

## THE EFFECT OF USING AUDIOVISUAL MEDIA TOWARD STUDENT'S SPEAKING ABILITY AT 12TH GRADE OF PPAY

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### Abstract

This research was motivated by a number of problems that have been plaguing the oral communication skills of students in the twelfth grade at Pondok Pesantren Ashabul Yamin. The study was of a pre-experimental nature, and it consisted of assigning a pre-test and a post-test to a single group of participants. In Pondok Pesantren Ashabul Yamin, there are two classes of students in the twelfth grade.

The data for this study came from class XII-1, which was chosen using the Lilliefors test to determine whether or not the data was representative of the whole. On the other hand, the researcher used non-probability sampling in order to test the hypothesis. After that, the researcher consulted the result with the degree table, which is equal to 0.50 per cent. It was confirmed by the findings of the research that the students had low scores on the speaking ability tests that they had taken before the research. As a result of their findings, the researchers came to the conclusion that the utilization of audiovisual media could potentially enhance the students' ability to articulate their thoughts on text taken from news articles.

The evidence that was provided by the data obtained from the pre- and post-tests that were given to the 38 students who took part in the study was very convincing. The score of 12,000 on the post-test was much higher than the score of 9,580,000 on the pre-test. Following the test, the standard deviation was found to be 1,090, whereas the standard deviation before the test was found to be 1,348. The acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_o$ ) are both indicated by research findings that are less than 0.001. Under the conditions that were present, the use of audiovisual media most likely had an effect on the students' overall performance. Educators have the ability to assist students in developing their competencies while they are in the classroom by using audio visual media.

### Abstrak

Penelitian ini dilatarbelakangi oleh sejumlah masalah yang telah mengganggu keterampilan komunikasi lisan para siswa di kelas dua belas di Pondok Pesantren Ashabul Yamin. Penelitian ini bersifat pra-eksperimental, dan terdiri dari pemberian pre-test dan post-test kepada satu kelompok peserta. Di Pondok Pesantren Ashabul Yamin, terdapat dua kelas siswa kelas dua belas.

Data untuk penelitian ini berasal dari kelas XII-1, yang dipilih dengan menggunakan uji Lilliefors untuk menentukan apakah data tersebut mewakili keseluruhan atau tidak. Di sisi lain, peneliti menggunakan non-probability sampling untuk menguji hipotesis. Setelah itu, peneliti mengkonsultasikan hasilnya dengan tabel derajat kebebasan, yaitu sebesar 0,50 persen. Hasil penelitian menunjukkan bahwa para siswa memiliki nilai yang rendah pada tes kemampuan berbicara yang telah mereka lakukan sebelum penelitian. Sebagai hasil dari temuan mereka, para peneliti sampai pada kesimpulan bahwa pemanfaatan media audiovisual berpotensi meningkatkan kemampuan siswa dalam mengartikulasikan pemikiran mereka tentang teks yang diambil dari artikel berita.

Bukti yang diberikan oleh data yang diperoleh dari pre-test dan post-test yang diberikan kepada 38 siswa yang mengambil bagian dalam penelitian ini sangat meyakinkan. Skor 12.000 pada post-test jauh lebih tinggi daripada skor 9.580.000 pada pre-test. Setelah tes, standar deviasi ditemukan sebesar 1.090, sedangkan standar deviasi sebelum tes ditemukan sebesar 1.348. Penerimaan hipotesis alternatif ( $H_a$ ) dan penolakan hipotesis nol ( $H_o$ ) keduanya ditunjukkan oleh temuan penelitian yang kurang dari 0,001. Dalam kondisi yang ada, penggunaan media audiovisual kemungkinan besar berpengaruh pada kinerja siswa secara keseluruhan. Pendidik memiliki kemampuan untuk membantu siswa dalam mengembangkan kompetensi mereka dalam berbicara di kelas dengan menggunakan media audio visual.

## INTRODUCTION

Language refers to the system of communications to convey meaning through sounds, symbols, and gestures. Language allows individuals to communicate and share ideas, thoughts, and emotions. English is a language many people use worldwide and in many areas of life. Seidlhofer, B. (2005) Almost everyone uses English to communicate as an international language or lingua franca. Teaching speaking is an essential aspect of language teaching. Learners are unable to communicate effectively with others and express their thoughts and opinions in various contexts. Effective language learning requires language expertise, educational expertise, and a supportive learning environment. In teaching speaking, media is needed to support language learning. One of them is audiovisual media. Audio-visual media can make speech input more comprehensible. It can be used as a language learning material for foreign language learners. Audio-visual media not only arouses students' desire and motivation to learn. It makes the learning process more tangible and meaningful. Madhuri (2013) Providing students with opportunities to discuss and share their thoughts on what they see and hear through the use of audiovisual aids will result in increased student engagement in the classroom as well as an increased likelihood of students speaking up. Edgar Dale's theory of motion, as presented in Pari. According to Purnaningsih (2017), the utilization of audiovisual media in the classroom brings about an improvement in the retention of students. When students are provided with the opportunity to access audio and visual components within their lesson plans, they are able to retain more information. When instructors carefully integrate audiovisual material into their instructional practices, the improvement in learning outcomes is very obvious. Based on preliminary observation by conducting observations, the researcher found several problems with the effect of the use of audiovisual media on student speaking ability at 12 grades of Ashabul Yamin Islamic Boarding School. Students find it challenging to speak in English in class, Student's lack of practice and Students have limited access to resources or learning environments that support English language learning.

## METHODS

Within the scope of this study, the researchers employed a pre-experimental design. Pre-experimental studies are carried out in order to monitor the outcomes of a treatment on either an individual or a group level. Establishing a comparison between specific treatments and one or more experimental groups is the strategy that is being utilized. When conducting pre-experimental research, it is important to conduct pre- and post-treatment evaluations in order to determine the therapeutic effect that the treatment had on the subjects. The population of this study will consist of students who are currently enrolled in the twelfth grade at Pondok Pesantren Ashabul Yamin Institution. A total of seventy-four students are enrolled in this class. In this particular study, the method of sampling was purposeful. Purposeful sampling is a type of sampling that takes into consideration specific characteristics about the population being sampled. Using the Windows program SPSS 24, the researcher was able to compute the normality test. This was due to the fact that the program provided a result that was both straightforward and accurate. The homogeneity test is a statistical technique that is used to determine the degree to which two or more sets of data are comparable to one another. The information will be gathered through the use of a practice speaking questionnaire. The researcher will first give the pretest to the sample class before beginning the treatment. This will be done before the treatment is administered. The researcher was the one who administered the treatment, and the teacher was the one who gave the posttest. This was done so that the researcher could compare and evaluate the students before and after the treatment. Through the examination of the data, the research

hypothesis is going to be put to the test. With the help of SPSS 24 and a non-paired sample test, the researcher compared the performance of the students on the posttest and the pretest after they had collected the necessary data.

## RESULT AND DISCUSSION

### RESULT

This research was about the effect of using audio visual media toward students speaking ability at 12<sup>th</sup> grade of Pondok Pesantren Ashabul Yamin. This research finding indicated that the students speaking ability on news item text by using audio visual media showed an improvement. It can be seen by the mean score of the students in posttest that was higher than the score of pretest

Based on the explanation above, it means that the null hypothesis ( $H_0$ ) was rejected and ( $H_a$ ) was accepted. In the other word, the value of  $t_{\text{obtained}}$  was compared with the value of  $t_{\text{table}}$ , that  $t_{\text{obtained}} = 7.545 > t_{\text{table}} = 2.093$ . because the value is It can be concluded that there was significant effect of using audio visual media toward student speaking ability at 12<sup>th</sup> grade of Pondok Pesantren Ashabul Yamin.

The result found in this research is in line with the research had done by Feri Kurniawan<sup>1</sup> who examined trough experimental design and using speaking as the instrument. The researcher conduct pretest to the student before the treatment was given in order to find out the prior knowledge to the student. Rizal Fuady<sup>2</sup> also shows how audio visual media help student learning activities. Using audio visual media improve student speaking ability during learning activities.

### DISCUSSION

The data of this research was the score of the students pretest and posttest in speaking ability in news item text. The data was taken by the researcher after doing experimental research with one group pretest and posttest which pretest, treatment and posttest was done in one class. The total sample in this research was 38 students at 12<sup>th</sup> grade of Pondok Pesantren Ashabul Yamin.

First the researcher did the pretest to get the score of students speaking ability in news item text. Then the researcher did the pretest to get the score of students of students speaking ability in news item text. Then the researcher did the treatment by using audio visual media. Last the researcher did posttest to get students score after learning by audio visual media. Then students score of pretest and posttest was used to explain. Whether there was significant effect by audiovisual media on students speaking ability in news item text. After conducting the research, the researcher got students score of pretest and posttest. The number of students is 38, with minimum score is 47 and maximum score is 83. Number of sum is 2384, and the name mean is 62.74, with standart deviation is 8.907. consequently, it indicate that most student had low grade in speaking ability. The number of students is 38, with minimum score is 63 and maximum score is 100. Number of sum is 3398, and the name mean is 89.42, with standart deviation is 7.496 consequently, it indicate that most student speaking ability will approach better in speaking ability.

After doing the research, the researcher compared both of the result of the pre test and posttest, the comparison of the post test and pretest According to the table of pretest

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<sup>1</sup> Kurniawan, F. *The use of audio visual media in teaching speaking.*; English Education Journal, 7(2), 180-193. (2016).

<sup>2</sup> Fuady, R., & Mutalib, A. A. *Audio-visual media in learning. Journal of K6 Education and Management*, 1(2), 1-6. (2018).

and posttest scores, pretest with minimum score 47, maximum value is 83, mean 62.74 and standart deviation is 8.907 and 7.496 with the total students are 38.

From the data above, generally there is improvement of the value of pretest than posttest, its recommended to use audiovisual media toward students speaking ability. As shown on the data, the minimum pretest is 47 and minimum posttest is 63. Maximum pretest is 83 and maximum posttest is 100. Its also happen to mean from 62,74 to 89,42. Standart deviation from 7.496 to 8.907. the data from the table is increase the score than before.

Aim of N-gain score to measure understanding improves from the beginning to the end of a study. The procedure for conducting a test of N gain score involves several steps:

1. Data Collection: Begin by collecting initial data (pretest) and data after the treatment or intervention (post-test). Ensure that data is collected from all subjects or participants involved in the study.
2. Calculating N Gain Score: Calculate the difference between the post-test and pretest scores for each subject.
3. Statistical Analysis: Use appropriate statistical methods, such as t-tests or non-parametric tests, to analyze the difference between pretest and post-test scores. This will help determine if there is a significant difference between the two measurement times.

Higher n-gain values indicate greater improvement in participants' understanding or performance over the course of the study<sup>3</sup>. N gain score in this research aims to know how far students understand before and afer treatment given. Number of student in this research is 38, minimum value is 30.19. maximum score is 100.00 and standard deviation is 16.370. It was found that there was a statistically significant improvement in the effect of using audiovisual media toward students speaking ability, The mean gain score 72,78, with a standard deviation 16,37. The t-test revealed a significant difference 267,98 between the pretest and post-test scores, indicating a substantial increase in speaking proficiency following the intervention. This suggests which included multimedia language learning activities, effectively enhanced the students speaking ability. The data taken in the normality test in pre-experimental research is the difference between pretest and posttest scores.<sup>4</sup>

Based on the results presented in the table, it is evident that both the significant values (sig) obtained from the Kolmogorov-Smirnov test and the Shapiro-Wilk test are greater than 0.05. These statistical tests are commonly used to assess the normality of data distribution. In this case, the obtained significant values exceeding the threshold of 0.05 indicate that there is no significant deviation from normality in the data distribution of the pretest scores. Specifically, the significant value of 0.055 for the test of difference suggests that the distribution of the pretest data follows a normal distribution.

This implies that the assumptions underlying parametric statistical tests, which typically require data to be normally distributed, are met. Consequently, researchers can proceed with statistical analyses to examine the effects using audiovisual media toward students speaking ability. Homogeneity test of the pretest and posttest score from the experiment class. Testing homogeneity was used to know that the data homogeny or not. To conduct a homogeneity test, researchers typically use statistical tests, Levene's test. These tests evaluate whether the differences in variances between groups or conditions are statistically significant.

The significance value obtained from the homogeneity test for the pretest and posttest data is 0.228. This significance value represents the probability of observing the obtained difference in variances between the pretest and posttest scores if the null hypothesis of homogeneity were true. With a significance value of 0.228, which exceeds the commonly

<sup>3</sup> Akbar, M., Nizaar, M., Fujiaturrahman, S., Haifaturrahmah, H., & Sari, N. (2022, July). Keefektifan Media Audio Visual Berbasis Etnosains Terhadap Minat Belajar Siswa Sekolah Dasar. In *Seminar Nasional Paedagoria* (Vol. 2, pp. 17-23).

<sup>4</sup> Thalheimer, W., & Cook, S. How to calculate effect sizes from published research articles: a simplified methodology. 2002. Available at [work-learning.com/effect\\_sizes.htm](http://work-learning.com/effect_sizes.htm). (2014).

used threshold of 0.05, it can be inferred that there is no statistically significant difference in variances between the pretest and posttest scores. In other words, the variances of the pretest and posttest data are homogeneous. To measure whether the hypothesis of the research was accepted or rejected, the researcher used two tails test to find out whether  $H_a$  or  $H_0$  were accepted or rejected through comparing the pre test of pre experimental class and post test experimental class. The value of  $t$  obtained was compared with the value of data  $t$ -table, it means that,

$H_a$  was accepted and  $H_0$  Rejected ( $t$ -obtained >  $t$ -table).

From the output, the mean score of pre test experiment was 26.684. It was lowest than the mean score of post test experiment class was 89.42. Besides that, it was found that  $t$ -obtained was 21.802 and  $t$ -table for degree of freedom ( $df$ ) = 37 with level of significant ( $\alpha$ )  $0.05/2$  ( $0, 025$ ) = 2.093 it was found that  $t$ -obtained was higher than the  $t$ -table. So, it can be concluded that there were significant effect of using audio visual media.

## CONCLUSION

As a result of their findings, the researchers came to the conclusion that the utilization of audiovisual media could potentially enhance the students' ability to articulate their thoughts on text taken from news articles. Strong proof was offered by the findings acquired from the pre- and post-tests that were administered to the 38 students who took part in the research project. The post-test score of 12,000 was considerably higher than the pre-test score of 9,580, which had standard deviations of 1,090 and 1,348 respectively for the two evaluations. For the reason that the value is lower than 0.001, we are able to draw the conclusion that the alternative hypothesis ( $H_a$ ) is more likely to be accurate, and we may thus reject the null hypothesis ( $H_0$ ). During their time as students in the 12th grade at Pondok Pesantren Ashabul Yamin, the students' ability in expressing themselves via the text of news items was significantly influenced by the use of audiovisual media.

Students were able to improve their English learning processes by utilizing audiovisual media, according to the findings of the researcher who conducted this study. As soon as the instructor became aware of the students' capacity for oral communication, they were able to make use of audiovisual forms of instruction, which are among the most efficient methods of teaching English. Through the utilization of audiovisual components within their lesson plans, educators have the ability to pique the interest of their students in learning. The findings of this study laid the groundwork for subsequent research that would focus on the development of novel forms of media with the purpose of enhancing students' abilities to make public presentations, particularly with regard to comprehending text from news articles. In Conclusion, there was significant effect of using audio visual media toward students speaking ability.

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