THE INFLUENCE OF THE USE OF AUDIO VISUAL MEDIA ON STUDENTS SPEAKING SKILLS AT SMKN 1 RAREN BATUAH EAST BARITO

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ABSTRACT

Speaking is one of the most important things in learning a language. It is very important in learning English. Because writing, speaking, grammar, and vocabulary are needed in correct and proper English skills. There are many techniques that can be applied in teaching English speaking. One of them is audio- visual media. The main purpose of this study was to test the effect of using audio-visual media on students' speaking skills using descriptive methods in learning. The method used is quantitative research, divided into control and experimental groups, educational YouTube videos as the main method, with educational mp3s as a comparison tool. The results of the study confirmed that students' English speaking skills increased significantly, the scores between the control and experimental groups on the communication path stated 684 for the control group and 656 for the experimental group. YouTube videos help students improve their speaking skills and contribute to comprehension skills in learning to speak English. Teachers must be prepared for broader experiences and use different media to enhance students' learning experiences and need to refine their findings and set specific goals for each research project to produce more effective results. It is hoped that this study can help future researchers by being a reference for conducting better research in the future.

Keywords*: Influence, Visual Media, Descriptive.*

INTRODUCTION

Speaking skills are one of the important aspects in language learning, especially English. In the context of foreign language learning, speaking skills are not only about conveying information, but also showing overall language mastery, including the use of grammar, pronunciation, and fluency in speaking. Therefore, developing speaking skills is a top priority in the English learning process at various levels of education.

In the world of modern education, the use of appropriate learning media can have a significant impact on student learning outcomes. One of the media that is widely used is audio-visual media. This media not only presents information in the form of sound and images, but is also able to increase students' interest and motivation in learning. By using audio-visual media, students can more easily understand the context of the conversation and imitate the correct pronunciation, thus helping to improve their speaking fluency.

Vocational High School (SMK) is an educational institution that prepares students to enter the workforce directly. English speaking skills are one of the competencies that are greatly needed by SMK graduates in order to compete in the era of globalization. At SMKN 1 Raren Batuah Barito Timur, learning to speak English has become the main focus in improving graduate competency. However, several challenges are still faced in this learning process, including low student learning motivation and limited use of varied learning media.

This study departs from the need to explore the effectiveness of using audio-visual media in learning to speak English. In this case, the use of educational videos from platforms such as YouTube is expected to provide a more interactive and enjoyable learning experience. In addition, compared to the use of conventional audio media such as mp3, video media has the advantage of providing clearer visual representations.

The purpose of this study was to analyze the effect of using audio-visual media on improving speaking skills of grade XII students at SMKN 1 Raren Batuah Barito Timur. By comparing learning outcomes between the experimental group using audio-visual media and the control group not using the media, this study aims to provide an empirical picture of the effectiveness of this learning media.

The results of this study are expected to be a reference for teachers in choosing and developing more innovative and effective learning strategies. In addition, this study is also expected to contribute to the development of curriculum and education policies that are more oriented to the needs and challenges in the field. Thus, the mastery of English speaking skills by vocational high school students can be significantly improved, so that they are better prepared to face challenges in the world of work and global society.

RESEARCH METHODS

This study uses a quantitative method with an experimental approach. Students are divided into two groups, namely the experimental group and the control group. The experimental group was taught using audio- visual media in the form of educational videos from YouTube, while the control group used audio media in the form of mp3 recordings. The study was conducted on 49 grade XII students on January 8, 2025. Data were collected through pre-test and post-test of English speaking skills. Data analysis includes testing for normality, homogeneity, and t-test to determine significant differences between the two groups.

RESULT AND DISCUSSION

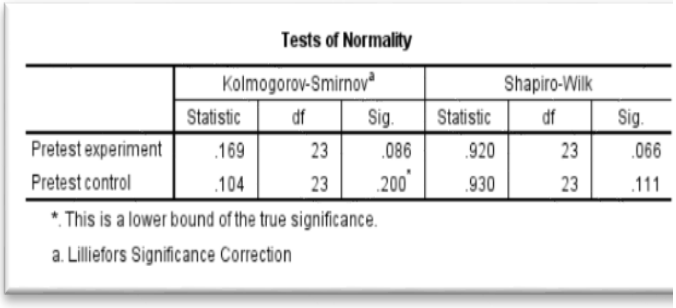
The results of the pre-test and post-test, the experimental group showed a significant improvement in English speaking skills compared to the control group.

1. Experimental Group:
   - Highest pre-test score: 60
   - Highest post-test score: 96
   - Lowest pre-test score: 16
   - Lowest post-test score: 44
   - Total pre-test score: 784
   - Total post-test score: 1900
   - Total increase: 684
2. Control Group:
   - Highest pre-test score: 88
   - Highest post-test score: 84
   - Lowest pre-test score: 24
   - Lowest post-test score: 32
   - Total pre-test score: 1272
   - Total post-test score: 1384
   - Total increase: 656

Statistical tests show that the data have a normal distribution and adequate homogeneity. The t-test produces a value of 2.65 with a degree of freedom (df) of 48 and a t-table value of 2.00 at a significance level of 5%. Because the t-count value is greater than the t-table, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is a significant difference in speaking skills between students who are taught with audio-visual media and those who are taught without such

media.

Pre-test Normality Test for Control and Experimental Groups using SPSS. Normality Test



Tests of Normality

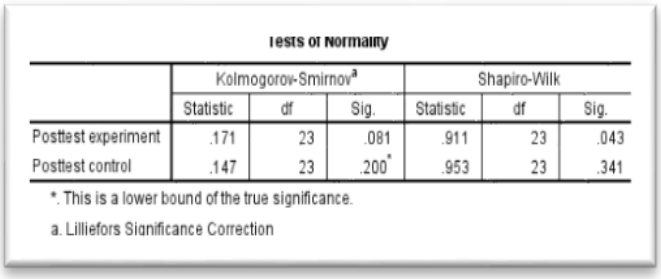
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest experiment	.169	23	.086	.920	23	.066
Pretest control	.104	23	.200*	.930	23	.111

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 1. Normality Test of Pre-test Experimental and Control Class

Based on the calculation above, it can be seen that the P value (Asymp. Sig. (2- tailed)) is 0.066 for the pre-test and 0.111 for the pre-test. This value is greater than 0.05. This means that the data from the experimental class is normally distributed.



Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest experiment	.171	23	.081	.911	23	.043
Posttest control	.147	23	.200*	.953	23	.341

*. This is a lower bound of the true significance.

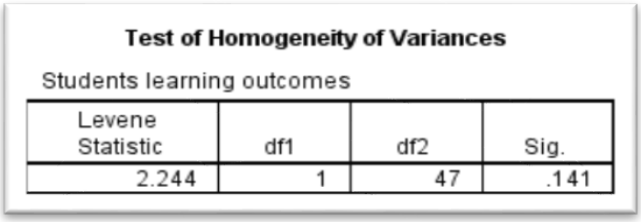
a. Lilliefors Significance Correction

Figure 2. Normality Test of Post-test Experiment and Control Class

Based on the calculation above, it can be seen that the P value (Asymp. Sig. (2- tailed)) is 0.043 for the post-test and 0.341 for the post-test. This value is greater than 0.05. This means that the data from the control class is normally distributed.

Homogeneity Test

Homogeneity test is a type of test used to determine whether data is homogeneous or not. Researchers must analyze this test because the similarity between the two classes affects the test results. Researchers use the SPSS program to calculate the homogeneity test value. The calculation results are shown as follows:



Test of Homogeneity of Variances

Students learning outcomes

Levene Statistic	df1	df2	Sig.
2.244	1	47	.141

Figure 3. Homogeneity Test of Experimental Class and Control Class

Based on the table above, the homogeneity test value is 0.141. Data can be said to be homogeneous if the P value is greater than 0.05 (P value > α). Since this value is greater than 0.05, it can be concluded that the data is homogeneous.

Hypothesis Testing

After conducting normality and homogeneity tests, the researcher calculated the t-test using the SPSS program. The t-test was used to compare the scores of students who were divided into two groups taught with different techniques. The first group (class XII Computer Network Engineering) was taught using audio-visual media and the second group (class XII Accounting and Financial Institutions) was taught without using audio-visual

media. The calculation results can be seen below:

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
score postest	posttest experiment	26	73.0769	13.30541	2.60940
	posttest control	23	62.0870	15.71887	3.27761

Figure 4. Group Statistics

Based on the table above, the results of the data analysis show that the average score of students from the experimental class is 73.07, while the average score of students from the control class is 62.08.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score postest	Equal variances assumed	2.244	.141	2.650	47	.011	10.98997	4.14642	2.64844	19.33150
	Equal variances not assumed			2.623	43.388	.012	10.98997	4.18948	2.54326	19.43667

Figure 5. Independent Samples T-Test

From the table above, it can be seen that the t-test value is 2.65 and the degrees.

DISCUSSION

The results of the data analysis revealed that there was an influence of the use of audio- visual media on students' speaking skills. This result is supported by previous studies as explained.

First, KEI YAMAGUCHI (2020), the results of the study showed that the average pre- test score was 23.26 and the average post-test score was 32.48, t-obtained was 10.98 while t- table was 1.1439 as its critical value. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. The results of this study indicate the effect of using audio-visual media on listening comprehension skills in middle-level students and eight elementary-level students in the July 2020/2021 academic year.

The results of this study are also in line with Shilun Zhang's (2019) research, which of freedom (df) is 4.8 (df = db - 2, 50 - 2 = 50). The t-table value for db = 50 at a significance level of 5% is 2.00. To interpret the data above, the researcher formulated the hypothesis test as follows:

- H0: There is no significant difference in speaking skill scores between students who are taught using audio- visual media and those who are not.
- Ha: There is a significant difference in speaking skill scores between students who are taught using audio-visual media and those who are not.

The results show the t-test value = 2.65 and the t-table value with db = 50 is 2.00. This means 2.65 > 2.00. Therefore, H0 is rejected and Ha is accepted. It can be concluded that there is a significant difference in speaking skill scores between students who are taught using audio-visual media and those who are not.

Shows that there is a difference between student achievement in the influence of audio-visual media on the pre-test and post-test, the t-test value is greater than the t-table value (1.68> 1.64) with a significance level (P) = 0.05, with an average post-test score (2.60) higher than the average pre-test score (2.45). The results of this study indicate that the application of audio- visual interaction to psychology in Cloves Park and Music Park in Harbin, China, can increase the influence of audio-visual interaction on psychology in 2019/2020. This study was conducted to determine the effect of using audio-visual media on students' speaking skills. As the researcher wrote in the first chapter, this study aims to

determine the significant difference in scores on audio-visual media between students who are taught using audio- visual media and those who are not, in tenth grade students at SMKN 1 Raren Batuah Barito Timur in the 2024/2025 academic year.

In foreign language learning, speaking plays an important role in learning a language because it is the basis for understanding the language. Having a good knowledge of speaking skills brings a good understanding of speaking, reading, listening, and writing.

First, the researcher tried to find out the students' understanding of the expressions of asking and giving opinions. Therefore, the researcher gave a pre-test to the students. The purpose of the pre-test was to find out the students' speaking ability before the treatment. After the researcher gave the pre-test to the students, the researcher analyzed the results of the pre-test and found that the students' speaking skills were still low. Then, the researcher began to give the first and second treatments to the students. In this treatment, the researcher used audio-visual media. The purpose of giving this technique is to attract the students' attention and get their interest in learning English.

Knowing the results of the first and second treatments, the researcher considered giving the third treatment to the students because there were still many students who made mistakes in speaking skills. Most of them made mistakes in speaking English, especially in pronunciation skills. The procedure of the third treatment was almost the same as the first and second treatments. Students were very enthusiastic in following the lesson and were more active than in the first and second treatments, especially in using audio-visual media.

In this discussion, the researcher intends to present the results obtained from the analysis of the findings. The analysis has been conducted to answer the research problem. Based on the analysis, the researcher obtained the following results:

1. The number of participants used in this study was 49 students.
2. There are 26 students in the experimental class and 23 students in the control class.
3. The average pre-test score of students in the experimental class was 30.15 and the control class was 55.30.
4. The average post-test score of students in the experimental class was 73.08 and the control class was 62.09.
5. The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the test table above, it can be seen that the coefficient of difference between students who are taught using audio-visual media and those who are not is 2.65. The hypothesis test at 2.65 from the calculation above will be compared with the t-table with the conditions described below:

1. If t-test > t-table, Ha is accepted. This means there is a significant difference between the two variables.
2. If t-test < t-table, Ha is rejected. This means there is no significant difference between the two variables.

To determine the t-test value, the researcher examines the db and consults the t-table scores:

$db = n1 + n2 – 2$

$= 25 + 25 – 2$

$= 50$

At a significance standard of 5%, the t- table value is 2.00. Then, the t-test value is compared with the t-table value. The t-test value is 2.65. This means that Ha is accepted and Ho is rejected.

From the calculation above, it can be seen that students who are taught using audio-

visual media get better results than those who are not. So, it can be concluded that there is a significant difference in speaking skill scores between students who are taught using audio- visual media and those who are not, in grade XII students at SMKN 1 Raren Batuah Barito Timur in the 2024/2025 academic year.

In addition, the use of audio-visual media is very appropriate in teaching speaking skills. This media can help students in English pronunciation more easily. In other words, audio-visual media can help students to be more focused, enthusiastic, and active during the learning process.

CONCLUSION

This study shows that the use of audio- visual media, especially YouTube educational videos, has a significant effect on improving students' speaking skills at SMKN 1 Raren Batuah. Therefore, teachers are advised to use this media more often in the learning process to create a more enjoyable and effective learning atmosphere. There was no significant difference between students who were taught using audio-visual media and those who were not. The results showed that the average post- test score of the experimental class (73.08) was higher than that of the control class (62.09). It was found that the comparison between the scores of students who were taught with audio- visual media and those who were not was 2.65. This score is higher than the t-table of 2.00 at a significance level of 5% with db = 50. This means that Ha is accepted and H0 is rejected. In other words, audio-visual media is effective in teaching speaking skills, because there is a significant difference in speaking skill scores between students who are taught using audio- visual media and those who are not in the tenth grade students at SMKN 1 Raren Batuah Barito Timur in the 2024/2025 academic year**.**

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