researcher/lecturer played a video in class. And instructed to pay attention to the speaker on the screen.

3.2.4 Fourth Stage

At this stage the researcher continued on the core learning activities. At this stage, the researcher continued to correct and guide students directly
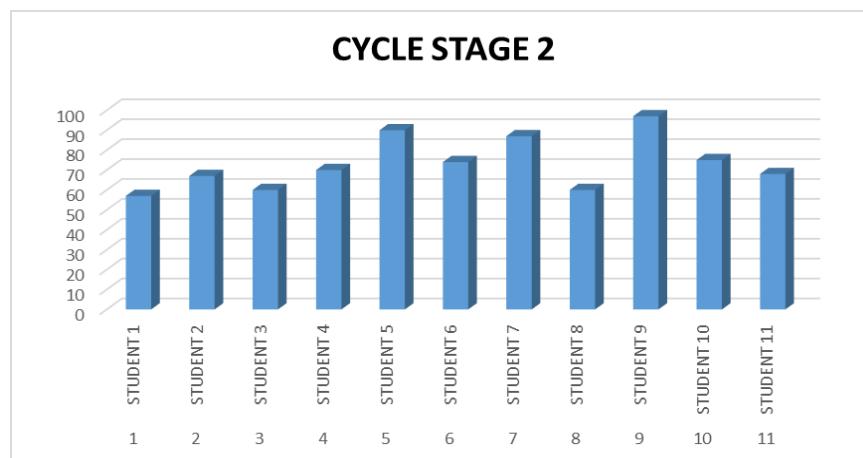
3.2 Cycle Stage 1

After presented the first video, the researcher asked for responses from students about the video that were displayed. And asked about the contents, style of language, intonation, dialect, pronunciation, and the words that were conveyed. Did learning using videos help students? They answered very helpfull. The second question could you imitate like a native speaker? They answered with a smile. The third question were about language style, dialect, intonation and words that showed were same as you understand? They answered knowingly that they could not fully speak language like native speakers. After the questions were completed and answered by students, researcher continued to the main focus it was speaking activities. In this activity, the researcher made a diagnosis of each students who were speaking in class by feedback review learning model and recorded students' progress. Own cognitive processes in learning is one of crucial component self-regulation behavior that facilitates successful language learning (Bursalı and Öz 2018). Increasing understanding of students' concepts related to student activities during learning process in class, especially in observation/experimental activities. Students would be finding new knowledge and experiences for themselves (Sukma and Asyari 2018). Indicators that assessed in this study were (1) accuracy in pronouncing every word that is spoken (2) accuracy in the preparation of words and sentences (3) facial expressions and students' language styles (4) fluent or not in speaking (5) ability to describe topics and sub-topics in the discussion. Below are the results of the cycle that has been checked.
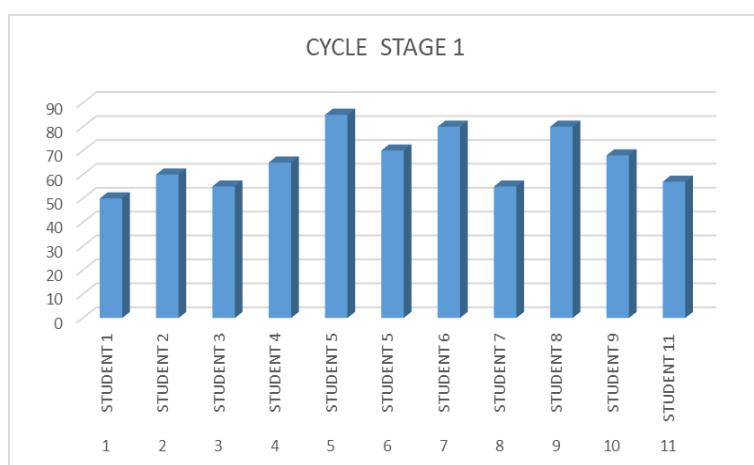
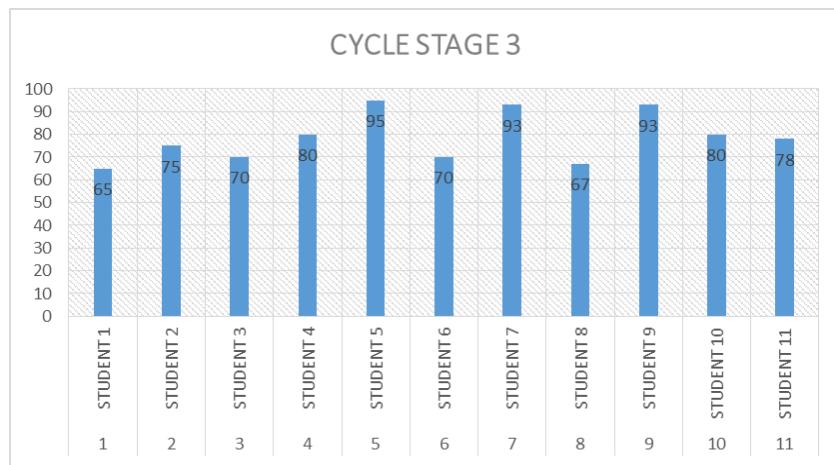Picture. 2

3.3 Cycle Stage 2

At this stage the step and stages of the process were same: giving directions to pay attention the videos that were played in class by different topics and discussions. The instructions were same: asking students to paid attention and imitated the important components in English such as pronunciation, intonation, wording, and pronunciation. At the second meeting, the researcher asked to focuses on pronunciation and style of speaker's. Researcher motivated students to patient and keep practicing. In learning English/foreign languages were indeed a little difficulties, students often make mistakes both in pronunciation, wording and pronunciation, but don't consider it a problem, let it proceed naturally. At this stage, after the lecturer provided motivation and support, students felt happy, enthusiastic and confident. This could be seen when speaking practice in the class. Building confidence on speaking to audience is mainly reported as a factor that strengthens speaking performance (Boonkit 2010). In speaking practice, researcher usually took notes and match the progress of students in class. The researcher excited there were students who at the beginning of the lecture spoke very little at this meeting, they could see their progress. They were more active and brave in communicating using English.

Picture. 3

3.4 Cycle Stage 3

At this stage the researcher remained consistent in implementing videos that were not too long. In this third cycle, the researcher continued to provided direction and motivation as stated at the beginning, but in this third meeting there were slight difference. After speaking practice, the researcher played the video twice before and at the end of the learning process. This last video was different from the first one, the content was playback of English songs, this requested from students to be more familiar with English pronunciation even with songs. Researcher follow students requested with consideration that a lot of learning from native speakers would be easier in mastering the language. The following diagnoses of the results of recording in the cycle were quite positive and help students in learning English.
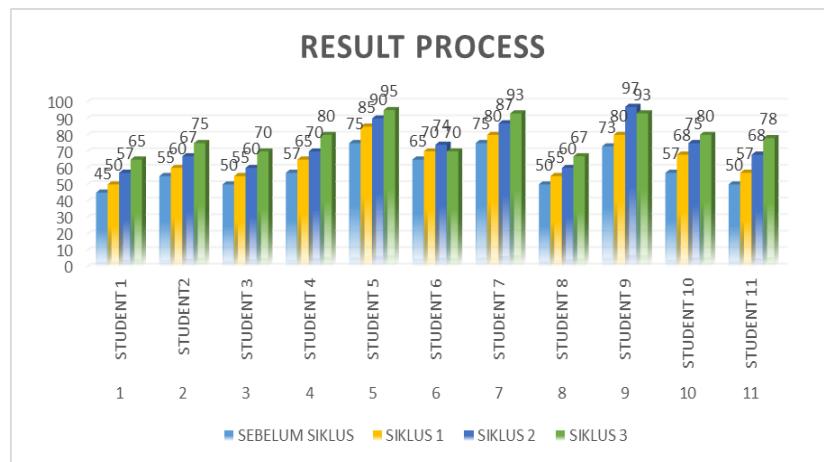
Picture. 4

4   Discussion

4.2   Studemt Responses

The Students' responses of implementation audio-visual in English learning classroom from the beginning were very positive and felt happy with learning in the classroom by used technology, especially the application of audio-visual in the classroom. Students prefer learned directly from native speakers, and entertain students who were busy in their dormitory activities. They realized that in the Islamic boarding school environment, electronic facilities were very limited, especially with the limitation used of all types of electronics in the Pesantren environment, that was very difficult for us, he said. Therefore, in teaching and learning process hope that there were supporting facilities and media for ease of mastery of knowledge, especially in speaking skill courses which require students to continue to speak using English, which we are afraid of our style of language being contaminated with what is said. In learning tools were important to achieve goals. Students were happy and helped by the videos that have been shown so far, besides being entertaining, not tense and fun in learning. Even though in lectures there was a listening course, it felt stiff and tends to be monotonous, only focusing on listening to sounds, in contrast to this audio-visual application, there were voices, texts and also pussy from speakers (speakers) because we (students) sometimes found it difficult to distinguish the sound of words from native so we were often confused, but by using audio visual media we could understand and easier to distinguish the sounds of words conveyed by natives. We memorize a lot of words but sometimes were different from what we have memorized, so we hesitated to pronounce them.

4.3   Result Before and After Cycle

The diagram below can be a reference and consideration in the process of teaching and learning English in the classroom.

Picture. 5

So learning by using audio-visual media in class, has an impact changes in the development student speaking skills. Students feel helped by the application of native language from videos in class.

5   Conclusion

This research was Classroom Action Research (CAR) which aims implementing the Audio Visual which is oriented towards mastering speaking skill. The location of the application was at speaking class. The Subject of this study was a teacher (lecturer) and objects of this study were students. The stages of this research were starting from planning and implementing in the classroom. The data collection process were carried out in three stages, starting from the first, second and third cycles. The result of this research is very important for students and teachers. Using audio visual in teaching and learning activities is very important and helps students understanding.

6   Acknowledgements

As a researcher, there are limitations and advantages. Therefore, the researcher wants suggestions from readers and academics to provide a form of corrective feedback on the process and results of this research. The thing that makes researcher happy when there are parties could guide a better direction. The Researcher very grateful to all friends, lecturers who have helped in the completion of this article. Hopefully in the future could produce better and correct work on research process.

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