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**2<sup>nd</sup> ICEL 2014**  
**THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE**

20, 21, 22 MAY 2014  
Bandar Lampung University, Indonesia  
**PROCEEDINGS**

Hosted by  
Teacher Training and Education Faculty (FKIP),  
English Education Study Program, Bandar Lampung University (UBL)

# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## **PROCEEDINGS**

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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# **IMPROVING STUDENTS' SPEAKING SKILL THROUGH AUDIO VISUAL MEDIA AT 4<sup>th</sup> GRADE OF LABSCHOOL ELEMENTARY SCHOOL EAST JAKARTA**

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## **Abstract**

This research aims at helping students to improve their speaking skill by using audio visual media. The subject of the research was fourth grade students of Labschool Elementary School. This research was conducted at Labschool Elementary School Rawamangun East Jakarta at 2<sup>nd</sup> semester of 2013 with 28 students as participants. The method conducted in this research was classroom action research by Kemmis and McTaggart. The research was carried out in two cycles. The research method is conducted through planning stages, class action/implementation, observation, and evaluation. All of these actions conducted by the teacher through teaching in the class using audio visual media. The data was collected by using test instruments, non-test, and field notes. The result of students speaking skill evaluation on first cycle was 64,28% and 85,71% for the second cycle. It proves that the outcome of students speaking skill was improve into 21,42% due to the effectiveness of learning process through audio visual media. The conclusion of the research is by using audio visual media to learn english, the students' speaking skill at fourth grade of Labschool Elementary School Elementary School Rawamangun East Jakarta will improve significantly.

*Keywords:* Improvement, speaking skill, audio visual media,

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## **1. INTRODUCTION**

### **1.1. Background**

Language as a communication tool plays an important role in the life of every human being. English also have a central role in the development of intellectual, social and emotional support learners and learning outcomes in all fields of study. To be able to use appropriate language in all communications with the context, the english language is also taught as one of the subjects at the level of education.

In Indonesia, English as a foreign language is taught in elementary school. English subjects that was taught from an early age is very important for children, Lenneberg (1990) says, "there was a neurologically based" critical period ", which complete mastery of language, but it is no longer possible, because it will end around the onset of puberty ", an individual has an important period (sensitive period) to be easily and quickly master the language, which is called the" critical period "when the individual has not entered puberty.

The purpose of teaching is an important thing that must be considered in the provision of medium to students, a teacher must know the purpose of teaching material, so that the material can be useful for student life and provide a new experience. Media were given also to be adapted to the development of students, both seen from the development of intellectual, emotional, and language students. By using audiovisual media, it could have a positive impact on student learning, the role of the media here can make the learning process more effective, make students more creative and imaginative. Therefore, it is appropriate to implement audiovisual media in the process of learning English speaking skill to train fourth grade students of elementary school.



## **1.2. Research Problem**

Based on the limitation of the problem, the problem formulation can be presented as follows: "How to improve speaking skills through audio-visual media in the fourth grade elementary students of Labschool Rawamangun East Jakarta?".

## **1.3. Outcomes Research**

Hopefully, this study can contribute to the development of knowledge, particularly about the use of audiovisual media to enhance speaking skills of students as problem-solving effort and learning performance changes towards the better.

## **2. THEORETICAL FRAMEWORK**

### **2.1. The Essence of Speaking Skill**

Brown and Yule (1999) argues that "speaking is to cope interactive basic skills like exchanging greetings and thanks and apologies, and to express the 'needs'-request, information, service. In this case, the person speaking is intended to master the basic interactive skills such as greeting each other, thanking each other and apologized. In addition, the talk is also used to reveal and express what a person wants. By looking at the expression of someone while talking, we can know what is going to be disclosed or the chill of the speaker.

Definition of skills according to De Porter is a skill or proficiency in performing an activity. So, one can say if the person is skilled or qualified expert in performing or completing an activity, a good job. While Romiszowski argues "skills, on the other hand, is something the which develops with experience and practice, the skills acquired through experience and continuous training consistently, so we will get a skill and expertise in performing an activity. Skills can also be called with the ability, which is a rational behavior to achieve the objectives required in accordance with the conditions expected.

### **2.2. Aspects of of Speaking Skill**

Penny McKay (2006) of Speaking Skill is a productive skill that has several important aspects in it. Speaking skill which divides into five aspects, namely: a) comprehension b) vocabulary, c) pronunciation, d) fluency, e) grammar, and f) intonation / expression

#### **a) Comprehension**

In learning speaking skill, comprehension is needed for students who understand the meaning of a conversation they were talking about. Gower, Phillips and Walters (2005) stated that "when speaking fluently students should be able to get the message across with whatever they've got the resources and abilities, regardless of grammatical and other mistakes". When speaking fluently, students should be able to understand the meaning of spoken words interlocutor, regardless of grammatical and other errors. Comprehension others what we are talking about is far more important than the use of proper grammar

#### **b) Vocabulary**

To assess students' vocabulary, McKay (2006) argues that "in the classroom, vocabulary can be assessed constantly and informally during the teaching and learning process. Teachers can use flashcards and pictures to teach and to check understanding", it can be seen that in terms of introducing new vocabulary, the teacher can use flashcards or images that can be more effective in increasing the students' vocabulary mastery.

#### **c) Pronunciation**

Pronunciation is very important in communicating, because the wrong pronunciation can make it difficult to grasp what the other person is a person. Regarding pronunciation, McKay (2006), also revealed that "when assessing pronunciation, teachers and assessors need to be concerned with the articulation or words". In terms of assessing pronunciation, a teacher should focus more on their hearing every word for word pronunciation of students, because there is a difference between "mother tongue" in which students learn a foreign language.

#### **d) Fluency**

Gower, Phillips and Walters (2005) revealed that "fluency can be thought of as the ability to keep going when speaking spontaneously". Fluency is the smoothness of a person to continue to speak

spontaneously . The smoothness of the students in the English speaking skill is not only focused on how students produce English language fluently , or smoothly , but also need to consider the appropriateness of what they want to talk or in other words it is the accuracy .

**e ) Grammar**

In learning English speaking skill , the teacher not only teaches how to speak properly , but also to make students understand the theory of how to produce an English sentence correctly in accordance with struktur grammar ( grammatical ) .

**f ) intonation / Expression**

Intonation or sound pressure in the speaking skill is also very important , because in order to clarify a sentence delivered in English is necessary to intonation . In general there are two kinds of intonation in English sentences , ie a rising intonation ( rising intonation ) and falling intonation ( intonation down ) . Both of these intonation need to be trained properly on elementary students to be applied in speaking skill .

**2.3. Audio-visual Media Itself**

Heinich and Molenda (1986) that "the medium, media (plural) is delivered from the Latin medium" between " , " the term Refers to anything that carrier information between a source and a receiver. Films, television, radio, audio recordings, photograp, project visuals, printed materials, and the like are media communication. They are Considered instructional media when they are used to carry messages with an instructional intent. means that the media refers to any carrier of information between the source and the receiver. Films, television, radio, audio recording, photograp, visual projects, print materials, and as a medium of communication. all that considered all instructional media when it is used to carry the message to the instructional purpose.

Sudjana (2003) found that illustrate the importance of visualization and verbalistis in learning, the learning experience can provide learning resources are classified according to a certain level of experience conical (cone of experience), the kinds of experiences hierarchy are arranged from the concrete to the abstract, because learning is visualization can make students more easily understand what is learned. Therefore, the learning process of students should be given a concrete experience, because according to the characteristics of fourth grade students that fourth grade students still in the concrete operational stage is the stage in which a student will more quickly understand if learning is presented in concrete terms, one through use of media can add to their experience in learning.

Based on the opinion of experts, the learning media is anything that can deliver the message, stimulating thoughts, feelings, and the will, arouse desire and motivation of students in learning, can help the learning process becomes more concrete and encourage meaningful learning process on students .

**3. RESEARCH METHODOLOGY**

**3.1. Research Objectives**

This study aims to improve speaking skills through audio-visual media in the fourth grade students Labschool Rawamangun, East Jakarta.

**3.2. Place and Time Research**

This research was conducted in SD Labschool Rawamangun East Jakarta. in the second semester of school year 2013

**3.3. Action Research Intervention Design**

Design intervention action research using a model Kemmis and Mc Taggart. The procedure in the study according to Kemmis and Mc Taggart include planning (planning), action (action), observation (observe), reflection (reflection), followed by re-planning (replanning) action, observation and reflection for the next cycle, as shown the following:

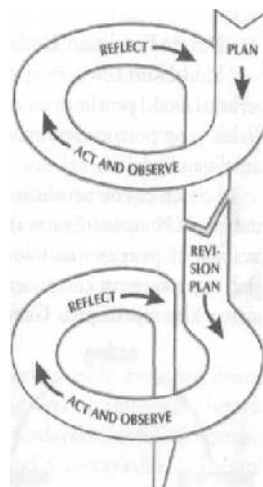


Figure 1. Action Research Model Pictures Kemmis and Taggart.

### 3.4. Subjects / Participants in this Research

Subjects in this research were fourth grade students Labschool Rawamangun, East Jakarta totaling 28 students.

### 3.5. State of Action Planning

Action planning is the stage where the researcher to plan the activities carried out during the implementation of the action. The things to be prepared when the researcher at any stage of the action planning cycle compiled in the following table:

Table 1: Measures Every Cycle State of Planning

Learning Activity Planning	Tool/Resource Learning
a) to analyze and formulate the problem that occurs in the classroom. b) Designing learning activities using audio-visual media. c) Prepare a lesson plan. d) Creating a monitoring instrument of action. e) Setting up the audio-visual media f) Makes about student evaluation g) Prepare a documentation tool.	Media Audio Visual English Language Book IV Class The monitoring actions Format speaking skill assessment

### 3.6. Stage of Implementation

At this stage, the researcher carrying out the learning according to plan learning activities that have been prepared at the planning stage action. This research taken to implement learning activities that speaking skill in English subjects by using audio-visual media (video) at each meeting. At the end of the cycle, teachers make an assessment to determine the extent to which the results obtained students' speaking skills with the use of audio-visual media (video) on the learning of English speaking skill.

### 3.7. Stage of Observation

Stage of observations arranged by collaborators and conducted concurrently with the implementation phase of the action taken by the observer. Observations made by collaborators because when the teacher/observer did not have time to analyze the implementation of the action any events that occur during the learning process takes place. Collaborators observe all activities starting from planned activities during the implementation of the actions and reactions of students when learning takes place.

### 3.8. Stage of Reflection

At this stage researchers and collaborators reflect as soon as possible after the action is completed, which is exchange opinions about the learning process of speaking skill by using audio-visual media video. The data were analyzed simultaneously from collaborators to look for any problems that arise in learning

and lack of teachers/observers for carrying out learning activities. Analysis is needed to fix the problems that arise during the implementation of the action takes place.

### 3.9. Grating Instruments

Grating instrument used to assess students' speaking skill can be seen in the following table:

Table 2: Instrument Speaking Skill

No	Aspect	Indicator	Score
1.	Understanding	Understanding simple conversations being discussed	5
2.	Vocabulary	Using English vocabulary to clearly and correctly	5
3.	Pronunciation	Using pronunciation clearly and can understand other people	5
4.	Fluency	speak correctly and fluently in English	5
5.	Grammar	Using sentence structure and clearly with their vocabulary	5
6.	Intonation/Expression	Using intonation and expression with their sentence	5

Table 3: Instruments Usage Audio Visual Media

No	Aspect	Indicators of Teacher	Aspect	Indicator Students	Aspect
1.	Explain learning objectives	Explain learning objectives to students	1	Listen to the learning goals by teacher	1
2.	Uses audio-visual media	Preparing audio-visual media to be used <ul style="list-style-type: none"> <li>▪ Using media that attract the attention of students</li> <li>▪ Setting video image clear and audible to all students</li> <li>▪ Using audio- visual media in accordance with the material and learning objectives</li> <li>▪ Using media can stimulate students to speak English</li> <li>▪ Using the media to create an active learning speaking skill and fun .</li> </ul>	2, 3,4, 5, 6	<ul style="list-style-type: none"> <li>▪ Attention to audio-visual media ( video ) displayed by the teacher</li> <li>▪ Repeating the word / sentence in English that is shown in the video</li> </ul>	2,3,4
3.	Explains the material	<ul style="list-style-type: none"> <li>▪ Describe instructional material</li> </ul>	7	<ul style="list-style-type: none"> <li>▪ Listen to the teacher's explanations carefully</li> </ul>	5
4.	Cive a feedback	<ul style="list-style-type: none"> <li>▪ Conducting debriefing</li> <li>▪ Give feedback on the videos that have been display</li> </ul>	8,9	<ul style="list-style-type: none"> <li>▪ Give a feedback with the teacher</li> <li>▪ Repeating the words and the sentence from English-language videos displayed</li> </ul>	6,7,8
5.	Give evaluation	<ul style="list-style-type: none"> <li>▪ Evaluating the learning activities</li> </ul>	10	<ul style="list-style-type: none"> <li>▪ Evaluating Oral or written</li> </ul>	9,10
<b>Number</b>			<b>10</b>	<b>Number</b>	<b>10</b>

### 3.10. Collection Data

Researchers obtain research data using data collection techniques

### **3.11. Perform the Test**

The assessment was conducted at the end of each cycle to obtain the data and measure the extent to which the success of the learning process by using audio-visual media (video).

### **3.12. Observations**

Researchers use a monitoring instrument that measures given at the observer to be filled at the time observed the activity of learning English using audio-visual media (video).

### **3.13. Fill the field Notes**

The field notes that contains the observer records events that occurred during the study.

### **3.14. Examination Techniques trustworthiness**

In testing the confidence level of this study, the reliability of the study examination techniques used in this study is triangulation. Triangulation is a source of data, which means as a comparison between what researchers have done, the opinion of people who are considered experts, and peers. Triangulation is done by checking the data from three sources and is done by matching what is done with the theory researchers, peers and with experts.

## **4. DISCUSSION**

This research was conducted in the fourth grade Labschool Rawamangun, East Jakarta. The experiment was conducted in two cycles each cycle consisted of two meetings. Implementation of the action on each cycle through five stages: planning phase, implementation phase action, phase observations, the results of the intervention phase of reflection and action of each cycle.

### **4.1. Cycle I**

#### **4.1.1. Action Planning**

Before carrying out the study, researchers conducted observations in the first class. After observation, researchers prepare action plans to be implemented at each cycle.

##### **4.1.1.1. Activities Planning**

Teachers enter the classroom and conditioning the class so that students learn in an orderly manner. Teacher did aperspection by asked the students about the material things in the classroom that any objects that exist around them and tell the class learning objectives.

##### **4.1.1.2. Main Activities**

Teachers prepare audio-visual media to display video songs to be sing together with the student. Teacher asks the students to name any objects that exist in the video using the English language. Then the teacher continued activity by displaying the images contained in the video school songs. Students observe images at once mentioning the names of the images using the English language.

Followed by a demonstration of learning activities that have students create conversations in groups. Teachers choose students at random to come forward to demonstrate the conversation. This activity is performed as an evaluation of the learning that has been delivered by the teacher.

##### **4.1.1.3. End of Activity**

After all students completed demonstrating conversation, teachers and students perform frequently asked questions about the learning that has been done. Then teachers give rewards to students who become the best group in demonstrating a conversation in front of the class. The teacher ended the lesson concludes with a learning activity that has been done and to motivate students to diligently practice speaking in English.

#### **4.1.2. Stage of Observation Actions**

During the researcher carrying out the action, collaborators observed a learning process that takes place. Observations made by collaborators because when researchers do not have time to analyze the implementation of the action events that occur during the learning process takes place. Observations were made based on observations in the form of sheet guide observers to observe the action learning activities, especially in the activities of teachers and students. This observation guide useful as a measuring tool to determine the quality of learning undertaken.

#### **4.1.3. Stage of Reflection**

In the reflection, researchers and collaborators discuss the advantages and disadvantages of the learning process is implemented as a series of class actions in the research. The learning process in question is the learning process in the first cycle is carried out in two meetings to improve speaking skills through audio-visual media in the classroom. Reflection activities conducted by researchers with analysts to discuss the findings of which will be fixed in the next cycle.

#### **4.1.4. Results of Actions Cycle I**

Based on the first cycle of this research, the data obtained from the test results of the evaluation of oral speaking skill of students. Data obtained oral test measure of learning progress of students speaking skills through audio-visual media. Through these data it can be seen the number of students that take the test orally evaluation of the first cycle as many as 28 students. After analysis the data, it can be seen that the student has achieved the target value ( 70) was only 64.28% of the total number of students, while targeted in this study was 80% of the total number of students. In addition, all teachers and students targeted in this study was 90%, but in fact the first meeting in the first cycle only reached 74% and the second meeting by 82% with an average in cycle I only reached 78%. Based on these results, the study continued into the second cycle to achieve the set targets.

### **4.2. Stage of Second Cycle**

Based on the results of the first cycle of reflection, the researchers conducted a discussion with collaborators to plan further action on the second cycle with step-by-step activities that make a lesson plan (RPP) with the turn of another material that is material "My Family". In the second cycle of implementation, researchers are still designing learning by using audio-visual media. Learning activities conducted by researchers in the second cycle will be longer maximize the use of audio-visual media in learning English as an effort to improve students' speaking skills.

#### **4.2.1. Stage of Actions**

##### **4.2.1.1. Beginning activities**

The learning process begins appersepsion performed with frequently asked questions about my family material to the students and inform the scope and purpose of learning to be done. In the second cycle apersepsi many students are afraid to answer questions from the teacher in the English language compared to the first cycle.

##### **4.2.1.2. Main Activity**

Teachers show video about family songs and all the students pay attention to the video properly. Then the teacher once again displays videos family songs while getting students together to sing the song. After the singing, the teachers do with students asked questions about the names of the family members mentioned in video. While students working on the worksheet, the teacher went around the classroom to monitor and assist students who have difficulty in pronouncing English sentences. After all students completed, each group in turn to come forward to demonstrate the conversation. This activity is performed as an evaluation of the learning that has been delivered by the teacher.

##### **4.2.1.3. The End of Activity**

Teachers and students conduct a question and answer regarding any activities that have been carried out. In the last minute of learning, teachers give rewards to the best group that has demonstrated true conversation with the class. Then the teacher with the students conclude that learning activities have been carried out at the same time motivating students to diligently practice speaking English. After that the teacher ended the second cycle of learning activities at the first meeting.

#### **4.2.2. Stage of Observation Actions**

During the researcher carrying out this research in the second cycle, collaborators make observations on the learning process. Observations were made based on observations in the form of sheet guide observers to observe the action learning activities, especially in the activities of teachers and students. Collaborators also make a note field that contains the activities undertaken teachers and students during the learning takes place. The purpose and objective observation on the second cycle is to determine the extent of the improvements that have been made by researchers to address the findings in cycle I.

### 4.2.3. Stage of Reflection

After making observations, researchers and collaborators held a reflection on the learning that has been done on the second cycle. Based on the evaluation results and observations in the second cycle, it appears that the speaking skill of students has increased so much better in terms of comprehension, vocabulary, pronunciation, fluency, grammar and intonation or expression in cycle I. The results of research conducted on the second cycle showed that the majority of students have gained more value of targeted research. In the second cycle, shown the courage in expressing his opinion students using English increases and students have grown to speak English fluently during oral tests performed. The results of the monitoring sheet measures teacher and student activity showed a better development, ie at the first meeting by 93% and 97% for the second meeting.

### 4.2.4. Data Validity

After the required amount of data has been obtained and analyzed, the next process is to conduct examination of the validity of data. This process is performed to obtain accurate and reliable data, therefore the researcher checks the validity of the data in the following way:

### 4.2.5. Data analysis

The data obtained in the study of 28 fourth grade students. There are two data obtained by two cycles of research that has been conducted in the research by speaking skill and data monitoring activities actions of teachers and students.

### 4.2.6. Results of Speaking Skill

Speaking skill is the data obtained by the oral speaking skill tests that have been conducted on 28 students. Speaking skill test data of students in the first cycle shows the number of students who scored 70 or more just to reach 18 students of the total 28 students. Successful student achievement results when calculated as a percentage that is equal to  $(18 : 28) \times 100\% = 64.28\%$ . The percentage of success obtained in the first cycle is not known to achieve the set targets is equal to 80%.

Table 4: Percentage of Students Success Cycle II

No.	Speaking Skill Test Results	Total Students	Percentage
1.	< Rated 70	4	14,28%
2.	Rated 70	24	85,71%

To further clarify the increase that occurs, the following are presented in tables and graphs the results of students' speaking skill test and the percentage of student success on tests of speaking skill in the first cycle and second cycle.

Table 5: Student Success in Tests percentage Speaking Skill

No.	Kind of the Data	Result	Percentage
1.	Cycle I	< Rated 70	35,71%
		Rated70	64,28%
2.	Cycle II	< Rated 70	14,28%
		Rated70	85,71%

Table 6: Results of Monitoring Instruments in Cycle I

No.	Meeting	The success of Percentage	Average	Target Achievement
1.	Meeting I	74%	78%	90%
2.	Meeting II	82%		

Table 7: Results of Monitoring Instruments in Cycle II

No.	Meeting	The success of Percentage	Average	Target Achievement
1.	Meeting I	93%	95%	90%
2.	Meeting II	97%		

### **4.3. Interpretation of Results of Analysis**

Based on this data, this research has been done, the researchers and collaborators to interpret the results of the analysis together after the data analysis is done. Judging from the data presented through the analysis of the data, it can be concluded that learning speaking skill by using audio-visual media videos can be increased.

Data obtained from the first cycle to test the oral speaking skill only achieve success percentage of 64.28% which is an increase of 21.42% in the second cycle amounted to 85.71%. While the data obtained from the results of the monitoring activities of teacher and student actions performed by the observer gain success percentage of 78% in the first cycle which was later increased to 95% in the second cycle. Improvement occurring in the data monitoring measures the amount of 17%. Based on these data, the researchers and collaborators determined that research ended in the second cycle and no need to proceed further. Here are presented the data summary tables and diagrams speaking skill test and monitoring action on cycles I and II.

## **5. DISCUSSION OF RESEARCH**

### **5.1. Cycle I**

First cycle is carried out in two meetings showed good results in learning speaking skill by using audio-visual media . However, the percentage of success obtained from the first cycle is not specified targets. Learning speaking skills gained success percentage of 64.28 % , while the audio-visual media monitoring measures only reached 78 % , it is still not meet the pre-determined targets, namely speaking skill 80 % and 90 % action monitoring. As for the cause of the deficiency in the first cycle teacher is not maximized conditioning the classes , so there are many students who talk during a lesson, the teacher is still too fast in delivering the material, featuring instructional media too fast, is not maximized in preparing instructional media, and also not properly guide students while students are working on the evaluation. This causes a lot of students who do not understand the teacher and learning difficulties presented when working on the evaluation of the teacher.

Teachers can maximize learning again in setting up audio-visual media, because of the use of audio-visual media can make students more easily understand the material presented by teacher, also can foster students' confidence in speaking English because students through audio-visual media are given examples of English pronunciation correct. But in reality, the use of audio-visual media is still not applied in the first cycle maximum, so there are many students who do not care to speak English. Based on the results of the percentage obtained in the first cycle, the research should be continued in the second cycle.

Research is continuing on the second cycle because of the researcher as a teacher still need to fix the deficiencies that occur in the learning process cycle I. In addition, to achieve the set targets is that 80% of the number of students able to reach the target value ( 70).

### **5.2. Second Cycle**

Implementation of the research in the second cycle aims to correct the deficiencies that occur. Based on data analysis, on the second cycle appears to be rising significantly, both oral speaking skill test results and the results of the monitoring action. The percentage of successful tests speaking skill in obtaining the results of the second cycle of 85.71%, ie from 28 students who have achieved the target value ( 70) as many as 24 students. The percentage of success speaking skill has increased by 21.42% from the first cycle only get a percentage of 64.28%. Speaking skill test results obtained in the second cycle has exceeded the target of 80%. This suggests that there has been an increase in students' speaking skill test results.

Monitoring instrument the percentage of success also increased from the first cycle of 78 % in the second cycle to 95 % , so it appears that the results of monitoring the actions increased by 17 % . This increase may occur because the second cycle teachers have correct existing deficiencies in the implementation cycle I. In the second cycle, the teacher has succeeded in conditioning classes, so that no student is talking during a lesson. Teachers also have started regularly in speech while presenting the material, not so fast anymore. The use of audio-visual instructional media on the second cycle also had more leverage, teachers show the video more than once, so that students can more easily absorb the material through the video and the students have been working to understand the evaluation given by the teacher because the teacher has a maximum guide their evaluation work. In the second cycle students'



confidence in speaking English increased, because they already know how to pronounce a word/sentence in English correctly through the example shown in the video.

## 6. CONCLUSION

The use of audio-visual media in learning English speaking skill has increased fourth grade students SD Labschool Rawamangun audio-visual media can enhance students' speaking skill of being able to present an attractive speaking skill activities in the classroom and can make the learning atmosphere in the classroom becomes an active and fun, so increased student self-confidence and courage to do the learning activities of speaking in English.

Audio-visual media has also helped students understand faster learning of English speaking, master simple conversations and short stories in English. Students who initially still gasping in pronouncing an English vocabulary, now increased in speaking English fluently. In addition, students are also more precise in making English sentences corresponding to the grammar. Learning speaking skills using audio-visual media is also not simply be done in the classroom, because there are several components that must be made in the use of audio-visual media, namely: setting up audio-visual media with a maximum video, presenting learning materials speaking by video, using video as media that can attract the attention of all students, provide feedback through debriefing activities, and evaluate speaking based on the example of audio-visual media video. Evaluation is done by speaking skills through oral test for the oral test is the most appropriate evaluation to determine the results of the students speaking skill.

The percentage of successful use of audio-visual media in learning speaking skill seen from the test results of students speaking skill has increased from cycle I to cycle II. Improvement occurred in the first cycle is the number of students who obtain a target value ( 70) only a total of 18 students or 64.28% of the total number of students, while speaking skill test results increased in the second cycle is the number of students who obtain a target value ( 70) has reached 24 students or 85.71% of the total number of students. Improvement occurring in speaking skill test results of the first cycle to the second cycle is equal to 21.42%.

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