# **CHAPTER 1**

**Introduction**

## 1.1 Background of the Study

In our daily life, we cannot be separated from communication. According to A.W. Wijaya (2000:15) “Communication is the delivery of information and understanding from one person to another”. Therefore, in everyday life, communication plays a very important role, because every individual or group interacts with each other. As a social being, social creatures, communication is essential in life. Both in socializing and interacting with other people. If there is no communication, then what will happen in life is disharmony or incompatibility. Indeed, everyone will have different thoughts opinions, but ideas can be put together through communication.

In communication, there must be feedback between the communicator and the communicant. Communication will be successful if in communication mutual understanding arises, that is, if both parties, the sender and the receiver of the information can understand it. According to Mc. Crosky Larson and Knapp (2001) state “Finding the highest level of accuracy in all communication between communicators and communicants is one way to achieve effective communication”. More effective communication occurs when communicators and communicants have similarities in understanding, attitudes, and behavior language.

One of the important matters in communication is language. Language as a means of communication has a prominent part in interacting with people. Language can be used by humans for conveying ideas, thought, desire, feeling, and experience to other. Communication will not be perfect if the language expressed is not accepted or understood by other people. Human need language as a means of communication. Language as a vehicle for communication lead a significant part in people’s life because with language humans can interact and discuss about anything. According to Darjdowidjojo in Susanti (2012) states “The application of language knowledge is connected to language use. The ability to interpret a word or set of sentences has a direct correlation to the depth of one’s language knowledge”. Therefore, it can be concluded that communication and language are two things are important and mutually sustainable.

Language also has many varieties, even in Indonesia, many foreign languages are used by the community. The foreign language that is often used in Indonesia is English. Mastering English in today’s era is an important and necessary thing. Along with the times and progress in the era of globalization, English has entered the Indonesia language era, even English has an equal position with the position of Indonesian.

It is the same thing in the world of education. From the high school to college level, English seems to be something absolute, side by side with the other subject such as Indonesian and mathematics. According to Bramastiwi & Hermayawati (2020) states “Students’ are expected to be able to improve their English language skills according to their current level”. Therefore, students are expected to understand and be able to communicate in English correctly and smoothly. In English there are four competencies that should be mastered namely reading, writing, speaking as well as listening.

According to Nida (1957) in (Putu et al., n.d.) language skills have four components, namely 1) listening skills, 2) speaking skills, 3) reading skills, 4) writing skills. Speaking is one of the four English skills that has a notable role in mastering English because from what the writer sees the main impression that someone often sees in assessing someone’s English ability is how they can communicate fluently and comprehensively. Therefore, not only see to get grades but also see how they can communicate well. Speaking is verbal communication, which is a basic skill that is needed by students. Therefore, by mastering speaking skills students will gradually build their confidence to speak and communication using English as a foreign language with others.

It can be concluded that of the four aspect that exist in English, speaking skills is the most crucial skill to be mastered since speaking English is needed in today’s millennial era. However, there are still a lot of students who have troubles in learning English, especially in the speaking aspect, is the lack of students’ motivation of participate in learning as well as lack of practice in speaking English. According to Megawati & mandarin (2016) their research found that the troubles that are often faced by students in speaking English is the lack of vocabulary of an English word, and also one of the difficulties faced by students in speaking English is their lack of confidence in speaking English.

Therefore, the application of learning media is very important in the learning process. In this case, teacher is also required to create media or appropriate learning methods/media. For that, a teacher must continue to hone their abilities in creating interesting media or learning methods, which actively involving students during the learning process.

When choosing or making learning media and methods they must be made as good and attractive as possible which can take students attracted and spirited in the lessons. Learning media According to Hamalik cited by Musfiqon (2012:32) states “The utilization of learning media in the teaching and learning process can stir want and interest in new, rousing, and excitement of learning exercises and even convey mental impacts toward understudies”. If the choice of learning media is not suitable with the teaching, the learning outcomes will not be attained optimally.

To achieve optimal learning objectives, use learning media which following the learning material and choose effective learning media, therefore, the learning materials can be more easily understood. According to Rusman (2012:62-63) states “Three types of media can be used: Visual media, Audio media, and Audio-Visual media”. One of the media presented is Audio-Visual media. Thus, in this study, the researcher uses one of the learning media to teach English especially to improve English speaking skills, namely Audio-Visual media. Audio-visual is a compound of images and sound in its application. In its applications, the teacher can use film, learning videos, sound slides, and so on. Most importantly, there must be Audio as well as Visual.

According to Ega Rima (2016:51-54) states “This Audio-Visual media can also function as one of the media which able to enhance the quality of teaching-learning”. For this reason, Audio-Visual is also an effective learning media to use in class. According to Sadiman (2012:17-18) states that “The use of appropriate and varied Audio-Visual media could help students/learners overcome their passive attitude, which is one of the functions of Audio-Visual media in the teaching and learning process. In this instance, Audio-Visual media is helpful for generating spirit in learning, allowing students to interact more directly with the real world and their surroundings, and allowing students to learn on their own according to their interests and abilities”. Therefore, from the statement above, in this study, the researcher will use Audio-Visual media in learning English to improve students English speaking skills. The researcher will use learning video or power-point in its application, and the material to be given is about Recount text. There are some previous research about improving students’ English speaking skills with Audio-Visual learning media it is from Evyanto (2018).

## 1.2 Identification of the problems

Based on the background above, English is an international language. Which, it is important to have the ability to speak English in today’s era, and English is also one of the subjects at the school level. Speaking is verbal communication, which is a basic skill that is needed by students. Therefore, by mastering speaking skills students will gradually build their confidence to speak and communicate using English as a foreign language with others.

However, there are considerable number of students who find it hard in learning English, especially in the speaking aspect, is the lack of student’s motivation to participate in learning and lack of practice in speaking English, and also have no confidence to speak English.

Therefore, the use of learning media is very important in the learning process. In this case, the teacher is also required to create media or appropriate learning methods/media. For that, the teacher must continue to hone their abilities in creating interesting media or learning method, which involve students actively in the learning process.

By means of this study, researcher conducts a research regarding the application of Audio-Visual learning media to teach English with the material is about Recount text to students at SMP Negeri 29 Bandung. Then the researcher will see if after the application of this learning media there is an improvement in students speaking English skills.

## 1.3 Limitation of the Problems

From what has been described, several factors affect student’s difficulties in learning English, especially in the speaking aspect. Therefore, there is a need of learning media which can aid students learn English effectively, one it is Audio-Visual media. According to Wina Sanjaya (2010) states that “Audio-Visual media is a type of media, other than contains elements of sound, also contains elements of images that can be seen”. For this reason, the researcher will focus on the implementation of the Audio-Visual learning media in learning English in grade 8th SMP 29 Bandung, especially in the speaking aspect and will see is there any improvement in speaking English after implementing Audio-Visual media, the use of Audio-Visual learning media with the material Recount text.

## 1.4 Research Questions

Based on the background that has been discussed, the focus of the problem in this research is the application/implementation of the Audio-Visual media at SMP 29 Bandung in improving students English speaking skills. So, the research questions are broken down into several question as follows:

1. What is the procedure of applying the Audio-Visual learning media in learning English to 8th grade students at SMP Negeri 29 Bandung?
2. What is the result of applying Audio-Visual learning media in improving students speaking skills at SMP Negeri 29 Bandung?
3. How the students’ respond to Audio-Visual learning media in learning English to improve their speaking skills?

## 1.5 The Objective of the Study

In accordance with the title of this study *“An analysis of the Application of Audio-Visual learning media in Teaching Recount text to Improve Students’ English Speaking Skills (A study towards 8th grade students’ SMP Negeri 29 Bandung academic year 2022/2023)”.* This study aims to:

1. To know in-depth about learning media of teaching English using the Audio-Visual learning media.
2. To find out the result whether Audio-Visual learning media can improve students English speaking skills.
3. To find out how the students respond learning English with Audio-Visual learning media.

## 1.6 Significances of the Study

In this study, it is expected that there will be benefits for the researcher themselves and also for other parties. The following are the benefits of this study:

1. Theoretical benefits

This research can develop knowledge about Audio-Visual learning media, and also the application of Audio-Visual learning media in learning English. It is also expected to be refenced for further research related to Audio-Visual learning media or teaching English.

1. Practical benefits
2. For Writer

For this research, the author hopes that it will add insight into Audio-Visual learning media. And also better understand how to apply this Audio-Visual learning media in learning English to improve speaking skills. The last, it would be a valuable experience for the researcher in completing this scientific work.

1. For University

This research is expected to help universities in developing Audio-Visual learning media. It also hoped, it can be useful for other students to add insight and can also be a source of research.

1. For Society

Through this research, it is hoped that it can help the community in finding solution or finding ways to solve social problems and also helping to increase knowledge. So that, it is wider and can also be used as a direction in carrying out teaching and learning activities. Particulary, in the use of Audio-Visual learning media in English subject to improve speaking skills.

# **CHAPTER II**

**Theoretical Foundation**

In this research, the writer will discuss the theory of study, the definition of media, learning media, and the function of learning media including the advantages and disadvantaged of using learning media. Definition of Audio-Visual learning media, steps of using Audio-Visual media. The purpose of speaking, components of speaking and assessment rubric in speaking.

## Definition of Media

Media is a Latin word and has a plural form or is often referred to as a ‘medium’. Meanwhile, the word media means ‘Intermediary’. In this case, the intermediary in question is the existence of an intermediary between the source of the information/messages (a source) and the presence of the message or information (a receiver). According to Sukiman (2012:29), he states “The media serves as a link between the sender and the receiver of messages”.

Therefore, we often see media in everyday life such as newspaper, online articles, films, televisions, and many more. Over time, media has developed, from paper-based to electronic devices, such as phone, computers, etc. Easy access to media must be used wisely, so as people do not miss out on information.

Media can also be used as a means in the learning process. In this case, the teacher plays an essential part in making effective media for the class. Anitah (2010:5) stated “The media is any individual, material, instrument, or event that can make conditions for understudies to get information, abilities, and conduct of behavior of students”. Therefore, the use of media is growing and can be found everywhere, for example throughout the learning process in the classroom to help students understand the subject matter.

## Learning Media

Learning media is massage technology which can be utilized for learning purposes, and is also a physical and communication tool to present the material. Learning media is utilized to improve quality of education. Thus, learning media can be concluded as the media used in the process of learning. According to Sanaky (2013:3) states that “A tool with functions that can be used to conveyed learning messages is learning media”. Through the use of it, the teaching and learning process will be effective and conducive, also the message conveyed will be easier to understand.

Since, the learning process is also communication, then the learning media can be understood as a communication used in the communication process. Learning media has crucial part as a tool to conduct learning messages. Learning media used in learning will highly aid the learning activity and deliver the information and material of the lesson. According to Munadi (2013:8) states “Learning media can be interpreted as anything that can convey and distribute messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively”.

Learning media can be divided into several types of special classification that are uniformly based on the category or group that houses them. Types of learning media are categorized by Seels and Richey in Arsyad (2016:31) as follows:

1. Print Technology Media

A means of producing or conveying content through a mechanical/photographic printing. Text, graphics, and photographic representations are among the media produced by print technology. Printed and visual materials are the turn of events and utilization of most other educating materials. This technology makes printed copies of materials like textbooks, modules, magazines, band-out, and so on.

1. Audio-Visual Media

Media which produces and conveys material using mechanical or electronic machines to deliver Audio and Visual message. Such as, film projectors, televisions, video, etc.

1. Media Result of Computer-Based

is a way to produce or convey material with the use of microprocessor-based. Several kinds of technology applications for computer-based teaching are generally known as a computer-assisted instruction (teaching with computer assistance).

1. Combined Technology Media

is a way to produce or deliver material which combines several forms of media controlled by a computer. The combination of several of these technologic is considered the most advanced techniques. Like teleconference.

## Function of Learning Media

In choosing or making learning media, it should be by material to be taught, because in using learning media students must get a good impression and also pleasant experience. There are many functions of learning media proposed by experts. One of them is According to Sudjana (2015:6) the function of learning media are:

1. A tool to assist the teacher in understanding the materials used in the classroom. The teacher’s use of the media as an alternative to verbal explanations of teaching resources in this instance.
2. Tools to raise or increase issues for further study and solved by students in the teaching-learning process, at least, teachers can place the media as a source of questions or students learning simulation.
3. Learning resources for students. This means that the media includes material that studied by students both individually and in group.

It can be summarized that the use of learning media is important in the teaching-learning process. Because it can cause students to play an active role in the lesson. Also based on the function, the role of learning media in learning process has a great influence on students understanding.

There is another opinion regarding the function of learning media, which was put forward by Sanjaya (2014).

The function of Learning Media according to Sanjaya (2014):

1. Communication Function *(fungsi komunikasi).* Learning media is utilized to facilitate communication between sender of the message and the receiver.
2. Motivation Function *(fungsi motivasi).* By using learning media, it is hoped that students can be more motivated in learning. Thus, the development of learning media does not only contain elements of not only artistic but also makes it easier for students to learn the subject matter, so that, they can improve their students’ passion for learning.
3. Meaningfulness Function *(fungsi kebermaknaan).* By the use of media, learning not only improve additional in the form of data and facts as an aspect of the development of the low cognitive state but can enhace students’ ability to analyze and create as aspects of higher stages. Even more, it can improve aspects of attitude and skills.
4. Perception Conveying Function *(fungsi penyampaian persepsi).* By the use of learning media, it is expected to equate the perception of each student’s, so that, each students’ has the same view of the information presented.
5. Individuality Function *(fungsi individual).* The utilization of learning media serves to serve the needs of every individual who has an interest and different learning styles.

## 2.4 Audio-Visual Media

### **2.4.1. Audio Media**

Audio media is an auditive communication medium that dominates human life, as is the case with teaching activities, from elementary school to college level, the use of audio media communication is widely used compared to other communication activities. Audio media are all types of media related with hearing ability, because audio media related to hearing the message to be delivered is expressed into auditive, both verbal and non-verbal.

According to Sadiman, et al (2009:49) they state “Audio media is a mechanism for passing on the message that will be conveyed as auditive images, both verbal (into words or communicated in language) or non-verbal”. For examples audio cassettes, and radio. Audio media is media that has message in auditive form that can excite students’ thought, feeling, concern, and abilities to learn teaching materials.

### **2.4.2. Visual Media**

Visual media is visual communication media that is displayed in the form of sketches, pictures, photos, diagrams, tables, torsos and other visual objects which are original or replicated. Furthermore, visual media can make it easier to comprehend difficult information. According to Sumantri and Permana (2011) they explained that “Visual media are media that can be captured by the sense of sight”. One way to present concrete objects, to assist teachers in the process of explaining learning materials is to use visual media such as pictures, torsos, or other visual science teaching aids.

Koesnandar (2003:77) said about how to explain the material by the use of media which is to present picture, photo, film and video of the object. This method will greatly assist the teacher in explaining the material. In addition, to saving words, time and explanations will be easier for students to comprehend, interesting, arouse interest in learning, eliminate misunderstanding, and convey information more consistently.

The advantages of using visual media are overcoming the limitation of the experience that students have can instill the right concepts, and can increase the attractiveness and attention of students. This visual media allows for direct understanding between students and the material being studied. Visual media is the most commonly used media in the learning process.

Visual media can be easily understood and enjoyed everywhere. Its concrete nature makes visual media more realistic to show the subject. This visual media can overcome the boundaries of space and time. To facilitate the achievement of predetermined learning objectives. Using visual media will help develop students’ creativity and activities in understanding the material.

### **2.4.3. Audio-Visual Media**

Audio-Visual media is a medium for distributing messaged by using the sense of both hearing and sight. According to Sanjaya (2010:172) states that “Media that contain elements with viewable images, like video recording, slides sounds, etc., are known as Audio-Visual media”. Audio-Visual media is a medium or the use of material and its absorption through sight and hearing to build conditions which can allow students to acquire knowledge, skill, and attitude.

According to Rusman (2012:63) he explained “Audio-Visual media namely media is a combination of Audio and Visual or can be called viewing-listening media”. Example of Audio-Visual media is a video program/education television, video/television instructional, and sound slide program or learning video. In the process, the use of Audio-Visual media can be effective, because with the use Audio-Visual media in the learning process, students can see and also hear directly what the material is being taught. The information that can be given through this media can be verbal and non-verbal form, that depend on both sight and hearing. The use of Audio-Visual learning media is one of the variety of media that shows the elements of sound and images simultaneously integrated when conveying information and messages.

From the explanation, it can be assumed up that Audio-Visual media is the media that can be seen and heard. What is inside the media is combined images and sound element that can help the teacher explain the material to students to achieve indicators.

The role of the media will not work of it is used by following the content of the teaching objectives that have been made. According to Hujair AH (2013:123) video media as learning media have the following characteristics:

1. Moving pictures are accompanied by sound elements.
2. It can be used for remote schooling and
3. It has a slow-motion device to slow down process or events that are taking place.

The aim of teaching should be as a reference base using media. If ignores, then the media is no longer a teaching aid, but an obstacle to achieve objective efficiently and effectively.

### **2.4.4. The types of Audio-Visual media**

Every learning media, there has its type. That is what distinguishes learning media from other learning media. According to Syaiful Bahri Djamarah and Aswan Zain (2007:124) Audio-Visual divided into 2, namely:

1. Silent Audio-Visual *(audio-visual diam)* that is the medium show sound and pictures like frames (sound slide).
2. Motion Audio-Visual *(audio-visual gerak)* is a medium that can display elements of sound and motion pictures like movies, videos or learning media.

According to Atoel in Poernomo et al, (2014:5) Audio-Visual media has several advantages, the following are the advantages of Audio-Visual media:

1. Clarify the presentation of the message so that it is not too verbalized (in the form of words, written and oral).
2. Overcome limitations of space, time and sense, like objects that are too big are replaced with pictures, frame, films or models.
3. Audio-Visual media can play a part in tutorial learning.

The benefits of using Audio-Visual media in teaching can be recorded and the content of the message can be used repeatedly, consistently, the program can be edited as desired, making the learning atmosphere more stable, and can develop students’ appreciation and imagination skills for the thing that are being presented. The purpose of using Audio-Visual media is to provide a more interesting explanation, so that, this learning media can set understanding to students and then learning runs optimally.

### **2.4.5. Audio-Visual Media (Video)**

In this study, researcher chose learning videos to be shown to students. One type of Audio-Visual learning media is learning video. According to Arsyar (2004:36) states “Video is a collection of sound-accompanied movies that are assembled into a plot and stored as part of the media storage process. It contains messages about learning achievement goals”. Therefore, video is one type of Audio-Visual media that can describe and object that moves along with natural sounds or appropriate sounds. Because in video, especially learning video, students can see and also hear about what is being said.

### **2.4.6. The function Audio-Visual learning media**

In general, the function of Audio-Visual learning media is almost the same as the function of learning media with different forms. According to Levie and Lentz (1982) mention that there are four function of learning media, attentional function, effective function, cognitive function, and compensatory function:

1. The function of attention is the main, to attract and direct students’ attention to concentrate on lesson related to the meaning of the Audio-Visual presented or accompanying the text of the subject matter. Often at the beginning of the lesson students are not interested in the subject matter or the subject is one of the lessons they do not like, thus, they do not pay attention.
2. The effective function of Audio-Visual media can be seen from the extent students’ joy (excitement) when they read illustrated texts and listening to audio. Visual and Audio image or symbol can evoke students for example information regarding social or racial issue.
3. The cognitive function of Audio-Visual media can be seen from research’s finding which reveal that visual symbol, image and audio facilitate the achievement of goals to understand and remember information or messages that are the subject of discussion.
4. The compensatory function of learning media can be seen from the result of research that Audio-Visual media that help context for understanding texts students who are weak in reading to organize information in texts and audio.

In other words, learning media provides to assist students who are weak and slow to take and understand the material presented with text and audio, the function of Audio-Visual media is also expressed by Arsyar (2011:29-35), Audio-Visual media have some functions described as follows:

1. Audio-Visual media as a learning resource, this media plays a role as a source of learning for students.
2. Semantic function, through the media, can supplement to the treasury word or term.
3. Manipulative function, is the capability of an object or event in various ways, based on condition, situation, goal and objective.
4. The fixative function is the ability of Audio-Visual media to catch, store, and re-display objects and past events.
5. The distribute function. That in one use of material, objects or events can be followed by large of numbers students.
6. Psychological function, Audio-Visual media has various functions such as attentional, effective, cognitive, imaginative, and motivational functions.
7. Socio-culture function, the utilization of Audio-Visual media can surmount the socio-culture barriers between students.

### **2.4.7. Steps in Using Audio-Visual Media**

According to Basuki and Farida (1992:78) there are three main steps in the procedure for using learning media that need to be followed. There are: a. preparation, b. implementation, and c. follow-up. Below are the steps for using Audio-Visual media. The media are learning video from YouTube and the subject is English and described as following:

1. The preparation consists of:

Learn, set up, and make sure that the tool works, and

Condition students to watch the learning video or power-point carefully.

1. The implementation consists of:
2. Train students to observe and noted the important material from the video.
3. Question and answer about the video
4. Ask the students to tell the about video briefly, and
5. Explain more about the subject material.
6. Follow-up consists of:
7. Ask students for discussion, and
8. Ask students to report the result of the discussion and the other students respond to it.

From the description above, it can be concluded that the steps of using Audio-Visual media have three steps, there are preparation, implementation and follow-up.

## 2.5 Speaking

Speaking is a productive ability, speaking cannot be parted from listening. When we speak, we create a meaningful text. In communication, we can find speaker, listener and message, and feedback. This matter means, speaking is a way of communicate that can affects someone’s life.

Speaking is an oral language skill that is functional in people’s daily life. How come, because with talking we can obtain and deliver information. But, for Indonesian, speaking English fluently is formidable challenge since we don’t use English as the language of everyday communication.

According to Ramlannarie (2011:88) states that “Speaking is a thinking and reasoning, so that the conversation someone can be accepted and understood well by other or listeners”. Speaking has closely related to the skills site. Both are one unified unity. Improving the ability to speak English requires consistent of practice. Listening is one way that can be done to improve English speaking skills. According to Brown (2000:275) in (Elipudin et al., 2019) states “When students practice speaking, they need to think about three things, one of which is language processing. Students’ have to be able to cultivate language in minds and arrange it in a coherent way, so that it comes out in a way that can be understood and convey the intended meaning. Students should be aware when interacting with one another that good speaking also requires a lot of listening. Knowing how others feel and how they linguistically take turns or let others do it is important. In the interaction of catching data, understudied likewise need to deal with data that others tell, the more it takes to process the less real they are as moment correspondence”.

### **2.5.1. Type of Speaking**

Brown (2004) stated, several basic types of speaking as in the following taxonomy:

1. Imitative. At one of the continuums of types of speaking performance is the ability to simply re-imitate (imitate) a word or phrase or possibly a sentence. While this level of spoken production is purely phonetic, a number of prosodic, lexical, and grammatical traits of language can be counted in the performance if the criteria.
2. Intensive. The production of short stretches of oral language planned to demonstrate competency in a small band of grammatical, phrasal, lexical, or phonological relation.
3. Responsive. Responsive contain interaction and test comprehension but a finite level of really short conversation. Standard greeting and small talks, simple request and comment. This is type of short reply to teacher or student-initiated question or comment, giving instruction and direction. Those replies are normally adequate and meaningful.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the goal of exchanging certain information or interpersonal exchanges which have the objective of preserving social relation.
5. Extensive (monologue). comprehensive oral production task includes speech, oral representation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out together.

## 2.6 The Components of Speaking

According to Harris (1996) in (Des et al., 2021) speaking is a complex skill which need several different skills to be used simultaneously which frequently develops at different rates. According to his theory, the speaking component includes pronunciation, grammar, vocabulary, fluency and comprehension. Each component will be explained below:

1. Pronunciation

Richards and Schmidt (2010) stated pronunciation is the way sounds are produced. different with articulation, which refers to the actual production of speech sound in the mouth pronunciation stresses more the way sounds are perceived by the listener.

1. Grammar

Crytal (20080 stated, grammar is a central term linguistic, but one which covers a wide range of phenomena, used both in maa nouns and count nouns sense as (‘grammar in general’ and ‘a grammar in particular’).

1. Vocabulary

According to Hewings (1990) simple activity that you can see normaly to help students to enhance pronunciation while learning or revising vocabulary. Vocabulary is the proper diction used in communication. Without enough vocabulary, people cannot communicate effectively or express their idea. Narrow range of vocabulary is also a block which hinder students in learning languages.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, researcher concluded that without mastering vocabulary sufficiently English learners will not be able to speak English or write English properly.

1. Fluency

According to Richards and Schmidt (2010) Fluency is the element which gives the characteristic of being natural and normal, including pausing, rhythm, intonation, stress rate of speaking and use of interjection and interruption.

1. Comprehension

Comprehension is the identification of the intended of meaning of communication, either written or spoken. This way is active in drawing information both form the message (bottom-up processing) and the background context and purpose or intention of the listener and the speaker (top-down).

Based on the explanation above, it can be summed up that in speaking there are important part that must be considered, because in speaking these components are important in improving English speaking skills.

## Speaking Proficiency Scale (Oller) (Noput, 2009)

1. Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on topics very familiar to them, within the scope of their very limited language experience can understand simple questions and statements.
2. Able to satisfy routine social demands and limited work requirement. Can handle with confidence but not with facility most social situations including introduction and casual conversations about current events as well as work, family and autobiographical information.
3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular, interest and special fields of competence with reasonable ease, comprehension is quite complete for a normal rate of speech, vocabulary is broad enough that rarely has to grope for a word, accent may be obviously foreign, control of grammar good, errors never interfere with understanding and rarely disturb the native speaker.
4. Able to use the language fluently and accurately on all levels normally pertinent to professionals needs. Can understand and participate in any conversation within their range of experience with a high degree of fluency and precision of vocabulary would rarely be take a native speaker but can respond appropriately, even in unfamiliar situations, errors of pronunciation and grammar quite rare, can handle informal interpreting form and into the language.
5. Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that their speech on all levels is fully accepted by educated native speakers in all of its features, including breath of vocabulary and idiom, colloquialisms, and pertinent cultural references.

There is other opinion regarding the components of the speaking ability assessment. The speaking assessment components needs to consider components from the side or the other components. This opinion is expressed by Enrich. According to Enrich (2005:2-18) must pay attention to several things such as 1. Contact eyes, 2. Speak a little loud to be heard 3. Speak not too quickly, 4. Pronounce each word clearly, 5. Get rid of the habit of being talkative. Enrich (2005:3) states that “Eye contact can or allows can directly read the listening mind, because the eyes are the windows to the heart”.

There are three ways practical use eye contact. These three things namely 1. Look them right in the eye, 2. Eye contact with a group pf people, and 3. Speak through the eyes. Furthermore, speaking well should pay attention to sound volume. Speaking must be heard by the interlocutor who is most far from the speaker, but those close to the speaker do not feel noisy. Apart from these two things, don’t talk too fast.

Another term for this speed of speech is the tempo speech. Good speaking is 130 to 165 words per minute (kpm) Enrich (2005:14). To avoid misunderstanding between the speaker and the interlocuter (listener), the speaker must be able to pronounce each word clearly and get rid of lazy habits. In addition to the aspect mentioned above, the assessment of speaking ability also must pay attention to aspects of body language.

Budiman (2010:84) argues that “Body language is non-verbal communication”. Besides the body language is the tone of the speakers’ speech. More Budiman explains the benefits of body language. Body language has three main benefits, namely 1. Consciously replacing words, 2. Reinforcing words, and 3. Indicating a certain mood or attitude. Aspect of speaking ability will be used as a rubric for assessing speaking skills.

## The Problem in Speaking Skill

As discussed in the previous chapter. English has four skills that must be mastered, namely writing, reading, speaking and listening. The ability to speak English is something that needs to be mastered especially in the current era, but indeed mastering speaking in English is not an easy thing. Consistent practice is required.

Brown (2001:270) describes specially some cases that make speaking difficult. The cases of difficult are as follows:

1. Clustering
2. Redundancy
3. Reduced forms
4. Performance variable
5. Colloquial language
6. Rate of delivery
7. Stress rhythm, and intonation
8. Interaction

## Techniques of Teaching Speaking

Harmer in Tarigan (1990:13) write that when teaching speaking or producing skills, we can apply three major stages, those are:

1. Introducing new language
2. Practice
3. Communicative activities

When introducing a new language, the teacher should find out the genre of the text, which is meaningful. In this stage, the teacher can ask students to pronounce the unfamiliar words and find out the meaning of the expression used in the text. Other things used for teaching speaking:

1. Information gap by using pictures or video
2. By using photographs
3. By using song
4. By using a mysterious thing
5. The educational drama covers miming, role play, the empty chair and simulation.

## Recount Text

Recount text is a text which retells events or experience in the past. According to Pardiyono (2017) state “Recount text is a type of text that tells the reader about something that has happened or retells past events”. Because the stories/events that are written things that happened in the past, the tenses used are Simple past tense. Another opinion, according to Anderson & Anderson (1997:48) states “Recount text aims to provide an overview to reader about an event that occurred according to the time and place of the incident which is focused on events that are written sequentially”. It can be concluded that Recount text is a text that explain about story or events in the past.

### **2.10.1. Type of Recount Text**

According to Emilia, dkk (2008:16) there are three types of recount text, namely 1. Personal recount, retelling an experience in which the author has been directly involved, 2. Factual recount, recounting events or incidents such as newspaper, accident reports and 3. Imaginative recount, telling imaginative roles and connecting imaginary events. In general, there are four types of Recount Text, namely:

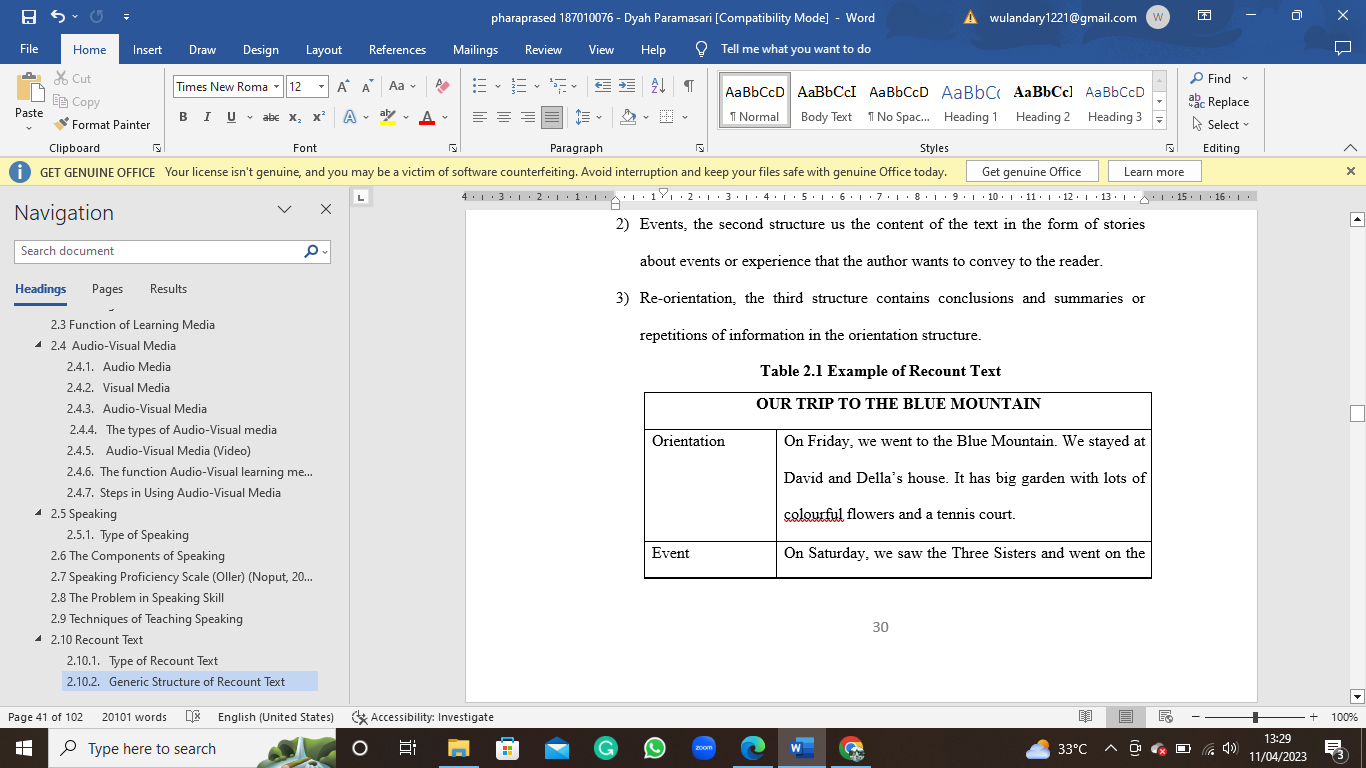
1. Personal Recount. Personal recount text is one type of the text that aims to tell about the author’s personal experience. Personal recount text is the most common type that is often found in recount.
2. Factual Recount. Factual recount is a story to present reports related to events that occurred based on facts.
3. Imaginative Recount. Imaginative recount is a text that usually used by someone as a story of an imaginative event experience by someone. For example, a recount text that tells the author’s experience about the fantasy their got from a dream.
4. Historical Recount. Historical recount is a form of recount text whose contents tell historical events. In essence, this text is a historical story in English.

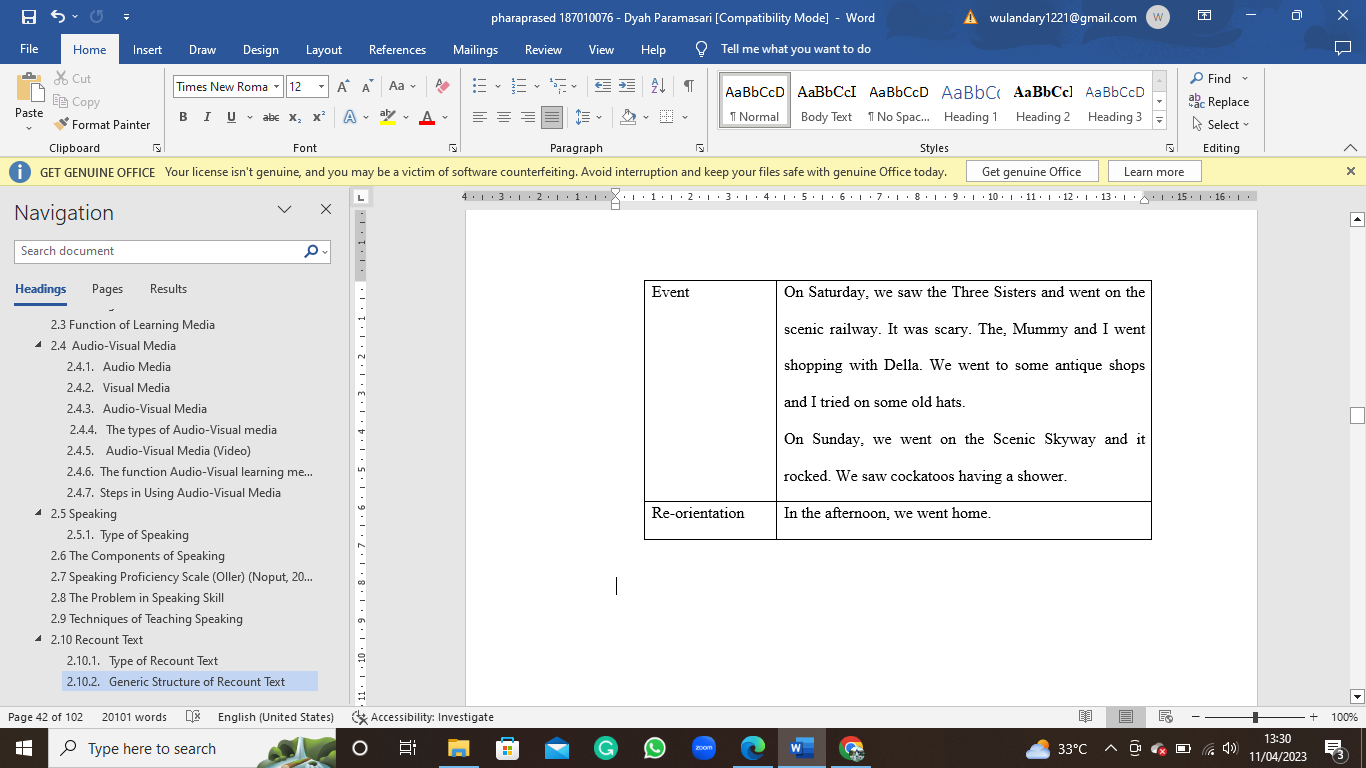
### **2.10.2. Generic Structure of Recount Text**

Recount text has three main structure or generic structure as follows:

1. Orientation, the first structure that contains information about the character, the place of the incident, when the incident took place and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader in order to understand the storyline.
2. Events, the second structure us the content of the text in the form of stories about events or experience that the author wants to convey to the reader.
3. Re-orientation, the third structure contains conclusions and summaries or repetitions of information in the orientation structure.

**Table 2.1 Example of Recount Text**





# **CHAPTER III**

**Research Method**

In this chapter, the researcher will discuss about research methodology of this study, research design, research method, procedures of data collection which contain observation, pre-test and post-test and interview, and also techniques of analyzing data which contain data from observation, pre-test and post-test and data from interview, and the last is population and sample.

## 3.1. Research Design

This research is conducted to find out about the improvement of students English speaking using Audio-Visual learning media. In this research, good planning is needed, so that, the research can run smoothly, following the desired goals, and also systematically. Research design is needed to find out what will be done during the research process. According to Nazir (2014:84) he states that “Research design is all the processes needed in planning and implementing research”. This research is entitled *“An analysis of the Application of the Audio-Visual media in Improving students English speaking skill at SMP 29 Bandung”* and the writer uses mix method as the research method. This study was divided into three stages:

1. Preparation (Planning)

During the research process, the first step is planning, the researcher will first discuss with the English teacher what material will be given and also explain the research design and also discuss which class to be used. The writer and the teacher also discuss about the lesson planning that will be used. The writer will also determine when the research will be conducted, the discussion with the subject teacher about the learning video will be used, and also the writer will prepare the instrument that will be used to support the research process.

1. Implementation

The second is implementation. In its application, the writer and teacher will give a pre-test to students before using Audio-Visual learning media or before the learning process started and the teacher provides the material, to see students’ initial ability to speak English. After giving the pre-test, the researcher prepares videos that will be implemented or given to students in class to teaching English as learning media, especially to improve students speaking skills. The researcher teaching English with Audio-Visual learning media starting from opening, main activities, to closing. While the Audio-Visual learning media is implemented in class, here the researcher also observes the condition or the behavior of students and classes while the teaching and learning process is in progress. And in the last meeting, the researcher gave a post-test to find out if there is an improvement in speaking English or not. In addition, researcher also conducted interviews with students to find out their opinion or their responded about the application of Audio-Visual media in learning English to improve their speaking skills.

1. Reporting

After the research process is completed, the last step is the writer collects all the data that has been obtained and analyze it. And then the data analysis became a report.

## 3.2. Research Method

A good research must have a research method. It is needed in order to achieve the desired and maximum goals of a research. According to Sugiyono (2013:2), he states “The research method is basically a scientific way to get data with a specific purpose and function”. Therefore, the research method is an important aspect of research because it is to see how researcher will get the desired data. Based on the title of the study, the researcher will use a mix method as a research method. The researcher will use a Mix method with a pre-test and post-test of the experimental group with quantitative and qualitative data.

According to Creswell (2014:302), “Mix method research is a research approaches that combines qualitative research and quantitative research”. Mix method research focuses on collecting analyzing, mixing qualitative and quantitative data in one or a series of studies. Whereas, according to Sugiyono’s opinion in (2011:404), he states that the combined research method (Mix method) is a research method that are combines or integrate quantitative methods and qualitative methods to be used together in a research activity. In order to obtain comprehensive, valid, reliable, and objective data.

Meanwhile, qualitative research seeks to understand a phenomenon by descriptive elaboration in a natural distingtive context. It also allows researchers to work more than one data collection method, such as observations and interviews, Maulana (2015: 55).

## 3.3. Procedure of Data collection

In this stage, the researcher will collect the data needed to answer research question and also complete the research. Those data are the procedure of the application Audio-Visual learning media, the test result from pre-test and post-test, and then the students’ opinion or responded about using Audio-Visual media in teaching English to improve students speaking skills. In this study, the researcher took the 8th grade students of SMP 29 Bandung.

### **3.3.1. Observation**

Observation means observing. The purpose of observation is to find out how the learning process uses Audio-visual learning media, whether the teacher applies the steps of using Audio-Visual media appropriately. According to Sugiyono (2018:299), he states that observation is a techniques of data collection that has specific characteristic when compared to other techniques. Observation in this study, is to make direct observation in the field to find out how the learning process uses Audio-Visual median and also to see if the teacher applies the steps in using Audio-Visual media correctly. The researcher also observe about how the condition and mood of students in the class during the learning process. While in the observation process, the researcher makes a table or sheet to find out the activities that occur during the learning process which was in accordance with the existing lesson plan.

**Table 3.1: The Instrument of Teacher’s Activities**

|  |
| --- |
| 1. **Learning Activities** |
| **Pre-Learning (Opening)** |
| * Teacher greets students and followed by praying * Teacher checks the attendance of students in class * Teacher motivates the students * Teacher conveys the objective and benefits of learning the topic to be taught * The teacher conveys an outline of the scope of the material and the steps of learning |
| **Main Activity** |
| **Observing**   * Teacher explains the material through *PowerPoint* and learning videos about meaning of Recount text, the structure of the text and its linguistic elements * Teacher introduces an example of a Recount text paragraph about an event or experience that occurred in the past briefly * Students read some simple recount texts in the form of activities/events/events that happened in the past. * Teacher asks students to observe and write in the book about the important things contained in the learning video   **Questioning**   * Teacher gives space for students to ask questions about Recount text * Students answer the questions given by the teacher   **Associating**   * Discussing Recount text  1. Meaning of Recount text 2. Example of Recount text  * Students can distinguish the characteristics of Recount text with other text   **Experimenting**   * Teacher asks students to remember about an event or experience that happened in the past for them to use as a theme in making short paragraphs of Recount text * The teacher reinforces the learning material with a model * Teacher gives an example of a paragraph about Recount text based on events or experiences that happened in the past   **Communicating**   * Students are asked to make a short paragraph about personal experiences (personal recount) in the past using the structure of the text and the use of appropriate tense * Teacher asks students to present the result of their work by reading the paragraph in front of the teacher |
| **Closing Activity** |
| * Teacher and students reflect on today’s learning experiences and conclude the material that has been learned * Teacher conveys/give assignments to students who are delivered directly at the end of the lesson * Teacher presents the lesson plan at the next meeting and prays |

**Table 3.2: The Instrument of Student’s Activities**

|  |  |  |
| --- | --- | --- |
| **Activities** | **Fulfilled** | **Unfulfilled** |
| The students focus on listening and pay attention to the video that is showed. |  |  |
| Students are active in the class during the learning process. |  |  |
| The students are active to ask about the material to the teacher. |  |  |
| Students can understand the material being taught. |  |  |
| Conducive and controlled class conditions during learning process. |  |  |

### **3.3.2. Pre-test and Post-test (Speaking test)**

Pre-test is a preliminary test that is carried out before starting a lesson or before a learning topic is explained. In this test, the researcher will know in advance how far the students English speaking skills ability before using Audio-Visual media. This test is to know the initial ability of students speaking skills. Then, post-test is a test given to the students after getting the treatment which is after learning process is complete. The purpose of the post-test is to determine the success of the learning process and to see students’ mastery of the material that has been taught by the teacher. Therefore, the questions or the tasks given is the same as the questions given in the pre-test, so the teacher can compare the two to get data whether there is an improvement in students’ mastery of the material or not and also see whether there is an improvement in speaking English.

The writer has explained in the chapter II about aspect of speaking, there are pronunciation, grammar, vocabulary, fluency and comprehension. Therefore, the writer will use the test indicators based on those aspect.

**Table 3.3 The Indicator of Speaking Test**

**Rokhayani & Cahyo (2015)**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **SPEAKING COMPONENTS** | **INDICATOR** | **POINTS** |
|  | **Pronunciation** | 1. Students have few traces of foreign accent 2. Students always intelligent, though one is conscious of define accent 3. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. 4. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat 5. Students have pronunciation problem severe as to make speech virtually unintelligible | 5  4  3  2  1 |
|  | **Grammar** | 1. Students make a few noticeable errors of grammar word order 2. Students occasionally make grammatical error which or not, however obscure meaning 3. Students make frequent errors of grammar and word order, which occasionally obscure meaning 4. Students have grammar and word errors make comprehension difficult 5. Students have errors in grammar and word order so severe as to make speech virtually unintelligible | 5  4  3  2  1 |
|  | **Vocabulary** | 1. Students’ use of vocabulary and idioms is virtually that of native speaker 2. Sometimes, students use inappropriate terms or must rephrase idea because of lexical inadequacies. 3. Students frequently are wrong conversation somewhat limited because of in adequate vocabulary 4. Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult 5. Students have limitation vocabulary so extreme as to make conversation virtually | 5  4  3  2  1 |
|  | **Fluency** | 1. Students have speech as fluent and effortless as that native speaker 2. Students have speed of speech seems to be a affected by language problem 3. Students have speed and fluently rather strongly 4. Students usually hesitant often force in to silence by language limitation 5. Students have speech is as halting and fragmentary as to make conversation virtually impossible | 5  4  3  2  1 |
|  | **Comprehension** | 1. Students appear to understand everything without difficult 2. Students understand nearly everything at normal speed, although occasionally repetition may be necessary 3. Students understand most what is said at slower than normal speed with repetitio 4. Students have great difficulty following what is said. Can only social conversation spoke slowly 5. Students cannot say to understand even simple conversational English | 5  4  3  2  1 |

Based on the assessment above, the researcher measured the students’ speaking ability when learning using Audio-Visual media. To describe the value, the researcher uses the following assessment criteria:

**Table 3.4 Criteria of Speaking Assessment**

|  |  |  |
| --- | --- | --- |
| **No** | **Category** | **Score** |
|  | **Very good** | **85-100** |
|  | **Good** | **70-84** |
|  | **Enough** | **55-69** |
|  | **Less** | **0-54** |

In this research, the writer analyses the data by using statistical method. To find out the students’ individual score, the writer uses a formula as follows:

Students score = correct answer

X 100

Total number of questions

Therefore, the students will be faced with learning videos about recount text and also examples. After that, they made a recount text based on what they had seen and heard, after that they explain the recount text that had been made to the researcher using English.

### **3.3.3 Interview**

Interview is conducted by two or more people, with one being the interviewer or the one asking the question and the other being the respondent or answering the question. The interview data is obtained through question and answer. According to Sugiyono (2016:317), he states that interview is used as a data collection technique to find problem that must be investigated and also if researcher wants to know things from respondents more deeply.

Therefore, this study will interview students to see their response to learning using Audio-Visual learning media and also to find out if there any difficulties encountered during learning English using Audio-Visual media to improve English speaking skills.

**Table 3.5 The Instrument of Interview**

|  |  |
| --- | --- |
|  | How do you usually learn English in class? |
|  | What do you think after taking English lessons using Audio-Visual learning media? |
|  | Which do you prefer, learning English using Audio-Visual media or without Audio-Visual media? |
|  | So far, the learning videos shown are in accordance with the learning materials? |
|  | In your opinion, what kind of learning videos are suitable to be used in the English learning process and can help you improve your speaking skills? |
|  | What do you feel after joining the class using Audio-Visual learning media? |
|  | Are there any difficulties you face when learning English using Audio-Visual media? |

## 3.4 Technique of Analyzing Data

The data analysis technique is carried out in accordance the scientific procedure of qualitative and quantitative (Mix method). According to Sugiyono (2012:335), suggest that data analysis is the process of systematically, searching and compiling data obtained from interviews, field notes, and documentation. This is conducted to see is their response or their opinion learning English using Audio-Visual learning media and also to see is there any difficulties faced by students in speak in English and to see is there any improvement in speaking ability students using Audio-Visual media.

Data obtained in this research, consist of qualitative data and quantitative data. Quantitative data is from test (Pre-test and Post-test) to find out whether there is any improvement in students’ speaking skills using Audio-Visual media. Qualitative data generated from the result of interviews, observation, and also description about result test (Pre-test and Post-test) by using sentences. For the data analysis technique, to analyzing data from observation and interview, the researcher uses the interactive model by Miles and Huberman (1984):

1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing on the important things, looking for the themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier to draw conclusion. Therefore, data derived from observation, speaking test and interview the writer will select what is important and the main thing, so that the data presented is data that is relevant to the research questions.

1. Data Display

The next step is Data display. By displaying the data, it will be easier to compile various information that has been obtained and previously selected. In qualitative data presentation can be done in the form of a brief description but can also be in the form of graphs, matrices, networks and charts.

1. Conclusion Drawing/Verification

The third step is the conclusion drawing. In this step, it is to write down new findings that have ever existed before. Findings can be in the form of a description of an object that was previously still vague so that after research becomes clearer, and can be in the form of a casual or interactive relationship, hypothesis or theory.

### **3.4.1. Data from Observation**

The data of the observation is obtained from teacher activities during the lesson, especially in using Audio-Visual learning media for recount text material, there are three steps in applying Audio-Visual learning media which are compatible with the theory in second chapter. Observation data also obtained from student attitudes or behavior during class and also during the learning process using Audio-Visual media takes place.

### **3.4.2. Data from Pre-test and Post-test (Speaking test)**

Data from speaking test is by comparing the students’ pre-test and post-test result. The researcher will compare the result of students’ pre-test and post-test then the test result will be transformed into description. The result will be divided by total number of students and then multiple with a maximum result of 100. After that the number will be listed when the calculation is done. The post-test result as the final results is adding up the pre-test and post-test result as a whole and the start counting according to the formula. The students score of correct answer will calculated using the formula from Hadi (2003:272):

Explanation:

M = Mean

= Individual Score

N = Number of sample

And then, the researcher will compare the score of the students in the pre-test and post-test to find out whether or not there is an improvement in speaking skill from the pre-test and post-test. The researcher uses the formula:

The calculation of the pre-test and post-test

Explanation:

P = Total percentage students’ improvement

y1 = The result of Post-test

y = The result of Pre-test

100% = The maximum result

The result of the percentage both of the test as the final result to know the students’ percentage or improvement in speaking skill after learning English using Audio-Visual media.

**Steps in Using Audio-Visual Media**

According to Basuki and Farida (1992:78) there are three main steps in the procedure for using learning media that need to be followed. There are: a. preparation, b. implementation, and c. follow-up. Below are the steps for using Audio-Visual media. The media are learning video from YouTube and the subject is English and described as following:

1. The preparation consists of:
2. Learn, set up, and make sure that the tool works, and
3. Condition students to watch the learning video or power-point carefully.
4. The implementation consists of:
5. Train students to observe and noted the important material from the video.
6. Question and answer about the video
7. Ask the students to tell the about video briefly, and
8. Explain more about the subject material.
9. Follow-up consists of:
10. Ask students for discussion, and
11. Ask students to report the result of the discussion and the other students respond to it.

From the description above, it can be concluded that the steps of using Audio-Visual media have three steps, there are preparation, implementation and follow-up.

### **3.4.3. Data from Interviews**

Data from interview is data about students’ responses or opinion about using Audio-Visual media in teaching English to improve their ability of speaking. The researcher will collect interview data that has been obtained from interviews with students, after that the results will be made graphic which will make it easier to make conclusion.

## 3.5 Population and Sample

### **3.5.1. Population**

Population is a object of the research. According to Sugiyono (2017:215), states “Population is the area of generalization consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusion drawn”. Therefore, in this study, researcher determine all the 8th grade students of junior high school in SMP 29 Bandung academic year 2022/2023 as a population by consisting this school have satisfy facilities to make a research.

### **3.5.2. Sample**

Sample is a part of population. According to Yatim Riyanto (2001:64), states “The sample is part of the population, the type of sample taken must reflect the population”. Therefore, sample in this research is a part of population, it is all the students in class VIII-B which amount to 32 students in SMP 29 Bandung.