THE USE OF AUDIO-VISUAL AIDS IN ENHANCING STUDENTS’ SPEAKING MOTIVATION IN EFL SPEAKING CLASSES

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Risma Ida Aruan
NIM: 112014111

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
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Saya yang bertanda tangan di bawah ini:

Nama : Risna Ida Aruan
NIM : 112014111 Email : 112014111@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : THE USE OF AUDIO-VISUAL AIDS IN ENHANCING STUDENTS' SPEAKING MOTIVATION IN EFL SPEAKING CLASSES
Penimbang : 1. Yustinus Calvin Gai Mali, M. Hum

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Nama : Risma Ida Aruan
NIM : 112014111
Email : 112014111@student.uksw.edu
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : THE USE OF AUDIO-VISUAL AIDS IN ENHANCING STUDENTS' SPEAKING MOTIVATION IN EFL SPEAKING CLASSES

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Thesis Examiner

Maha Christina Eko S., M.Hum
THE USE OF AUDIO-VISUAL AIDS IN ENHANCING STUDENTS’ SPEAKING MOTIVATION IN EFL SPEAKING CLASSES

THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

RISMA IDA ARUAN
NIM: 112014111

Approved by:

Yustina Calvin Gai Muli, M.Hum. Supervisor
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THE USE OF AUDIO-VISUAL AIDS IN ENHANCING STUDENTS’ SPEAKING MOTIVATION IN EFL SPEAKING CLASSES

Risma Ida Aruan

ABSTRACT

This study presents one of the most helpful teaching media in the field of teaching and learning foreign languages which are audio-visual aids (AVAs). This work aims to investigate students’ perceptions on the use of AVAs as a motivational teaching media in enhancing student’ speaking motivation in Speaking for Social Purposes classes in English Language Education Program, Universitas Kristen SatyaWacana (ELE-UKSW). In order to achieve the aim of the study, an open-ended questionnaire was distributed to 50 participants of Speaking for Social Purposes classes in ELE-UKSW. They responded to a statement asking their perspectives based on their own experience. Subsequently, 10 interviews were conducted to provide further clarification of the responses they have written in the previous section. Ultimately, the data gained from both questionnaire and interview was also analyzed. From the data analysis, it was signified that there were three most common reasons for the use of AVAs in enhancing students’ learning and motivation. They were as a teaching media to: (a) substitute monotonous learning environment; (b) improve students’ pronunciation; (c) provide in-depth and detailed knowledge of the materials. Ultimately, this study hopes that with the implementation of AVAs prudently, the language teaching and learning can enhance students’ learning, particularly in English as a foreign language (EFL) speaking classes.

Keywords: audio-visual aids (AVAs), students’ perception, motivation, speaking

INTRODUCTION

The advancement of technology has reached educational sectors. This shows that more teachers specifically in English as a Foreign Language (EFL) settings start to integrate and maximize potentials of technology in their classrooms. One of the technologies is called audio-visual aids (AVAs). In some countries, AVAs are becoming popular media in teaching and learning process. According to National Institute for Educational Research (1971), those developed
countries such as India, Indonesia, Iran, Japan, Republic of Korea, Singapore and Republic of Vietnam already applied the use of AVAs. Teachers in most of these countries are becoming increasingly aware of the utility and need of AVAs in enriching the teaching and learning situation. Even in Algeria, teachers "can boost students" interest and make language learning and teaching easy, effective and enjoyable" (Allou, 2013, p.30) with an appropriate implementation of various AVAs such as videos, pictures, slides, and others (Sabrina, 2015).

English Language Education Program of Universitas Kristen Satya Wacana (ELE-UKSW) also integrated the use of AVAs in some language classes due to the positive effects they have on students. Due to the fact that in speaking class the students needed to be active "to practice, exchange ideas, and feeling for speaking" (Nengsih, 2014, p.03). For this purpose, motivation may be needed in order to make the students eager to speak in the class. Then, the motivation itself appeared by a certain way or technique. Due to the modern learning technique, this study observed the use of AVAs as teaching media to enhance students' speaking motivation in speaking classes at ELE-UKSW and to answer the research question: ‘What are students’ perspectives on the use of Audio-Visual Aids in enhancing learning motivation in the speaking classes?’

The findings are expected to provide benefits for both students and teachers in speaking classes in ELE-UKSW. This study hopes to suggest practical ideas on how teachers can maximize the use of AVAs in their classrooms. This study can also be a reflection for the teachers on their practices in using AVAs. Thus, it could be as guide for using AVAs efficiently in the classrooms. For the
students, this study could be as a medium to identify the use of AVAs experienced by FLL students’ in English Speaking Classes. Furthermore, the use of AVAs might improve their academic performance in English speaking classes, since they will be interested and more motivated to engage with the lesson.

LITERATURE REVIEW

The uses of AVAs have been one of the major aspects influencing the learning process. This part explains the important literature used in this study. Including, a discussion about the definitions of AVAs, types of AVAs, advantages of AVAs, and previous study of AVAs.

Definitions of AVAs

There are many definitions of AVAs provided by scholars. According to Idris (2015), AVAs are instructional materials which are used in the classroom to encourage teaching learning process and to increase individuals experience in the classroom (Singh, 2007). Besides, based on Mathew and Alidmat (2013), they point out that AVAs are different types of tools that appeal to the sense of learning and vision. AVAs are used in classrooms for a presentation of abstract information and referring to any instructional material used to help as to communicate an idea or information (Allou, 2013). Specifically, AVAs may present information through the sense of hearing as in audio resources; sight as in visual resources or through a combination of senses (Dike, 1993). In line with Haryanto (1995), he concludes that AVAs are tools of view heard in the form of objects or anything that can be seen by the eye and be heard by the ear, which we use to help explain the teaching.
To sum up, in this research, AVAs refer to an instructional material used in the education system for facilitating teaching and learning process. It is consists of the record sounds and images when presenting materials. Therefore, AVAs itself particularly used in students speaking classes of ELE-Uksw.

**Types of AVAs**

AVAs are instructional materials which involve both audible and vision senses (Sabrina, 2015). Those instructional materials include videos, PowerPoint (PPT), television, news, movies, and so on, that "prepared singly or in combination to communicate information or to elicit a desired audience response" (Allou, 2013, p.23). This study dealt with the use of AVAs which focuses on these types of AVAs.

First, a video is a media that provides AVAs and define as the technology to electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion (Mustikawati, 2013). Also, Keene (2006) says that information from video materials require processing different modes of communication which include a visual, verbal, sounds and subtitles. Furthermore, Harmer (2007, p.308) states that “a video can provide language in use”. Therefore, the students can see how intonation matches facial expression and what gestures accompany certain phrases. Besides, the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language.

Second, PowerPoint presentation, which is a popular instructional material used in a modern classroom. According to Sabrina (2015), she stated that this type
of AVAs consist of pictures, color, sounds, and movements. Specifically, this study dealt with powerpoint that mostly input picture and sound which are commonly used in speaking classes to learn the target language. Also, she said that it is as a fundamental instructional material to support teachers and students presentation. Furthermore, PowerPoint is a presentation computer program that is commonly used in schools and businesses. It consists of a series of slides, which are individual pages that are designed in order to facilitate people to do a presentation (Preparing and using visual aids, 2009). It has a powerful help to make the classroom attractive, “it stimulates students’ attention and concentration” (Sabrina, 2015, p.15).

Third, movie as well as film is a teaching media that used to grab students’ attention by calling up auditory as well visual senses of them (Sabrina, 2015). Furthermore, listening foreign movies or films which the native speakers are performing, it brings the reality to the speaking class. However, if the materials are not selected wisely, the objective cannot be fulfilled. In line with Sigh (2007, p.256), he added that “the selected film should be suitable to the psychological development and social background of the students”, or in other words for whom it being used. Therefore, the selection of the movies or films is very important, in this case the movies’ themes should be closer to the students’ interest. Besides, students can acquire vocabulary from the films’ events, at the same time they also can improve their pronunciation with the help of an example that provided in the film.
Advantages of AVAs in EFL Classrooms

According to Allou (2013), he stated that AVAs in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Specifically, AVAs help in encouraging students to speak. Based on Natoli (2011) as cited in Ashaver (2013), AVAs are rich opportunities for students to develop communication skill while actively involved in solving meaningful problems. It can be seen when the students are actively involved in doing classroom activities.

Besides, the use of AVAs can help in motivating the students and make the teaching process more effective (Mizab, 2015). Similarly, AVAs can increase the individuals' practice by giving students the opportunity to see and to hear the foreign language as it is used by native speakers in real life situations particularly in speaking classes (Mizab, 2015). Thus, AVAs as an external motivating technique used by teachers to develop student’s ability to communicate by keeping them stimulated and interested (Sabrina, 2015). Therefore, due to those benefits on AVAs, it is necessary to integrate AVAs in the speaking classes.

Previous Studies of the Use of AVA in EFL Classrooms

There is a plethora of research that has been carried out to investigate the effectiveness of AVAs in teaching and learning. In Pakistan, for example, Kausar (2013) reported on a study that investigated the students' perspective of the use of AVAs. The researcher developed a questionnaire to measure efficiency and learning attitude of the learners, and in using AVAs. The questionnaire was administered to approximately a hundred students randomly selected from
International Islamic University, Islamabad. The findings revealed that the students agreed that they were facing many problems in learning English as a second language. They felt difficult to determine it without the use of any AVAs in the classroom.

In Saudi Arabia, another study was undertaken by Mathew and Alidmat (2013). They attempted to explore the usefulness of AVAs in EFL classroom at the undergraduate level at Aljouf University. To address and explore research questions, the questionnaire was administered to the sample of 15 undergraduate students. Findings of the study gave insights on EFL students' approach to using technological aids (AVAs). Also, the study suggested that using AVAs as a teaching method stimulates thinking and improves learning environment in a classroom.

Idris (2015) investigated in Nigeria. He examined the effects of AVAs in Junior Secondary Schools. The study used the Phonetic Assessment Test (PAT) instrument to determine students' entry level in speaking skill. Two hundred (200) respondents were sampled out of the total population. The result showed that in data collection supported the use of AVAs in facilitating language learning for both the teachers and students in language classroom.

In Algeria, a more recent study has been carried out by Meriem (2015). The study aimed to explore the effects of AVAs on first-year students' speaking skill and communicating abilities in the Department of Foreign Languages at Biskra University. Two different questionnaires were administered to 40 first-year students and five oral expression teachers to get information about the role and the
importance of using different kinds of AVAs to develop students’ speaking skill. Finally, the analysis of the questionnaires showed that both teachers and students consider these teaching aids as important tools in enhancing the speaking abilities.

To sum up, all the following previous studies (Kausar, 2013; Mathew & Alidmat, 2013; Idris, 2015; Meriem, 2015) mentioned above generally showed that the researcher reviewed students’ perception about the use of AVAs in teaching and learning process. However, there have been only a few numbers of studies seem to explore students’ perspectives about the use of AVAs in a particular skill. Also, there have not been plethora studies shown to explore the issue in English Department setting in Indonesia, in which English is considered as a foreign language. Thus, this study aims to explore the use of AVAs to enhance students' speaking motivation in the speaking classes at ELE-UKSW.

THE STUDY

This study attempted to investigate students’ perception to the use of AVAs in enhancing students' speaking motivation in EFL speaking classes at ELE-UKSW. To achieve the objective, the study was approached qualitatively. According to Schurink (2008), qualitative research involved the use and collection of a variety of empirical tools. He stated that the empirical tools include personal experiences, life stories, interviews, and artifacts that describe routine and problematic moments and meanings in individuals' lives.

Therefore, there were some characteristics of the qualitative approach. It was to collect data “in the field at the site where participants experience the issue or problem under study” (Creswell, 2007, p.37). In this research, I collected the
data where the participants' experience the issue of using AVAs such as video, PowerPoint, and film which, in this case, were mostly used in the speaking classes.

Moreover, he also stated that a qualitative research tries to “develop a complex picture of the problem or issue under study, involve reporting multiple perspectives” (Creswell, 2007, p.39) and proposed "to hear silenced voices about particular issues" as cited in Mali (2017, p.82). Thus, this research focuses to deal with exploring the students' perspectives on the use of AVAs in teaching process.

**Context of the study**

The setting of the study was conducted in speaking classes particularly Speaking for Social Purposes classes at ELE-UKSW. The classes were selected because of some reasons. First, in this faculty, speaking English is one of the essential skills to be required by the students because all the courses in ELE-UKSW are taught in English.

Second, speaking classes were chosen because some kinds of AVAs such as PowerPoint, films, and videos were utilized during the teaching and learning process to improve students' language skills and to deliver the materials to students (Allou, 2013). Therefore, the researcher proposed the students able to give their perspective towards the effectiveness of AVAs in enhancing students' speaking motivation in speaking classes.

**Research Participants**

In order to select the research participants, I implemented the quota sampling. Quota sampling is the process of data collection in which the samples
are targeted based on a number of criteria or convenience determined by the researcher (Ary, Cheser & Sorensen, 2010). This research involved ELE-UKSW students in two speaking classes, both male and female students in the academic year 2017/2018.

The participants were chosen since they are the ones who can speak English actively and due to their familiarity with the use of AVAs. Also, the selection was due to accessibility to meet the participants regularly. Moreover, the use of AVAs was not a new thing for the participants. Based on criteria above, the participants were selected to share their experience deeply.

Data Collection Instruments

To collect the research data, the researcher used two main research instruments. These two instruments were an open-ended questionnaire and semi-structured interview. In order to conduct a valid research, the researcher conducted the data by distributing the questionnaire consisting of 3 questions. The questions were developed from Mathew and Alidmat (2013) and Allou (2013). Zacharias (2012) stated that in an open-ended response, participants are free to write their responses to the question given instead of being controlled by choices designed by researcher as in closes-ended questionnaires.

Table 1
The List of the Questions

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Adapted from</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What kinds of AVAs do your teachers use in the speaking classroom?</td>
<td>Mathew and Alidmat (2013); Allou (2013)</td>
</tr>
<tr>
<td>2.</td>
<td>Please explain how the AVAs can enhance your learning motivation in the speaking classroom, give examples!</td>
<td></td>
</tr>
</tbody>
</table>
Besides questionnaires, in order to enrich the data, this study also conducted a semi-structure interview, which was used to gain more information about the use of AVAs from students in speaking classes and clarify the answers on open-ended questionnaire.

**Data Collection Procedures**

Several procedures were done in collecting the data. First, after the questions were developed the participants were asked to fill the questionnaire. Second, after the data has been collected, the researcher classified the data based on the questions. Third, the researcher counted the numbers of all answers and put it in a form of a table. Afterward, an interview lasted 5-10 minutes was audio recorded with the permission of each participant.

**Data Analysis Procedures**

There were two types of data analyzed: questionnaire and interview. Several steps were done in analyzing the data gathered from the questionnaire. First, the questions results were transcribed from the questionnaire, and then the answer determined the interviewed participants. Second, in the interview section, the data were transcribed from the recording. Next, the researcher developed the emerging theme to differentiate one data to another (Zacharias, 2012). After the data have been classified, I summarized the result of the analysis into a form of table.
FINDINGS AND DISCUSSIONS

This chapter presents the data that have been collected during the research. The data of the study are presented in three major themes (see Table 2). These themes were related to the use of AVAs as teaching media to: substitute monotonous learning environment; improve students’ pronunciation; provide in-depth and detailed knowledge of the materials. The following section will focus on the discussion of each point.

Table 2
The Themes Extracted from Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Themes</th>
<th>Details</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interesting</td>
<td>To substitute monotonous learning environment</td>
<td>Appropriate use of AVAs provide a clear depiction on how speaking should be done in social context. With my generation’s receptiveness towards video, PPT and music, I am interested in the learning process while using those kinds of AVAs.</td>
</tr>
<tr>
<td>2.</td>
<td>Develop speaking skill</td>
<td>To improve students’ pronunciation</td>
<td>Watching a good speaking example in a form of video usually leads me to imitate the way the speaker pronounces the words. I think it is a way to habituate myself to speak confidently.</td>
</tr>
<tr>
<td>3.</td>
<td>Stimulate thinking</td>
<td>Provides in-depth and detailed knowledge of the materials</td>
<td>The materials are easier to understand because the teacher explains in more detail using AVAs and shows the implementation or the example of it.</td>
</tr>
</tbody>
</table>

The AVA as teaching media substitutes monotonous learning environment

The first finding in this research was AVAs that substitutes the monotonous learning environment. The participants seemed to indicate that AVAs take an essential role to decrease the monotonous learning environment in speaking class (Lestari, 2003). In this technological era, implementation of
technology has a significant impact towards language learning such as boosting students’ interest in the classroom. As Maria (2013) reported that nowadays, one thing that cannot be denied is that students live in a media world, which most of the information is provided by technological devices. On the other hand, when the teachers are compelled to rely on textbooks as the only source of language input, it will make the learning environment become monotonous (Matthew, 2013).

As S34 demonstrated in his response ‘It will be really boring if I only listened to the teacher's explanation and relied on the handout.’ Furthermore, in line with the written response, S11 clarified how AVAs substitute monotonous learning environment in the interview section:

(Excerpt 1)
I prefer materials that provide at least a picture (visual aid) rather than only a long-written text. I am not really sure if I got the point from the given materials because all I can see is a very long text. Besides that, providing only handout as the teaching media makes me bored in the classroom. Therefore, providing media such as AVA even just putting a picture is sometimes useful for me to understand the materials and minimize the boredom in the classroom.
(Interview/S12/translated by the researcher)

Teaching and learning are not always conducted by books, whiteboards, and handouts. The participant above mentioned that it is difficult to master long authentic materials, especially the ones from the handout (see Excerpt 1). These kinds of problems are often found in authentic materials such as handout, magazine, and newspaper (Lestari, 2003). Therefore, technology integration is important in the classroom. For instance, it brings freshness and variety to the learning experience (Naznen, 2009). This concern is expressed in the responses below:

(Excerpt 2)
Providing only handout to the speaking class might be very boring. In this case, AVA as a new teaching media is more interesting and motivates me to learn the language by
creating an enjoyable learning environment. Besides that, we also learn about vocabulary and how to pronounce it clearly. Using only audio in speaking class might be boring too, but with the addition of pictures, it will be more effective interesting.

(S11/interview/translated by the researcher)

(Excerpt 3)
AVA creates an enjoyable and good learning environment. If I may choose, using both audio and visual aids are better. A handout provides the detail information of the materials about speaking. Additionally, a PPT shows the example of the words and how to pronounce it or only the important points of materials will help me to learn the language better in the speaking classes.

(S40)/interview/translated from the interview)

(Excerpt 4)
Appropriate use of AVA can help me to remember and learn the materials better, because in this era, students are more open to learn through technology.

(S3/interview/translated from the interview)

“Advanced technological developments have opened new potentials to integrate AVAs in English language classrooms” (Wazeema&Kareema, 2017, p.441). These interviewees had probably realized the importance of AVAs to attract disinterested students in speaking class (see Excerpt 2, 3, and 4). According to Matthew and Alidmat (2013), classroom environment should be able to stimulate creativity, develop positive interests, attitudes and values for effective learning. It could be illustrated in the statements above, which the results found that AVAs implementation in the speaking classes can make learning and teaching more interesting, stimulating and effective (Malik&Pandith, 2011).

The AVA as teaching media improved students’ pronunciation in speaking
This second theme discussed the students’ perception that AVAs tend to improve students’ pronunciation development in speaking class. Most of the students agree that their pronunciation is improved after using AVAs. Statements from questionnaire below are classified into this category, such as “AVAs such as video, PPT, and music assist me to learn how to speak fluently and also increase my knowledge in speaking class (S29); it helps me a lot to understand the words
or pronunciation that I do not understand (S5); I am motivated to imitate the pronunciation in the AVAs given (S33). Another response given by one of the interviewees in the interview session is listed below:

(Excerpt 5)
AVAs are interesting because I can get more knowledge from other learning media other than just from a textbook/handout. In speaking class, AVAs such as video help me to see how a word is pronounced directly by the native speakers. Therefore, I am motivated to speak the language appropriately. Also, my teacher sometimes provides the materials in the form of PPT; she put some words and how to pronounce it correctly in the slides. Further, if there is a vocabulary or pronunciation that is difficult for me to understand, I can directly ask the teacher. I think it is really helpful.

(S4/Interview/translated by the researcher)

In this category, a statement from the participants shows that AVAs provide support to speaking skill. Specifically, they mentioned that AVAs are very useful to teach pronunciation. The data discovered that students received varying information regarding intonation, vocabulary, and pronunciation through listening as well as they see how native speakers use body language and expression when they speak. In addition, these aids motivate students and help them to understand as well as to perform well when they speak (see Excerpt 5). This finding was supported by another interview section in which the respondent stated that:

(Excerpt 6)
AVAs are more interesting especially YouTube. For instance, in the video provided there is someone who is talking about something. Therefore, we can pay attention to their pronunciation, vocabulary, gestures and body language while speaking the language. Another example in speaking class is by using a video from YouTube to explain about the material when the topic is about poster presentation. The video contains the right things that should be done while doing a poster presentation, and also there is an example in the AVA provided.

(S18/Interview/translated by the researcher)

Also, the majority of the statements tended to prove that AVAs, especially video, provide so many advantages in speaking class. In this case, video helps
them to understand how certain words and expressions are used in the real life (Lialikhova, 2014). This statement was also supported by Allou (2013), he assists students in understanding languages by providing direct contact with objects and things to create a realistic world. Therefore, videos can attract them to imitate the correct pattern for certain words that may be used in their daily life (see Excerpt 6).

The AVA as teaching media provided depth and detail knowledge of learning materials

The finding showed that the participants had positive response toward AVAs in speaking classes. Responses from the participants indicated that most of them find AVAs in speaking class useful to increase their understanding towards the materials given by the teacher.

According to Nazneen (2009), AVAs promote learning by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching. Some respondents share their experience, “the teacher uses PPT and shows the new vocabulary that I have not known with an interesting picture. Therefore, I can remember the new vocabulary given in speaking class easily” (S15). This category also includes statements, such as ”It is easier for me to understand the main ideas or point of the materials given by using the AVAs (S8); the AVAs given by the teacher motivates me to learn the materials by giving the example of it, such as showing the video related to the materials in front of the class (S9); AVAs are very useful for learning in class because if I cannot really understand about the materials given, I can
understand by watching the explanation in PPT (S22). Furthermore, from another response given by interviewee, they recall their experience through the interview:

(Excerpt 7)
AVA helps me a lot because the explanation given by the teacher becomes more detail, especially if the teacher also provides the example in the AVA provided. Also, not all teachers can deliver the materials well. Sometimes, the teacher fails to express or deliver it, thus AVA is more beneficial in this case. Therefore, sometimes the picture in AVA tells a lot compared to the teacher’s explanation. Then, when I get confused with the teacher’s lecture, AVA helps me to absorb the materials in speaking class.
(S8/Interview/translated by the researcher)

The statement shows that sometimes the students encounter difficulties in understanding the materials. Moreover, teachers sometimes fail to deliver the materials in the classroom to the students. Thus, the presence of AVAs here is probably beneficial to stimulate students’ understanding (see Excerpt 7). This hypothesis was supported by Yunus, Salehi, and John (2013) who claimed that AVAs such as pictures, audio, and video can be used “to serve as a helpful tool in facilitating students’ understanding of the literary concepts occurred in the texts” (p.115). One of the interviewed students also commented that:

(Excerpt 8)
Usually, AVA leads me to get the point or idea of materials given by the teacher. It is not always about written text or long explanation, but provides picture and sound to help students comprehend the materials easier.
(S2/Interview/translated by the researcher)

Based on statements above, it can be concluded that AVA are very important because they facilitate both the learning and the teaching process. Specifically, AVA helps the students to visualize the materials more clearly (see Excerpt 8). Furthermore, AVA makes teaching and learning process become effective and more concrete (Audio-visual aids,2010).
CONCLUSION

The aim of this study is to answer the research question: ‘What are students’ perspectives on the use of Audio-Visual Aids in enhancing learning and motivation in the speaking classes?’ It was concluded that most of the participants had positive perspectives on the use of AVAs in their speaking class. There were three most common reasons stated by the participants. First, the AVAs as teaching media are interesting; it can grab students’ attention by replacing monotonous learning environment in speaking class. Second, the AVAs as teaching media can develop students’ speaking skill, especially pronunciation. The students learn to imitate the pronunciation and the style of language of the speakers in the provided AVAs. Third, the AVAs as teaching media stimulate students’ thinking by providing detailed knowledge of the topic or material given.

The present study has led us to conclude that using AVAs are very important in teaching English because they help to improve students’ speaking motivation, as speaking is an important language skill which requires a lot of practice. Therefore, the following recommendations are proposed in this research. First, teachers should design different speaking activities and use appropriate teaching media to develop their students’ speaking abilities. Second, teachers should increase the use of AVAs in speaking classes because they help to develop speaking skill as well as to create a relaxed and motivated classroom atmosphere for students. Third, for further research, the teachers’ perception toward AVAs in developing English skills may also be examined since this study presents the perceptions from students’ point of view only. Finally, with the utilization of
AVA prudently, the language teaching and learning can be enhanced so that students can achieve their learning objectives in the class successfully.
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Dear Respondents,

My name is Risma Ida Aruan. I am studying for my degree of Sarjana Pendidikan (S.Pd) in the English Language Education Program of Universitas Kristen Satya Wacana. As a part of my study, I am conducting a research on “AVA in enhancing students’ speaking motivation in EFL speaking classes.” The purpose of this study is going to find out about students’ perception on the use of Audio-Visual Aids in shaping learning motivation in the speaking classes. Therefore, I would like to ask for your willingness to answer questions in this questionnaire. The questions are intended to gain information about students’ speaking enhancement in the Speaking for Social Purposes class of English Department during this semester.

It is not a test, so there are no right or wrong answers in this questionnaire. Besides, your answers will not affect your grade in Speaking for Social Purposes class. Therefore, you are free to respond to how you really feel. This questionnaire asks about your personal beliefs, thus please answer honestly based on your personal experience. If you have further questions dealing with this research, you may contact me in this following phone number:

082 227 537 967

I thank you very much for your help and participation in this research.
In my study, AVA refers to instructional materials which involve both audible and vision senses. Those instructional materials include videos, music/sound, film, computer, PowerPoint, movie, video, television educational series, YouTube, and other online materials.

Answer these following questions.

*using Bahasa Indonesia is acceptable

1. What kinds of AVAs do your teachers use in the speaking classroom?

__________________________________________________________________
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__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________

2. Please explain how the AVAs can enhance your learning motivation in the speaking classroom, give examples!

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__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

If you are agree to be interviewed

Name : 
Phone number : 

APPENDIX B

Date: 29 Januari 2018
Time: 12.00

1. Background questions:
   a. Menurut pengalamanmu, tantangan apa yang kamu rasakan ketika berbicara dalam Bahasa Inggris? Nerveous
   b. Apakah dosen mendorongmu untuk berbicara dalam Bahasa Inggris di kelas? Ya, peraturan di dalam kelas mewajibkan mahasiswa untuk menggunakan Bahasa Inggris saat berkomunikasi didalam kelas
   c. Apakah hal tersebut efektif untuk memperbaiki kemampuan Berbahasa Inggrismu? Sangat efektif, karena ada beberapa siwa yang malu menggunakan Bahasa Inggris, tapi karena ada peraturan tersebut mahasiswa mau nggak mau harus berlatih menggunakan bahasa inggris

2. Apakah dosen menggunakan beberapa jenis AVA selama kelas Speaking berlangsung? Sering, hampir di setiap pertemuan kak

3. Jenis AVA apa yang digunakan oleh dosen dalam kelas Speaking?
   Video, powerpoint, handout, youtube

4. Jenis AVA apa yang kamu inginkan untuk Dosenmu gunakan di kelas Speaking? Mengapa?
   Powerpoint dan handout, karena dengan dosen memberikan materi lewat powerpoint, kita kan bisa melihat didepan penjelasan dan point-point dari materi yang diberikan, sedangkan handout itu kan menjelaskan materi lebih detail dari materi tersebut. Jadi dengan menggunakan kedua media itu bisa mempermudah saya menangkap materi yang sedang diajarkan. Saya bisa menambah beberapa tambahan catatan dari materi dihandout dengan mudah dan juga menyerap point-point pentingnya dari powerpoint jadi lebih efektif.

5. Tolong jelaskan bagaimana AVA dapat menambah motivasi belajarmu dikelas Speaking, beri contoh!
   Jadi AVA itu mempermudah dan memperjelas materi yang sedang diberikan oleh dosen. Misalnya, Jika melihat video misalnya bentuk past tense dari read(membaca) itu kan read pronounce nya dibaca seperti kata red, loh kok merah? nah setelah dicari tau dipenjelasan dari AVA ternyata read yg dimaksut itu bukan red (merah) tapi bentuk past tense dari read (membaca). Dari situ kita bisa tidak salah mengartikan, gampangnya AVA nya memperjelas tujuan dari materi yang disampaikan. Selain itu, dulu ada tugas membuat video dari micro teaching lalu diupload ke youtube.menurut saya AVA sangat membantu saya, dengan adanya youtube saya bisa upload video saya walaupun kapasitasnya besar, jadi youtube sebagai salah satu jenis dari AVA disini berperan penting banget.

6. Apakah kamu setuju jika AVA dapat membantu dalam memperbaiki kemampuan dalam berbicara Bahasa Inggris? Ya, AVA sangat membantu dikelas speaking.
Date: 23 Januari 2018
Time: 09.00

1. Background questions:
   a. Menurut pengalamanmu, tantangan apa yang kamu rasakan ketika berbicara dalam Bahasa Inggris? Vocabulary yang masih sedikit, kak
   b. Apakah dosen mendorongmu untuk berbicara dalam Bahasa Inggris dikelas? Ya, salah satunya melalui group diskusi dan presentasi
   c. Apakah hal tersebut efektif untuk memperbaiki kemampuan Berbahasa Inggris? Ya, sangat efektif karena saya bisa belajar dari teman teman yang lebih lancar menggunakan Bahasa Inggrisnya

2. Apakah dosen menggunakan beberapa jenis AVA selama kelas Speaking berlangsung? Selalu

3. Jenis AVA apa yang digunakan oleh dosen dalam kelas Speaking? Kalau yang paling sering digunakan dikelas itu video

4. Jenis AVA apa yang kamu inginkan untuk Dosenmu gunakan di kelas Speaking? Mengapa? Video kak, karena kita bisa melihat gambar dan suaranya pada saat yang bersamaan

5. Tolong jelaskan bagaimana AVA dapat menambah motivasi belajarmu dikelas Speaking, beri contoh!
   Biasanya kan kalau divideo itu ada pembicara atau speaker yang ngomong nah itu kita bisa tau gimana dia cara ngomongnya. Misalnya contextnya lagi belajar tentang bagaimana berbicara saat presentasi formal, nah bisa jadi tau attitude, gesture, jadi disisi lain tau cara dia ngomong bisa juga tau body language yang benar kalau lagi presentasi formal. Disamping itu, biasanya kalau membaca itu kan bergiliran dikelas, nah kadang sewaktu berbicara bergiliran itu kan kadang kita salah pronunciationnya, kadang juga tidak memperhatikan titik komanya. Jadi, dosen kan memberi contoh yang benar didepan kelas melalui video, jadi bisa melihat pengaplikasiannya secara langsung

6. Apakah kamu setuju jika AVA dapat membantu dalam memperbaiki kemampuan dalam berbicara Bahasa Inggris? Setuju sekali kak.
Date: 23 Januari 2018  
Time: 13.00

1. Background questions:
   a. Menurut pengalamanmu, tantangan apa yang kamu rasakan ketika berbicara dalam Bahasa Inggris? Kalau aku lebih ke grammar, kak
   b. Apakah dosen mendorongmu untuk berbicara dalam Bahasa Inggris dikelas? Ya, salah satunya dengan cara role-play
   c. Apakah hal tersebut efektif untuk memperbaiki kemampuan Bahasa Inggris? Ya, karena bisa praktek berbicara langsung

2. Apakah dosen menggunakan beberapa jenis AVA selama kelas Speaking berlangsung? Sering, kak
3. Jenis AVA apa yang digunakan oleh dosen dalam kelas Speaking? Kalau yang paling sering digunakan dikelas itu video dan Powerpoint
5. Tolong jelaskan bagaimana AVA dapat menambah motivasi belajarmu dikelas Speaking, beri contoh! Menarik dan juga bisa dapet pengetahuan dari tempat lain. Misalnya video, saya bisa lihat pronunciationnya dari native speaker jadi bisa termotivasi berbicara dalam bahasa Inggris yang bener. Powerpoint, biasanya dosen menyediakan wordnya dan cara pronounce the wordsnya. Jadi, bisa lebih baik buat cara pronunciationnya dan gak bosan juga dikelas buat belajar
6. Apakah kamu setuju jika AVA dapat membantu dalam memperbaiki kemampuan dalam berbicara Bahasa Inggris? Setuju, kak.