

**THE EFFECT OF USING AUDIO-VISUAL AIDS TOWARD  
SPEAKING ABILITY OF THE SECOND YEAR  
STUDENTS AT JUNIOR HIGH SCHOOL 8  
PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Audio-Visual Aids toward Speaking Ability of the Second Year Students at Junior High School 8 Pekanbaru*”, written by Merandi, NIM. 10914004990. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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## EXAMINER APPROVAL

The thesis entitled “*The Effect of Using Audio-Visual Aids toward Speaking Ability of the Second Year Students at Junior High School 8 Pekanbaru*”, written by Merandi, NIM. 10914004990. It has been approved and examined by the final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 28<sup>th</sup>, 1434 H/June 27<sup>th</sup>, 2013 M as one of the requirements for Undergraduate Degree (S.Pd.) in English Education.

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The Writer,

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Speaking is the basic way to communicate with others, to show or express opinion, also to describe something, and to persuade someone. If we are looking to previous function of speaking as a skill we already know the importance of speaking for us. According to Richard and Renandya, the learners study English in order to develop their language ability in speaking.<sup>1</sup> Speaking is considered the as the most important skills to be mastered, because there is an assumption that students must learn and speak English fluently in this globalization era. By speaking, people know everything about the language, no matter how well or bad the speaker produces the language. In all levels of the school, speaking should be learn and should be practicing in the classroom.

Based on the school based curriculum, for the speaking skill at Junior High School 8 for second grade, there are four basic competence that should be achieved. First, expressing the simple meaning of transactional and interpersonal accurately and fluently to interact with surroundings. Second, understanding and responding the simple transactional and interpersonal conversation using verbal accurately and fluently through giving, accepting, refusing and accepting invitation. Third, expressing the short written functional text by using variety of verbal interaction accurately and fluently to interact with surroundings. Fourth,

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<sup>1</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 2002, p.201.

expressing the simple meaning of the monologue by using variety of word accurately to interact with surroundings in descriptive mode.<sup>2</sup> From this explanation, it can be inferred that to achieve these goals, every institution should improve the education it self and follow the development that happen in this world. Especially in transactional ( to get things done) and interactional ( to socialize) functions of language, in which these functions are a distinction that is sometimes made between uses of language where the primary focuses on social interaction between the speakers and the need to communicate such things as rapport, empathy, interest, and social harmony. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Speaking is a subject that uses oral communication, in which the speaker can deliver his or her goals to the listener directly. The speaker should know the ways to communicate with each other in order to create a good communication among them.

Junior High School 8 Pekanbaru uses School-Based Curriculum as a guide of English teaching and learning in this school. Generally, the school curriculum refers to School-Based Curriculum made by the government without any alteration. It means that, contents, programs, and also teaching procedures totally refer to general curriculum made by the government. In this school, english is taught 4 periods in a week with duration 45 minutes/ period. Students have to pass the PSS minimum 6.00 point that refers to the rules made by the school. This curriculum also gives the opportunity for the teacher to improve

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<sup>2</sup>Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, Indonesia: Depdiknas, 2006, p 4-5.

students' speaking ability by applying four basic competences as explained above. This school has done many ways to increase students' speaking ability, but the result is not satisfied enough. Based on the writer's observation on the second year students of Junior High School 8 Pekanbaru, some of the students still had a problem to talking actively in speaking class. It can be seen from the symptoms below:

1. Some of the students get difficulties to speak with a good grammar.
2. Some of the students cannot speak fluently.
3. Some of the students less of vocabulary in speaking English.

From the observation of problems above, the students are not interested enough in learning to material of speaking delivered by the teacher. There are so many to teaching methodology in TEFL/TESOL such as PPP and ESA. Especially in Junior High School 8, PPP ( Present, Practice, and Production) becomes the chosen one as an approach in teaching and learning process. Firstly, "presentation" involves presenting the target language (the language to be taught to the students) to the students generally through eliciting and cueing of the students to see if they know it and then provide the language if no one does. The target language is usually put on the board either in structure (grammar-type) charts or in dialogs. Next comes "Practice" where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material). Practice is the right place when we are going to apply the

technique in teaching and learning process, because the students directly learn by doing from the simple one until the hard one.

Improving speaking skill is very important, because speaking is the simple way to communicate with each other. To get the success in teaching and learning subject, especially for speaking skill, the English teacher should have good system or a good method to make students enjoy the process of learning. Besides a good method, a good teacher should try to minimize the negative effects of the learner's emotional reaction to learn and try to give motivation or positive emotion. Actually, there is a way for English teacher to develop the student's speaking ability called, "Audio Visual aids to encourage students in learning in order to make them enjoy the process". Audio Visual is one of the way to Interest students in learning English, and also helps teachers deliver the material to the students easily. Audio visual education is educational instruction by means of materials that use the senses of sight and hearing to stimulate and enrich learning experiences.<sup>3</sup> By using audio visual, teachers let students focus on the tools. One of the most familiar audio-visual aids is computer. As part of Information and communications technology (ICT) and the English curriculum have historically experienced an intricate and at times uneasy association. Through computer, students not only increase both input (exposure) and output (use) of the TL needed for them to promote their English proficiency, but also promote learning motivation, learner autonomy, social equality and identity that can learn many

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<sup>3</sup>. Gucker, Megan, *meaning of audio visual aids, audiovisual education — Infoplease.com, meaning of audio visual aid*, Retrieved 11 november 2012.

things.<sup>4</sup> Commonly, computer works not only to entertain but also to educate. It means through computer, students learn many things including vocabulary as a basic of speaking skill. Audio visual aids also make students improve their ability in memorizing word and how to pronounce it. Finally, they can apply the result in their speaking skill.

Referring to the symptoms above, the writer is very interested in carrying out a research entitled: “ **The Effect of Using Audio-Visual Aids toward Speaking Ability of the Second Year Students at Junior High School 8 Pekanbaru.**”

## **B. Definition of the Key Terms**

There are some terms in this study that need some explanations to avoid misunderstanding and misinterpretation, the writer will explain the terms, as follows:

### **1. Effect**

Effect is a change that something or somebody is caused by something or somebody else, or result. <sup>5</sup> Especially in this research the term of effect is focused on the effect of using audio visual aids toward students' speaking ability at the second year of junior high school 8.

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<sup>4</sup> Vahid Norouzi Larsari, *Computer mediated communication: The use of CMC to promote EFL learners' communicative competence*, [http:// Contemporary Online Language Education/ Journal/ 1 .html](http://Contemporary Online Language Education/ Journal/ 1 .html), Retrieved 11 november 2012.

<sup>5</sup> A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, Oxford: Oxford University Press, 2005, p. 138

## 2. Speaking Ability

Speaking is the productive skill in the oral mode. It involves more than just pronouncing words.<sup>6</sup> Then, ability means the fact that somebody or something is able to do something.<sup>7</sup> Here, the writer tries to find out the student's speaking ability at the second year of junior high school 8.

## 3. Audio visual aids

The audio-visual aids are tools of record to improve speaking skill that are used for several times and more than others. These things have been employed for many years in the classroom, where the object picture saction and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process.<sup>8</sup> Then referring to the limitation of the problem, computer means an electronic machine that can store, organize, and find the information , do calculations and control other machines.<sup>9</sup> Here , the writer tries to find out the effect of audio visual aids toward students' speaking ability at the second year of junior high school 8.

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<sup>6</sup>[Guidelines for a Language and Culture Learning Program](http://www.infoplease.com/ce6/society/A0805299.html#ixzz1b7DWSBKs), by Carol J. Orwig, <http://www.infoplease.com/ce6/society/A0805299.html#ixzz1b7DWSBKs>, Retrieved 3 October 2012.

<sup>7</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English Sixth Edition*, Oxford: Oxford university press, 2006, p.2.

<sup>8</sup> audiovisual education

<http://www.infoplease.com/ce6/society/A0805299.html#ixzz1b7DWSBKs>, Retrieved 3 October 2012. , Retrieved 11 november 2011.

<sup>9</sup> Longman, Jack C Richards-Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics*, London: Pearson Education, 2002, p.264.

## **C. The Problem**

### **1. Identification of the problem**

- a. Why are some of the students get difficulties to speak with a good grammar?
- b. Why are some of the students unable to speak English fluently?
- c. Why do some of the students have lack of vocabulary in speaking English?
- d. Why are most of the students unable to pronounce the word correctly?
- e. Why are most of the students get difficulties to comprehend the material?

### **2. Limitation of The Problem**

To make this research clear and also to avoid misunderstanding toward the problem in this research, the writer focuses on using Audio Visualaids (Computer) then to know students' speaking ability.

### **3. Formulation of the Problem**

Dealing with the limitation of the problem, the research questions are formulated as in the following questions:

- a. How is the students' speaking ability taught by using Audio-Visual aids (computer) of the Second Year of Junior High School 8 Pekanbaru?
- b. How is the students' speaking ability taught without using Audio-Visual aids (computer) of the Second Year at Junior High School 8 Pekanbaru?
- c. Is there any significant effect of using Audio-Visual aids toward students' speaking ability of the Second Year at Junior High School 8 Pekanbaru?

#### **D. Objectives and Significance of the Research**

1. Objectives of the research as follows:
  - a. To find out the effect of using audio visual aids (Computer) to improve student's speaking ability.
  - b. To determine how students' speaking ability at the Second Year Students of Junior High School 8 Pekanbaru taught by using Audio-Visual aids.
  - c. To determine how students' speaking ability at Second Year Students of Junior High School 8 Pekanbaru taught by using Audio-Visual aids.
  
2. significances as follows:
  - a. To help students improve their speaking ability.
  - b. To fulfill one of the requirements to finish writer's undergraduate study program (SI) at Education and Teacher's Training Faculty State Islamic University of Sultan Syarif Kasim Riau.
  - c. To give inputs to English teachers who are teaching in this school.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Audio Visual

As we know, media can be defined in many ways. Media means mediator of a tool used to deliver something. Based on statement above, we know that teaching aid is a media used to make something easy to understand in order that our students are motivated in studying English. Media refer to a discrete field of study, distinct from othersubjects.<sup>10</sup> According to Edger Dale in Nellsu, audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials.<sup>11</sup> So, audio visual aids are very helpfull for the teacher in teaching speaking.

There are so many kind of media in education that includes; television, film, radio, magazines, newspapers, comics, advertising, popular music, websites, computer, games, new technologies, and 'art' films ,leaflets and brochures:holidays, leisure, schools,campaigns.<sup>12</sup> Radio, television, films, and computer are the most favorite media to broadcast all the information.

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<sup>10</sup> Jon Davidson & Jane Dowson, *Learning to Teach English in the Secondary School: Second Edition*, London: Taylor & Francis e-Library, 2005, p. 187.

<sup>11</sup> Nellsu, <http://avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html>, Retrieved on 3 June 2013

<sup>12</sup> *Ibid*, p. 184

Radio is a scientific device that functions as an effective auditory instrument for communication. It also plays an important role in education as a tool of information. It can cover a very wide area at the same time.<sup>13</sup>

For the television, as one of broadcast media, television brings you a lot of information and entertainment. Television is a piece of watch programmes with moving pictures and sound.<sup>14</sup>

Film of moving pictures, is a series of moving pictures recorded with cinema / movie theater.<sup>15</sup>

Nowadays, the use of a computer in teaching or learning of a second or foreign language is called CALL.<sup>16</sup> The example of CALL activity is when we are doing the presentation by using the computer. Computer is more popular media in education, because by using it, the teacher makes the learning process becomes easier for students and more interesting. Computer brings the learners into meaningful communication to create more comprehensible input.

There are four major things that computers can do, as follows:<sup>17</sup>

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<sup>13</sup>Swasitk, <http://www.preservearticles.com/201105056315/role-of-radio-in-education.html>,

Retrieved on 6 April 2013

<sup>14</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English, Sixth Edition*, Oxford: Oxford University Press, 2000, p. 1930.

<sup>15</sup> A.S Hornby, *ibid*, p. 496

<sup>16</sup>Longman,Jack C Richards-Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics*,London: Pearson Education, 2002, p. 101.

<sup>17</sup>Murcia, Marianne Celce, *Teaching English as a Second or Foreign Language, Third Edition*, USA : Boston, 2001, p. 481.

### 1. Drills

Computers are useful in delivering drills for practice, whether in grammar, vocabulary, pronunciation, or listening, as they are tireless in their delivery. Unlike human interlocutors who may grow weary of repeating a word for learner, a computer will repeat a word a hundred times if the user wishes.

### 2. Adaptive Testing

Computer adaptive testing (CAT) can be very useful in the language classroom. The test adapts itself to each user by choosing subsequent test items based on the test taker's performance on preceding items.

### 3. Corpora and Concordancing

Concordancing programs and linguistic corpora are types of tools and data that are increasingly being used in the language classroom. By using concordance software and corpus of natural English, language learners can short-cut the process of acquiring competence in target language, because the computer is able to help students organize huge amounts of language data.

### 4. Computer Mediated Communication

Email, chat, MUDs and MOOs are kinds of Computer Mediated Communication. The users of this site have a lot of natural choice of words as a tool for language learning.

There are some processes of using audio visual suggested by Brown *et al* in repository UPI as follows:<sup>18</sup>

a. Preparing yourself

Before showing an object , such as video ,record, film, chart, picture , teacher should preview about the object itself to and make some notes about the content. Teachers may invite some students and see their points of view about it.

b. Preparing the environment.

Classroom should be arranged as comfortable as possible. The technique and equipment should be located appropriately so that students can get agood view and fell comfortable while watching or listening the film or object.

c. Preparing the students

Teachers should help students understand why they must watch or listen the object, and tell what they can get by focusing it. Discuss the contents of the object with the students.

d. Showing the film or object

Make the students comfortable while watching or hearing the film or object. The common way of showing it is without interruption.

e. Carrying out the follow-up

After showing the film or object, teachers should discuss the content of video or object with students to know students' expression about it, what they like and dislike. The follow up is necessary to detect misunderstanding they have,so teachers can give a repetition show to clear up any confusion.

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<sup>18</sup>[http://repository.upi.edu/operator/upload/s\\_ing\\_0606641\\_chapter1.pdf&q=s\\_ing\\_0606641\\_chapter1&ei=Y3R5UeqBC8bDrAeUjYCoAw&usg](http://repository.upi.edu/operator/upload/s_ing_0606641_chapter1.pdf&q=s_ing_0606641_chapter1&ei=Y3R5UeqBC8bDrAeUjYCoAw&usg). Retrieved on 6 April 2013

## **2. The Concept of Speaking**

There are so many definitions of speaking created by many theorists. Speaking is a prominent skill among the others. According to Scott, speaking is interactive and requires ability to co-operate in the management of speaking turn.<sup>19</sup> Furthermore, speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum.

Based on writer's opinion, speaking is directly being a very simple way to communicate to people with or without any preparation, we create the communication deeply by using speaking. Speaking in writer's daily activity works everywhere and every time. Based on the experience, the writer has seen so many people who try to learn English at the first time by focusing on speaking skill. Reason because they directly judge speaking as the simple way to get connected with others.

We already know speaking is an essential skill to achieve the key to get success in doing communication, even to get success in oral communication; the students have to involve and develop their ability.

In making some conversations speaker should be able to make the listeners understand what the speaker says, and this the reason why speaker should master the rules of speaking is to avoid the difficulties to express his ideas, thought, and feeling. Practice is the key to get the maximum goal of speaking to develop our communicative ability in social environment.

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<sup>19</sup> Scoot Thornbury, *How to Teach Speaking*, Pearson Education Limited, 2005, p. iv

### **3. The Components of Speaking**

Haris states some components that are generally organized in analysis of the speech process, namely:<sup>20</sup>

1. Pronunciation (including the segmental features-vowels and consonant and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension

The description of components of speaking is stated below:

#### **a. Pronunciation**

Longman states, pronunciation is the way a certain sound or sounds that are produced.<sup>21</sup> To make our communication accepted by our interlocutor it is better for us to pronounce or to produce the words clearly, because our pronunciation also affects our interlocutor to understand in receiving the meaning of messages. To get good pronunciation the speaker should be able to produce vowel and consonant letter well.

#### **b. Grammar**

Grammar is one of the English components that is very crucial and very important, if we do not have knowledge about grammar, we will get difficult how to speak and write in English. According to Oxford, grammar is a rule in a

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<sup>20</sup>David P. Haris. *Testing English as Second Language*, McGraw Hill, 1969, p. 81.

<sup>21</sup>Longman, Jack C Richards-Richard Schmidt, *Op. Cit*, P. 429

language for changing the form of words and joining them into sentences.<sup>22</sup> So that it is the reason why learning about grammar for speaking is important. Knowing more about grammar also teaches us how to create good sentence and able to choose the words that are suitable to be placed.

### **c. Vocabulary**

Vocabulary is another important thing in speaking English. Mastering vocabulary will make us more creative in speaking. Vocabulary is the basic tool in communication because language exists from words. According to Oxford vocabulary all of the words that person knows or uses.<sup>23</sup> From the explanation above, we conclude vocabulary affect the speaking ability.

### **d. Fluency**

It is important for the speaker to have fluency to make understand when they get in conversation. Fluency is necessary to speed up conversation between the listeners because the pause and hesitation in speaking can disturb the process of communication. According to Oxford, fluency is the quality of being able to speak or write a language, easily and well.<sup>24</sup>

### **e. Comprehension**

According to Longman, comprehension is the indentification of the intended meaning of written or spoken communication.<sup>25</sup>

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<sup>22</sup> A.S Hornby, *Op. Cit.*, p. 586

<sup>23</sup> A.S Hornby, *Op. Cit.*, p. 1506

<sup>24</sup> A.S Hornby, *Op. Cit.*, p. 516

<sup>25</sup> Longman, Jack C Richards-Richard Schmidt, *Loc. Cit.*, p. 99

Speaker should be understand each other when they are in a conversation, not only in delivering the words but also in receiving the words. Both of the communicators understand each other what they are talking about.

#### 4. The Assessment of Speaking

The students' speaking ability will be measured by using oral language scoring rubric as follows:<sup>26</sup>

**Table II.1**

<b>SCORING RUBRIC</b>		
<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
Pronunciation	5	No conspicuous mispronunciations, but would not be taken for a native speaker
	4	Easy to understand , marked "foreign accent"
	3	"Foreign Accent" requires full concentration of listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
	2	Require frequent repetition. Frequent gross error and heavy accent and hard to understand
	1	Seriously mispronunciation problem

<sup>26</sup>AgusWuryanto, *Rubrik Penilaian Pembelajaran Bahasa Inggris*, [http://rubric.penilaian/Rubrik/Q/PenilaianPembelajaranBahasaInggris « Belajarjadi Guru.htm](http://rubric.penilaian/Rubrik/Q/PenilaianPembelajaranBahasaInggris%20BelajarjadiGuru.htm). Retrieved on 9 February 2013.



**Table II.2**

<b>SCORING RUBRIC</b>		
<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
Grammar	5	Few errors during the interview
	4	Little occasional errors , but still no more effect that causes misunderstanding
	3	Frequent errors causing occasional irritation and misunderstanding.
	2	Constant errors showing control of very few major. Patterns and frequently preventing communication.
	1	Grammar almost entirely inaccurate expect in stock phrases

**Table II.3**

<b>SCORING RUBRIC</b>		
<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
Vocabulary	5	Professional word choice ad precise
	4	Inaccurate vocabulary
	3	Choice of words sometimes inaccurate, limited by less of vocabulary mastery
	2	Common errors choice of words limited to basic personal and survival areas.
	1	Less of vocabulary for even the simplest conversation

**Table II.4**

<b>SCORING RUBRIC</b>		
<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
Fluency	5	Speech is very fluently but still non-native in speed and evenness
	4	A little fluency problem caused by rephrasing and groping a words
	3	Speech is frequently jerky, causes uncomplete sentences
	2	Speech is frequently hesitant and stop, caused by limitation of vocabulary
	1	Speech is so halting and fragmentary, impossible to get conversation

**Table II.5**

<b>SCORING RUBRIC</b>		
<b>ASPECT</b>	<b>SCORE</b>	<b>DESCRIPTION</b>
Comprehension	5	Understanding everything without any problem
	4	Understanding everything, but requires a little repetition
	3	Understands careful, slowly pronunciation and require considerable repetition.
	2	Hard to understand , and understand very slowly
	1	Impossible to understand for simplest type of conversation

Because English in Indonesia is as a foreign language, the range of score given to the students is about from level 1 to 5.

**Table II.6**  
**The Classification of Speaking Ability**

No	Level	Score	Category
1	Level 1	81-100	Excellent
2	Level 2	61-80	Very Good
3	Level 3	41-60	Good
4	Level 4	21-40	Fair
5	Level5	0-21	Bad

For this case, Hughes states that there are three general formats of testing speaking as follows:<sup>27</sup>

a. Interview

The most obvious format for the testing of oral interaction is the interview.

Interview is a testing situation in which the tester and the testee carry on a conversation. The tester generally has a list of question to ask the testee.

b. Interaction with peers

In this format, two or more candidates may be asked to discuss a topic, make plans , a quiz to work together, a puzzle to work out , or a task.

c. Response to Tape-Recording

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<sup>27</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 1989, p.104-105

In this format, all candidates are only with the same audio or video tape recorded stimuli . There can also be economy where a language laboratory is available, since large number of candidates can be tested at the same time.

## **B. The Relevant Research**

In order to avoid plagiarism, the writer states some researches dealing with use of the audio visual aids in improving speaking ability as follows :

1. This is a research done by RiriIsriyahSuryati, a 2001 alumnus of UNIVERSITY OF IBN KHALDUN BOGOR-INDONESIA entitled “Teaching Speaking Through Audio Visual Aids. The findings of the research indicated that Audio visual aids was successful in improving students ability in speaking because various kinds of English book and teaching use aids or media really help the students in learning speaking and made them more easily to understand what the teacher delivered. It has been proved by the average percentage, is 68,45 %.
2. This is a research done by Erita Budi Pratiwi 2012 entitled “Improving The Speaking Skill of The Tenth Grade Students by Using Videos.This study was aimed at improving the speaking skill of the tenth grade students at SMA Berbudi, Yogyakarta by using videos. This study is action research. The actions consisted of the use of video in the presentation as modeling of the text combining with the use of communicative speaking activities i.e. discussions, games, and role plays. The findings of the study showed that the use of videos combined with the

communicative speaking activities was proved to be effective to improve the students' speaking skill. They were fluency, vocabulary, pronunciation and students' confidence. The findings were supported by the means of the students' speaking scores which had improved from 64.60 % in the Pre-test to 72.50 % in the Progress test and 75.10 % in the Post-test.

### **C. Operational Concept**

This is about the concept used to give explanation about theoretical framework to avoid misunderstanding of this research. To know the effect of using audio visual in teaching speaking, the writer has some factors to be operated that described in operational concept. The indicators are:

Variable X :

1. Teacher should preview about the object itself and make some notes about the content. Teachers may invite some students and see their points of view about it.
2. The teacher arrangers the classroom as comfortable as possible. The technique and equipment should be located appropriately , so that students can get a good view and feel comfortable while watching or listening the film of object.
3. Teachers should help students understand why they must watch or listen the object, and tell what they can get by focusing on it.
4. The teacher makes sure the students feel comfortable while watching or hearing the film of object.

5. After showing the film or object, teachers should discuss the content of the video or object with students to know students' expression about it, what they like and dislike

Variable Y:

1. The Students are able to speak with a good pronunciation.
2. The students have to get a new vocabulary.
3. The students are able to comprehend what the topic tells about.
4. The students are able to speak fluently.
5. The students are able to produce the sentence in correct grammar.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

Here, the writer would like to present some assumption of this research. The assumption is there is significant effect of using audio visual aids toward students' speaking ability.

##### **2. The Hypothesis**

Based on the assumptions above, the writer makes some hypothesis as follows;

Ho: There is no significant effect of Audio visual aids toward students' speaking ability.

H<sub>a</sub>: There is significant effect of Audio visual aids toward students' speaking ability.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. The Method of the Research**

This research is an experimental research. The method used in this research was quasi-experimental research. The research design used in this research was *Nonrandomized Control Group Pretest-Posttest Design*<sup>28</sup>. There were two variables in this research, there were independent and dependent variables. Independent variable was Using Audio-Visual which is symbolized by “X”, and dependent variable was students’ speaking ability, which is symbolized “Y”.

The researcher tried to find out the use of audio visual and the effect of using audio visual to improve students’ speaking ability at the second year of junior high school 8 Pekanbaru.

Here, the experimental group means the students were given the treatment by using Audio-Visual Aids. Treatment was given for six meetings twice a week for eighty minutes. The design can be drawn as follows:<sup>29</sup>

**TABLE**  
**The Research Design**

<i>Group</i>	<i>Pretest</i>	<i>Independent Variable</i>	<i>Posttest</i>
<b>E</b>	<b>Y<sub>1</sub></b>	<b>X</b>	<b>Y<sub>2</sub></b>
<b>C</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>

<sup>28</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* Ed 3<sup>rd</sup>, (Lincoln: Pearson Education International, 2008), p. 313.

<sup>29</sup>John W. Creswell, *Ibid.* 314.



**E : Experimental Group**

**B : Control Group**

**Y<sub>1</sub>: Pre-Test**

**X : Treatment**

**Y<sub>2</sub>: Post-Test**

### **B. The Time and Location of the Research**

This research was conducted at the Second Year Students of Junior High School 8 Pekanbaru. This school is located on Adi Sucipto. This research was conducted from 5<sup>nd</sup> March to 23<sup>th</sup> April 2013. Because the learning and studying in this school runs integratedly, the research was held in extracurricular schedule because the writer tried not to disturb the primary schedule in the school.

### **C. The Object and the Subject of the Research**

The subject of this research was second year students of Junior High School 8 Pekanbaru and the object of the research was Audio Visual Aids and students' speaking ability.

### **D. The Population and Sample**

The Population of this research was all of the students of Second Year Students of Junior High School 8 Pekanbaru. The total population was 156 students that consisted of 5 classes. The writer used simple random sampling

as the technique. The sample consisted of 30 students for control and experiment classes. The writer selected participants randomly by using lotere from the population as the sample.

#### **E. The Technique of Data Collection**

The data were collected by using test :

##### 1. Test

To collect the data of students' speaking ability, the writer used an oral test. To get proof or evidence, the writer used a tape recorder to record students' voice.

#### **F. The Procedures of the Research**

In conducting this experimental research, the writer carried out some research procedures of both two groups ; experimental and control group. The research was carried out for six meetings. These research procedures are as follows:

##### 1. Conducting Pre-test

The pre-test was carried out to know the background of the students' speaking ability to both experimental and control group.

##### 2. Conducting Treatment

The treatment was conducted for the experimental class only . The treatment was given based on the procedure of using audio-visual aids (computer)

##### 3. Conducting Post-test

After conducting the treatment for 4 meetings , the writer finally gave the post-test to both experimental and control and group . The post test was conducted

to know the development of students' speaking ability after practicing audio-visual aids.

## **G. The Validity and The Reliability of The Test**

### **1. The Validity of The Test**

According to Hughes,<sup>30</sup> a test is said to be valid if it measures accurately what it is intended to measure. Validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment<sup>31</sup>.

### **2. The Reliability**

A reliable test is consistent and dependable. It means , when the test give to the same student or matched students on two different occasions, the test should yield similar results.<sup>32</sup> In this research , the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' speaking scores were evaluated by two raters.

## **H. The technique of Analyzing the Data**

In this research, the data were analyzed by using statistical method. The formula is:

$$t_o = \frac{Mx - My}{\frac{\sqrt{Mx^2 - My^2}}{n}}$$

<sup>30</sup>Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 1989, p. 22.

<sup>31</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, San Fransisco: Addison Wesley Longman, 2003. p. 22.

<sup>32</sup>H. Douglas Brown, *Ibid*, p.20.

$$\frac{SDx}{\sqrt{N-1}}^2 + \frac{SDy}{\sqrt{N-1}}^2$$

Where:

$t_o$  :the t- value or  $t_{\text{observation}}$

$M_x$ : :the mean of variable X

$M_y$  : the mean of variable Y

$SD_x$  : standard deviation of variable X

$SD_y$  : standard deviation of variable Y

$N$  : the number of cases

After computing t-test, it was necessary to obtain the degree of freedom that was used to determine whether the t-score was significant or not. The t-obtained value was consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows: <sup>33</sup>

$$df = (N_x + N_y) - 2$$

Where:

df: the degree of freedom

$N_x$ :the number of students in experimental class

$N_y$ : the number of students in control class

If the writer had consulted the t-obtained value with t-table by using degree of freedom , the writer could conclude that if  $t_o < t_{\text{table}}$  ,  $H_o$  is accepted. It means that there is no effect of using audio visual aids to improve students' speaking

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<sup>33</sup> .Hartono ,*Statistik untuk Penelitian*, Yogyakarta:PustakaPelajar, 2009 ,p.212.

ability . If  $t_o > t\text{-table}$   $H_a$  is accepted . It means that there is significant effect of using audio visual aids to improve students' speaking ability“.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Research Instrument**

In the data presentation, the writer used only one instrument. To gain the data about how the implementation of the audio visual aids toward improve student's speaking ability, the writer used oral test (pre-oral presentation and post-oral presentation).

#### **B. The Data Presentation**

Based on the result of the test , the data from this research were gained from students' post test score. The data were collected through the following procedure:

- a. The students of both groups; experimental and control groups, were asked to describe about the slide of picture and the conversation played by the teacher through the computer.
- b. Student's speaking performance was recorded by using digital camera in mp3 and video forms to make evaluation process more easier. Then it was replayed to be evaluated by the raters to assess students' speaking aspects (accent, grammar, vocabulary, fluency, and comprehension).
- c. The evaluated process ran sentence by sentence of students' speaking performance. The raters put score for speaking aspects that consist of accent, grammar, vocabulary, fluency, and comprehension.

All of the data of the students' score of presentation test as the result of the research presented as follows:

**Table IV.1**  
**The Recapitulation of Students' Pre-Test Scores of the Five Aspects**  
**(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Student I	40	40	60	60	50	50
2	Student II	40	50	50	50	50	48
3	Student III	50	50	60	60	50	54
4	Student IV	40	40	60	40	40	44
5	Student V	40	40	50	40	50	44
6	Student VI	50	50	60	60	60	56
7	Student VII	40	40	50	40	50	44
8	Student VIII	40	40	50	50	50	46
9	Student IX	40	40	50	50	40	44
10	Student X	40	40	50	50	50	46
11	Student XI	50	60	60	60	50	56
12	Student XII	40	40	40	40	50	42
13	Student XIII	40	50	60	60	50	52
14	Student XIV	50	60	60	40	50	52
15	Student XV	40	50	50	50	50	48
<b>TOTAL</b>		<b>640</b>	<b>690</b>	<b>810</b>	<b>750</b>	<b>740</b>	<b>726</b>
<b>MEAN</b>		<b>42.6</b>	<b>46</b>	<b>54</b>	<b>50</b>	<b>49.3</b>	<b>48.,4</b>

The table above shows , the total score of the experimental class of students' pre-test of the five aspects is 726 and the mean score is 48.4. Based on the table above, the students' pre-test score of the experimental class is categorized into **GOOD** level.

**Table IV.2**  
**The Recapitulation of Students' Pre-Test Scores of the Five Aspects**  
**(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Student I	40	50	60	50	40	48
2	Student II	40	40	60	50	40	46
3	Student III	40	40	50	40	40	42
4	Student IV	40	50	50	50	50	48
5	Student V	40	50	60	60	50	52
6	Student VI	40	50	60	60	50	52
7	Student VII	40	50	50	50	50	48
8	Student VIII	40	40	50	40	40	42
9	Student IX	40	50	60	50	50	50
10	Student X	50	50	60	50	60	54
11	Student XI	40	40	50	40	50	44
12	Student XII	40	40	60	60	50	50
13	Student XIII	50	50	60	50	50	52
14	Student XIV	40	50	50	40	50	46
15	Student XV	40	60	60	60	60	56
<b>TOTAL</b>		<b>620</b>	<b>710</b>	<b>840</b>	<b>714</b>	<b>730</b>	<b>730</b>
<b>MEAN</b>		<b>41.3</b>	<b>47.3</b>	<b>56</b>	<b>50</b>	<b>48.6</b>	<b>48.6</b>

The table above shows the total scores of the control class students' pre-test of the five aspects is 730 and for the mean score is 48.6. For the students' pre-test score of the control class is categorized into **GOOD** level. Both of the pre-test results of experimental and control class are almost the same.



**Table IV.3**  
**The Recapitulation of Students' Post-Test Scores of the Five Aspects**  
**(Experimental Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Student I	50	70	70	50	70	62
2	Student II	50	70	70	60	70	64
3	Student III	60	60	70	80	70	68
4	Student IV	60	70	70	60	70	66
5	Student V	40	60	60	50	80	58
6	Student VI	60	70	70	60	60	64
7	Student VII	60	60	60	60	80	64
8	Student VIII	40	70	60	70	70	62
9	Student IX	40	60	60	70	60	58
10	Student X	50	70	60	60	60	60
11	Student XI	60	50	60	50	60	56
12	Student XII	50	70	60	60	60	60
13	Student XIII	60	70	70	80	80	72
14	Student XIV	50	80	70	60	80	68
15	Student XV	50	60	70	70	60	62
<b>TOTAL</b>		<b>780</b>	<b>990</b>	<b>980</b>	<b>940</b>	<b>1030</b>	<b>944</b>
<b>MEAN</b>		<b>52</b>	<b>66</b>	<b>65.3</b>	<b>62.6</b>	<b>68.6</b>	<b>62.9</b>

The table above shows the total scores of the experimental class students' post-test of the five aspects is 944 and the mean score is 62.9. For the students' post-test score of the experimental class is categorized into **VERYGOOD** level.

**Table IV.4**  
**The Recapitulation of Students' Post-Test Scores of the Five Aspects**  
**(Control Class)**

No	Students	Proficiency Description					Score
		Accent	Gram	Vocab	Fluency	Comp	
1	Student I	40	50	60	50	50	50
2	Student II	40	50	50	50	50	48
3	Student III	40	40	50	40	40	42
4	Student IV	50	50	60	60	60	56
5	Student V	40	50	60	50	60	52
6	Student VI	40	40	60	50	50	48
7	Student VII	40	50	60	50	50	50
8	Student VIII	40	40	50	40	40	40
9	Student IX	50	60	70	60	50	58
10	Student X	50	60	70	60	60	60
11	Student XI	40	50	60	50	60	52
12	Student XII	50	50	60	50	60	54
13	Student XIII	50	60	60	50	50	54
14	Student XIV	40	50	50	40	50	47
15	Student XV	40	50	60	50	50	50
<b>TOTAL</b>		<b>650</b>	<b>750</b>	<b>880</b>	<b>750</b>	<b>780</b>	<b>760</b>
<b>MEAN</b>		<b>43.3</b>	<b>50</b>	<b>58.6</b>	<b>50</b>	<b>52</b>	<b>50.6</b>

The table above shows that the scores of control class of students' post test of the five aspects is 760 and for the mean score is 50. 6. For the students' post test of control class is categorized into **GOOD** level.

Finally, after knowing the students' post test of experimental and control class, it can be concluded in the data analysis table.

### C. The Data Analysis

The data analysis of the test was based on the data presented in the table before. In analyzing the data , the writer used SPSS program with independent sample t-test formula. It can be seen from the table below.

**Table IV.5**  
**The Students' Post-test Score**

<b>No</b>	<b>Experimental class</b>	<b>Control Class</b>
<b>1</b>	<b>62</b>	<b>50</b>
<b>2</b>	<b>64</b>	<b>48</b>
<b>3</b>	<b>68</b>	<b>42</b>
<b>4</b>	<b>66</b>	<b>56</b>
<b>5</b>	<b>58</b>	<b>52</b>
<b>6</b>	<b>64</b>	<b>48</b>
<b>7</b>	<b>64</b>	<b>50</b>
<b>8</b>	<b>62</b>	<b>40</b>
<b>9</b>	<b>58</b>	<b>58</b>
<b>10</b>	<b>60</b>	<b>60</b>
<b>11</b>	<b>56</b>	<b>52</b>
<b>12</b>	<b>60</b>	<b>54</b>
<b>13</b>	<b>72</b>	<b>54</b>
<b>14</b>	<b>68</b>	<b>47</b>
<b>15</b>	<b>62</b>	<b>50</b>

The process of statistic analysis by using t-test in SPSS program is as follow:

- a. Open SPSS program
- b. Entry of the data based on its procedure in Variable View and Data View.
- c. Click analyze in the menu of SPSS, choose compare mean.
- d. Choose Independent Sample T-Test.

The output of data analysis is as follows :

**Table IV.6**  
**Group Statistics**

experiment	N	Mean	Std. Deviation	Std. Error Mean
control 1	15	50.73	5.431	1.402
2	15	62.93	4.334	1.119

**Table IV.7**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
control	Equal variances assumed	.437	.514	-6.800	28	.000	-12.200	1.794	-15.875	-8.525
	Equal variances not assumed			-6.800	26.686	.000	-12.200	1.794	-15.883	-8.517

After getting the output of SPSS analysis, the writer interpreted the output as follows:

- a. The output of group statistics shows that the mean score of control class is 50.73 and for the experimental class is 62.93. Standard deviation of the control class is 5.431 and standard deviation of the experimental class is

4.334. Standard error mean of the experimental class is 1.119 and standard mean for the control class is 1.402.

- b. The output of independent samples test shows that the t-test result is 6.680, its df is 28, for significance is 0.000, mean difference is 12.200, its standard error is 1.794, lower difference interval is 15.875, and the upper difference interval is 8.525.

There are two ways that can be done in interpreting  $t_o$ . As follows:

- a. By comparing  $t_o$  ( $t_{\text{observation}}$ ) to  $t_t$  ( $t_{\text{table}}$ ). From  $df = 28$ , it is found that the level of significance of 5% is 2.05 and the level of significance of 1% is 2.76. It can be stated that  $2.05 < 6.680 > 2.76$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.
- b. By orienting the number of significance, if probability  $> 0.005$ , null hypothesis ( $H_o$ ) is accepted. If probability  $< 0.005$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of the t-test above ( 6.680 ), it shows that there is significant effect on the students' speaking ability taught by implementing audio visual strategy. It is proved by finding t-test ( 6.680 ) which is greater than  $t_{\text{table}}$  at 5% level of significance ( 2.05 ), and in the level of significance of 1% ( 2.76 ). It can be stated that  $2.05 < 6.680 > 2.76$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. At all, the teaching speaking process at second year of Junior High School 8 Pekanbaru by implementing audio-visual strategy is better than without implementing audio-visual strategy. There is a benefit and significant effect of Audio-Visual aids to

improve students' speaking ability at the second year of Junior High School 8  
Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The main focus of this research is to find out whether or not there is a significant effect of Audio-Visual aids to improve students' speaking ability. The writer would like to explain the conclusion from what had been researched and recommend some suggestion concerning with audio-visual aids toward students' speaking ability of the second year of Junior High School 8 Pekanbaru.

#### A. Conclusion

1. How is the students' speaking ability taught by using Audio Visual aids (computer) of The Second Year at Junior High School 8 Pekanbaru.

Based on the data analysis before, it can be proved that students' speaking ability taught by using Audio-Visual aids ( computer ) at the second year Junior High School 8 Pekanbaru is categorized into **VERY GOOD** level. It has been proved by the total score of post test is 944 and the means score is 62.9.

2. How is the students' speaking ability taught without using Audio Visual aids (computer) of The Second Year at Junior High School 8 Pekanbaru.

Then, for the students' speaking ability taught without using Audio-Visual aids (computer) at the second year Junior High School 8 Pekanbaru is categorized into **GOOD** level. It has been proved by the total score of the post test is 760 and the means score is 50.66.

3. Is there any significant effect of using Audio-Visual Aids Toward students' speaking ability of the Second Year at Junior High School 8 Pekanbaru?

There is significant effect of using Audio Visual Aids toward students' speaking ability of Junior High School 8 Pekanbaru. We can see that the total score of post test for experimental class which is implemented by using Audio-Visual aids is higher than total score of pre test which is not implemented by using Audio-Visual strategy.

In conclusion, teaching English by implementing Audio-Visual Aids Strategy at the Second Year of Junior High School 8 Pekanbaru is successful to improve students' speaking ability.

## **B. Suggestion**

### **1. Suggestion for the Teacher**

- a. The teacher should be more active to gain students' interest about the learning process by using Audio-Visual aids.
- b. The teacher have to use Audio-Visual aids especially computer as a media to improve students' speaking ability
- c. The teacher should be more selective in showing the example of the material by using the computer.

### **2. Suggestion for the Students**

- a. The students have to focus more on the learning process and material that have been explained by the teacher.
- b. The students should be brave in describing the example.
- c. The students should be more active in daily activity in the classroom.
- d. The students should speak English often than they usually learn.



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