

**THE IMPLEMENTATION OF AUDIO VISUAL MEDIA (AVM) IN
TEACHING SPEAKING AT EIGHTH GRADERS OF MTS MA'ARIF**

AL-HIKMAH NGRAYUN



BY

DIAH RAHAYU

NIM. 210917057

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

2021

ABSTRACT

Rahayu, Diah, 2021. *The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth graders of MTs Ma'arif Al-Hikmah Ngrayun*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor: Dedi Hasnawan, M.Pd.

Keywords : *Teaching Speaking, Speaking, Audio Visual Media (AVM)*

Speaking is a tool to build communication and transfer some ideas, feelings, thoughts, messages, and information to each other. One of the media that has been implemented by English teacher in teaching speaking is audio visual media that defines as a set of units that consists of audio and visual. In its implementation, the teacher has a way to implement the media as effectively as possible. In addition, there are several factors that influence the successful of audio visual as learning media. Hence, this study is aimed to describe how the implementation and what are the factors that influence successful of audio visual media.

This study consists of two statements of the problem as follows: 1) How is the implementation of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun?, 2) What are the factors that influence the successful implementation of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun?

The researcher used descriptive qualitative research as a research design in this study. To collect the data, researcher used observation, interviews, and documentations. The data were analyzed by the researcher through data condensation, data display, and data verification. The researcher used triangulation method to verify the data. The participant of this study was eight B of MTs Ma'arif Al-Hikmah Ngrayun that consists of 16 students.

The findings of this study are: the teacher used freeze framing technique to implement audio visual in learning process, there were several factors that influence successful of audio visual as learning media such as material, tools, students interest, students motivation, students to be more active, students imagination, and introducing new vocabularies, and cultures.



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Diah Rahayu
Student number : 210917057
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eight Graders of MTs Ma'arif Al-Hikmah Ngrayun.

Have been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dedi Hasnawan, M.Pd
NIDN. 2016081004

Ponorogo, 26 October 2021

Acknowledged by

Head of English Education Department
of Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies

Ponorogo



Dr. DHANUK PUSPITA KIRANA, M.Pd.

NIP. 198303272011012007

Scanned with CamScanner



MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Diah Rahayu
Student number : 210917057
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth Graders of MTs Ma'arif Al-Hikmah Ngrayun.

Have been approved by the board of examiners on:

Day : Wednesday
Date : November, 10th 2021

and has been acceptance as the requirement for the degree in English Education on:

Day : Wednesday
Date : November, 10th 2021

Ponorogo, 10th of November 2021


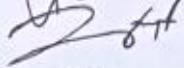

Certified by:

Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. H. Moh. Munir, Lc. M. Ag.
NIP. 196807051999031001

Board of examiners:

Chairman : Dr. Ahmadi, M. Ag. ()
Examiner I : Winantu K. S. A., M. Hum. ()
Examiner II : Dedi Hasnawan, M. Pd. ()

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama : Diah Rahayu

NIM : 210917057

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/Thesis : The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth Graders of MTs Ma'arif Al-Hikmah Ngrayun

Menyatakan bahwa naskah skripsi/thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di ethesis.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan ini saya buat untuk dapat dipergunakan sebagaimana mestinya.

Ponorogo, 03 Desember 2021



Diah Rahayu

IAIN
PONOROGO

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Diah Rahayu
NIM : 210917057
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi : The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eight Graders of MTs Ma'arif Al-Hikmah

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil, tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 27 Oktober 2021

Yang Membuat Pernyataan


Diah Rahayu

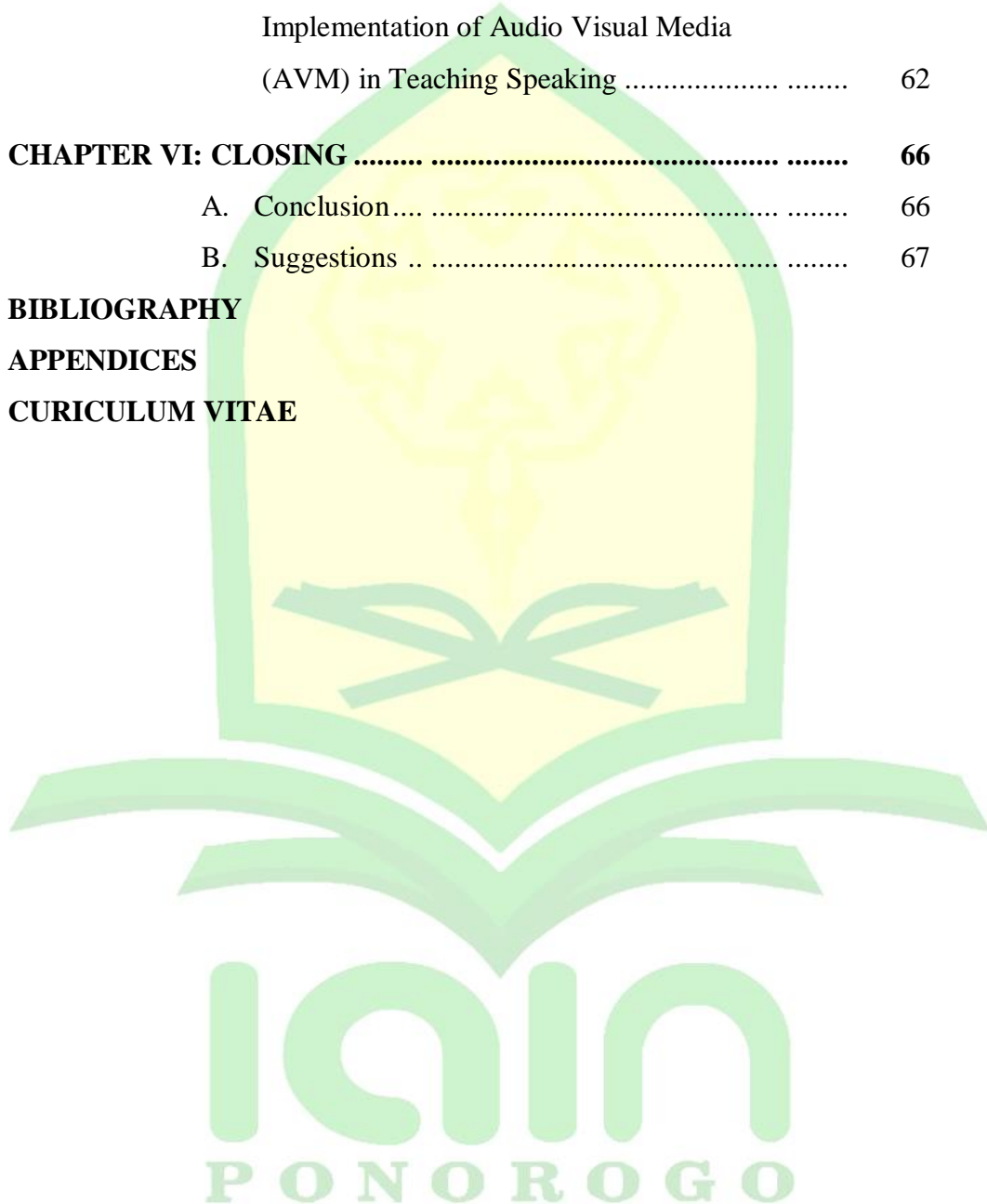
P O N O R O G O

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
APPROVAL SHEET	iii
RATIFICATION	iv
TABLE OF CONTENT	v
PUBLICATION SHEET	vi
CHAPTER 1: INTRODUCTION.....	1
A. Background of the Study	1
B. Focus of the Study	5
C. Statement of the Problem	5
D. Objectives of the Study	6
E. Significance of the Study	6
F. Organization of the Thesis	7
CHAPTER II: REVIEW OF RELATED LITERATURES	9
A. Previous Research Finding	9
B. Theoretical Background	11
1. Teaching Speaking	11
2. Speaking	13
a. Definition of Speaking	13
b. Aspects of Speaking	15
3. Audio Visual Media (AVM).....	18
a. Definition of Audio	
Visual Media (AVM)	18
b. Audio Visual Media (AVM)	
in Teaching Speaking	19
c. Procedures of Audio Visual Media (AVM)	
in Teaching.....	21

C. Theoretical Framework	24
CHAPTER III: RESEARCH METHODOLOGY	25
A. Research Design	25
B. Researcher's Role	26
C. Research Location	27
D. Data Source	28
E. Technique of Data Collection	29
F. Technique of Data Analysis	32
G. Checking the Data Validity	34
CHAPTER IV: RESEARCH FINDINGS.....	37
A. General Data Description	37
1. Background of School.....	37
2. The Geographical Location of School... ..	39
3. Vision and Mission of School.....	39
B. Research Findings	41
1. Implementation of Audio Visual Media (AVM) in Teaching Speaking	41
a. An Analysis of Lesson Plan	42
b. Technique Was Used By English Teacher	47
c. Teacher' Role	49
2. The Factor That Influence successful Implementation of Audio Visual Media (AVM) in Teaching Speaking.....	51
a. The Interview With An English Teacher	51
b. The Interview With The Students	55
CHAPTER V: DISCUSSION....	58

A. The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth graders of MTs Ma'arif Al-Hikmah	58
B. The Factors That Influence Successful Implementation of Audio Visual Media (AVM) in Teaching Speaking	62
CHAPTER VI: CLOSING	66
A. Conclusion.....	66
B. Suggestions ..	67
BIBLIOGRAPHY	
APPENDICES	
CURICULUM VITAE	



CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, focus of the study, statements of the problem, objectives of the study, significance of the study, and organization of the thesis.

A. Background of the Study

The innovation of learning paradigm facilitate all of the elements of education in carrying out their respective roles. For example that can be seen is in terms of the learning media that used today, whether it's as a supporting media or even as the main media in learning process. Learning media are all things that can deliver or distributes the material from the sources in a planned manner, so the teacher and students are able to carry out the learning process efficiently and effectively.¹

There are many learning media that can be implemented by the teacher either non electronical or electronical media. The media that including non electronical such as whiteboard, eraser, book, and others. In addition,

¹ D. Gerlach, V.S., & Ely, *Teaching & Media: A Sistematic Approach*. Englewood Cliffts: Hall Incorporated, (1980).

there are the media that including electronical such as computer, music, movie, and so on.

Based on Nengsih, teaching media can be classified into three kinds, they are: (a) audio aids, which consist of radio, magnetic, tape recorder, and language laboratory; (b) visual aids, which consist of picture, chart spice man, blackboard/whiteboard, flash card, flannel board, slide, projector, silent film strip project and overhead projector; (c) audio visual aids, which consist of television, video, tape recorder, sound film projector, sound projector, and VCD player.² Madhuri states that audio visual is a suitable media that can be used to overcome existing problems, because utilize audio visual can make learning interesting, students will feel interested in talking, they can express their ideas based on what they see and listen.³ There are some characteristic of audio visual to use in learning process such as; (a) relevant to the unit or topic of study, (b) develop concepts, behavior, and learning; (c) suitable for pupils for whom it is used, (d) improve skill and expression, (e) accompanied by follow-up programs.⁴

Audio visual is able to implement in teaching speaking. Teaching speaking is different with teaching the other subjects, English teachers have to use the right strategy and media to make the students understand about the

² Nengsih D.E, Apriliawati R,& Sumarni, *Improving Students' Speaking Ability by Using Audio Visual as Teaching Media* (Oktober, 2014).
Retrieved from: <https://media.neliti.com/media/publications/21581-none.pdf>

³ Madhuri, J.N. *Use of Audio Visual Aids in Teaching and Speaking*, Research Journal of English Language and Literature Vol I No. 3 (2013) 108-122.
Retrieved from <http://rjelal.com/RJELAL%20VOL.1.ISSUE.3/Madhu%20Naga%20118-122.pdf>

⁴ Saket R.T, *Teaching of English*, Corporation (India: APH Publishing , 2008).

material. Based on Thornbury, speaking is an interactive real-time activity to express our ideas to interact with others that is unplanned and just continuous based on the situation.⁵

However, to develop students' speaking ability is difficult. In teaching speaking need a lot of practices and supported by suitable techniques, tools or media which are applied by the teachers. Speaking is a productive skill like writing; it involves using speech to express meaning to other people.⁶ Speaking is not only about how to spoken word, but also how to express, how to pronounce and how to compile the words into meaningful sentences. Teachers have to makes the students to be has good ability in speaking because it will better for them to sending or receiving information or messages from others. Speaking will be helpful for the students to build communication with the foreigners.

Researcher found some problems that faced by the teacher based on the interviewed in preliminary observation.⁷ The problems such as: firstly, the students have little of vocabulary, they only use similar words in their dialogue and won't use new words. Secondly, mispronunciation, the students get difficulties in pronouncing some words because they are still confused on how to pronounce them. The wrong pronunciation may cause

⁵Thornbury S, *How to Teach Speaking*, (New York: Pearson education, 2005).

⁶ Fatima, Charles and Lamberto, "Using Audio Visual Tool to Develop Speaking Skill to The Second Grade Students of Ensino Secundariu Cristal in The school Year 2017". *Journal of Innovative Studies on Character and Education*, Vol 2 (2018), 33.

Retrived from: <http://iscjournal.com/index.php/isce/article/view/19/15>

⁷ Look at interview transcript number 16/04/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

misunderstanding between the teacher as a speaker and the students as listeners. Thirdly, the students have little opportunity to practice their speaking ability, the students have little opportunity to practice speaking English in the real communication activity in their daily conversation. They usually use their mother tongue to answer the question from their teacher. In fact the students can clearly in using English, if they want to use and practice continuously. Learning speaking is very challenging for learners in the foreign language context, because they have very few opportunities to use the target language outside the classroom. Fourthly, students lack confidence, they have less confidence with their own ability when they practice in the classroom it makes bad effect for them. They are still hesitant when they will say words in English, so finally they use their mother tongue. Fifthly, the students feel bored with learning media. Indirectly learning media will affect students' understanding and interest in learning material.

Because of some problems faced by the teacher, she decided to use audio visual as learning media in teaching speaking. The teacher said that through Audio Visual Media (AVM) be able to make students become enthusiastic and more motivated in learning process, which is influential to improve their speaking ability. In addition, in this implementation of audio visual as learning media of course there are several factors that influence the success of the media.

Based on the case, the researcher was conducted a research to collect information and data about Audio Visual Media (AVM) in teaching speaking,

including students' activities in the learning process, how the teacher implement audio visual as learning media in the classroom, and the factors which were influence or support this media. The subject of this study is Eight B graders of MTs Ma'arif Al-Hikmah Ngrayun, it was because the majority of them show good result. The researcher was conducted a study with the title **“The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth graders of MTs Ma'arif Al-Hikmah Ngrayun”**.

B. Focus of the Study

Based on the background of this study, it can be seen that Audio Visual Media (AVM) can be implemented in teaching English especially speaking. Behind the success of implementing this media, there are strategy and factors that influences it. So, it is possible to do research by focusing on how the implementation of Audio Visual Media (AVM) in teaching speaking and what are the factors influencing at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun, Ponorogo in academic year 2021/2022.

C. Statements of the Problem

1. How is the implemention of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun?
2. What are the factors that influence the successful implementation of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun?

D. Objectives of the Study

Based on the problems statement, the objectives from this study as follows:

1. The researcher wants to know how the implementation of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun.
2. The researcher wants to know the factors that influence the successful implementation of Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun.

E. Significances of the Study

The researcher expects the significances of this study as follows:

1. Theoretical Significance

Theoretically, the research is expected to be the source of information about how to implement Audio Visual Media (AVM) in teaching speaking.

2. Practically Significances

- a. For the teacher

This study is expected to help the teachers to know the factors influencing of Audio-Visual Media (AVM) as a media in teaching speaking. The teacher be able to determine the next steps to be taken, so learning process becomes more effective.

- b. For the students

Through Audio-Visual Media (AVM), the students are expected to have good interest and good development in speaking ability.

c. For English Department

The result of the study is expected be able to help the other students of English Department to conduct similar studies to make learning process more effective.

d. For the researcher

Personally, through this study the researcher wishes she will be able to develop her knowledge, especially about Audio-Visual Media (AVM) in teaching speaking.

F. Organization of the Thesis

Organization of the thesis is able to help the readers to know and understand the content of the study easily. This thesis was consist of six chapters, those are:

The first chapter is an introduction. This is confirms the background of the study, focus of the study, the statement of problems, the objectives of study, the significances of study, and the organization of thesis.

The second chapter is review of the literature. Consist of several previous research studies, the explanation theory of teaching speaking, speaking, and Audio Visual Media (AVM) includes the procedure of teaching through Audio Visual Media (AVM).

The third chapter is research methodology. This chapter covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, and checking validity of findings.

The fourth chapter is research finding. This chapter consists of main information of this study, based on the data which was obtained by the researcher. So, the data are going to appear in this chapter as clearly as possible, including information of MTs Ma'arif Al-Hikmah, list of names of eighth graders, description of research finding, and the summary of research finding.

The fifth chapter is discussion. In this chapter the researcher focuses to discuss the result of analysis which were related to the statement of research problem in this study. It covers up the description about the observation results of Audio Visual Media (AVM) in teaching speaking, the results of interview, and the factors influencing of this media.

The last chapter is chapter VI which covers conclusion of the study and suggestion for the teacher, students and other research



CHAPTER II

PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter consists of several previous research studies, the explanation theory of teaching speaking, speaking, and Audio Visual Media (AVM) includes the procedure of teaching through Audio Visual Media (AVM).

A. Previous Research Finding

On this previous study, the researcher will confirm previous research which ever conducted by other researchers before as follow;

First, previous study is taken by thesis with title “The Use Audio Visual Media in Teaching EFL Students Speaking Skill (A Study at SMP Islam Sultan Agung 1 Semarang in The Academic Year of 2018/2019) by Sopiyanah. Through descriptive qualitative research design, the objective of this study is to describe the implementation of audio visual media in teaching speaking skill particularly in the dialogue, to explain the roles of the teacher, the role of the students, and to describe the strategy used in teaching learning process. Based on this study, it shows the result that this media considered very interesting and make learning enjoyable. Further, the media is considered able be ease the students understanding the materials in

English speaking. The teacher is able to arrange the lesson plan in which the audio-visual media included here.⁸

Second previous study in this research is taken from thesis by Risma Ida Aruan with the title “The Use of Audio-Visual Aids in Enhancing Student’s Speaking Motivation in EFL Speaking Classes”. The objective of this study was to investigate students’ perceptions on the use of audio-visual aids as a motivational teaching media in enhancing students’ speaking motivation in the class. This study was used qualitative approach to collect the data. The researcher used questionnaire and interview to collect relevant data from the participants in this study. The results of this study shown that there were three most common reasons for the use of audio visual in enhancing students’ learning and motivation in speaking. There were, substitute monotonous learning environment, improve students pronunciation, and provide in-depth and detailed knowledge of the materials⁹

Third previous study is taken by journal which written by Akmal with title “The Use of Audio Visual Media in Speaking Ability of English Speaking Club Students at STMIK Royal Kisaran”. In this study, Akmal as a researcher used descriptive qualitative method. The researcher presented

⁸ Sopiyanah, “*The Use Audio Visual Media in Teaching EFL Students Speaking Skill (A Study at SMP Islam Sultan Agung 1 Semarang in The Academic Year of 2018/2019)*”, (2019).

Retrieved from: <http://eprints.walisongo.ac.id/id/eprint/11194/>

⁹ Risma Ida, A, “*The Use of Audi-Visual Aids in Enhancing Students’ Speaking Motivation in EFL Speaking Classes*”, 2018.

Retrieved from: <https://repository.uksw.edu/handle/123456789/16704>

several films about English and the English speaking club for students. The students were very passionate and responded positively so that they were able to speak in English by communicating entirely in English. They are also more interactive in speaking English. The students' speaking ability got the progress so significant and can improve their speaking skill in English.¹⁰

Although there were several studies that have been done by the researchers in the past that were almost similar to this study, this study still has an interesting point that distinguishes it from previous studies. In this school, no research has ever been conducted to analyze the learning media that used by the teacher. So, the researcher feels interested and motivated to find out information and data in this place.

B. Theoretical Background

The researcher uses some theories which are related and relevant with the theme of this study, the theories are:

1. Teaching Speaking

Brown states that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.¹¹ Teaching speaking is considered as a simple process because speaking is a

¹⁰ Akmal, "The Use of Audio Visual Media in Speaking Ability of English Speaking Club Students at STMIK Royal Kisaran", Journal of Science and Social Research vol. II (2019), 1-6.

Retrieved from: <http://jurnal.goretanpena.com/index.php/JSSR/article/viewfile/324/272>

¹¹ Brown. H. D, *Principle of Language Learning and Teaching*, (New York: Pearson Education, 2007)

process communication oral.¹² However, the teachers have to apply the right strategies and media to build students' interest in teaching speaking. When the students feel interest in teaching process, it is will be easy for them to improve their speaking ability. The successfully of teaching speaking can't be measured by students' written, but depends on how many students be able to speak and practice as well as possible and how the teachers' ideas and strategy in teaching speaking to make students fluent in speaking.

According to Nunan, teaching speaking to ESL were defines as follows:¹³

- a. Produce the english speech sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgements.
- f. Use the language quickly and confidently with few unnatural pauses, with are called as fluency.

¹². Sopiyanah, "*The Use Audio Visual Media in Teaching EFL Students Speaking Skill (A Study at SMP Islam Sultan Agung 1 Semarang in The Academic Year of 2018/2019)*", 2019.

Retrived from: <http://eprints.walisongo.ac.id/id/eprint/11194/>

¹³ Nunan. D, *Second Language Teaching and Learning* (Boston: Heinle&Heinle Publisher, 1999)

2. Speaking

a. Definition of Speaking

O'malley and Chamot define that speaking is an example of a complex cognitive skill that can be distinguished into various hierarchal sub-skills, some of which might require controlled processing while other could be processed automatically.¹⁴ Speaking is an interaction process of constructing meaning that involves producing, receiving, and processing information.¹⁵ Speaking is a process of oral communication that is used for ideas or thoughts to interact with other people.

According to Richard, there are three functions of speaking, namely talk as interaction, talk as transaction, and talk as performance.¹⁶

1) Talk as Interaction

This function refers to what we normally mean by conversation and describes interaction to another people.

For example, when someone meets another person, they will greet each other, engage in short chit chat, and so on. It happens because they want to create a good and comfortable interaction in their relation.

¹⁴ O'malley, J.M. & chamot, A.U. *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990).

¹⁵ M.Bailey, Kthleen, *Practical Englsih Language Teaching Speaking*, (New York: Megraw-Hill Education, 2005).

¹⁶ Richard, J.C., *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), 21

2) Talk as transaction

In this type of function tend to focus on what is said and how the message to be delivered can be delivered properly. The message or meaning is a main focus in this activity and also making someone understand correctly and accurately to what were we said.

3) Talk as performance

This refers to public talk which transmits information before an audience such as morning talks, public announcement, and speeches. It is an activity engaged in for amusement.¹⁷

Based on explanations above, it can be concluded that speaking is a cognitive process to produce meaning that uses sound as the output of the ideas, and used to communicate and interact with other people. Speaking is one of most important basic skill in English. Speaking is a basic skill to build communication and express their feeling or thought through talk to another people. There are several strategies of speaking, such as:¹⁸

1) Asking for clarification.

2) Asking someone to repeat something

¹⁷ Richard, J.C., *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), 24

¹⁸ Brown. H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Person education, 2001)

- 3) Using filler in order to gain time to process
- 4) Using conversation maintenance cues
- 5) Getting someone's attention
- 6) Using paraphrases for structures one can't produce
- 7) Appealing for assistance from the interlocutor
- 8) Using formulaic expressions
- 9) Using mime and nonverbal expressions to convey meaning

b. Aspects of Speaking

According to Penny Mckay, speaking skill is a productive skill that has several important aspects in it, such as: Comprehension, vocabulary, pronunciation, fluency, grammar, and intonation/expression.¹⁹

1) Comprehension

Gower, Philipps and Waters (2005) stated that “when speaking fluently students should be able to get the message across with whatever they’ve got the resources and abilities, regardless of grammatical, and other mistakes”. Actually, comprehension is needed for students understanding the meaning of conversation they were talking about in learning speaking.

¹⁹ Penny Mckay, *Assesing Young Language*, (Inggris: Cambridge University Press, 2006).

2) Vocabulary

In learning process, teachers are able to introducing new vocabulary to the students using effective ways to be easily accepted and memorized by students. Students who have many vocabularies will be easier to express their ideas and feeling using sentences or words than students who have a little vocabulary.

3) Pronunciation

Pronunciation is one of important aspect in communicating, because if someone is wrong in pronunciation, the possibility of listeners will receive wrong meaning or misunderstanding. Teachers should be focus on their hearing of students' pronounce, because it will be very different from students' mother tongue, and learning foreign language. Teaching pronunciation does not only make students aware in different sound and sound feature but they can improve their speaking infinitely. If the students are able to improve their pronunciation, indirectly it will help them in speaking.

4) Fluency

Fluency is the smoothness of a person to continue to speak spontaneously.²⁰ However, fluency is able to measure how far the speakers communicate as effectively and they are able to use foreign language as quickly.

5) Grammar

English teachers not only teach how to pronounce words, how to memorize vocabulary, how to understanding meaning the sentences, but also they must make the students understand about the grammatical sentences or how to produce English sentences correctly.

6) Intonation

Generally, there are two kinds of intonation in English, such as; rising intonation and falling intonation.²¹

Both of intonations are needed to use in speaking, it be able to clarify the expression or feeling the speaker.

Intonation can help speakers to transferring meanings to the listeners as well as possible.

²⁰ Herlina, "Improving Students' Speaking Skill Through Audio Visual Media at 4th Grade of Labschool Elementary School east Jakarta", The Second International Conference on Education and Language (Jakarta: 2014).

Retrieved from: <http://article.ubl.ac.id/index.php/icel/article/view/264/802>

²¹ Ibid

3. Audio Visual Media

a. Definition of Audio Visual

Literally, “audio” means hearing, and “visual” means found by seeing.²² According to Good (Dictionary of education;2009) audio visual is anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight. In other hand, Anderson stated that audio visual media is a series of video media electronic images accompanied by audio elements.²³ Meanwhile, Reddy states that audio visual education consists of the uses of interactional devices such as film, projector, radio, television, charts, posters, models, field tripd, etc.²⁴ In other word, Kelley and Thomas say that audio visual is a combination of two words: audio referring to what that we can hear and visual referring to what that we can see.²⁵

From the definition above, it can be concluded that audio visual media is a combination between audio and visual on through the sense of hearing and sight.

²² Anderson, Sky. *Audio Visual Aids in Education*, (United Kingdom:E D-Tech Press, 2020).

²³ Anderson, *Simultaneous Interpretation: contextual and translation aspects*. (Amsterdam: Benjamins, 1994).

²⁴ Reddy. R. J, *Method of Teaching*, (New Delhi: S. B Nangia, 2008)

²⁵ Winslow Kelley and Thomas, *Audio-Visual Aids and Equipment*,(Chicago: American Society of Planning Officials, 1962), 3.

b. Audio Visual Media in Teaching Speaking

According to Madhuri, Audio Visual Media tools for students can improve speaking skills several times over, more than other methods.²⁶ Bavaro in Mutar stated that audio visual media are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language.²⁷ Audio visual media is able to communicate the facts and ideas through hearing and seeing to help the students understanding about the material. Before implementing of audio visual in the learning process, the teacher must pay attention to the following things:²⁸

- 1) Audio visual must be match to the neccessary and maturity level of students
- 2) Students must be able to relate the media with the subject matter

²⁶ Dian Hariani, et al, "The Implementation of audio Visual Media to Improve Motivation in Speaking English at Eleventh Grade Students (Classroom Action Research at SMAN 4 Palembang)", English Community Journal Vol 2 No. 2 (Palembang: 2018), 2-261.53.

Retrived from: <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1318/1114>

²⁷ Mutar, S.S. "The Effect of Using Technical Audio Visual Aids on Learning Technical English Language at technical Institute". Journal for Academic Studies. Vol. 8.

Retrivedfrom: http://www.researchgate.net/publication/332879328_The_Effect_of_Using_Technical_Audio_Visual_Aids_on_Learning_Technical_English_Language_at_Technical_Institute_Sadon_Salih_Mutar_MA_in_EFLT_Technical_Institute_of_Amara_Abstract

²⁸ Deepa Awasthi, Utilising Audio Visual Aids to Make Learning Easy and Effective in Primary Education, *International Journal of Scientific Research* Vol. 3 Issue 8, 63.

Retrived from: [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/fileview.php?val=August_2014_1406986684_21.pdf](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/fileview.php?val=August_2014_1406986684_21.pdf)

- 3) It must be large enough to be seen by the students sitting in the last bench of classroom
- 4) Audio visual must be able to attract the involvement and participation of students in the classroom
- 5) Audio visual must match with the real life and natural environment
- 6) Audio visual have to be used at appropriate time during teaching
- 7) Problem and possible are of discussion have to be briefed to the students before introducing the media in the classroom.

Audio visual has several advantages that can be a appeal for teachers to implement this media in learning process. Based on Reddy (2008:27-28) there are twelve advantages of audio visual media as a teaching media such as:²⁹

- 1) The students become more actives due to the involvements of more than one sense organ.
- 2) It allows more freedom to students.
- 3) The students' attention becomes intensive.
- 4) It provides students with opportunities to handle and manipulate certain things and articles.
- 5) Students can be more motivated.

²⁹ Reddy, R. J. *Methods of Teaching*. (New Delhi: S.B Nangia, 2008), 27-28.

- 6) It provides first hand experiences where students can view a demonstration and get direct experience.
- 7) It is relatively easy to understand.
- 8) It reduces meaningless use of words and phrases and contributes toward the clearness of the participation and accuracy in learning.
- 9) It can provide opportunities to include scientific attitudes and to give training scientific methods.
- 10) It can stimulate students to ask more questions and lead them to make further investigations.
- 11) Teaching is more effective and learning is easier.
- 12) Audio Visual Media can help the teacher to teach lessons more effectively and also to create more interest from students.

Based on the explanation above, the researcher concludes that audio visual media is an effective media to be used in teaching process which is able to help students stimulating to learn foreign language especially in English.

c. **Procedures of Teaching Through Audio Visual Media (AVM)**

Before beginning teaching process, the teacher needs to prepare a learning plan that will be carried out in the classroom. The first one that have to be prepared by teachers is materials to

be delivered to the students which is must chosen according to the students' level. The second is a learning media that will help the teachers to carry out learning process as effectively as possible. Likewise if the teacher uses Audio Visual Media (AVM) as a learning media, the teacher must be prepared as well as possible. To apply a media in learning process, there are many procedures that the can be chosen by the teacher. Cakir (2006:69) mentions that the procedures in teaching through audio visual media are as follows:

- 1) Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentations.
- 2) Freeze framing. It means stopping the picture on the screen by pressing still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expression, emotions, reactions, and responses.
- 3) Silent viewing. As video is an audio visual media, the sound and the vission are separates component.
- 4) Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by

obscuring the picture so that students can hear only the dialogue but are unable to see the action.

- 5) Repetition and role play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.
- 6) Reproducing/repeating or mimicking activities. After students have seen section students are asked to repeat what has just been said, to describe verbally what has happened or to write down what has happened.
- 7) Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.
- 8) Follow-up activities. It is important that video presentation should lead to a follow-up activity as the basis for further extended oral practice.³⁰

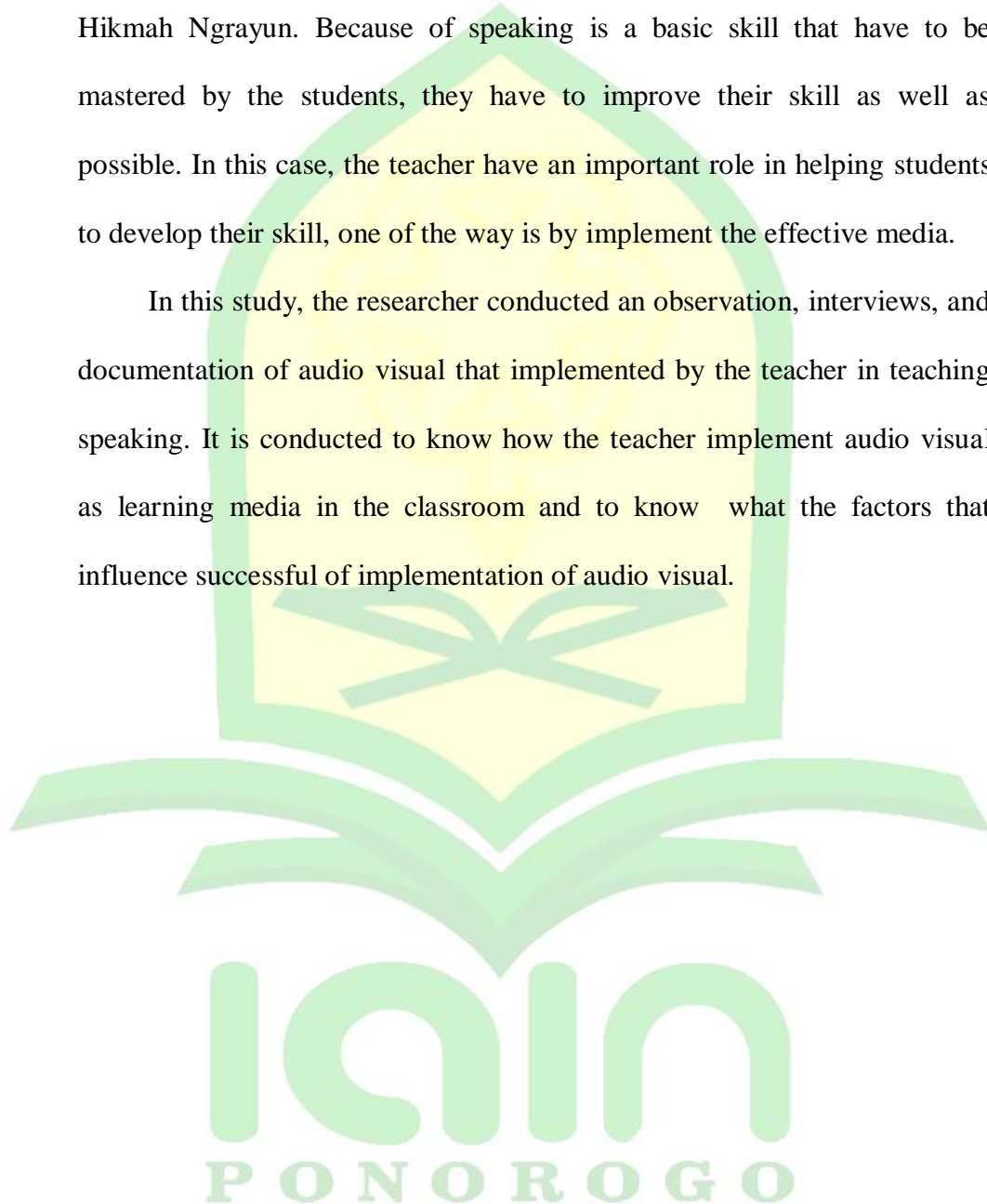
The teachers have to choose one of the procedures to be applied in the classroom based on the condition and situation to makes the learning process more effective and enjoyable.

³⁰ Cakir, I. "The Use of Audio Visual as An Audio-Visual Material in Foreign Language Teaching Classroom", The Turkish Online Journal of Educational Technology Vol 5 No. 4 (2006), 69. Retrived from: [https:// eric.ed.gov/?id=ED501362](https://eric.ed.gov/?id=ED501362)

C. TEORETICAL FRAMEWORK

This study is aimed to analyze and describe the implementation of audio visual in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun. Because of speaking is a basic skill that have to be mastered by the students, they have to improve their skill as well as possible. In this case, the teacher have an important role in helping students to develop their skill, one of the way is by implement the effective media.

In this study, the researcher conducted an observation, interviews, and documentation of audio visual that implemented by the teacher in teaching speaking. It is conducted to know how the teacher implement audio visual as learning media in the classroom and to know what the factors that influence successful of implementation of audio visual.



CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design, researcher's role, research setting, data source, technique of data collection, technique of data analysis, and checking validity of findings.

A. Research Design

Based on research problems and objectives in this study, the researcher decided to use qualitative approach. According to Cresswell a qualitative study is defined as an inquiry process of understanding a social or human problems, based on building a complex, holistic picture, formed with words, reporting detailed views of informant, and conducted in natural setting.³¹ Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data.³² From these definitions, it can be concluded that qualitative research is a study that focused on phenomena in social activities includes attitudes, habituation, and beliefs in groups or individually through qualitative data.

³¹ John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd Edition (London:2009), p. 4.

³² Patricia Leavy, *Research Design* (New York: The Guilford Press, 2017)

The researcher uses descriptive qualitative research design in this study. Cresswell states that descriptive studies are designed to obtain information concerning the current status of phenomena.³³ It means that purpose of descriptive study is to describe and analyze phenomena through the explanation given by the writer as clear as possible.

So, in this study the researcher describe and analyze teaching speaking through Audio Visual Media (AVM) at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun, Ponorogo. This study involves students as a subject in conducting the research process. The researcher applied descriptive qualitative research design through conducting direct observation at the school. Data analysis inductively builds from particular to general theme and the researcher making interpretation of the meaning of the data situation.³⁴ The researcher collected as much information as possible from teacher and students who participated in this study.

B. Researcher's Role

In this study, the researcher acted as a research instrument. According to Cresswell, the researcher as the primary instrument of data collection and

³³ John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd Edition (London:2009), p. 13.

³⁴ Dian Hariani, et al, "*The Implementation of audio Visual Media to Improve Motivation in Speaking English at Eleventh Grade Students (Classroom Action Research at SMAN 4 Palembang)*", English Community Journal Vol 2 No. 2 (Palembang: 2018), 2-261.53.

Retrieved from:

<https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1318/1114>

analysis that collected, coded, and analyzed the data.³⁵ Being an instrument, researcher had to be an interviewer, an observer, and a collector of data.

Based on the explanation, it concluded that researcher's role in this study were as an interviewer who asks some questions related teaching speaking through audio visual media at eight grade of MTs Ma'arif Al-Hikmah Ngrayun, Ponorogo includes how the teacher implements the media and the factors influencing the successful implementation audio visual media at the classroom. The researcher will collect data in participants' setting such as from teacher and students.

C. Research Location

In this study the researcher decided to chooses MTs Ma'arif Al-Hikmah Ngrayun, Ponorogo in academic year 2021/2022 as a place to conduct the study. The school located at jalan raya Patuk, Baosan Kidul. This school is one of Junior High School based on Islamic education in Ngrayun with the slogan "Madrasah lebih baik, lebih baik madrasah". This school has many activities that can accomandate every students' talent and also has many achievements in some categories.

The researcher has several reasons for choosing the location of this study. First, the location is considerations, because in the current state of COVID-19 pandemic, researcher chosen location that is easily accessible. The second, because in this school has indirectly sucessed in implementing

³⁵ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach* (2nd edition), (CA:Sage Publications, 2007), p. 37.

learning media that can improve students' skill, especially in Speaking. It can be seen by the significant result of the students after using this media.³⁶ Therefore, the researcher conducted this study to describe and analyze students' activities in teaching speaking through Audio Visual Media (AVM).

D. Data Source

In this study, the data source was categorized into two types. They were primary and secondary data. Based on Cambridge Advanced topic, the definition of data is a collection of text, numbers or symbols in raw or unorganize form.³⁷ So, the data are collected by describing the phenomena found in this study. These are the classification of data source:

1. Primary data

According to Gay and Peter, primary data constitute first handed knowledge, such as eyewitness reports and original documents.³⁸ Also Hox and Boije states that using primary data which are data collected for the specific research problem at hand, using procedures that fit the research problem best.³⁹ It means primary data is the current information about phenomena found. In this study, the researcher collected the primary data during class activity through audio Visual

³⁶ Look at The Students' Results

³⁷ Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5.*

³⁸ L.R Gay and Peter. W Airisian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Merrill Publishing Company, 2000), 10.

³⁹ Joop J. Hox & Hennie R. Boeije, *Data Collection, Primary vs Secondary*, Encyclopedia of Social Measurement (2005), Vol.1, p.593.

Media (AVM) in teaching speaking, including lesson plan, material, interviews, and documentations.

2. Secondary data

Gay and Peter states that secondary data is constituted second hand in information, such as a description of an event by other than an eyewitness.⁴⁰ Secondary data is data that aims to support or primary data amplifier. The data are data of the school, data of the students, teaching material and syllabus. Based on the explanation, the secondary data in this study are data of the school, and data of the students.

Based on the explanation above, the research subject in this study was 8 B graders of MTs Ma'arif Al-Hikmah Ngrayun, which was consist of 16 students. Those participants in this study were chosen by purposive sampling, because it was based on the results of the students and was recommended by the English teacher.

E. Technique of Data Collection

Data collection technique is important parts of study, it is way to obtain data and information related research process. Data collection technique in this study is expected to find out the accurate and valid data. So, the technique of data collection in this study as follows:

⁴⁰ John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd Edition (London:2009).

1. Observation

Sutrisno in Sugiyono said that observation is a complex systematically process of biologist and psychologist.⁴¹ An observation is a data collection method, through gather knowledge of the research phenomenon by making observation on human behavior, the use of the phenomenon, and human interactions. In this study, the observation involves the researcher in teaching, recording, and analyzing events of interest. The researcher will conduct interaction and analyze during teaching process. Through field note, researcher will write everything happens during teaching process, it also includes the schedule of observation like place, time, date, month and year. The observation purposes are to find out how the implementation and the factors influencing successful of implements audio visual media in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah Ngrayun, Ponorogo.

2. Interview

The use of interviewing as a research methodology is second in importance to direct observation in qualitative research.⁴² An interview is used to gather data on subject, opinion, beliefs, and feelings about the situation in their own words by using interviewer

⁴¹ Sugiyono, *Model Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011), 204.

⁴² Eisner, *The Use of Interviewing* (1991), 183.

questions.⁴³ There are different ways of doing interview namely face to face interviews or engages in focus group interview with involving students and teachers.

According to Ahmadi, the interviewer uses a set of question and each question is developed to gain details information.⁴⁴ Before conduct an interview, the researcher should prepare and make set of question to get valid information. In this study, the questions includes general question about implementation of Audio Visual Media (AVM) in teaching speaking which is consist of several questions. During the process of interview, the researcher used notebook to write the result of interview.

a. Teacher's Interview

An interview with the teacher purposed to find out the data about how the implementation audio visual in learning process and to collects the data about factors that influence the successful of this media. This interview consists of nine questions that aimed at the English teacher.

b. Students' Interview

The researcher conducted interviews two students who are represented all the students. This interview consists of six questions.

⁴³ R. Burke Jamohson and Larry Christensen, *Educational Research , Quantitative, Qualitative and Mixed Approaches 5th Edition*, (USA: Sage Publications, Inc, 2014),317.

⁴⁴ Ahmadi and Narbuko, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2009), 84.

3. Documentations

Documentation is used to get the data directly from research setting. Ary and friends states that documentation refers to a wide range of written, physical and visual materials, includes what authors may term artifacts.⁴⁵ In this study, the researcher used form of documentation which are relates to teaching speaking through audio visual media such as photos during activity includes their performances, list of students' name, documents of the school (the structure school, vision mission, the school profile), field notes that related to the study as support of observation and interview.

F. Technique of Data Analysis

There are some steps of analyzing qualitative data, according to Miles and Huberman define that data analysis are the data had been collected and next step is analyzing the data using three process activities, consist of data reduction or condensation, data display, and data verification.⁴⁶

1. Data condensation

The first step in technique of data analysis is data condensation. Data condensation is the process of selecting, focusing, simplifying,

⁴⁵ Donald Ary, Lucy C. Jacobs, C. Sorensen, and Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (Canada: Thomson Wadsworth, 2010), 481.

⁴⁶ Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis, A Methods Sourcebook 3rd Edition*, (USA: SAGE Publication, Inc., 2014), 131-133.

abstracting and transforming the data which appear in the full corpus (body) of written field notes, interview transcripts, documents, and other empirical material.⁴⁷ Based on the explanation, the researcher collected the data about implementation Audio Visual Media (AVM) in teaching speaking through observation, interview, and documentation. The data that obtained then transcribed by the researcher and displayed in the form of descriptive.

2. Data Display

The second step is data display. Data display is an organized, composed assembly of information that allows conclusion drawing and action.⁴⁸ The most frequent from display in qualitative data in the past has been extended text. Data display helps the researcher to understanding the data and determining the next steps or actions to chosen by the researcher.

In this step, the researcher presented the information based on data that found in the field. The researcher displayed the data about Audio Visual Media (AVM) in teaching speaking at eighth graders on descriptive text.

⁴⁷ Sugiono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2017), 256-253.

⁴⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, A Methods Sourcebook 3rd Edition*, (USA: SAGE Publications, Inc., 2014), 31.

3. Conclusion and data verifications

Conclusion and verifications data is the last part of research procedure. Conclusion is made not only as a cover of a study but also is a complete statements based on data that has been collected during the study through several procedures. Meanwhile data verification aims to make the data that has been collected can be proven for their validity.

In this study, after displaying data the researcher was making conclusions in the form of clear summaries related to Audio Visual Media (AVM) in teaching speaking at eighth graders of MTs Ma'arif Al-Hikmah. The aim of the conclusions is to answer the questions of the research problem in this study.

G. Checking Validity of Finding

According to Sugiyono qualitative validity is the level of accuracy between the data that occurs in the research object with data that can be reported by the researcher.⁴⁹ Data validity is the urgent concept that is renewed from the validities and reliabilities concept.⁵⁰ Based on the statements, it can be concluded that data validity is a step or method used to ensure that data in a study can be accounted for its relevance and validity.

⁴⁹ Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R&D*, (Bandung: Alfabeta, 2017), 267-268.

⁵⁰ Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2000), 171.

In a study, measuring the validity of data is one of the important things because it can influence the believability of the data which is obtained by a researcher. So, in this study the researcher decided to use triangulation technique. Triangulation is a method used in qualitative research that involves cross-checking multiple data sources and collection procedures to evaluate the extent to which all evidence converges.⁵¹ It is a powerful technique that facilitates validation of data through cross verification from two or more sources and it refers to the application and combination of several research methods on the study phenomenon.⁵² Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact you need more than one source of information.⁵³ It means that triangulation is a way to check the validity of data through different sources and different points of view to conclude valid statements.

According to Denzin, triangulation has 4 types, those are:⁵⁴ (a) data triangulation (involving time, space, persons), (b) investigator triangulation (involving multiple researchers in an investigation), (c) theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and (d) methodological triangulation (involving the usage of

⁵¹J. Bell, *Doing Your Project, A Guide for First-Time Researcher in education and Social Science. Third Edition*, (Philadelphia: Open University Press, 1999), 102.

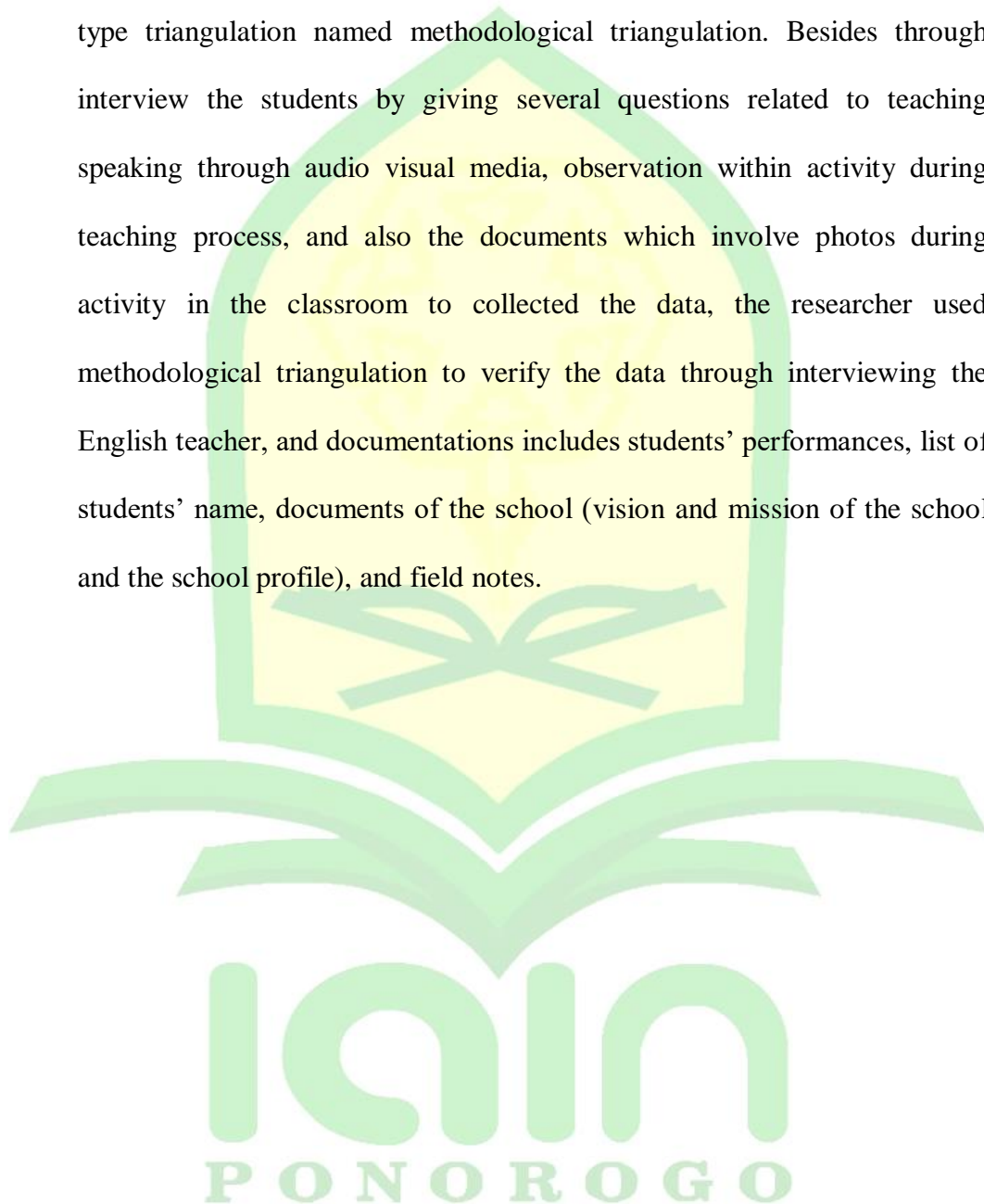
⁵²Johnson Honorence, *Understanding The Role of Triangulation in Research*, Scholarly Research Journal for Interdisciplinary Studies, (2017), 91.

⁵³Robert c. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition* (United of America: sari knop bklen, 2007), 115.

⁵⁴Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, (2006).

more than one method to gather data such as interview, observation, questionnaire and documents).

In this part of checking validity, the researcher applied one of four type triangulation named methodological triangulation. Besides through interview the students by giving several questions related to teaching speaking through audio visual media, observation within activity during teaching process, and also the documents which involve photos during activity in the classroom to collected the data, the researcher used methodological triangulation to verify the data through interviewing the English teacher, and documentations includes students' performances, list of students' name, documents of the school (vision and mission of the school and the school profile), and field notes.



CHAPTER IV

RESEARCH FINDINGS

This chapter consists of main information of this study, based on the data which was obtained by the researcher. So, the data are going to appear in this chapter as clearly as possible, including information of MTs Ma'arif Al-Hikmah, list of names of eighth graders, description of research finding and the summary of research finding

A. General Data Description

1. Background of School

MTs Ma'arif Al-hikmah Ngrayun is an educational institution under the auspices of Ma'arif NU which is at the same level as Junior High School. The background of the establishment of this school was because at the time in Baosan Kidul, Ngrayun there was no religion-based school. Because of this, local community leaders took the initiative to establish a school. The establishment of this school was pioneered by Mr. Dairin S.Ag, M.pd. I, who was at the time he wanted to develop the Islamic religion in Baosan Kidul, Ngrayun.

At the beginning of its establishment, this school was still associated with an elementary school in Baosan Kidul, Ngrayun for two years. Then moved to one of the house, namely Mr. Subijanto's house, he was a headmaster at one of the elementary school in Baosan Kidul, Ngrayun.

A few years later, a person was given waqf land which was used to construct three buildings that were used for the teaching and learning process. However, not long ago the land was canceled for waqf and the existing building was demolished. Because of the cancellation of the land, finally they bought the land and occupying until this time.

In 1996 the school received official permission from the government and was under the management of Ponorogo branch of the NU ma'arif educational institution foundation. Now, this school has not only MTs but also MA which is same with Senior High school. Not only focuses on religious lessons but also there are many general lessons. In fact, there are many extracurricular that every student can participate in. This school has also participated in many competitions and won them. This school produces many alumni who are broad-minded. The slogan of this school is "*Madrasah lebih baik, lebih baik madrasah*".

2. The Geographical Location of School

MTs Ma'arif Al-Hikmah Ngrayun is located in Jalan Raya Patuk Baosan Kidul, Baosan Kidul village, sub district Ngrayun, district Ponorogo, East Java. This school is located in strategic place. The location is not far from the Baosan Kidul village office which is about 2 KM and close to the highway so that it was able to reached by public transportation. Located in the countryside, this school has a cool and comfortable atmosphere for studying.

3. Vision and Mission of School

a. Vision

- 1) Good in the quality of IMTAQ and science and technology achievements as well as environmental culture. The indicators as follllows:

- a) The realization of graduates who are virtuous, intelligent, competitive, nationalist, faithful and pious.

- b) The realization of people who love to learn, achievements in academic and non-academic fields at international standart.

- c) The realization of a national education unit level curriculum.

- d) The realization of an active, creative, effective and fun learning process at a national level.
- e) Caring for the environment by implementing a sense of love and caring for the environment in daily life.

b. Mission

- 1) Cultivate religious attitudes and practices
- 2) Implementing participatory learning and management by involving all school members
- 3) Foster and intensive spirit of excellence to all citizens and excel in academic and non-academic fields
- 4) Creating a healthy, clean and beautiful school environment
- 5) Implementing participatory management by involving all school members and school committees.

c. The Objectives

Based on the vision and mission of the school, the objectives to be achieved are as follows:

- 1) To prepare the students who fear God almighty and have noble character.
- 2) To prepare students to become human being with high quality intelligent personalities and potential in the field of sports and arts.

- 3) Instill in the students a tenacious and persistent attitude in competing, adapting to the environment and improving an attitude of sportmanship.
- 4) Equipping the students with science and technology to be able to compete and continue to higher education levels.
- 5) Instill in the students of Ahlussunnah wal jama'ah.
- 6) The implementation of a clean and healthy living culture as an effort to preserve the environmental to prevent pollution and environmental damage

B. Research Findings

This study was conducted to determine the implementation of Audio Visual Media (AVM) in teaching speaking at MTs Ma'arif Al-Hikmah, which involved Eight B graders which was consists of 16 students, 7 males and 11 females. The data that has been obtained by the researcher through observation, interview and documentation were described as detail as possible. In general, the purpose of this research finding is to answer statements of the problem in the first chapter of this study.

1. The Implementation of Audio Visual Media (AVM) in Teaching Speaking

Based on the observation and documentation that has been done by the researcher in September 2021, she conducted a direct analysis in the classroom to find out the learning process through Audio Visual

Media (AVM) that applied by the teacher in eighth graders.⁵⁵ In addition, researcher also analyzed the lesson plan that used by the teacher through observation checklist.⁵⁶ Regardless of how to implement audio visual in the learning process, the most important thing is how the results shown by students towards the use of this media. Regarding the results of using this media, the teacher mentions the results in the statement below:

Inaka Ita. P, S.Pd said:⁵⁷

“So far, from the results of learning speaking, students show significant results. They were be able to pronounce vocabularies properly and they look more confident”.

In addition, the researcher present the result of her observation as follows:

a. An Analysis of Lesson Plan

Lesson plan is a learning tools that are useful as a reference and assist teacher to determining learning activities in the classroom. Lesson plan be able to helps the teacher to explore all of pedagogical aspects in knowledge.⁵⁸ In this study, the researcher also conducted an analysis of the lesson plan that

⁵⁵ Observation Checklist of Learning Process, See Appendix 1

⁵⁶ Observation Checklist of Lesson Plan, See Appendix 1

⁵⁷ Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

⁵⁸ Shen Jianping & et al, *Lesson Planning: A Practice of Professional responsibility and Development*, (Bloomington: Educational Horizons, 2007), 249.

used by English Teacher. It is aimed to find out whether learning process is carried out is in accordance to the lesson plan or not. The researcher used observation checklist to analyze the lesson plan as below:

Table 4.1

Observation Checklist of Lesson Plan

No	Components	Yes	No
1.	The teacher elaborate learning media and tools	✓	
2.	The teacher elaborate learning material	✓	
3.	Opening activity	✓	
4.	Main activity	✓	
5.	Closing activity	✓	
6.	Time suitability		✓
7.	The suitability of the material with the learning objectives	✓	

Based on the observation checklist above, it can be seen that learning activity that created by the teacher through audio

visual as the learning media is in accordance with the lesson plan that used by English teacher.⁵⁹

In the implementation of lesson plan, the teacher carried out activities in accordance with those listed in the lesson plan, including how the purposes of learning can be realized. The teacher explaining to the students about the media and tools that to be used in learning process, like a computer, projector, speaker and audio visual. In learning process, she takes the steps according to the lesson plan such as opening activity, main activity, and closing activity.

In this case, there is one thing that is not accordance to the lesson plan namely is time allocation. Because teacher needs time to prepare the tools that to be used, the time allocation used is not suitable. The time used is more fifteen minutes of the specified time.

Based on the results of observation, the researcher describes activities in the classroom, as follows:

1) Opening

Based on what the researcher saw, the first activity carried out in the classroom was opening. During the learning process the teacher uses English more often than their mother language, so the students were get used to

⁵⁹ Lesson Plan, See Appendix 1

listening and speaking English. Before start the learning process. The teacher entered the class and greeted the students by saying *“Assalamu’alaikum wr.wb”, “Good morning my lovely students, how’s your day?”*. Besides to gives hello, the greeting given by the teacher also to build a class atmosphere and also to know the responses that given by the students. After the teacher greets, the next activity is to check student attendance list by saying something like *“Okay students, before going to our lesson today, ibu akan menyapa kalian satu persatu”*. The purpose of checking attendance list is to find out who and how many students which were present during the learning process. Then, the teacher gives a review about material in previous meeting and proceeds to the next discussion by saying *“So, today we are going to the next our material about dialogue of expression in our daily activities”* which is then responded by the students.

2) Main Activity

The main activity in learning process is the delivery of material that has been prepared by the teacher to students. In this activity the teacher played a audio visual about animal body parts, the teacher ask the students’ attention and saying like *“Students, pay attention please. I*

will gives you video about dialogue of expression in daily activities, so see and listen carefully, okay". After playing a whole of audio visual, the teacher plays back the audio visual in freeze framing and asks the students to speak loudly about what they hear and see from the content, she saying *"can you repeat what the video just said dear?"*. The teacher also asks the students about words that are difficult to pronounce or understand by the students. Then, the teacher appoints students to repeat the words or sentences that they have heard until their pronunciation is correct and they can understand what they are saying. After it is enough, the teacher asks students to practice the dialogue from the audio visual with saying like *"Now, kalian maju kedepan untuk mempraktekkan dialog yang kalian dengar dari video tadi"*. So, the students could memorize and pronounce as well as possible every word that they heard from the audio visual.

3) Evaluating

After all of the students performance their repetition and the teacher gives corrections to students who have mistake in their pronunciation, fluency and intonation, the teacher asks the students to write down the words. The teacher saying *"Okay students, now kalian tuliskan kata*

apa saja yang kalian ingat berdasarkan video yang telah saya tayangkan tadi, so far ada pertanyaan?''. Then students' respond "*No miss*". The question is aimed to know students' understanding about what has been delivered by the teacher. The teacher asks volunteer to collecting the students' paper.

4) Reviewing

Before closing the meeting, the teacher reviews the material and asks the students to mention some vocabularies in the audio visual together. The teacher concludes about what has been taught to them and mentions little about the upcoming material.

5) Closing

The last part in learning process is closing. The teacher closed the meeting by saying "That's all for today, we will meet again in next week, keep your healthy and mari membaca do'a kafaratul majlis bersama-sama".

Then the teacher closed the greeting and after the students answered the greeting, the teacher left the classroom.

b. Technique Was Used By English Teacher

Based on the students' learning result at MTs Ma'arif Al-Hikmah, Audio Visual Media (AVM) was an effective media to

be implemented in the learning process. This media helps the students to improve their speaking ability, because they feel more motivated and happy with the media used, thus making them more enthusiastic in participating learning process. There are many procedure that can be applied in the implementation of audio visual in learning process. In this case, the teacher often uses the freeze framing method. Freeze framing procedure means that the teacher stopping the picture on the screen by pressing the still or pause button, the video will gives us an additional dimension of information about the characters' body language, facial expression, emotions, reactions, and responses.⁶⁰ It confirmed by:

Inaka Ita. P, S.Pd said:⁶¹

“Actually, there are many ways to implement this media, but I often uses freeze framing. I think freeze framing be able to make the students more easier to remember the words or dialogue that they heard from the audio visual and also they can see the picture that were displayed. They will find it easier

⁶⁰ Cakir, I. “*The Use of Audio Visual as An Audio Visual Material in Foreign Language Teaching Classroom*”, The Turkish Online Journal of Educational Technology vol 5 no.4 (2006), 69.

⁶¹ Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

to remember and practice pronunciation according to what is in the audio visual.”

The teacher asks the students to pay attention to the audio visual that played by the teacher, its aimed to make students get an idea and understand what is conveyed in the audio visual. After the whole video has been played, the teacher was played back the audio visual and pause in the middle of audio visual. The teacher asks the students to speak loudly about what they heard continuously, so they are able to saying the words correctly in pronunciation, fluency, and intonation. Through Audio Visual Media the students were more active in participating the learning process in the classroom. It can be seen from how they give their respond when invited to interact or when the teacher gives the questions.

c. Teacher' Role

The teachers have different roles from their students, they have to play their role as a someone who has the dedication and ability to influence or invite and also impart knowledge to their students. Good teachers are not those who are feared by their students, but those who are able to put themselves position as the teachers. Based on the observation that has been done by the researcher, she concluded that in teaching speaking through

audio visual at eight grade of MTs Ma'arif Al-Hikmah Ngrayun
the teacher has several roles, those are:

1) Teacher as Educator

The teacher as educator means that the teacher provides learning materials and knowledge to the students, builds characteristics and supporting students' achievement in every aspects. It can be seen from how the teacher delivers the material and instills self-confidence, activeness and so on to the students.

2) Teacher as Controller

As a controller, teacher have entitle to organize classroom management as well as possible. Teacher can gives some instructions to the students about learning material, presentation, time duration of learning process and others. Even though, the teacher still prioritizes students' understanding about the learning material.

3) Teacher as Facilitator

In this role, the teacher have to provide all of facilities for students in learning process. The teacher prepares learning materials, learning media and objectives as well as the objectives of learning and other things that support learning process so that the learning process carried out can run effectively.

4) Teacher as Evaluator

As an evaluator, the teacher has entitle to conduct an assessment of the students, including an assessment of student attitudes. This assessment is useful to find out students' mistakes are, and to determine what the next steps will be taken by the teacher.

2. The Factors That Influence Successful Implementation of Audio Visual Media (AVM) in Teaching Speaking

The researcher conducted the data about factors that influence successful implementation of audio visual in teaching speaking through interview that was done at Saturday, 25 September 2021. The speakers from this interview were the English teacher and 2 students that consists of 1 male and 1 female who were representing the entire 8B class. The questions that given by researcher are questions which were related to implementation audio visual in teaching speaking and factors that influence the success of the media.

a. The interview with an English teacher

Teaching English Foreign Language (TEFL) is not an easy thing, because of English is a foreign language that is difficult to understand for some students, even many students feel that they don't like this lesson. English teacher at MTs Ma'arif Al-

Hikmah gives statement that teaching English is not easy, such as bellow:

Inaka Ita. P, S.Pd said :⁶²

“Teaching English is not an easy thing, unlike other subjects. When we teach English, we must be able to make students interested in English First, because as we know that English is a Foreign Language”.

According to the English teacher, there are several problems or obstacles that have been faced when teaching English, including: limited time, lack of students' interest in subject and many students think that English is a difficult language. It can be confirmed below:

Inaka Ita. P, S.Pd. said:⁶³

“I think the problems that I face while teaching are the same problems that other English teacher face.

Such as the limited duration of teaching time, then there are very few students who are interested in this subject and many students think that English is difficult, in terms of pronunciation, writing, and

⁶² Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

⁶³ Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

grammar. But I think it's rasionable, because as I said before that English is not our language"

Therefore, teacher must be able to determine the materials and media will be used in the learning process, so the effective learning can be realized for students and teacher. Finally, the teacher decided to try some media to be applied in learning English. The teacher states that so far audio visual is a media that has been successfully used to improve students' speaking skill. This is based on the teacher's statement below:

Inaka Ita. P, S.Pd said:⁶⁴

"In order to realize the effective learning and foster student interest, I tried several media for learning English. From all of the media that I have been tried, I think the media that be able to make students' interested and be able to improve students' speaking skill are audio visual".

From explanation above, it can be seen that Audio Visual Media (AVM) be able to implement in teaching speaking. In this implementation, there are several factors that influence the successful of this media. Based on the results of this interview with the English teacher, beside completely of media, and

⁶⁴ Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

facilities in the classroom to implement this media, she said that there are several influencing factors, such as; the students are interested and motivated to learn English, teacher is able to introducing new vocabularies and culture through audio visual that are displayed, be able to encourage students to be more active and develop students' imagination. It can be confirmed as below:

Inaka Ita. P, S.Pd said:⁶⁵

“if we talk about factors, the first factor that must be there are media and tools to implement audio visual in learning process. Another supporting factors are come from the students selves, they are more interested in taking lesson, maybe because they watch and learning in the same time to the content. The second is the increase students' motivation in learning English, they will feel excited to participate in the learning process. Then the students are more active in learning process also an influential factor I think. Next factor is a lot of new vocabulary and culture that can be introduced to students through the audio visual. The last is when they see and listen

⁶⁵ Look at interview transcript number 25/09/2021 (An interview with Mrs Inaka Ita. P, S.Pd)

to the audio visual, their imagination will develop by them selves”

b. The interview with the students

To collect the data that more relevant the researcher not only conducts an interview with English teacher, but also an interview with the students. According to the students, English is difficult lesson to understand because many meaningful words or phrases do not match to their literal meaning.⁶⁶ In other hand, the students said that English lesson is difficult, because they have difficulties in pronunciation and writing.⁶⁷ They must pay attention to pronunciation when they are reading or speaking and must pay attention to their grammatical when writing. But, English is a lesson that they have to learn. The implementation of audio visual as learning media is new thing for them and raises various kinds of responses.

The students with initial AKP said:⁶⁸

“We are very happy with this media, because it makes learning process more varied, learning English is not boring and doesn’t make sleepy”

⁶⁶ Look at interview transcript number 25/09/2021 (An interview with the students initial AKP)

⁶⁷ Look at interview transcript number 25/09/2021 (An interview with the students initial DA)

⁶⁸ Look at interview transcript number 25/09/2021 (An interview with the students initial AKP)

The students with initial DA said:⁶⁹

“This is so fun, because we not only learning the material from books or always listening to the teacher, but we can watch and listen to the audio visual which are able make us more enthusiastic to learn English”

From both of statements above, it means students feel happy and interested in the media used by their teacher. They feel not bored with the media commonly used by teacher and increasing their spirit of learning English. Besides this, they also feel more active when in the learning process, they feel more confident to answer or give respond to their teacher. It confirmed as below:

The students with initial AKP said:⁷⁰

“When taught using audio visual we feel there is an urge to be more active. For example before using this media, we will hesitate to answering the teacher’s questions. But when our teacher using audio visual, we seem to be competing to provide answers”

⁶⁹ Look at interview transcript number 25/09/2021 (An interview with the students initial DA)

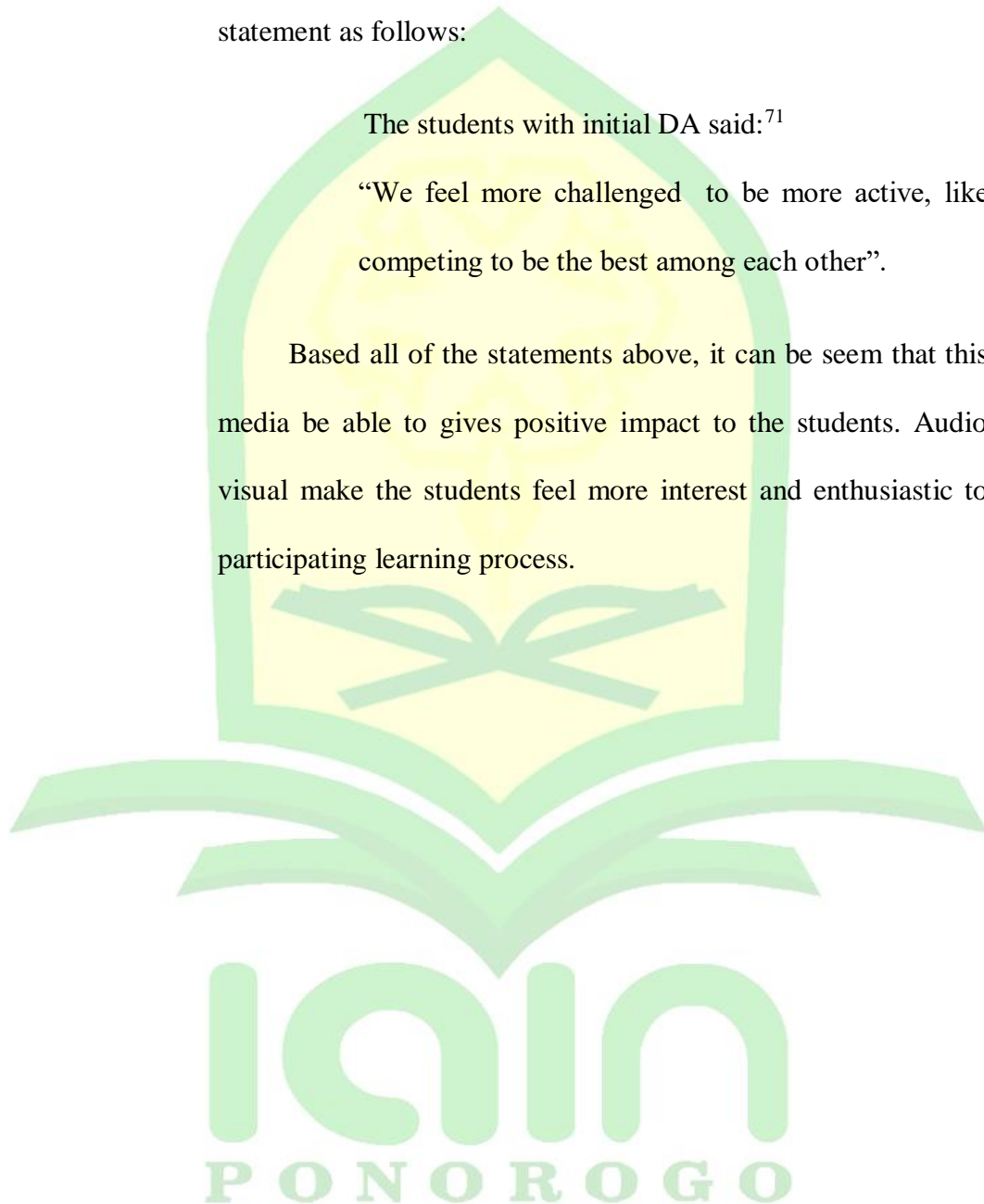
⁷⁰ Look at interview transcript number 25/09/2021 (An interview with the students initial AKP)

Another students states that their sense of competition in terms of learning is higher, so they feel themselves have to be more active when participating in learning process. She gives statement as follows:

The students with initial DA said:⁷¹

“We feel more challenged to be more active, like competing to be the best among each other”.

Based all of the statements above, it can be seem that this media be able to gives positive impact to the students. Audio visual make the students feel more interest and enthusiastic to participating learning process.



⁷¹ Look at interview transcript number 25/09/2021 (An interview with the students initial DA)

CHAPTER V

DISCUSSION

In this chapter, the researcher focuses to discuss the result of analysis which were related to the statement of research problem in this study. Its cover up the description about the observation results of Audio Visual Media (AVM) in teaching speaking, the results of interview and the factors influencing of this media.

A. The Implementation of Audio Visual Media (AVM) in Teaching Speaking at Eighth graders of MTs Ma'arif Al-Hikmah

Speaking is activity of using language to express meaning and feeling to other people. Speaking happens when two people are communicating with each other.⁷² Through speaking, people are able to share or express their information, feelings, thoughts and ideas to another so they can build an interaction or conversation each other.

⁷² Harmer. J, *The Practice of English Language Teaching* (New York: Longman, 2002)

According to Richard, there are three functions of speaking, such as; interaction, transaction, and performance functions.⁷³ It means that interaction functions refers to our normally mean by talk to each other, conversation, and so on. Transaction function refers to us who provide information through conversation to others or conversaly. The last is performance functions refers to public talk.

Based on the functions of speaking, the students have to learn speaking from an early age, so they can deliver the meaning contained in their speech as well as possible. In the learning process, teacher be able to implement many kinds of media to help improve students' speaking ability. One of these media is audio visual, Cakir states that the use of video in English class has grown rapidly as a result of the increasing emphasis on communicative techniques.⁷⁴

In this study, the researcher focus on analysis the classroom activity through audio visual as a media in learning process includes the lesson plan. The researcher used three techniques to collected data and information such as observation, interview and documentation. That is what makes this study including descriptive qualitative research. Cresswell states that descriptive

⁷³ Richard. J. C, *Improving Speaking Activities, From Theory to Practice*. (1990). Retrived from <http://www.professorjackrichards.com/pdfs/improving-classroom-speaking>

⁷⁴ Cakir, I. "The Use of Audio Visual as An Audio-Visual Material in Foreign Language Teaching Classroom", *The Turkish Online Journal of Educational Technology* Vol 5 No. 4 (2006). Retrived from: <https://eric.ed.gov/?id=ED501362>

studies are designed to obtain information concerning the current status of phenomena.⁷⁵

The researcher analyzed the lesson plan is aimed to determine whether the learning process through audio visual that implemented by the teacher in accordance with the lesson plan or not. Lesson plan is a sequence of learning plans that can provide direction for a teacher about the material that must be taught and also tells how to reach the material.⁷⁶ According to the observation, the teacher carried out the learning process accordance to the lesson plan that was used. It can be seen by how the teacher elaborate to the students about the media and tools, how the teacher delivers the material so the purposes of learning process be able to achieve. The teacher took a several steps of teaching, such as opening activity, main activity and closing activity, but the teacher took a lot of time. The researcher mention the learing activities in the classroom based on her observation, as below:

1. Opening

This is a first activity in the learning process. The teacher comes to the classroom and opening the meeting by gives greeting to the students. To create an effective activity the teacher needs to build an interaction and communication with the students. In this activity, the teacher also checking attendance list of students to know who is absent in the meeting.

⁷⁵ John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd Edition (London:2009), p. 13.

⁷⁶ Spratt. M, Pullverness. A, William. M, *The TKT Course* (Cambridge: Cambridge University Press, 2005).

2. Main Activity

In this part of activity, the teacher delivers the material through audio visual. So, the teacher was displayed the audio visual in front of the students and asked the students to pay attention by see and hear the content. The teacher explain about the material and asked the students to speaking about what is they heard in audio visual.

3. Evaluating

In teaching speaking the teacher should pay attention to the students' pronunciation and fluency. So in this part, the teacher corrects and justifies the errors or mistakes that made by the students in speaking.

4. Reviewing

Reviewing is an activity of the teacher to gives review or conclusion of the material that has been thaught by the teacher. It is aims to remind the students of the whole material that has been studied.

5. Closing

Closing is the last part activity of learning process in the classroom. The teacher closed the meeting by giving greeting and leaving the classroom.

In addition, the teacher implemented audio visual as a learning media in teaching speaking, it is aims to improve students' speaking ability. Based on the observation and interview, the researcher know that the teacher

implements this media through freeze framing. Freeze framing is one of teaching procedures when uses audio visual as a media. The teacher would paused the content and asked the students to repetition the words or dialogues that shown by the contents. The teacher was gave correction to the students that made mispronunciation to the vocabularies or dialogue and misunderstanding to the material.

Based on the observation, the researcher concludes that teacher has four roles in the learning process, such as; teacher as educator, it means that the teacher provides learning materials and knowledge to the students, builds characteristics and supporting students' achievement in every aspects. Teacher as controller, it is refers to the teacher that have entitle to organize classroom management as well as possible. Teacher can gives some instructions to the students. Teacher as facilitator, it is refers to the teacher have to provide all of facilities for students in learning process. Teacher as evaluator, it means that the teacher has entitle to conduct an assessment of the students, including an assessment of student attitudes. The teacher must carry out her role as best as possible, so learning process becomes effective and enjoyable for the students.

B. The Factors That Influence Successful Implementation of Audio Visual Media (AVM) in Teaching Speaking

Factors influence greatly helps the success of media in learning process. Some influence factors come from the teacher, for example; the

way of delivering material is so fun, teachers' mastering of the class, and how the teacher responds to the students' characters. But, the no less influential thing is come from the students.

In this study, the researcher collected data about factors that influence the success of audio visual as learning media in teaching speaking through interview with an English teacher and the students. Influence factors are very important to the success of the media in its implementation, because with these factors it helps the teacher to maximize efficiency of media in the learning process in order to achieve effective learning.

Based on the result of interview, the researcher find out several facts that related to factors which were influence or support the implementation of audio visual in teaching speaking. Those are:

1. Material and tools.

The first thing that have to be prepared by the teacher before teaching through audio visual is material and tools that supporting this media in learning process, like computer, projector and speakers. The teacher have to make sure that all of the tools are ready in the classroom before the learning process is beginning.

2. Students interest.

The learning process will not be effective if the students do not have a sense of interest for the lesson. Students interest will help them to pay attention during the learning process and make them easily in understand about the material that has been taught.

3. Students motivation.

Students motivation is something that needs to be raised in students selves. The motivation of students will encourage them to be more active in learning English which will have an effect on improving their result especially in speaking.

4. Students be able to more active.

If the students to be more active in learning process, it will help the teacher in realizing enjoyable and effective learning. It can build interaction and communication between the teacher and students automatically, it also helps the teacher in measuring students understanding of the material.

5. Students imagination.

To improving students' mindset as well as possible, the teacher be able to gives stimulate to their mindset or imagination by using media such as audio visual. Through their imagination they are able to develop their thoughts.

6. Introducing new vocabularies and culture.

Through audio visual, the teacher be able to introducing new words or cultures to the students, so they are able to explore about their vocabularies and knowledge in English.

Based on the explanation above, it can be concluded that Audio Visual Media (AVM) is an effective learning media, especially in teaching speaking. The succeeded of the implementation of this media cannot be

separated from the influencing factors as mentioned above. Some weaknesses were found, but didn't reduce the effectiveness of this media. The teacher should have problem solving when she finds some problem in learning process.



CHAPTER VI

CLOSING

In this chapter, the researcher is going to concludes the results of this study to make the readers easy to understanding about the implementation audio visual in teaching speaking. In addition to gives conclusion about this study, the researcher also gives suggestions for the school, the English teacher and the students.

A. Conclusion

Based on the data that has been described previously by the researcher, the conclusions that can be taken from the implementation of audio visual in teaching speaking are; the English teacher implements audio visual in learning process based on the steps contained in the lesson plan includes all of activities in the classroom. The teacher was implemented this media through freeze framing which was one of the procedure to implementation audio visual in learning process. Freeze framing is pause-playing the audio visual in front of the students, the teacher asked the students to repetition vocabularies or dialogues in the content.

As a media in learning process, audio visual has several factors that influence its success in teaching speaking. The factors are, the materials and tools, students interest, students motivation, the students to be more active, introducing new vocabularies and cultures, and students imagination.

B. Suggestions

After conducted this study, the researcher will be directed some suggestions for the English teacher, the students and the future researcher. The suggestions are:

1. For The English Teacher

Teaching through the media will make it easier for the teacher to deliver material to the students, one of them is using this Audio Visual Media (AVM). Although the use of this media includes effectively to implemented in learning process, but the teacher need to implement other prosedures. One of the procedure that can be implemented is active viewing. Active viewing aims to train the focus of students on the main idea contained in the content, so they can reveal what they captured from the content that has been shown.

2. For the students

Speaking is the important skill to be mastered by the students, therefore they must practice to speaking continuously so they will get used to speaking English. The students also have to pay attention and focus on the material which is taught by the teacher.

3. For The Future Researcher

In the future, for the other researchers who will conduct the study with the similiar topic, the result of this study can be used as a reference that will help them to conduct the research.



BIBLIOGRAPY

- Anderson, *Simultaneous Interpretation: contextual and translation aspects*. Amsterdam: Benjamins, 1994.
- Akmal, "The Use of Audio Visual Media in Speaking Ability of English Speaking Club Students at STMIK Royal Kisaran", *Journal of Science and Social Research* vol. II, 2019. Retrived from: <http://jurnal.goretanpena.com/index.php/JSSR/article/viewfile/324/272>
- Awasthi, Deepa. Utilising Audio Visual Aids to Make Learning Easy and Effective in Primary Education, *International Journal of Scientific Research* Vol. 3 Issue 8. Retrived from: [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/fileview.php?val=August_2014_1406986684_21.pdf](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/fileview.php?val=August_2014_1406986684_21.pdf)
- Advance, Cambridge. *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017*.
- Ahmadi and Narbuko. *Metodologi Penelitian*. Jakarta: Bumi Aksara, 2009.
- Bell, J. *Doing Your Project, A Guide for First-Time Researcher in education and Social Science. Third Edition*. Philadelphia: Open University Press, 1999.
- Bodgan, Robert. *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*. United of America: sari knop bklen. 2007.
- Crystal. *Peran Bahasa Inggris Sebagai Bahasa Global*. 2003.
- Cresswell, John. *Research Design Qualitative Quantitative and Mix Methods Approaches 3rd Edition*. London:2009.
- Creswell, John. *Qualitative Inquiry and Research Design Choosing Among Five Approach (2nd edition)*. CA:Sage Publications, 2007.
- Denzin. *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1. 2006.
- Donald Ary & et al. *Introduction to Research in Education 8th Edition*. Canada: Thomson Wadsworth. 2010.
- Douglas, Brown. H. *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Person education, 2001

D, Nunan. *Second Language Teaching and Learning* . Boston: Heinle&Heinle Publisher, 1999.

D.E, Nengsih, Apriliawati R,& Sumarni. *Improving Students' Speaking Ability by Using Audio Visual as Teaching Media*. Oktober, 2014. Retrived from: <https://media.neliti.com/media/publications/21581-none.pdf>

Eisner, *The Use of Interviewing*. 1991.

Fatima, Charles and Lamberto. "Using Audio Visual Tool to Develop Speaking Skill to The Second Grade Students of Ensino Secundariu Cristal in The school Year 2017". *Journal of Innovative Studies on Character and Education*, Vol 2, 2018.

Retrived from: <http://iscjournal.com/index.php/isce/article/view/19/15>

Gay, L.R and Peter. W Airisian. *Educational Research: Competencies for Analysis and Application*. New Jersey: Merril Publishing Company, 2000.

Hox, Joop J. & Hennie R.Boeije. *Data Collection, Primary vs Secondary*, Encyclopedia of Social Measurement. Vol.1. 2005.

Herlina, "Improving Students' Speaking Skill Through Audio Visual Media at 4th Grade of Labschool Elementary School east Jakarta". *The Second International Conference on Education and Language*. Jakarta, 2014. ISSN-2303-1417, Vol 1.

Retrived from: <http://article.ubl.ac.id/index.php/icel/article/view/264/802>

Honorence, Johnson. *Understanding The Role of Triangulation in Research*, Scholarly Research Journal for Interdisciplinary Studies. 2017.

H. D, Brown. *Principle of Language Learning and Teaching*. New York: Pearsion Education, 2007.

Harini, Dian, et al. "The Implementation of audio Visual Media to Improve Motivation in Speaking English at Eleventh Grade Students (Classroom Action Research at SMAN 4 Palembang)", *English Community Journal*, Vol 2 No. 2, Palembang: 2018. Retrived from: <https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1318/1114>

I. Cakir. "The Use of Audio Visual as An Audio-Visual Material in Foreign Language Teaching Classroom", *The Turkish Online Journal of Educational Technology* Vol 5 No. 4, 2006.
Retrived from: <https://eric.ed.gov/?id=ED501362>

Ida, Risma. " *The Use of Audio-Visual Aids in Enhancing Students' Speaking Motivation in EFL Speaking Classes*", 2018.

- Retrieved from: [https:// repository.uksw.edu/handle/123456789/16704](https://repository.uksw.edu/handle/123456789/16704)
- J.C, Richard. *Teaching Listening and Speaking*. New York: Cambridge University Press, 2008.
- J.M. O'malley, & Chamot, A.U. *Learning Strategies in Second Language Acquisition* . Cambridge: Cambridge University Press, 1990.
- J, Harmer. *The Practice of English Language Teaching*. New York: Longman, 2002.
- J. C. Richard. *Improving Speaking Activities, From Theory to Practice*. (1990). Retrieved from <http://www.professorjackrichards.com/pdfs/improving-classroom-speaking>
- Jianping, Shen & et al, *Lesson Planning: A Practice of Professional responsibility and Development*. Bloomington: Educational Horizons. 2007.
- Jamohson, R. Burke and Larry Christensen. *Educational Research , Quantitative, Qualitative and Mixed Approaches 5th Edition*. USA: Sage Publications, Inc, 2014.
- J.N, Madhuri. "Use of Audio Visual Aids in Teaching and Speaking". *Research Journal of English Language and Literature*. Vol I No. 3, 2013. Retrieved from <http://rjelal.com/RJELAL%20VOL.1.ISSUE.3/Madhu%20Naga%20118-122.pdf>
- Kelley, Winslow and Thomas. *Audio-Visual Aids and Equipment*. Chicago: American Society of Planning Officials, 1962.
- Leavy, Patricia. *Research Design*. New York: The Guilford Press, 2017.
- Miles, Matthew B., A.Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis, A Methods Sourcebook 3rd Edition*. USA: SAGE Publications, Inc., 2014.
- Moleong, Lexy. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya, 2000.
- M.Bailey, Kathleen, *Practical English Language Teaching Speaking*. New York: McGraw-Hill Education, 2005.
- Mckay, Penny. *Assesing Young Language*. Inggris: Cambridge University Press, 2006.
- R. J, Reddy. *Method of Teaching*. New Delhi: S. B Nangia, 2008.

R.T, Saket. *Teaching of English*. India: APH Publishing , 2008.

S, Thornbury. *How to Teach Speaking*. New York: Pearson education, 2005.

Sopiyannah, “*The Use Audio Visual Media in Teaching EFL Students Speaking Skill (A Study at SMP Islam Sultan Agung 1 Semarang in The Academic Year of 2018/2019)*”, 2019. Retrived from: <http://eprints.walisongo.ac.id/id/eprint/11194/>

Sky, Anderson. *Audio Visual Aids in Education*. United Kingdom:E D-Tech Press, 2020.

S. S, Mutar. “The Effect of Using Technical Audio Visual Aids on Learning Technical English Language at technical Institute”. *Journal for Academic Studies*. Vol. 8.
Retrived from: http://www.researchgate.net/publication/332879328_The_Effect_of_Using_Technical_Audio_Visual_Aids_on_Learning_Technical_English_Language_at_Technical_Institute_Sadon_Salih_Mutar_MA_in_EFLT_Technical_Institute_of_Amara_Abstract

Sugiyono. *Model Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2011.

Sugiyono. *Metode Penelitian Kualitatif Kuantitatif dan R&D*. Bandung: Alfabeta, 2017

Spratt. M, Pullverness. A, William. M, *The TKT Course*. Cambridge: Cambridge University Press, 2005.

