IMPROVING STUDENTS' SPEAKING SKILL THROUGH VISUAL AIDS IN THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF ALAUDDIN MAKASSAR

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ABSTRACT

This research was an experimental research. This research aimed to find out the improvement of students' speaking skills with a research objective; to find out the improvement of Students' Speaking Skills by using visual aids in the Second Year Students of the English Education Department State Islamic University of Alauddin Makassar. The visual aids that the researcher used in this research were pictures and videos. This research was conducted at English Education Department State Islamic University of Alauddin Makassar the second-year students. In this research, the population was 101 students in the second year of EED. The sample was 50 students. There were 25 students in EED A as an experimental group and 25 students in EED B as a control group. The instrument that the researcher used in this research to collect data were speaking tests. The data were analyzed quantitatively using SPSS 23.0 version. The findings of the research showed that the use of visual aids was able to improve students' speaking skill in the Second Year Students of English Education Department State Islamic University of Alauddin Makassar.

Keywords: Speaking Skill, Visual Aids, Pictures, Videos

INTRODUCTION

Visual Aids are things like videos, pictures, charts, PowerPoints, diagrams, films, used to help people understand something. In this case, visual aids are things that are brought into the classroom as visual teaching media to help students understand the English lessons and support the English teaching and learning process run well. Patesan, Balagiu, and Alibec (2018) assumed that visual aids are powerful tools that can be used by teachers to assist them in teaching a foreign language. They also stated that the students will be more interested, more attentive to the topic presented as they are provided with a more meaningful context by the use of visuals in the classroom. The students will be more participative and communicative. The teachers must more creative by using media to make the teaching and learning process in the class

more interesting and enjoyable. Ngonyani (2018) defined Visual aids are referred to a device through which the learning process may be carried out or encouraged through the sense of touch and sight. Visual aids include realia, wall charts, pictures, maps, and photographs. Munadi (2008) defined visual media as a medium that involves the sense of sight. Furthermore, Musfiqon (2012) emphasized that visual media is the most familiar and often used by the teacher in learning. Visual based-media (images or parables) play a very important role in the learning process. He also stated that this type of media is related to the sense of sight.

The researcher choose pictures and videos as her media. Pictures are a simple tool and commonly used. Pictures also can add students' interest in the learning process. Using a picture as instructional media is one of the effective ways to learn new words in learning a language. In the teaching and learning process, teachers can use pictures as aids to help them. Nurdini (2018) stated that the use of pictures can generate students' creativity that kills boredom. Using pictures can encourage students' spontaneous speaking. The students can describe the pictures that are given and directly practice and speak them up. Although it is not entirely, through pictures, the reader will know and imagine. Hadijah (2016) believed that in the teaching and learning process, the use of video in the EFL classrooms provides benefits for the students. The students can get different learning experiences by the use of video and it can facilitate the students in interesting learning activities if the video is implemented by teachers effectively. She also stated that on the development of students' language skills, besides it being an effective tool, the existence of a video in the language teaching realms is not also a device used during the teaching and learning process. It showed that the visual aids brought a positive impact on the students' English learning achievements. The objective that the researcher wanted to achieve in this research study was to find out the improvement of Students' Speaking Skills by using visual aids in the Second Year Students of the English Education Department State Islamic University of Alauddin Makassar.

METHOD

Research Method

The researcher used an experimental research method with a quantitative approach in this research. This research involved a comparison between two groups. The researcher involved two classes of students; one class as the experimental group and one class as the control group. The researcher used this method to find out the improvement of students' speaking skills through visual aids (videos and pictures). In this research, the experimental group was treated by a new treatment but the control group was not treated. In the other words, the experimental group was treated by using visual aids in English language teaching especially in Speaking while the control group was not treated with visual aids in the speaking teaching and learning process.

Population and Sample

The population of this research was the second-year students of the English Education Department State Islamic University of Alauddin Makassar. The total numbers of the population are 101 students divided into three classes. Those are EED A consist of 35 students, EED B consist of 34 students and EED C consisted of 32 students. In this research, the researcher chose one class as an experimental group and one class as a control group. The researcher chose 25 out of 35 students of EED A as an experimental group and 25 out of 34 students of EED B as a control group. So, the total number of samples of this research was 50 students.

Research Instrument

The researcher used the instrument to collect the data. Sugiyono (2012) defined that a research instrument is a tool that is used to measure the nature and the social phenomena that have been observed. Isnawati (2014) also added that the test in the research is used as a tool for measuring students learning outcomes. In this research, the researcher collected the data through administering the test, and the researcher designed the instrument to measure students' speaking skills. The researcher used a speaking test as an instrument in this research. The researcher gave the speaking test to the students both in the pre-test and post-test. The test aimed to know and to measure the students' speaking skills. In the speaking test, the researcher provided the material which contains a few questions, and then the students were instructed to answer the questions. Through the test, the researcher measured the speaking skill of the students before and after giving the treatment. The researcher used the four scoring criteria such as pronunciation, fluency, content, and accuracy. The researcher used Browns' scoring formulation for students' speaking skills and the data classification by Arikunto (2014).

FINDINGS AND DISCUSSIONS

Findings

Table 1. The Descriptive Statistic of Experimental Group's Pre-Test

N	Valid	25
	Missing	0
Mean		64.7200
Median		65.0000
Mode		67.00
Std. Deviation		3.12943
Variance		9.793
Range		13.00
Minimum		56.00
Maximum		69.00
Sum		1618.00

Table 2. The Descriptive Statistic of Control Group's Pre-Test

N	Valid	25
	Missing	0
Mean		64.3600
Median		64.0000
Mode		63.00
Std. Deviation		2.11896
Variance		4.490
Range		9.00
Minimum		59.00
Maximum		68.00
Sum		1609.00

Table 3. The Descriptive Statistic of Control Group's Post-Test

N	Valid	25
	Missing	0
Mean		66.2400
Median		67.0000
Mode		63.00[a]
Std. Deviation		2.65016
Variance		7.023
Range		8.00
Minimum		62.00
Maximum		70.00
Sum		1656.00
*Multiple modes exist. The smallest value is shown		

Table 4. The Descriptive Statistic of Experimental Group's Post-Test

N	Valid	25
	Missing	0
Mean		72.8800
Median		73.0000
Mode		73.00
Std. Deviation		1.09240
Variance		1.193
Range		4.00
Minimum		71.00
Maximum		75.00
Sum		1822.00

Table 5 : The Normality Test of the Variables

		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.27308145
Most Extreme Differences	Absolute	.095
	Positive	.046
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 6 : The Linearity Test of the Variables

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Skill * Visual Aids	Between Groups	(Combined)	338.549	9	37.617	1.986	.067
		Linearity	201.298	1	201.298	10.630	.002
		Deviation from Linearity	137.251	8	17.156	.906	.521
	Within Groups		757.451	40	18.936		
	Total		1096.000	49			

Table 7. The Value of Coefficient Determination/Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.049	15.760		1.082	.285
	Visual Aids	.793	.241	.429	3.286	.002

*Dependent Variable: Speaking Skill

Discussions

This research aimed to find out the improvement of students' speaking skills by using visual aids. The researcher needs to find the students' improvement after having been taught using visual aids (pictures and videos) in the class. The researcher used SPSS 23.0 version to find the result. Based on the results of the SPSS 23.0 version tests, the researcher got the result of the normality test and the linearity test. The result of the normality test variables using the Kolmogorov-Smirnov Test and the value of the unstandardized residual indicated that the significant value is bigger than 0.05 (Sig > 0.05). It can be concluded that the data from variables with a significant value 0.200 > 0.05 is normally distributed. The result of the linearity test using the SPSS 23.0 version indicated that the significant value is bigger than 0.05 (Sig > 0.05). It can be concluded that data from variables with a significant value 0.521 > 0.05 is linear. The researcher also got the results of the Pre-Test and Post-Test of the experimental group and the control group. The mean score of the experimental group's pre-test was 65. It means that the average of 25 students got 65 scores. Based on the score classification, the students' score 65 are fair scores. The mean score of the control group's pre-test was 64. It means that the average of 25 students got 64 scores. Based on the score classification, the students' score 64 are also fair scores. The mean score of the control group's post-test was 66. It means that the average of 25 students got 66 scores. Based on the score classification, the students' score 66 are still fair scores. The mean score of the experimental group's post-test was 73. It means that the average of 25 students got 73 scores. Based on the score classification, the students' score 73 are good scores.

After analyzing the results of the Pre-Test and Post-Test of the experimental group and control group, it can be seen that in the control group there was no difference mean scores of the students'

pre-test and post-test but in the experimental group there was a different mean score of the students' pre-test and post-test. In the control group, the speaking skill of the students after being given the pre-test and post-test based on the score classification can be categorized as fair speaking skills. In the experimental group, the speaking skill of the students after being given the pre-test and post-test based on the score classification can be categorized as good speaking skills.

The researcher also did hypothesis testing. The hypothesis testing of this research; If the T-count is bigger than T-table (T-count > T-table), the alternative hypothesis ($_{Ha}$) is accepted and the null hypothesis ($_{Ho}$) is rejected but if the T-count is smaller than T-table (T-count < T-table), the null hypothesis ($_{Ho}$) is accepted and the alternative hypothesis ($_{Ha}$) is rejected. The researcher gave a conclusion by comparing the value of T-count and T-table. From the results of the value of coefficient determination/regression test, the researcher got the value of T-count is 3.286 and the value of T-table is 1.676. From the result, T-count is bigger than T-table (3.286 > 1.676) which means that the alternative hypothesis ($_{Ha}$) is accepted and the null hypothesis ($_{Ho}$) is rejected. It means that there is a difference in students' speaking achievement scores in the Second Year Students of English Education Department State Islamic University of Alauddin Makassar between before and after have been taught by using Visual Aids in the experimental group.

When the researcher uses the visual aids; pictures and videos in the teaching and learning process, that makes the students pay more attention and they gave their responses about the pictures and the videos. This is confirmed by Ilomo's (2017) research result which found that English language classes where visuals were used properly, the students' pupils showed good and positive reactions in the sense that they responded enthusiastically to the lesson. He also stated that the students' pupils paid more attention to the lesson, participated in the class by giving different responses, and also understood well the lesson. Baidawi (2016) also found that visual aids could stimulate the students to think creatively so that they always get a new idea to express when they want to speak and the presence of visual media also presents a different learning experience. Gistituati, Refnaldi, and & Syaifullah (2018) from their research result they concluded that visual aids could help the students in describing the material specially in speaking.

CONCLUSION

Based on the data, the researcher found that the use of visual aids in the experimental group EED A has a Pre-Test with a mean score 65 (fair category) while the Post-Test has a mean score 73 (good category) can be concluded that there was an improvement of students' speaking skill after using visual aids in teaching and learning process. Based on the results of the statistical analysis test using the SPSS 23.0 version, the value of the T-count was 3.286 and the value of the T-table was 1.676. It can be seen that the value of T-count was bigger than the value of T-table (T-count > T-table) / (3.286 > 1.676) . It can be concluded that visual aids were able to improve

Students' Speaking Skill in the Second Year Students of English Education Department State Islamic University of Alauddin Makassar.

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