
THE USE OF AUDIO-VISUAL MEDIA IN SPEAKING ABILITY OF ENGLISH SPEAKING CLUB STUDENS AT STMIK ROYAL KISARAN

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Abstract: Audio-visual media is a method to produce or deliver the materials by using mechanical and electronic machines to present audio-visual messages. Teaching through audio visual media is clearly characterized by the use of hardware during learning such as television, tape recorder, and wide visual projector. In this English speaking learning using video media, infocus, and laptop. The material is given in the form of overall English. The researcher presented several films about English and the English Speaking Club for Students students were very passionate and responded positively so that they were able to speak in English by communicating entirely in English. They are also more interactive in speaking English. The students' speaking ability got the progress so significant and can improve their speaking skill in English.

Keywords: Audio-visual, video media, infocus

Abstrak: Media audio-visual adalah metode untuk menghasilkan atau mengirimkan materi dengan menggunakan mesin mekanik dan elektronik untuk menyajikan pesan audio-visual. Mengajar melalui media audio visual jelas ditandai dengan penggunaan perangkat keras selama pembelajaran seperti televisi, tape recorder, dan proyektor visual lebar. Dalam pembelajaran berbahasa Inggris ini menggunakan media video, infocus, dan laptop. Materi diberikan dalam bentuk bahasa Inggris secara keseluruhan. Peneliti mempersembahkan beberapa film tentang Bahasa Inggris dan Klub Bicara Bahasa Inggris untuk Siswa. Para siswa sangat bersemangat dan merespons secara positif sehingga mereka dapat berbicara dalam bahasa Inggris dengan berkomunikasi sepenuhnya dalam bahasa Inggris. mereka juga lebih interaktif dalam berbicara bahasa Inggris. Kemampuan berbicara siswa mendapatkan kemajuan yang sangat signifikan dan dapat meningkatkan keterampilan berbicara mereka dalam bahasa Inggris.

Kata kunci: Audio-visual, video media, infocus

INTRODUCTION

English is one of many international languages besides French, Arabic, Japanese, Chinese, and many others. In English, speaking is one of four basic skills which is focused on the conversation or communication in using the language. Language is a means to

communicate among many people in the society English is always used in an international conference or meeting. So the English is so important in all sectors of our lives.

Raharjo (1989) states that a media is a device of messages which the source will be continued to the target or the receiver's messages, the accepted

materials are instructional message and the target is to get the target of learning process. According to Sadiman and friends stated that media is a facility which is used to explain something so that by facility, the target will be able to be achieved. Audio-visual media is a facility or means which consists of two parts, namely audio and visual. It contains video which is processed by electronic pictures and then it is turned on by a tool which is called video player.

There are many media which can be used in teaching-learning process, either manual not electronical media) or electronical media. Not electronical media are such as whiteboard, marker, eraser, handout (modul), and many more in the teaching-learning process. besides that there is electronical media, such as computer, language laboratory, movie, OHP, Infocus and many more.

From the explanation above, the researcher is interested in choosing the students of STMIK Royal Kisaran as the objective of research especially in English Speaking Club for the Students of STMIK Reoyal Kisaran. The specific skill analysis is about speaking. The students are given the materials by using the audio-visual media.

Thornbury (2005:20) has stated in his book that speaking was an interactive real-time activity to express our ideas to interact with others that is unplanned and just continues based on the situation. Here, real-time activities becomes important in teaching speaking because people usually speak in the real situation. For that reason, the teaching of speaking tends to use the activities that consist of real situations. Fulcher (2003: 23) also stated that speaking was.

the verbal use of language and to communicate with others.

According to Ronald Anderson (1994) that in video media there are advantages and disadvantages, namely: The advantages of video media: 1. it can be used for classical or individual. 2. It can be used immediately. 3. It is used repeatedly. 4. It can present material physically unable to talk into class. 5. it can present objects that are hazardous. 6. It can present objects in detail. 7. It does not require a dark room. 8. It can be slowed down and accelerated. 9. It is presenting images and sounds. Then there are some Weakness of video media: 1. It is difficult to be revised. 2. It's relatively expensive. 3. Requires special skills.

METHOD

In this research, the used method is descriptive qualitative. This descriptive qualitative is done by survey and observation. This research uses survey research design. Margono (2005) stated that the definition of a survey research method is a critical observation / investigation to obtain clear and good information on a particular problem and within a particular area. Where this research on its purpose aims to achieve generalizations and also to make predictions.

Framework is a basic conceptual arrangement that is used to solve or handle a complex problem. The research framework is the framework of this research can be seen in Figure below.

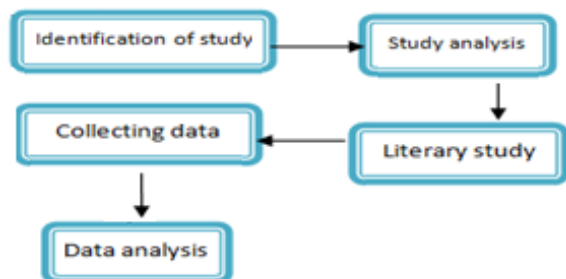


Figure 1: framework of method research

The problem identified in this study is whether the use of audio-visual learning in English can develop the ability of students of English Study Club at STMIK Royal Kisaran especially in speaking skill. Then the next step is problem analysis which is a step to be able to understand the problem that has been determined by its scope or limitations. By analyzing the predetermined problem, it is expected that the problem can be well understood. The problem in this study is whether the students of the STMIK Royal Kisaran especially in the English Students Speaking Club which have been able to develop their English speaking skills so that they are able to speak and communicate English. To achieve the objectives to be determined, it is necessary to learn some of the literature used. Then the literature is selected to determine which literature will be used in the study.

Data collection used in making this study consists of 2 (two) types, namely:

- a. Library Research; the study was conducted by studying books, journals, articles and references related to the use of the internet as a learning resource.
- b. Field Research; the research conducted with observations directly to the field, to obtain data and information relating

to the problem being studied. To complete and clarify the data needed, research is conducted by using questionnaires on the parties directly related so that the data obtained is complete and accurate.

ANALYSIS

After treatment and collection of research data, researchers found that learning or teaching and learning process is essentially a communication process that is delivering messages from message sources through certain channels or media to message recipients (Sadiman and friends. 1984: 11). As a communication process, the level of success in the teaching and learning process depends on the elements related to the media. The teaching and learning process is equipped with media and materials or sources that can be trusted, then the misunderstanding of information on students can be reduced as small as possible. This means that by using media material that is informed to students can be accepted, absorbed understood and attached to a longer memory.

The subjects who participated were as many as 20 students. Because of the many reasons given by other students when they were advised to take part in an activity called the English Speaking Club for Students. Each subject who had been treated against them, they gave a very satisfying response to the activity. There are questions from the quiziner:

- 1. How does English learning use video / LCD media?
- 2. What is the material presented on LCD / Video media ?.
- 3. Are you satisfied in using the video media/LCD to learning-teaching process of English?

4. Does the Video Media / LCD make the learning more interactively & why?
5. Is the material on the video media not boring & give the reason?
6. Do you think learning with LCD / Video media more creatively and why?

The questionnaire forms have been made in the form of questionnaires and questionnaires have been entered into groups from their answers. They only chose four clusters of the questionnaire, namely: Very Good, Good, Enough, Not Good. The researcher had done the research and collect the data after observing the subject of the study.

From the results of the questionnaire above, 20 (twenty) students who took the activity in the extra-curricular activities of the English Speaking Club for Students gave very good answers and good learning media using audio-visual especially video that was displayed on LCD in front of the class. They are very good at responding to learning media such as those used when students learn English in the English Speaking Club for Students. It was evident from the results of the questionnaire that had been distributed to students who participate in the activity. None of the students answered or filled out enough or not good (bad) answers.

After the researcher took the questionnaires and reviewed the very positive results, researcher was also still curious about their reasons why they responded to the questionnaire very well. Then the researcher also asks about the reason for the answers that have been filled in from the same six questions as written above and the researcher only adds the word why did you choose the answer? The following are the reasons for students of the English Speaking Club

for Students who were successful researchers saw.

1. Reasons for the number one question "Learning English using video / LCD media" that researchers concluded, namely:
 - a. They have been studying English from grade 3 to 6 elementary schools and from junior high school to high school have never used video media that was aired on LCD (Infocus).
 - b. They feel very happy with the learning of English by using audio-visual media which they have never gotten anywhere, only in learning in the English Speaking Club for Students).
 - c. They feel happy because this is the first time they have learned English with audio-visual media like this.
2. Reasons for question number two "material presented in LCD / Video media" which was successfully concluded by researchers, namely:
 - a. The material provided in the form of the video is very good because the material is very simple conversation material.
 - b. The material provided in the form of video is very good because the English conversation is very easy and the conversation is not difficult to understand by looking at the videos.
 - c. The material provided in the form of video is very good because for those who are beginners in English, the material of the very reality they see directly and not only limited to theories.
3. Reasons - reason of question number three "Learning English using video / LCD media" which was successfully concluded by researchers, namely:

- a. Learning English using video / LCD media is good and very good because usually they learn English only learn it from books and that.
 - b. Learning English using video / LCD media is good because this is just the name of learning English by using technology according to the times.
4. Reasons for question number four "Media Video / LCD makes learning more interactive" which researchers concluded, namely:
- a. Media Video / LCD makes learning more interactive because with the presence of video media and displayed via LCD, instructors (lecturers) can interact directly with their students so that students must answer the questions that arise when the video is finished airing.
 - b. Media Video / LCD makes learning more interactive because students can also provide opinions about the stories in the video by alternating one by one from each student per \ and the English Speaking Club for Students.
 - c. Media Video / LCD makes learning more interactive because they can directly interact with the instructor (lecturer) concerned who is teaching in front of the class.
5. Reasons for questions number five and six "LCD learning / videos are more creative and the material displayed on LCD / video is not boring" which researchers concluded, namely:
- a. LCD learning / video is more creative and not boring because the classroom atmosphere will be more lively and creative to express students' feelings in the form of English in their own words and that makes them not feel bored.

- b. learning with LCD / Video is more creative and not boring because video is a tool that can be watched directly the way speakers speak English. This is different from learning in the regular class which only relies on books or modules that have been made.
- c. learning with LCD / Video is more creative and not boring because the material is entertaining and more words are just obtained from the film. They felt brave enough to express their students' English with the creativity of their existing friends

CONCLUSIONS

From the description from about Data Analysis and discussions that have been obtained from students participating in the English Speaking Club for Students.

1. Audio-visual learning media is one of the technological developments that exist in the world of education that is used for the teaching-learning process to help make it easier for students to understand English.
2. Media Video is able to make students more active by interacting with fellow speaking club members. They also feel happy and not bored because all this time they only get the theory of studying in the regular class.
3. This media is able to improve students' speaking skills in their own words so that they are gradually able to communicate in English.
4. The film material watched by students can be re-practiced in standard English, unlike what they have used so far.

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