

Using Audio Visual Material to Enhance Students' Speaking Skills

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ABSTRACT: the objective of the research was to find out whether or not using audio-visual-material enhances students 'speaking kills. The samples were divided into two groups: A as a control group and B as an experimental group. This research employed Quasi Experimental Method (two group pre-test and post-test design). Data of the research were collected by using speaking test to find out whether audio-visual-materials had significant impact to students' speaking skills. The data collected were then analysed by using t-test. The result of data analysis showed that the score of experimental group on the post-test was higher than on the pre-test. It showed significant improvement after the treatment. It means the use of audio-visual-materials especially video were interesting materials for students and it could gain students' curiosity and could also explore their ideas in the class interaction.

Keywords: Teaching English with Technology; Audio Visual Material; Teaching with Video; Speaking Skills

1. INTRODUCTION

1.1 *Background of study*

One of the major skills to be investigated in English teaching for foreign speakers is speaking skills. Studies have proven that English speaking skills are fundamental for students to be active, yet the most difficult skills to be applied in a class participation (Kavaliauskienė, 2013; Kayi, 2012; Nombro, Segura Alonso, & de Junio, 2012). Even though English language has been learnt by the students since they were in secondary level as a compulsory subject, it is still common to see Indonesian students to be passive in the class interaction due to unable to speak English. Noom-Ura (2013, p. 140) states that apart from mother tongue interference, five other reasons for foreign language learners to hinder them to speak English fluently are "lack of opportunity to use English in daily lives, unchallenging English lesson, being passive learners, being too shy to speak English with classmates, being poorly-motivated and lack of responsibility for their own learning".

Obviously, teaching method is a crucial matter for active learning. Hence, teachers need to be smart to find suitable methods that meet students' interest. One of interesting ways to increase students' motivation is using audio visual material. The developments in broadcast and multimedia technology especially in audio-visual such as movie clips have generated a readily available for using in second and foreign language context. (Cakir, 2006, p. 2) states that using movie in language teaching practice "makes meaning clear by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words"

1.2 *Research problem*

Based on the background of the study, the researcher formulates the problem of the research as follows:

"can the use of audio visual material enhance students' speaking skills?"

1.3 *Significant of the research*

Theoretically, this study was expected to be useful contribution to English language teachers, and the students to develop their

speaking skills using audio-visual materials and hopefully became useful information. Practically, audio-visual material could be used as a model to improve students' speaking skills and it might guide, held and encourage the students to express their ideas, opinions, and thoughts orally, and also to interest them to communicate in English.

2. REVIEW OF RELATED LITERATURE

Harmer (2001) states that when two people are engaged in talking to each other, they are doing so for a reason. Therefore, it is important to acknowledge whether a speaking activity is success. Ur (1999) presents the characteristics of a successful speaking activity such as learner talks a lot, participation is even which means no student is dominating, motivation is high, language is comprehensible.

According to Richards and Rodgers (2001), there are 6 component of speaking skill that are normally recognize as crucial aspect in speaking skills, three of them are:

a. Fluency

Fluency is an aspect that influences students' ability in speaking English. it refers to performance using a target language with only few or more pauses ((Fillmore, Kempler, & Wang, 1979).

b. Accuracy

Accuracy is achieved to some extent by allowing students to focus on element of phonology, grammar, and discourse in their spoken input. "Accuracy refers to the ability of the learner to produce grammatically correct sentences"(Srivastava, 2014, p. 55).

c. Comprehensibility

Comprehensibility has two common in senses. In its narrow sense it donates the mental process by which listener takes in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey.

Audio Visual in language teaching

According to Anderson (1994), audio visual is a series of video media electronic images accompanied by audio elements. Video material has many

advantages because the innovative features that can be used to make instruction more appealing to learners (Keller & Suzuki, 2004) and also it "can brings the real world into the classroom" (Cakir, 2006, p. 2). Richards and Renandya (2002) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. Meanwhile, Harmer (2001, p. 282) reveals the reasons why teachers like to use video material to engage students, those are: "seeing language in use" where students could both listen and watch the scene from video; "cross-cultural awareness" which means that students will be aware of the culture of the target language that might totally different with students' culture; "the power of creation" means students will find enjoyable when they are directed to create their own video. This could provoke their creativity in using audio visual; it can be a source of "motivation" for students using video learn a target language.

Evidently, audio visual is not novel in language teaching. Sometimes, using video in teaching can be monotone if teachers do not know how to maximize the function of using video. To make the video material more effective, some strategies need to be applied. Cakir (2006) presents techniques to use video to engage student. They are: *freeze framing and prediction* which means during the video played, teacher will press the pause button for two to three times, then students will make prediction what will happen next. *Silent viewing* which refers to playing the video but turning of the sound to arouse students' curiosity. *Sound on and vision off* means the teacher plays audio without visual. Students will guess or play what happen on the movie. *Repetition and role-play* where teachers will have student to repeat the play using a role paly. *Reproduction activity* refers to retelling what has happened to the video after watching session. *Dubbing activity* which mean students need to dub the scene from the movie.

In this research, the teacher used 6 video strategies proposed by (Cakir, 2006) for

six meeting for experimental group. Every meeting the teacher gave a different video strategy to avoid students from boredom and to intensify students' engagement in the class interaction.

3. METHODOLOGY

3.1 Research design

This is quantitative research using quasi experimental method with two groups' pre-test and post-test design. The experiment involved two groups, an experimental group and a control group. The experimental group received treatment by using some techniques of video and music video by having students to retell the story from the video, while the control group experienced non-video material. Gay (2006:254) states that the control group is needed for comparison purpose to prove if the new treatment is more effective than other.

This research used two variables: dependent and independent variables. The independent variable of this research was using audio visual materials to enhance students' speaking skill. The dependent variable was the students' speaking skills by using audio visual material.

3.2 Population and sample

The population of this research was the fourth semester students of *Sekolah Tinggi IlmuKesehatan Stella Maris (STIKES)* Makassar in 2012-2013 academic years. The sample of this research was selected through *cluster random sampling*. The researcher chooses two classes randomly to represents the experimental and control group. The students of both classes had the same ability. Besides, the students also had the same background knowledge in learning English.

3.3 Procedure of Collecting Data

The procedure of collecting data was presented in chronological order as follows:

3.3.1 Pre-test

Before doing treatment, the students were given pre-test to find out their basic knowledge in speaking skill. The pre-test was given to both of groups, experimental and

control groups. Students in experimental and control group had interview.

3.3.2 Post-test

After doing treatment for six meetings, the post-test was given to the students in both groups, experimental and control group. The procedure and the test materials were the same with the pre-test. The result of pre-test and post-test were calculated to measure whether or not the students get progress in speaking skill toward the use of audio visual material that being compared with the use of non-audio-visual material.

3.4 Technique of Data Analysis

3.4.1 To analyse the speaking score, the researcher used the following steps:

- a) Students' answers were recorded
- b) Made the transcript of students' recorder
- c) Scoring the student's answer

In analysing, the data were classified into three classifications: accuracy, fluency and comprehensibility (see appendix 1). After that, the data were scored with 6 categories as followed:

Table 3.2 The scoring classification of the students' speaking skills

Score	Classification
87 – 100	Excellent
73 – 86	Very Good
59 – 72	Good
45 – 58	Average
30 – 44	Poor
< 30	Very Poor

(depdiknas, 2005)

3.4.2 Calculating the mean score and standard deviation of each group.

To find out significance difference between speaking ability of experimental and control group by calculating the value of the t-test by using SPSS.

4. RESULTS

This research found that students' speaking skills were improved after applying some strategies using audio-visual materials. It can be seen by comparing and analysing students' pre-test before the treatment and post-test after the treatment. Further, students'

speaking accuracy, fluency and comprehensibility were also analysed. The result of the findings is presented below:
The Frequency and Percentage of Students' Pre-test and Post-test of Experimental Group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	87-100	0	0	0	0
Very Good	73-86	0	0	4	23.5
Good	59-72	1	5.9	5	29.4
Average	45-58	5	29.4	6	35.3
Poor	30-44	7	41.2	2	11.8
Very Poor	<30	4	23.5	0	0
TOTAL		17	100	17	100

Based on the data in table 4.11, it shows that before the students were given treatment. The classification ranged from good to very poor. From the data, no students got excellent and very good classification and only 1 student was in good classification. The highest classification lied on poor classification with 7 students out of 17.

After giving treatment by using audio visual material with various techniques, significant improvement was shown by the data. The highest improvement was on good classification from only 1 students before the treatment to be 5 students (29.4%) after the treatment. The other improvement was seen also in the poor and very poor classifications. In poor classification, only 2 students classified with this score, while no more students classified as very poor classification. The Frequency and percentage of Students' Pretest and Posttest Scores of Control Group

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Excellent	87-100	0	0	0	0
Very Good	73-86	0	0	0	0
Good	59-72	2	11.8	3	17.7
Average	45-58	2	11.8	5	29.4

Poor	30-44	10	58.8	9	52.9
Very Poor	<30	3	17.6	0	0
TOTAL		17	100	17	100

The scoring classification in the table above confirms that in pre-test the classification of the scores in control group ranged from good to very poor where 2 students (11.8%) were in good classification and 3 students (17.6%) were in very poor classification. The highest frequency was in poor classification with 58.8% or 10 students out of 17.

Unfortunately, the score in the post-test shows only slight improvement in some classification after giving treatment by using discussion method. From the data, the minor improvement refers to good classification from 2 students before treatment to be 3 students after treatment and average classification form 2 students before treatment and 5 students after the treatment.

In the bellow section, the students' mean score of speaking accuracy, fluency and comprehensibility were analyzed based on the computation of students' scores present as follows:

a. Accuracy

Table 4.1. The Students' Accuracy in Speaking Skill

Group	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	35.29	56.94	13.019	14.289
Control	37.78	44.23	15.679	14.497

Table 4.1 indicates the means score and standard deviation of students' accuracy in speaking skill. In experimental group, the students' pre-test was 35.29 and the students' post-test was 56.94. Meanwhile for control group the students' pre-test was 37.78 and students' post-test was 44.23. Comparing those findings, it indicates that students' accuracy in experimental group was lower than in control group but in post-test students'

accuracy in experimental was higher than in control group.

b. Fluency

Table 4.4. The Students' Fluency in Speaking Skill

Group	Mean Score		Standard Deviation	
	Pre-test	Post-test	pre-test	post-test
Experimental	39.21	57.88	16.606	13.932
Control	36.27	44.41	13.482	14.705

Table 4.4 reveals the means score and standard deviation of fluency in speaking skill. In experimental group, the students' pre-test was 39.21 and the students' post-test was 57.88. Meanwhile for control group the students' pre-test was 36.27 and students' post-test was 44.41. Comparing those findings, it indicates that students' accuracy in experimental was higher than in control group. Thus, the use of audio visual material improved the students' fluency in speaking skill.

c. Comprehensibility

Table 4.7. The Students' comprehensibility in Speaking Skill

Group	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	46.07	60.17	13.858	14.917
Control	45.09	46.64	12.864	15.716

Before the students were given treatment, the score of students' comprehensibility in speaking skill was low. Table 4.7 shows that there was only a little different between the mean score of students' comprehensibility of experimental and control group. The means score of control group in pre-test was lower than the experimental group as stated in the table, $45.09 < 46.07$.

The standard deviation of experimental group was rather higher than of control group, $13.858 > 12.864$. After having treatment, the students' comprehensibility improved significantly, and the means score of experimental group was higher than of control group as stated in the table $60.17 > 46.64$. It means that using audio visual material in teaching speaking was success.

From speaking skills' elements: accuracy, fluency and comprehensibility, they showed significant improvement. The highest improvement reached by comprehensibility as stated in the chart below:

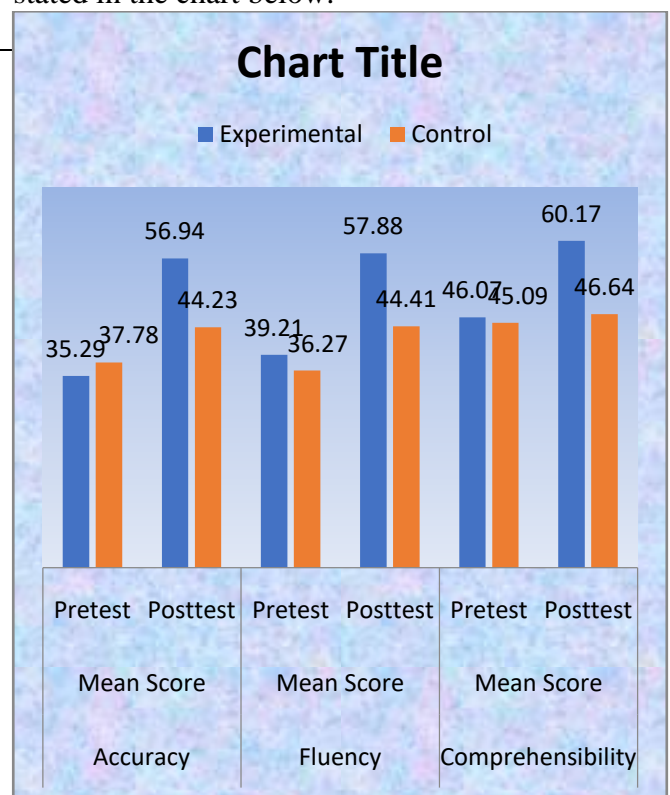


Figure 4.4. Students' improvement in term of Accuracy, Fluency Comprehensibility

Figure 4.4 illustrates that before treatment, students' accuracy, fluency and comprehensibility in both group were almost the same. After doing the treatment, there was significant different in experimental group. Every element had improvement, but the highest improvement was comprehensibility with mean score 68.62. It can be said that using audio visual material could explore students' ideas and improve students' speaking skill.

To acknowledge students' means core of pre-test and post-test were different, the researcher applied paired sample test to know how far the significant difference between the result of students' score in control and experimental group. Assuming that the level of significance (α) = 0.05, degree of freedom (df) = 16, where N-1 (17), then the result of the T-test is presented in following table:

Table 4.15. The P-Value of the Students' Achievement in Speaking Skill in pre-test

Variables	Probability Value	(α)	Remarks
Pretest of experimental and control group	0.27	0.05	Not significantly different

The above table indicates that the statistical hypothesis is based on statistical test Sig (2-tailed), it can be concluded that the probability value is bigger than the level of significance .05 (.27 > .05). It means that the students' score of both groups was not significantly different. It indicated that both groups had the same ability before treatment.

The following table is students' mean score of post-test:

Table 4.16. The P-Value of the Students' Achievement in Speaking Skill in post-test

Variables	Probability Value	(α)	Remarks
Post-test of experimental and control group	0.00	0.05	significantly different

Based on the result of the data analysis above, the researcher found that the P-value (0.00) was lower than 0.05 at the level of significance 0.05 and the degree of freedom 16. It indicates that the alternative hypotheses (H1) was accepted and the null hypotheses (Ho) is rejected. It is positively stated that using audio visual material in speaking skill is effective to improve the students' speaking skill.

Example of data analysis from participant

The following are examples of the result of interview in pre-test and post-test in experimental group. Below is the analysis of

interview script from subject number A9 in pre-test. She was classified into average classification.

4.12. Example of Student's Element Scores in Pre-test

	1	2	3	4	5	6	Total
Accuracy			√				3
Fluency			√				3
Comprehensibility				√			4
Total							10

Based on the data, the scores of all elements are described below:

1) Accuracy

During interview, she made mistakes in grammar and used appropriate vocabulary. She made mistakes in grammar e.g. *the nurse main job, should be "the main job of the nurse". She was also influenced by uptake of foreign language e.g. *sexualitas should be "sexuality", *laboratorium should be "laboratory". She also used wrong diction e.g. *look after sick, should be "look after patient".

Her pronunciation was influenced by mother tongue, she mispronounced the phonemes /Λ/, /ʒ/ into /o/, /s/ example blood /blΛd/ became /blod/, measure/'mεʒə/ became /mesur/. Thus, her accuracy was scored three or average.

2) Fluency

While speaking she made some pauses but it was not too long and still understandable e.g.: "The nurse's activities in the hospital em... measure the blood pressure". She said "em.." when she tried to find the answer. "H++I++V infected people by needle, blood donor". Here she tried to find answer by making short pause. Thus, her fluency was scored three or average.

3) Comprehensibility

When she answered the questions, most of her answer were comprehensible and easy to follow. Her vocabularies were clear but there were some questions that she didn't understand. She asked the teacher to repeat the question, example "what is the second

question mam?. Thus, her comprehensibility was scored four or good.

After the treatment using audio visual material with various techniques, Participant A9 experienced improvement. She was then classified into very good classification

4.13.Example of Student's Element scores in Post-test

	1	2	3	4	5	6	Total
Accuracy					√		5
Fluency					√		5
Comprehensibility					√		5
Total							15

Based on the data, the scores of all elements are described below.

1) Accuracy

During interview, her answers had development, but she still made mistakes in grammar and used appropriate vocabulary. She made mistakes in grammar example: problem with appropriate preposition *patient of nursing action, should be “nursing action for patient”, problem with verb form after modal auxiliary *how the patient can doing the activity, should be “how the patient can do the activity” or *the patient can to know ..., should be “the patient can know ...”. Problem with gerund after certain verb example: *like walking and eat, should be “like walking and eating”, problem with possessive pronoun *with operation it name Caesar, should be “with operation its name is Caesar”.

Some words that were pronounced incorrectly such as; blood //blʌd/ became /blod/, problem with /f/ became /s/ example pressure /'prɛʃə/ became /presur/, problem with consonant /k/ example know /nəʊ/ became /know/, problem with /θ/ became /t/ example through /θru:/ became /trug/.Thus, her accuracy was scored five

2) Fluency

While speaking she made only a little pause but it was not long and still understandable example “there is eee education promotion”, and five++ the last eee trough blood transfusion of infected blood”, injection drug or infusion emmm help patient

to ++ their activity”. Thus, her fluency was scored five

3) Comprehensibility

When she answered the questions, most of her answers were comprehensible and easy to follow, her attention and general meaning were fairly clear, her vocabularies were clear, and she understood all the questions without hesitating. Thus, her comprehensibility was scored five.

5. DISCUSSION

Students' achievement on speaking test

This research was aimed at finding out whether the use of audio-visual materials was able to enhance students' speaking skills. In this research, three elements were measured, those are accuracy, fluency and comprehensibility of students' speaking skills. This researcher was conducted at the fourth grade of STIKES Stella Maris Makassar. As this is a quantitative research, pre-test before treatment and post-test after treatment were conducted to gain quantitative data.

The findings indicated that students' speaking performance increased significantly after being taught by using audio visual material in the classroom. This result was in line with some other researchers who work in the same field (Abdelkarim, 2013; Mustikawati, 2013; Sihem, 2012). Enchantment of technology made the students excited and didn't feel bored (Bahadorfar, 2014). Furthermore, using various techniques gained students' interest to participate actively (Cakir, 2006). Participation is the key to a lively class. Driekurs, Grunwald, and Pepper (1982) asserted the students can integrate themselves into the class as a unit with status, responsibility, and active voluntary participation. This means that there is a good applicable material in teaching speaking skills which was in line with the result of the findings. In addition, the students were not ashamed to practice and speak in front of the class and they also respected to their friends' opinion.

From the findings, the description of the mean score of the students' pre-test and post-test of experimental group showed improvement. The mean score of the pre-test and post-test of experimental group were 40.19 and 69.41 which showed improvement. The data in previous section showed that the use of audio visual material in teaching speaking is more effective than that of group discussion. By using video as audio visual material, the students became more imaginative; they explored their mind during video watching session then developed their ideas in class discussion. As Sihem (2012) affirms that using video leads student to be more creative. Therefore, comparing both groups, it is proved that the use of audio visual material in teaching speaking is more effective and students are able to communicate the information effectively in spoken English (Brown, 2004)

However, even though students show significant improvement, it is undeniable they still kept making errors in terms of speaking accuracy, fluency and comprehensibility as follows:

a. Accuracy

It is unavoidable that the students were making some typical mistakes during the application of this research. Commonly, the students made mistakes covering their pronunciation, grammar, and vocabulary. Pronunciation is a big problem to students from non-English speaking background (Cakir, 2012). In this research participants experienced difficulties to pronounce phonemes / ð/, / θ/, / i:/, /v/, / æ/, into /d/, /t/, /i/, /p/, /e/. Example of this case: thank /tenks/ should be /θaŋk/ between /bitwin/ should be /bitwi:n/.

Meanwhile, grammar and vocabulary were also problems to the participants. The researcher found that students lacked grammar mastery such as word order and/or incomplete sentence. This finding had similarity to a research conducted (Al Hosni, 2014). She says that students were struggling to find correct vocabularies when they make

conversation. She also adds that students found hard to build correct sentence when they tried to be active in the class.

b. Fluency

During the research, students made mistakes and errors in term of speaking fluency. They found themselves felt difficult in speaking because of lack of students' English vocabulary and made errors in grammar. They made unnatural pauses which is seen as the factor of lack of skilfulness in speaking skills (Lege, 2012). These pauses were produced when a speaker wants to say something, and he/she loses the words. In this research, the researcher found that students experience unnatural pauses which means they do not know the vocabularies or they have lack knowledge towards a subject. In addition, the other problem of students' fluency was words repetition. It refers to when a speaker always repeats words to get what to say. E.g. "*HIV aids infectious by injection from..from the people that penderit HIV*" (Participation A9)

c. Comprehensibility

The students' speaking performance in terms of speaking comprehensibility was developed significantly by the use of audio visual material. Commonly, the students made the mistakes covering their pronunciation, grammar, and vocabulary, so it was difficult to comprehend what they said. The writer had to listen carefully what the students said to understand them.

6. CONCLUSION

Based on the findings and discussion, the researcher concludes that the use of audio visual material is more effective in enhancing the speaking skills than the use of group discussion. The improvement of students' speaking skill after treatment in experimental group was higher than in control group. It was proved by the analysis of test that shows the mean score of post-test in experimental group is greater than in control group ($X1_{\text{posttest}} = 58.33 > X2_{\text{posttest}} = 45.09$). It also can be seen through the result of table paired sample in

post-test (.00 < .05). It means that there was a significant difference between experimental and control group in post-test. This output indicates that the use of audio visual material gives significantly greater contribution than the use of non-audio-visual material. It is positively stated that the use of audio visual material improves students' speaking skill and more productively better than the use of non-audio-visual material.

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