



## THE INFLUENCE OF AUDIO VISUAL AIDS AND LEARNING MOTIVATION TOWARDS TENTH GRADE STUDENTS' SPEAKING ABILITY AT MAN 1 MUSI BANYUASIN SEKAYU

**Kristin Faridawati**  
*Universitas PGRI Palembang*

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Corresponding  
Author: Kristin  
Faridawati  
Email  
Corresponding :kri  
stinf812@gmail.co  
m

### ABSTRACT

The objectives of this research were to find out the influence of audio visual aids toward tenth grade students' speaking ability, the influence of traditional teaching toward tenth grade students' speaking ability, the influence of audio visual aid and learning motivation toward tenth grade students' speaking ability and the interaction effect of audio visual aid and learning motivation toward the students' speaking ability. In this research, the researcher used Quantitative research and was conducted utilizing a Factorial design. The population of this research was tenth grade students of MAN 1 Musi Banyuasin Sekayu through two stages random sampling. Techniques of collecting data used questionnaire and test. For technique of data analysis used SPSS 16. The result in this research indicated that Audio Visual aids through traditional teaching was developing as an alternative media to help X grade students to learn speaking ability. In other words, the total of all RQ, The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

**Keyword:** *Audio Visual Aids, learning motivation*

### 1. INTRODUCTION

Madrasah is a school with an Islamic background, but English lesson also exists in the curriculum. Teaching English in Madrasah is different from other public schools, because Madrasah prioritize Islamic studies. So students also think English lessons are not important. Learning language is very important. One of important language in our life is English, because English is an international language. It has various functions in different countries. Some countries use English as the first language, any other use it as a second language and it as a foreign language. In Indonesia English is the second language. In English there are four skills, namely Speaking, Writing, Reading and Listening. Language skills are

one of the important competencies for students to speak in communication.

This research was conducted at MAN I Musi Banyuasin Sekayu and the researcher chose tenth grade students at this school, because students are required to understand the teaching materials language skills in schools, one of which is speaking. The main objective of practice to speak in the school is to train students to speak English properly and correctly. To achieve this goal, teachers can use speaking learning materials, for example conversation about something, topics or giving opinion.

To find out the effect of learning English, especially in speaking skill, the research choose the Audio Visual Aids to see if there is an effect on students in

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learning speaking compared to traditional teaching. According to Dale as cited in (Allou,2013) claims that Audio-visual aids are those instruments that help to convey ideas between individuals and groups in different teaching and training circumstances by using them. These are also termed as multi sensory materials. Audio-visual aids are any means that make learning task enjoyable and motivating carried on through the sense of hearing or sight.

**LITERATURE REVIEW****Concept of Audio Visual Aids**

Teaching aids can be defined as the materials and equipment used in teaching. In the field of pedagogy, teaching aids are categorized under the definition of media. In general, media is all tools that are used to deliver information.

According to Jain, cited in (Rosul,2011) quotes that Audio Visual Aids provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses. According to Dale as cited in (Allou,2013) states that it is helped that audio-visual aids are such instruments by the use of them to convey ideas between individuals and groups in different teaching and training situations. These are also termed as multi sensory materials.

Audio Visual aids offer speakers the ability to produce a more professional and coherent presentation. The teaching career is full of endless opportunities to enrich students' academic survivors, while it would be easy for students to keep certain ideas and educational objectives, others will need you to think productively to ensure that essential learning goals are met.

**Types of Audio-Visual Aids**

The teaching aids are various. We can categorize them into three kinds of aids that is used in common the teaching learning process.

(Allou,2013) explains that In the following categories, the different teaching aids may be summarized: Visual aids, e.g. charts, photographs, etc. Auditory aids, e.g. tape recorder, record player. And both audio-visual supports, such as TV. there are many types of audio-visual materials in teaching. Some of which can be used by teacher in teaching as follows:

**1. Film strips and Slide**

Filmstrips and Slide are among the most economical of Audio Visual materials.

**2. Video Compact Disc (VCD)**

The other types of audio-visual aids are video compact disc. It is also similar to film that consists of hearing and seeing activities in nature. But, it also has some differences. Unlike an event recorded on film, video tape can be played back immediately for analysis. It can be set fast. Video compact disc has a lot of advantages of being portable, cheap, and visible in a lighted room. Harme in (Kholis,2016) declares that The use of video in the classroom is only listening to "images." In recent years, due to the growing focus on communicative techniques.

**3. Internet and YouTube**

Internet and Youtube are also one of the audio visual aids types. Most of people in the world now know that internet is useful for education in some case, especially for students when they get some online task from teachers. Through internet, students can do browsing activities as much as possible they want to watch. YouTube is also part of audio visual media. It gives a lot of advantages that allows students to watch and hear some video as long as they want.

**4. Television**

Allen as cited in (Kholis,2018) defines that During the past few years, educational television has earned the most concentrated review of all of the Audio Visual content. TV instruction was found to

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be just as effective as regular classroom instruction in teaching training subject.

**METHOD**

According to (Cresswell,2012:2) claimsthatresearch is a process in which you engage in a small set of logical steps, this research used a quantitative study which was intended to see the significant influence of audio visual aids and learning motivation towards students speaking ability. Moreover, experimental research is the best of qantitative design to use establish probable cause and effect. In this research, the researcher use Factorial Design.

According to (Fraenkel,2012:277) quotes thatFactorial designs are essentially modifications of either the posttest-only control group or pretest-posttest control group designs, which permits the investigation of additinal independent variables. In this research, there are two kinds of research variables. They are independent variables and dependent variable. "Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable whereas dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable,"(Creswell,2012:6)

**POPULATION AND SAMPLE****Population**

According to (Arikunto,2013:173) states thatA population is a group (or collection) of all elements processing one or more attributes of interest. And (Fraenkel and Wallen,2012:79) tells thatThe larger group to which one hope to apply the results is called population. In this research, the population isstudents of MAN 1 MusiBanyuasin in the academic year 2020/2021

**Sample**

Technique sampling used two stage random sampling. According to (Arikunto,2013:174) quotes thatSample is some or representatives of the population are examined.

The Researcher took the tenth grade students of MAN 1 Musi Banyuasin. In this research, the Researcher used two stage random sampling.

**DATA COLLECTION****Technique of Collecting Data**

This research involves two kind of data such as test of speaking achievement and questionnaireof motivation.

**Test**

According to (Brown,2004:3) mentions thatthe data is taken from the result of the pretest and posttest of speaking achievement. It finds out the differences of the students' between the experiemental group who taught through collaborative learning. In this research, the kind of test will be used is oral test by virtual classes. It is done to know the students' speaking ability involving their pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher will ask the students to explain a material by using English (Oral Explanation) measured by aspect of speaking that has explained before and it will be recorded. To avoid subjectivity, the researcher asks for classroom teacher partner for giving score.

**Reliability Test**

Based on(Sugioyono,2017:130) says that the reliability test is the extent to which the measurement results using the same object, produced the same data". The reliability test is carried out to determine the consistency of the instrument as a measuring tool so that the results of a measurement can be trusted. The measurement results can be trusted only if in several times the implementation of measurements against the same subject group (homogeneous), the results are relatively the same, meaning that there is tolerance for small differences in the measurement results.

**Technique of Analyzing Data****1. Descriptive Statistics**

In descriptive statistics, pre-test and post-test scores of the students are analyzed and then descriptive statistics analysis is shown in table. It's done to know the spreading score

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in the experimental and control of the students' pretest and posttest including median score, modus, standard deviation, standard mean error, minimum scores, maximum score and variance.

**2. Normality Test**

The normality test used to calculate the probability that the sample was drawn from a normal population (Kesumawati and Aridanu, 2018:67) says that The analysis of normality test obtained from students' pre-test scores in experimental and control class. It was analyzed by using Kolmogorov-Smirnov Saphiro-Wilk test in SPSS 20 program computer.

**Homogeneity Test**

The analysis of homogeneity test will be obtained from students' post-test scores in experimental and control class. The score is analyzed by using Levene Statistics and it will be used in SPSS 20 to determine whether the data is homogeneity or not.

**Independent Sample t-Test**

In this research, the independent sample t-test applied to find out whether or not there is significant influence of students speaking ability score through Audio Visual Aids and Traditional teaching technique toward students' learning motivation.

**3. Two-way ANOVA (Analysis of Variance)**

The researcher will use a two-way ANOVA to find out whether or not there is significant interaction effect between two independent variable (Audio Visual Aids and learning motivation) to dependent variable (speaking ability). A significant interaction effects to find whenever the p-output is lower than mean significant difference at the 0.05 level. Based on (Kesumawati and Aridanu, 2018:184) quotes that Two-way ANOVA used to compare the effect of two categorical independent variables on continuous dependent variable the mean of more than two sample analyze of two data by including variable control.

**RESULTS AND DISCUSSION**

Based on the statistical analysis of researcher's findings, it was described as followed:

Based on the treatment with Audio Visual Aids, the students Pretest score Obtained by students with a in speaking experimental group, the mean score of the students' pretest in speaking ability ability was found to be 64,75. The statistical research indicates that null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted. There was any significant influence in high learning motivation which compared in low learning motivation.

Second, The posttest scores on the students' speaking ability with traditional teaching in the control group, it was found that the mean of students posttest in speaking ability was 83,75,. The result shows that mean for posttest and pretest in control group (83,75 > 65,25). The statistical research indicate that null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted.

Third, the mean score of posttest in speaking ability for From the results of the above table shows that the mean score of experimental was 83,75, the standard deviation was 7,462 and standard error mean 1.319 . Meanwhile the mean score of control group was 71,12, the standard deviation was 6.158 and standard error mean 1.089 .shows P-output is 0.00. This was lower than significant of 0.05. It is significant. It meant that the null hypothesis (Ho) was rejected while the alternative hypothesis was accepted.

Fourth, two-way ANOVA is statistical test to determine differences and possible interection when variable have two or more categories. In this research, two-way ANOVA is used to mesuare if there was interaction effect of Audio Visual Aids and students' learning motivation. The calculation of using a two-way ANOVA to measure an interaction effect of Audio visual aids towards students' learning motivation resulted for speaking were sum of squeres was 0,565 , mean squere 5.104, and signficance was 0.032. While, Reciprocal teaching strategy were sum of squarance 2951, mean squarances 2951 ,signficance 0.000 and p-output 0.025. Since the p-value was lower than 0.05, There was significant interaction effect of Audio Visual Aids and Learning Motivation towards the students' Speaking Ability at MAN 1 Musi Banyuasin Sekayu.

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Therefore, The statistical research reveals that null hypothesis (Ho) is rejected while alternative hypothesis (Ha) was accepted.

## CONCLUSION

In relation to the findings and discussion of the research as presented in previous chapter, the conclusions are stated as follows :

1. There was significant influence of Audio Visual Aids towards tenth grade students' Speaking Ability of those who have high motivation and those who have low motivation at MAN 1 Musi Banyuasin Sekayu
2. There was significant influence of Traditional Teaching towards tenth grade students' Speaking Ability of those who have high motivation and those who have low motivation at MAN 1 Musi Banyuasin Sekayu.
3. There was significant influence of Audio Visual Aids and Traditional Teaching towards tenth grade students' Speaking Ability of those who have high motivation and those who have low motivation at MAN 1 Musi Banyuasin Sekayu.
4. There was significant interaction effect of Audio Visual Aids and Learning Motivation towards the students' Speaking Ability at MAN 1 Musi Banyuasin Sekayu.

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– 81 Department of educational  
Training, The Islamia  
University, Bahawapur 63100, Paki  
stan

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*Metodelogi Penelitian Kuantitatif,  
Kualitatif dan R&D.* Bandung:  
CV. Alfabeta

