

STIMULATING STUDENTS' VOCABULARY AND GRAMMAR IN SPEAKING USING AUDIO-VIDEO AND PICTURE

Herdinata Febria^{1*}, Muhimatul Ifadah², Siti Aimah³
University of Muhammadiyah Semarang
Indonesia
febriaherdinata@gmail.com

Abstract

The difficulty of junior school students in expressing ideas, thoughts, opinions, or feelings into spoken language, is the background of the study. The objective of the study are to find out whether there is significant achievement on students' speaking taught using audio-video and picture, and to describe the significant difference of speaking components between the students' taught using audio-video and picture. By applying quantitative approach through experimental study, 60 students of grade VIII SMP Muhammadiyah 03 Semarang were taken as the sample. To get qualitative data, questionnaire was delivered for those students. The result of the study showed that from five aspects in speaking assessment; pronoun, grammar, vocabulary, fluency, and comprehension, the increasing of vocabulary and grammar showed the highest level, followed by comprehension. Meanwhile, the students' fluency in speaking did not provide significant enhancement, only 0.4 percent. From the questionnaire, the students delivered that their enthusiasm was positively supported by the use of media; however, the media was also aside their boredom in the learning process. From the study, it was suggested to the teacher to find appropriate theme and topic, related to the students' age to help students learning in comfort way.

Keywords: speaking skill, audio-video, picture

Introduction

Speaking is one of important parts in learning English. Rahmawati (2015, p. 1) mentions that speaking is one of the language skills that should be mastered by language learners. This skill is not an easy thing because there are some language components as tools to master it. The components are grammar, vocabularies, spelling, pronunciation, and fluency. Therefore, one will be considered skilful in speaking when they are able to use those components needed to share ideas, feelings, and thoughts.

Gert and Hans (2008, p. 207) said that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver processing the statements in order to recognize their intentions. As stated by Efrizal (2012, p. 127) speaking is one way to communicate which ideas and a message orally. To enable students to communicate, we need to apply language in real communication.

However, there are some factors which causing speaking difficulties. Based on the pre observation in SMP Muhammadiyah 03 Semarang, students had difficulties to speak in English. They were worried about making mistakes, an anxiety to be criticized, and also the timid in speaking practice. The students had low motivation to express their opinion or comment about something. Only several participants could take at a time because of large classes and the tendency of some learners to dominate while other spoke very little or not at all. They were getting used to speak Javanese and Indonesian than English. Learners who shared the same mother tongue tended to use it because it was easier and because they felt less exposed if they spoke in their mother tongue. However, the students were also lack of vocabulary, so they couldn't speak English in longer time. In fact, the students had good ideas but they had difficulties in delivering their opinion.

Based on those conditions, the researcher thinks about how to make the class to be more communicative and



attractive. In fact, the use of various media to support the teaching and learning process of speaking is important. One of the media that can be used is audio-video and picture.

According to Harmer (2007, p. 282) suggests why audio-video can add special, extra dimension to the learning experiences. By using video as learning media, students do not just hear the language. They can see gestures, expressions, and other visual clues which convey general meaning. On the other hand, Peskova (2008, p. 8) stated pictures draw learners' attention, whether in books or while listening a lecture. Texts accompanied by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures. That is why, teaching speaking through audio-video and picture is expected to be useful for effective and joyful learning, and a study need to be conducted in SMP Muhammadiyah 03 Semarang.

Audio-video and picture can also give positive effects on the students' interest on motivation in studying English as well as to increase their speaking skill. By using audio-video and picture, the students can drive meaningful contexts for language that is being learned.

Methodology

The researcher used true experimental research. It used pre-test and post-test design as mentioned by Suharsimi (2013, p.125) stated that the design of the experiment can be described as follows:

Table 1. Design of the Experiment

Experimental group	O ₁	X ₁	O ₂
Control Group	O ₁	X ₂	O ₂

- O₁ = pre-test
- X₁ = treatment on the experiment group
- X₂ = treatment on the control group
- O₂ = post-test

The subjects of the study are VIII F as the control class, VIII G as the experimental class and VIII D as the try out class, and the independent variable was the use of audio-video and picture as a learning

model for teaching. The dependent variable of this research was the ability of students in English speaking skill.

The instruments are the test, questionnaire and documentation. In conducting the research, the following procedures in the study was done.

1. Developing proposal and research instruments.
2. Determining the population. The population of the study was eighth grade students SMP Muhammadiyah 03 Semarang in the Academic Year 2016/2017. They were VIII A until VIII H that consisted of 30 students in each class. Total of the population was 240 students.
3. Determining the sample using random sampling techniques. The researcher discussed with the teacher to choose the sample. It was using random sampling technique.
4. Determining the experimental class and control class. The researcher chooses VIII F as the control class, VIII G as the experimental class and VIII E as the try out class.
5. Applying learning using audio-video in the experimental class and picture in the control class.
6. Providing the same test on the experimental class and control class, the test previously tested in the trial class.
7. Giving the questionnaire to students.
8. Analyzing the research data by using appropriate statistical analysis.
9. Developing and report the research results

Findings and Discussion

The result of analysis of reliability showed that value r_{table} with $\alpha = 5\%$ and $N = 30$ was 0.361. Known that r was 0.615, so $r > r_{table}$. So the instrument on the test was reliable in the research.

Based on the results above, it was obtained that $r_{x,y} = 0.662$, then it was compared with r_{table} with $N = 30$ at level of significance was $\alpha = 5\%$ was obtained $r_{table} = 0.361$. Because the results of $r_{arithmetical} >$



r_{table} , so the question which tested was valid to be used in the research.

Based on the result of difficulty level above, it was got $P_{1=}$ 0.8333. It meant that the level of difficulty was in the interval 0.71 – 1.00. Then, the question of try out included the criteria of difficulty level was easy.

In the pre-test, the mean of the experimental class was 54.83 and the control class was 53.83. Meanwhile, the post-test of the experimental class 78.33 and the post-test of the control group was 73.67. The result of the experimental class's post-test was higher than the control class' post-test. To make the significance is clearer, the researcher presented the table of the pre-tests and post-tests of the control class and the experimental class as follow,

Table 1. The Achievement on Students' Speaking Skill Using Audio-Video and Picture

	Group	N	Mean
Value	experimental	3	78.33
		0	
	control	3	73.67
		0	

Based on table, the experimental class had mean of 78.33 and the control class had mean of 73.67. The meaning was $Mean \mu_1 > \mu_2$ (78.33 > 73.67). Based on the result of the above conclusions, the experimental class showed the higher result than the control class.

According to Harmer (2007, p. 343) the components for speaking are (1) grammar, (2) vocabulary, (3) pronunciation, (4) fluency and (5) comprehension, and this analysis aimed to know how the influence of the to speaking components between the student's taught audio – video and picture.

Table 2. The Result of Speaking Components between Students' Taught Audio – Video and Picture

Comp	Control Class			Experiment Class		
	Pre	Post	Enhancement	Pre	Post	Enhancement
1	2.2	2.9	0.7	2.3	3.0	0.7

2	1.4	2.5	1.1	1.4	3.0	1.6
3	2.2	3.3	1.1	2.4	3.8	1.4
4	2.2	2.5	0.3	1.9	2.6	0.7
5	2.2	2.5	0.3	2.6	3.8	1.2

The table showed that teaching speaking taught picture can improve students speaking components are grammar and vocabulary. But, in the teaching that taught audio-video can improve students components in grammar, vocabulary and comprehension. It meant the audio-video more give impact to students' speaking skill.

The last is questionnaire analysis. The result showed that audio-video give advantages to stimulated students speaking skill in learning English. It showed that the average result was 4.2. It meant that it had very good category of questionnaire.

Conclusion

The result of students speaking taught using audio-video in experiment class showed higher achievement than in the control class.

Teaching speaking taught picture can improve students speaking component such as grammar and vocabulary. Meanwhile, teaching speaking audio-video can improve students components in grammar, vocabulary and comprehension. Both of them give positive impact to the students' speaking skill.

The media helped teacher in learning English but it also depend on the teachers' strategy. If teacher only use media without various treatments, it will be useless or it will not give positive impact for the students. So, the media will be useful when it is combined with the various strategies from teacher.

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