



The Effect of Audio Lingual Method and Using Animation Video on the Students Achievement in Speaking Skill

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ARTICLE INFO

Article history:

Received

Accepted

Keywords:

Audio-Lingual Method

Animation Video

Speaking Skill

ABSTRACT

Many students do not speak English well, are not confident in speaking, some are afraid of making mistakes in pronunciation. The purpose of this research is to find the effect of the Audio- audio-lingual method on speaking achievement, This research was conducted using quantitative methods. The research sample consisted of 20 students in class VIII-1 as the experimental class with Treatment Using the Audio Lingual Method and 20 students in class VIII-2 as the control class with Conventional. From the data that has been analyzed, researchers obtained the average results of the experimental class the highest average score was 95 and the lowest average score was 85. In addition, in the control class, the total score of 20 students was 1.815 and the average score is 90.75 points. And the control class the highest average score was 85 and the lowest average score was 75. Moreover, in the control class the total score that 20 students was 1.590 and the average score was 79,5 point. Students' speaking skills can be improved by using the Audio Lingual Method and Using Animation Video.

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INTRODUCTION

As an international language, English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art, culture and there are four macro skills which are taught to the students, namely speaking, listening, writing, and reading. The English language arose decades ago as a result of the phenomena known internationally as globalization. More individuals are learning to speak this language, and more people are relying on it to find a job or succeed in it (Agustin, 2015). Similarly, Handayani (2016) says that the usage of foreign languages, particularly English, has progressed from a luxury to a need in a variety of productive sectors. English has become significant all across the world as a result of the globalization process; until recently, it was considered the worldwide language of business. In practice, it is the language of the modern world.

Speaking is one of the most demanding skills in the life. Every person needs to communicate with others through speaking. they utter that the role and purpose of speaking are transactional and intractional. In addition, Gert and Hans (2008: 207), explain that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Speaking requires more than a mental task such as selecting words, pronouncing them, and gathering them with the precise grammatical markers in the target language, Lightbown and Spada, as cited in Gonzalez (2015). Speaking is the most important skill to learn when learning a foreign language because it is the fundamental ability for communication, Gonzalez (2015).

Based on observation, there are many factors that cause students to be reluctant to speak. The students do not have the confidence to speak then some are afraid of making mistakes in pronunciation and cannot string the words together therefore they do not know what to say. The explanation, Language skills have 4 components, namely: 1). Listening Skills, 2). Speaking skills, 3). reading skills, 4). writing skills Nida & Harris (in Tarigan, 2015: 1). In this reasearch, the reasearcher focuses on the language aspect, namely speaking skills. According to Harris (in Tarigan, 2015: 3) there are 4 components of speaking skills that must be Pay attention, namely: phonology (sound), sentence structure, vocabulary, fluency (accuracy). This may be due to the lack of motivational engagement from the teacher during the speaking session. These

factors make it more difficult for children to express themselves speaking English and lack confidence.

METHOD

Audio- Lingual can be used as a method to teach speaking to the students. Concerning to method in teaching speaking, the English teacher has to be aware of innovative ways and well-selected methods in teaching especially in teaching speaking skills. The Audio-Lingual method focuses on oral skills. It aims to improve students' speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. This learning model can help students to be motivated to be able to learn English.

This type of research will use an experimental design, meaning that in collecting research data, the researcher divides students into two groups, namely the experimental group and the control group in SMPS Prayatna Medan. The experimental group is the group that gets treatment using audio lingual method and using animation video in speaking skills, while the control group will be taught conventionally. Population is the amount of individual or object that have similar characteristic (Lind et al., 2017). The overcrowding of pupils in English classes is the final challenge faced when teaching English. One to fifteen or twenty pupils can be found in a normal classroom(Putri & Putri, 2020).

FINDINGS

The pre-test and post-test results that are applied to both values are used to separate the student achievement data into two categories: experimental class and control class data.

It will be presented the result of the test on the table below:

Table 1
The Result of Pre Test and Post Test of the Control Group

No	Student's Initial	Score of Pre Test	Score of Post Test	Deviation (d)	(dy)= d-My	Square of Deviation (dy ²)
1	AA	60	75	15	2	4
2	AF	75	80	5	-8	64
3	A	70	85	15	2	4
4	CA	60	80	20	7	49
5	DT	65	75	10	-3	9

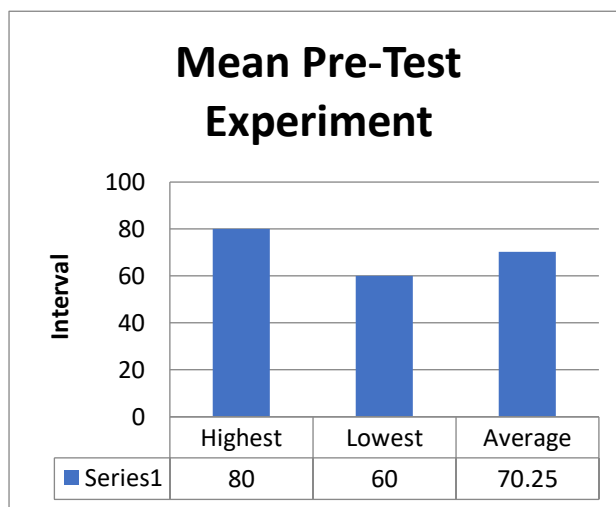
6	DN	65	85	20	7	49
7	FS	75	80	5	-8	64
8	FA	60	75	15	2	4
9	KA	65	80	15	2	4
10	MO	60	80	20	7	49
11	NA	60	75	15	2	4
12	NS	75	85	10	-3	9
13	NT	70	80	10	-3	9
14	NL	60	80	20	7	49
15	PR	70	75	5	-8	64
16	RR	65	80	15	2	4
17	RP	75	80	5	-8	64
18	RPL	60	75	15	2	4
19	RS	60	80	20	7	49
20	RRH	75	85	5	-8	64
Total		1325	1590	260	0	620

Table 2

The Result of Pre Test and Post Test of the Experimental Group

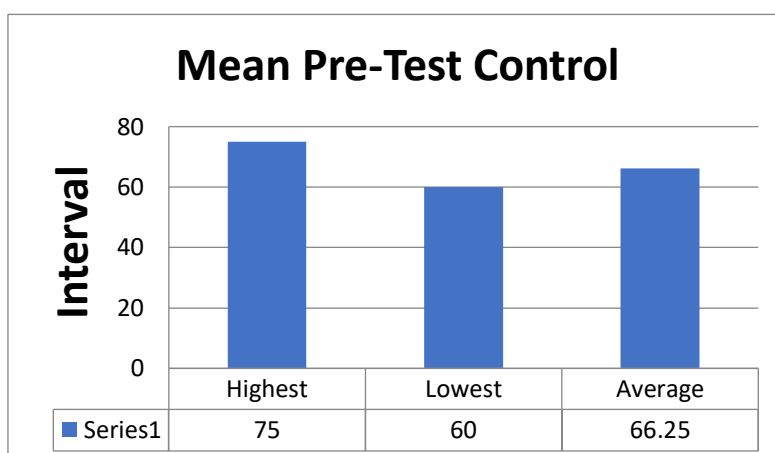
No	Student's Initial	Score of Pre Test	Score of Post Test	Deviation (d)	dx= d-Mx	Square of Deviation (dx ²)
1	AH	75	90	15	-4	16
2	AS	70	85	15	-4	16
3	AD	60	85	25	6	36
4	AL	75	100	25	6	36
5	AA	60	85	25	6	36
6	AP	70	90	20	1	1
7	APJ	60	95	35	16	256
8	AN	75	90	15	-4	16

9	HN	70	85	15	-4	16
10	MA	75	95	20	1	1
11	MAF	75	90	15	-4	16
12	MF	80	95	15	-4	16
13	MR	60	85	25	6	36
14	NY	75	100	25	6	36
15	NK	80	95	15	-4	16
16	NS	60	90	30	11	121
17	NL	60	85	25	6	36
18	RS	75	90	15	-4	16
19	SA	70	90	20	1	1
20	SE	80	95	5	-14	196
Total		1405	1815	400	20	920



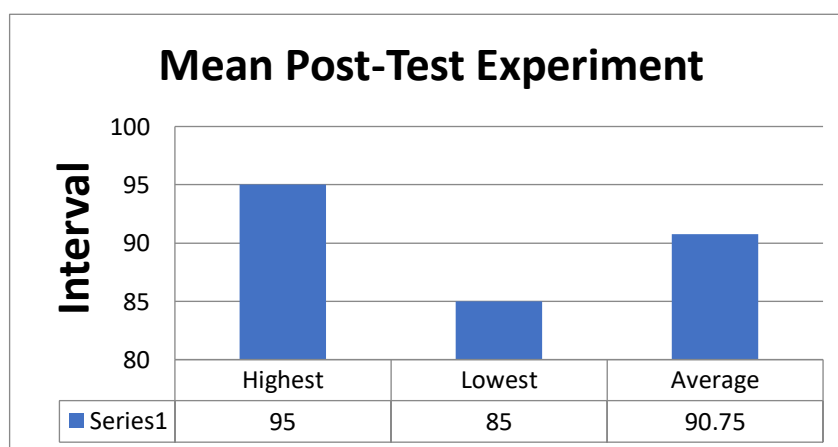
Data Presentation of Pre-Test in Experiment Group

Before giving treatments, the researcher had given Pre-Test to the Experiment class. It was done to know the skill of the students in speaking. The researcher presented the students speaking on Pre-test as follow: The highest average score was 80 and lowest average score was 60. Moreover, in experiment class the total score that 20 students was 1.405 the average score they was 70,25 point.



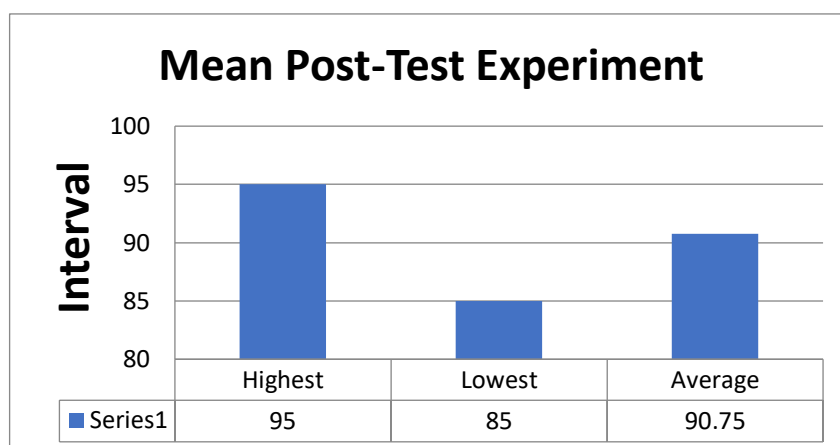
Data Presentation of Pre-Test in Control Group

The students result in speaking skill particularly in pre-test of Control class as follow: the highest average score was 75 and the lowest average score was 60. Moreover, in Control class the total score that 20 students was 1.325 and the average score was 66,25 point.



Data Presentation of Post-Test in Experiment Group

After providing treatment, researchers conducted a post-test to determine students' scores after providing treatment using the audio lingual method and using animation video. The students' results in speaking skills, especially speaking in the Post-Test Experiment Class were as follows: the highest average score was 95 and the lowest average score was 85. In addition, in the control class the total score of 20 students was 1.815 and the average score is 90.75 points.



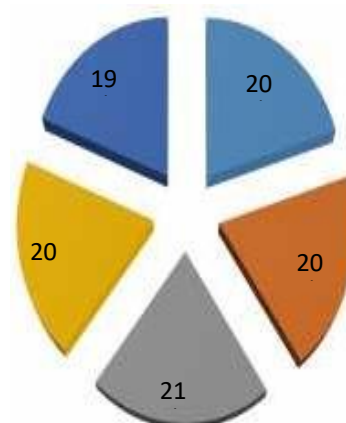
Data Presentation of Post-Test in Control Group

The students result of speaking skill, in post test of Control Class, as follow: the highest average score was 85 and the lowest average score was 75. Moreover, in control class the total score that 20 students was 1.590 and the average score was 79,5 point.

The Component of Speaking Achieved by the Students

Components of Speaking

- Pronunciation
- Vocabulary
- Fluency
- Grammar
- Comprehension



Based on graphic cake. This shows that 20% master Pronunciation, 20% master Vocabulary, 21% master Fluency, 20% master Grammar, 19% master Comprehension. From the data above it can be concluded that the students of SMPS Prayatna Medan master the speaking components. This can be seen after being given treatment, students are able to apply the speaking component. So, in this way each student has the highest score in speaking, on the other hand, the next researcher must master how to improve students' speaking abilities based on its components.

From the data analyzed above, the author analyzes the data using the t-test to improve the hypothesis.

$$Mx = \frac{\sum d}{N}$$

$$M_x = \frac{400}{20}$$

$$= 20$$

$$M_y = \frac{\sum d}{N}$$

$$M_y = \frac{260}{20}$$

$$= 13$$

From the data above it obtained that:

$$M_x = 20$$

$$M_y = 13$$

$$dx^2 = 920$$

$$dy^2 = 620$$

$$N_x = 20$$

$$N_y = 20$$

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{20 - 13}{\sqrt{\left[\frac{(920) + (620)}{(20 + 20) - 2} \right] \left[\frac{1}{20} + \frac{1}{20} \right]}}$$

$$t = \frac{7}{\sqrt{\left[\frac{1540}{38} \right] \left[\frac{2}{20} \right]}}$$

$$t = \frac{7}{\sqrt{[40.52][0.1]}}$$

$$t = \frac{7}{\sqrt{[4.052]}}$$

$$t = \frac{7}{[2.01]}$$

$$t = 3.48$$

DISCUSSION

This research examines the effect of the audio lingual method and using animation video on student achievement in speaking skills in class 8 of SMPS Prayatna Medan. The results show that the use of the audio lingual method and using animation video by students increases interpretative understanding (drawing conclusions). The pre-test and post-test processes show this improvement. The students' speaking results in the pre-test were not good, especially in finding conclusions. This shows that students are unable to communicate their ideas and understanding. To ensure that students showed

improvement on the post-test, researchers used the audio lingual method and using animation video as therapy based on the problems above.

Before giving treatment, the researcher only gave the topic to the students, after that the researcher gave the topic to the students in the form of an audio lingual method and using animation video during the post-test to help them understand basic information. As a result, students engage and enjoy speaking practice, and they can complete it quickly. They say that many things are true. The average student score increased after the presentation of speaking comprehension teaching via the audio lingual method and using animation video compared to before the teaching. Students' Achievement in Speaking Skill literally and interpretively is sufficient before providing treatment. After receiving treatment, their understanding improved rapidly and was rated as good.

CONCLUSION

After conducting Experimental Research on the Effect of Audio Lingual Method and Using Animation Video on the Students' Achievement in Speaking Skill and based on the findings of the researchers in the previous chapter, the researcher concludes that:

- 1) The average score of literal comprehension before and after treatment with the t-test score for understanding speaking is greater than the t-table which supports the claim that Audio Lingual Method and Using Animation Video is useful for improving Students' Achievement in Speaking Skill.
- 2) 2) Students' speaking skills can be improved by using the Audio Lingual Method and Using Animation Video. The average score for speaking skills before and after therapy shows an increase, with the t test value for speaking skills exceeding the t table. Markers of students' speaking skills (literal and interpretive comprehension) in the t-test have higher results compared to the t-table. In other words, there are real changes between before and after the application of treatment.

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