

# THE EFFECTIVENESS OF USING VISUAL AIDS INTEGRATED COMMUNICATIVE LANGUAGE TEACHING METHOD IN IMPROVING THE STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF SMAN 1 PINRANG

Rustan

Nur Asik

English Education Department of UIN Alauddin Makassar

nurasik@yahoo.co.id

rustan@gmail.com

**ABSTRACT:** This research was aimed to determine the effectiveness of using visual aids integrated communicative language teaching method in improving the students' speaking ability at the second grade of SMAN 1 Pinrang. Therefore, the principle research problem was only one in this research, that is to what extent is using visual aids integrated communicative language teaching method effective in improving the students speaking ability at the second grade of SMAN 1 Pinrang? The researcher applied experimental method with the non-equivalent controlled group design. The population of this research was the second grade students at SMAN 1 Pinrang, which consist of 150 students. The sample was taken by using purposive sampling. So, the researcher took two classes in this research, one class as experimental class which consisted of 30 students and one class as controlled class. The data were collected through pre-test and post-test. Based on the research findings, from the test, the researcher concluded that the use of visual aids integrated communicative language teaching method effective in improving their achievement in speaking ability, especially for fluency and accuracy. It proved from the mean of the both of classes, which was the mean score of post-test of experimental class was **59,2** while the mean score of control class was **45.6**. The result of t-test also shown that the visual aids integrated communicative language teaching method is effective in improving students' speaking ability because t-test, 4.94, is higher than t-table, 2.000 ( $4.94 > 2.000$ ). The research result of this study implies that English teachers should use communicative language teaching method integrated visual aids to develop their techniques and methods in teaching speaking, the students use pictures and videos in improving their speaking ability as it can help them with the new ideas, vocabularies, and pronunciations, the future researcher develops some dimensions which have not been developed in this research like using different students' population or students' condition viewed from the students' habit or interest.

**Keywords:** Visual Aids, CLT Method, Speaking Ability

## A. INTRODUCTION

All around the world, English has important roles in our life especially in Indonesia. Therefore, Indonesian government has decided that English is one of the subjects curriculum used in Indonesian schools. In learning English, there are four skills that need to be mastered by students. Those are listening, writing, speaking, and reading. Listening and reading are receptive skills but speaking and writing are productive skills. The

four skills are important. But, speaking seems intuitively the most important. (Nugroho, 2010: 1).

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak ( and read and write ) the language effectively for wherever and whenever this might be useful for them. (Harmer, 2010: 11).

Speaking is an essential skill used to communicate and to share thought and mind. People speak to express themselves by making statements, asking questions, or negating. Many people have the potential to speak but there are lists of problems they are facing when they want to speak, for example lack of confidence and vocabulary as well.

There are many factors of the difficulties in speaking when the researcher was conducting the pre-research. The researcher tried to enter the students' classes and asking the students' performance one by one in speaking English, but it was only some of the students that can perform themselves. Sometimes the student call other person smart if he or she was fluent in speaking even though that other person was cleverer than the fluent person might be. In addition, some of them do not understand and maybe they are afraid of making mistakes when they speak English both in structuring and pronouncing the words, lack of vocabulary and the last was less of their self confidence.

Actually, this finding in line with the researcher experience when he was still on the senior high school, exactly in the second grade. Several years back, the teaching process was 90% just focused on Reading and Writing only. Speaking and Listening were so rare as if they were never existed. While the National Examination were not just Reading, there was Listening as well where I found out that it was very different from what we have learned in the class. Most of the learning was just written expression. Speaking was absolutely forgotten and from what we have seen in the real world, we need to speak to be connected with others. That is the whole point of language and then writing and gesture come along. Even though that the students have a great mark at structure but if they do not know how to speak it up, then it is useless.

The effective technique and method make the students are not afraid and become a brave someone in speaking performance to stand on the stage and to communicate with the others. There are many activities to make the best and fun condition of learning in teaching speaking in the classroom. For example by using visual aids integrated communicative language teaching method. The visual aids include picture and videos. Actually, there are many kinds of visual aids that the researcher will describe like a picture, graphic, chart, illustrations etc, but the researcher limits his research to the pictures and videos that is integrated into CLT method. Picture can be used to teach specific grammar points, drills and speaking. Video focuses on the good pronunciation of the students and their interesting in

learning process, because both of picture and videos are interesting visual aids in speaking activity which provide an opportunity for the students to practice English speaking ability.

Furthermore, the research problem of this research was “To what extent is using visual aids integrated communicative language teaching method effective in improving the students’ speaking ability at the second grade of SMAN 1 Pinrang?” then the research objective was “To examine the extent to which using visual aids integrated communicative language teaching method improve the students’ speaking ability at The Second Grade of SMAN 1 Pinrang”. In addition, this research was beneficial practically in context for the students (they can improve their speaking ability), for the teachers (the teacher can implement these visual aids (Picture and Video) into CLT method to solve the problem that the students face in speaking and also the teacher can take this technique as their teaching style), and the further researcher (they can use the finding of this study as one of their references). Finally, this research was focused in improving the students’ speaking ability. Their speaking was assessed based on the accuracy and fluency.

## **B. LITERATURE REVIEW**

There are some researchers which have been conducted relating to teaching speaking such as;

Li Hui (2011) found that teaching speaking through content-based instruction is very effective to improve the students’ speaking ability in the second grade students of business English department of CsV&TC of China; Susanti (2007) found that teaching speaking by using role play is very effective in improving the students’ speaking ability at Islamic Junior High School SoebonoMantofaniJombang-Ciputat, and Syafrayadin (2013) found that the use of talking chips technique in teaching speaking is very effective to improve the students’ speaking ability at tenth grade in one of senior high school in Bandung.

Based on the research findings above, the researcher concludes that there are many various methods, techniques and strategies that have been used by previous researcher to improve the students’ speaking ability. But, in this research, the researcher has a different method and technique to improve the students’ speaking ability that would apply visual aids integrated communicative language teaching method to know the lack of speaking, specially the accuracy and fluency of the students’ speaking ability at second grade of SMAN 1 Pinrang.

### ***Speaking***

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. (Susanti, 2007:6).

Speaking is interactive process constructing meaning that involves producing and receiving and processing information. (Li Hui, 2011: xxi).

Heaton in Wahyudi (2013) defines speaking skill as the skill to communicate ideas appropriately and effectively. In short, speaking ability to speak appropriately in a real communicative situation in other to communicate ideas to others. (Amiqah, 2010: 4-5).

### ***Teaching Speaking***

Kayi (2006: online) stated that teaching speaking is to teach students to:

1. produce the English speech sounds and sound patterns,
2. use word and sentences stress, intonation patterns and the rhythm, of the second language.
3. select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter,
4. organize their thoughts in a meaningful and logical sequence,
5. use language as a means of expressing values and judgments,
6. and use the language quickly and confidently with few unnatural pauses. Which is called as fluency.

From the definitions above the researcher concludes that speaking is sound and symbol produced by the speaker to communicate with the listener to share meaning. Briefly, speaking performance refers to a students' ability to produce fluently spoken. Fluency is emphasized in speaking in order to have more effective communication by the others.

### ***Visual Aids***

The term visual aids is defined as “films, slides, picture, video, charts, and other devices involving the sense of sight (other than books), used in teaching, illustrating lectures, etc. (Webster's New World College Dictionary 2010).

Visual have been an important component of the language classes over the year. Visual aids are a great tool for seeing and understanding. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s–1930s, consisting mainly of film strips, pictures, slides and pass-around objects. Visual aids can be a helpful tool in the language classroom. Visual aids are crucial for reducing the stress and anxiety that learners might experience when they have to speak a second language. This is because the presence of visual aids helps them to shift their attention from the audience and to recapture their thoughts and expressions after any disturbance in speaking. (Madhuri, 2013: 118).

Visual aids help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, and meaningful. (A Research Journal, 2013: 93).

The researcher concluded visual aids allow learners the time they need to process what they are being asked to do. Visual aids can also be sequenced to breakdown and learn a skill bit by bit. There are a range of types of visual aids used in language learning which use different media, but the researcher limits the visual aids including

### ***Picture***

Pictures are aids that can help the teachers in the teaching learning process. Pictures are the simplest and commonly used. Pictures are very effective. Pictures provide associations for the learning of new words. But we cannot use pictures for every unknown or abstract word as they cannot be illustrated easily. The more concrete a word is, the easier it is to find and uses a picture for its illustration. (Ariningsih, 2010: xxxvi).

Steven Callahan (2006: Online) stated that one of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. Suggesting the teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or objects. Showing pictures or by drawing them on the board the teacher can also ensure that the students understand the meaning of a word. (Harmer, 1988: 55).

Pictures facilitate comprehension and learning are explained by Levin and Mayer. They proposed some principles called the seven "C". According to their words pictures make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent and codable.

Other authors have also numbered some reasons for the benefits of the pictures, such as Peeck(1993). This author highlighted that pictures help increasing motivation, focusing attention, depth of processing clarification of text content, dual-coding theory, decreasing interference decay, process support for the type of information and serve as mental models. (A Research Journal of Garcia Maria, 2012: 17).

### ***Videos***

The use of video in teaching English classroom has become a common practice for in language teaching. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs. Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing

the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. (Al Mamun, 2014a: 10).

Using video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use. The usefulness of using videos in language teaching stating that video provides stimuli to the learner which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. (Al Mamun, 2014b: 10).

### ***Communicative Language Teaching Method***

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence. (Richard and Rodger, 1999: 69).

CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. (Harmer, 1998a: 84).

A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill. (Harmer, 1998b: 84).

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate. (Efrizal, 2012: 128).

### ***Teaching and Learning Activities in Communicative Language Teaching***

During learning process of CLT, students’ are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students’ discussion or speaking in front of the

class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English. (Efrizal, 2012a: 128).

Learning activities in CLT focuses on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English. (Efrizal, 2012b: 128).

### ***The Practice of Teaching of Communicative Language Teaching Method***

Those were the following procedures of the practice of CLT method would be implemented by the researcher:

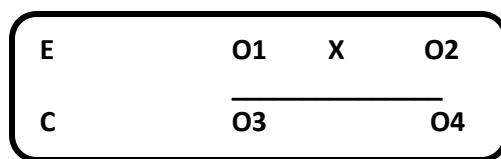
The researcher divided the students into some groups. He gave each group some pictures. The pictures should be variety, for example pictures were about their favorite people, sports, singer, nature, animal, town, etc. The researcher asked the students to predict or describe about the pictures based on their point of views. The researcher asked the students to stand in front of class and explain about the picture. After the first group explains their pictures, the other groups asked question and paraphrase the description of the pictures in order to look the class is being communicate and comfortable. If any student made an error while the learning was on going, the researcher and the students ignored it. This activity was done until the last group. Then, the researcher reviewed in the last activity. After that, the class should be watching video together. (Larsen-freeman, 2008: 125)

## **C. RESEARCH METHOD**

The design of this researcher was using Quasi- Experimental Design; with Non-equivalent Control Group Design that involves two groups of students. In the book of Educational Research, written by L. R. Gay and friends, the Non-equivalent control group design should be familiar with the pretest-posttest control group design. This method uses purposive sampling. This method aims to measure whether using visual aids integrated CLT method is effective in improving the students' speaking ability or not. One group would be treated as the experimental group and other group would be treated as the controlled group.

In the experimental groups the researcher applied the visual aids integrated communicative language teaching method in the six meeting. The controlled group was not given. The controlled group was taught by using conventional teaching in the six meeting also. Both groups were given pre-test before the first meeting, and post-test in the last meeting. The post-test was become the indicator of the improvement of both groups and which technique was better in improving students speaking ability.

The model of Quasi Experimental Design; exactly Nonequivalent Control Group Design would be explained as follows:



**Figure 3.1.** *Research Design* (Sugiyono, 2010: 112)

Based on the table above, there were two classes (groups) which were divided into experimental class (E) and controlled class (C). Both of them was doing pre-test (O1 and O3). The pre-test was given in order to know students’ prior knowledge before the treatment. Next, the treatment (X) was applied to the experimental class and post-test (O2 and O4) was given to both groups.

Post-test was applied in order to know students’ achievement of the two groups. The score of both groups would be compared to see which technique is better in improving students’ speaking ability.

The research was conducted from 29<sup>th</sup> August until 20<sup>th</sup> September 2016. It was divided into three steps, pre-test, treatment, and post-test. The researcher did the research at SMAN 1 Pinrang which is located in Jend. Urip Sumuharjo 2 Watang Sawitto, Pinrang Regency. Pinrang Regency located in ±185KM in the north of the capital city of South Sulawesi, Makassar. The population of the research was taken from the second grade students of SMAN 1 Pinrang in academic year 2016/2017. The total numbers of population were 150 students, consists of 5 classes.

The technique sampling used in this research was purposive sampling. The researcher took two classes as the sample to get representative data and the researcher took two classes as sample and divided into two classes, experimental class and controlled class. The researcher took XI IPA 2 consist of 30 students as experimental class and XI IPA 4 consist of 30 students as the controlled class. The researcher took both of class based on suggestion from the English teacher.

#### **D. FINDINGS AND DISCUSSION**

##### ***Findings***

##### **1. Result of Students’ Pre Test in Experimental and Controlled Class**

The table of the result of students’ pre test in experimental class was shown in the Appendix 8. It was shown that the lowest score of pre-test in experimental class was fifteen for one student and the highest was fifty for eight students. The lowest scoring of the students when they spoke in the pre-test was one score for the fluency, one score for the accuracy. The highest score that the student had when she spoke in pre-test was four for fluency, three for accuracy.

For the Controlled class, the data was shown in the Appendix 9. It was shown that the lowest score in the pre-test was thirty four for thirteen students and the highest score



was fifty nine for four students. The lowest of the students when they spoke in the pre-test was two scores for the fluency, two score for the accuracy. The highest score that the students had when they spoke in pre-test was four for fluency, four for accuracy. Before conducting the research, it was important to determine the mean score for both classes and the t-test to measure students' basic knowledge, to find out whether the result was significant or not and to be able to make sure whether the research could be continued or not. Students' mean score for both classes and the t-test in the pre-test was shown in the following table.

Class	Mean Score	t-test	t-table
Experimental Class	39.13	1.72	2.000
Controlled Class	41.93		

Table 1 Students' result of Mean Score, T-test, and T-table of pre-test

The table shown that the mean score of the students in the experimental class was quite lower than in the controlled class in which the gap between them was only 2.8. The result of the mean score described that the difference of the students' basic knowledge was almost equal. In addition, t-test of the pre-test between experimental and controlled class was 1.72 and the t-table is 2.000.

Making a conclusion about students' score was by comparing the t-test and the t-table. When the result of the t-test was smaller than the t-table, it meant that there was no significance among the result of the students' basic knowledge and it was appropriate for the research to be continued. The table above shows that there was no significance between students' score in the pre-test because the t-test was smaller than the t-table ( $1.72 < 2.000$ ) so the research can be continued.

## 2. The Result of Students' Post-test in Experimental and Controlled Class

Table of the result of Students' post-test in experimental and controlled class (See Appendix 8) demonstrated the score of post-test in Experimental and Control class. For the experimental class, the lowest score in the post-test was thirty-four for one student and the highest was eighty-four for three students. The lowest scoring students when they spoke in the post-test were two score for the fluency, two score for the accuracy. The highest score that the students had when they spoke in post-test was five for fluency, four for accuracy. In addition, for controlled class, the lowest score was thirty-four and the highest was sixty-five. The lowest scoring students when they spoke in the post-test were two score for the fluency, two score for the accuracy. On the other hand, the highest score that the student had when they spoke in post-test was four for fluency, four for accuracy. Based on the results above, it was clear that the Visual Aids integrated Communicative Language Teaching Method has a positive impact in improving the students' speaking ability especially for fluency and accuracy.

For the total score, the table of students' post-test shown that experimental class get 108323 and controlled class get 58389. It indicated that total score in experimental class was much higher than controlled class. Comparing with the results in pre-test, the experimental class shown the high enhancement, on the other hand, the controlled class scores were decreased.

**a. Students' Classification Score in Post-test for Experimental and Controlled Class**

In the experimental class, there were one student or (0.03%) classified into Very Poor, 12 students or 0.4% were classified into Fair, and 11 students or 36.6 % were classified into Poor, and 6 students or 0.2% were classified into Good

For Controlled class, there were 21 students or 0.7% classified into Very Poor, 3 students or 0.1% classified into Fair, and 6 students or 0.2% classified into Poor, and one student or 0.03% classified into Fairly Good. The data are shown in the following table:

No.	Scale	Classification	Experimental Class		Controlled Class	
			F	%	F	%
1	95 – 100	Excellent	-	-	-	-
2	85 – 94	Very Good	-	-	-	-
3	75 – 84	Good	6	0.2	-	-
4	65 – 74	Fairly Good	-	-	1	0.03
5	55 – 64	Fair	12	0.4	3	0.1
6	45 -54	Poor	11	36.6	6	0.2
7	0 – 44	Very Poor	1	0.03	21	0.7
TOTAL			30	100	30	100

Table 2 students' classification score percentile in post-test

In summary, the data shown in the table indicates that students in experimental class have better enhancement than controlled class. For both classes, there was nobody classified into neither excellent nor very good but the difference was shown in the other classification of the score; Good, Fairly Good, Fair, Poor, and Very Poor. There were six students get good in experimental class because they showed a good speaking ability through the post-test but there were no students get good in the controlled class. The six students who got the good great were very good in fluency, they only an effort time to search for words nevertheless, smooth delivery overall speaking and only a few unnatural pauses. As their accuracy, they only had a few minor grammatical and lexical errors but most utterances were correct.

In Fairly Good, no one students who got the grade in experimental class. For control class was only one student in fairly good, the students had to make an effort too much of the time, often has to search the desire meaning. Rather halting delivery and fragmentary, and range of expression often limited even though there are also students who although had to

make an effort and search for words, there were not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning, fair range of expression. As for their accuracy, pronunciation was still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors cause confusion but there were also students' pronunciation is influenced by the mother tongue but only a few serious phonological errors. A few grammatical and lexical errors, some of which cause confusion.

There were twelve students in Experimental class and three students in Controlled class classified into Fair, and there were one students in Experimental class classified into Very Poor while in the Controlled class, there were twenty-one students classified in it. The data shows that the experimental was better in speaking rather than in the controlled class. Therefore, the use of visual aids integrated communicative language teaching method has a positive result of enhancement in speaking especially in fluency and accuracy.

#### **b. Mean Score and Standard Deviation**

The following table presented the mean score and standard deviation of the Experimental class and Controlled class.

The Mean Score and Standard Deviation in the post-test of the Experimental class and Controlled class:

Class	Mean Score	Standard Deviation
Experimental	59.2	10.47
Controlled	45.6	11.99

Table 3 Mean Score and Standard Deviation in Post Test

The table indicated the mean score of Experimental class in the Post-test is 59.2 and the standard deviation 10.47. While the mean score of the Controlled class is, 44 and the standard deviation are 11.99.

The standard deviation of students' post-test indicated that the mean score in this research seemed likely that it does not have good dispersion value because the standard deviation was 10.47 for experimental class and 11.99 for controlled class. On the other hand, the good dispersion value of mean score was if the result of standard deviation was under the grade of one ( $<1$ ). If the standard deviation was more or bigger than one, it showed that the value dispersion of mean score was quite bad.

Even though the standard deviation was not good enough, it could be concluded that the use of Visual Aids Integrated Communicative Language Teaching Method was beneficial in improving the speaking ability of the students' because the mean score of students' post-test in experimental class was higher than the mean score of students' post-test in the controlled class.

**c. Test of Significance Testing**

The significant score between experimental and controlled class can be calculated by using t-test. The result of the t-test can be seen in table 4.4 as follows:

Variable	t-test	t-table
$X_1 - X_2$	4.94	2.000

Table 4 the t-test of students' achievement

Table 4 showed the result of test of significance testing. For the level of significance (p) 0,05 and the degree of freedom (df)  $(N_1 + N_2) - 2 = (30 + 30) - 2 = 58$ , showed that the value of the t-test was higher than t-table. The result of the test clearly showed that there was a significant difference between the students' score in the experimental and controlled class after the treatment of Using Visual Aids Integrated Communicative Language Teaching Method. It indicated that Using of Visual Aids Integrated Communicative Language Teaching Method was quite effective in improving the students' speaking ability. It meant  $H_0$  was rejected and  $H_1$  was accepted because the t-test was higher than t-table ( $4.94 > 2.000$ ). Hence, the hypothesis of the research was accepted.

**Discussion**

Using Visual Aids Integrated Communicative Language Teaching Method was a suitable method and technique applied in the classroom in teaching speaking. This model made learning more concrete, effective, interesting, inspirational, and meaningful.

In this study, several things have been inferred logically. First, for both classes, they were inclined to have similar problem; they were less in self confidence and lack of vocabulary in speaking. For example, when they were conducting a pre-test, most of them did not want to speak first and they pointed to their friends who are more capable to speak. Second, their grammars were not good enough. Third, after applying Visual Aids Integrated Communicative Language Teaching Method, students in Experimental class showed their improvement in speaking. Most of them are in Good and Fairly Good even though there were still some students are a part of Very Poor.

Analysis of the mean score gap in the post-test between the Experimental and controlled ensures if the approach used was effective. The mean score of the Experimental class was 59.2 and 45.6 for Controlled class. It meant the gap of the students' score of the experimental and controlled class was 13.6. The explanation of the gap between the two classes indicated that the experimental class showed high increasing than the controlled class while the Controlled class scores were decreased.

To sum up, based on the the result of this study, which showed the students' scores were much higher after the treatment in experimental class by Using Visual Aids Integrated

Communicative Language Teaching Method especially for their fluency and accuracy in speaking ability.

The findings above were in line with some previous research findings. First, as Harmer (2001) maintains, visual things make the learning process easier. As a result, they are used by teachers for better learning. English teachers feel that using visual materials such as pictures, real objects, etc. in teaching new words makes the learning process enjoyable and memorable. Teacher also found that visual elements can motivate students for better learning. If teachers show word and check their meaning, it can be an important and useful way for using pictures. The use of pictures can be better and more useful than other materials. It is suggested that an effective use of visual things like pictures have a positive outcome and it results in better learning (Nelson, Reed, & Walling, 1976).

Second, as Danan (1992) stipulates, language teachers use different visual materials so that they can increase students' interaction and motivation in the classroom. The use of different types of visual materials can be helpful for teacher, too (Horn, 1998). Visual aids can provide useful and suitable solutions for problems of language teachers. If teachers use visual and verbal aids together, the students' learning is better (Mayer & Sims, 1994).

Third, as Stoller (1993) Videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities'. Then, Tomalin (1991) observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

On the other hand, Sitti Eka Puspitasari (2012) in her thesis stated that The Application of Communicative Language Teaching Method to Improve Speaking Ability. The use Communicative Language Teaching method helps students to increase their speaking ability. It can be conclude that most of students have a great motivation and active in learning speaking when Communicative Language Teaching was applied. By their great potential students can use cooperative speaking maximally in group work, practice communicatively by presentation in front of the class and making active discussion in the classroom. Students can ask, giving, and refusing helping, information, and opinion. Students in this activity can express their idea and opinion their speaking practice and encourage them trough presentation and small discussion, also active debate in the classroom. In addition Communicative Language Teaching method give students chance to be a teacher toward other students, to responsible, to participate, and be involved actively in teaching learning process. They are more active, more confident and more enjoy presenting and expressing their ideas obviously.

## E. CONCLUSION

Based on the findings, the conclusion was that the students' competence in speaking improves to a greater extent through applying Visual Aids Integrated Communicative Language Teaching Method in the Second Grade Students of SMAN 1 Pinrang. The total score of students in Experimental class in the post-test was 108323 and 58389 for Controlled class. In addition, the mean score in post-test for Experimental class was 59.2 and 45.6 for Controlled class. The data above shows that students' competence in Experimental class was higher than in Controlled class. The t-test for both classes in post-test was 4.94 compared to the t-table with 2.000 for  $\alpha$  0.05 with degree of freedom (df) = 58. Since the score of t-test is larger than the score of t-table, null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It means that the Visual Aids Integrated Communicative Language Teaching Method which was applied in the experimental class was effective to improve students' speaking ability especially for the fluency and accuracy.

Students' score in the pre-test in Experimental class was much lower than in the post-test. Based on the observation in the students' pre-test and in the classroom, especially in the second meeting, nearly all the students were less in their self confidence or shy to ask questions and speak in the class. Most of them just pointed out their friend to speak. They were just scared to express themselves because the lack of vocabulary they have and they were not used to speak in front of the class. After given the treatment of Visual Aids Integrated Communicative Language Teaching Method in the experimental class, some students have more of confidence in speaking and were able to express themselves in English even though sometimes they asked the teacher the translation that they want to say. In the last meeting, most of the students showed better improvement although a few of them did not show a great effort on their speaking.

## REFERENCES

- Arikunto, Suharsimi. *Procedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta. 2013.
- Allsop, Jake. *The Penguin Elementary Picture Composition Book*. London: Penguin Group. 1996.
- Al Mamun, MD. Abdullah. *Effectiveness of visual Aids in Language Teaching in Tertiary Level*. BRAC Institute of Languages (BIL). Dhaka. 2014.
- Ariningsih, Dwi. *The Effectiveness of Using Picture Series to Improve The Ttudents' Writing Skill Viewed from Their Learning Motivation: (An Experimental Study in the Seventh Grade of SMPN 1 Tanjungnom Nganjuk in the Academic Year 2008/2009)*
- Andre Robby. *An Analysis Oflexical Errors In The English Narrative Writing Produced By The Tenth Grade Students Of SmaNegeri 9 Surabaya In Efl Classroom*. 2012
- Amiqah. *The Effectiveness of Genius Learning Strategy in Enhancing The Students' Speaking Skill of The Second Year Student of SMA YAPIP Makassar Sungguminasa*. Thesis of English Education

- Department of UIN Alauddin Makassar. 2010
- Barkley, Elizabeth F. et al. *Collaborative Learning Techniques: A Journal for College Faculty*. USA: Jossey-Bass. 2005
- Brown, H, Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman. 2001
- Ezidene, Maya. *The Effect of Using Visual Aids on Second Language Speaking*. Lebanese American University. American. 2011
- Efrizal, Dedi. *Improving Students' Speaking through Communicative Language Teaching Method at MtsJa-albaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*. State Institute of Islamic Studies (IAIN). Bengkulu Indonesia. 2012
- Garcia Ramirez, Maria. *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda)*. Universitas Complutensis Matritensis. 2013
- Hui, Li. *Improving Students' English Speaking Skill Through Content-Based Instruction: (A Classroom Action Research in The Second Grade Students of Business English Department of CsV& TC, China in The Academic Year 2010/2011)*
- Heaton, J.B. *Writing English Language Tests*. Edition. IV: London: Longman Group UK Limited, 1991.
- Harmer. *The Principle in Teaching English*. United Kingdom. Oxford University Press. 2010
- Joseph, Hirall. *Journal of English Language and Literature (RJELAL)*. Department of Life Skills, Team Lease Skills University, Vadodara, Gujarat. 2015
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. United Kingdom. Oxford University Press. 2008
- MD. Yunus, Melor. *Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading Literary Texts*. Faculty of Education Universiti Kebangsaan Malaysia 43600 UKM Bangi, Selango. Malaysia. 2014
- Nugroho, Muhammad. *The Use of Realia in Teaching Speaking*. Syarif Hidayatullah state islamic university. Jakarta. 2010
- Nur, Muzakkir. *"Improving The Students' Vocabulary by Using Tree Chart at The Second Year of Madrasah Aliyah Disamakan Palattae Kab. Bone"*. Thesis. Makassar: Tarbiyah and Teaching Science Faculty UIN Alauddin, 2011.
- Puspita, Siti. *The Application of Communicative Language Teaching Method (CLT) to Improve Speaking Ability (A classroom Action Research of The Second Grade of SMP N 2 Banyu Biru in The Academic Year 2011/2012)*. Thesis. STAIN Salatiga. English Department of Educational Faculty. 2012
- Rodgers S. Theodore and Jack Richards. *Approaches and Methods in Language Teaching*. United Kingdom. Cambridge University Press. 1999
- Rokni, Sayed. *Asian Journal of Social Science and Humanities*. Visual Instructions. Golestan Payem

Noor University. 2013

Syafrayadin. *Found that the use of talking chips technique in teaching speaking is very effective to improve the students' speaking ability at tenth grade in one of senior high school in Bandung.* 2013

Sukirman, *The ability of the fifth semester students of English Language and Literature Department at Alauddin Islam State University Makassar in Analyzing Sentence in Reading Text Using Cooperative Learning.* Thesis of PBI UIN Alauddin Makassar. 2010

Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* Cet. X; Bandung: Alfabeta, 2010.

Susanti. *Teaching speaking by using role play is very effective in improving the students' speaking ability at Islamic Junior High School Soebono Mantofani Jombang-Ciputat.* 2007

Webster's *New World College Dictionary.* 2010