



## THE EFFECTIVENESS OF AUDIO-VISUAL MEDIA TO IMPROVE STUDENTS' SPEAKING ABILITY IN MADRASAH TSANAWIYAH (MTs) MA'ARIF MIFTAHUL HUDA LEMPUYANG ANJATAN INDRAMAYU

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**Abstract:** This study is an attempt to determine the effect of using audio-visual media on improving student learning abilities at MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu. This research is to answer the questions: (1) How is the students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu? (2) How is the fluency of students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu? (3) How effective is audio-visual media to improve students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu? This study used quantitative method. The data collection method used the pre-test method, the treatment method and the post-test method. The population in this study was 251 and a sample of 71 students were taken from grade 8. The results of this study showed the average score of students was 55,5 after being given treatment, there was a significant change in the improvement, the average score of students was 71. Improved learning outcome after using audio-visual media by 15,5 %. From this research, it can be concluded that there is effectiveness in using audio-visual media to improve students' speaking ability.

**Keywords:** *Audio-visual media, Speaking ability, Quantitative Research*

### INTRODUCTION

Language as a means of communication plays an important role in the life of every human being. English also has a central role in the development of learners' intellectual, social and emotional support and learning outcomes in all subject areas (Brown, 2010). In Indonesia, English as a foreign language is taught in elementary schools. English subjects taught from an early age are

very important for children, Lenneberg (1990) says, "there is a critical period" neurologically-based ", which is complete language acquisition, but it is no longer possible, because it will end around the onset of puberty", an individual has an important period (sensitive period) to be able to easily and quickly master language, which is called the "critical period" when the individual has not yet entered puberty". A person has an important

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time to easily and quickly master the language. Teachers need auxiliary media that can be used to convey theories to the maximum that cannot be done by teachers in their capacity as messengers. As the authors have stated above, teaching media can help teachers to carry out the learning process optimally. The use of audio-visual media is very appropriate because in addition to displaying image media, it also provides sound that can increase student enthusiasm in the learning process (Cakir, 2006). Audio and visual media are the result of advanced technology that is being pursued to help the learning process to achieve national education goals. Based on the description above, the authors are interested in conducting research at Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang with the title "The Effectiveness of Audio-Visual Media to Improve Student Speaking Skills at Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu"

To be able to use the appropriate language in all communication with the context, English is also taught as one of the subjects at the educational level.

There are some important components that have to be considered in learning English. One of which is media or means of conveying messages to students so that students are able to receive the content of the lesson maximally. Learning is a complex process that occurs in everyone throughout this life. The learning process occurs because of the interaction between people with the environment. By learning, individuals are expected to be able to show changes of their behaviour. The individual may have caused a change in the rate knowledge, skills and attitudes. In this discussion learning is about a foreign language that has been a threat for students in general. Various attempts were made in the learning process in the classroom by the teacher, and in fact the delivery of messages material to students is not sufficient for the teacher herself. Teachers need media aids that can be used to deliver a theory maximally that cannot be carried out by the

teachers in their capacity as messengers. As the writers had stated above, teaching media can help teachers to carry out the learning process optimally. The use of media audio-visual is very appropriate because besides displaying media images, it also provides sound that can be used for speaking skill training. It can also be used for auditory adaptation and listening to intonation and pronunciation. In this era, students are very good at technology, so learning that contains technological elements will add enthusiasm of students in the learning process. Audio and visual media are the results of advanced technology that are being pursued to aid in the learning process to achieve national education goals. Based on the description above, the writers are interested in conducting research in Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang entitled "The Effectiveness of Audio-visual Media to Improve the Students' Speaking Ability in Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu".

The identification problems faced in this school are: (a) There is no audio media, visual media, audio-visual media in the school; (b) The student speaking and listening ability is not really good; and (c) The teacher has not used audio, visual, and audio-visual media yet.

Based on the identification of the problems, the research was conducted in class 8 with population 40 students, the research is limited to research the problem: (a) The students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu; (b) The fluency of students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu; and (c) The effective of audio-visual media to improve students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu.

Based on the background and problem identification, the purposes of this study are: (a) To find out the students' speaking ability; (b) To find out the fluency of students' speaking ability; and (c) To find the effective of audio-visual media to



improve students' speaking ability in MTs Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu.

The framework of thinking is the way how the writers think to solve the problem. A good framework of thinking makes a good work that will bring the writers to the goal of the research with minimalizing the risks and difficulties that will be faced during the research.

This research uses quantitative method. Quantitative is a type of research that is more systematic, specific, structured and well-planned for getting a conclusion. Quantitative research focuses more on using numbers which make them more detailed and clearer (Arikunto, 2002).

In addition, the use of tables, graphs, and diagrams is easy to read. In this quantitative method, there are several supporting methods, namely descriptive methods, surveys, comparisons, action research, exposure, and correlation (Basri, 2005). At this time the writers wanted to research about "The Effectiveness of Audio-visual Media to Improve the Students' Speaking Ability in Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu", it makes it easier for the students and teachers to use the audio-visual method.

Audio is the sound or sound produced by the vibration of an object, in order to be caught by the human ear the vibration must be strong at least 20 times / second. Sound is a vibration produced by friction, reflection etc., between objects. While a wave is a vibration consisting of amplitude and time. Sound is built up by periods, if it doesn't mean it is not sound.

When we refer to digital audio played on a computer, the definition of audio changes again, which is a sound system created with or added to the computer itself. By adding special audio hardware it contains a built-in special processor and memory to process audio files and send them to the speakers on the computer. Audio files are captured sound recordings that can be played back repeatedly.

The digital audio we encounter in electronic devices is a sequence of natural analog signals that are converted to digital signals by an audio card, using a microchip called an Analog to Digital Converter (ADC). When you play audio on a laptop, for example, the digital signal will be sent to the speakers where it is converted back to an analog signal that produces a varied sound. According to Sudjana and Rivai, audio media for teaching is material that contains messages in the form of auditive (vocal cords / voice plates), which can stimulate thoughts, feelings, attention & the willingness of students so that the learning process occurs.

According to Visual Media (Daryanto, 1993: 27), meaning that all the props used in the learning process can be enjoyed through the five senses. Visual media (images or parables) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of the subject matter and the real world.

"Media" comes from Latin and is the plural form of the word "medium" which literally means "intermediary or introduction". Thus, media is a vehicle for channel learning information or transmitting messages. Audio-visual media is a media that has sound and image elements. This type of media has better expertise, because it includes both auditive (hearing) and visual (seeing) media types. Audiovisual media is an audiovisual aid which means materials or tools used in learning situations to help writing and spoken words in providing knowledge, attitudes, and ideas. The use of audio-visual media in the learning process is one of the plans that the process is more interesting and can motivate students in learning. By using audio visual media, it is hoped that it will make it easier for students to absorb the material better that has been delivered by the teacher.

### **The Effectiveness of Audio-visual Media**

The effectiveness is a condition that shows a level that considers a necessity which is measured by quality, quantity, and time, as planned. Effectiveness is efficiency, activeness, as well as their suitability in an activity between a person who performs the task with the objective to be achieved. Effectiveness according to experts: (1) According to Ravianto (2014:11), the effectiveness is how well the work is done, the extent to which people produce outputs as expected. That is, if a job can be completed in accordance with the plan, both in time, cost, and quality, it can be said to be effective; (2) According to Gibson (Bungkaes 2013:46), the effectiveness is an assessment made in relation to the achievements of individuals, groups and organizations. The closer their achievement is to the expected achievement (standard), the more effective they are; and (3) According to Sondang P. Siagian, the effectiveness is used for infrastructure, resources in a certain amount that has been previously determined to produce a number of goods or services activities that will be carried out by a person or a company.

There are aspects of effectiveness to be achieved in an activity: 1). Aspects of Regulations / Conditions. 2). Aspects of Functions / Tasks. 3). Aspects of Functions / Tasks.

### **Audio Visual Media**

Before discussing further, it is necessary to know the audio-visual media from various sources and perspectives to better understand the definition of audiovisual media. According to Syaiful Bahri, audio-visual media has sound and image elements. This type of media has better capabilities, because it includes both types of media, namely auditive media (audio) and visual media. According to (Depdiknas, 2006:4), "Learning media is an intermediary that carry messages or information between the source and the recipient. Learning media or learning materials in general consist of knowledge, skills and attitudes that must be learned by students in order to achieve predetermined competency standards. According to Miarso

"Media is anything that is used to transmit messages that can stimulate thoughts, feelings, attention and students' willingness to learn."

From the above understanding, the writers concludes that audio-visual media is a modern learning tool that is used as an intermediary used in conveying information that has the ability to convey messages well to students because it combines views and listening together so that lively learning is created. Impressions to help the learning process become better and more interesting.

### **Audio**

Audio and audio media are often used as a means of conveying information in order to be better understood. Information is sent in the form of vibrations that will propagate from the sound source to its destination. Sounds are able to be heard automatically by the five human senses if the amount is sufficient. Audio is sound that appears due to the vibration of an object (its strength is at least 20 times / second) and can be picked up by the human ear. Whereas sound is a vibration produced by the presence of friction, or reflection from objects.

### **Visual**

Visual is visible with the sense of sight (eye), Visual relates to the eye. According to some experts, visuals are also a part of learning activities. When the learning activity itself consists of: 1). Somatic ((learning by moving and doing). 2). Auditory ((learning by speaking and listening). 3). Intellectual (learning by solving problems and pondering). 4). Visual (learning by seeing, observing, and describing). The four learning activities must be mastered so that the learning process can take place optimally.

### **Media**

According to Kamus Besar Bahasa Indonesia (KBBI), "Media pendidikan sendiri merupakan alat dan bahan yang digunakan dalam proses pembelajaran". The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. Educational media



itself is a tool and material used in the learning process. The word media comes from the Latin *medius* which literally means middle, intermediary or introduction. In Arabic, media means an intermediary or messenger from the sender to the recipient of the message. The definition of media was also expressed by Sudjana (in Djamarah and Zain).

### **Kinds of Audio-visual Media**

The various audio-visual media are as follows: (1) Pure audio-visual media. Pure audio visual or what is also commonly called moving audio visual is a medium that displays sound elements and moving image elements. These elements come from a common source. The following is an example of pure audio-visual; sound films, video, television; and (2) Impure audio-visual. Audio-visual is the opposite of pure audio visual where the existing image elements are immovable elements. Apart from the still images, the two elements of this medium also come from different sources. An example of impure audio visual that displays elements of still images as well as sound elements is a sound slide. Sound-added slides are not a complete tool because the images and sounds come from separate sources. A slide sound media that combines slides with audio tape is the easiest type of multimedia system to create.

### **The Advantages of Audio-visual Media**

The advantages of audio-visual media are following: (1) The tool can be used by all students. (2) Interesting. Based on several studies it is proven that learning that is absorbed through visual media (visual media) as well as hearing (audio media) can accelerate the absorption of students in understanding the lessons delivered. (3) Audio-visual media can be made as attractive as possible so that children will be more interested in learning it. (4) Good for all students because they can see and hear. (5) It can display pictures, graphs, diagrams or stories. (6) Variable, because of the various types, the teacher can use a variety of films that have three-dimensional, four-dimensional cartoons,

documentaries. (7) Not making students bored quickly.

**The Weaknesses of Audio-visual Media.** The weaknesses of audiovisual are following: (1) Often considered as entertainment. (2) Watching or listening to videos is a passive activity. (3) The price is relatively more expensive. (4) Students cannot see the parts that have been broadcast faster. (5) If they are often used, they will break quickly. (6) Not easy to carry anywhere which has a large size. (7) Not easy to carry anywhere which has a large size.

### **Students' Speaking Ability**

Students are people who participate in the learning process. According to Nasution, "learning is an activity of gathering and adding a number of knowledge and knowledge, while students are the perpetrators". And according to Sudjana explained the meaning of learning more clearly, namely "every effort that was deliberately created so that there was an educational activity between students and educators". Students are an important asset for a country. Because the current generation is the seed that must be nurtured to become a generation that can advance religion, country and nation, with the presence of students, social relationships are improve. Speaking is a communication activity to convey knowledge, ideas, ideas, feelings, information, suggestions, suggestions objections, sadness, motivation or other things, as the beginning of verbal exchange interactions between humans. Speaking English is necessity skill for those whose lives related to tourists, foreigners, for education to work and business. Speaking for most people is considered the most difficult skill because it covers many aspects of English language skills, including pronunciation, listening, grammar and vocabulary at the same time (Yanto, 2015).

Well, it takes is a little courage and a lot of motivation to be able to speak English fluently. Speaking is one of the skills that must be mastered and really must be able to be practiced in the field with other people as the interlocutor (Astrawan, 2013). Speaking skills are usually mastered after

mastering Listening (listening) skills (Heaton, 1988). Because in general, after someone listens, he will create a "language product", namely Speaking (Setiawati, 2016). Having a large vocabulary is one of the most important things for mastering speaking skills. The key to speaking skills is mastering a wide range of vocabulary that requires a lot of practice. And the most important thing is that a person must have self-confidence in mastering speaking skills (Yanto, 2015). In this era, using audio-visual media as a learning tool is required so that students understand the learning material better.

### **The Role of Audio-visual Media in Speaking**

There are at least four components in language learning; namely teachers, methods, materials and media. One of the components that teachers often respond to is the use of instructional media, so it is not uncommon for learning outcomes to be achieved optimally. Learning media are anything that can be used to stream messages, stimulate students' thoughts, feelings, attention, and willingness, so as to encourage student interaction in the learning process.

There are many learning media that can be used to facilitate students in learning, namely: (1) Audio media is media related to the sense of hearing. The message conveyed is written in auditive symbols, both verbal (into words / spoken language) and non-verbal, such as radio and tape recorders. (2) Visual media has a very important role in the learning process to smoothen understanding, strengthen memory, foster student interest and can provide a relationship between the content of the subject matter and the real world, such as representation images, diagrams, maps, graphics, overhead projectors (OHP), Slide, and Filmstrip. (3) Audio-visual media is media that has sound and image elements and has better capabilities, because it includes both auditive (listening) and visual (seeing) media types. Audio visual media is a modern instructional media that is in accordance with the times because it includes sight, hearing and movement, and displays elements of moving

images. The types of media included in this group are television, video and film. (4) Multimedia is a combination of various media previously mentioned, namely using audio, video, graphics and so on. Multimedia uses computers or internet media which have had a positive influence in the implementation of learning including the existence of e-learning programs, e-education and others. (5) Media realia is a real object. These objects do not have to be presented in the classroom, but students can look directly at objects that can provide real experiences to students, for example to study the diversity of living things, the classification of living things, ecosystems, and plant organs.

The learning process is essentially a process of communication. The communication process is manifested through the delivery and exchange of messages by every teacher and student. The messages or information referred to are in the form of knowledge, skills, ideas, experiences and so on. By using audio-visual media which are a combination of the auditory and visual senses, it is hoped that students will be more interested in the lessons being taught. The focus is on following the lessons in order to absorb the material optimally, which ultimately will achieve the desired learning goals.

### **METHOD.**

In this research, the writers used pre-experimental designed by using one group pre-test and post-test design. (Best, 1977) stated that this design provides some improvements over the first, for the effects or the treatments are judged by the difference between the pretest and post test scores. No comparison with control group is provided. The writers do an experiment in single group only, with the purpose to know if there is significant influence of dictation on the students' listening skill between before and after being taught by using dictation technique, the writers use comparative technique to analyse and compare the students' scores before and after being taught by using dictation technique on students of



eight grade Madrasah Tsanawiyah (MTs) Ma'arif Miftahul Huda Lempuyang Anjatan Indramayu.

The design can be illustrated as follows best (1997):

01-X-02

Where: 01 = Pre test

X = Treatment

02 = Post test

### Population and Sampling

Sugiyono (2010) stated that Population is not only human, but also object and the other natural objects Population also not just the amount that is on the object or subject studied, but includes all the characteristics or properties possessed by the subject or object. The population in this study takes from eight grade student of MTs Ma'arif Maiftahul Huda Lempuyang Anjatan Indramayu.

Sample is some of the population selected for data sources. According to Sugiyono (2010), the sample is portion of the population which will be investigated or can also be said that the sample is population in the form of miniatures (miniature population). In other words, if all members of the population are all taken as data resources, then this method is called census, but if only a portion of the population is used as data source, the method is called sample. In this study, the sample take is all the students VIII A and B consist 71 students of MTs Ma'arif Maiftahul Huda Lempuyang Anjatan Indramayu.

### The Procedure of Collecting Data

The instruments of the research are chronologically present as follow: (1) *Pre-test*. Before giving treatment, the researchers give pre-test to the student. It consists 15 items and the students must answer those questions. It aims giving the material through dictation technique. (2) *The Treatment*. After giving the pre-test, the treatment would carry out one meeting. The procedure of the treatment describe as follows: (a) After giving the pre-test, the researcher explained about speaking. (b) display animated conversations to students. (c) The researcher told the students that they would see an

animated conversation that was already available on the device. (d). The researchers gave the complete text of the conversation to the students so that the students listened well. (e). The researchers asked the students to read out a conversational dialogue. (f). The researchers explained how to pronounce it, word by word. (g). question and answer session about a specific topic or subject. (h). After giving the treatment, the researchers give post-test to the student. It consists of 15 items.

### The Technique of Data Collection

In this research, the type of test used is an essay test. That is the test of students listening skill before and after treatment. In actions, the data is collected twice, the pre-test and post-test. In the pre-test consists of filling in the blank space, in this test to know students' development before treatment. The post-test consists of choosing the correct words, to know students' ability in listening skill after giving the treatment.

### The Instrument of Study

Crowl (1996) claims that the instrument used to measure the variables being investigated. Instrument can be defined as a tool or media, such as test and questionnaires used for measuring or collecting data in the research process. Without the instrument, the data would not be gathered very well. (1) *Documentation*. According to Arikunto (2010) stated that documentation comes from document meaning written items, such as books, magazine, document, regulations, minute meeting, daily notes, etc. The document used in this study is document that support of conduct research. The documentation used in this research is photographs, the photographs taken during the conduct of the research from the first meeting to the last meeting and photographs that support research activities. The goal of documentation is to make it easier for researchers to prove the result of the research were carried out with truth by the attachment of a photographic image. (2) *Test*. Test is sequence of practice which is used to measure skills, intelligence, ability and attitude own by individual

or group. The form of the test is essay test, which consists of filling in the blank space and choosing the correct words. They are pre- test and post-test.

**Technique for Analysing Data**

To analyse the data, the writers used the comparative technique. This technique is useful to prove statistically, whether there are any significant differences between the student's scores of the experimental class and the student's scores of the control class. In analysing the data from pre-test and post-test of class, the writer used the formula as follows Crowl, (1996);

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N - 1)}}$$

Where:

t = test

$\bar{D}$  = mean of gained scores between I variable and II variable

$\sum D$  = total score between I variable and II variable

D = is gained

N = number of cases

To know the mean of the students' core of assessment in each treatment, the observer applied the following formula best (1977) is

$$MX = \frac{\sum X}{N}$$

Where:

MX = the mean of students' score

$\sum x$  = the total score of students

N = the number of students

To calculate the standard deviation of the research, the writer used formula as follows Crowl (1996);

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

Where:

S = standard deviation

$\sum x^2$  = quadrate of the total score of students

n = the number of cases

**Data Analysis**

The study presents the analysis data of using Audio visual media to improve students' speaking ability. It is presented in two parts, they are the description of data, and discussion.

**The Description of Data**

The data of research was taken from pre-test and post-test, and documentation. The research was done only one class, the object of the research is the grade eight A and B consist of 28 students. When collecting data, researcher did the pre-test and post-test which consist of 10 items of each test in the form of "interview the important point of this chapter is to answer formulation the study. This chapter describes the data analysing based on the obtained data of improvement the students' speaking ability after and before taught by using audio visual media.

**Result of Pre-test and Post-test Score**

The Score of Students Speaking Pre-test and Post-test; The number items of pre-test and post-test are 15 items, of each test is the form 'interview". From the data above can be seen that the student highest score is 89 and the student' lowest score is 45. Almost all of students' scores increased. And just two students whose score did not increase. From the data shows that the total score of post - test is bigger than pre-test. It shows the result of pre-test is 4034 and mean is 55,5, while the result of post-test is 5415 and mean 71.

The comparison of pre-test and post-test score can be seen on the diagram below:

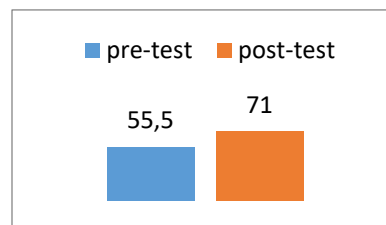


Diagram Mean Score of Students Speaking Ability. It shows that mean score of students' speaking ability before applying treatment in pre-test is 55,5 and after applying treatment or post-test students' mean score improved 71. So, the difference score between both tests is 15,5. It means that audio visual media can improve students' speaking ability.

### The Analysis of the Data

1. Mean (MX). According to best (1977), the formula for calculating mean is:

$$MX = \frac{\sum X}{N}$$

Mean of pre-test

$$MX = \frac{4034}{71} = 55,5$$

Mean of post-test

$$MX = \frac{5415}{71} = 71$$

2. Interval

#### ❖ Interval

To know interval class the writer used formula as follows:

$$i = \frac{(xt-xr)+1}{ki}$$

$$i = \frac{(xt-xr)+1}{ki}$$

$$i = \frac{(xt-xr)+1}{ki}$$

After knowing the interval class, it has classification:

### Score and Nomination Pretest

Based on the data, the results are the high score (H) are 16 students, Medium score (M) are 23 students and the low score (L) category are 32 students, after the interval and the achievement is in, the frequency and categories of students are determined as follows:

A. The High score category (H) :

$$p = \frac{\sum x}{n} x 100\%$$

$$p = \frac{32}{71} x 100\% = 45\%$$

B. The Medium score category (M) :

$$p = \frac{\sum x}{n} x 100$$

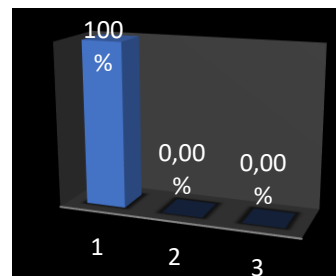
$$p = \frac{23}{71} x 100\% = 32,4\%$$

C. The Low score category (L) :

$$p = \frac{\sum x}{n} x 100\%$$

$$p = \frac{16}{71} x 100\% = 22,6\%$$

Percentage Pre-test Before Using Audio-visual Media



Where: 1 = High, 2 = Medium, 3 = Low

**Score and Nomination Post-test.** Based on the data the high score (H) are 71 students, Medium score (M) are 0 students, and the low score (L) category is 0 students, after the interval and the achievement is in the frequency and categories of students are determined as follows:

A. The High score category (H) :

$$p = \frac{\sum x}{n} x 100\%$$

$$p = \frac{71}{71} x 100\% = 100\%$$

B. The Medium score category (M) :

$$p = \frac{\sum x}{n} x 100\%$$

$$p = \frac{0}{71} x 100\% = 0\%$$

C. The Low score category (L) :

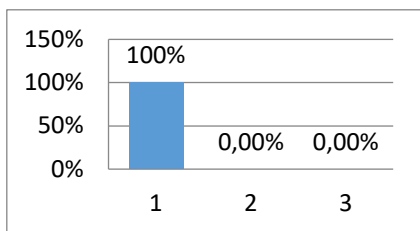
$$p = \frac{\sum x}{n} x 100\%$$

$$p = \frac{0}{71} x 100\% = 0\%$$

Percentage Post-test After Using Audio-visual Media

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Where: 1 = High, 2 = Medium, 3 = Low

## CONCLUSION

Based on the result of the research and discussion, it can be concluded that: (1) The use of audio-visual media in this study was carried out with a pre-test of 5 questions and answers, after which treatment was given to students, and then a post-test was given to students consisting of 5 question and answer items. Based on the results of the pre-test scores and post-test scores, the post-test average was higher than the pre-test by 15.5% after being given treatment. It means that audio-visual media can improve students' speaking ability. (2) After analysing the data, the researchers found that the students' listening ability increased after the researchers used audio-visual media. This is indicated by the data which shows that the post-test average of students (71%) is higher than the pre-test (55.5%). (3) The results of the students' pre-test speaking at MTs Ma'arif Miftahul Huda Lempuyang included in the high score category as many as 16 students or 22.6%, the medium score category as many as 23 students or 32.4%, and the low score category as many as 32 students or equal to 45%, while for the post-test results included in the high score category as much as 100%.

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