IMPROVING STUDENTS’ SPEAKING SKILL
BY USING AUDIO – VISUAL AIDS IN CLASS I A RSBI
SDN CEMARA DUA NO. 13 SURAKARTA
IN 2009 / 2010 ACADEMIC YEAR

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THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University
to Fulfil One of Requirements for Undergraduate Degree of
English Education

ENGLISH DEPARTEMENT
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2011

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ABSTRACT


This research is a classroom action research. The objectives of this study are to know whether audio-visual aids can improve students’ speaking skill or not and to know the strengths and weaknesses in using audio visual aids to improve students’ speaking skill in class I A RSBI SDN Cemara Dua No. 13 Surakarta in academic year 2009 / 2010.

This research was carried out in I A RSBI Class. The procedure of the research consists of planning, action, observation, and reflection. In this study, the writer was the practitioner who implemented the use of audio – visual aids in teaching learning process. The data are in form of qualitative and quantitative data. The quantitative data are taken from the test conducted before and after the actions are implemented. The qualitative data are taken from the result of observation done by the observer while the actions are being carried out.

In this study, the writer found that the problems came from the teacher and the students. The research showed that the teacher did not apply various teaching techniques. It made students bored in the teaching learning process. She did not involve all students to take role during teaching learning process, so most of them were passive. The teacher could not maximize the tools which were available in the classroom, and the time was limited. Beside from the teacher, the problems also came from the students. They still got difficulties in using grammar, vocabulary, and pronunciation. It was seen in the process of teaching learning. It seemed that the students lacked of participation and self confidence in speaking class.

Having collected the data, the writer analyzed the data. In this study, the writer found that teaching speaking using audio – visual aids can improve students’ speaking skill. It could be seen on students’ performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. It created a better circumstance. Students were more enthusiastic in joining the lesson, so the class became more alive. Furthermore, there was also improvement in students’ achievement. The mean score in pre-test 4. 30 increased to 6.16 in the second post test. Thus, the result of the research shows that the use of audio – visual aids can improve students’ speaking skill.

Practically, the use of audio – visual aids is one of appropriate techniques to improve students’ speaking skill. Through audio – visual aids, the students are more enthusiastic and more enjoyable in the process of teaching and learning. Teaching speaking using audio – visual aids gives big chance to the students to speak. There are many kinds of aids that can be used and explored by the teacher. Those aids can attract the students’ courage to speak up. Teaching speaking using audio – visual also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated. On the other hand, teachings speaking using audio – visual aids need a lot of preparation. The teacher must master all the devices in order to make the teaching and learning process runs well. Due to the budget constraint, some schools might not have enough audio – visual aids for every classroom.
APPROVAL

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MOTTO

“Man proposes and God disposes”

You are never too old to learn

Real power does not hit hard, but straight to the point

Say what you want to say when you have the time, tomorrow maybe one day late. Our deepest regrets are words unsaid and things undone

A drop of ink can move a million people to think

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DEDICATION

This thesis is proudly dedicated to:

My Beloved Father and Mother

My Beloved Sister

My Big Family in Selo

My Beloved Friends

The Readers
ACKNOWLEDGEMENT

In the name of Allah SWT, Who is the Most Loving, and the Most Merciful. All praise to be Allah, the Lord of the worlds. Peace and blessing of Allah SWT be upon our Prophet Muhammad SAW, and on his family and companions who gives the blessing and help so the writer can finish her thesis.

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13. Her beloved friends in Nusa Indah boarding house for the friendship and for the togetherness.


The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestions, critics, and comments from those who concern to this thesis. Finally, the writer hopes that this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, April 2011

Dyah Supiyati

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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>A.A.C</td>
<td>Audio Active Comparative</td>
</tr>
<tr>
<td>A.A.L</td>
<td>Audio Active Laboratory</td>
</tr>
<tr>
<td>A.C</td>
<td>Air Conditioner</td>
</tr>
<tr>
<td>A.V</td>
<td>Audio – Visual</td>
</tr>
<tr>
<td>BSNP</td>
<td>Badan Standar Nasional Pendidikan</td>
</tr>
<tr>
<td>Depdikbud</td>
<td>Departemen Pendidikan dan Kebudayaan</td>
</tr>
<tr>
<td>D.S</td>
<td>Dyah Supiyati</td>
</tr>
<tr>
<td>EFL</td>
<td>English as Foreign Language</td>
</tr>
<tr>
<td>KTSP</td>
<td>Kurikulum Tingkat Satuan Pendidikan</td>
</tr>
<tr>
<td>L1</td>
<td>Language 1</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
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<tr>
<td>No</td>
<td>Nomor</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>Permendiknas</td>
<td>Peraturan Menteri Pendidikan Nasional</td>
</tr>
<tr>
<td>PP</td>
<td>Peraturan Pemerintah</td>
</tr>
<tr>
<td>RI</td>
<td>Republik Indonesia</td>
</tr>
<tr>
<td>RSBI</td>
<td>Rintisan Sekolah Bertaraf Internasional</td>
</tr>
<tr>
<td>SDN</td>
<td>Sekolah Dasar Negeri</td>
</tr>
<tr>
<td>SKL</td>
<td>Standar Kompetensi Kelulusan</td>
</tr>
<tr>
<td>SNP</td>
<td>Standar Nasional Pendidikan</td>
</tr>
<tr>
<td>T.M</td>
<td>Tuminah</td>
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<td>U.U</td>
<td>Undang – Undang</td>
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ABSTRACT


This research is a classroom action research. The objectives of this study are to know whether audio-visual aids can improve students’ speaking skill or not and to know the strengths and weaknesses in using audio visual aids to improve students’ speaking skill in class I A RSBI SDN Cemara Dua No. 13 Surakarta in academic year 2009 / 2010.

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In this study, the writer found that the problems came from the teacher and the students. The research showed that the teacher did not apply various teaching techniques. It made students bored in the teaching learning process. She did not involve all students to take role during teaching learning process, so most of them were passive. The teacher could not maximize the tools which were available in the classroom, and the time was limited. Beside from the teacher, the problems also came from the students. They still got difficulties in using grammar, vocabulary, and pronunciation. It was seen in the process of teaching learning. It seemed that the students lacked of participation and self confidence in speaking class.

Having collected the data, the writer analyzed the data. In this study, the writer found that teaching speaking using audio – visual aids can improve students’ speaking skill. It could be seen on students’ performance during teaching and learning process. Students became more active and all students were involved in teaching learning process. It created a better circumstance. Students were more enthusiastic in joining the lesson, so the class became more alive. Furthermore, there was also improvement in students’ achievement. The mean score in pre-test 4.30 increased to 6.16 in the second post test. Thus, the result of the research shows that the use of audio – visual aids can improve students’ speaking skill.

Practically, the use of audio – visual aids is one of appropriate techniques to improve students’ speaking skill. Through audio – visual aids, the students are more enthusiastic and more enjoyable in the process of teaching and learning. Teaching speaking using audio – visual aids gives big chance to the students to speak. There are many kinds of aids that can be used and explored by the teacher. Those aids can attract the students’ courage to speak up. Teaching speaking using audio – visual also provides an opportunity to develop accuracy, fluency and keep the learners highly motivated. On the other hand, teachings speaking using audio – visual aids need a lot of preparation. The teacher must master all the devices in order to make the teaching and learning process runs well. Due to the budget constraint, some schools might not have enough audio – visual aids for every classroom.
CHAPTER I
INTRODUCTION

A. Background of the Study

Speaking is one of the basic skills in English language. Besides, there are three skills that are integrated each other, they are listening, reading and writing. Speaking becomes an important skill because it is a part of daily life that we take it for granted. The average person produces thousand words a day. Many peoples notice the other from their speaking.

Teaching speaking to children may start in young age. Because in young age, the children are easily understand about something new. Petty (1983: 299) says that all children possess the ability to speak, express needs and feeling orally and explore an expanding world before they come to school. The children learn to speak language long before they begin to read or write it, and the process of learning to speak is a much more natural act. They live with language, constantly experimenting in its use. For the most part learning to speak is an enjoyable experience, for the children are encouraged through praise and attention. Throughout infancy, his efforts at imitating adult speech are positively reinforced by adult approval and assistance. Moreover, the younger a learner learns a foreign language, the better she or he is in producing the language. Younger learners have a special capacity to learn a new language. Children have better capacity to develop basic language structure and younger learners are better than adults in learning a language because their brains are specially organized to learn language.
Petersen and Hayden (1961: 103) states that listening, speaking, reading, and writing are the constellations in the firmament of language skills, the attempted mastery of which begins at the moment of birth and is never completely realized during a lifetime. It takes a long time for the students to understand a language because it is a process. Since the first language children learn is spoken, the development of skill in oral communication precedes the development of skill in reading and writing. To be more accurate, oral communication is not a single skill. To communicate competently and effectively, one must develop many different but interrelated skills. Those are practice stage and production stage. Practice stage focusing on accurate speaking and production stage emphasizing fluent speaking. As stated by Byrne (1997: 9) says that speaking skill covers practice and production stage. Practice stage focuses on sounds, vocabulary, spelling, grammatical items or function. While production stage concerns in speaking fluency. It means that learners who have passed practice stage are demanded to continue the next stage, production stage.

In Indonesia, the government has recognized the importance of English by putting it into the education system. English has been integrated to secondary school and taught as part of the lesson. There are also advantages of introducing a foreign language for young learners. The government of Indonesia has set up the policy to introduce English language in primary schools. This policy is optional. It depends on school and community demands. The government does not provide teachers and curriculum. Schools and community are in charge to provide teachers, curriculum and facilities.
The government through 1994 curriculum has imposed teaching English in elementary school. Officially, the rule of teaching English in elementary schools is written on Depdikbud RI No. 0487/1992, chapter III which states “Sekolah dasar dapat menambah mata pelajaran dalam kurikulumnya, asalkan pelajaran itu tidak bertentangan dengan tujuan pendidikan nasional.” Then the policy is strengthened by the ministry decree of Cultural and Education Ministry No. 060/U/1993 February 25 1993 about the possibilities of teaching English in elementary school.

The speaking skill is an important factor for the students. Many peoples regard that a successful learner who learns English can be seen from their speaking. The children learn to speak language long before they begin to read or write it, and the process of learning to speak is a much more natural act. They live with language, constantly experimenting in its use. For the most part learning to speak is an enjoyable experience, for the children are encouraged through praise and attention. Throughout infancy, his efforts at imitating adult speech are positively reinforced by adult approval and assistance. Brown (1994: 5) states that since the first language children are spoken, the development of skill in oral communication precedes the development of skill in reading and writing. To be more accurate, oral communication is not a single skill. To communicate competently and effectively, one must develop many different but interrelated skills.

This study is about the speaking problem found at the first grade students of RSBI SDN Cemara Dua No. 13 Surakarta. The school is categorized as RSBI
(Rintisan Sekolah Bertaraf Internasional) School. The principle of RSBI is based on UU No. 20 Tahun 2003 pasal 50;

“Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional”

The basic principle to teach speaking in class I A RSBI is based on the standard competence and basic competence as stated in curriculum. The competence standard is:

“Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berkomunikasi dengan lingkungan terdekat lainnya dan dalam konteks yang terkait dengan sain dan matematika”

The basic competence is:

“Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana dengan menggunakan ragam bahasa yang akurat dan berterima tentang pengenalan lingkungan sekitar kelas dan lingkungan sekolah lainnya dengan bahasa yang sederhana dan berterima; mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana dengan menggunakan ragam bahasa yang akurat dan berterima tentang ciri-ciri dan perbedaan lingkungan sekolah, tempat tinggal dan lingkungan terdekat sekitar menggunakan bahasa yang sederhana dan berterima yang melibatkan tindak mendeskripsikan ciri-ciri lingkungan.”

There are some indicators which show that the students face problems in speaking. First is that they speak with many pauses. Some of the students take too long time to speak. Second, some students mispronounce the words. For example, the word ‘apple’ as /apel/, it should be /æpəl/. Third, the students do not master the vocabulary, they do not know some words in English, and it will affect their ability to speak English. From pre – research, most of the students in class I A RSBI Cemara Dua No.13 Surakarta have difficulties in vocabulary, pronunciation,
psychology (shy and afraid) and no partner to talk to. Ur (1996:121) states some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas. Moreover, Byrne (1997:75) states that there are two stages in speaking process, the problems which the learners have at production stage may be viewed under three points:

a. Linguistics. It has already been pointed out that they must be given opportunities to try language for themselves and to make the best use of what they know in a variety of situations.

b. Psychological. There are two main problems to note here. In the first place, although many students are happy to speak chorus or under your guidance when doing some kind of drill, they are inhibited when they are asked to express themselves freely in the presence of the whole class. This may be because they have never been encouraged sufficiently to “have — a go”, without worrying about mistakes. The second problem is that of motivation.

c. Cognitive. Here we must consider the question of providing the learners with something to talk about; a topic, a theme a problem of some kind.

According to the result of the pre - research, the problems arise in the class consists of several problems, they are: vocabulary problem; the percentage of the students answer is 60.7%. It means that some students cannot express their expression through speaking because they have limited vocabulary. Next problem is pronunciation; the percentage of this problem is 35.8%. It means that some students cannot pronounce the words well. They have some difficulties in pronouncing the words, and it must be overcome. From the psychology problem, the students sometimes feel shy to talk to others and they feel afraid to speak up because they are afraid to make mistake. It can be seen from the percentage, 71.5%. Many students are able to speak express their idea in English language, but sometimes they do not have partner to talk to, it can
be seen from the amount 35.8% percentage of the total answer. The problems above are proved also by the students’ achievement in speaking/oral test. Most of the students get less average of the minimum score.

The problems, which have been explained above, are caused by several factors, the students and teacher factor. From the students’ factors, their participation is low, they do not have big interest in speaking activity. The students do not really enjoy the studying process and feel bored because the teaching and learning process is monotonous. She did the same way to teach the students. It makes the students feel uninteresting to the teaching and learning process.

The problem also can be proved by the questionnaires and interview from the teacher. The questionnaires and the interview are purposed to know the condition of the students there. The questions are about the general condition and the problems arise in the class. It is focused on the speaking skill. The teachers said that the student’s condition is good enough. The students in class RSBI are the chosen one. They can compete with many students who want to school there, so the students have good capability to follow the studying process. Moreover, she states that the students speaking skill is not good enough. This is caused by several factors. The students in class IA RSBI are a new learner. It means that they just started to learn English (less than one year) it so reasonably that their speaking skill is low. From the students’ ability to speak English, the students speaking ability average is good and the students are active students, they have big motivation to speak English. The teacher always gives them motivation; it can
help the students to get their interest to speak English. She uses question and answer to attract the students’ attention, or sometimes the teacher uses activities based teaching and she uses games in speaking activity. The next problem is that most of the students have their own difficulties. The teacher states most of the students cannot pronounce the words correctly. English is a new language for the students. It is far different from their own language in either grammar or the language system.

In other hand, the teacher gets difficulties in teaching English language especially in speaking class, she realizes that the students little bit bored because the teaching ways is lack of various. The children are not accustomed yet to talk using English. The teacher must make the students condition as comfortable as possible, so the students are brave to talk using English language.

From the explanation, it can be concluded that problems are coming from two aspects. They are problems from students and teachers. The children are difficult to understand the meaning in a speaking activity. The teacher must find a way to make the students understand in understanding the meaning, so the students can enjoy the teaching and learning process.

Moreover, to solve the problems, the writer uses audiovisual aids. Audiovisual aids are aids that used by a teacher for effective communication. (Karan, 2006: 19). Besides, children also like to learn something new because of their nature. Naturally, children like to do something by playing and having fun, fantasizing, being creative, and learning something indirectly, children like playing and moving. This situation may make language easy for children to learn.
because they are learning through play. This implies that English language
teaching should also be conducted in accordance with the nature of the children

By using Audio-visual aids, the teachers can explore many kinds of
activities such as watching the cartoon video that represent how to speak and to
listen, how to pronounce the good pronunciation from the native speaker. It will
make the students interested in speaking English, because they can watch the
image of the object directly. In fact, the students’ interest will influence their
capability in increasing their speaking skill. Lubis (1988, 70) says that visual aids
play an important part in EFL conversation sessions when they are used as focal
points for discussion and to lend variety to the conversation format. Through the
appeal to eye and ear, they provide for a systematic improvement of knowledge
and skills, as well as a favourable influence on attitudes and appreciation. The
teacher can use many kinds of audio visuals that can be used in teaching process.
The teachers can choose which one is the suitable tool to increase the student’s
ability in understanding English as a language.

To overcome the speaking problem in class I A RSBI SDN Cemara Dua,
the writer uses a classroom action research. Elliot (in Hopkins, 1998:45) states
“Action research might be defined as the study of a social situation with a view to
improve the quality of action within it. This study is purposed to improve the
students speaking skill in teaching and learning process.
Based on the explanation above, the writer in her thesis would like to discuss IMPROVING STUDENTS’ SPEAKING SKILL BY USING AUDIO-VISUAL AIDS IN CLASS I A RSBI SDN CEMARA DUA NO. 13 SURAKARTA IN 2009 / 2010 ACADEMIC YEAR.

B. Problem Statement

1. Do audio-visual aids improve the students speaking skill?

2. What are the strengths and weaknesses of the implementation of audio-visual aids in improving the students speaking skill in class I A RSBI SDN Cemara Dua No. 13 Surakarta?

B. Objective of the Study

The objectives of this study are:

1. To know whether audio-visual aids can improve students’ speaking skill in class I A RSBI SD Negeri Cemara Dua No. 13 Surakarta?

2. To know the strengths and weaknesses in using audio visual aids to improve students speaking skill in class I A RSBI SDN Cemara Dua No. 13 Surakarta.
D. Benefit of the Study

The writer hopes that the research will give benefits for:

1. The teachers

   The result of teaching speaking using audio-visual aids can be reference for English teacher in order to improve the students’ speaking skill using audio - visual aids.

2. The students

   The result of teaching speaking using audio - visual aids can be useful for the students in improving their speaking skill.

3. The school

   The result of this research can be useful to the school, such as to know and to give information about the problem in teaching and learning process especially speaking skill. It also can contribute to the school by informing the needs and the budget constraint. The school may add and provide the equipment to support the teaching and learning process.

4. Other researchers

   The result of this research can be used as a reference for those who want to conduct a research about improving students’ speaking skill by using audio - visual aids.
CHAPTER II

THEORICAL REVIEW

A. Review on Speaking

1. The Speaking Definition

Many experts define about speaking. Here are eight speaking definitions from different experts. They define speaking definition depending on their perception. The first definition comes from Underwood (1997: 11) he defines speaking as a creative process where speakers are almost always in the position of formulating what they are saying as a result of the behaviour of their listeners or a result of added thoughts of their own. It means that speaking is a process where there are speaker and listener. It means that speaker is a person who delivers the material and the listener is the person who accepts the material.

The second definition of speaking is stated by O’Malley (1990: 66 – 67). He defines speaking as an example of a complex cognitive skill that can be differentiated into various hierarchal sub skills, some of which might require controlled processing while others could be processed automatically. In other words, it involves many skills in human’s brain and it is consisting and automatic process.

The third definition comes from Widdowson (1990: 59). He defines speaking in to three definitions of language:
a. Speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of the grammatical system of language or both.

b. Speaking is active, or productive, and makes use of the aural medium.

c. Speaking as an instance of use, therefore, is part of a reciprocal exchange in which both reception and production play part. In this sense, the skill of speaking involves both receptive and productive participation.

It means that speaking is a system covered by phonological and grammatical systems. The speaking production is influenced by the reception of the speaker.

The fourth speaking definition is stated by Byrne (1997: 8). He states that oral communication is a two way process between the speaker and listener (or listeners). It involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding). The speaker and the listener have a positive function to perform and deliver the messages or ideas. The fifth definition comes from Lewis and Hill (1993: 54). Speaking is a process that covers many things in addition to the pronunciation of individual sounds. Speaking process also covers pronunciation of individual sounds, the pronunciation stress and intonation will take a big part in this process. This theory explains that speaking gives big portion in pronunciation both stress and intonation.

The sixth, Nunan (1998: 26) stated that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. It means that a
speaker will produce an utterance while speaking. Seventh, Levelt (1995: 1) makes a definition of speaking; speaking is one of man’s most complex skills. It is a skill which is unique to our species. So, speaking is a process done by human and it needs more than one skill. Eighth, according to Brown (1994: 9) oral skill can be defined as a speaking skill. The productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or get impatient).

2. Speaking Features

Underwood (1997: 9 – 14) defines several speaking features. The speaking features consist of sounds, stress and intonation, the organization of speech, syntax and vocabulary, pauses and “fillers,” formal or informal language.

Sounds refers to the direct what the listeners hear of English words both vowel and consonants sounds. Stress is a highlight word which carries the main information to the speakers, and changes the stress of the meaning utterance. Intonation is more complex, but stressed words can be directed to see the intonation of a sentence. Underwoods also states that syntax and vocabulary is usually more specific like the use of “it”, “somebody” and “thing” etc. It can be understood by relating them to the immediate context in which they are used. She also explained that speech pauses is aimed to give the listeners time to think what just been said and what has gone before. The length of pause used will depend on the speaker’s habits. Long gaps in speech are often filled with fillers. Fillers is an
expression such as ‘er; / ‘emm’ etc. It used to avoid long silence and sometimes it makes the speeches feel embarrasses. The last is about formal and informal language. They are used depending on the social setting, relative ages, and status of the speaker and listeners. Underwood (1997: 11) states that speaking is a creative process, therefore there is no certain way of knowing how a speaker speech will be organized. The speakers organize their own idea, sometimes the idea comes immediately and some other time it is difficult to get an idea to speech.

Bygate (1997: 14 – 19) states that one of the most important constrains which affects the speakers to get their messages is time pressure. The speakers have less time to plan, organize and realize their message. It can be simplify as follows:

a. Simplifying structures: speakers improve if they use less complex syntax
b. Ellipsis: speakers abbreviate the message and produce ‘incomplete’ sentences or clauses, omitting unnecessary elements where possible.
c. Formulaic expression: Speakers use fixe conventional phrases
d. The use of fillers and hesitation devices: speakers use these devices to gain time to speak

The statements above called as facilitating features. He also finds that the speakers also compensate for the problems which arise out from pressure. The speakers use repetition ways or to correct and improve what they have already said.
3. Speaking Aspects

a. Speaking Fluency

The definition of fluency according to Webster’s dictionary, fluency is the quality or state of being fluent (http://Webstersonlinedictionary.com). Therefore, fluency is a quality of doing something without any kinds of hesitation. Fluency tends to use in a real life, it uses for communication and attention which is given in meaning not in performance.

Many experts state their definition about fluency. Starts with definition from Byrne (1997: 9). He states that speaking fluency is the ability to express oneself intelligibly, reasonably accurately and without too much hesitation. To be a good speaker, the students must complete two complementary levels at training. They are practice in the manipulation of the fixed elements of the language (principally the use of grammatical patterns and lexical items) and the practice in the expression of personal meaning.

The different stages, practical and production stage can be identified by following table:

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on accuracy</td>
<td>Fluency</td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td>Focus on fluency</td>
</tr>
</tbody>
</table>

Table 1: Different Stages of Speaking

Speaking accuracy is the focus of learning in elementary level, while in advanced level, the focus is speaking fluency. Moreover, Thornbury (2002: 6) states about fluency :“(…) Speaker’s fluency suggests that pausing is equally
important. All speakers pause – they have to, to draw breath. … In fact, in terms of how listeners rate a speaker’s fluency, the frequency of pausing is more significant than the length of the pauses”. It means that fluency is speaking without too much pauses in the process and the frequency of pausing is more significant than the length of the pauses.

Nolasco and Arthur (1995: 1) state that speaking fluency refers to natural language use whether or not it results in native – speaker – like language comprehension or production. It means that a fluent speaker will look like a native speaker in speaking process.

While, Fillmore (in Richards, 1993: 75) defines speaking fluency in term of “the ability to fill with talk…the ability to talk coherent, reasoned and “semantically dense” sentence “ showing “a mastery of semantic and syntactic resource of the language”. The ability to have appropriate things to say in a wide range of contexts”. and the ability to “be creative and imaginative… in language use”. A fluent speaker has good ability in mastering and expressing the language. He or she also has appropriate things and has a creative and imaginative thinking.

b. Speaking Accuracy

According to Encarta Dictionaries (http://encartadictionaries.com), accuracy means correctness: the correctness or truthfulness of something, ability to avoid errors: the ability to be precise and avoid errors.

Brown (1994: 254) defines accuracy as a clear, articulate, grammatically and phonologically correct language. In a language teaching, accuracy is achieved
to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their speaking output.

Brumfit (1997: 52) states that accuracy is not generally problematic. It reflects a concern that has always been strong in the history of language teaching, which will result in usage rather than in use of language in the classroom. Accuracy refers to a focus of the user and it tends to be form-based. Speaking accuracy can be summarized as a use of language by controlling the language system, which consists of grammar, vocabulary and phonology.

4. Speaking Activities

Many activities can be developed in speaking. Nation (1980: 1) states that the language learning goals are most easily seen in pure forms of speaking activities such as discussion, storytelling, and describing.

Rivers and Temperely quoted by Bygate (1997: 73) define types of oral activities. They are:

a. Establishing and maintaining social relations: short dialogues based on small situation; answering the door, making a telephone call; giving birthday greetings; ineracing at a party; welcoming visitors and customers.

b. Expressing reaction; situation, requiring reaction to TV show, photographic/painting, exhibition or slide show.

c. Hiding’s someone intentions; students given a mission to carry out must not reveal it under any provocation; for example, the group
decides on a ‘spying’ mission, and individual group members are questioned by others to find out the mission.

d. Talking one’s way out trouble students are asked awkward or embarrassing questions which they must answer or avoid without making any revelation.

e. Seeking and giving information: interview, surveys, questionnaires, small projects, involving class members or outsiders,

f. Learning or teaching how to make or to do something: for example, a sport, a hobby, a craft, a dance and a game, conversing over the telephone: social calls or inquiries about goods, services or timetables,

g. Problem solving: guessing games, interrogating games, logical puzzle – solving: project study.

h. Discussing ideas: arising from reading, stories, films, projects, controversial debating topics and short text.

i. Pay with language: crossword puzzles; spelling games; word history, etc.

j. Acting out social roles: dramatic improvisations based on simple situations and character description.

k. Entertaining others: through producing a show or concert, a TV or radio – type program show.

l. Displaying one’s achievements after another activity such as project report.
m. Sharing leisure activities: participation in typical national meals, celebration or pastimes.

5. Kinds of Speaking

Bluemental (1963: 49) states that there are two kinds of speaking. They are:

a. Impromptu speaking

Impromptu speaking is a speaking which is done on the spur of moment with no opportunity for preparation. Whatever the occasion, teacher will want to meet it with confidence and some degree of sophistication. It is valuable experience, since teacher realizes that none is any better prepared himself. He will feel very little of the tension that sometimes precedes formal speaking situation. It is also natural and enjoyable.

b. Extemporaneous Speaking

It is a kind of speaking which is known before as hand about the subject on which the learner may called to speak. It is one which teacher selects or given a topic which he investigates thoroughly. The speech is planned but it is should be memorized, so the speaking will seem spontaneous and natural.
6. **Problems and solutions with speaking activity**

According to Ur (1996:121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

a). Inhibition

Unlike reading, writing and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b). Lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c). Low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This Problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d). The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier.
Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposure” if they are speaking using their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

There are some solutions which can be chosen to overcome the problems in speaking activity (Ur, 1996: 121-122). They are:

a) Using group work

This increases the sheer amount of students talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the researcher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class-set up.

b) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity started.
c) Make a careful choice to topic and task to stimulate interest

On the whole, the clearer purpose of the discussion will be more motivated participants. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary.

d) Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell the students to make sure that members of group contribute their opinion and appoint a chairperson to each group who will regulate participation.

e) Keep students speaking the target language

Teacher might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.
7. **Characteristics of a Successful Speaking Activity**

Ur (1996: 120), states that the characteristics of successful speaking activity consists of several points. The characteristics will be explained as follows:

a. **Learners talk a lot.**

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. It seems obvious, but often most time is taken up with teacher talk or pauses.

b. **Participation is even**

Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak and contributions are fairly evenly distributed.

c. **Motivation is high**

Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective.

d. **Language is of an acceptable level**

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

To communicate effectively, one must develop many different but it connects/interrelated each others. According to Brown (1994: 5) an effective speaker must know how to:
1. produce the sounds of language

2. combine sounds into words and words into sentences;

3. choose words that express meaning clearly;

4. speak with clear enunciation and articulation

5. adjust volume, speed, pitch, tone, and inflection of voice appropriately to listeners;

6. adapt to different audiences;

7. react appropriately to different kinds of responses;

8. organize messages clearly;

9. exemplify, illustrate and generalize when necessary; and

10. adapt style and level of formality to the situation.

It can be concluded that speaking is a process in which the speakers express their idea to the listeners. When the speakers speak, they produce utterances with the specific pronunciation of individual sounds.

B. Review on Audio – Visual Aids

1. Audio-visual aids Definitions

The definition of audio according to www.freeonlinedictionary.com/audio is: Of or relating to humanly audible sound. 1). Of or relating to the broadcasting, reproduction or reception of sound. 2). Of or relating to high-fidelity sound reproduction. Meanwhile, the definitions of visual are:

a. Of relating to the senses of sight: a visual organ; visual receptors on the retina.
b. Seen or able to be seen by the eye; a visual presentation; design with a dramatic visual effect.

c. Optical

d. Done, maintained, or executed by sight only: visual navigation

e. Having the nature of or producing an image in the mind: a visual memory of the scene.

f. Of or relating to a method of instruction involving sight.

Aid as stated in www.freeonlinedictionary.com/aids is a resource; “visual aids in teaching “…the activity of contributing to the fulfilment of a need or furtherance of an effort or purpose and help: give help or assistance; be of service…””. Moreover, audio – visual may refer to works with both a sound and visual component, the production or use of such works, or the equipment involved in presenting such works. Movies and television shows are examples of audio – visual presentations. Audio-visual in education is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.

Huebener (1965: 132) states that audio-visual techniques include everything used in teaching except the textbook. There is, the first, the real experience of the child, which may appeal to all five senses. There is contrived experience- model, objects, exhibits, pictures, charts, etc. He adds that many people think “audio-visual” as designating those devices, techniques and materials which appeal directly to the ear and eyes of the learner. The simpler ones, in everyday use in the classroom, consist of pictures, charts, diagrams and maps. The
more elaborate ones are photograph record, radio, the tape recorder, the motion picture, various types of films and television.

Audio-visual methods and materials are used in every area of learning. Audio-visual techniques are effective in teaching. It has some reasons, as stated by Huebener (1965: 133):

1. They contribute to the efficiency, depth and variety of learning
2. They offer a close verisimilitude of experience which is stimulating.
3. They tend to hold the interest and attention of other learner.
4. By appealing to several senses they making learning more permanent
5. Their aesthetic character makes learning pleasant and enjoyable.

Byrne, (1997: 128) states that audio – visual aid is always present in the classroom: the teacher himself, and he would be well advised to consider how to make the best use of himself before he looks at other possibilities. So, the use of audio – visual is a must to minimize in delivering the material in teaching and learning process. Besides, from http://www.tpub.com/audiovisualaidsinteaching.com, audio - visual aids are defined as any device used to aid in the communication of an idea. From this definition, virtually anything can be used as an aid, providing it successfully communicates the idea or information for which it is designed.

Young children learn much about written word long before they have formal reading and writing at school. Information in the form of words and pictures clues are displayed in most public places, and children realize that there is

commit to user
a close association between visual information and the spoken word. Children therefore grow up expecting their world to be visual. They are accustomed to receiving constant visual support where communication is concerned. Vale (1995: 106) said that visual aids are extremely important in the teaching of a second language to younger learner. The teachers can use visual aids to:

a. support understanding when the children are listening
b. put across the meaning of vocabulary
c. provide a topic or visual focus to prompt speaking or writing;
d. provide a visual link between L1 and English;
e. provide support and motivation for early reading and writing in English;
f. provide ways around communication barriers.

2. Kinds of Audio-visual Aids

According to Byrne (1997: 128) the audio-visual aids are textbook, blackboard i.e.: Written work, sketches, magnet board, flannel graph, wall pictures, picture cards, overhead projector, filmstrips, slides and films, tape recorder and record player. Moreover, Haycraft (1997: 99) gives examples of Audio-lingual aids. They are objects, people, blackboard, flash cards (word cards, picture cards and combining word and picture cards), wall charts, pictures for oral composition, overhead projector transparencies, slides and filmstrips, film, video, tape recorders and language laboratory (Listening laboratory, Audio Active
Laboratory (A.A.) Audio – Active – Comparative (A.A.C.), classroom preparation and Monitoring.

Huebener, (1965: 133) explains several kinds of audio-visuals. There are several kinds of visual materials. They are: flash cards. Flash card is one of the simplest visual devices, it is particularly used in beginning classes. The cards should be clean pieces of cardboard or oak tag of uniform size. Charts include arrangements of words for pronunciation, verb paradigms, classroom expression, and vowel triangle. Pictures, there are available reproductions of paintings, engravings, magazine and rotogravure illustrations, photographs, snapshots, drawings and room decoration.

Moreover, Huebener adds several the audio materials, they are: tape recorder. Tape recorder can be used very effectively for the recording of basic dialogues, vocabulary and grammatical structures. Radio, the radio has proved a valuable device for practice in hearing a foreign language. Motion picture, it is a very effective teaching medium, for its nature it compels attention. Since distractions are cut off, the film provides an intensive experience. Its effectiveness is increased by the fact that by editing the film one can emphasize certain aspects of a subject. The motion pictures can bring the distant past as well as immediate into the classroom. Loop film. The loop film has added advantage that it can be shown continuously without rewinding. Experiment has shown that with the use of the film in the classroom there is more learning in less time and there is better retention of what has been learned. Television, it is the latest medium of mass communication which is now universally used. It surpasses all previously devised
media in effectiveness, since it combines the advantages of radio and motion pictures. Television engages both the eye and the ear, it brings the observer into contact with the event in an exciting manner. The limitations of the time and space compel succinctness and clarity of explanation.

Lubis (1988: 70 -75) states that visual aids play an important part in EFL conversation sessions when they are used as focal points for discussion and to lend variety to the conversation format. The visual aids that have great potential in stimulating conversation are Blackboard, bulletin boards, realia, pictures, charts, flash cards, maps, clocks and cartoons. He adds the chief audio aids that an EFL teacher can use effectively in conversation sessions are the radio and tapes.

Audio visual can help teachers to maximize the performance in delivering material in the teaching and learning process. Audio visual aid is an important factor in teaching process. We can use many kinds of audio visual aids. It depends on what we need.

3. Audio – Visual in Education

Audiovisual aids are defined as any device used to aid in the communication of an idea. From this definition, virtually anything can be used as an aid, providing it successfully communicates the idea or information for which it is designed. An audio - visual product is any audiovisual (AV) item such as photography, motion picture, audio or video tape, slide or filmstrip, that is prepared singly or in combination to communicate information or to elicit a desired audience response.
Audio-visual aid is a tool for making teaching effective and the best dissemination of knowledge. Audio-visual material can be included tape recorder, radio, movie, projector method etc. If we use the audio-visual material for elementary education as curriculum, this is one of the important objectives of using audio visual material, using the application of slides and films in the classroom. The teachers can use the audio visual aids to reinforce the teaching in the context of an activities based lesson. Thereafter, the teachers can demonstrate any motivational movie according the needs of situation and relevant topic. In the classroom, films, audio tapes and video tapes can be used instead of personal student teacher contacts. This forms of instruction can be used in continuing government schools where the teachers are not available adequate. At the elementary school, the introduction of video tape recording equipment which does not require elaborates production facilitates stimulating the use of television for the self-assessment of children. Tape recorders can be replayed for the purpose of self-analysis by the children or peers analysis with their classmates. Therefore, “small group is an integral part of the Problem Based Learning approach, used consciously and conscientiously to achieve the learning outcomes”.

Learning of children can be influenced effectively by the audio-visual aid. Teachers can use television or projector method to explain the scientific phenomenon. It will take less time in describing the minute details of the things comparatively traditional method. Through television children can watch the big
image of the object such as solar eclipse, use of water cycle, stories, drama, and composting in elementary education text book etc.

Audio visual aid will serve effective method in disseminative knowledge even in overcrowded classroom. Without this technical device, poorly teacher prepared cannot hold the class properly. If teachers use the help of audio visual in class such as projector, which would definitely stimulate imagination and catch the attention of students. Teachers often give instruction heavily loaded abstract verbalisms which seem meaningless sometime. So in case, teaching should be in simple and lucid manner. According to Karan (2006: 20) states that in simply words whether written or spoken by a teacher cannot and will not provide adequate learning experience..... If we don’t get an opportunity to listen to a language, we cannot speak it properly. The audio–visual material will not only be interesting but also be motivating for the learner. He also adds:

“...it is therefore, very important that we provide a number of opportunities for listening, speaking, seeing, smelling and touching things and objects. This will give the students firsthand experiences. Remember, the richer the experiences, the greater are the incentive for speaking, reading, or writing about them.

The use of audio visual aid in classroom, will lead towards learning with understanding, learning by watching and learning as fun not as burden. Teachers should know which things of it are relevant and which are irrelevant, specially which how audio visual aid may contribute to an understanding of the lesson being taught. Therefore, it is essential for any teacher who wants to be successful teacher, must plan carefully and worked out in advance.
C. Review on Young Learners

1. The Definition of Young Learners

According to Sarah Phillips (1996: 1) young learners mean children from the first year of formal schooling (five or six years old) to eleven, or twelve year ages. While according to Scott and Lisbeth (1990:2) states that the children are divided into two main groups throughout the book-the five to seven years old and eight to ten years old”. The five to seven years old are all at level one in the beginner stage. The eight to ten years old may also beginner, or they may have been learning the foreign language for sometimes, so there are both level two pupils in the eight to ten age group. According them, young learners five to seven years old have some characteristics i.e.: 

1. They can talk about what they are doing  
2. They can tell you about what they have done or heard  
3. They can argue for something and tell you why they think and what they think  
4. They can use a wide range of intonation pattern in their mother tongue  
5. They can understand direct human interaction

They also added the characteristics of young language learners. The characteristics are as follows: 

1. They are very logical what you say first happens  
2. They have a very short attention and concentration span  
3. The adult world and the child world are not the same
4. Young children love to play, and learn best when they are enjoying themselves

5. Young children are enthusiastic and positive about learning

Moreover, Harley in Cameron (2002: 15) states that young learners are a group of children (7-8 years) that are studying a foreign language; they seem to pay more attention to sound, whereas older children (12-14) are more attentive to cue of word order. Brumfit (1997: 67) states that young learners are group of children level of age five to six, where they learn language without reading and writing.

From the explanation above, it can be concluded that young learners is a group of students’ level of age five to fourteen, where every stage they have some characteristics suitable to their level of age. When they learned language, the teacher should choose the right method or technique so that the young learners are able to study with their ability and interest. Young learners are interested in knowing further about something new in their surrounding such as new word and new sound. The children like to learn something new that they consider strange and make them enjoyable.

2. Teaching Speaking to Young Learners

According to Brown L Kenneth (1996: 5), oral communication is not a single skill. To communicate competently and effectively, one must develop any
different but interrelated skills. For example, an effective speaker must know how to:

1. produce the sounds of language
2. combine sounds into words and words into sentences;
3. choose words that express meaning clearly;
4. speak with clear enunciation and articulation;
5. use appropriate gestures, facial expressions, distance, body stance and eye contact;
6. adjust volume, speed, pitch, tone, and inflection of voice appropriately to listeners;
7. adapt to different audiences;
8. react appropriately to different kinds of responses;
9. organize message clearly;
10. exemplify, illustrate and generalize when necessary; and
11. adapt style and level of formality to the situation.

As the children grow, they need to develop several competencies that together comprise mature communication ability. These competencies can be categorized as verbal language, nonverbal language and situational sensitivity.

A six years old child demonstrates some understanding that different perspective exist. They can also figure out what the differences are in cases of visual perception but not in cases of information or intention. Moreover, they have limited awareness of the need to analyze another person’s point of view unless they are reminded to do so by an adult. According to Thornbury, (2002: 19) the
difficulties face by the learners can be divided in to two points: knowledge factors, the learners do not yet know aspects of the language that enable production; skills factors, that learner’s knowledge is not sufficiently automated to ensure fluency. He adds that the lack of confidence or self-consciousness which might inhibit fluency.

Audio-visual aids can help the students to make the speaking process more interesting. As stated before that children like to see an interesting objects includes sounds, colourful pictures, and visual objects and so on, and it can be solved by using audio visual aids. It is hoped that the students can understand and attract their attention to speak English. So, the use of audio visual aids can improve the students speaking skill

D. Review on RSBI (Rintisan Sekolah Bertaraf Internasional)

Rintisan Sekolah Bertaraf Internasional (RSBI) is a way to increase the education quality in elementary school as stated in U.U No 20 year 2003 about National Education System:

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara”.

The operation of Rintisan Sekolah Bertaraf Internasional (RSBI) is based on the necessity demand of the country development in the future in order to get ability to compete with other countries in the world. The government should
prepare as soon as possible through educational process in elementary school. It concerns with the many different potencies such as intelligence, skill, talent, and interest of the students, so the graduate students will be relevance with the individual, family or society. It also aimed to be able to develop the country in educational level in local national or international.

Besides, Rintisan Sekolah Bertaraf Internasional (RSBI) will go to international school, so it must develop the students’ existence. The students must optimize the capability of all the students as good as possible through high quality of education process to face the global change (creative, innovative and experimental), also develop the talent, interest and ability of the students. The principle of RSBI is based on UU No. 20 Tahun 2003 pasal 50:

“Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional”.

The development of RSBI curriculum in this school is based on Permendiknas No. 22 Year 2006 about the content standard, and Permendiknas “No. 23 about the graduate competence standard.

“For the curriculum, the school uses KTSP curriculum. The curriculum development includes the competence standard, purpose, KTSP, syllabi, lesson plan and handout internationally quality. The RSDBI curriculum in SDN Cemara
Dua is a curriculum, which has been developed according to the SNP + X principle. The SNP is an education national system which relates to the curriculum content, and X is content component taken from OECD (Singapura and Australia) which is adapted into RSDBI curriculum in SDN Cemara Dua. The SNP + X includes content standard, process, graduate competency, educators, staff, facility, management, fund and evaluation; the X factor is the strength, study, development, extension.

Kurikulum Tingkat Satuan Pendidikan (KTSP) is arranged by focusing on the content standard (standar isi) and graduate competence standard (standar kompetensi lulusan / SKL) which has been validated by the government to guarantee the purpose of the national education. The arrangement of KTSP is based on the guidance which is arranged by Badan Standar Nasional Pendidikan (BSNP) and other requirements about the curriculum in UU 20 No 2003 and it is strengthened in PP 19 No 2005.

“Kurikulum tingkat satuan pendidikan jenjang pendidikan dasar dan menengah dikembangkan oleh sekolah dan komite sekolah berpedoman pada standar kompetensi lulusan dan standar isi serta panduan penyusunan kurikulum yang dibuat oleh BSNP”

“Standar isi adalah ruang lingkup materi dan tingkat kompetensi yang dituangkan dalam kriteria tentang kompetensi tamatan, kompetensi bahan kajian, kompetensi mata pelajaran, dan silabus pembelajaran yang yang harus dipenuhi oleh peserta didik pada jenjang dan jenis pendidikan tertentu”

E. Rationale

Using audio visual aid in teaching and learning process is one ways to utilize the students to improve their speaking skill. As stated by Huebener (1965
3) the use of audio-visual materials and methods increases the effectiveness of learning by helping the pupil to assimilate ideas in a more meaningful and interesting manner.

Audio-visual aid is important for young learners because it can motivate and make the students enjoy the teaching and learning process especially speaking activity.

F. Action Hypothesis

Based on the theory and rationale above, the hypothesis is formulated as follows: Audio-visual aids can improve the students’ speaking skill.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

The study is a classroom action research, which is aimed to implement the use of audio – visual aids to improve students’ speaking skill. The research is conducted at the first grade students of SDN Cemara Dua NO. 13 Surakarta 2009/2010 academic year. The school is located in the centre of Surakarta city. It is near Balapan railway station, so everyone can easily reach this school. The place is so strategic. The school is one of favourite schools in Surakarta, and this school is the only one school which has RSBI class in the Surakarta in elementary school level. The school is big enough. The buildings consist of three main buildings, namely campus 1, campus 2 and campus 3. There are many students in SDN Cemara Dua No. 13, more over than 800 students study there, and the teachers and staff are about 80 peoples.

There are six grades, 1 up to 6 grades. The grade is parallel. It means that each grade has several classes. There are three classes in 1st grade of RSBI and two classes of Regular. In the second grade, there are two RSBI classes and regular classes. In the third up to sixth grade, there are three regular classes, namely class A, B and C. There is also acceleration class, class 4 half 5 and 5 half 6. The school facilities are complete, such as classrooms, language laboratory, two computer laboratories, teacher office, headmaster office, two mosques, three canteens, students’ health centre, science laboratory etc. In RSBI class, each class
has AC, laptop, speaker, LCD / auto focus, lockers, van, colourful tables and chair. SDN Cemara Dua No. 13 Surakarta uses KTSP curriculum as the basis of teaching and learning process. Instructional processes are done in six days from Monday to Saturday.

The research was carried out from Saturday 10th April to Saturday 29th May 2010. To know the subject and school background, the researcher did the pre-observation and pre-test in the first week and the researcher conducted the action research the last two weeks. Based on school schedule, practically there were three meetings each week, on Monday, on Thursday and on Saturday.

B. Research Subject

The subject of this research is the first grade of RSBI students in SDN Cemara Dua No. 13 Surakarta. The class consists of 28 students; they are 10 boys and 18 girls. In the class, there are 28 tables, 28 chairs, a blackboard, a white board, LCD Screen, two AC’s, 30 lockers for students, 8 lockers for the teachers and one locker for students’ food and drink. The student’s personal ability is heterogeneous, few of them are fast learners and the others are slow learners. On the other hand, the teaching learning process usually runs well. Moreover, they have good relationship to the other peers or the teachers. Most of the students are coming from middle upper family. It can be seen from the background of the students’ family, but it does not affect the students’ relationship in the school.
C. Research Method

In this study, the researcher applies a classroom action research as the method of the study in order to improve students’ speaking skill in SDN Cemara Dua No. 13 Surakarta especially students in class IA RSBI. Applying the classroom action research at the first grade of RSBI Students in SDN Cemara Dua No. 13 Surakarta had been estimated based on some facts and the result of pre-research, the writer knows that most of students have problems in speaking including grammar, vocabulary, pronunciation and also low motivation.

1. The Definition of Action Research

In this research, the writer uses action research method. As stated by Milis (2006:6) action research is any systematic inquiry conducted by the teacher, researchers, principals, school counsellors, or other stakeholder in teaching or learning environment to gather information about the ways that their particular school operates, how they teach, and how well their students learn.

Stephen Kemmis in Hopkins (1993: 44-45) states that action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’.
Nunan (1992:18) stated that action research has a distinctive feature that is those affected by planned changes have their primary responsibility for deciding on courses of critically informed action which seems likely to lead improvement and for evaluating the results of strategies tried out in practice. In other hand, Burns (1999: 30) makes several characteristics of action research:

1. Action research is contextual, small – scale and localized. It identifies and investigates problem within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collaboration of information or data which provides the impetus for change.

From the definitions above, the researcher can conclude the characteristics of action research: Action research is carried out by practitioners and an evaluative and reflective process in its aim to bring about social and educational change and improvement in practice. The results of the research have direct application to real-world problems. Action research provides collaborative investigation by teams of colleagues, practitioners and researchers. The treatment and methods that are investigated are flexible.

The action research consists of several stages, planning, pre-research, the research and post research. In planning stage, the writer plans and prepares everything about the research. Pre-research is purposed to find out the data and
gathering the information from the object and it is done before the writer comes to the real research. In the research, it is divided into two cycles; they are first and second cycle.

The writer chooses action research because by using action research, it can enable the writer to find out a solution to the teaching problem. Action research encourages the writer to be a reflective in her own practice in order to develop the quality of the education for the teacher itself and for the pupils.

2. Concept of Action Research

Kemmis and Mc Taggart (1988) in Burns (1999:32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiralling process. They are as follows:

a. Planning

In this step, the researcher develops a plan of critically action to improve what was already happening. The researcher makes lesson plan about certain topic, material, media, time, schedule and instrument for observation.

b. Action

The researcher acts to implement the plan. In this step, the researcher implements the activities written in the lesson plan.

c. Observing

The researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes how the

commit to user
process of the teaching learning runs. The researcher also monitors and writes the responses of the pupils in the class. In this step, the researcher is helped by teacher. The teacher notes events happening in the teaching learning process.

d. Reflection

Reflection seeks to make sense of processes, problems and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated.
Based on Kemmis and Mc. Taggart’s view of action research (1999:32), the concept of action research can be illustrated as follows:

![Diagram of Action Research Cycle]

Figure 1: The Concept of Action Research Based on Kemmis and Mc. Taggart’s

The researcher used action research because (1) action research approached education as unified exercise, seeing a teacher in class as the best judge of the total educational experience, (2) the theory and practice of education for the teachers were encouraged to develop the teacher’s theories of education from their own practice, (3) as the teacher understand the situation and the problems of the students, therefore the teacher was able to choose a good solution
to be applied in the classroom, (4) the result of the research could improve the quality of education for the teacher and the students.

In this action research, there is a standard to stop the cycle. The cycle is stopped, when 75% of the students, who get score one, have reached score two. The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996:135) as follows:

<table>
<thead>
<tr>
<th>ACCURACY</th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no language produced</td>
<td>Little or no communication</td>
</tr>
<tr>
<td>Poor vocabulary, mistake in basic grammar, may have very strong foreign accent</td>
<td>Very hesitant and brief utterances, sometimes difficult to understand</td>
</tr>
<tr>
<td>Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent</td>
<td>Get ideas across, but hesitantly and briefly</td>
</tr>
<tr>
<td>Good range of vocabulary, occasional grammar slips, slight foreign accent</td>
<td>Effective communication in short turns</td>
</tr>
<tr>
<td>Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent</td>
<td>Easy and effective communication, uses long turns</td>
</tr>
</tbody>
</table>

Total score is 10

Table 2: The Criteria of Speaking Assessment

commit to user
D. Action Research Procedure

1. Initial Reflection

After the researcher did the pre-observation, she knew that there were several problems related to speaking skill in SDN Cemara Dua No. 13 Surakarta. She determines what she would do in the next stage.

2. Fact Finding Analysis

The result of the pre – research showed that the students speaking skill was not good. The students faced some problem, such as vocabulary, pronunciation, they did not have partner to talk and sometimes they feel shy if they must speak using English language. The teacher’s material was not interesting for the students, the way how the teacher teaches was monotonous, so the students felt boring in the classroom.

3. Planning the Action

After identifying the problems and the factors which cause them, the researcher determined the way to solve the problem. In doing so, the researcher tried to overcome the students speaking skill by using Audio-visual aids.

4. Implementing the Action

The researcher uses Audio-visual aids to improve students’ speaking skill in SDN Cemara Dua No. 13 Surakarta. The topic was transportation. She used LCD and speaker to show the picture of kinds of transportation and the sound.

5. Observing the Action

The teacher recorded the important occurrences during the teaching and learning process. She also used questionnaire to collect the data in the research.
The collaborator helped the researcher to observe the students activities. She noted everything happened in the teaching and learning process.

6. Reflecting

After carrying out the teaching and learning process by using audio-visual aids, the writer recited the occurrences in the classroom as the effect of the action. She evaluated the process and the result of the implementing audio-visual aids to improve the students’ speaking skill in class I A RSBI of SDN Cemara Dua No. 13 Surakarta. The evaluation was beneficial to give the recommendation of what the researcher should do in the next cycle.

E. Techniques of Collecting Data

The techniques of collecting data used in this research are observational and non-observational techniques. The following are the detail explanation of each technique according to Burns (1999: 78-151):

1. Observational techniques

The researcher as the teacher carries out the observation and the collaboration is taken with the English teacher as observer. Students’ behaviour and students’ activities are observed during speaking class. The observation is focused on the development of students’ speaking by using audio – visual aids. It is recorded on writing form called as field notes, teacher’s diary and photographs. They can be explained as follow:
a) Notes or field notes

Notes, or field notes as they are often referred to in qualitative research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. It includes non-verbal information, physical settings, group structures, interactions between participants.

b) Teacher diaries and journals

Teacher diaries and journals are an alternative to field note, or a supplement, if time permits. They provide continuing accounts of perceptions and thought processes, as well as of critical events or issues which are surfaced in the classroom. Diaries and journals contain more subjective and personal reflections and interpretations than relatively formalized recordings of notes.

c) Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photograph is also a technique for data collection that combines effectively with range of language classroom tasks and activities where visual aids are an invaluable support in learning.
2. Non-observational techniques

Non-observational tools result in data that are essentially introspective, that is, they invite personal and individual account of events, attitudes, and beliefs. They encourage respondents to “self-report” their perspectives on phenomena under research. The non-observational techniques used for collecting data are:

a) Speaking test

Speaking test was conducted to know the result of quantitative data from students’ speaking skill before and after the action.

b) Interview

Interviews are a popular and widely used means of collecting qualitative data. Action researchers need to consider what kind of interview is most appropriate to the research issues and to the types of learners involved. Interview can give any information needed by the researcher directly.

c) Students’ diary

An alternative, but related, form of gaining introspected written data is to use student journals or feedback responses. Journal writing has for many teachers become a popular task within communicative teaching approach. When it is oriented toward issues the teacher wishes to investigate. It can provide valuable insights into classroom interactions and the students’ responses to their learning experience.
F. Techniques of Analyzing Data

The process of data analysis is being conducted by the researcher using quantitative technique qualitative and. In quantitative technique of analyzing the data, the writer used the pre-test and post-test in order to know whether audio-visual aids could improve the students speaking skill or not. The result of the tests were analyzed using descriptive statistics.

The quantitative data will support the data from qualitative method and vice versa. The data will be presented in the form of mean score and the results are used to analyze the teaching and learning process. It is done to compare the students’ speaking skill before and after each cycle or the result of pre-test and post-test to know whether there is improvement in speaking skill or not. The mean of pre-test and post-test can be calculated with the formula as follows:

\[
\bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N}
\]

In which:

\[
\bar{x} = \text{means of pre-test score} \\
\bar{y} = \text{means of post-test score} \\
N = \text{number of pairs}
\]

The qualitative data were analyzed by using Constant Comparative Method (CCM). CCM was analyzing the data by comparing one category to another constantly. Generally, the data analysis process included data reduction, data classification, data synthesis, and ended by action hypothesis.
The following was a brief step related to the CCM statement:

1. Data Reduction
   
a) Unit identification. First of all, it was identified the smallest unit which was found in the data. It had to have closed relationship with the research problems.

b) Having got the unit, the next step was making codification. It meant that we had to code every unit in order to be known where the data came from.

2. Categorization
   
a) Categorization arrangement. It meant at choosing every unit which had the same characteristics

b) Every category had to be labelled

3. Synthesis
   
a) To synthesis meant that to look for relationship between one category to another

b) The related one category to another had to be given a label again

4. Arranging “Action Hypothesis”

Finally, by analyzing the observation and test result, the conclusion can be made whether or not audio – visual aids can improve students’ speaking skill.
CHAPTER IV
RESULT OF THE STUDY

The aims of the research are to know whether audio-visual aids can improve the students’ speaking skill or not and to know what are the strengths and weaknesses of audio-visual aids implementation to improve the students’ speaking skill. The research was conducted collaboratively in class I A RSBI SDN Cemara Dua No.13 Surakarta. The findings are involves introduction, the process of the research (cycle I and cycle II), discussion and research finding, and the strengths and weaknesses of using audio – visual aids. The description will be described as follows:

A. Introduction

Based on the observation in class I A RSBI SDN Cemara Dua No. 13 Surakarta, the researcher found that most of the students got difficulties in speaking English. It could be seen from the interview held before the research. The material was greeting. The topic was chosen because it had been taught before. The result of the pre – test showed that the students had low ability in speaking. The low ability in speaking could be seen from the low achievement of speaking test. The mean of the speaking scores in pre – test was 4.33.

The low ability in speaking could be identified from the following indicators. First, students could not answer the teacher’s questions. When the teacher asked some questions to the students, some of them just smile and keep silent. There
was lack of speaking practice, so it made the students passive. Second, the students could not express their ideas using appropriate vocabulary and using grammatical forms. Third, the students often mispronounced words. Fourth, most of the students used mother tongue in speaking class.

The researcher offered a solution to overcome the speaking problem in the classroom, by using audio – visual aids. Audio – visual aids is new way to attract the students attention and make them more enjoyable in learning English especially speaking. By using audio – visual aids, it emphasizes the teachers’ role in terms of selecting the course content and also integrating the course content with appropriate materials like pictures, graphs, charts, maps, radio, video, television and record player. All these materials are complementary and supplementary to the course content. These materials are called audio – visual aids. In other words, aids that are used by a teacher for effective communication are called audio – visual aids. In this case, the observer used a slide / power - point presentation, photograph, picture and sound.

During the research, the observer was helped by the teacher in Class I A RSBI SDN Cemara Dua No. 13 Surakarta, she is Mrs. Tuminah (TM). TM as the collaborator was needed in constructing and finishing the research. In the process of the research, the teacher TM became an observer and the researcher (DS) was a teacher who conducted the action. Before conducting the research, teacher TM and the researcher were talking about what she would taught to the students. It was needed to make a match in the teaching and learning process. Teacher TM took apart in teaching and learning process. She observed what the researcher’s
did. There were two cycles conducted in the action research. Each cycle had three meetings, two meetings were used to apply the implementation of action and one meeting was used to examine the progress. The procedure of the research is described below.

<table>
<thead>
<tr>
<th>No</th>
<th>Procedure</th>
<th>Activity</th>
<th>Doer</th>
<th>Specific Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-research</td>
<td>Observation</td>
<td>DS</td>
<td>Observing and identifying the problems and technique used in TM’s classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview</td>
<td>DS</td>
<td>Identifying the problems, students' background and technique used in speaking activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>DS</td>
<td>Identifying students' speaking skill</td>
</tr>
<tr>
<td>2</td>
<td>Research Implementation</td>
<td>Cycle I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Planning</td>
<td>DS</td>
<td>Planning the action for cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Implementing</td>
<td>DS</td>
<td>Implementing the action in two meetings and one meeting used for post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Observing</td>
<td>DS and TM</td>
<td>Observing the actions of Cycle I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Reflecting</td>
<td>DS and TM</td>
<td>Reflecting the observation results</td>
</tr>
<tr>
<td>Cycle II</td>
<td></td>
<td>Planning the action for cycle II based on the weaknesses found in Cycle I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td>DS</td>
<td>Planning the action for cycle II based on the weaknesses found in Cycle I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implementing</td>
<td>TM</td>
<td>Implementing the action in three meetings and one meeting used for post test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Observing</td>
<td>DS and TM</td>
<td>Observing the actions of Cycle II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Reflecting</td>
<td>DS and TM</td>
<td>Reflecting the observation results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Result Discussion</td>
<td>Discussion</td>
<td>DS</td>
<td>Discussing the result of the research as a conclusion</td>
</tr>
</tbody>
</table>

Table 3: The Procedure of the Research

**TM** : Tuminah  
**DS** : Dyah Supiyati
In doing the research, there were targets that must be reached. First; the students could improve their speaking skill. Second; students could enjoy the teaching and learning process and third; the students could be active in the speaking class.

B. The Process of the Research

1. Cycle 1

In this part, the writer did a set of activities which consisted of several actions, namely planning the action, implementing the action, observing and reflecting the action. The complete illustration was described as follows:

1). Planning the action

Before implementing the research, the researcher did the pre-research. It aimed to know the students’ problem and to measure the students’ speaking skill. After that she implemented the action in the classroom and then she did the action based on the facts that she found in the pre-research. She tried to overcome the problem by teaching speaking skill using audio – visual aids. The main aim of the use of audio – visual aids was to improve the students’ speaking skill.

The researcher discussed the action plan that would be implemented with the collaborator. The purpose was to know about how to apply the audio – visual aids in teaching and learning process. After the discussion, she designed the lesson plan. The lesson plan was made for three meetings. The lesson plan consisted of three parts, they were opening, main activity, and closing. The time
allotment for every meeting was about 70 minutes. The researcher prepared the material from some resources such as books, video, pictures and internet. The researcher decided to choose describing transportation (water and air transportation) as the topic for the first cycle. It has been fixed with syllabus / curriculum of the school. The timetable of the research can be presented in the following table:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; cycle</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>Monday, May 3&lt;sup&gt;rd&lt;/sup&gt; 2010</td>
<td>07.30 – 08.45</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>Thursday, May 6&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>11.00 – 12.15</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>Saturday, May 8&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>07.00 – 08.10</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; cycle</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>Saturday, May 15&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>07.00 – 08.10</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>Monday, May 17&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>07.30 – 08.45</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>Thursday, May 20&lt;sup&gt;th&lt;/sup&gt; 2010</td>
<td>11.00 – 12.15</td>
</tr>
</tbody>
</table>

Table 4: The Timetable of the Research

2). Implementing the Action

a. First Meeting

The first meeting was conducted on Monday, May 3<sup>rd</sup> 2010. The teacher did several activities related to the teaching and learning process. They were: opening (warming up), main activity and closing. For the detail information will be explained as follows:
1). Opening

After the bell had rung after flag ceremony or exactly at 07. 30 a.m, the teacher and her collaborator entered the classroom together. The teacher took the position and asked the class leader to lead the prayer. After that, the teacher greeted the students and checked the students’ attendance. The teacher used a song to check the students’ presence. The song was “where are you now”. The word “you” in this song, could be replaced by the name of students, so the song could be : “Where is avin, where is avin?”. Then the student who was called by the teacher replied “I am Here, I am Here” and so on. The teacher did it only for some students and the rest of them was checked one by one. Fortunately, the class was complete. The total of the students were 28. They consisted of 10 males and 18 females.

2). Main Activity

In this part, the researcher gave a simple question to the students. She asked “How do you go to school?” a boy namely Pedro replied “apa artinya miss”. A girl namely Grace answered “By motorcycle miss”. The class went into busy. The teacher explained the question being asked. Then, many students answered loudly, “Mobil miss, motorcycle, becak, car “. The researcher tried to make class quiet, she replied ”OK, it does not matter”. She asked the students again “Is there anyone of you go to school by plane or train” they answered together loudly “No miss, gag mungkin” and then the students were laugh. The teacher attracted the students’ attention by asking or giving them some jokes and
asking questions like she has explained before. She told the students that they would learn about describing transportation.

The next stage, the teacher showed the students several pictures of transportation such as plane, ship, car etc. The class was crowded when the researcher showed the picture in the screen. She asked the students to be quiet or she would stop the show. The class captain shouted loudly to his friend and asked them to be quiet, and it worked. The teacher asked the students to mention the examples of transportation. The students answered eagerly. She continued by explaining the topic. She continued her explanation, she gave a question to them, “What is the function of transportation”, “is there anyone who can answer?”. Some students looked quiet and thought deeply when suddenly a students namely Grace answer loudly, “To carry people”. The teacher said that it was a good answer. Then, she explained the function of transportation was to make people easier and to carry people from one place to other place.

The teacher prepared some medias that would be used in the teaching and learning process. She showed some pictures of transportation, car, motorcycle, pedicab, bus, taxy, train, bicycle, truck; air transportation: helicopter and plane; water transportation: ship, boat, canoe in the screen. She used the internet connection to find the kinds of transportation. The teacher explained the material loudly and clearly to make sure that the students understood about transportation. She asked the students to speak up and what was she pointed in the screen. In this activity, the students looked enthusiastically because the pictures shown were colorful and various. It can be seen from their mimic and their gesture.
Going to the main activity, the teacher showed some pictures of water transportation. They were ship, canoe, boat, jet sky, and speedboat. She went on with the vocabulary exploration. She started to explain the material from the category of the transportation, shape, colour, size, and special feature. The shapes are various such as rectangle, oval, square etc. The colours are various such as red, green, blue, yellow, orange, purple, brown, black, pink and many more. The size included short, long, big and small. Special feature are for example: a ship with deck, a speedboat with machine, and ship with many windows and doors.

In the activity, the teacher divided the class into seven groups. She had chosen a captain in each group. He/she would lead the group and would responsible of what happened in the group. The captain was also being the spokessperson of the group. The teacher asked to the students to identify the words into their categories. She supplied various features of words to describe transportation. The students had to put the words into their category; shape, colour, size and special feature. The students had a discussion with their friends in their group. The teacher monitored the students’ activity. She went around the class and sometimes she stopped in a group to observe what they were doing. It took a long time to finish the activity. In the middle of the discussion, some of the students confused of the category of transportation. The teacher explained to the students about air, water and land transportation. The students said “Oooo, begitu ya miss” then she replied, “Yes, it is”. After all the students finished, the teacher asked the captain of group 1 to report his discussion in the front of the class accompanied by the group
members. The group members helped the leader to speak up, and then it continued to the next group up to the last group.

After explaining the material, she gave a chance to the students whether there were any questions or not. When the teacher presented the materials, most of the students paid much attention to her, but some of them did not. Some of the students made noise and chatted with their friends. The teacher looked at those students who made noise and chatted in the class, suddenly they stopped their activity. They knew that the teacher would be angry if they did not stop it. The class became quiet.

3). Closing

When the bell rang, the teacher ended the class activity and said good-bye to the students. Before she closed it, she reminded the students to study the material in their home. She told the students, “Well kids, don’t forget to read and study in your home about transportation that we have learned today, Ok, do you understand? She translated it into Indonesia: Anak – anak jangan lupa ya pelajaran yang sudah diajarkan tadi, tentang transportasi. Anak – anak sudah paham?” The student replied in English “Yes miss!” She continued by asking “Do you have any questions kids?” They answered “No, miss!” and she closed the class and she let them to get break time.
b. Second meeting

1) Opening

The second meeting was conducted on Thursday, May 6th 2010. The class was clean and smelled good because of the perfumes in the class and the air conditioner made the class cold and fresh. What the teacher did in this meeting was not far different from the activity in the previous meeting. The class was at the last session. It was started at 11.00 a.m. and would be ended at 12.10 p.m. As usual, after all the students came into the class. The teacher asked the students condition and she asked who were absent that day. The sitting formation was different every day. It was aimed to make different atmosphere to the students. The class was ready to be used and the students were enthusiasm to follow the class activity.

2) Main Activity

That day’s meeting was aimed to describe air transportation. The teachers started to show the pictures in the screen. After all the students had already prepared their need, the teacher told them that she would explain how to describe air transportation. The teacher prepared the media which were going to be used, such as the material, laptop, speakers, LCD screen. She started to open the slide. There were two pictures of air transportation. They were plane and helicopter. The teacher described the plane first. She asked to the students, “Do you know what is this?” some of the students said “plane”. A girl namely Grace answer loudly “This is a plane”. I added, “Yes, that’s right. “This is a plane”. She told the
students, if they answered a question, they must answer it completely. She began to explain the material. She asked them to watch the slide in the screen. In the screen, there was a picture of a plane, namely Lion Air. She told them, the way to describe the plane was the same as describing water transportation. She asked to the students in Bahasa Indonesia, “Ayo anak –anak, masih ingat nggak bagaimana menjelaskan sebuah benda, kalau kemarin kapal, sekarang apa saja?”. The students replied “Warna miss, shape.” Some other students answer, “Bentuk, ukuran miss”. She gave comments to their responses, “Yes, you are right, you are good students, tapi masih ada yang kurang, yaitu jenis transportasinya”. The students were enthusiasm in this class; they looked at the screen eagerly. Then, she repeated the material about how to describe it. They already understood about the material so it did not need long time to explain the material. Then they identified one by one from the categories. The teacher asked them a question “What is the category of a plane? Is it water, air or land transportation?” Then all the students answer loudly, “Air transportation”, she added, “Yes, you are right”. Then it was continued by the shape, colour, size.

In the next activity, the teacher divided the class into four groups, it was different from the previous meeting, and she gave the name to each group. The names were strawberry, grape, banana and mango. Each group consisted of seven students and one of the students was being a captain. She asked the students to continue the description about plane. She must continue the description according to the picture in the screen. They saw the picture in the screen then began to do their works. While they were doing their work, the teacher went around the class
to check their work. Having discussed a plane, the teacher conducted pronunciation drill by saying the words, such as machine, engine, cabin and wheel. Then, in the middle of observing the students, the teacher looked at their works. The teacher asked each group one by one, so there was conversation in the group. She asked to the students some words, and sometimes she answered the questions. The teacher came into banana group, one of the students, Avin asked: “Miss, kalau pesawat itu bentuknya apa?” Then she tried to answer his questions: “Oke, kalau pesawat itu sebenarnya tidak ada nama khusus untuk bentuknya, jadi bukan persegi, bukan bulat juga bukan kotak. Jadi untuk bentuk boleh menjelaskan bentuk itu di bagian roda, jendela atau pintunya, OK, do you understand?” He replied, “Yes, I do.” Then she continued to check the students’ work by asking them question such as “What is the colour of the plane?”, “Does a plane have window? They could answer easily, but the problem was their pronunciation. Some of the students did not know how to pronounce the words, such as “machine”. She supplied the vocabulary for them and gave example of how to pronounce the words. She did it many times until the students could pronounce well.

3). Closing

In this part, the teacher ended the class by saying good-bye and gave some advices to the students. She reminded the students to study harder and open the material in their home. She asked to the students, “Any question to ask students?” they replied “No, miss”. Before closing the class, she gave time to clear up their
books and pencils for about 5 minutes. Then, she called the class captain to come to the front of the class to lead the prayer. The students sat on their chair in a good position. The last, the teacher called the best group. The best group would leave the class firstly. The students shaked and kissed the teacher’s hand then they left the classroom.

c. Third meeting

1). Opening

It was a cold morning. The day was Saturday, May 8\textsuperscript{th} 2010. The English lesson was the first period. The students wore brown uniform. After the bell rang, the students sat on their chair and prepared their tools. The teacher asked the class captain to lead the prayer and she continued by checking the students presence. The class was so busy, it was caused by a crying boy. Yoseph cried because he forgot to bring the English book. The class was crowded. The teacher tried to stop his crying. It took several minutes. After the class condition was good, the teacher started the class activity.

2). Main Activity

The teacher explained that they would have a test. She explained the rules to the students. The teacher would show air and water transportation. The students would come to the front of the class, near the screen to describe their picture. Before they described the picture, the teacher distributed the pictures randomly starting from student number one until the last number. The students’ activity in

\textit{commit to user}
describing the pictures was recorded while the collaborator and the teacher gave the score to each student. The test ran well. There was no big problem with their performances.

3). Closing

In this session, the students looked excited because speaking rarely occurred in English lesson before. The teacher asked, “Do you like today’s activity?” the students answered it loudly “Yes, Miss”. Then the teacher asked the students to prepare the next lesson that was TIK / Computer Information Technology. Then the teacher said good-bye and left the room.

3). Observation

In this case, the writer and her collaborator did the observation during the implementation of the action while the students were doing their activity. The aim of the observation was to know whether audio-visual aids could improve the students’ speaking skill or not. The techniques were used for observing, as follows: (1) pre test – and post test, (2) observation.

Based on the observation from the first meeting to third meeting, it could be summarized that (1) the improvement of students’ speaking skill was increased but it had not been optimal yet, (2) the class management was getting well, (3) the class atmosphere was alive, (4) the use of mother tongue decreased.
(1) The improvement of students’ speaking skill increased

The students speaking skill was develop during the first cycle. They could speak better. (See appendix p.148). It was proved by the students speaking score. The students speaking score in pre test was 4.30 and the students’ speaking score in the first post test was 5.44. The improvement of students’ speaking increased, but it had not been optimal yet. There were some students still had difficulties in pronouncing the words. It could be seen in the result of the first post test. Besides, it could be seen from the students comment, a boy namely Elvan said: “Bahasa Inggris ngomongnya susah, Miss”.

(2) The class management was getting well

The teacher could manage the class well. The teacher used audio – visual aids to attract the students’ interest. Before the teacher used audio – visual aids, the class management was unwell. Some of the students were disturbing their friends when the teaching and learning process happened. The students made some troubles especially in the speaking class. They interrupted the teacher, when the teacher conducted a student in performance stage, and it made the teacher could not manage them. After the teacher used the audio – visual aids, she could manage the class well. She provided many interesting materials to focus the students’ attention, such as by watching video and seeing many pictures. They focused in the material which was provided by the teacher, so they would not disturb and made trouble in the class.
(3) The class atmosphere was better, it was alive

The classroom situation was more alive, because there was good communication between the teacher and the students interactively. It happened in individual work and group work. When teacher asked questions, the students answered the questions enthusiastically. In other hand, there were some students still seemed a little passive. They just keep silence when the teacher asked her / him.

(4) The use of mother tongue decreased.

The teacher tried step by step used English in every situation. It made them accustomed with the target language. It could reduce the use of mother tongue in the teaching and learning process. When the students asked a word or some words in Indonesian, the teacher told them what the English vocabularies were. Besides it made their vocabularies increased, it made them reduce the use of mother tongue.

4). Reflection

Reflecting the result of implementation in the first cycle will answer the questions. The questions are: (1) what have been succeeded already? (2) what have not been succeeded yet? (3) why have they been happened? (4) how should it be?
(1) What have been succeeded?

The use of audio–visual aids in the first cycle has succeeded in enhancing the students’ speaking skill. After comparing the result of pre-test in which the mean was 4.33 and the result of the first post test in the first cycle was 5.44, it could be concluded that there was a better progress than before. It means that the students’ achievement improved significantly. The influences of the use of audio–visual aids to improve students’ speaking skill in the first cycle were as follows; the students speaking skill increased; the class management was getting well; and the class atmosphere was alive.

(2) What have not been succeeded yet?

The influence of the use of audio–visual aids to improve students’ speaking skill has not been able to affect the students’ psychological mind maximally for all students. For example: there were some students who were still lack of self confidence in speaking, there were some students who were bored, there were some students who bravely to speak in group, but not for individual. There were some students who still used mother tongue and mispronounced the word.

(3) Why have they been happened?

Based on the reflection and analyze of the implementation of the first cycle, it showed that the students’ problem was caused by some factors. First, the role of the teacher in managing the class had not been optimal yet. As the result,
some students were still passive. Second, the use of audio–visual aids in the classroom especially speaking class was a something new for the students. They were not accustomed yet to do it, so it needed time to make them accustomed to do it.

(4) How should it be then?

To get the better result, it was necessary to conduct several actions in the second cycle. There were some points which were necessary to be improved and increased in the second cycle as the improvements of the lack in the first cycle. They were: first, the teacher tried to explore the students’ ability. She could ask the students to speak up every time, even it was a short sentence. It affected the students’ participation in the classroom and it affected to their confidence. Second, the teacher must create more interesting activities and interesting material. The teacher also could give reward to the students who had good achievement, it made them happy and it could motivate them to be better students in the class. Third, the teacher should try to explore the student’s ability, she could focus on individual perform. She could give some questions to the students individually. It could maximize their ability in speaking class, especially their individual perform. Fourth, the teacher should record the students’ perform slower. She should allot a specific time to record the students’ performance. The teacher could divide the class into several groups. It made the teacher easier to control the students and the students could enjoy the process of teaching and learning.
Based on the observation result of the implementation, the researcher can identify the problems and improvements in cycle 1. They will be described as follows:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Improvement Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ speaking skill was low. From the pre test, the students score was 4.33</td>
<td>1. The students’ speaking skill increased. It could be seen from the result of first post test 5.44.</td>
</tr>
<tr>
<td>2. The class management was unwell. Some of the students were disturb their friends when the teaching and learning process.</td>
<td>2. Enhancing the role of the teacher and keep the class actively and interactively. The teacher could provide many interesting materials to focus the students’ attention. It made the students easily to be managed. It made the students brave to speak up.</td>
</tr>
<tr>
<td>3. The class atmosphere was monotonous and the students were passive in teaching and learning process.</td>
<td>3. The class atmosphere more alive. The students were more active in doing the activities</td>
</tr>
</tbody>
</table>

A. Problem faced after cycle I

1. Psychological problem (lack of self confidence, bored, brave to speak in a group work only)
2. Mispronounced word
3. Mother tongue use
4. Recording too fast

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
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</tr>
</tbody>
</table>

Table 5: The Problems and the Improvement in Cycle I

2. Cycle 2

In this part, the teacher did a set of activities, which consisted of several parts. The teacher and her collaborator planned and implemented the action. For more detail explanation, it will be explained in the following parts:

da. Revising the plan

Based on the result of the reflection in cycle 1 and the result discussion with the collaborator, she decided to revise the plan. In cycle II, the teacher planned to teach speaking used the topic of describing land transportation. Most of the students were less confidence, in this cycle the teacher should make the students brave to speak and have high self confidence. In the first cycle, the teacher did not give much model to the students. The students became confused and they could not explore their ability. The teacher allotted much time to give sufficient model to the students. It aimed to make the students understand what the teacher explained. In discussion group, there were too many students, a group consisted of seven. It made the students could not maximize themselves. To get better result, the teacher made a plan for cycle 2. She would give much modelling to the students. She added the picture and the use of audio – visual aids in the
teaching process. In this cycle she would add some sounds of transportation. It aimed to attract the students’ attention and make the classroom atmosphere more alive. Before the teacher and her collaborator did the second cycle, the teacher had prepared all the things needed in the teaching and learning process. They were the lesson plan, a topic related to the theme and the teaching media (LCD, Speaker, laptop, the material (pictures, sounds and Power-point presentation and videos).

b. Implementing the Action

1). First meeting

a). Opening the class

The English class was conducted at the first period of the day. That day was Saturday, May 15th 2010. As usual, the teacher started the day by praying together led by the class captain. After the class was ready, she greeted the students and asked the students condition. Then, she asked who was absent at that day. She continued by telling them what they would do that day. She asked them to prepare their books, pencil case and pencil colours.

b). Main activity

She explained that the day, they would describe land transportation. After described air and water transportation, it was the time to describe land transportation. The teacher reminded the students that they could describe the land transportation by describing the characteristics of the things. The teacher had prepared many pictures of land transportation in the LCD screen. They were bus, motorcycle, pedicab, cycle, taxi, truck, and car.
In this activity, the teacher showed the examples. She showed two pictures of land transportation, they were car and motorcycle. It could be a model to compare and illustrate of different feature; Transportation categories such as air transportation, water transportation or land transportation. Colour such as brown, red, blue, black, yellow etc. She explored some words related to colour. They could mention the colour fluently and correctly. For size, she gave modelling by comparing two of the students who had a small size and big size. For shape, she explained: the wheel shape is round. The window shape is rectangle. Then the categories above were applied to describe a car that was shown in the screen. She added that they could use long and short to describe pictures. For example; The ship is long, the car is short and so on. Then, in facilities, she told the students that they might use a sentence, for example: the bus has many windows. It has many doors too. While, motorcycle does not have window and door. The teacher showed a video about transportation. In the video, there were many kinds of transportation that the students could find. Next, she asked the students to tell what they saw in the video, and they did it well. They could tell the name of transportation correctly.

In exploring the students’ vocabulary, the teacher read a word or some words then the students would repeat after the teacher. She also taught the students how to pronounce the words well. Having finished with pronunciation practice, the teacher gave the students drilling of using the words in the sentences by giving them example first. The teacher and the students discussed every single point and tried to find as many words as possible dealing with the topic. In this
activity, the students were happy and enjoyed the class. It could be seen that they
got enthusiasm when the teacher asked some questions to the students. Funny and
good picture could make the students felt so excited. The teacher tried to give
more examples. Some students requested the pictures. The teacher could browse
the picture at that time because there was internet connection, so she could use the
facilities to fulfil the students need anytime.

In the next following activity, the teacher provided some pictures consisted
of five land transportation pictures. She gave a short text about the features in
each picture. She asked a student to read the text. Then, she asked other students
to guess and identify which picture who had the requirement as the friend said.
They must take turn until the last picture. They could find the answer easily.
Having finished with the activity, the teacher checked the description by asking
them to read aloud. The students could do the activity well. They could make a
clear description and their pronunciation was getting better, it was understandable.

c). Closing

In this session, the teacher asked the students whether they found any
difficulties or not. Feeling sure that there were no questions, she closed the
meeting. The teacher said goodbye and she let the students to prepare the next
lesson. The English class would be continued in Monday next week.
2). Second Meeting

  a). Opening

      The day was Monday, May 17th 2010. As usual, after having flag ceremony, the students and the teacher entered the class. The collaborator followed her behind the students. The English lesson started at 07.30 a.m. The students looked so busy with their own activities. The teacher asked the students to be quiet. It took several minutes to make students ready to have lesson. The class captain led the prayer and greeted the teacher. The teacher replied and then she checked the students' attendance. She explained that they would describe land transportation. It was still the same topic, but that day would be much performance of the students.

  b). Main activity

      The teacher prepared all the media that would be used to support the teaching and learning process. When everything was ready, she started to go to the main activity. The teacher started the day by reviewing the previous meeting about how to describe land transportation. She would describe land transportation. Before she described land transportation, she reviewed about transportation category, colour, size and shape. The students had already mastered the vocabulary, their pronunciation was much better than the previous meeting.

      Starting the activities, the teacher gave a model about how to describe land transportation. The first, she showed a picture of a bus in the screen. She asked the students related to the picture, such as: *What is the bus colour? Is it big? Is it...
The students could answer the teacher’s question, but there were some mistakes made by the students. In other hand, the students enjoyed the activity. The students looked happy because there were many jokes by the teacher, so it made the teaching and learning process more enjoyable. Next, the teacher pointed some students randomly. She had prepared many pictures with various style of land transportation. The students might to describe the picture. The teacher gave time to practice with their friend before the students came to describe the picture in the front of the class. The teacher helped the students first to prepare their self. For example, the teacher asked a question about the third picture. The picture was a taxi.

“This is a taxi. The taxi is big. The colour is blue. It has windows and doors. The wheel is circle. The colour of the wheel is black”

The teacher invited the rest of the students to describe the picture. However, before it happened, some students added the description, ”the wheels are round” The teacher saw that there were some students who got the problem in
describing the picture. Some of the students did not know the vocabulary, and some others could not pronounce certain words. The teacher explained more about the vocabulary and pronunciation. She told some vocabularies and she drilled them many times until the students could pronounce well. Next, she asked the students to write it down on their book, before they tried to describe it. When the process ran, the teacher monitored the students. The students worked busily, some students tried to describe the picture while some other made notes about the description. Then, it continued by the performances of the students who were chosen. There were two more students who would describe the pictures. A student namely Elvan, described a motorcycle and the another student namely, Vira described a car. The first students produced speech with some notes in his hand, the teacher support him and helped him to finish the description. The second student described the car directly, it was good one. She described without too many pauses, her pronunciation was good and clear. The students who listened the description were so happy. They gave applause to the girl.

c). Closing

It was a fun day. The class was busy and crowded, there were jokes and laughs in the class. Having finished all the activities, the teacher ended the meeting. She reminded the students that the next meeting, they would have test to describe land transportation. They might prepare their self to get better result. Finally, the teacher closed the activities by saying good-bye and she let them to get rest.
2). Third Meeting

a). Opening

The third meeting was carried out on Thursday, May 20\textsuperscript{th} 2010. The sky was shiny. The lesson was the last. Fortunately, the students were still ready to get the last lesson of the day and all of students were present. Speaking test was the planned activity.

b). Main Activity

The teacher asked the students to choose one of the land transportation that the teacher had prepared before. She prepared a small piece of paper in a box and the students must take one of the paper. The teacher also prepared the media that used in the test, such as LCD, laptop, screen, and video recorder. They came forward to describe it. Each student began to prepare the oral test. Some of them looked into dictionary finding some difficult words or asked to their friends. Whole students had been ready to describe one of land transportation. Based on the students’ presence list, the teacher and the collaborator invited them one by one. The performance was better than the last activity. They looked very confident and they did fewer mistakes in speaking. The accuracy and fluency absolutely increased. The teacher and her collaborator started to give score on their test.

c) Closing

In this session, the students looked excited. The teacher gave general review about the test. Most of them could do the speaking test well. She motivated the students to enjoy the speaking class. The teacher told them that they could be a
better speaker in the future. Then the teacher asked the students to clear up and prepare to go home. The teacher closed the day by saying good bye to the students.

3. Observation

In this observation, the teacher and her collaborator did observation during the implementation of the action to the students. The techniques were: (1) pre-test and post test; (2) observation.

Based on the observation from the first meeting to the third meeting, it could be summarized that (1) the improvement of students’ speaking skill increased; (2) the students could enjoy the speaking class; (3) the classroom situation was more alive and enjoyable; (4) the quality of teaching and learning process in cycle II was significantly increased.

(1) The students’ speaking skill increased

The students’ speaking skill increased during the implementation of audio–visual aids in cycle 2. The result of the second post test showed that there was a significant improvement. The score of the first post test was 5.44 and the score of the second post test was 6.16.

(2) The students could enjoy the speaking class

From the observation from the first up to the third meeting, the teacher and her collaborator agreed that there was an improvement in the process of teaching
speaking. The teacher tried to provide various materials and give jokes to the students. They could work together with their friends without disturbing each other. The students were braver to speak up and answer the teacher’s question. Those points indicated that they enjoyed the speaking class.

(3) The classroom situation was more alive and enjoyable

The classroom situation was more alive, because there was two ways communication between teacher and the students and vice versa. It happened in the performance stage. When the teacher asked questions, the students answered the questions enthusiastically. The classroom situation was enjoyable, there were no more crying students in the process of teaching and learning. The teacher looked friendlier to the students, but the classroom was little bit crowded because most of the students tried to answer the teacher’s question.

(4) The quality of teaching and learning process in second cycle was significantly increased

The students became active during the process of cycle II. They became active in listening the teacher’s explanation, answering the teacher’s questions, pronouncing the words and they were getting brave to ask questions to the teacher. When the students got difficulties, they asked the questions directly to the teacher and the teacher would answer the students’ question at once. When they
still felt shy or afraid to ask questions, the teacher immediately supported and gave motivated to them.

By observing the students’ activities, it could be stated that the implementation and treatment which had been carried out by the teacher using audio – visual aids to improve students’ speaking skill was suitable. The obvious evidence could be seen from their achievement which was reflected by the students’ score after the action test.

4. Reflection

The result of teaching and learning process of speaking skill using audio – visual aids showed that there was an improvement from cycle 1 up to cycle. The improvements were quite significant, especially in improving the students’ speaking skill. The result of the mean of scores that the students got from second cycle was as follows; the mean of the first post test was 5.44 and the mean of second post test was 6.16. It could also be seen by comparing the previous post test in the first cycle and the post test in second cycle.

In other hand, the students’ psychological problem could be cover, such as lack of self confidence, bored, brave to speak in a group work only. The observation result showed that the students’ motivation improved. Some students who were not active in the lesson, decreased. Their confidence was increased too. They could answer the teacher’s question, they were not shy to speak up, they could perform and able to do the task well. They could enjoy the speaking class and they were not bored anymore. The students also brave to speak up individually. The
teacher asked the students randomly about the transportation. They could answer the teacher’s question directly. From the reflection, it could be concluded that the second cycle had given a better result in improving students’ speaking skill.

<table>
<thead>
<tr>
<th>Problem faced after cycle I</th>
<th>Final Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychological problem (lack of self confidence, bored, brave to speak in a group work)</td>
<td>1. The students’ confidence was better than before. They could answer the teacher’s question, they were not shy to speak up, they could perform and able to do the task well. They could enjoy the speaking class and they were not bored anymore. The students also brave to speak up individually.</td>
</tr>
<tr>
<td>2. Mispronounced word</td>
<td>2. The teacher drilled the words that the students could not pronounce it well. The students would be accustomed with the word.</td>
</tr>
<tr>
<td>3. Mother tongue use</td>
<td>3. The teacher asked the students to use English in every situation. If they did not know the English</td>
</tr>
</tbody>
</table>
word, the teacher would tell them.

It could be the use of mother tongue.

4. The recording was slower. The teacher recorded slower than before and she allotted a specific time to record the students’ performance.

Table 6: Final Reflection of Cycle II
C. Discussion and Research Findings

Analyzing the data of the study, the researcher found several findings to answer the problems of the research, they are: 1) can audio-visual aids improve the students speaking skill?; 2) what are the strengths and weaknesses of the use of audio-visual aids in improving students’ speaking skill. The research findings show some important points, they are: (1) the improvement of students’ speaking skill increased, (2) the students were more active in doing the activities and they have high motivation, (3) the improvement of classroom situation, (4) the quality of teaching and learning process was significantly increased.

(1) The improvement of students’ speaking skill increased

This statement is supported by the following table which shows the pre test, first post test and second post test. The pre test is taken at the first meeting, and the post test is taken at the end of the class. Having carried out the research in which the teacher uses audio – visual aids to teach speaking to the students, the students’ achievement increase. The following table describes the students’ score result in each test.

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre – Test</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>120.5</td>
<td>152.5</td>
<td>172.5</td>
</tr>
<tr>
<td>Mean Score</td>
<td>120.5 : 28 =</td>
<td>152.5 : 28 =</td>
<td>172.5 : 28 =</td>
</tr>
<tr>
<td></td>
<td>4.30</td>
<td>5.44</td>
<td>6.16</td>
</tr>
</tbody>
</table>

Table 7: The Result of Each Cycle
Based on the table above, the writer sees that the result from the first cycle until the third cycle always gets better progress. It means that the students achievement improve significantly.

(2) The students were more active in doing the activities and they have high motivation

The use of audio – visual aids in teaching speaking to the students can make the students active in joining the speaking class. It can be seen from their activities in the group work or individual work. By watching the videos, pictures and other materials, those things attract the students focus and interest. It stimulates the students to speak up. The students are able to work together with their friends without disturbing each other. It can be seen when the students do the group work. They also have close relationship among them. They were braver to answer teacher’s question. Piaget in Ditjen PLSP (2006: 16) said that:

“The children should be active, brave and have high motivation in learning, therefore they will get successful in the future, and the teachers are able to guide them by giving appropriate media, but the most important is the children are able to understand knowledge by finding itself”.

From the statement, it can be summarized that the students’ activeness and motivation are really needed in conducting the teaching and learning process. Having high motivation and activeness in early education will influence the students’ success in the future.
(3) The improvement of classroom situation

The use of audio – visual aids make the classroom situation more alive. By using audio – visual aids, the teacher can use the media, such as videos, picture and recorded material. It can make the students enjoy and it motivate them to use the language.

Ur (1996: 120) states that there are four criteria of successful speaking activities, namely (a) learners talk a lot; (b) participation is even; (c) motivation is high; and (d) language is of an acceptable level. From the findings, the activities in this research fulfil these requirements well.

To support the teaching and learning process, the students’ activities were guided by the audio – visual aids. The visual aids applied in the research were in the form of picture and power-point presentation, and the use of audio aid was in the form of recorded material such as the sound of plane and train. Moreover, the use of audio – visual aids was in the form of video. As stated by Haycraft (1978: 99):

“We, therefore, have to give our students practice in reacting in English objects, or pictures. A part from this aids are an addition to our “armoury”. They allow us to explain a word or concept simply, by showing a picture, or pointing to an object”.

The aids could be used to make easier in the process of teaching and learning. The aids such as picture could explain simply to the students and they could easily understand of what being explained. The use of audio – visual aids is important and beneficial because they can provide concrete referent to ideas, serving as a more easily remembered to the original idea; and they can motivate learners by...
attracting their attention, generating emotional expression and simplifying information.

(4) The quality of teaching and learning process was significantly increased.

The observation result showed that there was an improvement of the students’ motivation. Some students who were not active in the class, decreased. The classroom situation was enjoyable and the students’ achievement increased significantly. It indicated that the quality of teaching and learning process was significantly increased. Besides, the teacher ability improved. The teacher was able to create interesting activity and she used the suitable media in the teaching and learning process. Therefore, the students did not feel bored and shy anymore in the class. On the contrary, if the students felt bored, they would lose their attention on the teaching and learning process. As a result, the students’ would not able to catch the lesson easily because they lost their interest and participant. Brown (1994: 48) stated that “Routine activities in learning can make the students bored. As a result, their motivation and participation in learning will decrease”.

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D. The Strengths and Weaknesses

There were strengths and the weaknesses of using of Audio – visual aids in teaching speaking skill to the first grade students of SDN Cemara Dua No. 13 Surakarta. The complete description will be described as follows:

1. Strengths

First, audio - visual aids as educational tools for learning became more effective and it could make the teaching process more interesting. Kemp, (1963: 3) states that:

"When such audiovisual materials as photographs, slides, filmstrips, overhead transparencies, and motion picture are carefully prepared and properly used, they can: 1) increase understanding of a topic; 2) add interest to a subject; 3) lengthen the retention time of information; 4) teach a skill effectively; 5) contribute to a desirable to attitude; 6) stimulate people to action; and offer experiences not easily obtained in other ways” Because they have these important capacities, audio – visual materials can help to solve your communications problems while increasing your instructional efficiency and the learning efficiency of your audience”

It meant that the teacher could explore the audio – visual aids and it could be matched with the students need. The use of them could solve the communication problems in the class.

Second, audio - visual aids had better serve to the students when they have elements that a piece of text or classroom notes cannot fully convey, such as videos, sounds and images, and the use of them could help the students to retain more information.

Third, audio – visual aids could help the teacher to explore the material deeper. They conveyed the idea more effectively. They helped the students to use

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their visual capacity. It maximized the time and the material that would be delivered to the students. As stated by Haycraft (1978: 99):

“Again, the manoeuvrability of objects or pictures is a great advantage. Time can be saved by passing pictures or objects round the class and getting group work going; revision can derive from the reintroduction of visual aids...”

Fourth, audio-visual aids were key tools for children in learning and development since they helped increase a student's interest in a subject. They helped break the habit cycle in certain settings, such as in classrooms. Vale (1995: 106) states that:

“Children therefore grow up expecting their world to be visual. They are accustomed to receiving constant visual support where communications concerned. ... Indeed, part of the process of learning to read involves using these visual clues to support the written form. It follows that illustrations and the use of visual aids are extremely important in the teaching of a second language to younger learners”.

Fifth, audio-visual aids were more interactive, helping the students become closer with their need in learning process. It could be seen when the teacher used audio-visual aids such as power-point presentation, the teacher could include the pictures, sounds and video there. The teacher could stimulate the student to speak. The teacher could conduct the process interactively to the students.

Sixth, the use of audio-visual aids in teaching speaking skill enhanced the learning process because the interactive effects could be used to reinforce the material learned. Colours, effects and format can all be customized for effective teaching, which helps the students to understand about something.
Seventh, audio-visual aids such as video, picture and projectors could help illustrate and clarify what is being explained in the teaching and learning process. Teaching English to children was different than teaching English to adults. As stated by Peck in Murcia (2001: 139) “Activities need to be child centred and communication should be authentic. This means that children are listening or speaking about something that interest them, for their own reasons, and not merely because a teacher has asked them to”. In addition, they could help the teacher stay organized and keep the students’ attention.

2. Weaknesses

Beside there were strengths of using audio–visual aids in teaching speaking skill, there were also weaknesses. The weaknesses of using audio–visual aids to teach speaking skill will be described below.

First, the teacher must master all the devices. Using audio-visual aids without preparation or using them inexpertly could disrupt the flow of the teaching and learning process and made the teacher nervous.

Second, technical problem might arise in the process. When using a power-point presentation, the font and colours might show up differently on the screen and the music and song might not play. It made affect the teaching and learning process. Before the teacher used the audio – visual aids, in this case power-point, the teachers must check all the materials, they must be well prepared.
Third, too many slides in the presentation might not match up will cause the students to interpret differently. It could reduce the students’ interest. They would get bored soon.

Fourth, the use of audio – visual in teaching process needed much time to prepare. Kemp, (1963: 5) States that “Start with an idea and from it develop your purpose in terms of the specific audience with which you plan to use your audio-visual materials” It means that before we taught by using audio-visual aids, we must prepare everything, included idea and then we might develop it. The teacher must consider the time to prepare her / his needs.

Fifth, the size of the room should be taken into consideration. It was critical that all students should be able to see or hear the presentation. If the room was too large for the students to see the visual aid and to listen the audio, or if part of the audience was forced to view the presentation at odd angles, some students would struggle to keep up with the lesson. As stated by Kemp (1963: 6):

“The character of your intended audience-those who will be seeing and learning from your materials-cannot be separated from your statement of purposes. One influences the other. Such audience characteristics as age and educational level present knowledge of the subjects and attitude toward it. All bearing upon your purposes”

Sixth, due to budget constraints, some schools might not have enough audio-visual equipment for every classroom, and availability could be limited.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

This chapter discusses about conclusion of the research, implication and suggestion for the English teacher, the students, educational institution and other researchers. The research is about improving students’ speaking skill using Audio – Visual Aids. This research is conducted collaboratively, including some steps: 1) identifying the problem; 2) planning the action; 3) implementing the action; and 4) discussing the result of the action. The researcher conducted pre-research before going to the main research. Pre-research was held to identify some problems occurred during the teaching and learning process in relation with students’ speaking skill before applying the technique and to identify the teacher’s technique in teaching speaking.

The researcher found some problems that indicate the students speaking skill was low. They were vocabulary problem, pronunciation problem and psychology problem. The low of student’s speaking skill could be seen from the mean score of pre-test and the observation result during pre-research. From pre-research, the writer found that the problems came from the teacher and the students factors. The pre-research showed that teacher was less creative in delivering material. It made students bored in the teaching learning process. The teaching and learning process became monotonous. In vocabulary problem, most of the students had less vocabulary, some of the students were good enough and

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some others were not. Then, they could not pronounce the words correctly and some of them felt afraid and shy to speak up, especially speak in English language, which was not their mother tongue. They were less confidence. Some students were good in group work, but not in individual work.

According to the cases found in the pre-research, the writer had idea to improve the students’ speaking skill using audio-visual aids to improve the students’ speaking skill. After carrying out the action research, it showed that audio – visual aids could improve students’ speaking skill. It could be proved by looking at the improvement students’ achievement. The mean score in pre-test was 4.30 and it increased to 6.16 in cycle II. Furthermore, there was improvement in students’ behaviour during teaching and learning process. The students were active in taking part of the process of teaching learning process. They could enjoy the speaking class because the teacher provided many attracted materials.

There were some strengths and weaknesses of using audio – visual aids to teach speaking skill. Audio – visual aids could help the teacher to be more innovative in teaching the students. The teacher could use and explore the materials and she could find many sources which have been fixed with the students’ need. The use of audio – visual aids also could help the students to increase their interest about the lesson. By using audio – visual aids, the teacher could provide pictures, photograph, videos and other interesting materials. Those kinds of audio – visual materials helped the students to understand and to be brave to speak up. Even though there were strengths in the implementation of teaching speaking using audio visual aids, but there were also weaknesses of using audio –
visual aids. Not all the teacher could master all the devices that support the audio–visual aids. When the teacher applied teaching using audio–visual aids, the technical problem sometimes arose. The teacher must know how to overcome the problem. If she / he could not, it would spend much time to fix the problem up. The teacher must prepare the needs before teaching using audio–visual aids, usually it took long time. The last was that because the budget constraint, some schools may not have enough audio-visual equipment for every classroom, and availability could be limited.

Based on the result finding and result of discussion the previous chapters, which are summarized above, the writer concludes that teaching speaking using audio–visual aids can improve students’ speaking skill and it becomes an appropriate way to overcome the speaking problems occurred in the class.

B. Implication

The result of the research shows that teaching speaking skill using audio–visual Aids can improve the students speaking skill in class I A RSBI SDN Cemara Dua No. 13 Surakarta

In language teaching and learning, the teacher should use an appropriate technique. The teacher should choose the technique that emphasized on the students’ activeness in the teaching and learning process. It should encourage students to participate in the process of teaching learning process. The teacher must not dominate the class but the teacher must involve all the elements
especially the students in teaching and learning activity. According to the result, teaching speaking skill using audio – visual aids is a good technique to improve the students speaking skill. It covers the students’ need. By using this technique, the teacher can provides what the students want and it is a good media to learn about language which is basically different with their mother tongue.

C. Suggestion

Having concluded the result of the students’ activities in each cycle, the writer would like to propose some suggestion for English teacher, students, school institution and other researcher. The suggestion will be described as follows:

1. English Teachers

Before conducting the teaching and learning process, especially to the elementary school students in the first grade, the teacher should know and learn the students’ characteristics including the psychological condition. The teacher should enhance their ability and establish a good atmosphere in the class in order to make the students enjoyable and comfortable in the teaching and learning process.

Being a teacher must be creative. In this modern era, everything is provided easily. The teacher can use internet connection and many other things that can support the teaching and learning process. The choosing of appropriate technique in teaching English for elementary students, especially first grade is very important.
2. Students

The students can participate in every activity held by the teacher. The students can study English not only in the classroom but also everywhere, such as in home, school environment, public space and many other places.

3. School Institution

The school may consider this research report about the budget constraint. The school may provide the equipment and facilities to support the teaching and learning English.

4. Other Researcher

The writer expects that this research is not the end of the problems being discussed. The writer hoped that the finding in this research will be used as a starting point of the next research in the similar problem.