Improving Students' Speaking Ability by Using Audio Visual

at Darul 'Ulum Islamic Boarding School

THESIS

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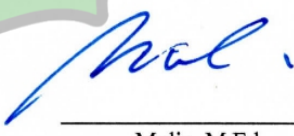**FITRI ASRIANI**
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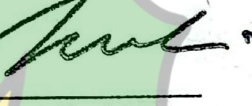
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SURAT PERNYATAAN KEASLIAN
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Improving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Desember 2024
Saya yang membuat pernyataan

Fitri Asriani

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The writer,

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ABSTRACT

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Thesis working title	: Improving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School
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This research was to find out whether using audiovisual materials, such as YouTube videos, improved students' speaking abilities and to identify the areas of speaking that improved the most. The sample consisted of eighth-grade students at Darul 'Ulum Islamic Boarding School in the academic year 2023–2024. The study applied a quasi-experimental design, with two groups: experimental and control. There were 32 students in each group, for a total of 64 students. I collected data using oral pre-test and post-test; the experimental group used audiovisual media, such just like YouTube videos, in learning activities, while the control group utilized classroom discussion and lectures. Pre-test experimental group mean score was 63.06, and post-test experimental group mean score was 86.90, according to the test. The mean score for the control group before the test was 48.81, whereas the mean score for the control group after the test was 61.28. Thus, with df = n – 1 = 64 – 1, the T-test result in this study was 36.39 and the T-table was 2.00 at significant level 0.05. The null hypothesis (Ho) has been rejected and the alternative hypothesis (Ha) accepted. Furthermore, speaking ability improved from 114 to 183 points. This finding suggests that consuming audiovisual media has a considerable effect on students' speaking abilities.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background the Study

English is a tool to communicate among people of the world for trade, social culture, science, and technology. It seems that language like a vehicle for the realization of interpersonal relationship among people. While vocabulary and memorization are not the main focus of English, the language is engaging. By mastering English, someone can make friends or family from different countries, get to know many cultures and languages and even explore the world.

As one of the international languages, English is one of academic subjects that are taught in Indonesian's school. Most of the students have learned English from the elementary school to university level, but some students are still less confident utilizing English well. Besides, their receptive skills are also below the expectation. According to Zulfikar (2019), in his experience when he had been teaching English in Indonesia, he always tried to avoid using his students' mother tongue during the teaching and learning process, especially when facilitating speaking activities. However, he had to use the students' mother tongue when he had to explain their mistakes, grammatical rules, and the meaning of difficult words because if he insisted on using the English as second language, the students did not seem open to their class activities. Based on this experience, he thinks that in these specific situations, Students' mother tongue will help students understand and save time for both the teacher and the students.

The students or learners sometimes do not concentrate on their language teaching and learning process. It makes them face many difficulties in reaching the goals of the language. For example, they frequently make grammatical mistakes when speaking, and these mistakes are persistent and challenging to fix. The approach is one of the many reasons it occurs. According to Munir, Emzir, and Rahmad (2017), one of the challenges for a teacher is to choose and use strategies, approaches, methods, and techniques that involve many students actively in learning and mentally, physically, and socially, and that learners will be more creative if they are involved actively in the learning process as a whole.

So that if the method that is used is less effective, both of students and teachers cannot build a good communication or interaction each other in teaching and learning English. According to Razali and Zulfikar (2019) said that good learning is primarily dependent on effective teaching.

Students often lack confidence in speaking English and expressing their ideas. The researcher assumes that several factors may contribute to this issue, raising concerns for teachers. Many classroom teaching activities remain conventional, such as reading dialogues, reciting texts, and translating. These methods tend to bore students rather than engage or motivate them. According to Dahliana (2019), in the context of teaching-learning activities, motivation is regarded as one of the key elements that might encourage a student to focus during class. Students who are motivated will be compelled to actively engage in and contribute to the teacher's activities.

Even the environment they live in is an environment that supports them to speak English, such as boarding schools, or many now like Islamic boarding schools, but there is still anxiety for students to converse in English. Especially in class, they choose to remain silent because they are afraid that they will speak the wrong vocabulary or even feel strange when their friends listen to them. As Jones (2007) said that some students say: "When I speak English, I feel stupid because I make lots of mistakes and do not know enough vocabulary." "I do not want to speak English until my English is much better." The statement might make students feel uncomfortable when someone asks, "Can you speak English?" and worry when they are unable to come up with appropriate words.

Furthermore, according to Liao (2009), speaking is the most crucial aspect of daily interactions, and a person's ability to communicate clearly and concisely forms the basis of their initial impression. English is one of the skills that must be practiced in order to speak and communicate. It is possible to do it with confidence, and you don't need to be proficient in grammar or have a large vocabulary. But with a little vocabulary, you can communicate clearly that will train your speaking skills to be fluent. As an English teacher, it is necessary to mentally prepare and prepare students and their ability to speak English so that they are accustomed to conversing in English in their daily lives.

Based on my observations over approximately four years of teaching at the Darul Ulum Modern Islamic Boarding School, I discovered that students who live in an environment that supports them in learning to speak English still do not dare to practice their English for a variety of reasons, such as they prefer to

choose to be silent in class rather than speaking in English because they are worried about punishment, they are not applying the vocabularies that have.

Supiyati's (2010) study focused on determining whether or not audiovisual media can enhance students' speaking abilities. It also aimed to determine the advantages and disadvantages of employing audiovisual aids to enhance students' speaking abilities in Class I A at RSBI SDN Cemara Dua No. 13 in Surakarta during the 2009–2010 academic year. Planning, activity, observation, and reflection make up the investigation's process. The practitioner who used audiovisual materials in the teaching and learning process was the author of this study. Both qualitative and quantitative versions of the data are accessible. The tests that were conducted both before and after the measures were put into place provide the quantitative data. The qualitative data comes from the results of the observations made by the observer during the implementation of the measures. The author of this study discovered that using audiovisual materials to teach can help students become more proficient speakers. Students' performance throughout the teaching and learning process demonstrated this. Every student participated in the teaching and learning process, and their own level of activity increased. Better conditions resulted from this. The class grew more animated as a result of the students' increased enthusiasm. Additionally, the students' performance improved. In the second post-test, the average score increased from 4.30 in the pre-test to 6.16. Thus, the study's findings demonstrate that using audiovisual aids can help students

become more proficient speakers. Practically speaking, one of the best methods for enhancing learners speaking abilities is the usage of audiovisual tools.

In the academic year 2013–2014, Masyi'ah (2014) carried out a study to enhance the speaking proficiency of Grade VIII C students at SMP Negeri 3 Depok Sleman Yogyakarta. This specific study was classified as action research. According to the lesson plan, the interventions were carried out in two cycles. 32 students from SMP Negeri 3 Depok Sleman Yogyakarta's class VIII C during the 2013–2014 academic year participated in this study, with the English teachers serving as a research collaborator. Both qualitative and quantitative data were used to gather the study's data. The Grade VIII C students and the English teachers were interviewed, staff members were spoken to, photos and videos were taken, and the teaching and learning process was observed in order to gather the qualitative data. A pre-test, a progress test, and a post-test were used to gather quantitative data. By using democratic validity, dialogic validity, catalytic validity, and result validity, the data's validity was established. According to research, students' speaking abilities can be clearly enhanced by combining speaking exercises and English in the classroom with video as a teaching tool. It was successful in capturing students' interest and boosting their desire to learn. The film presented acceptable models for speaking English, allowing the students to have a better knowledge of how to use English in real-life circumstances. Additionally, they had lots of chances to practice speaking so they could do so with confidence and fluency. In the post-test, the students who had only received a 55.4 on the pre-test managed to raise their score to 79.9.

This suggests that they have made great progress in a number of speaking-related areas, including vocabulary, grammar, pronunciation, and comprehension.

Herlina (2014) also studied how they may use audiovisual materials to enhance their speaking abilities. Students from Labschool Elementary School in the fourth grade served as the study's subjects. Twenty-eight kids participated in this study, which was carried out at Labschool Elementary School Rawamangun East Jakarta during the second semester of 2013. Kemmis and McTaggart classroom action research was the methodology employed in this study. There were two cycles to the research. The stages of planning, carrying out, observing, and evaluating are all part of the research methodology. The teacher used multimedia materials in the classroom to carry out all of these activitiesThe data were gathered utilizing test equipment, non-tests, and field notes. Speaking proficiency scores in the first and second cycles were 64.28% and 85.71%, respectively. This demonstrates how the use of audiovisual materials in the learning process increased the students' speaking competence score by 21.42%. The study's findings indicate that using audiovisual materials to learn English greatly enhanced the fourth-grade students' speaking abilities at Labschool Elementary School Rawamangun Elementary School East Jakarta.

In contrast to the study's context described above, I applied the methodology by using media to be motivated to train themselves to be able to speak English. According to Kasim, Zulfikar and Zaiturrahmi (2017), the materials used in the classroom should inspire students to explore their mental capacity and foster critical thinking.

I am interested in conducting research that focuses on measuring the improvements of students' speaking ability by using Audio Visual media in Darul Ulum Islamic Bording School in grade eight.

B. Research questions

Based on the information presented above, I'd like to respond to the following question:

1. To what extent does the use Audio Visual video in teaching speaking improve students' speaking ability?

C. The Aim of the Study

As stated in the research question, the aim of this study is:

1. To know how the using Audio Visual video improve students in speaking.

D. Significance of the Study

This study is expected to provide teachers with information that the use of Audio visual as a media such as YouTube video is one of the media that can be useful in improving speaking skills.

The results of this study will also be helpful to future researchers because they can serve as a roadmap for highly relevant work. I hope that future researchers can cover the research gap because I am aware that this study is far from undetectable.

E. Terminologies

To make the topic clear, it is important to explain the terms of the title according to the available references:

1. Students Speaking

According to the Cambrige dictionary, a student is a someone who is enrolled in a college, university, or occasionally a school to learn. The second-grade junior high school student at Darul 'Ulum Islamic boarding school are the subjects of this study.

Speaking refers to a person's capacity to communicate, convey their thoughts and emotions, and speak. Speaking is derived from "speak," and it becomes a gerund with the suffix "-ing," according to Hornby (2009). Speaking is a productive talent that can be directly and objectively seen, according to Brown (2004). The validity and reliability of an oral production exam are necessarily compromised by the precision and efficacy of a test-taker's listening skills. The author came to the conclusion that speaking is the capacity to communicate ideas and opinions to another person in a certain language. Speaking is a practical skill that aims not only to talk freely, but also to create new effects in dialogue or daily discourse in social life.

Students speaking is the act of learners verbally expressing their thoughts, ideas, or reactions in a target language (such as English) in an academic or social context. Effective communication requires the use of

suitable grammar, vocabulary, pronunciation, and fluency. It is an important part of language acquisition because it not only develops linguistic competence but also boosts confidence and interaction skills.

2. **Audio Visual**

According to Madhuri (2013), audio visuals are a tool that are utilized more often than not to enhance speaking abilities. They are created by combining sound and video, then developing into a film that is used in the teaching and learning process. Then Mandhuri said that teaching Audio Visual skills requires experience and cannot be acquired from a book. Using audiovisual materials to teach EFL is thought to help students speak more fluently. Because audiovisuals may easily capture learners' attention, their use can help them improve their speaking abilities. Students are motivated to share their thoughts when they view a video that stimulates their attention. Talking in class gets easier as they learn more background information from the videos.

The data of students' ability before giving speaking materials which are taught in audio visual method. In the final appointment, a post-test will be administered following treatment.

F. **Hypothesis**

The hypothesis of this research is that students' speaking ability can be improved by using audio visual as media learning.

The hypothesis formulas are:

H_a = There is significant improvement on students' speaking ability by using Audio Visual media.

H_o = There is no significant improvement on students' speaking ability by using Audio Visual media.

CHAPTER II

LITERATURE REVIEW

A. **Speaking**

1. **Definition of speaking**

Speaking is the process of creating and conveying meaning in a variety of circumstances using language and gestures. Cameron (2001) defines speaking as the active use of language to communicate meaning such that others can understand it. Speaking is a productive oral/aural ability that involves making meaningful verbal statements in a methodical manner. Bailey, Kathleen M. (2003). Reading, writing, speaking, and listening are the four language skills. It is a way for students to interact with others in order to accomplish specific objectives or to share their thoughts, ideas, aspirations, and points of view. Furthermore, individuals who are proficient in a language are called "speakers" of that language. Furthermore, speaking is the language skill that is used the most in practically every situation. Speaking is the act of conveying thoughts, feelings, and ideas using the capacity to pronounce words correctly, arrange them into phrases or sentences, and select words that are relevant to the subject.

Speaking is the activity of generating and communicating meaning in a variety of contexts using both spoken and nonspoken symbols. According to this notion, we can use oral communication to convey our ideas to others. Speaking is typically used to convey emotions to other

people. Speaking allows people to link their minds in all facets of life. That is, increase the kids' communication fluency. Because when they talk, they are aware of their thoughts and feelings, and when you talk, other people judge your personality and assume what you are thinking and why. Speaking as a communication tool is intended for classrooms with intermediate to advanced students. Instead of emphasizing communication, which frequently turns into a "trap" for students due to the repetitive activities of each chapter, it will focus on cooperative learning activities where students can work in groups of two, three, four, or even more with a variety of tasks. Speaking is a useful ability that is directly and scientifically observable, according to Brown (2004). However, the validity and reliability of an oral production test are inevitably compromised because these observations are always influenced by the test-taker's accuracy and efficacy in listening.Furthermore, language is more than just making sounds and conveying them to listeners; speakers must also manage a variety of other aspects in order to develop effective communication skills. like the ability to read and listen. Speaking skills are influenced by one's reading and listening comprehension.

2. **Teaching Speaking**

Many definitions of talking had been proposed through specialists of language getting to know. In step with Brown (2001), he said that speaking a language indicates that a person is able to carry on a discussion.

In the same way, he stated that the ability to acquire pragmatic needs through interactive communication with other language users is almost always the benchmark for successful language acquisition. Speaking, to put it briefly, is a language that enables appropriate engagement and discourse, including oral dialogue.

Talking English is the primary purpose of many person beginners. Their personalities play an critical role in figuring out how quickly and correctly they are able to obtain this aim. students who aren't frightened of making mistakes are typically more talkative, however they make many errors and it is difficult to change their conduct. It may take a while for traditional and embarrassed students to speak with optimism, but once they do, they make less errors in their English. Speaking classes typically cover grammar and pronunciation, which may be essential for having productive oral conversations. In either case, students must complete some coursework before beginning the speaking assignment. A draft of the speech they will give and an introduction to the subject are part of this. Students will next engage in authentic speaking exercises for practice.

Speaking ability was defined by Harmer (2001) as the ability to communicate effectively, assuming that the knowledge was about dialect highlights as well as the ability to process information and dialect "on the spot." It requires the ability to coordinate the administration of nonverbal dialect and speaking turns. It has limited time for point-through-factor arrangement and occurs in the real world. In this sense, familiarity is

necessary to accomplish the communication's goal. It is clear from the statement above that speaking smoothly is necessary to accomplish the goal of the verbal transaction.

The goal of teaching speaking is to enable students to communicate and understand the messages in the conversation technique. Unlike other subjects, speaking is surprisingly difficult to master because it requires constant practice. Speaking covered a number of skills, including vocabulary, pronunciation, efficiency, and proficiency.

3. **Type of Speaking**

According to H Douglas Brown (2004), there are five types of speaking as follows:

1) Imitative

Imitation is the capacity to replicate a word, phrase, or statement. This kind mimics the sounds, much like a parrot. This is used to evaluate oral production and determine whether a person passes the phone test.

2) Intensive.

Intensive is the style of speech that evaluates the production context in terms of grammatical, phrasal, lexical, and phonological competencies. Examples of this type of assessment include picture-cued tasks, spoken inquiries, directed responses, and phrase or conversation completion tasks.

3) Responsive.

The response types include tests of spoken English (TSE), question-and-answer sessions, paraphrasing, and providing instructions and directions.

4) Interactive.

This category includes activities like role-playing, interviews, discussions, and games that require extended periods of interactive dialogue. Additionally, this style involves lengthy explanations, speeches, and longer narrative, but it involves less engagement.

5) Extensive.

Extensive speaking activities require elaborate and subjective expanses of language. Oral presentation, picture-cued storytelling, retelling a story, a new occurrence, and translation are some of the varieties of this style of monologue. You can utilize any of the following types in the classroom.

4. **Aspects of Speaking Skill**

The ability to learn English can be influenced by a number of factors. According to Brown (2004), speaking proficiency requires five elements: vocabulary, grammar, fluency, comprehension, and pronunciation.

According to Brown (2004), speaking ability has five components:

Vocabulary:

Among the elements of linguistics is the collection of words that are used to form a dialect when speaking. Although vocabulary is crucial, if speaking is taught at a very young age, vocabulary should not be the first consideration. The entire number of characters that comprise a dialect is known as its lexicon of words.

a. Grammar:

Grammar is the foundation of both written and spoken language. To achieve good results, students must follow grammatical principles, which are also found in syntax, morphology, and pronunciation. Sometimes when it comes to speaking skills, neither the speaker nor the listener care about grammar. However, as of right now, the researcher has not yet addressed grammar.

b. Fluency:

Because it includes the case and speed of the flowing speech, it demonstrates that people can communicate effectively. Someone who may be able to utilize the language fluently but who can also converse fluently. A person can be considered fluent if they meet certain requirements, such as being able to pronounce words correctly and fluently. Due to their extensive vocabulary, the students are able to speak the words with ease and are aware of precisely what they will say next. They are aware of the

16

grammar rules in the language. Even if they don't utilize grammatical language, they can spell words accurately in any context, which facilitates simpler understanding of their communication.

d. Comprehension:

In order for a discussion to have a subject that can both begin and respond to speech, both the speaker and the listener must have a solid comprehension of each other. However, the researcher will refer to the comprehensibility in this study.

e. Pronunciation:

According to Hammer (2017), pronunciation is the way that we make a language sound, where we put stress, and how we employ intonation and tone to convey our meaning and feelings. Therefore, it is also crucial that students improve their pronunciation in order to speak or use extremely clear terms that would make others easy to understand.

From the statement that Brown has considered previously, it should be discovered that every part of speaking skill consists of vocabulary, grammar, fluency, comprehension, and pronunciation.

5. **Micro and Macro-skills of Speaking**

According to Brown (2004), these speaking micro and macro-skills include:

1. **Micro-skills**

   H. Douglas Brown (2001) identifies several micro-skills essential for effective speaking in English. These skills encompass a range of linguistic and communicative competencies that help speakers convey their messages accurately and fluently.

   To ensure clear pronunciation, a speaker must first be able to differentiate and produce variations in English phonemes and allophonic forms, as well as produce language chunks of different lengths that reflect natural speech patterns. Another essential skill is mastery of English stress patterns, rhythmic structures, and intonation contours, as these elements contribute to the natural flow and intelligibility of spoken English. Finally, speakers should be able to produce reduced forms of words and phrases, which is a feature common in conversational English.

   Vocabulary plays a significant role, as speakers need an adequate range of lexical items to achieve their communicative goals. Similarly, the ability to produce fluent speech at varying speeds is important, as it mirrors real-life communication. Brown also emphasizes the need for self-awareness in speaking; this requires following one's oral output while applying strategies such as breaks, fillers, and self-corrections in order to clarify what the speaker is saying.

   Grammar is another cornerstone of effective speaking. This includes the ability to correctly use grammatical structures, systems (such as tense

and agreement), and word order, as well as ellipsis and other syntactic rules. Structuring speech naturally by using appropriate phrasing, pauses, and sentence constituents also enhances comprehensibility. Furthermore, speakers should be able to express the same meaning using various grammatical constructions, showcasing flexibility in their linguistic choices. Lastly, the use of cohesive devices ensures that spoken discourse remains connected and logically organized.

In summary, Brown's micro-skills highlight the intricate blend of phonological, lexical, grammatical, and strategic abilities required for effective spoken communication. These skills collectively enable speakers to convey their ideas clearly and appropriately in various contexts.

2. Macro-skills

According to Brown (2004), several macro skills should be incorporated into speaking activities to ensure effective communication. First, speakers should appropriately accomplish communicative functions by considering the specific situations, participants, and goals of the interaction. This involves tailoring their speech to suit the context and purpose.

The second requirement is that speakers use the proper sociolinguistic elements. These consist of pragmatic conventions, redundancies, implicature, styles, registers, and conversational rules including yielding, interrupting, and floor-keeping. When these components are mastered, face-to-face interactions are seamless and appropriate for the situation.

Third, the ability to make links and correlations between concepts and events is necessary for effective speaking. Speakers should be able to convey both central and peripheral concepts, convey feelings, present fresh information, and support their arguments with examples or generalizations.

Furthermore, nonverbal communication is very important. Communicating using body language, kinesics, facial emotions, and other nonverbal clues improves spoken communication and keeps the other person interested.

Finally, speakers must develop a repertoire of speaking strategies. These include emphasizing key words, rephrasing, providing context to clarify meanings, seeking assistance when needed, and evaluating the listener's comprehension to ensure mutual understanding. Mastering these macro skills contributes to more effective and meaningful spoken communication.

According to the explanation above, the production of the smaller language units—such as the enunciation of phonemes, morphemes, words, collocations, fluency, and phrasal units-is the focus of both micro- and macro-skills. The speaker's emphasis on the most significant components, like structure, comprehensibility, accuracy, discourse, style, coherence, nonverbal communications, and strategic options, is implied by the macro-skills.

B. Audio Visual

1. Definition of Audio Visual

Mayer (2001) describes multimedia as the integration of different digital media formats such as text, images, audio, and video into a cohesive,

20

multi-sensory, and interactive application or presentation designed to communicate messages or information to an audience. He also highlights the potential advantages of multimedia, noting that humans are naturally equipped to process information through both visual and auditory channels.

Madhuri (2013) states that Audio-Visual media tools significantly enhance students' speaking skills, outperforming other teaching methods. These tools are described as engaging materials and devices that combine sound and visuals to support teaching and learning, effectively stimulating multiple sensory channels to improve students' learning experiences. Based on an article by Rizal Fuady (2017), there are several types of Audio Visual:

a. **Sound and Motion Film**

Film media can be classified as audiovisual media capable of showing moving and spoken films.

b. **Video**

Video is a means of telecommunication that can be perceived with the senses (eye), in the form of live images (motion).

c. **Television**

Television is an electronic device that is essentially the same as a live image with picture and sound.

In this study, YouTube videos were utilized as a learning medium. As a product of advancements in information technology (IT) in the era of

globalization, YouTube serves as a platform that hosts a wide variety of videos, including video clips, TV segments, music videos, movie trailers, and other content such as video blogs, short original productions, and educational materials. The researchers specifically selected educational videos from *BBC Learning English* to present to students during their classes.

Based on the explanation above, it can be concluded that Audio Visual is a learning media which consists of a combination of various types of digital media such as images, text, sound or video which has the potential to improve students' speaking ability by stimulating students' hearing and vision and making students' learning easier. One of the media used in this research is YouTube video by BBC Learning English Video.

2. The advantages

Based on Literary Studies (1990), it is stated that two-way communication is effective learning in independent study correspondence. With learning media that are increasingly real and sensory in terms of human senses, the potential for learning is greater. Therefore, the use of audio visuals is very important because seeing and hearing are two of the dominant senses and can also be used to encourage emotional involvement with the learning induction process. Audio Visual offers many opportunities for comparison in some work processes or practices that may be different but produce better results.

According to information sourced from Google, Audio Visual media offer numerous advantages and benefits as learning tools. One significant advantage is that they create interest among students, making the learning process more engaging. By presenting ideas in an easy-to-understand and precise manner, Audio Visual media also save time for both teachers and students.

In addition to enhancing efficiency, Audio Visual media reduce the burden on teachers by providing ready-made resources, allowing them to focus on facilitating rather than creating materials. Teachers can also use Audio Visual tools to improve their own English proficiency, as they provide exposure to authentic language use. For students, these tools serve as a rich source of varied experiences that make learning more dynamic and interactive.

Moreover, Audio Visual media simplify the process of learning English, helping students understand and practice the language more naturally. They help create a simulated English-speaking environment, which fosters better language acquisition. Additionally, these tools enhance students' ability to concentrate by capturing their attention through visual and auditory stimuli.

In conclusion, Audio Visual media provide a direct sensory experience, making them an effective and interesting resource for learning English in the classroom. Their multifaceted benefits contribute significantly to improving the quality of language education.

Here are some advantages of YouTube videos in learning, as explained by Jalaluddin (2016):

One key benefit of YouTube videos is their flexibility as learning tools. These videos can be accessed both inside and outside the classroom, as long as there is an internet connection. This flexibility allows teachers to extend learning beyond classroom walls, engaging students with a variety of video content even in their own time.

YouTube also provides students with authentic examples of spoken English. By exposing learners to everyday language used by native speakers, these videos help students understand real-life communication. This exposure boosts their confidence in handling practical language situations outside of the classroom environment.

Another significant advantage is that YouTube videos promote an additional autonomous and personalized learning style. The learners take part in in their education, though the teacher acts as a facilitator. With the wide variety of videos available, students can explore topics independently without relying entirely on their teacher. The combination of visuals and audio in YouTube videos also aids in the understanding of abstract concepts, making learning more accessible.

Incorporating YouTube videos into the classroom creates an engaging and interactive learning experience. The dynamic and relatable nature of the videos captures students' attention and motivates them to learn.

It also demonstrates how people use the target language in real-life situations, adding a layer of relevance to their studies.

Lastly, YouTube videos provide opportunities for interaction, as students can comment on the videos when watching them online. This feature not only encourages participation but also helps develop additional language skills, such as writing.

In conclusion, YouTube videos serve as a powerful audio-visual tool for foreign language learning. They offer students freedom and diverse learning opportunities while motivating them through engaging content. Teachers, in turn, can be more creative in their teaching approaches, making the learning process both effective and enjoyable.

3. The Disadvantages

Using audio-visual aids in the learning process can bring several challenges and drawbacks. One notable disadvantage is the occurrence of unplanned technical problems, such as power outages, blurry or malfunctioning projectors, or faulty speakers. These issues can disrupt the flow of the lesson and hinder effective communication.

Another drawback is the potential for student distraction. For instance, presenting too much text on the screen may overwhelm students and reduce their ability to concentrate on the main points being taught. This could diminish the effectiveness of the learning experience.

Additionally, the preparation process for using audio-visual tools can be time-consuming. Setting up and testing equipment requires extra effort and planning, which might delay or complicate the teaching process.

Cost is another significant factor. High-quality audio-visual systems are often expensive, making them less accessible for institutions or educators with limited budgets. Moreover, these systems can be bulky, making them difficult to handle, transport, and store.

Finally, the use of audio-visual aids that rely on the internet can consume significant amounts of data, especially when streaming videos or online content. This can be a challenge in areas with limited internet access or high data costs, further limiting the feasibility of such tools in certain settings.

YouTube videos have certain disadvantages that users should consider based on information on Google. Firstly, viewers must actively read the information provided in the videos to fully understand the content, which can sometimes be inconvenient. Additionally, YouTube is known for its frequent advertisements, which can interrupt the viewing experience and reduce its overall effectiveness as a learning tool.

Another significant drawback is that YouTube consumes internet data, making it less accessible for individuals or children with limited internet access. This limitation means that not everyone can benefit equally from YouTube as a medium to improve language skills. Furthermore, the

pronunciation in some videos can be unclear or too fast, especially when subtitles are not directly provided by the speakers, leading to potential misunderstandings.

In conclusion, while audio-visual tools like YouTube offer valuable learning opportunities, they also come with disadvantages that can hinder their effectiveness for certain users.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A research design, according to Griffee (2012), is an operating model or project blueprint that takes into consideration both internal and external reasoning (causality and generalization capacity). According to Creswell (2008), a research design is a framework for collecting, analyzing, and interpreting data using both quantitative and qualitative approaches. In this study, the researcher employed a quantitative research design to investigate the effectiveness of audio-visual media in enhancing students' speaking abilities.

As a result, a quantitative research method is employed. The researcher implemented a quasi-experimental design, involving an experimental group (X) and a control group (Y). The pre-test and post-test results will be compared and analyzed to assess whether there is a significant improvement.

B. Research Sites and Respondent

This research took place in the Darul Ulum Islamic boarding school. It is one of the Islamic boarding schools in Banda Aceh which is located on Syiah Kuala street number 5, at Keuramat, kuta Alam, Banda Aceh city.

Darul 'Ulum Modern Islamic Boarding School YPUI Banda Aceh or abbreviated with Darul 'Ulum is one of the Islamic Educational Institutions that obey to the Islamic Education System Madrasah and Santri who live in dormitories with an education period of 3-6 years. Darul 'Ulum Islamic Boarding School YPUI Banda Aceh was founded by the Foundation Islamic Community Development (YPUI) Banda Aceh on June 1, 1990 over the complex area YPUI Banda Aceh.

1. Population

According to the data obtained from the administrative and secretarial offices of the Islamic Boarding School, Darul 'Ulum Islamic Boarding School has a total of 915 students, spanning both the Wustha and Ulya levels.

According to Sugiyono (2017), a population is a group of items or persons that are assigned by researchers to be investigated in order to be generalized and from which conclusions are then drawn. Population of this research is the second grade of junior high school students (Wustha level) in Darul 'Ulum Islamic Boarding School academic year 2023-2024, totaling 191 students. They are placed into six classes which consists of class VIII-A (28 students), VIII-B (32 students), VIII-C (34 students), VIII-D (32 students), VIII-E (33 students), and VIII-F (32 students).
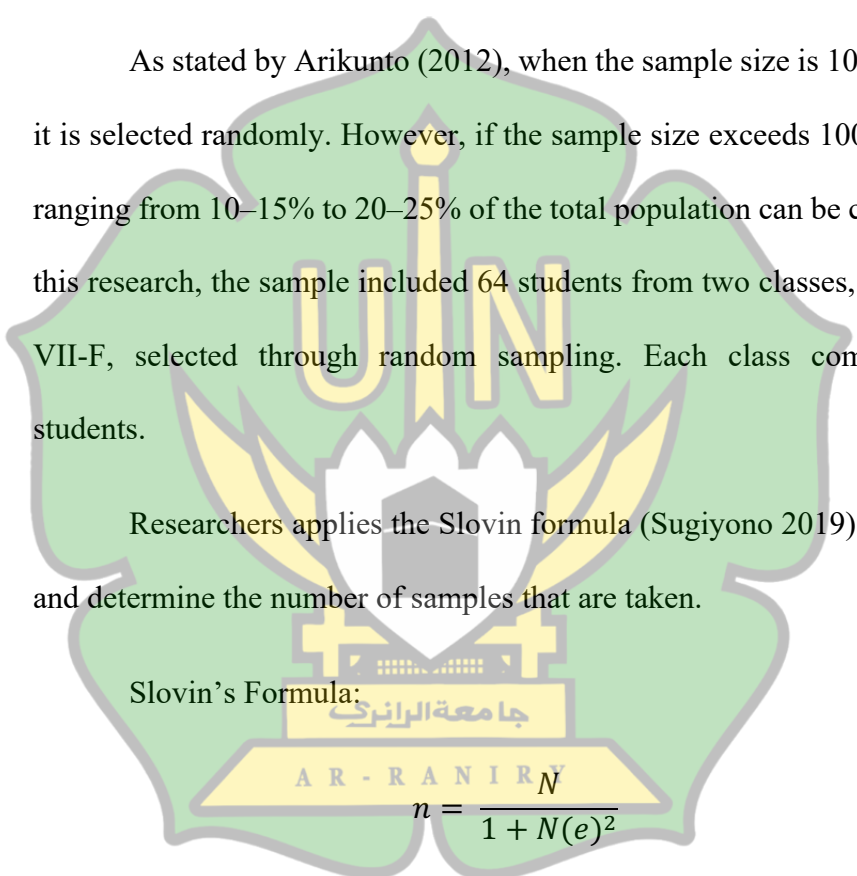
2. Sample

There are various methods for selecting research samples, including random sampling, cluster sampling, systematic sampling, convenience sampling, snowball sampling, quota sampling, and judgmental or purposive sampling.

As stated by Arikunto (2012), when the sample size is 100 or fewer, it is selected randomly. However, if the sample size exceeds 100, a sample ranging from 10–15% to 20–25% of the total population can be chosen. For this research, the sample included 64 students from two classes, VII-D and VII-F, selected through random sampling. Each class comprised 32 students.

Researchers applies the Slovin formula (Sugiyono 2019) to identify and determine the number of samples that are taken.

Slovin's Formula:

$$n = \frac{N}{1 + N(e)^2}$$

Information :

n = number of samples

N = total population

e = sampling error tolerance limit (10%)

According to Sugiyono (2017), the simple random sampling approach is simple because the sampling of sample members from the population is done at random without considering or paying attention to the similarities or standards that exist in the population. There are two groups in this research, control group and experimental group. The control group uses the conventional method of learning. Besides, the experimental group uses Audio Visual as the media in teaching learning process.

C. Methods of Data Collection

Sugiyono (2018) states that experimental research can be categorized into several types, including Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design. In this study, the researcher applied a Quasi-Experimental Design, which aims to determine the cause-and-effect relationship between an independent and dependent variable. This approach involves a single group undergoing both pre-test and post-test assessments. Whereas, experimental research is the research deliberately purpose to introduce something different from the existing condition, the difference that is made can be controlled and measured. Similarly, Syamsuddin (2006) defined that experimental research is systematic, objective and controlled study for predicting or controlling phenomenon. The researcher employed tests and experimental teaching as methods for data collection. This study utilized a quantitative approach, aiming to

analyze data in numerical form. To support this process, the researcher applied several techniques, outlined as follows:

1. **Experimental Teaching**

   The researcher conducts experimental teaching in the English class at Darul 'Ulum Islamic Boarding School in order to collect the data. The researcher allocates 80 minutes for each appointment and assigns a topic for each of the four to five meetings. The specifics of each meeting are listed below:

   1. The First meeting

      At the first meeting, all students attend the class. The researcher introduces herself to the students and explain about her research in the classroom including the tittle, the purpose, and the technique in doing the research. Afterwards, call each student's name one at a time to verify the attendance list. In order to assess the kids' speaking abilities, she gives them a pre-test in which they are asked to speak for two to three minutes about a topic listed on the white board (the topic is about daily activities).

   2. The second meeting

      In this meeting, the researcher begins the class by checking the attendance list and discuss the result of pre-test for ten minutes. Then the researcher asks the students to tell anything about their

daily activity. After 15 minutes, the video from BBC Learning English about *Birthday Cake 6 minutes English* would be played. The students listen to the video carefully and take some notes and some vocabularies they write on their book. The duration of the video was 6 minutes. Before ending the class, the researcher asked the student to speak about the topic that was given at that day.

3. The third meeting

In this meeting, the researcher starts the class by reading the attendance list. As the researcher had done in the second meeting, the researcher asks the students to write anything about another topic for that day, the topic was about *London Chocolate* and the researcher asks them to listen carefully on the video after they write based on them. The students listen to the video (*London Chocolate Week*) from the BBC Learning English and they listen carefully and take some notes also some vocabularies they write on their book. The duration of the video was 6 minutes and it take from You Tube. At the end of the class, the researcher asked the student to speak about the topic that is given by the researcher.

4. The fourth meeting

As it was done in previous meeting, after reading the attendance list, the researcher asked the students to speak either about *London Chocolate Week* (the topic that was given in the

previous meeting). The researcher follows the same procedure as in the pre-test, inviting students to come forward and discuss what they analyzed. The post-test was designed to measure the degree to which students' speaking abilities had improved following treatment.

Similar to the experimental class, the control group did not get any treatment, but they were taught the same topic. At the first meeting, the researcher gave a brief introduction and discussed his research with the class during the initial meeting before learning began. The researcher checked the attendance list and discussed the preceding topic. As in an experimental class, researchers and students immediately begin discussing the themes they researched before determining the topics with the students and writing them on the board. The researcher next asked each student to repeat a tale regarding the topic discussed during previous discussions for around 2-3 minutes for each person. At the following meeting, the class begins by checking the attendance list and then discussing with the students the themes that will be studied that day, the topic that has been decided is daily activities. Students are required to compose their own texts based on the topic. Then, at the next meeting, the researcher repeated the pre-test method, asking students to come to the front of the class and present what they had learnt at the previous meeting for approximately 2-3 minutes for each participant. The post-test was used to assess the level of students' ability to narrate

stories in English in the control class that did not get treatment. Both the pre-test and post-test results have been recorded for analysis.

2. Test

"A method of measuring a person's ability, knowledge, or performance in a given domain" is what Brown (2004) defines as a test. An oral test is used in this study to gauge the students' proficiency. Students are asked to speak in English in two or three minutes about the materials which had already been given during the experimental teaching.

There are two kinds of tests that had been provided, Pre-test and post-test are those. On the one hand, the purpose of the pre-test is to determine the students' general speaking fluency. It was given in the first meeting, before experimental teaching had been conducted. On the other hand, post-test is given after the writer conducted the experimental teaching by using Audio Visual. To determine the students' proficiency before and after using certain speaking resources, the results of the pre-test and post-test will be compared. According to Brown (2003) and Huges (2003), there are five criteria that will be consider to be measured. Those criteria are in term of vocabulary, grammar, fluency, accent, comprehension. Students' speaking abilities will be assessed using a speaking assessment modified from Arthur Hughes' work with FSI (Foreign Service Instate) in order to determine how much their speaking

abilities have improved. From the lowest to the greatest weighting point, the five components are rated from 1 to 6.

Speaking Assessment Rubric

a. Vocabulary

Score	Description
1	Vocabulary insufficient for even the most basic conversations.
2	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.
3	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.
4	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.
5	Broad and precise professional vocabulary; general vocabulary adequate to deal with complicated practical problems and a wide range of social circumstances.
6	Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled.

b. Grammar

Score	Description
1	Except in standard phrases, grammar is almost entirely incorrect.
2	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.
3	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.
4	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.
5	Errors are few, and there is no pattern of failure.
6	During the interview, make no more than two mistakes.

c. Fluency

Score	Description
1	Conversation is nearly impossible due to the halting and fragmented nature of speech.
2	Except for short or customary utterances, speech is slow and unsteady.
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.

Score	Description
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.
6	As natural and effortless as a native speaker on all professional and popular topics.

d. **Accent**

Score	Description
1	Pronunciation is frequently difficult to understand.
2	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.
3	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.
4	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.
5	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.
6	There is no indication of a "foreign accent" in this native speech.

e. **Comprehension**

Score	Description
1	For the most basic form of communication, I know too tittle.
2	Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.
3	When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.
4	When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.
5	Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.
6	Knows all that an educated native speaker should know in both formal and informal discourse.

preparing for distribution, the experts validated the test to assess the instruments' validity.

D. Methods of Analysis

In order to collect data for analysis based on test scores, this study employs a quantitative approach. Only the test results were examined in order to determine how well they spoke.

1. Data Analysis of Test

I utilize a few calculations, including the mean, standard deviation, and t-test, to analyze the data that was gathered. The mean formula was taken from one of Hasan's statistical books (2008).

a. Mean

The mean is the average score for the student. The mean is determined using the formula below:

$$\bar{X} = \frac{\sum X}{n} = \frac{X1 + X2 + \cdots + Xn}{n}$$

The description above symbolization as:

$\bar{X}$: the average score

$\sum X$: the sum of data

n : the number of data

b. Standard Deviation

Students' scores are measured using the standard deviation and the following formula:

$$SD = \sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N-1}}$$

The description above symbolization as:

SD : standard deviation

D : differences between pre-test and post-test

N : number of data

c. T-test

A statistical test for comparing two groups' means is the t-test. In this investigation, the researcher used a paired t-test since the groups are experimental and control. Ary (2010) used the following formula:

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

The description above symbolization as:

t : t-test value

D : average difference

$\sum D\ 2$: different score pre-test and post-test

$(\sum D)2$: difference score experimental and control group

N   : the number of data

2. Statistical Hypothesis

Since the hypothesis was modified from Sugiyono (2019), the statistical hypothesis for this research is represented as follows:

Ha is accepted if t-test > t-table and Ho is rejected

Ho is accepted if t-test < t-table and Ha is rejected.
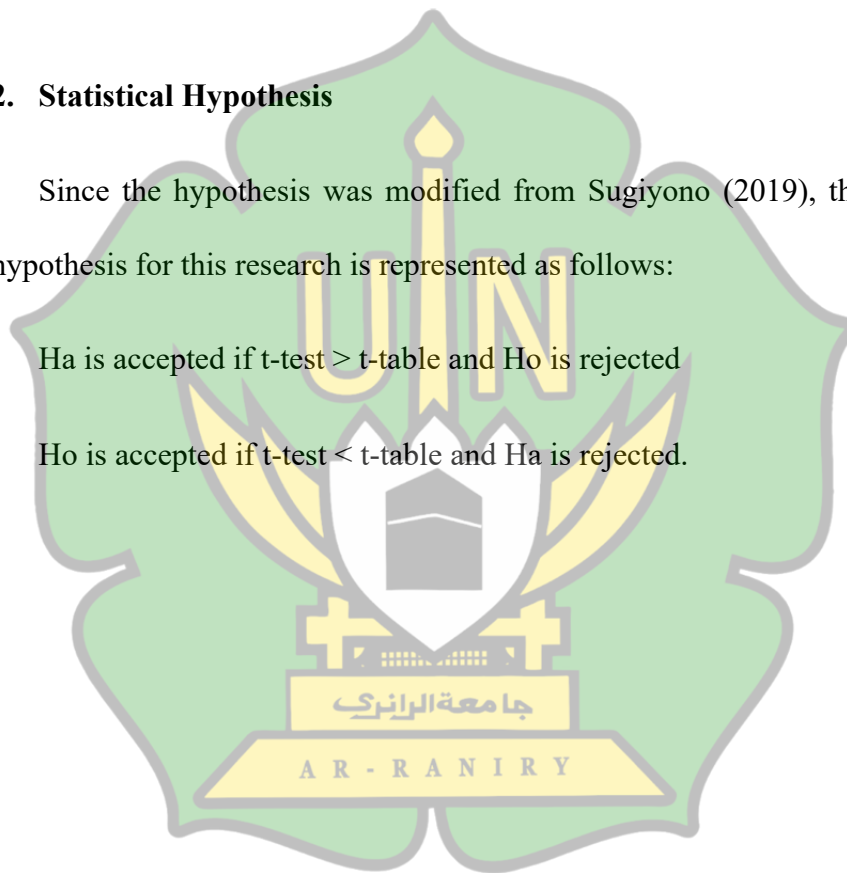
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the research's findings, including the pre-test and post-test data analysis, the t-test data analysis, the hypothesis analysis, and the research argumentation.

A. Findings

Learning videos and other audiovisual materials were employed in this study to help students become more proficient speakers. It was held at the eighth-grade Darul Ulum Islamic Boarding School. In order to participate in this study, two classes were attended. The data and hypothesis analyses are presented below.

1. Data Analysis

The data for the study was derived from the pre-test and post-test oral test results. The information used in this study came from speaking-form oral test results. Participants were divided into two groups: the experimental group and the control group. Both groups received equal oral pre- and post-test assessments. So as to show the results in a table, researcher utilized the student scores.

a. Pre-test in Experimental Group

The experimental group's pre-test was administered orally, and the test results are shown in the table below:

Table 4.1

The students' Pre-test Score in Experimental Group

No	Students' Initial Names	Aspects of Speaking					Total Score	Pre-test
		Vocabulary	Grammar	Fluency	Accent	Comprehension		
1	AN	4	4	3	3	4	18	60

2	AA	4	4	3	4	4	19	63
3	AZ	3	3	4	4	3	17	56
4	CAA	4	3	3	3	3	16	53
5	CFH	3	3	3	3	3	15	50
6	CNU	4	4	3	4	4	19	63
7	DA	4	4	3	3	3	17	56
8	FS	4	4	4	4	4	20	66
9	FL	5	4	4	4	5	22	73
10	FI	4	3	3	4	4	18	60
11	GA	5	5	4	4	5	23	76
12	IQN	4	4	4	4	3	19	63
13	IMA	4	5	4	5	5	23	76
14	IK	3	4	3	4	3	17	56
15	KAP	4	5	4	4	4	21	70
16	LHD	4	5	4	4	4	21	70
17	LA	4	4	4	4	4	20	66
18	LM	3	3	3	3	3	15	50
19	LKP	3	4	3	3	3	16	53
20	NF	4	4	3	3	4	18	60
21	NAP	4	4	4	4	3	19	63
22	NK	4	4	4	4	4	20	66
23	QNZ	4	5	4	4	4	21	70
24	RHJ	5	5	4	4	4	22	73
25	RI	4	4	4	4	4	20	66
26	SA	4	5	4	4	4	21	70
27	SS	3	4	3	3	4	17	56
28	YZ	4	4	4	4	4	20	66
29	ZA	4	4	4	4	4	20	66
30	ZS	4	4	3	4	4	19	63
31	ZH	4	4	4	4	4	20	66

32	ZP	3	4	3	3	3	16	53
	Total	124	130	114	120	121		2018

According to table 4.1, the overall pre-test experimental group score was 2018, and the number of students was 32. Consequently, the mean of the students was:

$$\bar{X} = \frac{\sum X}{n}$$

$$X = \frac{2018}{32}$$

$$X = 63.06$$

a. Pre-test in Control Group

The following table presents the control group's oral pre-test results:

Table 4.2

The Students' Pre-test Score in Control group

No	Students' Initial Names	Aspects of Speaking					Total Score	Pre-test
		Vocabulary	Grammar	Fluency	Accent	Comprehension		
1	AA	3	3	3	3	3	15	50
2	AI	3	3	3	3	3	15	50
3	AKK	3	3	3	3	3	15	50
4	ALZ	3	4	4	3	3	17	56
5	AN	3	3	4	3	3	16	53
6	ADD	3	3	3	3	3	15	50
7	ASH	4	3	4	4	3	18	60
8	BA	3	2	3	3	3	14	46
9	CAN	4	3	3	3	3	16	53
10	DK	3	2	3	3	2	13	43

11	DM	3	2	2	3	2	12	40
12	EPZ	3	3	4	4	3	17	56
13	FN	3	3	3	3	2	14	46
14	FM	3	3	4	4	3	17	56
15	HA	4	3	3	3	3	16	53
16	JT	2	2	3	3	2	12	40
17	MN	3	3	3	3	3	15	50
18	NS	4	3	3	3	3	16	53
19	NM	3	3	3	3	3	15	50
20	NA	3	3	3	3	2	14	46
21	PSR	3	3	2	3	3	14	46
22	RT	2	2	3	3	3	13	43
23	RAS	3	3	3	3	3	15	50
24	RJ	3	2	3	3	4	15	50
25	RH	3	3	3	3	3	15	50
26	RR	3	3	3	3	3	15	50
27	SLA	3	2	3	3	2	13	43
28	SBZ	3	3	2	3	3	14	46
29	SFA	2	2	3	3	2	12	40
30	SA	3	2	3	2	3	13	43
31	SR	3	3	3	3	3	15	50
32	ST	3	3	3	3	3	15	50
Total		97	88	98	98	90		1562

With 32 students, the pre-test control group score was 1562 overall, as shown in table 4.2. As a result, the students' mean was:

$$\bar{X} = \frac{\sum X}{n}$$

$$X = \frac{1562}{32}$$

$$X = 48.81$$

b. Post-test in Experimental Group

The experimental group took the post-test orally, and the test results are shown in the table below:

Table 4.3

The Students' Post-test Score in Experimental Group

No	Students' Initial Names	Aspects of Speaking					Total Score	Post-test
		Vocabulary	Grammar	Fluency	Accent	Comprehension		
1	AN	5	4	5	5	4	23	76
2	AA	5	5	6	5	5	26	86
3	AZ	5	4	5	5	5	24	80
4	CAA	5	4	5	5	4	23	76
5	CFH	5	4	5	4	4	22	73
6	CNU	5	5	6	5	5	26	86
7	DA	5	4	5	5	5	24	80
8	FS	6	5	6	6	5	28	93
9	FL	6	5	6	5	5	27	90
10	FI	5	4	6	5	5	25	83
11	GA	6	6	6	6	6	30	100
12	IQN	5	5	6	6	5	27	90
13	IMA	6	6	6	6	6	30	100
14	IK	5	5	6	5	5	26	86
15	KAP	5	5	6	6	6	28	93
16	LHD	5	5	6	6	5	27	90

17	LA	5	5	6	5	5	26	86
18	LM	5	4	5	5	5	24	80
19	LKP	4	4	5	5	4	22	73
20	NF	5	5	6	5	5	26	86
21	NAP	6	5	6	5	5	27	90
22	NK	5	5	6	6	5	27	90
23	QNZ	6	6	6	6	6	30	100
24	RHJ	5	5	6	6	6	28	93
25	RI	5	5	6	6	5	27	90
26	SA	6	5	6	6	5	28	93
27	SS	5	5	6	5	5	26	86
28	YZ	5	5	6	6	5	27	90
29	ZA	5	5	6	6	5	27	90
30	ZS	5	5	5	5	5	25	83
31	ZH	5	5	6	5	5	26	86
32	ZP	5	5	5	5	5	25	83
	Total	166	155	183	172	161		2781

Table 4.3 shows that, among the 32 students, the experimental group's total post-test score was 2781. Consequently, the mean of the students was:

$$\bar{X} = \frac{\sum X}{n}$$

$$X = \frac{2781}{32}$$

$$X = 86.90$$

c. Post-test in Control group

The following table presents the oral post-test results for the control group:

Table 4.4

The students' Post-test Score in Control Group

No	Students' Initial Names	Aspects of Speaking					Total Score	Post-test
		Vocabulary	Grammar	Fluency	Accent	Comprehension		
1	AA	4	3	4	4	3	18	60
2	AI	4	4	4	4	3	19	63
3	AKK	3	3	3	3	3	15	50
4	ALZ	5	4	4	4	4	21	70
5	AN	4	4	4	4	4	20	66
6	ADD	4	3	4	4	4	19	63
7	ASH	5	5	5	5	5	25	83
8	BA	3	3	4	4	4	18	60
9	CAN	4	3	4	3	4	18	60
10	DK	3	3	3	4	4	17	56
11	DM	3	3	4	4	4	18	60
12	EPZ	4	3	4	4	4	19	63
13	FN	4	3	3	4	4	18	60
14	FM	4	3	3	4	4	18	60
15	HA	4	4	5	4	4	21	70
16	JT	3	3	3	3	4	16	53
17	MN	4	4	4	4	4	20	66
18	NS	4	3	5	4	4	20	66
19	NM	4	4	4	4	4	20	66
20	NA	3	3	3	3	4	16	53
21	PSR	3	3	3	4	4	17	56
22	RT	3	3	3	4	3	16	53

23	RAS	4	4	4	4	4	20	66
24	RJ	4	4	5	4	4	21	70
25	RH	3	3	4	4	4	18	60
26	RR	3	3	4	4	4	18	60
27	SLA	3	3	3	3	3	15	50
28	SBZ	3	3	4	4	4	18	60
29	SFA	3	3	3	3	3	15	50
30	SA	3	3	4	4	3	17	56
31	SR	4	4	4	4	4	20	66
32	ST	4	4	4	4	4	20	66
Total		116	108	122	123	122		1961

Table 4.4 shows that, among the 32 individuals, the total post-test control group score was 1961. Consequently, the mean of the students was:

$$\bar{X} = \frac{\sum X}{n}$$

$$X = \frac{1961}{32}$$

$$X = 61.28$$

d. Data Analysis Using T-test

Table 4.5

The Result of Students' Score in Experimental Group

No	Student's Initial Names	The Score		D	D^2
		Pre-Test	Post-test		
1	AN	60	76	16	256
2	AA	63	86	23	529
3	AZ	56	80	24	576
4	CAA	53	76	23	529

5	CFH	50	73	23	529
6	CNU	63	86	23	529
7	DA	56	80	24	576
8	FS	66	93	27	729
9	FL	73	90	17	289
10	FI	60	83	23	529
11	GA	76	100	24	576
12	IQN	63	90	27	729
13	IMA	76	100	24	576
14	IK	56	86	30	900
15	KAP	70	93	23	529
16	LHD	70	90	20	400
17	LA	66	86	20	400
18	LM	50	80	30	900
19	LKP	53	73	20	400
20	NF	60	86	26	676
21	NAP	63	90	27	729
22	NK	66	90	24	576
23	QNZ	70	100	30	900
24	RHJ	73	93	20	400
25	RI	66	90	24	576
26	SA	70	93	23	529
27	SS	56	86	30	900
28	YZ	66	90	24	576
29	ZA	66	90	24	576
30	ZS	63	83	20	400
31	ZH	66	86	20	400
32	ZP	53	83	30	900
	Σx	2018	2781	763	18619
	x	63.06	86.90	23.84	581.84

According to the table, the experimental group's overall mean score for the differences between the pre-test and post-test was 23.84. According to the results, students' speaking skills significantly improved after receiving therapies that included audiovisual materials as teaching tools. The following formula can be used to determine the differences between the pre-test and post-test:

$$SD = \sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{18619 - \frac{(763)^2}{32}}{32-1}}$$

$$SD = \sqrt{\frac{18619 - \frac{582169}{32}}{31}}$$

$$SD = \sqrt{\frac{18619 - 18192.78}{31}}$$

$$SD = \sqrt{\frac{426.22}{31}}$$

$$SD = \sqrt{13.749}$$

$$SD = 3.70$$

It is evident from the above result that the experimental group's standard deviation was 3.70. To calculate the t-test score for the Experimental Group, be applied the formula below.

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{23.84}{\sqrt{\dfrac{18619 - \dfrac{(763)^2}{32}}{32\,(32-1)}}}$$

$$T = \frac{23.84}{\sqrt{\dfrac{18619 - \dfrac{582169}{32}}{32\,(31)}}}$$

$$T = \frac{23.84}{\sqrt{\dfrac{18619 - 18192}{992}}}$$

$$T = \frac{23.84}{\sqrt{\dfrac{427}{992}}}$$

$$T = \frac{23.84}{\sqrt{0.430}}$$

$$T = \frac{23.84}{0.655}$$

$$T = 36.39$$

According to the explanation provided above, the experimental group's T-test result was 36.39. Table 4.6 shows the T-test value and standard deviation for the control group.

Table 4.6
The result of Students' Score in Control Group

No	Student's Initial Names	The Score		D	D²
		Pre-Test	Post-test		
1	AA	50	60	10	100
2	AI	50	63	13	169
3	AKK	50	50	0	0
4	ALZ	56	70	14	196
5	AN	53	66	13	169
6	ADD	50	63	13	169
7	ASH	60	83	23	529
8	BA	46	60	14	196
9	CAN	53	60	7	49

10	DK	43	56	13	169
11	DM	40	60	20	400
12	EPZ	56	63	7	49
13	FN	46	60	14	196
14	FM	56	60	4	16
15	HA	53	70	17	289
16	JT	40	53	13	169
17	MN	50	66	16	256
18	NS	53	66	13	169
19	NM	50	66	16	256
20	NA	46	53	7	49
21	PSR	46	56	10	100
22	RT	43	53	10	100
23	RAS	50	66	16	256
24	RJ	50	70	20	400
25	RH	50	60	10	100
26	RR	50	60	10	100
27	SLA	43	50	7	49
28	SBZ	46	60	14	196
29	SFA	40	50	10	100
30	SA	43	56	13	169
31	SR	50	66	16	256
32	ST	50	66	16	256
	Σx	1562	1961	399	5677
	x	48,81	61,28	12,46	177,40

According to the table, the control group's overall mean scores for the differences between the post-test and pre-test were 12.46. According to the results, students' speaking skills did not significantly increase when they were taught

through lectures and discussions. The following formula can be used to determine the differences between the pre-test and post-test:

$$SD = \sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{5677 - \frac{(399)^2}{32}}{32-1}}$$

$$SD = \sqrt{\frac{5677 - \frac{159201}{32}}{31}}$$

$$SD = \sqrt{\frac{5677 - 4975}{31}}$$

$$SD = \sqrt{\frac{702}{31}}$$

$$SD = \sqrt{22.64}$$

$$SD = 4.75$$

It is shown from the previous result that the control group's standard deviation was 4.75. The control group's t-test score is obtained using the t-test formula below.

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$T = \frac{12.46}{\sqrt{\frac{5677 - \frac{(399)^2}{32}}{32(32-1)}}}$$

$$T = \frac{12.46}{\sqrt{\frac{5677 - \frac{159201}{32}}{32(31)}}}$$

$$T = \frac{12.46}{\sqrt{\frac{5677-4975}{992}}}$$

$$T = \frac{12.46}{\sqrt{\frac{702}{992}}}$$

$$T = \frac{12.46}{\sqrt{0.70}}$$

$$T = \frac{12.46}{0.83}$$

$$T = 15.01$$

The T-test results for the experimental and control groups are displayed in the description above. Compared to the control group, it can be inferred that students' speaking skills increased considerably after being taught utilizing YouTube videos and audiovisual materials during the research.

2. **The Hypothesis Analysis**

The previously described hypothesis's criteria are as follows:

a. The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted if t-test > t-table. It indicates that speaking abilities have significantly improved while using audiovisual materials similar to YouTube videos.

b. The alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted if the t-test is less than the t-table. It indicates that speaking abilities using audiovisual materials, such YouTube videos, have not significantly improved.

The hypothesis is analyzed at a significance level of 0.05 using a t-table. The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected if the t-test is greater than the t-table. Additionally, the degree of freedom (df) 64 – 1 = 63 – 1 = 62 and (df) n-1 = 64 – 1 = 63 are

both 2.00 in the t-table with 0.05 level. The t-test and t-table for the experimental group were 36.39 and 2.00, respectively. The t-test hypothesis was accepted (Ha) since the t-test result was higher than the t-table value (36.39 > 2.00). As a result, pupils' speaking skills are enhanced by audiovisual materials like YouTube videos.

B. Discussion

There are basically two variables in this research: the variables that are independent and the dependent variable. The approach used to treat the variable or one that is purposefully changed to find out the degree of its influence on the variables that are dependent is known as the independent variable. The variable that results from the independent variable is called the dependent variable. As a result, the dependent variable serves as a standard or measure for the independent variable's effectiveness. In the independent variable (X) experimental class, the BBC English Learning uses a YouTube videos to teach English. However, the dependent variable (Y) is the student learning outcomes pertaining to speaking abilities.

The research results, there is suggest a lack of motivation among students to learn to speak English. Even though they already know a lot of vocabulary, they don't put it into practice and don't know the correct pronunciation. So, vocabulary is forgotten. Due to their lack of motivation for speaking English, they are embarrassed to say English words for fear of errors in pronunciation.

At the start of the study, a pre-test was administered to the students to measure their speaking proficiency before they got any treatments. The results showed that the experimental group's mean pre-test score was 63.06, while the control group's mean pre-test score was 48.81. Following that, the control group uses a discussion learning model and summary notes, whereas the experimental group watches a BBC learning English video. I used a

video from BBC Learning English as the material for the twice treatment. A post-test was given after the study was finished to measure how much the experimental and control groups' students' speaking skills had improved. In the experimental group, the mean post-test score was 86.90, while in the control group, it was 61.28.

The results of the experimental group and the control group differed significantly, as can be seen from the explanation above. Speaking instruction using the traditional approach (conversation and lecturing) was less successful than teaching the experimental group utilizing BBC Learning English videos from YouTube. The disparity between the two groups' mean scores demonstrated this. The t-test result, as determined by the foregoing study, was 36.39. The alternative hypothesis (Ha) was accepted since the t-test result was greater than the t-table (36.39 > 2.00). It implies that students' speaking abilities are greatly impacted when they learn through audiovisual materials like YouTube videos.

The results of the study are consistent with previous research that has been provided. For example, Dyah Supiyati's (2010) study shown that the usage of audiovisual aids in class I A RSBI SDN Cemara Dua No.13 Surakarta improved students' speaking abilities. Furthermore, the study by Herlina (2014) showed that the efficiency of the audiovisual learning process at Labschool Elementary School Rawamangun East Jakarta resulted in a 21,42% improvement in the speaking skills of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research's findings and recommendations. The research's key findings are presented in the conclusion, along with some recommendations.

A. Conclusion

From the research conducted and the data analysis presented in the previous chapter, several conclusions were drawn. The t-test results indicated that the t-test value (36.39) greatly exceeded the t-table value at a 0.05 significance level (2.00). Moreover, the analysis revealed that the experimental group had a mean post-test score of 86.90, significantly higher than the control group's mean score of 61.28. This suggests that incorporating audio-visual media, such as YouTube videos, effectively enhanced students' speaking abilities. Additionally, the total scores for all five aspects of speaking showed notable improvements from the pre-test to the post-test, with fluency demonstrating the greatest progress, marked by a 69-point increase between the pre-test and post-test scores.

B. Suggestion

Following the research, a few key points might be emphasized. First, because audiovisual materials like English podcasts and YouTube videos can help students become more proficient speakers, English teachers should incorporate them into their lesson plans. When showing YouTube videos, the instructor should focus especially on guiding the class by managing the activities. Second, students should to feel more comfortable practicing with their speaking abilities. In order to determine the most effective strategy for

enhancing speaking ability, it would be better if the same research were conducted on this subject.

C. Limitation of the Study

The thesis that is being given is a scientific study that was carried out. Although this study was conducted as thoroughly as possible, it is recognized that the results are not without errors or limitations because of current constraints. Based on the researcher's personal experience, the research procedure ran into a number of difficulties. The study's exclusive focus on Darul 'Ulum Modern Islamic Boarding School YPUI Banda Aceh the students is one significant weakness; it would have been advantageous to expand the research to other institutions for more comprehensive understanding.
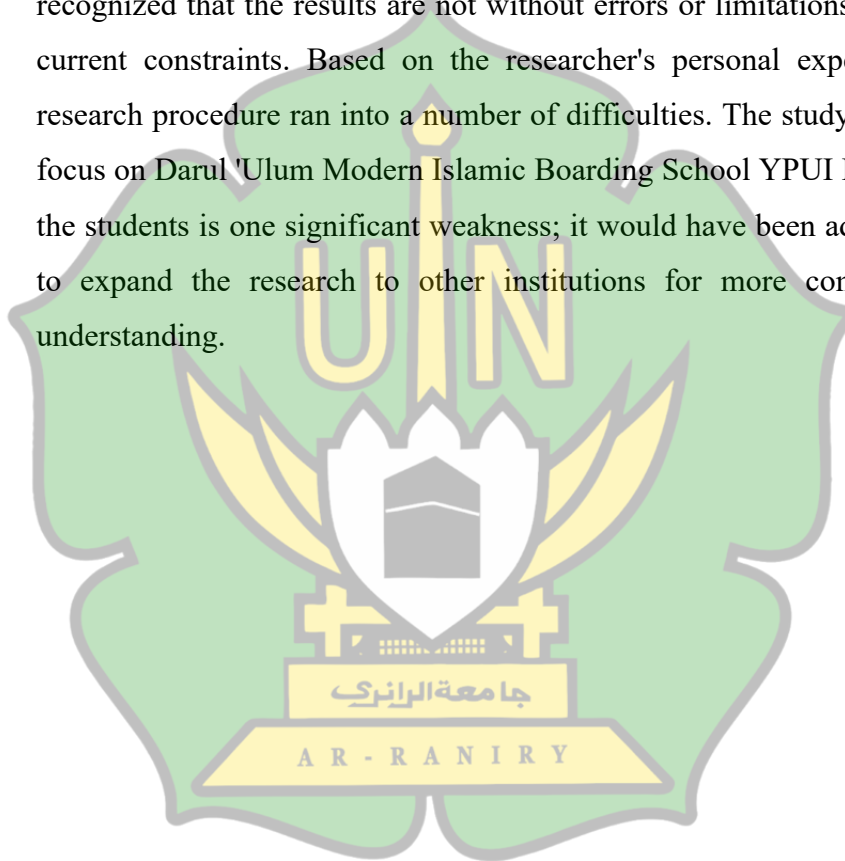
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APPENDICES

APPENDIX A

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-1978/Un.08/FTK/Kp.07.6/07/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
		b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
		c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
1. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
2. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
6. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
8. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
9. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	:	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1627/Un.08/FTK/Kp.07.6/01/2024
KEDUA	:	Menunjuk Saudara :

1. Prof. Dr. T.Zulfikar, M.Ed   Sebagai Pembimbing pertama
2. Mulia, M.Ed   Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama	:	**Fitri Asriani**
NIM	:	180203168
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**Impoving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School**

KETIGA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
KELIMA	:	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di   : Banda Aceh
Pada tanggal   : 30 Juli 2024
Dekan,

/Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-2151/Un.08/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Pimpinan Dayah Modern Darul Ulum YPUI Banda Aceh
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **FITRI ASRIANI / 180203168**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Syiah Kuala no.5, Keuramat, Kec. Kuta Alam, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Improving Students' Speaking Ability by Using Audio Visual at Darul Ulum Islamic Boarding School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 28 Maret 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

SURAT KETERANGAN
Nomor : 014/BPD-DU/12/2024

Pengajaran Dayah Modern Darul Ulum YPUI Banda Aceh dengan ini menerangkan bahwa :

|		
Nama	:	**FITRI ASRIANI**
NIM	:	180203168
Jurusan/Program Studi	:	Pendidikan Bahasa Inggris

Benar yang nama tersebut diatas telah melakukan penelitian ilmiah dalam rangka penulisan Skripsi dengan judul *"Improving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School"* pada Dayah Modern Darul Ulum Banda Aceh.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 24 Desember 2024
Kepala Pengajaran Dayah
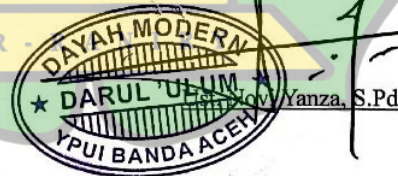
Hamdovi Yanza, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL GROUP
(RPP)

Sekolah: Dayah Modern Darul Ulum YPUI Banda Aceh

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: 2 / Genap

Materi Pokok: Narrative Text

Alokasi Waktu: 2 x 35 menit (1 pertemuan)

A. Kompetensi Inti (KI)

1. **KI-1**: Menghargai dan menghayati ajaran agama yang dianutnya.

2. **KI-2**: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif.

3. **KI-3**: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian.

4. **KI-4**: Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar (KD)

- **3.11**: Mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk legenda, dongeng, atau cerita rakyat pendek.

- **4.11**: Menyusun teks naratif sederhana dalam bentuk legenda, dongeng, atau cerita rakyat pendek sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

- **Pengetahuan**:
  1. Siswa dapat mengidentifikasi struktur teks (orientation, complication, resolution).
  2. Siswa dapat menemukan unsur kebahasaan seperti kata kerja aksi, kata hubung, dan keterangan waktu.
- **Keterampilan**:
  1. Siswa dapat membuat teks naratif sederhana berdasarkan contoh yang telah dipelajari.
  2. Siswa dapat menceritakan kembali cerita naratif secara lisan dengan bahasa mereka sendiri.

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks naratif (orientation, complication, resolution) dalam cerita yang diberikan.
2. Siswa mampu mengidentifikasi unsur kebahasaan teks naratif.
3. Siswa mampu menyusun teks naratif sederhana.
4. Siswa mampu menceritakan kembali teks naratif yang sudah dipelajari dengan menggunakan bahasa yang benar.

E. Materi Pembelajaran

1. **Pengertian Narrative Text**
   Teks naratif adalah teks yang berfungsi untuk menceritakan suatu kejadian atau cerita yang bertujuan menghibur atau memberikan pesan moral.
2. **Struktur Narrative Text**
   - **Orientation**: Memperkenalkan tokoh, waktu, dan tempat cerita.

- **Complication**: Permasalahan atau konflik yang muncul dalam cerita.
- **Resolution**: Penyelesaian dari masalah atau konflik yang terjadi.

3. **Unsur Kebahasaan**

- **Simple Past Tense**: Digunakan untuk menceritakan kejadian yang sudah terjadi.
- **Kata Kerja Aksi (Action Verbs)**: Contoh: walked, ran, jumped.
- **Kata Hubung (Conjunctions)**: Contoh: then, after that, before.
- **Keterangan Waktu (Adverbs of Time)**: Contoh: once upon a time, one day, long ago.

F. Metode Pembelajaran

- **Pendekatan**: Saintifik
- **Metode**: Diskusi, Tanya Jawab, Penugasan, Presentasi

G. Media, Alat, dan Sumber Belajar

1. **Media**:
   - Slide presentasi tentang Narrative Text
   - Video cerita rakyat (misalnya: "The Legend of Malin Kundang")
2. **Alat**:
   - Papan tulis
   - LCD proyektor
3. **Sumber Belajar**:
   - Buku paket Bahasa Inggris Kelas 2 SMP
   - Contoh teks naratif dari internet atau buku cerita rakyat

Langkah-Langkah Pembelajaran

Pertemuan 1 (2 JP)

Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
2. Guru menyampaikan tujuan pembelajaran hari ini.
3. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

- o Guru menanyakan struktur teks dan unsur kebahasaan.
- o Siswa diajak berdiskusi mengenai struktur cerita (orientation, complication, resolution).
- o Guru memberi beberapa contoh yang termasuk ke dalam narrative text.
- o Guru menulis topik yang akan siswa presentasikan di depan kelas.
- o Guru meminta siswa untuk mencoba bercerita tentang topik yang sudah ditentukan selama 2-3 menit.
- o Guru memberikan arahan dan bimbingan selama proses presentasi.

Penutup (10 menit)

1. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan salam.

Pertemuan 2 (2 JP)

Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
2. Guru menyampaikan tujuan pembelajaran hari ini.

3. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

- o Guru berdiskusi bersama siswa tentang hasil presentasi sebelumnya.
- o Siswa diajak berdiskusi mengenai struktur cerita (orientation, complication, resolution).
- o Guru menampilkan sebuah video YouTube dari BBC Learning English yang berjudul "*Birthday Cake 6 minutes English*".
- o Siswa mendengarkan video dan mencatat beberapa kosakata baru.
- o Guru meminta siswa untuk mencoba bercerita kembali apa yang mereka pahami tentang video yang sudah ditampilkan selama 2-3 menit.
- o Guru memberikan arahan dan bimbingan selama proses presentasi.

Penutup (10 menit)

1. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan salam.

Pertemuan 3 (2 JP)

Pendahuluan (10 menit)

4. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
5. Guru menyampaikan tujuan pembelajaran hari ini.
6. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

- o Guru berdiskusi bersama siswa tentang hasil presentasi sebelumnya.
- o Sebelum guru menjelaskan hal lain, guru menampilkan sebuah video YouTube dari BBC Learning English yang berjudul "*London Chocolate Week*".
- o Siswa mendengarkan video dan mencatat beberapa kosakata baru sambil memahami dan menyimak pengucapan kosakata.
- o Guru meminta siswa untuk mencoba bercerita kembali apa yang mereka pahami tentang video yang sudah ditampilkan selama 2-3 menit.
- o Guru memberikan arahan dan bimbingan selama proses presentasi.

Penutup (10 menit)

3. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
4. Guru menutup pembelajaran dengan salam.

I. Penilaian

1. **Pengetahuan**:
   - o Tes tertulis untuk mengidentifikasi struktur dan unsur kebahasaan dalam teks naratif.
2. **Keterampilan**:
   - o Penilaian produk berupa teks naratif yang dibuat siswa.
   - o Penilaian unjuk kerja berupa kemampuan siswa dalam menceritakan kembali cerita naratif.

J. Tindak Lanjut

- **Remedial**:
  Bagi siswa yang belum mencapai KKM, diberikan bimbingan individu untuk memperbaiki pemahaman dan keterampilan dalam menyusun teks naratif.

- **Pengayaan**:
  Siswa yang sudah mencapai KKM diberikan tantangan untuk menulis cerita naratif lain dengan struktur yang lebih kompleks.

K. Pedoman Penskoran

Penilaian berbicara

Score	Description	Category
1	Vocabulary insufficient for even the most basic conversations.	
2	Basic personal and survival vocabulary (time, food, transportation, family, etc.) is restricted.	
3	Inaccurate word choice and language limits prevent discussion of some popular professional and social themes.	**VOCABULARY**
4	Professional vocabulary adequate for discussing special interests; generic vocabulary allows for some circumlocutions in discussing any non-technical issue.	
5	Broad and precise professional vocabulary; general vocabulary adequate to deal with	

	complicated practical problems and a wide range of social circumstances.	
6	Vocabulary that appears to be as precise and comprehensive as that of a natural speaker who has been schooled.	
1	Except in standard phrases, grammar is almost entirely incorrect.	
2	Repeated errors demonstrating control of only a few major patterns and frequently obstructing dialogue.	
3	Frequent blunders that reveal an uncontrollable main trend, generating annoyance and misunderstanding.	**GRAMMAR**
4	Occasional errors demonstrating a lack of control over particular patterns but no flaws that lead to confusion.	
5	Errors are few, and there is no pattern of failure.	
6	During the interview, make no more than two mistakes.	
1	Conversation is nearly impossible due to the halting	**FLUENCY**

	and fragmented nature of speech.	
2	Except for short or customary utterances, speech is slow and unsteady.	
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.	
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.	
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.	
6	As natural and effortless as a native speaker on all professional and popular topics.	
1	Pronunciation is frequently difficult to understand.	
2	Understanding is difficult due to many egregious blunders and a thick accent, which necessitates extensive repeating.	ACCENT
3	The "foreign accent" necessitates careful attention, and mispronunciation can lead to misunderstandings and apparent grammatical or lexical problems.	

4	There is a distinct "foreign accent" and a few mispronunciations that do not obstruct understanding.	
5	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.	
6	There is no indication of a "foreign accent" in this native speech.	
1	For the most basic form of communication, I know too tittle.	
2	Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.	
3	When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.	COMPREHENSION
4	When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.	

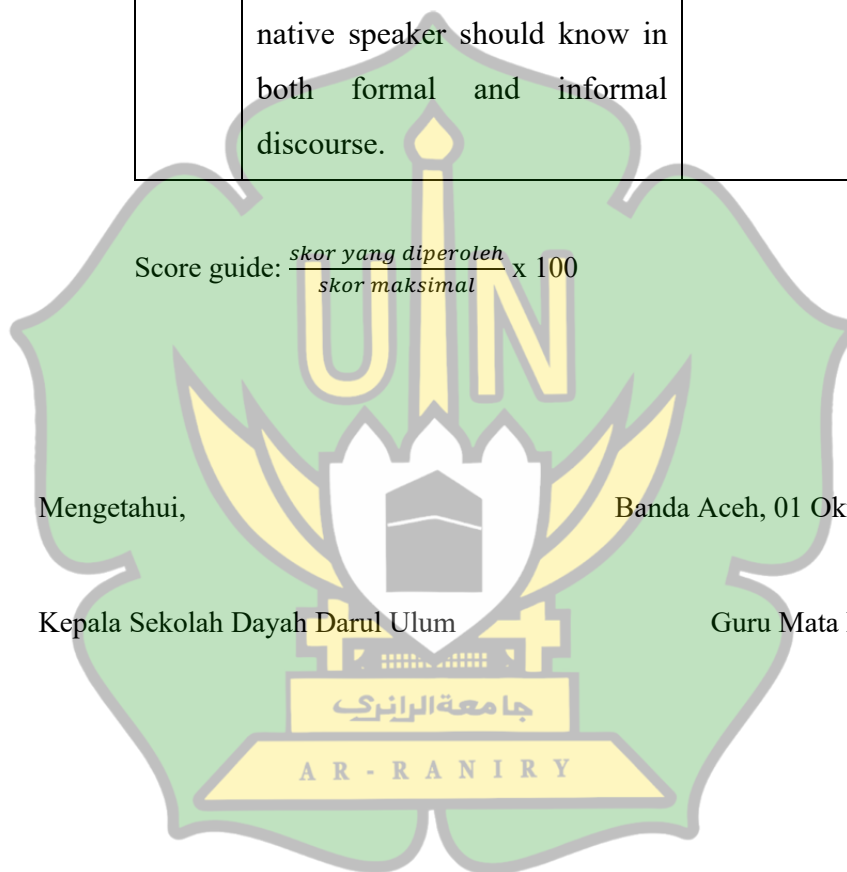| 5	Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.	
6	Knows all that an educated native speaker should know in both formal and informal discourse.	

Score guide: $\dfrac{skor\ yang\ diperoleh}{skor\ maksimal}$ x 100

Mengetahui,   Banda Aceh, 01 Oktober 2024

Kepala Sekolah Dayah Darul Ulum   Guru Mata Pelajaran

RENCANA PELAKSANAAN PEMBELAJARAN
CONTROL GROUP
(RPP)

Nama Sekolah: Dayah Modern Darul Ulum YPUI Banda Aceh
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: 2 / Genap
Materi Pokok: Narrative Text
Alokasi Waktu: 2 x 35 menit (3 pertemuan)

A. Kompetensi Inti (KI)

1. **KI-1**: Menghargai dan menghayati ajaran agama yang dianutnya.
2. **KI-2**: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif.
3. **KI-3**: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian.
4. **KI-4**: Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait pengembangan dari yang dipelajari di sekolah secara mandiri.

B. Kompetensi Dasar (KD)

- **3.11**: Mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk legenda, dongeng, atau cerita rakyat pendek.
- **4.11**: Menyusun teks naratif sederhana dalam bentuk legenda, dongeng, atau cerita rakyat pendek sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

- **Pengetahuan**:

1. Siswa dapat mengidentifikasi struktur teks (orientation, complication, resolution).
2. Siswa dapat menemukan unsur kebahasaan seperti kata kerja aksi, kata hubung, dan keterangan waktu.
- **Keterampilan**:
  1. Siswa dapat membuat teks naratif sederhana berdasarkan contoh yang telah dipelajari.
  2. Siswa dapat menceritakan kembali cerita naratif secara lisan dengan bahasa mereka sendiri.

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi struktur teks naratif (orientation, complication, resolution) dalam cerita yang diberikan.
2. Siswa mampu mengidentifikasi unsur kebahasaan teks naratif.
3. Siswa mampu menyusun teks naratif sederhana.
4. Siswa mampu menceritakan kembali teks naratif yang sudah dipelajari dengan menggunakan bahasa yang benar.

E. Materi Pembelajaran

1. **Pengertian Narrative Text**
   Teks naratif adalah teks yang berfungsi untuk menceritakan suatu kejadian atau cerita yang bertujuan menghibur atau memberikan pesan moral.
2. **Struktur Narrative Text**
   - **Orientation**: Memperkenalkan tokoh, waktu, dan tempat cerita.
   - **Complication**: Permasalahan atau konflik yang muncul dalam cerita.
   - **Resolution**: Penyelesaian dari masalah atau konflik yang terjadi.
3. **Unsur Kebahasaan**
   - **Simple Past Tense**: Digunakan untuk menceritakan kejadian yang sudah terjadi.
   - **Kata Kerja Aksi (Action Verbs)**: Contoh: walked, ran, jumped.
   - **Kata Hubung (Conjunctions)**: Contoh: then, after that, before.
   - **Keterangan Waktu (Adverbs of Time)**: Contoh: once upon a time, one day, long ago.

F. Metode Pembelajaran

- **Pendekatan**: Saintifik
- **Metode**: Diskusi, Tanya Jawab, Penugasan, Presentasi

G. Media, Alat, dan Sumber Belajar

1. **Media**:
   - o Materi tentang Narrative Text
2. **Alat**:
   - o Papan tulis
   - o Spidol

3. **Sumber Belajar**:
   - o Buku paket Bahasa Inggris
   - o Contoh teks naratif dari internet

H. Langkah-Langkah Pembelajaran

Pertemuan 1 (2 JP)

Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
2. Guru menyampaikan tujuan pembelajaran hari ini.
3. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

- o Guru menceritakan sebuah cerita kepada siswa.
- o Siswa diminta mencatat poin-poin penting dari cerita tersebut.
- o Guru menanyakan struktur teks dan unsur kebahasaan yang terlihat dalam cerita.
- o Siswa diajak berdiskusi mengenai struktur cerita (orientation, complication, resolution).
- o Guru meminta siswa untuk menceritakan kembali apa yang mereka dengar.
- o Siswa maju ke depan dan menceritakan kembali dalama bahasa inggris apa yang mereka pahami.
- o Guru menilai sejauh mana siswa dapat menguasai materi dan disampaikan dalam bahasa inggris.

Penutup (10 menit)

1. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan salam.

Pertemuan 2 (2 JP)

Pendahuluan (10 menit)

4. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
5. Guru menyampaikan tujuan pembelajaran hari ini.
6. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

o Guru mengingatkan kembali materi kepada siswa.
o Guru meminta kembali siswa yang belum untuk menceritakan tentang topik yang telah dibahas.
o Siswa maju ke depan dan menceritakan kembali dalama bahasa inggris apa yang mereka pahami.
o Guru menilai sejauh mana siswa dapat menguasai materi dan disampaikan dalam bahasa inggris.

Penutup (10 menit)

1. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
2. Guru menutup pembelajaran dengan salam.

Pertemuan 3 (2 JP)

Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam dan mengecek kehadiran siswa.
2. Guru menyampaikan tujuan pembelajaran hari ini.
3. Guru memberikan apersepsi dengan menanyakan cerita rakyat yang pernah diketahui siswa.

Kegiatan Inti (60 menit)

o Guru membagikan kelompok.
o Siswa bekerja dalam kelompok untuk menganalisis teks naratif yang diberikan oleh guru.
o Siswa mengidentifikasi unsur kebahasaan dan struktur teks dalam cerita.
o Siswa menyusun teks naratif sederhana secara berkelompok.
o Guru memberikan arahan dan bimbingan selama proses penulisan.

      ○ Beberapa kelompok dipersilakan membacakan atau mempresentasikan teks naratif yang mereka buat.

Penutup (10 menit)

3. Guru bersama siswa menyimpulkan materi yang telah dipelajari.
4. Guru menutup pembelajaran dengan salam.

I. Penilaian

3. **Pengetahuan**:
   ○ Tes tertulis untuk mengidentifikasi struktur dan unsur kebahasaan dalam teks naratif.
4. **Keterampilan**:
   ○ Penilaian produk berupa teks naratif yang dibuat siswa.
   ○ Penilaian unjuk kerja berupa kemampuan siswa dalam menceritakan kembali cerita naratif.

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  Bagi siswa yang belum mencapai KKM, diberikan bimbingan individu untuk memperbaiki pemahaman dan keterampilan dalam menyusun teks naratif.
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K. Pedoman Penskoran

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5	Errors are few, and there is no pattern of failure.	
6	During the interview, make no more than two mistakes.	
1	Conversation is nearly impossible due to the halting and fragmented nature of speech.	**FLUENCY**

2	Except for short or customary utterances, speech is slow and unsteady.	
3	Speech is hesitant and choppy, and phrases are frequently left unfinished.	
4	Speech is hesitant at times, with some unevenness induced by rephrasing and word groping.	
5	Speech is effortless and fluent, but the speed and evenness are noticeably non-native.	
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1	For the most basic form of communication, I know too tittle.	
2	Requires considerable repetition and rephrasing to understand only slow, extremely simple discourse on typical social and touristy issues.	**COMPREHENSION**

3	When engaged in a conversation, understands careful, slightly simplified communication, but may require a lot of repetition and rephrasing.	
4	When engaged in a discourse, understands standard educated speech pretty well, but requires periodic repetition and rephrasing.	
5	Understands everything in a regular educated discussion, with the exception of particularly colloquial or low frequency things, or speech that is unusually quick or slurred.	
6	Knows all that an educated native speaker should know in both formal and informal discourse.	

Score guide: $\frac{skor\ yang\ diperoleh}{skor\ maksimal}$ x 100

Mengetahui,   Banda Aceh, 01 Oktober 2024

Kepala Sekolah Dayah Darul Ulum   Guru Mata Pelajaran

PRE- TEST AND POST TEST

1. **Pre- test**

   Test: Oral test (monologue)

   Task:

   - Please tell us your usual activities!

   Topic: Narrative text (daily activity)

2. **Post – test**

   Test: Oral test (Monologue)

   Task:

   - Please retell the about the podcast that you have heard before!

   - What do you know about *London chocolate Week*?

   Topic: London Chocolate Week from BBC Learning English

   The Scoring Rubrics

No	Nama Siswa	Aspek penilaian					Total Score
		Vocabulary	Grammar	Fluency	Accent	Comprehension	
1							
2							
3							

APPENDIX G

RESEARCH DOCUMENTATION