EXPLORING AUDIO VISUAL MEDIA IN IMPROVING STUDENTS' SPEAKING ABILITY

(A Study at Department of English Language Education UIN Ar-Raniry)

THESIS

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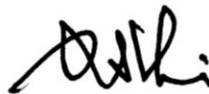
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ABSTRACT

Audio Visual Media could make language input become more comprehensible. It can be used as language learning materials for foreign language learner. Audio Visual Media does not only arouse students' desire and motivation in learning but also create the learning process become more concrete and meaningful. This study focused on improving students' speaking ability by Exploring Audio Visual Media in teaching learning process. This research was conducted at Department of English Language Education of UIN Ar-Raniry at 2nd semester of 2016 involving 31 students as the samples. The method applied in this research was experimental research by using quantitative approach. The data was obtained through giving pre-test and post-test, experimental teaching, and distributing questionnaire. This study compared mean average between pre-test and post-test and found out students' response toward Audio Visual Media. Furthermore, the result shows that teaching speaking by exploring Audio Visual Media does not give the effect on students' speaking ability. Even though the mean score of post-test showed slightly higher than post-test,which mean score of pre-test was 69,40 and the mean score of post-test was 70,2, the effectiveness was rejected after examining the hypotheses. It showed in t_{test} calculation where t_0 (0.73) was lower than t_{test} (1.7), it means that Audio Visual Media does not play the role in improving student's speaking ability at Department of Language Education UIN Ar-Raniry. However, the result of questionnaire reveals that the students had a positive response towards Audio Visual Media in teaching speaking.

Key Words: *Audio Visual Media and Speaking Ability*

CHAPTER I

INTRODUCTION

A.   Background of Study

Speaking is one of major aspects in communication across different languages. It is the capability of someone to communicate orally with others. Speaking also an ability to communicate and deliver a message in the target language. Khamkhien (2010) points out that, speaking is considered to be the most important skill in a language because it can distinctly show the correctness and language errors that a language learner makes. More specifically, speaking is an interaction skill involves making decision about communication, such as: what to say, and how to say it, in accordance with one's intentions, while maintaining the designed relation with others (Bygate, 2003).

In speaking we need to consider four main aspects. They are fluency, pronunciation, structure and vocabulary (Ampa, Basri, Haryanto, Rahman & Rasyid, 2013). One of the factors which affects students' performance in speaking is fluency. Regarding this, Gower, Philips and Walters in Herlina (2014) describe that fluency is the ability to keep going when speaking spontaneously. Fluency is the smoothness of a person to continue to speak spontaneously. Some English students are usually afraid of making mistakes while speaking and they cannot express themselves freely. As a result, students are not confident to convey their opinions. Harmer (2001) states that the ability to speak fluently is not only knowledge of language features, but also the ability to produce information and

language. However, students have to practice more. As long as they practice continuously, they will improve their speaking ability gradually.

Another aspect of speaking is pronunciation. Herlina (2014) argues that pronunciation is very important in communication because wrong pronunciation can make it difficult to grasp what the other person informs. Although, some English department students speak fairly without concerning stress word and intonation of speech. Sometimes students communicate by using their native language style. Although the message can be understood, in some cases, pronunciation issues might cause confusion for listeners. Besides, another typical pronunciation problem for some students is that they unconsciously pronounced the words such as word pairs, for example "leave-live, seat-sit". Students make mistakes more often when they speak. It might have been caused by some differences between mother tongue and the target language (Herlina, 2014).

Meanwhile structure, the arrangement of a good sentence is also part of the important aspect in speaking. The information will be delivered if it is extended by good sentence order. According to Harris in Danurwindo (2014), mastering good sentence structure will help one in speaking English, because he will know how to arrange words in a sentence, what tense will be used and how to use an appropriate utterance. In other words, it will be a big problem if students produce grammatical errors. Both speaker and listener will face misunderstanding. It mostly happened to students especially English major students. They rarely speak properly but just deliver some message between communicators.

Furthermore, another important feature of speaking is vocabulary. Mamun (2014) claims vocabulary is an essential part of language. To communicate with

others, one must know the vocabulary of target language. Therefore, mastery vocabulary is important in speaking. It could be in the form of discussions, debates, telling stories, describing people, describing things, dialogues and interview. In the speaking activities some students get stagnant because they forget the words. In the interview process, students mostly switch some words into Indonesian language because they do not know the words in English. Actually, their material is generally good but lack of vocabulary makes them hard to express it. Without words, we cannot deliver any messages even express our idea. For English department students, to improve skills in English is enforced. The learners of English as a foreign language always give a high priority to understand and speak as the most importance characteristic of language learning. Some of English students cannot speak fluently because they do not have much vocabulary, so they still try to recall the words when they are speaking. Often, learners did not understand the meaning, so they could not speak well because they were confused of using the words.

This study tries to uncover the difficulties in speaking skills among English department students. The researcher tries to find a possible way of stimulating learners to talk through Audio Visual stimulation to use the language. Because of the lack of opportunity to be enrolled in native-speaking environment, the availability of the situation is particularly crucial. This crucial problem may be solved by presenting audio visual materials such as videos. As stated by Ampa et al. (2013), the use of audio-visual media may encourage students to express their knowledge in multiple ways, solve the problem, revise their own work and construct knowledge. The combined use of audio and visual materials presented in

video may be an effective way to learn a target language. As Herlina (2014) believes that students will remember video-based information longer than information they read or hear. When information is communicated by dynamic images, speech, and sound effects, the result is a far greater learning experience than if the same information is read or presented by teacher (Knapp & Glenn in Sari, Sudarsono & Arifin, 2013).

Based on these conditions, the researcher wanted to find out better option for improving speaking skills. Equally, researcher used Audio Visual materials to deliver the lectures to the learners to make the class interesting and meaningful. Videos can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. Another purpose of this study is to explore students' responses toward the use of audio-visual as media in improving their speaking ability. As a final point, this research was conducted to employ media as a tool in teaching speaking II at English Department of UIN Ar-Raniry.

B.   Research Question

Based on the background of study above, the research questions can be stated in such formulation below:

1.   Does Audio Visual Media improve the students' speaking ability?

2.   What are the students' responses toward the use of Audio Visual Media in improving speaking ability?

C.   Research Aim

The aims of the study are to answer the question above.

1. To find out whether Audio Visual Media improves students' speaking ability.

2. To figure out students' responses toward the use of Audio Visual Media in improving their speaking ability.

D. Hypotheses

H_0 : Audio Visual Media in teaching speaking does not affect the improvement of Department of English Language Education students in speaking ability.

H_a : Audio Visual Media in teaching speaking affect the improvement of

Department of English Language Education students in speaking ability.

E. Significance of Study

This study contributes positively for students, lecturers and the institution of English Department of The faculty of Education and Teacher Training, Ar-Raniry State Islamic University. Among the positive contributions are that the result of this study would bring benefit to English students and lecturers in applying Audio-Visual media to facilitate language skill, especially for speaking. Whereas for the institution of English Department of the faculty of Education and Teacher Training of Ar-Raniry State Islamic University, this research is beneficial to enhance teaching learning process to produce a more interesting classroom atmosphere.

F. Terminology

Basically, there are some terms that need to be defined clearly to make it clear for readers in understanding it. The terms are:

a. Audio-Visual Media

There are two important aspects in teaching learning process, they are technique and media. Both are interrelated. According to Heinich and Molenda (1986), the term of media refers to anything that carrier information between a source and a receiver. Films, televisions, radios, audio recordings, photographs, project visuals and printed materials are media which use in teaching learning process. They are considered that instructional media when they are used to carry messages with an instructional intent.

According to Herlina (2014), teaching media can be classified into three types, they are:

a. Audio aids, which consist of radio, magnetic, tape recorder, and language laboratory.
b. Visual aids, which consist of picture, chart spice men, blackboard/whiteboard, flash card, flannel board, slide, projector, silent film strip projector and overhead projector.
c. Audio visual aids which consist of television, video, tape recorder, sound film strip projector, sound motion projector and VCD player.

Researcher argues that media in this research is alternative tool in delivering message and information in teaching learning process which can help students solve their problem in mastery their speaking. Audio Visual Media is defined as anything that carrier information from visual and audio.

For example video, one of media types has been a media which receiver can get information through eyesight and hearing. In this study, video is a kind of Audio Visual Media that were chosen for this research purpose of improving students' speaking ability.

b.   Speaking Ability

Speaking could be related to skill in communication. When someone speaks to other person, there will be an interaction. The interaction itself is communication. In other words, speaking is also the way to communicate and deliver a message in the target language. To communicate among people, we use the target language properly. By considering what speaker deliver, speaking is overall oral competency. Brown (2004) argues that speaking is an interactive process of constructing meaning that involves producing, receiving and processing the information. Hence, speakers talk in order to deliver information and have some effect on their listener.

Speaking ability itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation. Brown and Yule in Herlina (2013) argues that speaking is to cope interactive basic skills like exchanging greetings, thanks, apologies, and to express the needs-request, information and services. In addition, speaking skill is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burnkart in Nazara, 2011).

First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the words in the correct sequence and appropriate pronunciation. Second, the speaking functions (transaction and interaction) enable speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the development of relations). Third, the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is.

In summary, speaking skill is the ability of speaker to convey information by using appropriate vocabulary, structure, pronunciation and fluency as well as capability of expressing ideas, thoughts, feelings, emotions and reflections in spoken language. Speaking ability in this study means the ability of the students to take the conclusion from the video in oral presentation. In this study, speaking means the ability of student to retell the topic that they got and to explain their idea in oral presentation.

CHAPTER II

LITERATURE RIVIEW

A. Audio-Visual Media

1. Definition of Media

Realizing the high importance of learning process, it is very important to find the best instructional methods, materials, activities and other requirements that will help the learner in learning many materials (Nazara, 2011). One of the materials is media. The meaning of media is often related with means of communication. According to Heinich and Molenda (1986), the term of media refers to anything that carries information between a source and a receiver, such as films, televisions, radio, audio recordings, photographs, project visuals, printed materials and other media communication. They are considered instructional media when they are used to carry messages with an instructional intent.

Sudjana (2003) illustrates the importance of visualization and verbal in learning. For example the learning experience which can provide learning resources is classified according to a certain level of experience conical (cone of experience). The kinds of experiences hierarchy are arranged from the concrete to the abstract because learning through visualization can make students more easily understand what is learned. Therefore, students' learning process should be given a concrete experience. Using media, their experience in learning can be enriched. Some teaching methods have been implemented by Patel (2013) in India to test the effectiveness of teaching process. One method involves multimedia in ELT in order to create English contexts. It helps students to get involved and learn according to their

interest. Further, it has been proven for its effectiveness in teaching English in modern era.

According to Curzon (1985), the students in the classroom acquire knowledge and skills as the results of assimilation responses elicited by stimulus which create sensory impressions. The concept of teaching which is based on the teacher relying solely on his voice and personality stems from the belief that communication is best achieved through the medium of sound.

Based on the opinion of experts, researcher concludes that learning media can deliver the message, stimulate thoughts, feelings and will. It also arouses students' desire and motivation in learning, create the learning process become more concrete and encourage meaningful learning process on the students.

2. Audio-Visual Media

Technology provides so many options to make teaching interesting, which in turn improves students' achievement. One example of multimedia use in technology is Audio Visual Media. The use of media in education already has a long history, but online formats especially audiovisual are quite new (Ozkan, 2002). Audio Visual Media is the combination of various digital types such as text, image, sound and video into an integrated multi-sensory interactive application to convey a message or information to audience (Mayer cited in Kurniawan, 2016). In a similar tone, Reddy (2008,p.26) suggests that "audiovisual consist of the uses of interactional

devises such as film projectors, radio, television, charts posters, models, video, field trips etc."

Audio Visual Media implementation is based on the consideration of communication as related to all the senses of teachers' talk in providing the appropriate stimulus which is facilitated by teacher to engage the students' senses such as hearing, seeing, touching, etc. According to Madhuri (2013), Audio Visual Media can be a stimulating media and devise which aid sounds and sight in teaching and learning. It aims to facilitate students by activating more than one sensory channel. Subsequently, the term of media refers to anything that carry information between a source and a receiver and it also can be something that includes extending information by sharing sound and sight.

Reddy (2008, p.27-28) states that there are twelve advantages of audio visual aids:

a. The student becomes more active due to the involvement of more than one sense organ
b. It allows more freedom to students
c. The student's attention becomes intensive
d. It provides students with opportunities to handle and manipulate certain things and articles
e. students can be more motivated
f. It provides first hand experiences where students can view a demonstration and get direct experience
g. It is relatively easy to understand
h. It reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning
i. It can provide opportunities to include scientific attitudes and to give training in scientific methods
j. It can stimulate students to ask more questions and lead them to make further investigations
k. Teaching is more effective and learning is easier
l. Audio visual can help the teacher to teach lessons more effectively and also to create more interest from students.

In particular, Wang (2015) believes that video material have plenty of advantages in EFL teaching-learning. This can be illustrated by video materials which can stimulate students' autonomy and proactivity; video materials enrich classroom activities, motivate students' passion for English learning and help students to hold their attention in the classroom; English video materials selected for language teaching are mostly depictions of realistic circumstance in life; and then teaching English with video materials provides students with direct access to a taste of western culture that can complement traditional English teaching which does not pay enough attention to the development of students intercultural communication skill.

Furthermore, the significance of using Audio Visual materials in the classroom has been emphasized by numerous researchers (Bal-Gezen, 2014). At the same point, the introduction of Audio Visual Media observed in the 1920s that Audio Visual materials came to be used in teaching in the United State of America (Ashaver & Igyuve, 2013). According to Dike in Ashaver and Igyuve (2013), the various methods of teaching informally such as observation, participation and the use of the senses are forms of audio-visual resources in their indigenous Nigerian Education.

Based on the description above the researcher concludes that Audio Visual Media is a powerful tool that helps students in learning foreign language. Students will get the freedom in learning and they will have different opportunities and motivating experiences. The teacher also can be more creative in teaching learning process.

3. Video

As Audio Visual technology becomes more accessible and editing on computer simpler, such projects are becoming increasingly attractive for the media in language classroom (Shrosbree, 2008). Related to this, Bal-Gezein (2014) argues that video can be a basic feature which can help the viewer to convey messages in Audio Visual.

Canning-Wilson (2000) describes video, at the most basic level of instruction, is a form of communication which can be achieved the meaning by the viewers without the language expression as long as they often interact by gesture, eyes contact and facial expression to convey the meaning.

a. Characteristics of Video

Richards and Renandya (2002, p.364) state that "a video is an extremely dense medium which incorporates a wide variety of visual elements and a great range of audio experiences in spoken language".

The teachers choose the appropriate sequences and prepare the students for the viewing experience. Teachers also focus on students' attention to the content, play and replay the video as needed. They design or select the viewing tasks and follow up with suitable post of viewing activities.

Richards and Renandya (2002) also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary

material, they must believe that it is closely related with the goals of the course. One way to use this is to introduce video and expand it on a theme or a topic which is already being a part of the curriculum.

According to Solomon (2004), video segments can illustrate an event or a procedure so that students will feel they are actually there. With the help of some special equipment, videos can be inserted easily into multimedia presentations. Smaldino *et al* (2007) state video versions of the moving image are recorded on tape or disc in the forms that vary in size, shape, speed, recording method and playback mechanism. They also add any electronic media format which employs the motion pictures to present a message that can be referred as video.

According to Harmer (2001), a video is not only a great aid to see Language-in-use such as comprehension since students are able to see the general meanings and moods that are conveyed through expressions, gestures, and other visual clues, but also uniquely bridge of the cross cultural understandings. They will see how typical British 'body language' is when inviting someone out and how Americans speak to waiters.

However, Woottipong (2014) argues that video is widely accepted as more powerful and more comprehensible than other media for second and foreign language students. Related to this, video enable more sophisticated presentations to course design for example by expanding the content and type of skills capable of being developed

(MackNight, 1983). Equally, Mirvan (2013) asserts that employing video materials in a classroom can enhance students' motivation to learn English. As long as video can expose them to a wide variety of situations, it will help them comprehend similar situations in real life.

B. Speaking Ability

1. The Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Firman (2012) reports that speaking is the performance processed by human being to produce their ideas and thought into spoken form. It is considered as productive performances. To promote the speaking performance as one of production performance or the interactive performance, the speakers' conveying sentences or utterance should be intelligible and meaningful.

In relation to this, Brown (2003) argues that speaking is a productive skill that can be directly and empirically observed. The observations are invariably colored by the accuracy and effectiveness which necessarily compromises the reliability and validity of an oral production. In particular, he claimed that when someone can speak it means that he can carry on conversation reasonably and competently. In the other words, speaking is an action of making sound to express feelings in spoken language. At the same time, speaking skill is the skill which allows the speaker to convey the message in thoughtful and convincing manner.

Khamkhien (2010) points out that speaking is considered to be the most important part in a language because it can distinctly show the correctness and language errors that a language learner makes. In term of it is one of abilities to carry out conversation on the language, speaking is an interactive process of constructing meaning, receiving and processing information (Firman, 2012). More specifically, speaking is an interaction skill involves making decision about communication, such as: what to say, how to say it, in accordance with one's intentions and while maintaining the designed relation with others (Bygate, 2003).

Additionally, Richards and Renandya (2002) state that an effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

In the discussion of the nature of spoken language, Brown and Yule (1989) in Nunan (2014) distinguish spoken language from written language. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. At the same time, the ability to listen can be related to oral communication. Because people can express ideas from what they have listened (Mondal, 2015).

Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989, p.32) successful oral communication involves:

    a.   The ability to articulate phonological features of the language comprehensibly

b. Mastery of stress, rhythm, intonation patterns
c. An acceptable degree of fluency
d. Transactional and interpersonal skills
e. Skills in taking short and long speaking turns
f. Skills in the management of interaction
g. Skills in negotiating meaning
h. Conversational listening skills (successful conversations require good listeners as well as good speakers)
i. Skills in knowing about and negotiating purposes for conversations
j. Using appropriate conversational formulae and fillers

Moreover, Brown (2003) states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2003) argues micro skills are very important in oral communication. One implication is the importance of focusing on both the language forms and the language functions. Related to this, Kurniawan (2016) argues in order to build the successful speaking activities, the teacher needs the learners to have many opportunities to practice purposeful communication in appropriate situations.

Students in trying to learn English as a second language need further language to support. They need to practice in hearing, reading, speaking and writing language in order to develop their experience and skills in the target language (Green & Ybarra, in Nomass, 2013). For doing such tasks, they

are in need of using various tools which can help them to learn the target language easily and effectively. Furthermore Brown (2003) mentions micro skills of oral communication:

a. Produce chunks of language of different lengths.
b. Orally produces differences among the English phonemes and allophonic variants.
c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
d. Produce reduced forms if words and phrases.
e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
f. Produce fluent speech at different rates of delivery.
g. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
h. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralism), word order, patterns, rules, and elliptical forms.
i. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
j. Express a particular meaning in different grammatical forms.
k. Use cohesive devices in spoken discourse.
l. Accomplish appropriately communicative functions according to the situation, participants and goals.
m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
o. Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.
p. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to gain knowledge and information from other people in the whole life

situation. In the other words, Burns and Joyce state in Kurniawan (2016) that speaking is a skill that is needed by someone to have verbal and non-verbal interactions with others in order to convey information to reach a mutual agreement.

2. **Basic Types of Speaking**

Brown (2003) classifies that basic types of speaking are imitative, intensive, responsive, interactive and extensive.

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information. For example here is conversation which is done in pair work. While interpersonal exchange, which have the purpose of maintaining social relationships is the forms of speaking performance such as interview, role play, discussions, conversations and games.

e. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches.

3. The Essence of Speaking

Brown and Yule (1989) in Herlina (2014) argue that speaking is to cope interactive basic skills like exchanging greetings and thanks and apologies, and to express the 'needs'-request, information and services. In this case, the person's speaking is intended to master the basic interactive skills such as greeting each other, thanking other and apologizing. In addition, the talk is also used to reveal and express what a person wants. By

looking at the expression of someone while talking, we can know what is going to be disclosed or the chill of the speaker.

While Romiszowski in Herlina (2014) argues that skills is something which developed with experience and practice. The skills acquired through experience and continuous training consistently. Hence, we will get a skill and expertise in performing an activity. Skills can also be called with the ability, which is a rational behavior to achieve the objectives required in accordance with the expected conditions. Definition of skills is an ability or proficiency in performing an activity. As a result, one can say if the person is skilled or qualified expert in performing or completing an activity, a good job.

4.   Aspect of Speaking

Mckay (2006) classifies speaking skill as a productive skill which has several important aspects in it. Speaking skill which divides into five aspects, namely: a) comprehension b) vocabulary c) pronunciation d) fluency, e) grammar, and f) intonation/ expression

a.   Comprehension

In learning speaking skill, comprehension is needed for students who understand the meaning of what they were talking about. Gower, Phillips and Walters (2005) state that when speaking fluently, students should be able to get the message across with whatever they have got the resources and abilities, regardless of grammatical and other

mistakes. Comprehending what we are talking about is far more important than the use of proper grammar.

b.   Vocabulary

To assess students' vocabulary, McKay (2006) argues that in the classroom, vocabulary can be assessed constantly and informally during the teaching and learning process. Teachers can use flashcards and pictures to teach and to check students' understanding ", it can be seen that in terms of introducing new vocabulary, the teacher can use flashcards or images that can be more effective in increasing the students' vocabulary mastery.

c.   Pronunciation

Pronunciation is very important in communication because the mispronunciation can make us difficult to grasp what the other persons talk about. Regarding pronunciation, McKay (2006) also reveals that when assessing pronunciation, teachers and assessor need to be concerned with the articulation or words. In terms of assessing students' pronunciation, a teacher should focus more on their hearing every word by word which produced by students. Considering that there is a difference between mother tongue and the foreign language which is students learned.

d.   Fluency

Gower, Phillips and Walters (2005) reveal that fluency can be thought as the ability to keep going when speaking spontaneously. Fluency is the smoothness of a person to continue to speak

spontaneously. The smoothness of the students in the English speaking skill is not only focused on how students produce English language fluently or smoothly but also needed to consider the appropriateness of what they want to talk. In the other words it is called the accuracy.

e. Grammar

In learning English speaking skill, the teacher not only teaches how to speak properly but also make students understand the theory. For example how to produce an English sentence correctly in accordance with structures (grammatical).

f. Intonation / Expression

In speaking skill, intonation is necessary to clarify a delivered sentence in English. In general, there are two kinds of intonation in English sentences, for instance a rising intonation (intonation up) and falling intonation (intonation down). Both of these intonations need to be trained properly on students in learning speaking skill.

Consequently, speaking can be taught in several techniques. For example discussions, role plays, simulations, information gaps, storytelling, narrating, describing pictures and also watching videos (Firman, 2012). Regarding to English skill, Tugrul (2012) agrees that ability to speak effectively in groups is a communication at the correct level of detail.

C. Audio Visual Media Implementation in EFL Teaching Learning Process

Some studies were conducted regarding the use of Audio-Visual media. Darmawan, Manurung and Saleng (2014) applied the video learning to students in Junior High School. The result shows that there was improvement between post-test and pre-test where mean score of post-test was 69.9. As a result, they proved that video learning was effective in teaching speaking because students' achievements were improved.

The same study was also conducted by Kurniawan (2016). The study focuses on teaching speaking skills by using Audio Visual Media which was implemented to 18 students of second year students at Junior High School. This study aimed to compare the result of the students' achievement in speaking before and after using Audio Visual Media and to find students' responses toward it. The results shows that there was an improvement in four aspects of speaking; pronunciation improved from 12 to 16, grammar from 12 to 14, vocabulary from 12 to 15, whilst fluency hardly increased at all and comprehension did not improve. Therefore, he concluded that the implementation of using movie as Audio Visual Media for the teaching of narrative style speaking was effective.

Again, Herlina (2014) conducted the research entitled improving students' speaking skill through Audio Visual Media and took 28 students as participants. All of these actions conducted by the teacher through teaching in the class by using Audio Visual Media. The conclusion of her research, she maintains Audio Visual Media use in learning English was effective because students' speaking

skill at fourth grade at Elementary School Rawamangun East Jakarta was improved significantly.

Another implementation of Audio Visual Media was conducted by Wootipong (2014) in Thailand. Unlike the other studies which are mentioned above, this study was aimed at using video material as Audio Visual to develop university students' listening skill. He applied Audio Visual Media to 41 first-year English major students. The findings of this study revealed that the use of video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. Hence, he suggests that video can contribute positively to language learning and processing. It helps learners in developing their listening skills and learning new lexical terms and in encouraging autonomous learning.

Related to the implementation of Audio Visual Media in EFL teaching and learning, Bal-Gezegin (2014) claims that audio visual namely video has relationship among English language skill such as writing, reading, listening comprehension and speaking. As Wang (2015) believes the dialogue from video materials provide authentic language input and motivate students to practice their spoken language. Meanwhile, listening to different varieties of accents will help them to strengthen their listening and improve their pronunciation and intonation effectively.

Most of the relevant studies pointed out that Audio Visual materials create language input more comprehensible and facilitate the foreign language learners through listening in producing speaking. According to Perry & Talley in Ozkan

(2002), they suggest to gather the experts' recommendations when using the effectiveness media in educational programs. The number of video recommendations should be used for the best practices in the field.

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

This study was an experimental design using quantitative approach. As highlighted by Creswell (2008), experimental design is the traditional approach in conducting quantitative research. Experimental design is procedure in quantitative research in which the investigator determines whether an activity or materials make a different result for participants. In this research, researcher use pre-experimental teaching with one group pre-test and post-test. Therefore, the study was designed to find out whether Audio Visual Media improve students' speaking ability. Prior to the experiment, the participants were measured their speaking ability by using pre-test at the beginning, then post-test was given later.

Quantitative method was used in this study. According to Creswell (2008:46) "quantitative approach is a type of educational research in which the researcher decides what to study; ask specific, narrow questions; collects quantifiable data from participants; analyze these numbers using statistics; and conducts the inquiry in an unbiased, objective manner." In this study researcher collects numerical data through rubrics in measuring participants' score for their speaking ability through the use of audio-visual in this experimental research.

B. **Population and Sample**

   1. **Population**

Population is a collection of elements about which we wish to make an inference. As Arikunto (2006) points out that the population is the entire subject of research. Therefore, the population of this study is students from academic year 2015/2016 of UIN Ar-Raniry. These 2015/2016 academic year students were divided into six units. Each unit has about 20-30 students who have taken speaking II in the semester when the research was conducted. The researcher considered them as the samples due to their level of speaking which is still very low such as mispronounced words, lack of vocabulary, and grammatical errors even though they had already passed their speaking I. Therefore, the researcher strongly believed that Audio Visual Media is appropriate to be applied in the classroom.

2. **Sample**

Sample is a collection of sampling units or subset population elements that will be analyzed. In this case, the researcher used cluster random sampling (technique lottery) of selecting sample, and the selection went to members of unit six. There were totally 32 participants in this unit. This technique provides the same opportunity or probability to all of the population member to be the chosen sample (Sukardi, 2009). Furthermore, regarding to the experimental research, the sample has to be selected randomly. Noor (2011) stated that the experimental design is a simple experimental research design in which the respondents are selected randomly.

C.   Technique of Data Collection

To carry out the data needed, the researcher used some techniques which were considered appropriate. The data was gained through giving pre-test, post-test and distributing questionnaire.

1.   Pre-test

According to Creswell (2008), a pre-test provides a measurement on some attribute or characteristic that assessed for participants in an experiment before they receive a treatment. Therefore, the participants were measured their speaking ability by pre-test at the beginning.

In this case, researcher applied short video about "what leadership is" which lasted two minutes fourteen seconds. Then asked students the questions to give responses such as their opinion and the information they got from the video in two minutes.

2.   Post-test

Creswell (2008) argues that post-test to measure some attributor characteristics that assessed for participant in the experiment after giving a treatment. Hence, the post-test were given to the sample after all of them use the Audio Visual Media as a treatment. It aimed to measure whether audio-visual implementation results is in a good effect to their speaking.

Afterwards, researcher gave the same questions to students as mentioned in pre-test but she played the difference video. The researcher played video with the topic about the impact of media on children development which lasted six minutes. The video was played

twice. After watching video, students were asked to share some points about what they got from video in three minutes while researcher recorded them.

3. Questionnaire

To get the additional data, the researcher also distributed questionnaire for students. Questionnaire is the list of questions which is given to the students to get their responses about implementation of Audio Visual Media in the classroom. Consequently, researcher used close-ended question namely Likert Scale to construct the questionnaire. It contains 10 items to find out students' perception about Audio Visual Media in improving their speaking ability.

In addition, the research was conducted from May, 12th 2016 until June, 26nd 2016. The first meeting was in May, 12th 2016, the whole meeting was intended for pre-test section. The second meeting was on Thursday, May 19th 2016 and the third meeting was on Saturday, May, 21st 2016. The second and the third meeting ware aimed to be the treatment sections. The last meeting was on Thursday, May 26th 2016 which was taken as post-test section. In other words, the experiment was conducted in two meetings.

D. Brief Description of Research Location

The researcher conducted the research entitled "Exploring Audio-Visual Media in improving students' speaking ability in the English Department in Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry. This department

aims to train professional English teachers, prospective English teachers in Islamic Schools and State Schools. The students in the department are taught various subjects in order to master English, such as speaking, listening, grammar, writing, reading comprehension, teaching methodology, cross culture understanding, English for academic purposes (EAP) and much more subjects.

English department is one of the most favorite departments in Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry. Moreover, it aims to train professional English teachers. It is also accredited A by Ban-pt. that will be the reason why the number of devotee rises by year 2012 up to 2013. It is proved by the number of students each year is increased.

Table 3.1 Total Number of active students of PBI

No.	Academic Years	Total Number of Active Students	Number of Class (Units)
1.	2012	125	4
2.	2013	283	8
3.	2014	291	8
4.	2015	225	6

(Source: English Department of UIN Ar-Raniry)

E. Procedure of Data Analysis

a. Test

After having the result of students' oral test, the researcher analyzed students' English speaking test. In order to analyze the test result, the researcher used statistical formula. The function was to find the range of data, the interval class and the space of interval class also to make a table of

frequency distribution and the mean of the table.

a) Analysis of individual score

Table 3.2 Score for Each Aspect

	Each Score			
Aspect	**Minimum to Maximum**			
Pronunciation	1	2	3	4
Fluency	1	2	3	4
Vocabulary	1	2	3	4
Structure	1	2	3	4

Total Maximum Score = 16

$$\textbf{Total Score} = \frac{\textit{Students' Score}}{\textit{Total Maximum Score}} \times \textbf{100}$$

b) To find the range of the data

Range is the difference between the highest and the lowest scores. Sudjana (2002, p. 47) explained that the range of pre-test and post-test scores would be determined by using some formula below:

R = H - L

Where:

R : the range of the score

H : the higher score

L : the lowest score

c)   The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

d)   To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

e)   To make a table of frequency distribution

No	Score	Fi	xi	Fixi

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi: the amount of multiplication between the frequencies and the

middle scores of interval class

f)   To find out the mean of the table

In this case, the researcher calculated the mean of students'
score. The scores were calculated by using some formulas. The
formula was as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi: the amount of multiplication between the frequencies and the

middle scores of interval class.

b. Questionnaire

In analysing questionaire, the researcher followed the proper
procedure of data analysis. According to Kasiram (2008), analysing the data
takes several steps that must be done ; checking, editing, coding and
tabulating the data respectively. The researcher followed those steps by
firstly checking the questionaire items before distributing them in order to
make sure that there is no missing words or misunderstanding concept.

After distributing the fixed questionaire and getting students'

response, the researcher analysed their answer by using Microsoft excel. The analysis included these following steps ;

a. Codding the options of likert scales ; 4 for Strongly agree, 3 for Agree, 2 for Disagree, and 1 for Strongly disagrree.

b. Calculating the number of options of each question items, for example how many students answered 'srongly agree' for question number 1.

c. Calculating the percentage of the options.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter covers the research findings and discussion. The first finding focuses on the speaking test result and the second reveals the students' responses regarding Audio Visual media in improving speaking skill.

A. The Result of the Test

The following tables shows the range of students' scores in pre-test and post-test result. The researcher used statistical calculation to analyze the data.

a. The result of pre-test

Table 4.1: Pretest Score

No.	Initial Name	Students' Number	Total Score
1.	NFN	150203186	75
2.	NF	150203188	75
3.	RJ	150203189	56,2
4.	NH	150203192	56,5
5.	MZ	150203193	75
6.	ZF	150203194	62,5
7.	RR	150203195	75
8.	NH	150203197	56,2
9.	RFP	150203198	75
10.	NIK	150203199	68,7
11.	RY	150203201	75
12.	SNF	150203203	75
13.	PI	150203204	68,7
14.	HH	150203205	68,7
15.	NA	150203206	68,7
16.	TM	150203210	68,7
17.	NIS	150203211	75

18.	EN	150203213	68,7
19.	DA	150203214	62,5
20.	SC	150203215	68,7
21.	ENI	150203216	68,7
22.	RS	150203217	75
23.	MS	150203221	75
24.	FH	150203223	68,7
25.	MA	150203234	68,7
26.	CND	150203225	68,7
27.	RK	150203226	75

P = Pronunciation

F = Fluency

V = Vocabulary

S = Structure

$$\textbf{Total Score} = \frac{\textbf{\textit{Students' Score}}}{\textbf{\textit{Total Maximum Score}}} \times \textbf{100}$$

To analyze the data of pre-test, researcher calculated the data by using the following steps:

a) Range

The range (R) determined by using this following formula:

R = H − L

The data in the table above can be listed from the highest to the lowest score as follow:

75   75   75   75   75   75   75   75   75

| 75 | 75 | 68.7 | 68.7 | 68.7 | 68.7 | 68.7 | 68.7 | 68.7 |
| 68.7 | 68.7 | 68.7 | 68.7 | 62.5 | 62.5 | 56.2 | 56.2 | 56.2 |

It can be seen that the highest score of pre-test was 75 and the lowest score was 56,2. Thus, the range was

$$R \quad = H - L$$
$$=75 - 56,2$$
$$= 18,8.$$

b) The number of interval class

The class interval was identified by using following formula:

$$\mathbf{I \quad = 1 + (3,3) \log n} \qquad \mathbf{(n = number\ of\ students)}$$
$$I \quad = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log 27$$
$$= 1 + (3,3)(1,43)$$
$$= 1 + 4,72$$
$$= 5,72 \qquad \approx 6$$

c) The range of interval class

Then, the range of class interval was found out by this step:

$$P = \frac{R}{I}$$
$$P = \frac{18,8}{6}$$
$$P = 3,13 \qquad \approx 4$$

From those result, the frequency distribution table can be seen as follow:

Table 4.2: The Frequency Distribution of Pre-test

Class Interval	Fi	xi	Fi.xi
56,2 – 59,2	3	57,7	266
60,2 – 63,2	2	61,7	44,5
64,2 – 67,2	0	65,7	150
68,2 – 71,2	11	69,7	169,5
72,2 – 75,2	11	73,7	250
76,2 – 80,2	0	78,2	0
	N = 27		1873,9

Where:

fi = refers to frequency

xi = refers to the middle score interval class

fi.xi = the amount of multiplication between the frequencies and the middle scores of interval class

Next step the researcher calculate the mean *(X)* to find out the average pre-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1873,9}{27}$$

$$X = 69,40$$

b. The result of post test

Table 4.3: Post-test Score

No	Initial Name	Students' Number	Total Score
1.	NFN	150203186	81,2
2.	NF	150203188	68,7
3.	RJ	150203189	56,2
4.	NH	150203192	68,7
5.	ZF	150203194	62,5
6.	RR	150203195	68,7
7.	NH	150203197	62,5
8.	RFP	150203198	75
9.	NIK	150203199	75
10.	RY	150203201	81,2
11.	SNF	150203203	75
12.	PI	150203204	68,7
13.	HH	150203205	75
14.	NA	150203206	68,7
15.	TM	150203210	75
16.	NIS	150203211	81,2
17.	EN	150203213	68,7
18.	DA	150203214	62,5
19.	SC	150203215	75
20.	ENI	150203216	68,7
21.	RS	150203217	75
22.	AL	150203219	75
23.	MS	150203221	68,7
24.	MA	150203234	68,7
25.	CND	150203225	62,5
26.	RK	150203226	68,7
27.	MR	150203227	68,7

P = Pronunciation

F = Fluency

V = Vocabulary

S = Structure

$$\textbf{Total Score} = \frac{\textbf{\textit{Students' Score}}}{\textbf{\textit{Total Maximum Score}}} \times \textbf{100}$$

a) Range

The range (R) determined by using this following formula:

R = H − L

The data in the table above can be listed from the highest to the lowest score as follow:

81.2	81.2	81.2	75	75	75	75	75	75
75	75	75	68.7	68.7	68.7	68.7	68.7	68.7
68.7	68.7	68.7	62.5	62.5	62.5	62.5	62.5	56.2

From those can be seen that the highest score of post- test was 81,2 and the lowest score was 56,2. Thus, the range was 81,2 − 56,2 = 25

$$
\begin{aligned}
R \quad &= H - L \\
&= 81,2 - 56,2 \\
&= 25
\end{aligned}
$$

b) The number of interval class

The class interval was identified by using following formula:

I = 1 + (3,3) log n   **(n = number of students)**

$$
\begin{aligned}
I \quad &= 1 + (3,3) \log n \\
&= 1 + (3,3) \log 27
\end{aligned}
$$

$$= 1 + (3,3) (1,43)$$

$$= 1 + 4,72$$

$$= 5, 72 \qquad \approx 6$$

c) The range of interval class

Then, the range of class interval was found out by this step:

$$P = \frac{R}{I}$$

$$P = \frac{18}{6}$$

$$P = 4,16 \qquad \approx 5$$

From those result, the frequency distribution table can be seen as below:

Table 4.4: The Frequency Distribution of Post-test

Class Interval	Fi	Xi	Fi.xi
56,2 – 60,2	1	58,2	58,2
61,2 – 65,2	5	63,2	316
66,2 – 70,2	9	68.2	613,8
71,2 – 75,2	9	73,2	658,8
76,2 – 80,2	0	78,2	0
81,2 – 85,2	3	83,2	249,6
	N = 27		1896,4

Next step the researcher calculates the mean *(X)* to find out the average post-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1896,4}{27}$$

$$X = 70,2$$

B. Examining Hypotheses

In examining hypothesis, the researcher used "t" test (t_o) to determine significant difference in examining the students' score as explained by Sudjono (1994, p.305). First of all, null hypothesis (H_0) and alternative hypothesis (H_a) were determined as:

(H_0) : Audio Visual Media in teaching speaking does not affect the improvement of Department of English Language Education students in speaking ability.

(H_a) : Audio Visual Media in teaching speaking affect the improvement of Department of English Language Education students in speaking ability.

The next steps, the researcher was listing the pre-test and post-test score in order to find up the difference score between those tests.

Table 4.5: The Students' Pre-test and Post-test Score

No.	Experiment Score		X-Y	
	Post-test (X)	Pre-test (Y)	(D)	D^2
1.	81.2	75	6.2	38.44
2	68.7	75	-6.2	39.69
3	56.2	56.2	0	0
4	68.7	56.5	12.2	148.84
5	62.5	75	-12.5	156.25
6	68.7	68.7	6.2	38.44

7	62.5	62.5	-12.5	156.25
8	75	56.2	18.8	353.44
9	75	75	0	0
10	81.2	68.7	12.5	156.25
11	75	75	0	0
12	68.7	75	-6.3	39.69
13	75	68.7	6.3	39.69
14	68.7	68.7	0	0
15	75	68.7	6.3	39.69
16	81.2	68.7	12.5	156.25
17	68.7	75	-6.3	39.69
18	62.5	68.7	-6.2	38.44
19	75	62.2	12.5	156.25
20	68.7	68.7	0	0
21	75	68.7	6.3	39.69
22	75	75	0	0
23	68.7	75	-6.3	39.69
24	68.7	68.7	0	0
25	62.5	68.7	-6.2	38.44
26	68.7	68.7	0	0
27	68.7	75	-6.3	39.69
	N= 27		Σ31.2	Σ1756.06

Where :

X and Y   : difference score

N   : total sample

After finding the difference score, the writer has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\Sigma D2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{1756.06}{N27} - \left(\frac{31.2}{27}\right)^2}$$

$$SD = \sqrt{65.03 - (1.15)^2}$$

$$SD = \sqrt{65.03 - (1.32)}$$

$$SD = \sqrt{63.71}$$

$$SD = 7.98$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\Sigma D}{N}$$

$$M_D = \frac{31.2}{27}$$

$$M_D = 1.15$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean Difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{7.98}{\sqrt{27-1}}$$

$$SEM_D = \frac{7.98}{\sqrt{26}}$$

$$SEM_D = \frac{7.98}{5.09}$$

$$SEM_D = 1.56$$

Then, the score of t_0 can be calculated with this formula:

$$t_0 = \frac{MD}{SE\ MD}$$

$$t_0 = \frac{1.15}{1.56}$$

$$t_0 = 0.73$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

Df = N-1

= 26

Hypotheses of this research used T_{table} at significant level of $\alpha = 0.05$. According to T_{table} list, the value of distribution table at 26 as degree of freedom was 1.7. However, in this research $T_{test} < T_{table}$ (0.73 < 1.7), it can be concluded that H_0 was accepted and $H_{a\ was\ rejected.}$ In line with this, it appears that exploring audio-visual media does not affect in improving students' speaking ability.

C. Discussion of Test Result

This study was aimed to investigate the use of Audio Visual Media in helping students' speaking improvement. Based on the result of data collection, it shows that teaching speaking by exploring Audio Visual Media does not give the effect on students' speaking ability. Even though the mean score of post-test showed slightly higher than post-test, the effectiveness was rejected after examining the hypotheses. Because t_0 was lower than t_{test}, it means Audio Visual Media does not play the role in improving student's speaking ability at Department of Language Education UIN Ar-Raniry.

The researcher opines the failure of Audio Visual Media in improving students' speaking ability was caused by the limit of time when the experimental was conducted. Therefore, if only the period of experimental was longer, researcher believed in those would be effective.

However, the other researchers suggest that audio visual plays an important role in teaching speaking. As Cakir (2006) states the use video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques.

Other studies also indicate that the use of Audio Visual Media is important in teaching learning process. Kurniawan (2016) found that students' pronunciation was increased after implementing Audio Visual Media. While Wootipong (2014) in his research conducted in Thailand to the university students also shows that video helps students improve their listening comprehension. Therefore, this study suggests that the use of Audio Visual Media is helpful and will help students to learn more.

The same result also support by Madhuri (2003). In his research he found that Audio-visual tools for students can improve speaking skill more than other methods. Another finding by Puspitasari (2006) showed that video clips can be an effective media in developing speaking ability. Meanwhile Aris (2010), as cited in Kurniawan (2016) showed that students' speaking skills and motivation toward speaking were improved.

As stated by Bal-Gazegin (2014), Audio Visual namely video has a relationship with English language skills such as writing, reading and listening comprehension. In addition, Wang (2015) believe that the dialogue from video

materials provides authentic language input and motivates students to practice their spoken language. Meanwhile, listening to different varieties of accents will help them to strengthen their listening and improve their pronunciation and intonation effectively.

Result shows that students' improvement was four aspects namely pronunciation, fluency, vocabulary and structure increase differently in each. As a consequence, the score increase in small amounts. Instead, Kurniawan (2016) found that after implementing the video in his research that the score of students' three speaking aspects; pronunciation, grammar, and vocabulary were increased. Meanwhile for fluency and comprehension was not significantly increased. However, the findings show the average score of students in the post-test being significantly higher than in pre-test. It could be concluded that the implementation of video as audio visual material in EFL teaching learning process was effective.

D.   Data from Questionnaire

In order to find out the student's responses toward the use of Audio-Visual Media in improving their speaking ability, the researcher distributed the questionnaire to the students. It contains totally 10 structured questions.

Figure 4.1 : Students' response towards the use of audio visual
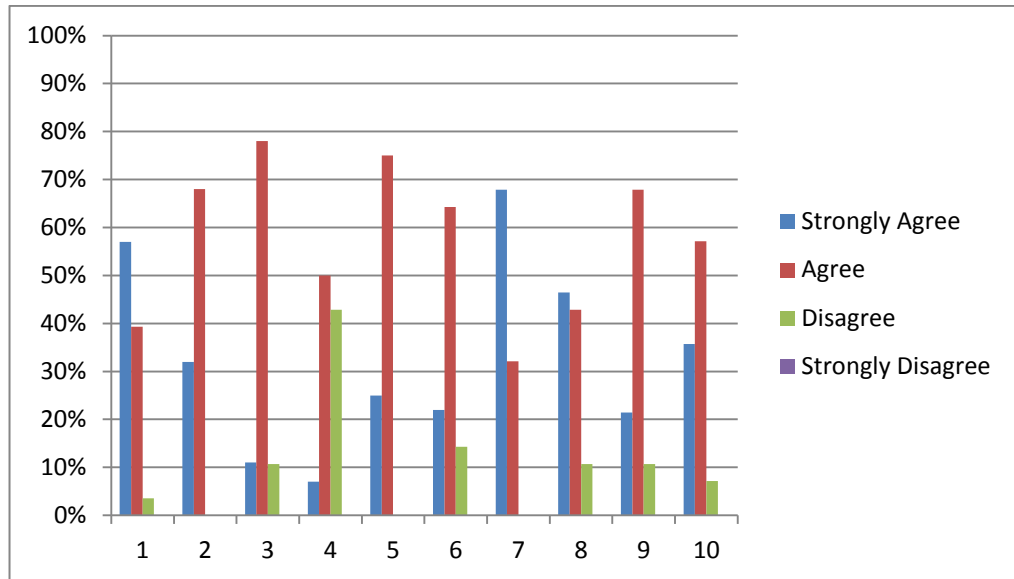
Figure 4.1 presents the overall ratings of students' perceptions towards the use of Audio-Visual Media in improving their speaking ability. From Figure 4.1, it appears that students gave various responses but the majority of students gave the positive responses toward the use of Audio-Visual Media in improving their speaking ability. Only in a small number of students gave responses by disagreement. It is shown that there are 10 statements in the questionnaire list indicating students' agreement and disagreement responded by students toward the use of Audio-Visual Media in improving their speaking ability. To be detail answered for each point are provided in the subsequent table (Table. 4.5).

Table 4.6: The Detailed Data of the Students' response

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree

1.	The video helps me learn English easily that I am able to pronounce the spoken words correctly.	57%	39%	4%	-
2.	Learning speaking through the audio-visual media (video) can stimulate my interest in learning English.	32%	68%	-	-
3.	The audio-visual media (video) is appropriate for my English level.	11%	79%	11%	-
4.	I can understand the video easily.	7%	50%	43%	-
5.	Audio-Visual (video) media helps me in improving my speaking ability.	25%	75%	-	-
6.	It is easy for me to share my thoughts in speaking after watching audio visual media (video).	21%	64%	14%	-
7.	I found some new interesting vocabulary through audio-visual media (video).	68%	32%	-	-

8.	I can imitate the English words spoken by native speaker fluently.	46%	43%	11 %	-
9.	I like this media to be implemented in Speaking class.	21%	68%	11 %	-
10.	I am sure that I can learn more from video to further improve my speaking ability.	36%	57%	7%	-

The questionnaire contains ten structured questions. The first question was designed to determine the participants' perception about using audio-visual can help them to pronounce spoken word correctly. The respondent answered 57% show the strong agreement, while 39% responded agree. It means that audio-visual media is effective to help students to correct them pronouncing word when they listen to the native speaker. It is shown by most student agree with the statement.

The second question was designed to capture students' expression about their motivation on learning speaking English through Audio Visual Media. Data analysis reflects that the majority of students (68%) are motivated to learn speaking by using audio visual media. This suggests that audio visual media contributes positively in teaching speaking.

The third question sought to discern the range of the appropriateness of the audio-visual media applied to their level. The respondent responses are 11%

stated their strong disagreement, 79% agreed that audio-visual media suits their English skill level while another 11% are pointed their disagreement.

The fourth question was designed to investigate whether the students' comprehension about the content of video. As shown in the table, 57% of students understand the video easily which mean that students in understanding the video is slightly in great quantities. It might be caused by some students' listening ability is still low.

The fifth and sixth questions were intended to capture students' perception about the effect of Audi-Visual to their speaking skill. Data analysis reflects that 75% students responded agree that audio-visual media helps them in their speaking ability. 67% agreed that they could share their thought easily after watching audio-visual media (video). Besides, only a small majority of students (14%) find difficulty in sharing ideas upon watching the videos.

The seventh and eighth questions were designed to find out students' experience from learning through Audio Visual Media. As shown from the graph, 68% of students pointed that they found some new interesting vocabulary from the video. 43% of students reacted against the statement they can imitate the words spoken by native speaker fluently. Meanwhile another 11% did not.

The ninth and tenth questions were constructed to find out students' perception about learning through audio-visual implementation in EFL. Based on the data, 68% of students agreed that audio-visual media to be implemented in speaking class although 11% stated their disagreement. 57% admitted that they can learn more video to further improve their speaking ability. This case are related to the research by Allou (2013), as he investigated all the teachers in

Biskra University, 100% agree that the use of audio-visual aids is effective in improving students' speaking skill.

E.   Discussion of Questionnaire Result

This point is drawn from the second research question which investigates the students' responses toward the exploring Audio-Visual media in improving speaking skill. According to the data from questionnaire analysis, students gave various responses which were positive responses and negative responses toward. Some of students find it interesting way to improve their speaking ability through using audio-visual to stimulate them to speak but for another half do not. Even though, good reflections gift by the majority of student. According to Golos and Moses (2013) student interact with educational media and what they learn from their active engagement through the behaviors that they displayed during the times in which they watched the videos.

Based on the major findings with regard to research question 2, a sequence of data confirmed that using Audio-Visual media in improving speaking skill can attract students' interest and help them to be able to improve their speaking as shown in finding of research question 1. Additionally, finding shows that the students have various opinions through this. However, Burt (1999) agrees that video namely Audio Visual Media is a powerful tool in helping English language learners to improve their language skills. Audio Visual Media provides the learner with content, context, and language.

Finally, result of this study shows majority of student gave good responses through the use of audio visual media in improving their speaking skills. As a

recent survey by Caning and Wilson (2000) reveals that the students like learning language through the use of video which is often used in language teaching. Another argument stated by Mondal (2015) she argues that the ability to listen can be developed through the use of Audio visual materials. Hence, students also can express what they have listened into oral way. The overall results suggest that the use of Audio Visual Media contributes positively to sharpen students' speaking skill. Moreover, students' overall responses also show the positive benefits of the Audio Visual Media implementation in EFL teaching environment.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusions

Based on the results of the study and explanations in the previous chapter, the writer would like to draw some conclusions, they are as follows:

1. Based on the result of data collection, it shows that teaching speaking by exploring Audio Visual Media does not give the effect on students' speaking ability. Even though the mean score of post-test showed slightly higher than post-test,which mean score of pre-test was 69.40 and the mean score of post-test was 70.2, the effectiveness was rejected after examining the hypotheses. It showed in t_{test} calculation where t_0 (0.73) was lower than t_{test} (1.7), it means Audio Visual Media does not play the role in improving student's speaking ability at Department of Language Education UIN Ar-Raniry.

2. However, students' responses regarding to the implementation of Audio Visual Media were mostly positive. This shows by the result of questionnaire. They argued that Audio Visual Media are beneficial in teaching learning process. Students were be able to learn effectively by watching video in the classroom to improve their speaking ability.

B. Suggestions

After conducting the experimental teaching and analyzing the test, the writer would like to suggest which are hoped to be useful future for researchers who are interested in this area of study.

1. In order to apply Audio Visual Media in the classroom effectively, future researchers need to find enough time because students should have much time to practice. The future researchers also should find interesting videos to help students learn and improve in the four aspects of speaking namely pronunciation, fluency, vocabulary and structure.

2. Teachers or lecturers should find reliable and appropriate materials to meet students' objective and the content of materials should meet students' language level or capability.

3. The future researchers should consider incorporating larger samples involving EFL and non-EFL major to see the different result. Hence, by comparing EFL and non-EFL learner learners, the researchers are able to measure the effectiveness of the Audio Visual Media in language learning process.

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Menyusun Skripsi

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Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a : **Nisa Mufida**
NIM : 231 222 651
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t : Jl. Adee V Desa Doy Ulee Kareng Banda Aceh

Untuk Mengumpulkan data pada:

Prodi PBI Fakultas Tarbiyah UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring Audio Visual Media In Improving Students' Speaking Ability (A Study at Department of English Language Education UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 11 Mei 2016
An. Dekan
Kepala Bagian Tata Usaha,

M.Said Farzan Ali,S.Pd.I.,MM
NIP 196907032002121 001

Surat Keterangan
No: Un.08/KJ.PBI/TL00/71/2016

Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: No: Un.08/FTK.1/TL00/1016/2016 tanggal 22 Februari 2016, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Nisa Mufida
NIM   : 231 222 651
Prodi /Jurusan : Pendidikan Bahasa Inggris
Semester   : VIII
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry
Alamat   : Jl. Adee V Desa Doy Ulee Kareng Banda Aceh
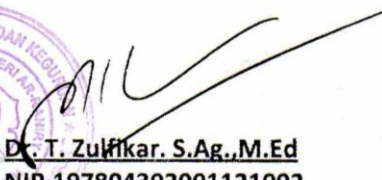
Telah melakukan penelitian dan mengumpulkan data pada mahasiswa jurusan **Pendidikan Bahasa Inggris** dalam rangka penyusunan skripsi yang berjudul:

Exploring Audio Visual Media in Improving Students' Speaking Ability (A Study at Department of English Language Education UIN Ar-Raniry)

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 Juli 2016
Ketua Prodi PBI

Dr. T. Zulfikar. S.Ag.,M.Ed
NIP.197804302001121002

APPENDIX

Lesson Plan

Unit : VI (Six)

Lesson: Speaking II

Time : Four Meetings

No.	Meeting	Day/ Date	Activity	Time
1.	I	Thursday/May, 12th 2016	The whole meeting is taken for pre-test activity. Researcher applies short video about "leadership", then asks student the question to give reaction such as their opinion and the information they got from the video. **Pre-test Instrument:** Video about leadership. Retrieved from: https://www.youtube.com/watch?v=18UVXW-x2_8). Instruction: Tell us about people opinion you got from video regarding leadership definition and share your idea about the video for two minutes	100 minutes

including the information you get from it!

| 2. | II | Thursday/May,19th 2016 | 1. **Pre-activity**

 At the pre-activity, researcher provided treatment to the students. In the first treatment, the researcher focused on the video which was given in previous meeting (pre-test. Researcher also gives some words that related to the topic in video in order to make students catching information easily.

 2. **Main Activity**

 Researcher gave some tips how to speak fluently and smoothly like people in the video. be confident about speaking in English, be very clear about the message you want to communicate, practicing to | 15 minutes |

speak for one minute without stopping, use little expressions like 'Er' or 'Erm' to fill the gaps while you are thinking about what to say. In short, researcher shared that good speakers communicate and get their message across smoothly and clearly.

65 minutes

3. **Post-activity**

The researcher and students close the lesson by highlighting the conclusion and the lesson of the video.

| 3. | III | Saturday /May, 21th 2016 | 1. **Pre-activity** | 10 minutes 15 minutes |

| | | | Before presenting other material, the students reviewed the previous material. Researcher asks such: what did we study last meeting? After reviewing material, researcher checks attendance list. Researcher also | |

3.	III	Saturday /May, 21th 2016	1. **Pre-activity** Before presenting other material, the students reviewed the previous material. Researcher asks such: what did we study last meeting? After reviewing material, researcher checks attendance list. Researcher also	10 minutes 15 minutes

gives some words that are related to the topic in video in order to make students catch the information easily.

65 minutes

2. Main Activity

In the main activity, researcher gives a new material about "describing picture". (While video is running, students are allowed to take note). The students focus on how we actually describe something, the pronunciation of the speaker in video and vocabulary they use in describing. Words usually used in describing picture are: in the picture …, in the foreground I can see …, there is a / an/ someone …, I think it is a …. Significantly, in describing picture, be as detailed as possible. Then researcher show

how to pronounce some words shown in the video for example: 1) Rescue (instead of saying help) /ˈreskyu/. 2) Festival /ˈfestəvəl/. 3) Aircraft /ærkræf/. 4) Flag /flæg/. 5) Engines /ˈenjən/. 6) Plane /plein/. 7) Terrible /ˈterəbəl/.

After watching it, student practice in pair on their seat. After that, students are asked to go in front of class and describe the picture one of both picture which is played in video.

3. Post-activity

10 minutes

The researcher and students close the lesson by highlighting the conclusion and the lesson of the video.

| 4. | IV | Thursday/May, | The fourth meeting is held | 100 minutes |

2^{6th} 2016

on May, 26th 2016. The whole meeting is taken for post-test activity. Researcher applies short video about people's opinion about leadership, then asks student the question to give reaction such their opinion and the information they got from the video.

Post-test Instrument:

"The Impact of Media on Child Development"

Retrieved from:

https://www.youtube.com/watch?v=joQUfSGom94).

Instruction:

Tell us about people opinion you got from video regarding leadership definition and share your idea about the video for three minutes including the information you get from it!

Appendix

The Pre-test and Post-test Questions

A.   The Pre-test Question

1.   Tell us about people opinion you got from video regarding leadership definition and share your idea about the video for two minutes including the information that you get from it!

B.   The Post-test Question

1.   Tell us about people opinion you got from video regarding leadership definition and share your idea about the video for three minutes including the information that you get from it!

Appendix

The Calculation of Data Analysis

c.   The result of pre-test

Table 4.1: Pretest Score

No.	Initial Name	Students' Number	Aspects				Aspect Score	Total Score
			P	F	V	S		
1.	NFN	150203186	3	3	3	3	12	75
2.	NF	150203188	3	3	3	3	12	75
3.	RJ	150203189	2	2	3	2	9	56,2
4.	NH	150203192	2	2	3	2	9	56,5
5.	MZ	150203193	3	3	3	3	12	75
6.	ZF	150203194	2	3	3	2	10	62,5
7.	RR	150203195	3	3	3	3	12	75
8.	NH	150203197	2	2	3	2	9	56,2
9.	RFP	150203198	3	3	3	3	12	75
10.	NIK	150203199	2	3	3	3	11	68,7
11.	RY	150203201	3	3	3	3	12	75
12.	SNF	150203203	3	3	3	3	12	75
13.	PI	150203204	3	3	3	2	11	68,7
14.	HH	150203205	3	3	3	2	11	68,7
15.	NA	150203206	2	3	3	3	11	68,7
16.	TM	150203210	3	2	3	3	11	68,7
17.	NIS	150203211	3	3	3	3	12	75
18.	EN	150203213	3	2	3	3	11	68,7
19.	DA	150203214	2	3	3	2	10	62,5
20.	SC	150203215	3	2	3	3	11	68,7
21.	ENI	150203216	3	2	3	3	11	68,7
22.	RS	150203217	3	3	3	3	12	75

23.	MS	150203221	3	3	3	3	12	75
24.	FH	150203223	3	3	3	2	11	68,7
25.	MA	150203234	3	3	3	2	11	68,7
26.	CND	150203225	3	3	3	2	11	68,7
27.	RK	150203226	3	3	3	3	12	75

P = Pronunciation

F = Fluency

V = Vocabulary

S = Structure

$$\textbf{Total Score} = \frac{\textbf{\textit{Students' Score}}}{\textbf{\textit{Total Maximum Score}}} \times \textbf{100}$$

To analyze the data of pre-test, researcher calculated the data by using the following steps:

d) Range

The range (R) determined by using this following formula:

R = H − L

The data in the table above can be listed from the highest to the lowest score as follow:

75	75	75	75	75	75	75	75	75
75	75	68.7	68.7	68.7	68.7	68.7	68.7	68.7
68.7	68.7	68.7	68.7	62.5	62.5	56.2	56.2	56.2

It can be seen that the highest score of pre-test was 75 and the lowest score was 56,2. Thus, the range was:

R = H − L

=75 – 56,2

$$= 18,8.$$

e) The number of interval class

The class interval was identified by using following formula:

I   **= 1 + (3,3) log n**   **(n = number of students)**

I   = 1 + (3,3) log n

     = 1 + (3,3) log 27

     = 1 + (3,3) (1,43)

     = 1 + 4,72

     = 5,72 ≈ 6

f) The range of interval class

Then, the range of class interval was found out by this step:

$$P = \frac{R}{I}$$

$$P = \frac{18,8}{6}$$

$$P = 3,13 \qquad \approx 4$$

From those result, the frequency distribution table can be seen as follow:

Table 4.2: The Frequency Distribution of Pre-test

Class Interval	Fi	xi	Fi.xi
56,2 – 59,2	3	57,7	266
60,2 – 63,2	2	61,7	44,5
64,2 – 67,2	0	65,7	150
68,2 – 71,2	11	69,7	169,5
72,2 – 75,2	11	73,7	250
76,2 – 80,2	0	78,2	0

	N = 27		1873,9

Where:

fi   = refers to frequency

xi   = refers to the middle score interval class

fi.xi = the amount of multiplication between the frequencies and

the   middle scores of interval class

Next step the researcher calculate the mean *(X)* to find out the average pre-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1873,9}{27}$$

$$X = 69,40$$

d.   The result of Post-test

Table 4.3: Post-test Score

No	Initial Name	Students' Number	Aspects				Aspect Score	Total Score
			P	F	V	S		
1.	NFN	150203186	3	3	4	3	13	81,2
2.	NF	150203188	3	3	3	2	11	68,7
3.	RJ	150203189	2	3	2	2	9	56,2
4.	NH	150203192	3	3	3	2	11	68,7
5.	ZF	150203194	2	3	3	2	10	62,5
6.	RR	150203195	3	2	3	3	11	68,7
7.	NH	150203197	2	2	3	3	10	62,5
8.	RFP	150203198	3	3	3	3	12	75

No.	Name	NIM	P	F	V	S	Total	Score
9.	NIK	150203199	3	3	3	3	12	75
10.	RY	150203201	3	3	4	3	13	81,2
11.	SNF	150203203	3	3	3	3	12	75
12.	PI	150203204	3	3	3	2	11	68,7
13.	HH	150203205	3	3	3	3	12	75
14.	NA	150203206	2	3	3	3	11	68,7
15.	TM	150203210	3	3	3	3	12	75
16.	NIS	150203211	4	3	3	3	13	81,2
17.	EN	150203213	3	3	3	2	11	68,7
18.	DA	150203214	2	3	3	2	10	62,5
19.	SC	150203215	3	3	3	3	10	75
20.	ENI	150203216	2	3	3	3	11	68,7
21.	RS	150203217	3	3	3	3	12	75
22.	AL	150203219	3	3	3	3	12	75
23.	MS	150203221	3	3	3	3	12	68,7
24.	MA	150203234	3	2	3	3	11	68,7
25.	CND	150203225	2	3	3	2	10	62,5
26.	RK	150203226	3	3	3	3	12	68,7
27.	MR	150203227	3	3	3	2	11	68,7

P = Pronunciation

F = Fluency

V = Vocabulary

S = Structure

$$\text{Total Score} = \frac{Students'\ Score}{Total\ Maximum\ Score} \times 100$$

    d)   Range

The range (R) determined by using this following formula:

R = H − L

The data in the table above can be listed from the highest to the lowest score as follow:

81.2 81.2   81.2   75   75   75   75   75   75

75	75	75	68.7	68.7	68.7	68.7	68.7	68.7
68.7	68.7	68.7	62.5	62.5	62.5	62.5	62.5	56.2

From those can be seen that the highest score of post- test was 81,2 and the lowest score was 56,2. Thus, the range was 81,2 – 56,2 = 25

$$R = H - L$$
$$= 81,2 - 56,2$$
$$= 25$$

e) The number of interval class

The class interval was identified by using following formula:

I = 1 + (3,3) log n   (n = number of students)

$$I = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log 27$$
$$= 1 + (3,3) (1,43)$$
$$= 1 + 4,72$$
$$= 5, 72 \qquad \approx 6$$

f) The range of interval class

Then, the range of class interval was found out by this step:

$$P = \frac{R}{I}$$

$$P = \frac{18}{6}$$

$$P = 4,16 \qquad \approx 5$$

From those result, the frequency distribution table can be seen as below:

Table 4.4: The Frequency Distribution of Post-test

Class Interval	Fi	Xi	Fi.xi
56,2 – 60,2	1	58,2	58,2
61,2 – 65,2	5	63,2	316
66,2 – 70,2	9	68.2	613,8
71,2 – 75,2	9	73,2	658,8
76,2 – 80,2	0	78,2	0
81,2 – 85,2	3	83,2	249,6
	N = 27		1896,4

Next step the researcher calculates the mean *(X)* to find out the average post-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1896,4}{27}$$

$$X = 70,2$$

Name **:**

Student's Reg. No **:**

This modified questionnaire is constructed to find out students' perception on exploring audio-visual media in improving speaking ability. Please read the statement below and thick (✓) the best answer that represents your opinion.

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The video helps me learn English easily that I am able to pronounce the spoken words correctly.				
2.	Learning speaking through the audio-visual media (video) can stimulate my interest in learning English.				
3.	The audio-visual media (video) is appropriate for my English level.				
4.	I can understand the video easily.				
5.	Audio-Visual (video) media helps me in improving my speaking ability.				
6.	It is easy for me to share my thoughts in speaking after watching audio visual media				

	(video).				
7.	I found some new interesting vocabulary through audio-visual media (video).				
8.	I can imitate the English words spoken by native speaker fluently.				
9.	I like this media to be implemented in Speaking class.				
10.	I am sure that I can learn more from video to further improve my speaking ability.				

Score Criteria for Pre-test and Post-test

Pronunciation Score Criteria

4	Occasional phonemic error but generally comprehensible
3	There exist several errors in pronunciation but it is generally accepted
2	Many phonemic errors, very difficult to perceive meaning
1	Incomprehensible and many words are mispronounced

Vocabulary Score Criteria

4	The word choice generally relevant with situation and have variation
3	The word have already been relevant with the topic and situation but do not have any variation yet
2	There are still lots of words used inappropriately

1	Poor and irrelevant words related to the topic and situation given

Fluency Score Criteria

4	The speaker generally speaks naturally and continuously
3	There are some pauses but speaker manages rephrase and continue
2	It run less continuously and often pauses
1	There are long pauses, utterances left unfinished or no response

Structure Score Criteria

4	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
3	Student was able to express their ideas and responses fairy well but makes mistakes with their tenses, however is able to correct themselves
2	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses
1	Student was difficult to understand and hard time communicating their ideas and responses because of grammar mistakes

(John L.D. Clark cited in Lubis, 1998)

AUTOBIOGRAPHY

1. Full Name : Nisa Mufida
2. Place/Date of Birth : Sigli/July 29th 1994
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia/Acehnese
6. Address : Jl. Sigli-Garot Km3. Desa Paloh. Kec. Pidie, Kab. Pidie.
7. Marital Status : Single
8. Occupation/NIM : Student/231222651
9. The Parent
    a. Fathers' Name : Tgk. Syukri bin Abdurrahman (Alm.)
    b. Mothers' Name : Rasyidah binti Sulaiman Syaikhi
    c. Address : Jl. Sigli-Garot Km3. Desa Paloh. Kec. Pidie, Kab. Pidie.
10. The Relative
    a. Uncles' Name : Zulfitri bin Yahya
    b. Aunts' Name : Syarifah Hanum binti Sulaiman Syaikhi
    c. Address : Komplek PU Baro Raya, Desa Paloh Pidie.
11. Siblings
    a. Sister I : Nur Nanda Rahmi, Amd. Kep.
    b. Sister II : Nurul Azmi, S.Pd.I
    c. Brother : Ahmad Abrar
12. Educational Background
    a. Kindergarten : TK Raudhatul Athfal, Sigli 1998-2000
    b. Elementary School : SDN 1 Peukan Pidie, Sigli 2000-2006
    c. Junior High School : MTsN 1 Sigli 2006-2009
    d. Senior High School : RIAB Islamic Boarding School 2009-2012
    e. University : UIN Ar-Raniry 2012

Darussalam, July 15th 2016

Nisa Mufida