

# nur rohmah

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# Audio-visual slides: Does It Improve Speaking Skills Of Students In 7th-Grade Junior High School?

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**Abstract.** *The purpose of this study is to determine whether or not audio-visual slides may improve the speaking skills of seventh-grade students at SMPN 2 Krembung. Students frequently struggle because there aren't enough opportunities to practice speaking English, even though it's crucial for communication. To close this gap, the study used audio-visual slides, which blend visual and aural cues to keep students interested. The study employed a pre-experimental one-shot case study methodology with 32 students to assess gains in understanding, grammar, pronunciation, and fluency. A 'good' speaking score of 69.53 on average and a test value for t-test is 70 are seen in the findings, which show notable improvements in grammar and pronunciation. The concept that audio-visual slides are an excellent means of improving speaking skills is supported by statistical analysis. This approach could lead to the development of a more stimulating and encouraging English learning environment.*

**Keywords** – English language learning; improve speaking skills; audio-visual slides

## I. INTRODUCTION

Speaking well generally refers to a person's ability to articulate their ideas, thoughts, and information using words clearly and effectively. It is an essential skill that allows students to communicate their thoughts and connect with others. Speaking is considered the most important component of communicating in English [1]. It involves a variety of skills that need to be mastered in order to speak English clearly and properly [2]. Speaking skills encompass a range of aspects that contribute to effective communication. These include proper pronunciation, accurate word choice, strong sentence structure, appropriate intonation, and the ability to communicate with others effectively. By honing these skills, students can express themselves with clarity and confidence. First, vocabulary, grammar, and pronunciation are all included in the knowledge of mechanics [3].

However, learning to speak English can be a challenging skill for many students. It requires not only a solid understanding of grammar and vocabulary but also the ability to apply that knowledge to real-life situations. This is where the role of teachers becomes crucial. They face the challenge of teaching English speaking skills in a way that engages and motivates students to actively participate in the learning process. It is imperative that children learn how to communicate in order to enhance their language proficiency in the future [4]. The goal of teaching speaking is to enable students to produce English speech sounds and patterns, use word and sentence stress, intonation patterns, and rhythm, and choose appropriate words and sentences based on the context, audience, and subject matter [3]. It also teaches them to organize their thoughts logically and meaningfully, use language to express judgments and values and speak quickly and confidently with few awkward pauses. It is expected that students will get facilities to develop their ability to speak English. To create an effective learning environment, teachers must employ methods that are attractive to students and foster a pleasant and enjoyable atmosphere in the classroom. One such method is the use of audio-visual media. This approach leverages the power of visual and auditory stimuli to enhance the learning experience. Speaking material is crucial to the development of students' speaking abilities when learning a language, as it provides them with limited opportunities to engage in authentic English speech with native or non-native speakers [5].

Teaching media is a tool that we can use to spread the word and encourage students' interest, focus, and feelings throughout learning activities in order to meet learning objectives [6]. More types of media can be used to facilitate the teaching and learning process. The teacher employed media to enhance the motivation of the students, as it was deemed crucial for their success in the educational process [7]. The significance of media in education cannot be overstated, as it aids pupils in comprehending the subject matter being taught [8]. In addition, learning media is a method or technique for communicating information, concepts, or learning materials to pupils. The main objective of applying learning media is to increase the effectiveness and efficiency of the teaching and learning processes.

Using audiovisual content is an intriguing strategy to boost students' motivation. In line with this, the researchers decided to experiment with Audio Visual Media (AVM) in the classroom. AVM is a widely used medium for teaching foreign languages, and researchers believe that it can be a valuable tool for teaching English [9]. By incorporating Audio-Visual slides media into the lessons, the researchers aims to engage students and provide them with opportunities to practice speaking in a controlled and supportive environment. Audio-visual slides are consisting of using MS PowerPoint to insert audio files into slides. Teachers can employ visual aids to enhance the learning process by using technology [10]. To get the benefits of implementing technology in language instruction, it's vital to consider how to set up it effectively [11]. The use of audiovisual strategies has been supported by previous researchers who have found that they can create a more effective learning environment in language classrooms. By incorporating visual aids, such as videos or slideshows, students can better understand and remember the content being taught.

Additionally, the use of audio elements, such as recordings or listening exercises, helps students develop their listening comprehension and pronunciation skills. With the use of audiovisual tools, current issues can be solved since learning will become more engaging and students will be more inclined to communicate and share their thoughts about what they see and hear [12]. One of the teaching and learning resources that educators have utilized to establish a technology-based classroom is audio-visual materials. Based on previous research, teachers can use audiovisual strategies to create a more effective learning environment in the language classroom.

The current research is connected to four previous studies. Research results from E. Syafril, W. Kurniawati found that using PowerPoint (audio) is a very beneficial way to explain the material, as well as parents and children find it extremely helpful to watch and listen to the teacher's explanation [13]. PPT-audio shows up as one of the interesting alternative learning media that can spark students' imagination, creativity, and motivation to learn, especially when paired with pictures and narrative learning, especially when accompanied by engrossing tales and pictures. S. Ferreira et al. highlight a few key elements of this electronic slideshow presentation (ESP) growth in higher education: Its production is simple, its cost is low, it is a useful resource, it is easy to use and versatile, its multimedia potential makes it more appealing, it allows for the control of classroom activities in accordance with the presentation sequence, it is readily shared with students (in whole or in portions chosen by the teacher), and it might even aid in the organization and sequencing of the presentation itself [14]. Teachers are greatly influenced by ESP to share their expertise. I. Nur Aziz, Y. Ani Setyo Dewi stated that one of the technology tools that teachers use as teaching media is PowerPoint [15]. To increase student interest, PowerPoint can be modified into interactive media by adding audio narratives related to the learning material. According to S. Juan using audiovisuals to teach English will yield twice the results in half the precise moment [16].

Besides that, N. Dewi et al. The students' oral communicative competence was enhanced in four areas: pronunciation, grammar, fluency, and comprehension. Pronunciation received the highest mean score, which was classified as very good [17]. F. Kurniawan pronunciation, grammar, and vocabulary showed the most progress, whereas fluency and comprehension showed no discernible change [18]. And according to D. Rahayu the effectiveness of audiovisual learning materials as an instrument for instruction depends on several elements, including content, resources, student motivation, interest, and creativity as well as the introduction of new words and cultural contexts [19]. not only that, it turns out according to Idris Ahmed Speaking, writing, listening, and reading are the four language abilities that students learn to grasp more effectively when they use audio-visual materials [20]. related to the previous findings, in this research what aspects of speaking have improved with the presence of audio-visual slides media.

To collect data research, pre-observations were made at SMPN 2 Krembung, where a 7th-grade population of 32 students was studying English. It was found that English learning requires a variety of media variations to facilitate students in their learning journey. To introduce descriptive text material, the teacher utilized song media, which proved to be an engaging and effective tool. Furthermore, students were allowed to use their mobile phones to access online dictionaries during English lessons, which provided them with instant access to language resources. Given to develop and utilize school resources and infrastructure, the researchers saw an opportunity to maximize the use of audiovisual media to improve students' listening and speaking skills. By focusing students' attention on listening and providing opportunities for direct practice, the Audio-Visual slides strategy aims to bridge the gap between theoretical knowledge and practical application.

The selection of this particular school was based on the observation that the use of mobile phones alone cannot maximize students' English-speaking ability. Additionally, the facilities and infrastructure in the school were not optimally utilized to facilitate students in honing their listening and speaking skills. Therefore, the researchers saw potential in implementing the AVM Audio-Visual slides strategy at this school, with the hope of providing students with a more interactive and engaging English learning experience, particularly in developing their speaking skills.

#### Research questions

This study was guided by two research questions. These questions are:

1. Can Audio-Visual slides improve students speaking abilities?
2. Which aspects of speaking can be examined more successfully through using the Audio-Visual slide?

In the scope of research.

Based on the problem formulation mentioned earlier, this study is being conducted: To investigate and evaluate the potential benefits and effectiveness of incorporating Audio-Visual slides as a tool for enhancing students' speaking skills. The study aims to measure the extent of development in various speech components that can be improved through the use of Audio-Visual slides. Additionally, it seeks to determine the level of effectiveness and acceptance of Audio-Visual slides among students. This study will provide useful information on how students learn language through the use of clay slides as a teaching aid. The research will explore these aspects and more.

## II. METHOD

This research uses a quantitative approach using the experimental method. Under controlled conditions, the experimental technique is a study approach used to determine the effect of particular treatments on students. This study's research design is a pre-experiment design in the form of a one-shot case study. In this design, a group is exposed to a treatments, and then they are given a measure [21]. This is a research design in which only one experimental class is used, with no comparison class or pretest [22]. This study was conducted by collecting information to improve students' speaking ability. The research hypothesis will use is that applying Audio-Visual slides learning media may be effective in improving students' speaking skills. Starting with providing treatment using Audio-Visual slides which is suspected of causing changes to students' speaking skills, then making it a measurement by observation. The research design model is shown in table 1 below.

**Tabel 1.** Design one-shot case study

Group	Pretest	Treatment	Observation
Experiment	-	X	O

Description:

X: The treatment that is provided is a learning procedure employing the Audio-Visual slides technique for the material concerning descriptions of objects.

O: The Audio-Visual slides strategy learning procedure is followed by an observation student to measure student learning outcomes on object description content.

To test the hypothesis, statistical analyses were performed on the treatment findings. Hypotheses were as follows:

$H_0$ : Audio-visual slides can improve speaking ability.

$H_1$ : Audio-visual slides have little to no improvement in speaking ability.

$H_0 : \mu = 70$  Vs  $H_1 : \mu \neq 70$

As it was considered suitable to help facilitate students learning English, this design was chosen. This study looks at whether Audio-Visual slides can improve students' speaking ability and which aspects of speaking can be examined more successfully by using Audio-Visual slides. Innovative systemic instruction is subsequently evaluated for its effects on students.



**Figure 1.** Audio-visual slides in teaching

An illustration of the use of audio-visual slides for teaching is seen in the image above (Figure 1). Along with the standard teaching aids, the classroom is furnished with an advanced collection of audio-visual slides. The purpose of the slides is to enhance the learning experience by appealing to the students' auditory and visual senses. Bright visuals and distinct audio clips will grab students' attention at the beginning of a teacher, creating a focused and energetic environment. With the help of auditory and visual aids, students may now comprehend difficult subjects that previously appeared overwhelming. Students will learn the topic more efficiently because of the accompanying audio explanations, which offer clarity and reinforce the subject matter.



The research instrument used in the research was conducted in the even semester of the 2023/2024 academic year. The population in this study was one grade 7 at SMPN 2 Krembung. That is in class 7B with a total of 32 students. Fourteen male (44%) and eighteen female (56%).

In this study, researchers collected data through student learning outcomes from experimental classes. Here are the data collection steps:

In the treatment, researchers created Audio-Visual slides for a single program using the PowerPoint tool to explain a single topic—the descriptions of things. The researchers gave an example of how to use the Audio-Visual slides for group learning. The researchers gave the pupils instructions to say the words they heard in a repeating manner from the start to the finish. Students are therefore able to speak English vocabulary accurately.



**Figure 2.** Data collecting

- Introduction: the teacher explains the material about the description of objects by using audio-visual slides. Students pay attention to the teacher's direction. Students try to summarise their understanding orally. The teacher repeats the learning points once more to ensure students' understanding of the material. Students try to make sentences to describe objects as exemplified.
- Learning process: showing slides to attract students' interest in learning by practicing what they listen to. 2 to 3 sentences that they will listen to. Then, use a diagnostic test with the screen and distribute answer sheets to students. after that, move on to convey the elements and functions that will be used in the description of objects.
- Practice: the teacher divides the groups into pairs as in the previous meeting. Distribute attendance numbers to students who will present. Students present in pairs to describe objects using pictures. And the teacher takes a recording of the students' presentation. After that, students with different pair groups give feedback after their friends present.

One method for gathering information on pupils' speaking proficiency is observation. A rating scale instrument, or scale with assessment criteria assigned weights or values, such as very good, good, enough, less, and very less, was used in this investigation. Practicing with presentations is a procedure of data collection used after the researchers has completed the experiment. The purpose is to collect data from students. In particular, after students receive the treatment, a presentation will be observed to collect their scores. A score is given to each individual. After that, the scores or outcomes were analyzed using a speaking grading rubric (see Table 2) that was adapted from Brown and Harris.

**Table 2.** Rubric for speaking score

Criteria	Poor 1	Fair 2	Good 3	Excellent 4	Outstanding 5
Fluency	No Specific fluency description.	19 Can handle with confidence but not with facility most social situations.	3 Can discuss particular interests of competence with reasonable ease.	Able to use language fluently on all levels normally pertinent to professional needs.	Has complete fluency in the language.
Pronunciation	2 Errors in pronunciation are frequent.	2 Accent is intelligible though often faulty.	3 Errors never interfere with understanding and rarely disturb the native speaker.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted.
Grammar	Grammar errors are frequent.	Can usually handle elementary	2 Control of grammar is good.	Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.

		constructions quite accurately.			
Comprehension	19 Within the scope of his very limited language experience.	3 Can get the gist of most conversations on non-technical subjects.	2 Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

Next, the researchers use the Audio-Visual slides to instruct the experimental class. To gather information from the experimental class, the researchers should carry out the subsequent steps:

- For the first meeting, the teacher shows a video on Sidoarjo's local wisdom, and students mention the information they get. The teacher explains descriptive things. The teacher gives examples of descriptive things texts. Interactive between teacher and students by answering questions.
- Second, the teacher displays a picture of a classroom with various objects. Students mention the objects in the picture. The teacher demonstrates the use of *a/an*. Students try to produce an object description text. The teacher shows how to present.
- Third, the teacher gives students time to prepare their presentations. Presentations are conducted in groups of two to three. The teacher observes the students' presentations using a rating scale. The teacher gives appreciation after students' presentations. The teacher reviews the material that has been explained previously.

Additionally, the investigator examined the benefits and drawbacks of employing Audio-Visual slides to enhance students' English-speaking proficiency by analyzing the rating scale that was acquired.

After being gathered, the data in this study was quantitatively evaluated. To help the researchers understand and interpret the data acquired, the results were then compared with theoretical and empirical resources.

The data and data sources the researchers use are to ensure the success of the study, the researchers acted as classroom teachers throughout the study period. This involved careful planning and preparation of the necessary teaching and learning resources that would be used during the treatment period. Additionally, the researchers developed and implemented various instructional strategies aimed at enhancing the students' learning experience.

In order to gather data for this descriptive quantitative research, multiple sources were utilized. These sources included direct observation of the students' behavior and interactions in the classroom, as well as their active participation during class discussions and presentations.

Once the data was collected, the researchers proceeded to analyze it using quantitative analysis methods. Specifically, the impact of the Audio-Visual slides treatment on students' speaking performance was evaluated by comparing the students' performance results with previous studies. Data were analyzed using MS Excel, allowing calculation of various statistical measures using IBM SPSS Statistics 26 ([www.spss.com](http://www.spss.com)) (Creswell & Creswell, 2018).

### III. FINDINGS AND DISCUSSIONS

Whether or not an audio-visual slides media can be seen from the improvement or change in pronunciation, grammar, accuracy, and fluency in a better direction. This paper will be seen, can the media in the form of audio-visual slides in English language learning.

The research was conducted at SMPN 2 Krembung, Sidoarjo. The skill improvement highlighted here is in the presentation aspect of the learning outcomes of students attending English classes. The improvement of students' speaking ability, in this case speaking assessment, is determined by several factors [23]. In addition, grade 7 students at SMPN 2 Krembung face various problems in acquiring their English-speaking skills because English is not their mother tongue or second language. They use several languages including Javanese and Indonesian in their daily communication [24]. After the researchers do the treatment, in this section the researchers incorporate a discussion of the results of this study. The two main points in this section stem from the research questions.

#### 1. Audio-Visual slides can improve students speaking abilities

In this comprehensive study, an innovative approach was taken by the researchers as they decided to conduct a test in the contemporary form of a presentation. The main objective of this approach was to accurately gauge the level of the student's speaking abilities after they had undergone a learning process facilitated by the use of audio-visual slides. This teaching method was chosen as it incorporates both visual and auditory stimuli, thus enhancing the learning experience.

The presentation was executed successfully within a single meeting of the teaching-learning process. This well-organized, streamlined approach allowed the researchers to evaluate the students' progress efficiently. The level of ability was then meticulously assessed and interpreted based on a pre-established rubric. It is through this rubric that the researchers were able to measure each student's proficiency and progress accurately.

Table 3 in the study provides a detailed breakdown of the frequency distribution of test scores obtained by the 32 students who participated in the study. This table serves as a clear representation of the students' performance, thus providing valuable insights into the effectiveness of teaching using audio-visual slides.

**Table 3.** The Frequency Distribution of Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	35	90	69.53	13.522
Valid N (listwise)	32				

Table 3 shows the total score of 32 students, the minimum score of 35 and the highest score of 90 given by assessors 1 and 2. Based on the data obtained by the researchers, the average score obtained was 69.53. This can be categorized as 'good' based on the analysis rubric (see Table 2). At this point, the students' mean score shows that they have achieved good criteria in the speaking test by using audio-visual slides as treatment. Standard deviation is 13.522, standard deviation is a measure that shows how dispersed the data is from its mean value. The value of 13.522 indicates that the data in the study has a variation of 13.522 from the mean, this means that the data has a variation or difference in value of 13,522 from the mean. This could indicate that there is quite a lot of variation in the data collected. The smaller the standard deviation value, the more consistent the data is with the mean. Conversely, a larger value indicates that the data is more varied. In this study, the standard deviation helps in making statistical decisions, in hypothesis testing, to determine if a difference is statistically significant.

So, the standard deviation of 13.522 gives an idea of how far the individual values in the data set differ from the mean of the data set. This is important information used to interpret the results and validity of the study. To see more details will be shown in table 4 about the t-test hypothesis from 32 students.

**Table 4.** The t-test

One-Sample Test						
Test Value = 70						
95% Confidence Interval of the Difference						
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Score	-.196	31	.846	-.469	-5.34	4.41

From the table above, it is known that testing the hypothesis of one average (middle value) - t test is as follows: the null hypothesis (H0) posits that the average value ( $\mu$ ) is 70, which is tested against the alternative hypothesis (H1) that the average is not equal to 70 (the hypothesis:  $H_0 : \mu = 70$  Vs  $H_1 : \mu \neq 70$ ), the test statistic used is the t-test statistic with error rate  $\alpha = 0.05$  (5%). The critical point of the t-test is obtained by looking at the t table (db/df (n-1) = 31,  $\alpha/2 = 0.025$ )  $t_{31}^{0.025} = 2.039$ . The value of the t-test statistic based on the hypothesis testing output is  $-0.1961 = -0.196$ . The value of the t-test statistic ( $0.196 < t_{31}^{0.025} = (2.039)$ ). Significant value or p-value ( $0.846 > \alpha/2$  (0.025)). Based on the results of hypothesis testing, the value of the t-test statistic ( $0.196 < t_{31}^{0.025} = (2.039)$ ) and the Significant Value or p-value ( $0.846 > \alpha/2$  (0.025)), so the decision obtained is to **accept H0**. With a confidence level of 95%, it can be concluded that the average student score is 70.

This research contributes to the increasing amount of literature that highlights the value of audio-visual resources for enhancing English speaking proficiency. The results of this study suggest that using audio-visual slides is beneficial for students' speaking abilities, and this is supported by the literature.

For instance, a study entitled "Using Audio Visual Material to Enhance Students' Speaking Skills" discovered that an engaging strategy that can boost student curiosity and promote classroom participation is the use of audio-visual materials, especially videos [25]. Similarly, "The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills among ESL Young Learners" highlighted that audio-visual materials are a technology-based strategy that has yielded many positive results from ESL learners [26].

In discussing these findings, it is important to consider the wider implications of teaching English as a second language. The integration of audio-visual aids can cater to different learning preferences and provide a richer and more engaging context for language acquisition. It also supports the idea that multimodal input can enhance the learning experience, making it more memorable and effective for students.

Additionally, the study's methodology—which included assessment in a single meeting—shows that audio-visual materials can have a significant influence in a short amount of time. This is especially important for teachers who wish to help students develop their speaking abilities but may not have much in-person contact with them.

## 2. Aspects of speaking that can be examined by using the Audio-Visual slides

The results of student presentations that have been assessed using the speaking skills rubric are as follows:

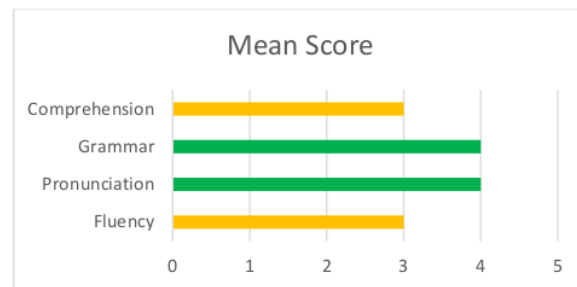


Figure 3. Aspects of speaking that can be examined

Figure 3 shows the average score on each speaking criterion from 1 to 5 students assessed by rater 1 is a researcher and rater 2 is a subject teacher when students make presentations. It can be seen that pronunciation and grammar criteria have a higher average score than fluency and comprehension. With an average student score of 4 in pronunciation and grammar. Then for fluency and comprehension criteria the average student scores 3.

The researchers found that students were particularly interested in learning methods that involved repeating sounds. This seemed to engage them on a different level and allowed them to effectively understand the correct pronunciation of words. In addition, they found that students appreciated the visuals provided in the form of illustrations on the slides. These visual aids supported their learning process by making abstract concepts more tangible and easier to understand.

Several research studies have shown interest in the use of audio-visual aids in training English speaking skills. According to research, audio-visual aids can considerably increase the learning of pronunciation and grammatical structures. This is supported by Figure 3, which displays better mean scores for grammar and pronunciation than for fluency and understanding.

For instance, a study on the impact of AV tools at the University of Management and Science, Malaysia, found that multimedia tools significantly helped students in learning English vocabulary, which is closely related to pronunciation and grammar [27]. The study emphasizes that multimedia, which includes both audio and visual elements, can inspire students to learn more creatively and engagingly. The study also highlights that multimedia aids help students improve their understanding of terminology and correct language, which is crucial for pronunciation and grammar. This shows that AV tools not only improve specific language skills, but also contribute to overall language competence and confidence, which are crucial for effective communication.



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#### IV. CONCLUSION

In conclusion, this research demonstrates that by offering a more engaging and productive learning environment, the integration of audio-visual slides can enhance students' speaking proficiency. The findings demonstrated that students who were taught using audio-visual slides had a considerable impact in a short period of time and performed well on the speaking exam, particularly in grammar and pronunciation. This study adds to the body of studies demonstrating the benefits of audio-visual materials for enhancing English speaking proficiency. Lastly, there is substantial evidence to support the use of audio-visual materials in ESL classrooms based on the results of this study and other studies. This highlights how crucial it is to employ a range of technology-based teaching techniques in order to hasten language learning and enhance speaking abilities. The use of sound repetition and visual aids in teaching techniques can enhance students' comprehension of the material. According to research, AV technology not only enhances specific language skills but also boosts students' general competence and confidence—both of which are essential for effective communication. Subsequent studies may examine the enduring effects of this kind of intervention and its adaptability to various learning contexts.

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