

***The Effect Of Using Audio Visual Media On The Speaking Skills
Of Students At SD Negeri 11 Leang-Leang
Bantimurung District Kabupaten Maros***

Titin Nurjayanti

Elementary School Teacher Education Study Program FIP UNM

Email: ¹titinnurjayanti8@gmail.com

²wkarmila73@unm.ac.id

³ap_nurfaizah@yahoo.com

Abstract : This research is a research that uses a quantitative approach with the type of experimental research which aims to find out (1) The description of the use of audio-visual media on the speaking skills of third grade students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency, (2) The description of students' speaking skills after using audio-visual media in class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency, (3) The effect of the use of audio-visual media on the speaking skills of grade III students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency. The independent variable in this study is the use of audio-visual media, while the dependent variable is the result of students' speaking skills. This study uses the type of research One Group Pretest-Posttest Design. The population in this study were 23 students of class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency in the academic year 2020-2021. Determination of the sample in this study using non-probability sampling, purposive sampling. Data collection techniques in research are tests, observation and documentation. Data were collected from giving speaking skills test and then analyzed by descriptive statistics and inferential statistics using the paired sample T-Test with the help of SPSS 22.0 calculations. The results of the research that have been carried out, it can be concluded that: (1) The description of the use of audio-visual media on students' speaking skills is seen based on the observation sheet, from the learning stages observed at each meeting the learning process seems to increase through the activities of students and teachers, (2) The description of the results of students' speaking skills after using audio-visual media is more improved. This is evidenced by the posttest average score of students in the very good category while the pretest scores are in the poor category, (3) There is a significant effect of the use of audio-visual media on students' speaking skills. This is because the probability value of $t_{count} > t_{table}$ ($55.631 > 2.074$), with a significance value of 0.000 is smaller than the significance level of 0.05 ($0.000 < 0.05$).

Keywords : Audio Visual Learning Media, Students, Speaking Skills

Human life in the modern era and using technology as it is today requires quality human resources. One of the quality of human resources can be obtained from the learning process, namely through education. Education is a very important need in human life. With education, humans have good knowledge and experience in living their lives. In addition, education is a community effort to prepare future generations to have noble values and inherit a dignified national culture. These noble values can be integrated in students with character education so that they can improve the quality and quality of the nation's future education.

State laws in Indonesia in the field of education can be used as guidelines in the implementation process. Republic of Indonesia Law No. 20 of 2003 Article 3 (2003, p. 6) concerning the National Education System (Sisdiknas) in Indonesia states that "National education functions to develop capabilities and shape the character and civilization of the nation, aiming at developing the potential of students to become human beings who believe in God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen ". Based on Law No.20 of 2003, it is very clear that the purpose of education in Indonesia is to shape the character and personality of students with noble values so that they become human beings who have noble, knowledgeable, and become responsible and democratic citizens. Thus it becomes a common task, especially schools in realizing these national education goals.

Education is closely related to learning and learning activities. Learning is an activity carried out by a person in a planned manner to increase the amount of knowledge and skills. Many skills are learned by students in elementary school, one of which is language skills. The language skills are listening skills, speaking skills, reading skills and writing skills.

Speaking skills are the ability to speak words to express thoughts, ideas and feelings (Kadang, 2020). Speaking skills are very important because they are used in everyday life to communicate. In addition to communicating, it also aims to influence

other people with the intention of what is being discussed can be accepted by the other person.

Language skills are skills that have an important role in the world of education. Language has a central role in the intellectual, social, and emotional development of students which is a supporter of success in learning all fields of study. Speaking skills must be immediately mastered by students in elementary schools, because speaking skills are directly related to the entire student learning process. Students who are not able to speak well and are unable to express the sounds of the language they hear will have difficulty in participating in learning activities for all lesson content. Students will find it difficult to find ideas in the form of speech. As a result, students' learning progress will be slow when compared to other students who do not have difficulty in speaking skills.

Based on the results of communication carried out on October 26, 2020 with teachers at SD Negeri 11 Leang-leang Maros, class III tends to experience difficulty in speaking skills, because students are not given the opportunity to speak, only given the text of the conversation then the conversation is read in front of their friends without being given guided directions. In line with the report of Blasselly et.al., (Mauli. 2013) the situation of Indonesian language learning in Indonesia today. Indonesian language learning in schools tends to be very theoretical and not related to the environment in which students are located. As a result, students are not able to apply the material they learn in everyday life, students only seem to memorize conversational texts not through guided guidance on language patterns. Students also have not dared to ask questions, refute and inform their ideas and ideas related to learning. This is because the teacher only provides text without implementing guided and free conversation. In addition, there is no stimulus that can help students speak.

There are many ways to overcome the problems above, for example by applying learning methods according to the material, choosing appropriate approaches and learning techniques and can also use learning media, be it visual media, audio media, or audio visual media. One way to attract students' attention and

interest in learning is to use audio-visual media. According to Sanjaya (2012) the use of audiovisual media in learning is very possible to improve the expected thinking skills. Audio visual media is media that contains messages that can display images and sounds that can stimulate students' thoughts, feelings, and progress so that the teaching and learning process occurs.

The use of audio-visual media in speaking skills is expected to arouse students' curiosity and interest and motivate them to learn. This audiovisual media is also expected to make it easier for students to understand the material and information presented. Through audio-visual media in the form of video shows, it is hoped that students can understand or master the vocabulary presented in the video material, students can understand the structure of speaking presented in the video, so that the difficulties or obstacles faced by students in speaking can be overcome. This is confirmed by the relevant research conducted by Susanto, Dwi in his thesis entitled "Use of Visual Media (Video Shows) to Improve Arabic Speaking Skills for Class VIII Students of SMP IT Rhahadatus Salaam Sleman Yogyakarta". The results showed that the implementation of learning to speak Arabic using audiovisual media went according to plan and had increased. In addition, Utaminigrum, Septiana in the thesis entitled *The Effect of Audiovisual Media on the Story Listening Skills of Fifth Grade Elementary School Students in Pandak District, Kab. Bantul Yogyakarta*. The results of this study indicate that there is a significant effect of the use of audiovisual media on the effectiveness of learning listening skills to the stories of fifth grade elementary school students in Pandak Bantul District, Yogyakarta.

Based on this description, the researcher is interested in conducting a study entitled: "The Influence of the Use of Audio Visual Media on the Speaking Skills of Students at SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency".

Audio-visual media consists of the words audio (hear) and visual (view). Audio visual media is a combination or collaboration of audio and visual media. According to Pribadi (2017) "video media are classified as audio-visual media that are able to display messages and information through images and sound elements that are delivered simultaneously" (p. 138). Personal (2017) stated that the video medium as a learning tool can be used to improve abilities in the cognitive, affective, and psychomotor aspects of its use. Speaking skills are mechanistic skills. The more you practice, the more mastered and skilled a person will be in speaking. No one is immediately skilled at speaking without going through the training process of Kundharu and Slamet (2012). According to Iskandarwassid (2011, p. 241) "speaking skills are skills to reproduce the flow of the articulation sound system to convey desires, needs, feelings, and desires to others". Based on the description, it can be

concluded that speaking skills are someone's skills to convey wishes or desires, feelings, ideas or ideas to others orally. Speaking skills, of course, cannot be directly mastered by someone. Speaking skills require mastery of good vocabulary as well as courage and confidence in expressing sentences. Apart from this, the speaker must speak clearly and precisely, in speaking of course there are factors that influence a person to speak skillfully. According to Mudini (2009) there are two factors that support speaking skills, namely: 1) The linguistic factor is the accuracy of pronunciation, the placement of pressure / tone / intonation, pronunciation, choice of words, and accuracy of speech arrangement. 2) Non-linguistic factors include speaking attitude, eye view, willingness to respect opinions, gestures and expressions, loudness of voice, fluency, confidence, mastery of topics and understanding of themes. This study only takes several aspects of linguistic and non-linguistic factors to be used as indicators in assessing speaking skills. As for the indicators, namely 1) self-confidence, 2) pronunciation, 3) word choice, 4) understanding of the theme and 5) expression.

METHOD

This study uses a quantitative approach. The type of research used is experimental research. The type of experimental research used is Pre Experimental Design. The research design used in this study was the One group pretest-posttest design. This study did not use a comparison class but had used an initial test so that the magnitude of the effect or influence of using audio-visual media could be known with certainty. In this study, there was only one group that functioned as a control group (before being given treatment) and an experimental group (after being given treatment). In simple terms, the research design used can be described as follows:

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

Source : Sugiyono (2016)

Information :

- O1 : Initial test (pretest) before the treatment is given.
- X : Treatment (Treatment) using audio-visual media.
- O2 : The final test (posttest) after the treatment was given.

The population of this study was the third grade students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency, totaling 23 students. The sampling technique used in this research is the Non Probability Sampling technique with purposive sampling technique which is done to draw samples from the population to determine the placement of the sample in this study. The number of third grade students at SD Negeri 11 Leang-Leang, Maros Regency, amounted to 23 students. Learning was carried out for three meetings, at the first meeting a pretest was given, the second meeting was given action or treatment, and the third meeting was given a posttest.

The techniques used in collecting data in this study are essay tests that have been validated before being used to conduct research, as well as observations in the learning process, and documentation in the data collection process. Experimental research was conducted with the aim of knowing whether there was a difference between students' speaking skills at the pretest before using audio visual video media and students' speaking skills at the posttest, namely the final test that had previously used audio visual video learning media. In carrying out this research, several instruments are needed, namely the lesson plan (RPP), the pretest and posttest questions, and the observation sheet.

The data analysis technique used in this research is descriptive statistical analysis and inferential statistical analysis. Descriptive data analysis was carried out with the aim of describing the results of the speaking skills of third grade students of SD Negeri Leang-Leang, Bantimurung District, Maros Regency through the results of the pretest and posttest. The students' speaking skill data includes the average value (mean), the middle data (median), mode (mode), standard deviation, variance (variance), range, lowest value (minimum), highest value (maximum), and total number. (sum). The pretest and posttest data were processed in the Statistical Package for Social Science (SPSS) version 22 system. Then, inferential statistical analysis was performed. Inferential statistical analysis was used to test the research hypothesis by

using t-test with different data. To test the research hypothesis, prerequisite analysis tests were first carried out, namely normality test and hypothesis testing where all data were processed in the Statistical Package for Social Science (SPSS) version 22 system. Normality test is a statistical test carried out to determine whether the sample data is normally distributed or not. The hypothesis test used is the Paired Sample T-Test. This test is used to compare the difference in the mean of two paired samples with the assumption that the data is normally distributed. This analysis also aims to compare the differences in the results of students' speaking skills before and after being given treatment. The hypothesis test is used to find out the answer, namely the presence or absence of influence by using the Paired Sample T-Test test.

RESULTS AND DISCUSSION

The research was carried out in class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency, starting from November 2, 2020 - November 9, 2020. The population in this study amounted to 23 students. In selecting samples using purposive sampling technique. The subjects in this study were 8 students and 15 students. The study was conducted for approximately 2 weeks starting from the pretest (initial test). At the next meeting, the learning process was carried out for 2 meetings, meeting 2 and meeting 3 were given treatment or learning was carried out using audio visual media. The last meeting was given a posttest (final test) to find out whether there were differences in students' speaking skills before and after being given treatment in the form of learning using audio-visual media.

An overview of the use of audio visual media on the speaking skills of third grade students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency

The implementation of the learning process with the theme of Praja Muda Karana, the sub-theme I like to work was carried out for 4 meetings, namely meeting 1 giving pretest (initial test). Meeting 2 and 3 was giving treatment in the form of using audio visual media in the learning process. The pretest is given to measure the students'

initial ability in speaking skills before applying the treatment, while the posttest is done to measure the students' final ability in speaking skills after being given a treatment.

The activities of students and teachers during the learning process using audio visual video media can be seen through the observation sheet of student and teacher activities. Based on the results of the observation sheets conducted on students and teachers, it can be concluded that the learning process carried out by students before using audio-visual video media and after using audio-visual video media has increased. The increase in the acquisition of student activities from the percentage of meeting 1 to meeting 2 was 59.37% to 92.18%. As well as on teacher activities in the learning process improvement. The increase in the acquisition of teacher activities from the percentage of meeting 1 to meeting 2, namely as much as 76.25% to 93.75%. This achievement has not been said to be perfect because there are several aspects in the observation sheet that were not carried out due to the situation and conditions. However, based on the results of student and teacher observations, it shows that in the learning process using audio-visual media there is an increase in both students and teachers.

Description of Student Speaking Skills after using audio-visual media in class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency

Students' speaking skills using audio visual video learning media in class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency have increased. This is evidenced by the results of the pre-test and post-test that have been carried out. The results of the preliminary test (pretest) that was carried out on November 2, 2020 showed that the average (mean) was 35.43 and the standard deviation was 8.779. Based on what has been done, it can be concluded that the pretest results are in the unfavorable category, this can be seen based on the average value (mean) of students'

speaking skills amounting to 35.43. The frequency distribution of the students' speaking skills pretest results can be seen in the following table :

Distribution of Frequency and Percentage of Students' Speaking Skills Pretest Categories

No	Score	Category	Frequency	Percentage
1	81% - 100%	Very Good	-	
2	61% - 80%	Good	-	
3	41% - 60%	Pretty Good	4	17,30%
4	21% - 40%	Not Good	19	82,50%
5	<20%	Not Verry Good	-	
Amount			23	100%

Source : *IBM SPSS Statistics Version 22*

Based on the frequency table, it is known that in the pretest results there are 19 students in the poor category with a percentage of 82.50%, 4 students are in a fairly good category with a percentage of 17.30%. Meanwhile, the results of the posttest conducted on November 9, 2020, showed that the mean (mean) was 81.78 and the standard deviation was 10.401. The frequency distribution of students' speaking skills pretest results can be seen in the following table :

Distribution of Frequency and Percentage of Students' Speaking Skills Posttest Categories

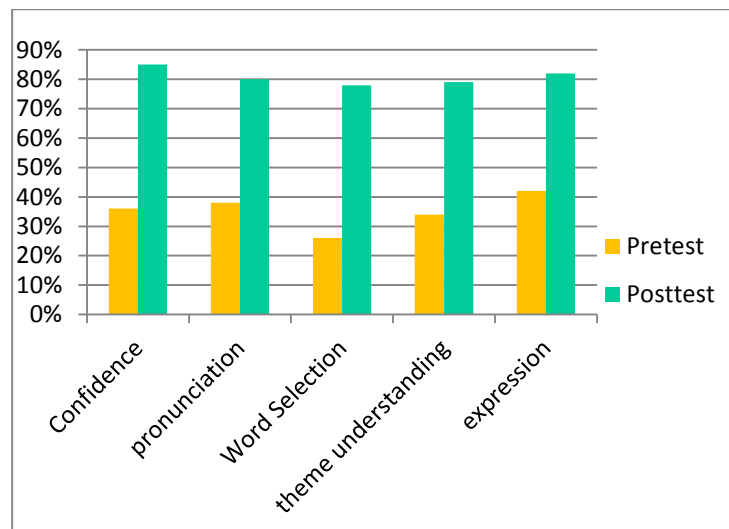
No	Score	Category	Frequency	Percentage
1	81% - 100%	Very Good	9	39,00%
2	61% - 80%	Good	14	60,80%
3	41% - 60%	Pretty Good	-	
4	21% - 40%	Not Good	-	
5	<20%	Not Verry Good	-	
Amount			23	100%

Source: *IBM SPSS Statistics Version 22*

Based on the table above, it is known that the number of students who get good category scores in speaking skills is 14 people with a percentage of 60.80%. Meanwhile, the number of students who got the very good category was 9 people with a percentage of 39.00%. Based on the results of the descriptive analysis that has

been done, it can be concluded that the posttest results are in the very good category, this can be seen based on the average value (mean) of students' speaking skills amounting to 81.78.

The improvement of students' speaking skills can also be seen from the average percentage results of the pretest and posttest speaking skills indicators presented in the form of a histogram graph as follows:



Graph of Average Percentage of Average Pretest and Posttest Results on Students' Speaking Skills Indicators.

Based on the graph above, the average percentage of students' speaking skill indicator pretest results is still low, the average is below 50%. While the average percentage of the posttest results indicators of students' speaking skills began to increase, it can be seen that the posttest results crossed the 50% percentage line. The students' speaking skills on the posttest were better than the students' speaking skills on the pretest. Also seen based on the indicators of students' speaking skills, the average percentage of the indicators on the posttest results was higher than the average percentage at the pretest.

The Influence of Using Audio Visual Media on the Speaking Skills of Class III Students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency

The effect of using audio-visual media on students' speaking skills can be seen through the results of inferential statistical analysis. The results of inferential statistical analysis are intended to answer the research hypothesis with a significant level of 0.05. Before performing inferential statistical analysis, a normality test was first performed. Normality test was conducted to determine whether the pretest and posttest data were normally distributed or not. The normality test used in this study is Kolmogrov-Smirnov with processing using the IBM SPSS Statistics Version 22 program. Data is said to be normally distributed if the probability value at the Kolmogrov-Smirnov test output is greater than the specified value, namely 5% (0.05).

Pretest and Posttest Data Normality Test Results

Data	Probability Value	Information
<i>Pretest</i>	0,096	$0,096 > 0,05 = \text{normal}$
<i>Posttest</i>	0,058	$0,058 > 0,05 = \text{normal}$

Source: *IBM SPSS Statistics Version 22*

Based on these data, it shows that the data from the pretest and posttest are normally distributed. It can be seen from the results of the normality test on both data that the probability value is greater than 0.05. It can be concluded that the data are normally distributed. Furthermore, hypothesis testing is carried out.

Hypothesis testing is done by using the paired sample T-Test to determine whether there is a difference between the pretest and posttest students' speaking skills. From the results of hypothesis testing using the paired sample T-Test, it was found that there was a difference between the pretest and posttest. This shows that when audio visual video media is used when giving treatment in the learning process it will affect students' speaking skills so that there is a difference between pretest before using audio visual media and posttest after using audio visual media.

Based on the inferential statistical analysis test, namely the normality test, it shows that there is a significant effect on students' understanding of the fraction concept after using audio-visual media in the learning process. The results of hypothesis testing are carried out in two ways, namely comparing t-table and t-count and comparing probability values. Statistical results using the paired sample T-test that has been carried out through SPSS Statistical Version 22 obtained the value of ttable with $df(22) = 2,074$ while tcount of student test results is 55,631, tcount $(55,631) > ttable (2,074)$ so that H_0 is rejected and H_a is accepted. Meanwhile, by comparing the probability value of the pretest results, namely 0.096 and posttest, namely 0.058. So that the pretest probability value is $0.096 < 0.05$ and posttest $0.058 < 0.05$, which means that H_0 is rejected and H_a is accepted. So, when the audio visual video media is used in the learning process on the plan material and the cardinal directions, there are differences in students' speaking skills after using audio visual media (posttest) and before using audio visual media (pretest). So, based on the results of research that has been done that the use of audio-visual media on students' speaking skills, it can be concluded that there is an effect of using audio-visual media on the speaking skills of third grade students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS :

Based on the results of the research conducted, several things can be concluded, among others :

1. The description of the use of audio-visual media on the speaking skills of students in class III SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency can be seen from the learning process. The process of learning or giving treatment is carried out and observed by the observer using the width of the observation. The results obtained from the observation sheet indicate that there is an increase in the activities carried out by teachers and those carried out by

students. Each meeting experienced an increase from the effective category to the very effective category.

2. The description of the students' speaking skills after using audio-visual media is increasing. This is evidenced by the average posttest score of students in the very good category while the pretest score is in the poor category. It is also seen based on the speaking skill indicator, the average percentage of the indicators on the posttest results is higher than the average percentage on the pretest results.
3. There is a significant effect of using audio-visual media on the speaking skills of third grade students of SD Negeri 11 Leang-Leang, Bantimurung District, Maros Regency. This is because the probability value of $t_{count} > t_{table}$ ($55.631 > 2.074$), with a significance value of 0.000 is smaller than the 0.05 significance level ($0.000 < 0.05$).

SUGGESTIONS

1. For Principals, give appreciation to teachers who use audio-visual media in learning to improve students' speaking skills.
2. Teachers can apply the use of audio-visual media as an alternative to improve students' speaking skills.
3. For students, they can follow the learning process more actively, enthusiastically in the learning process.
4. For other research, it can be used as a reference in conducting research and can apply the use of audio-visual media.

Bibliography

Iskandarwassidi, & Sunendar, D. (2011). *Strategi Pembelajaran Bahasa*. Bandung: PT. Remaja Rosdakarya.

Kadang, Eva. (2020). *Kajian Bahasa Indonesia di Sekolah Dasar*. Makassar: Garis Khatulistiwa.

Kundharu Saddhono & Slamet. (2012). *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi)*. Bandung: Karya Putra Darwati.B

Mudini, Salamat Purba. (2009). *Pembelajaran Berbicara*. Jakarta: Pusat

Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional.

Mauli, Geri Valdi. (2013). Kefektifan Metode Tongkat Berestafet Dalam Menceritakan Tokoh Idola Pada Pembelajaran Berbicara. Bandung. Universitas Pendidikan Indonesia. *Jurnal repository.upi.edu*.

Pribadi, Benny A. (2017). *Media & Teknologi dalam Pembelajaran*. Jakarta: PT. Balebat Dedikasi Prima.

Sanjaya, w. (2012). *Media Komunikasi Pembelajaran*. Jakarta: Kencana.

Sugiono. (2016). *Metodologi Penelitian Pendidikan*. Bandung: Alfa Beta.

Universitas Negeri Makassar. (2019). Pedoman Penulisan Tugas Akhir Mahasiswa Universitas Negeri Makassar.