

The Influence Of Audio Visual Media On Student's Speaking Ability At Smk Negeri 1 Rantau Utara

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Abstract

The formulation of the study in this research are : (1) How is the students' speaking ability before using audio visual media?, (2) How is the students' speaking ability after using audio visual media?, and (3) is there any significant influence between students' speaking ability and audio visual media?. The objective of this study at finding out : (1) To find out the students' speaking ability before using audio visual media, (2) To measure the students' speaking ability after using audio visual media, and (3) To find out the influence of using audio visual media on students' speaking ability. The population of the study are students of XI Accountancy of SMK Negeri I Rantau Utara Kabupaten Labuhanbatu, they consist of 125 students, while the sample was settled that according to Arikunto by taking 20% - 25%, in this case was taken 25% of the population as the sample. So, 31 students were the sample of the study. The instrument of data collection was the test, whereas the technique of data analysis that used was t-test. The research finding indicated: (1) The students' speaking ability before using audio visual media, the point out mean score was 58.61 by higher scores was 71 and the lower scores was 45, (2) The students' speaking ability after using audio visual media, the point out mean scores 68.35 by higher scores was 88 and the lower was scores 30, and, (3) Based on the statistic t-test enumeration was found the numeral in the amount of 6.543, meanwhile, t table values in the amount 2.46. It indicated that the hypothesis was presented by the writer that there is the significant influence of the students' speaking ability in English both before using audio visual media and after using audio visual media can be accepted. It indicated that using audio visual media more effective for increasing the students' speaking ability in English speaking.

Keywords: Audio Visual Media, Student, Speaking Ability

1. Introduction

It is known that language is playing a great role in all human existence and social process, English has its function as a mean of developing modern language, technology, culture, and international relation. It is certainly used in sphere international communication.

To make the communication well, someone has to process the language skill, two of which are speaking and listening. Listening and speaking are as audio visual media and oral activities. In listening, they turn words into ideas, trying to reconstruct the perception, feeling and intention they mean to group. In speaking, people use their voice to express something in their mind, perception, feeling, and intention. When people speak, they put ideas into the words, talking about perceptions, feeling, and intentions, they want other people to grasp.

Meanwhile, speaking is one of the way to express ideas, emotions to whomever in whatever contest and whatever purposes, many Indonesian people assume that speaking English is difficult to learn, even though it had been taught in the Elementary School (ES), Junior High School (JHS) up to the Senior High School (SHS) as a compulsory subject before entering to the University. Therefore, to make this research more simple and clear. researcher would focus my research on audio visual media.

Many students feel ashamed when they are asked to speak in front of the class. They think that they will always make mistakes in using of English language. So, it is hard to make students want to express their ideas or purposes and to give information to others by using English orally. The problem may be caused by at least two factors namely internal and external factors. Internal factor involve psychological aspect and physical aspect such as teen motivation, personal emotion, and lacking vocabulary and external factors, such as learning English by media of learning, on the other hand, include everything in oneself environment, including learning facility. There are many facilities in learning a language, one of them is Audio visual media, and it has been the most influential.

Audio visual media is a medium of teaching learning process plays an important role in the classroom. We know that there are many kinds of teaching methods, one of them is by using the audio visual media. Audio visual is a tool of record to improve speaking ability, those are used for several times and more than others. These things have been employed from many years in the classroom, where the object pictures section and gestures have been systematically used with audio visual work to elucidate meaning, this practice has been an essential element in teaching because audio visual can clarify the material more easily in teaching learning process. According to Garret in Munthe (2011) says "Using audio visual, chart, picture, motion-picture, film, television, are all useful as means of creating interest, holding and living the presentation of new material" it means that teaching speaking by using media the students will pay more attention to what the teacher explains, it will develop students motivation in learning. So the students are easy to be able to understand rules well and to

be able to use them appropriately, beside that the students will not be ashamed to speak in front of the class when they are asked by the teacher to deliver a speech.

As students of vocational High school, they ought to use audio visual media in fulfill their needs of variety in learning, motivation, knowledge, and education. Nowadays so many educational program which programmed through the audio visual, such as English video presentation, games, quizzes, movies, Song and even music recording are using in English language. Students feel their interest quicken when language is experienced in a lively way trough television or video. Using audio visual sequence in class is the next best thing to experiencing the sequence in real life (Stemplesky et al., 1990). Therefore that the combination of moving pictures and sounds can present language more comprehensively than any other teaching medium and more realistically too.

The writer suppose that the use of audio visual media in achieving speaking ability is a good way to increase the speaking ability and its affect the student's knowledge and attitude toward English as a language itself. By using of audio visual media, their eyes, ears, tongues, and mind will be familiar and they will feel comfort to speak up by using English in their daily communication. After students feel comfortable in using the language, it seems advisable to challenge them to think critically with it.

Most of students are difficult to express their capability in speaking English well. Even though the teacher have taught them in English subject in many methods, but they do not have a good pronunciation, articulation, gesture, structure, and they have also lack of vocabularies to convey their ideas in speaking English. In addition their achievement in speaking is not satisfactory and also they have low interest in studying English especially in speaking ability. Therefore, writer want to find out is there any influence between students' speaking ability by using audio visual media.

From the explanations above that the writer want to make a research entitled by "The Influence Of Using Audio Visual Media on Students' Speaking Ability At Smk Negeri I Rantau Utara Kabupaten Labuhanbatu". The writer's reason choose this title because : Firstly, people who have learnt English for a long time in Indonesia, sometimes rather hesitate when they should speak with native speakers. They are not sure with their English. They are often embarrassed or shy to say anything when they do not understand what others speak or when they realize that others do not understand them. Sometimes, they just listen in silence while others do talking. In this case, they just lack of confidence in their ability to participate successfully in oral interaction. This self-confidence factor is quite related to the self-concept of the people.

Secondly, some people sometimes do not have enough bravery to speak in front of people even in their own language. They always feel nervous when they speak up in public. They are afraid of making mistakes because they are worry if other people will laugh at them. Actually, feeling some nervousness is natural and healthy. It shows people care about doing well. But too much nervousness can be detrimental. The thirdly, it was the common situation which happened in general speaking class. Most of students are often particularly reticent when it comes to speaking activity in their classroom. They got nervous when require to speak English in front of the class. Sometimes, they also avoid this chance by giving many excuses. They usually say 'I am shy' and 'I can not do that'. or even they did what the teacher's instruction but their voice was slower and softer than usual, so the teacher could not hear their voice clearly. Actually, to be able to speak English in their speaking class, students are not expected to have a great ability in grammar, vocabulary, or writing, but how brave they express their idea and use their English in front of others.

Referenced on illustration above, it is clear that psychological factor like audio visual method will give some contributions in successful of learning especially speaking. Moreover, the teachers have an important role in developing learners' self concept by giving more attention to motivate them in order to they are more active and brave to use their English orally. If they always think that they are going to be failed in speaking English, they will not be able to speak well. This situation shows that this fear indicates they have low or even negative affect. In other word, it could be say that if learner has no idea about what to say, she or he may lose confidence, feel no comfortable, and make mistake.

1.1 Formulation of the Study

Based on the background of the study, the problem is formulated as the following are :

1. How is students' ability in English speaking before using audio visual media?
2. How is students' ability in English speaking after using audio visual media?
3. Is there any significant influence between students' speaking ability by using audio visual media?

1.2 Objective of the Study

Based on the problem of this study, the researcher found the objectives of the research are :

1. To find out students' ability in English speaking before using audio visual media.
2. To measure how the students' speaking ability after using audio visual media.
3. To find out the influences of using audio visual media on students' speaking ability.

1.3 Definition of the Audio Visual Media

Before going to know the definition of audio visual, we ought to know the meaning of media. According to Munthe (Kodir, 2011) that he said:

“Kata media berasal dari bahasa latin yaitu medius yang secara harfiah berarti tengah, perantara atau pengantar, kata media juga merupakan bentuk jamak dari medium berarti perantara dan pengantar maksudnya sebagai perantara atau pengantar sumber pesan dengan penerima pesan.

From the opinion above that media is as medium to transfer the message or information from the speaker to the listener and then we may call it bay media of hearing and seeing. So the definition of audio visual media is the media of sending the message by using both of listening and seeing skill. In the other word, Association For Education Communication Technology (AECT) (Arsyad, 1997) definite that “Media is all forms which used to send a message or information”. Its mean that the teacher can not teach well without media of learning.

Its says that "Audio visual is a modern instructional media in accordance with the times (the progress of science and technology), including media that can be seen and heard" (Rohani, 2004). So we can definite that audio visual media is an intermediary media, or the use of materials and their absorption through the sight and hearing to establish conditions that can make students able to gain the knowledge, skills, and attitudes. Based on the opinion above that audio visual is the complete media because both of audio and visual are used in the class, for example television, film, sound, video, and recording. Therefore audio visual is an instrument that can make the lesson more interesting and challenging for students in learning process and interesting the lessons. Because It is one of learning media in teaching speaking skill.

1.4 Types of Audio Visual Media

There are many kinds of audio visual aids, however, in this research the writer focus on improving students' speaking ability by using video. Because video is one part of audio visual media in teaching. J.E Kemp says that (Kemp, 1985):

“Video can serve the information, viewing the process and teaching skill, to shorten the time and developing and influencing the character. This case is influenced by interesting where the audio visual which showed by video media will be able to pull the someone's desire to pay attention and to know more”.

Based on the quotation above that video is one of media can make the students happy and enjoy in learning, especially in speaking. There are many types of audio visual aids. According to Leshin, Pollock, and Reigeluth (1992, in arsyad, 2004 : 36) quoted by Nurlaila (2007 : 11), there are four types of media :

- a. *Media berbasis manusia (guru, instruktur, tutor, main-peran, kerja kelompok, field trip)*
- b. *Media berbasis cetak (buku, penuntun buku latihan (work book), alat bantu kerja, bagan grafik, peta, gambar, trasparansi, slide)*
- c. *Media berbasis audio visual (video, film, program slide-tape, dan televisi)*
- d. *Media berbasis computer (pengajaran dengan bantuan computer interaktif video, hypertext).*

Harmer (Harmer, 2004) Says that the use of video in the class is just listening 'with picture'. But there are many reasons why video can add a special, extra dimension to the learning experience:

1. Seeing language-in-use: one of the main advantage of video is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.
2. Cross culture awareness: video uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speak to waiter. Video is also of great value in giving a students a chance to see such things as what kinds of food people eat in order countries, and what they wear.
3. The power of the creation, when the students use the video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves' doing new things in English. (Cooper et al. 1991 : 6)

4. Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

And also (Harmer, 2004) states that there are three basic types of video which can readily be used in the class : ‘off-air’ programs, ‘real-world’ video, videos, and language learning videos.

1. Off- air programs: programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which with we can use for a rang of activities including predictions, cross-cultural awareness, teaching language, or a spurs for the students’ own creativity. All television programs have copyright restriction which vary from country to country. It is important to know what that law is and realize that breaking it can have a serious consequences.
2. Real-World video: there is no reason why we and our students should not use separately published videotape material such as features film, exercise ‘manuals’ wildlife documentaries or comedy provided that there are no copyright restriction for doing this. Once again we need to make our choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.
3. Language learning video: many publisher now produce free-standing language learning video-or videos to accompany course books. Frequently these have accompanying workbooks. The main advantage of specially made videos is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students’ topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. The danger of language learning video, however, is that they fail quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy.

1.5 Students’ Speaking Ability

Students’ speaking ability is the ability of students to speak, pronounce and practice English language as good as possible in their daily activities in the classroom, until they will be able to communicate one each others. Its expected, learning to improve the students’ speaking ability through audio visual media. Because speaking is a basic skill for a teacher and students to make an interactive study in the classroom.

A. Ability

Ability is the quality of being able to perform, a quality that permits or facilities achievement or accomplishment. Ability also means a natural or acquired skill or talent. From definition above, it can be concluded that the achievement of the intelligent to do something like speaking. The people who have a good achievement and the people who have a better knowledge than other people. As Allah the Al mighty permit in holy *Al Qur’an* that he will raise the position of the human who has knowledge. It is based on *Surat Al-Mujadalah* : 58 : 11 as follow:

The meaning is : “*O ye who believe ! when ye are told to make room in the assemblies, (spread out and) make room; (ample) room will Allah provide for you. And when ye are told to rise up, rise up : Allah will raise up , to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well-acquainted with all ye do*”. (*Al-Mujadalah* : 11). According to *Al Qur’an* the human being has an ability to achieve and develop the knowledge in their life. In line with this statement Allah said in *Surat Ar-Rahman* : 55 : 33 as follow:

The meaning is : “*O....Assembly of Jinn and Men! If you have a power to pass the zones of the heavens and the earth, then pass beyond (them)! But you will never be able to pass them , except with authority (from Allah)*”. (*Ar-Rahman* : 33). From the verse above can be concluded that each human being has a power is provided from the Lord that can create everything by knowledge, science, and technology as well as possible.

B. Speaking as One of the Skills of Learning English.

Speaking is one of the four language skills. It is a productive skill in the sense that the speaker produces sound of the language. Basically, speaking is intended for two-way communications. The speaker and listener negotiate the meaning of what they say.

According (Yule, 1985) “There are two purposes of speaking. The first, called interaction is intended to have the social function that is the build of a relationship with other people. Greeting and other expressions are uttered to show the social solidarity. The second, called transaction is to share knowledge and improve the standard of living by learning sciences. In discussion and interviews for instance, scientific information can be passed on to other people or speakers”.

In speaking, then a speaker can influence another listener because there is an exchange of information. What a speaker A says will be the next topic for speaker B to continue a conversation or a talk. This is observed by Clark and Clark (Clark & Clark, 1977) who explain the nature of speaking as follows :

“Speaking is an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, bet, warn and exclaim to affect in still others ways”.

Based on Beebe (Kodir, 2011) he says “speaking requires you to organize your thought and put them into words. When speaking, you will be based on your knowledge of which listener are your role in speaking with them, and their reaction to what you are saying”. Certainly there are motives for starting a talk or a discussion. Culture can be behind the motives. Speaker A wishes to ask speaker B about something. There are rules to follow. The first step is perhaps to greet the other speaker before getting down to the topic. Speaker B may show his real intention of helping speaker A to find to answer a question. Therefore, speaking contains the speaker’s intention and the information to be shared. Rivers in Munthe (2011) explains that in act of communication the speaker is influenced by environmental cues as well as by his intentions. He has certain expectation as to the responses of the person to whom who has addressing the message, some of theses expectations being culturally bade, and he frames his message and select the linguistic element to express it so as to arouse in the listener the meaning he is trying to convey.

After the topic has been established, the speakers or participants will begin the exchange of information. However, the topic can also include other new topics. This is possible since it is difficult to limit the amount of information to be shared. Only after the speakers realize that they should stop or end the talk, they then stick to one topic until the end of the conversation or discussion. Saville-Troike in Munthe (2011) states “Topic is an important element of communicative events that include; topic, function (purpose), setting, participants, message form, rule of interaction, message content, act sequence, and norms of interpretation”. The speaker’s fluency, can create an impression on the mind of the listener. Because Speed of speaking influence the perception of another speaker and affect the message behind the words.

Meanwhile, speaking in Clark and Clark is fundamentally an instrument act. Speakers talk in order to have some effects on their listener. Speaking ability deals with these purposes namely:

1. The ability to understand English dealing with every day subjects and spoken at normal speed.
2. The ability to answer the question which require short and extended answers.
3. The ability to ask question in order to elicit short or extended answers.
4. The ability to use orally a large number of elementary sentence patterns.
5. The ability to reproduce orally the substance of passage of English after having heard it several times and read it.
6. The ability to conduct a simple conversation on every day subject (e.g. expressing preferences, polite interchange, careers, travel, common experience, etc.

2. Discussion

The population of the study are students of XI Akutansi of SMK Negeri I Rantau Utara Kabupaten Labuhanbatu, they consist of 125 students, while the sample was settled that according to Arikunto by taking 20% - 25%, in this case was taken 25% of the population as the sample. So, 31 students were the sample of the study. The instrument of data collection was the test, whereas the technique of data analysis that used was t-test.

In conducting this research, there are two instrument will be used to collect the data namely 1. Questionnaire and 2. Oral speaking test. So to get the data which related with variable of the research through questionnaire and speaking test. To know the variable of research used by questionnaire and to know the speaking ability is used by oral speaking test. The collecting of data must be done by the technique of data analysis, but before doing the testing of hypothesis, so, the regulation of the test have done such normality and homogeneity test. To chose the research approach with some experimental design for testing the significance of the research. According to (Arikunto, 2010) if comparing two result of the research by comparing the mean like one shot case study, After the students answered the questionnaire, the questionnaires were tabulated based on the classification of A (Good), B (Medium), and C (Less) by giving A X 3, B X 2 and C x 1. And the multiplication of fa, fb, and fc divided by the number of items, then got value of each respondent.

To find out the results of the tabulation of each item questionnaire question the use of audio visual media in SMK Negeri 1 Rantau Utara then $\Sigma fa + fb + fc$ then divided by the number of respondents, is the formula is as follows.

$$\text{Value} + \frac{\Sigma fa, fb, fc}{N}$$

Notation :

Value : The value each item

Fa : Frequency of option A

Fb : Frequency of option B

Fc : Frequency of option C

And next will be done the comparison, the value between pre-test and post-test by formula:

$$X1 : \frac{\Sigma \text{Pres-test}}{N}$$

$$X2 : \frac{\Sigma \text{Post-Test}}{N}$$

The next step is to account the medium :

$$Md = \frac{\Sigma d}{N}$$

And afterward to count $(d)^2$ by formula:

$$Md = \frac{(\Sigma d)^2}{N}$$

The technique of analysis data is statistics that used for testing of hypothesis by formula :

$$t = \frac{Md}{\sqrt{\frac{\Sigma x^2 d}{N(N-1)}}}$$

Md = The difference of pre-test with post-test (post-test and pre-test)

$\Sigma x^2 d$ = Account of Quadrate Deviation

N = Subject or Sample

2.1 Using of Audio Visual Media at SMK Negeri I Rantau Utara Kabupaten Labuhnabtu.

Based on the tabulated results from the questionnaire on the use of audio visual media in SMK Negeri I Rantau Utara got average value of 2.20, thus can be categorized as being medium value, its meaning that a teacher of SMK Negeri Rantau Utara have been learning in the learning process by using audio visual media, but the use of audio visual media still needs to be improved.

The results tabulated per item and the tabulated results are further analyzed for each item and clarified in three categories: category A (Good) B (Medium) C (Less). From the analysis of category C were zero, this means that all teachers in SMK Negeri I Rantau Utara have used the audio visual media in teaching and learning process. While category B consists of:

- Item number 4 is which is about : Buying DVD/VCD in English.
- Item number 8 which is about : The ability to ask an English expression in the film or movie.
- Item number 9 is which is about : Practicing the words in the film or movie.
- Item number 12 which is about : paying attention to the film or movie.
- Item number 13 which is about : to have spare time to learn English through audio visual media.
- Item number 19 which is about : having a special note to write the vocabulary from film or movie and English song.
- Item number 23 which is about : imitating the actors' pronunciation in the film and song.
- Item number 30 which is about : having collection of audio visual media such as English film, song and English interactive program.

Based on the category above that those all items are medium, and All items in the category B are still needs to be increased to the maximum and next, the items which includes a category A consists of:

- Item number 1 which is about : learning by using audio visual media
- Item number 2 which is about : Using English audio visual in the learning process.
- Item number 3 which is about : Audio visual media can help the student to study English.
- Item number 5 which is about : often using audio visual media in learning process.
- Item number 6 which is about : always using audio visual media in learning teaching process.
- Item number 7 which is about : listening to English film or movie and song.
- Item number 10 which is about : ability of listening skill is sharpened by listening to native speaker pronunciation.
- Item number 11 which about : Expressing the difficult word
- Item number 14 which is about : Paying attention to the TV, Film or movie.
- Item number 15 which is about : Memorizing and learning by heart the words or sentences from the film or movie.
- Item number 16 which is about : using audio visual media can enrich our vocabulary.
- Item number 17 which is about : repeating the words who gotten from audio visual.
- Item number 18 which is about : visualization can help the mind to product the vocabulary.
- Item number 20 which is about : opening the dictionary for looking for the difficult words from film or movie.
- Item number 21 which is about : imitating the westerner film and English song.
- Item number 22 which is about : imitation is the key of success in learning speaking ability.
- Item number 24 which is about : watching the film can help students to pronounce an English words.
- Item number 25 is which is about : visualization can improve the speaking ability.
- Item number 26 which is about : learning by using audio visual can make the lesson fun and enjoyable in learning.
- Item number 27 which is about : easier to master English by audio visual media.
- Item number 28 which is about : English film and song can help the student to learn English.
- Item number 29 which is about : having the collection of audio visual media such as film or movie, English song and English interactive program.

So there are 22 items categorized as good and need to be maintained to support the learning process.

2.2 The Students' Speaking Ability in English before using audio visual media and after using audio visual media.

The students have a test (Pre-Test) before using audio visual media and the students have a test more after using audio visual media (Post-Test). As for the results of the second test can be seen in the following table:

TABEL I
The Result of Pre-test and Post-test

No. Sequence	Names of Students	Pre-Test	Post-Test	Post-Test. Pre-Test
1	Agung Adhitya Setia	65	80	+15
2	Anggi Putri Hasiani	55	67	+12
3	Agus Sunensi	50	60	+10
4	Afifah Fitria	56	70	+14
5	Bima Syahputra Sir	54	69	+15
6	Ena Andayu	51	61	+10
7	Fitri Sumarni	49	65	+16
8	Fitri Aminah Nasution	64	78	+14
9	Herlina Nasution	67	80	+13
10	Haikal Ahmadi Pohan	45	30	-5
11	Katrina Sagala	68	77	+9
12	Khairunnisa	70	86	+16
13	Leo Handreas HTB	53	40	-13
14	Lottung Ritonga	55	50	-5

15	M.Harmaz	48	55	+7
16	Mainal Masri	60	75	+15
17	Marwan Ritonga	71	85	+14
18	M. Alfi Dardana	56	66	+10
19	Mahdian Sanusi Sir	54	70	+16
20	Nur Hasanah Tambak	66	84	+18
21	Nova Eriyanti	49	65	+16
22	Nur Aiyah Zain	58	73	+15
23	Nur Hidayah	68	80	+12
24	Osman Gumanti Sir	60	50	+10
25	Reny Anggraini	62	71	+9
26	Suri Yanti	50	70	+20
27	Siti Rahmadani	66	76	+10
28	Siti Syarifah Sitorus	64	60	+5
29	Sri Agustini	58	65	+4
30	Tri Hamdayani	61	88	+27
31	Tri Susanti	67	81	+14
	Total	1817	2119	Σ300

$$X1 = \frac{\sum \text{Pre-test}}{N} = \frac{1817}{31} = 58,61$$

$$X2 = \frac{\sum \text{Post-test}}{N} = \frac{2119}{31} = 68,35$$

Annotation :

Column 1 : Sequence Number
 Column 2 : Subject or Name of Sample
 Column 3 : Pre-Test
 Column 4 : Post-Test
 Column 5 (Σd) : Deviation

By considering the table we may see a comparison between these two values before using of audio visual media (Pre-test) and after using audio media (Post test). If viewed from the ability of students before using audio visual media depicted in pre-test (58.61), this suggests that the ability of students is still below the minimum capability. And after students using audio visual media apparently showing the increase in value which can be seen in the post-test value (68.35), this suggests that the ability which increased 9.74%. To investigate whether the differences have an influence on the use of audio visual toward students' speaking ability, students can be seen in the description contained in the subsequent discussion of hypothesis verification.

So by looking at these results was t_{hitung} value = 6.543 is above the value of t_{table} 1.70 the significance limit. So the significance level of 5% with a confidence level of 95% expressed significant. If calculated with a significance level of 1% at 99% confidence level, t_{hitung} 6.543 is greater than t_{table} 2.46. Therefore, these results compared with using either significance level significance level of 5% or 1% of the hypothesis can be accepted, thus the two variables have a significant influence. Therefore, the hypothesis is: there is the influence of the use of audio visual media on students' speaking ability at SMK Negeri I Rantau Utara Kabupaten Labuhanbatu been accepted in other words having a significant effect.

3. CONCLUSIONS

In the last part of this study the writer resume the conclusion as follow :

1. The students' speaking ability in English before using audio visual media could be shown the mean was 58,61 by higher scores was 71 and the lower scores was 45.
2. The students' speaking ability in English speaking after using audio visual media, the point mean scores 68,35 by higher scores was 88 and the lower was scores 30.
3. Based on statistic-enumeration t-test was received the numeral in the amount of 6,543. While, price of t_{table} in amount of the 2.46. it indicated that the hypothesis was presented by the writer that there is the significant influence of the students' speaking ability before using audio visual media and after using

audio visual media can be accepted. It was shown that influence of using audio visual media in learning activities more effective for increasing the students' speaking ability.

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