

**THE USE OF AUDIO VISUAL MEDIA IN
TEACHING EFL STUDENTS SPEAKING SKILL**

(A Study at SMP Islam Sultan Agung 1 Semarang

In the Academic Year of 2018/2019)

THESIS

Submitted to Partial Fulfillment of the Requirement for
Degree Bachelor Education in English Department



By

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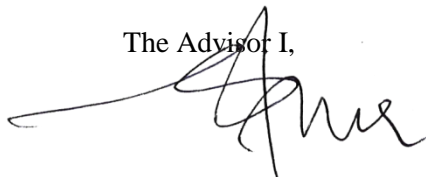
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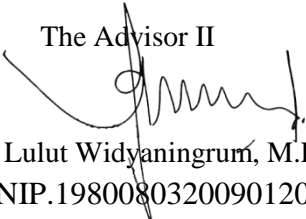
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ABSTRACT

Title :The Use of Audio visual Media in Teaching EFL Students' Speaking skill (A Study at SMP Islam Sultan Agung 1 Semarang in the Academic Year of 2018/2019)

Writer : Sopiyanah

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This study focused on teaching EFL students speaking skill in which technology were integrated in the process of teaching learning. The objective of this study is to describe the implementation of audio visual media in teaching speaking skill particularly in the dialogue, to explain the roles of teacher, the role of students and to describe the strategy used in teaching learning process. The subjects of the study were the VII B students of SMP Sultan Agung 1 Semarang in the academic year of 2018/2019. The data were collected through observation, documentation and interview. Process of data analysis involved as data reduction, data display, and drawing or verification. Descriptive qualitative is used to present the result of study in the form of descriptive explanation. The finding of this study is media considered very interesting and make learning enjoyable. Further, the media is considered able to ease the students understanding the materials in English speaking. The teacher is able to arrange the lesson plan in which the audio-visual media included there. The researcher suggests, audio-visual can be employed to enhance students' speaking skill.

Keywords : *Audio Visual Media, Teaching English Foreign Language, Teaching Speaking Skill.*

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Finally, the writer realized that thesis is far from the word perfect, therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial for everyone. aamiin.

Semarang, 13 Desember 2019

The Researcher

DEDICATION

The thesis is dedicated to:

1. My beloved parents and family members who always support me in finishing this study, in every my way they pray, in every my fall they take care, in every my tears they amuse, in every my dream they support.
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MOTTO

Success does not consist in never making mistakes but in every making the same one a second time

(George Bernard Shaw)

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

So do not weaken and do not grieve, and you will be superior if you are [true] believers.

(Qs ali. Imran :139)

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher explains the sub chapters completely those sub chapters are stated as: background of the study, research questions, objective of the study, limitation of the study, and significance of the study.

A. Background of the Study

Learning English as foreign language takes long and complex undertaking, because whole person be understanding new word, new culture, new dialect of this own language. English is considered as one of the international communication which has been introduced to primary school, learned and taught at junior high school, senior high school and the last at university. It means that English is an important thing to understand by Indonesian people such as the prophet said in the holy Qur'an. Abu ad-Darda reported as follow: the messenger of Allah, peace and blessings be upon him, said:

عَنْ أَبِي الدَّرْدَاءِ قَالَ سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ
عِلْمًا سَلَكَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ وَإِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنِحَتَهَا رِضَاءً لِطَالِبِ الْعِلْمِ وَإِنَّ الْعَالِمَ لَيَسْتَغْفِرُ لَهُ
مَنْ فِي السَّمَوَاتِ وَمَنْ فِي الْأَرْضِ حَتَّى الْجِبَّتَانِ فِي الْمَاءِ وَفَضْلُ الْعَالِمِ عَلَى الْعَابِدِ كَفَضْلِ الْقَمَرِ عَلَى سَائِرِ
النُّجُومِ إِنَّ الْعُلَمَاءَ وَرَثَةُ الْأَنْبِيَاءِ إِنَّ الْأَنْبِيَاءَ لَمْ يُوْرَثُوا دِينَارًا وَلَا دِرْهَمًا إِنَّمَا وَرَثُوا الْعِلْمَ فَمَنْ أَخَذَ بِهِ أَخَذَ
بِحِطِّ وَافِرٍ. (رواه أحمد والترمذي وأبو داود وابن ماجه)

“Whoever travels a path in search of knowledge, then Allah will be easy for him the path to Paradise, verily the angels lower their wings for the seeker of knowledge, verily in the habitants of the heavens and the earth, even the fish in the depths of the water, will seek forgiveness for the scholar. Verily, the virtue of the scholar over the worshipper is as the superiority of the moon over the stars. Verily, the scholars are the inheritors of the Prophets. They do not leave behind gold or silver coins, but rather they leave behind knowledge. Whoever has taken hold of it has been given an abundant share”.

(HR. Ahmad, at-tirmidzi, Abu Daud, dan Ibnu Majah)¹.

From hadist above Allah has shown how important of learning and learning, because through teaching, teachers are able to help to build students' characteristic, develop skills, influence their critical thinking, and also to help successfully their life.

Teaching is instruction and facilitating learning, equipment the learning to learn, setting situation to learning. According to Brown (2007:7), teaching is showing or helping someone to learn how to do something². The teacher has to teaching the materials well depend on the way of students think. It can be done by giving them more practice and exercise. The teachers give materials that are suitable with the syllabus and based on the curriculum. On principle teaching

¹Hadist riwayat, Ahmad, At-tirmidzi, Abu Daud, dan Ibnu Majah No.3157

²Brown H. Douglas, *Principles of Language Learning and Teaching*, (Newyork: Person Education, 2007), p.8.

is the process arranging conditions under which the learning changes his way consciously in the direction of his own goals, of course teaching needs strategies to help students understanding especially in speaking skill.

Teaching English at junior high school involved the four language skills such as listening, reading, speaking and writing. Beside the four English skills students also must have much vocabulary as basic to improve his speaking skill. It becomes clear to us that speaking or oral communication has been considered an important language skill for foreign language learners, depending on the approaches and methods of language teaching, this skill was not treated as equally important to the other languages skills. It is also clear that naturally, to speak is not only to convey a message that someone else needs or to get information which has not been known but more importantly to interact with other people, but in fact there are some problems that are faced by the students. It is realized that most students get bad scores because as foreign language, English just used as informal communication in the element of society, as directly much pupil not enough vocabulary to speak English fluent. Then teaching speaking in Indonesian students of high schools is not something that easy because the teachers should be able to conduct a comfortable situation and always make a different style in teaching, so that the students will be interested and enjoy the class activity and be able to speak English. They need to study the other sub skills such

as pronunciation, vocabulary and grammar³. This problem may be due to the limited practice and the lack of exposure to the target language. Therefore, teachers should use different materials and teaching aids in their classes in order to provide more situations and activities for students to strengthen their speaking competence⁴. Using audio visual as alternatively is one of the important parts in supporting students English learning at classroom. The function an audio visual materials are a great help in stimulating and facilitating the learning of a foreign language. Using audio visual stimulates, teachers hope will provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking ability⁵. Audio visual materials and films needed some contribution in increasing English comprehension about another culture and mentality, on audio visual materials the students will be understanding as directly how people practice in the culture whose language they are learning by bringing into the classroom various communicative situations. Watching videos in the classroom properly just not be a superfluous activity, because the tasks in which the teacher used in video usually contained some expression to help students in understanding what they hear.

³Diyah Ayu Winanti, "A Descriptive Study in Teaching Speaking by Using Video" *Thesis* (Surakarta: IAIN Surakarta, 2017), p 2.

⁴Mizab Meriem, "The Role of Audio-Visual Aids in Enhancing EFL Students' Speaking Skill Case Study First Year LMD Students of English at Biskra University" *Dissertation* (Biskra: Mohamed Kheider University, 2015), p.1.

⁵Diyah Ayu Winanti, "A Descriptive Study in Teaching Speaking by Using Video" *Thesis* (Surakarta: IAIN Surakarta, 2017), p.28.

Then, the researcher chose the research setting in SMP Islam Sultan Agung 1 Semarang due to two reasons. Firstly is that the school has practice in teaching EFL students speaking skill with audio visual media then based on teachers perception audio visual of learning is considered more interesting to influence students skill, through this. Students are able to learning two skill in one time. Moreover, the teacher thinks that this media is successful in helping students' increasing their speaking skill. Secondly, the student needs to improve their speaking instructional and purposes so this media might help them practice speaking skill. Based on observation in the seventh grade, the students has perception about audio visual most interests to learning. Teaching with aid is considered by the teacher because it can help students in practice as directly then they are able to repeat and practice speaking after showing.

Based on theory above, in this research the researcher described how process of teaching learning activities using audiovisualmedia in teaching students speaking skill. Therefore, the researcher addressed this research entitled:*The Use of Audio visual Media on Teaching EFL Students' Speaking skill (A Study at SMP Islam Sultan Agung 1 Semarang in the academic year of 2018/2019)*

B. Research Questions

The researcher explained the research questions as follow:
How is the implementation of using audio visual media on teaching EFL Students speaking skill at seventh grade of SMP Islam Sultan Agung 1 Semarang?

C. Objectives of the Study

The objectives of the research can be described as follow:

to describe the implementation of audio visual media in teaching speaking skill particularly in the dialogue, to explain the roles of teacher, the role of students and to describe the strategy used in teaching learning process.

D. Limitation of the Study

This research was conducted in seventh grade of students on SMP Islam Sultan Agung1 Semarang, the study is carried out on first semester in the academic year of 2018/2019.

E. Significances of the Research

The researcher formulated the significances of the study which can be described as follow:

1. For Teachers

Teachers are able to provide instructional effectively, especially on teaching which correspond to students expect to development his speaking skill.

2. For Researcher

Researcher gives some information about implementation English as foreign in Students' Speaking skill by used audio visual, and also she able to provide the complete of written of subject.

3. For Future Researcher

The researcher are able to used as the references for those who want to conduct a research in similar topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature concerning to teaching English, teaching speaking, component teaching speaking, principle teaching speaking, media in teaching speaking, role play as activities in teaching English classroom, and review of previous studies.

A. Theoretical Review

This research aims is to describe the process of teaching and learning English as foreign language by the use of audiovisual media on students speaking skill. Based on the purpose of the research, the writer formulates the theoretical framework as:

1. Teaching English as a Foreign Language

English learning has become an international language communication⁶. People of different countries speak English to communicate. In Indonesia English was considered as first foreign language is introduced at primary school and learned and taught at junior high school, senior high school, and the last at university in mastering English as a foreign language, the students should learn English both in written form and oral form this is listening, reading, speaking and writing. In teaching English for Indonesian students, the teacher uses mix languages in delivering materials this is because

⁶Gutters, quintas. "Using Audio Visual Tool to Develop Speaking Skill to the Second Grade Students of Ensino Secundariu Cristal in Academic year of 2017". *ISCEJournal* (Vol 2 No.1, year of 2018) p.32

English is one of foreign languages, and they seldom use in their daily communication.

1.1 Teaching English at Junior High School

Teaching English at junior high schools are not something that easy because the teachers should be able to make a comfortable situation and make a different style in teaching so that the student will be interested and enjoy the class activity and be able to speak English well, they need to study the other sub skills such as pronunciation, vocabulary, and grammar.

In English classroom activity the teacher used mix languages in conducted teaching process, the purpose is to help students in understanding of material deliver by teacher as his ability, because in his daily activity English is seldom to use, then to decide this way based on observation toward his students, teachers has considered students mental in difficulties of learning. In the learning process most of teachers try to make the best strategies in teaching English, so learning process of foreign languages is fun and easy. Then based on observation in students practice EFL in the classroom, they enjoyed although they do not clear understand English well

2. Teaching Speaking

Teaching speaking is considered as simple process because speaking is a process communication oral. This activity focuses on how teachers needs strategy in students interest to improve their skill. The successfully this skill can't be measured from written, but

depends on how many students get practice and how teachers need good strategies and ideas to make students fluent in speaking.

Speaking is the most important skill in language learning. This is based on requirements of communication every day. People learn a new language to communicate with others, so the speaking skill is given maximum priority in language learning. In classroom activities when the students are asked to speak English, they feel uncomfortable to speak. Most of the learners are nervous in their performance of language learning so the teachers should have good strategy in teaching speaking at the classroom.

2.1 The Activities in Speaking Classroom

1. Discussion

Discussion is an activity to solve the problem that is given. It is considered as an effective way to help students improve their thinking ability because through discussion students will find new ideas and some solutions for every problem. Harmer (2007: 273) states that “one of the best ways of encouraging discussion is to provide activities which force students to decide on a consensus, often as a result of choosing between specific alternatives”⁷. It means that discussion is cooperative activities in which some students work together to discuss in order to get the solution for problems. In discussion, the students are free to share their ideas.

2. Role Play

⁷Harmer, Jeremy, *The Practice of English Language Teaching*, (Person Longman 2007), p. 273

Role play is an activity that used in teaching speaking skill. In teaching speaking, roleplay is considered new strategies which this activity, teachers are trying to give an experience to the students practice speaking in a real situation,⁸ which students have been setting as a group that consist on two, three, or more students.

3. Simulation

Simulation almost similar with role play, but this approach is considered most difficult. In simulation, the students are given real environment as practice. Harmer (2007:352) supports that students simulate a real life encounter as if they were doing so in the real world, such as business meeting, an encounter in an airplane cabin, or an interview⁹. Simulation can help the students to confident, because they have different role and they are active to speak.

4. Story Telling

Story telling is an activity in which the students summarize the story have been they listened. Kayi (2006) states that story telling are able to help in students creative thinking and help the students to express their ideas in the form of beginning, development, and ending, including characters and setting a story has to have¹⁰. Students also can tell riddles or jokes, it means that story telling can improve students listening comprehension, speaking skill, and also

⁸Fadilah, "Teaching Speaking by Role-play Activity". *Journal of Languages and Literature* (Vol. II, no.x, year of 2016), P.210

⁹Harmer, Jeremy, *The Practice of English Language Teaching*, (Person Longman 2007), p.352

their creative thinking. The students comprehend the stories that have been they listened and tell the story by creative way. For example, add a joke in story

5. Interview

Interview is an activity where questions and answers are accurate. Interview gives students an opportunity to exercise their ability to speak. Students are able to conduct interview with others were given the questions by the teacher or their friend. Interview can do in class and also out class to help the students in socializing with other people¹¹

6. Story Completion

Story completion is an activity in teaching speaking which the students complete the story that delivered by teachers before. This activity is set with the students sit in a circle, and then the teacher tells a story and stop. After that, every student continues the story. Every students must add four to ten sentences, and they can add character, events, descriptions, etc. (Kayi, 2006). It can be concluded that story completion effective to improving speaking skill because students have a chance to complete the story.

7. Presentation

Presentation is an activity to present the ideas in front of the audience. ThornBury (2005:94) statement that “presentation is the experience of standing up in front of their fiends and speaking for a

¹¹<https://www.iteslj.org/Techniques/kayi-teachingspeaking.html>. accessed on 25 Jul 2020

sustained turn is excellent preparation for real life speaking”¹². Presentation deals with the individual students give a talk on a given topic or person. In order to work for the individual (and for the rest of the class) (Harmer, 2007). The listener of presentation must be given some kinds of listening task to perhaps giving feedback. Presentation is one of the four successful activities with higher level students, in getting students to practice speaking as a skill. This corresponds to prepare talks, whereas group or individually they make a presentation based on topics of their own choice. It means that the lecturer acquired the students to present their presentation in front of the class. This can be seen in the following extract that shows the presentation technique.

3. Component of Speaking Ability

1. Pronunciation

Pronunciation is one of the most important parts in English to communicate with others, since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have a good pronunciation. Therefore, it is important to teach pronunciation. In pronunciation as stated by Harmer teaching pronunciation does not only make students aware of different sounds and sound features but

¹²Thonbury, Scott. *How to Teach Speaking*, (Person:Newyork2005),p.94

can improve their speaking infinitely¹³. In mastering English as a foreign language, the students should learn English both in written form and oral form. In the spoken form, pronunciation is important part because having bad pronunciation may lead to misunderstanding in communication although a speaker has a good command of grammar. Therefore, teaching pronunciation to the students are considered important thing. Then, Kelly (2000:11) who states that it is important to include pronunciation teaching in the classroom because learners' errors can cause misunderstanding and in habit to successful communication¹⁴

2. Vocabulary

Vocabulary is a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for test but not for learning a foreign language. In teaching foreign language students need to learn vocabulary of the target language in another way because this is one's strategy to learn vocabulary use. Vocabulary is a basic as person be able to master of four skills, so English teachers should be creative to make students understand. Then, by the use of media teacher are able to deliver material easily, because though this media will be help them to keep students' need attention. Whiling the teacher uses it in teaching, he should select the appropriate one material is related

¹³Harmer ,Jeremy ,*The Practice of English Language Teaching*, Third Edition, Malaysia, 2002,p.183.

¹⁴Nunung Setiyo Rini,"Improving the Student's Mastery in Pronouncing Consonant F and V", *Journal of Language Teaching* (vol.5 no.1.2016),p.3.

at that time. Using audio visual students are able to learn two skill in one time there are speaking and listening. Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologies and linguists emphasize and recommend to teaching vocabulary in students because of its importance thing in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills¹⁵, then in English language teachers get students to study grammar and vocabulary, part productive skill activities, and become competent in listening and reading¹⁶. In teaching vocabulary usually some teachers need some idea to teaching by the use of media aimed is to improve his student skill especially in teaching speaking, this function is to increasing students' skill in learning motivation.

3. Comprehension

For oral communication, it certainly requires a subject to respon, to speech as well as to initiate it¹⁷.

4. Fluency

Fluency is one of component speaking skill. The goal is to measure how far the speaker is able to use to communicate as

¹⁵Abdul Kareem Igbari, "Teaching English Vocabulary", www.gsm.ac.il/jamelia.abdallareem.pdf, Accessed on 20th september 2018.

¹⁶Harmer, Jeremy, *The Practice of English Language Teaching* 3th edition, (Cambrige, United Kingdom University, 1998), p.352.

¹⁷ Azlina kurniawati, et.al., "A Study on Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru", *Article Journal of English Study Program Language and Arts Departement Faculty of Teachers Training and Education Riau University* . (2015) p.6

effectively and how far he is able to use of language as quickly, confidently without pauses part start word search.

5. Accuracy

Accuracy is the complement to fluency and most the classroom activities focus on either which students speech match what people actually say when they use target language

4. The Principle of Teaching Speaking

Teaching speaking is considered difficulties, because in Indonesian students' English is one of the foreign language that seldom they used in daily communication. Teaching speaking has some principles as a guide to teach. This principle will help the teacher in designing the technique that will be used in speaking class and help the students are comfortable in producing English orally. Brown proposed seven principles to design speaking techniques. They are:

- a. Use techniques that cover the spectrum of learner needs, from languagebased accuracy to messagebased interaction, meaning, and fluency. In teaching speaking teacher is expected to need objective in helping students develop his vocabulary that used in speaking skill.
- b. Provide is intrinsically motivating techniques. The teacher must give motivation in teaching English. This is because English considered as difficult to practice by the Indonesian student.

- c. Encourage the use of authentic language in meaningful contexts preparing authentic language is difficult because it needs extra energy and creativity. Providing relevant and meaningful authentic language contexts give the students experience with the language in outside class.
- d. Provide appropriate feedback and correction. The teacher should give useful feedback for the students to help them learn and grow. When giving feedback, the teacher makes the students comprehend and allow them to analyze their mistake. Feedback can be gotten outside of the classroom.
- e. Capitalize on the natural link between speaking and listening are integrated skill. The two skills can reinforce each other. Skill in producing language is often initiated through comprehension.
- f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. The teacher can design speaking techniques that allow the students to initiate language.
- g. Encourage the development of speaking strategies. The teacher should develop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies as follows:
 - 1. Asking for clarification (What?)

2. Asking someone to repeat something (Excuse me?)
3. Using fillers (uh, I mean, Well) in order to gain time to process
4. Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hmm)
5. Getting someone's attention (Hey, Say, So)
6. Using paraphrases for structures one can't produce
7. Appealing for assistance from the interlocutor (to get a word or phrases, for example)
8. Using formulaic expressions (at the survival stage) (How many does a cost? How do you get?)
9. Using mime and nonverbal expressions to convey meaning. These principles should be used as a guide in teaching speaking¹⁸

5. Media in Teaching Speaking Skill

Teaching is one process of communication and interaction between the teacher and student to receive or sending some information are needed such as knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or information to avoid misunderstanding. In process of communication, media are needed in teaching process the function is to help the teacher to make things being learned and discussed at the classroom clearly. In the teaching and learning

¹⁸ Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Person Education, 2001), p.275-276

process, media is considered to be teacher ways to communicate with the students. However, teachers should select and think carefully about the appropriate media based on student materials needs.

5.1 Audio visual as Media used by English teachers at SMP Islam Sultan Agung 1 Semarang

Audio visual are a tool record to improve speaking skill that are use in several times and more than others (Madhuri:2013) which audio visual is a combination between the video picture and sound then develop as film and used in teaching learning process. Then Mandhuri said about teaching audiovisual can't be learned from a book it comes only with practice¹⁹. Teaching EFL using audio visual media is considered as solutions for students speaking properly. The use of audiovisual can facilitate the speaking skill because audio visual can draw the attention of the learners easily. When students see something a video in front of them which appropriate with their interest, so they become enthusiastic to express their opinion about that. As they get some background information from the video, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using audio visual in language class to facilitate speaking and presentation skills. He stated active viewing are able to increase the students' enjoyment and focuses their attention on the main idea of the

¹⁹Kurniawan, Feri. "The Use of Audio Visual Media in Teaching Speaking". *English Education Journal*. (Vol. 7 No.2 year of 2016), p.184.

video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content.

After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a piece of paper or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels²⁰.

6. Types of Audio Visual Materials

There are different ways of classifying audio-visual materials the necessary related equipment for putting them to work in the classroom, audio-visual materials in teaching speaking include as film, movies

1. Film

The probable learning activities through this aid are listening to some news both in mother tongue and English, and able to creating new atmosphere in learning process because as directly the students able to Watching visual along with reports and commentaries, watching headlines, hot issues can be debated in the classrooms, and report writing through the content.

²⁰ Abdullahal Mamun, "Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level" *Tessol* (BRAC University, 2014), p.15

2. Movies

The students can watch English movies and write review of the movie. They also can discuss about the theme, plot and characters.

7. The Advantages of audio visual media in teaching speaking

Daniel (2013:3813) states the advantages of audio-visual aids as follows:

1. Audio-visual aids create interest for learning in the students.
2. Audio-visual aids are time saving because they explain idea easily and precisely
3. By using it, the burden of the teachers is reduced.
4. The teachers can improve their own English aural aids.
5. Audio-visual aids are the sources of a variety of experiences for students.
6. It makes learning English easier.
7. Audio visual aids help to create natural English environment.
8. Audio visual aids help the students to pay attention. It can be said that audio visual aids can give direct sensory experience to the students. It also interesting aids in learning English language in the classroom²¹.

²¹ Daniel, j. Audio Visual Aid in Teaching of English”. *Journal of Innovative Research in Science Engineering and Technology* .(Vol. 2 No.28 year of 2013) p.383.

8. Disadvantages of audio visual

In teaching learning process there are always advantage and disadvantage of any aids that used. Although audio-visual aids combine two aids at once, there are still some barriers. Aggrawall and Kuldepp (2009) points out the obstacles of using audio visual aids as follows:

1. Apathy of the teachers: teachers still do not recognize the role that teaching aids play in classroom, they base their instruction merely on words.
2. neffectiveness of the aids: what makes the use of audio-visuals fails in providing successful instruction is the teachers lack of pre-planning and preparation.
3. Financial hurdles: governments and organizations should give more interest to set up audio-visual education. Under developed countries have serious problems concerning the lack of programmers; in turn, they could not enable them to achieve further objectives.
4. Irregular power supply: no one can refuse that teaching materials, especially the technological ones, need electrical and technical power in order to work. So, these devices will not be activated unless there is enough power, and this fact could be unwelcomed prospect from the part of certain countries and areas which have insufficient energy.
5. Need for training: each kind of teaching materials requires a special treatment and way of dealing. Therefore, instructors

should be aware of these differences as well as they should receive trainings on how to use them

9. Role play Procedure in the Classroom

In Role play classroom context on teachers activities is needed to pay attention in applied the principles and step that will he do. There are six major steps in the procedure (Huang: 2008):

1. Decide the Teaching Material.

The teacher must decide which teaching materials will be used for role play activities. The teacher can take teaching materials from textbooks or non textbook teaching materials such as picture books, storybooks, readers, play scripts, comic strips, movies, cartoons, and pictures. The teacher selects the material ahead of time. The teacher can also create his or her own authentic teaching materials for roleplay activities. The teaching material should be decided based on students' level and interests, teaching objectives and appropriateness for teaching.

2. Select Situations and Create Dialogs

A situation to be role played should be carefully. For every role plays situation, should be providing (by the teaching materials or by the teacher) or created by the students themselves.

3. Teach the Dialog for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and

dialogs prior to do the roleplay activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4. Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the roleplay. When students are confident enough to demonstrate or perform in front of the class. The teacher can ask them to do so for their classmates.

5. Have Students Modified the Situations and Dialog

Once students have finished and become familiar with an original role play situation. They can modify the situations and dialog to create a variation of the original role play.

6. Evaluate and Check Students Comprehension

The teacher shall evaluate the effectiveness of the roleplay activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialog. There are several ways to do student evaluation. Students can be given oral tests relating to the role plays²²

²² Irene, Y. Huang. *Role Play for ESL/EFL Children in the English Classroom*. Accessed on 26 July 2019 at 13.20 P.m <http://iteslj.org/Techniques/Huang-Roleplay.html>

A. Review of Previous Studies

1. A Thesis written by Diyah Ayu Winanti, 133221229, English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta in the year of 2017 entitled “Descriptive Study in Teaching Speaking by Using Videos at the Seventh Grade of M.Ts Negeri Surakarta in the academic year of 2016/2017 ”. In this study the writer used descriptive qualitative study in conducting the research approach and focus on how to describe teaching speaking is used video seventh grade of students’. Then the writer used data collection such as observation, documentation and interview. To analyze a data, descriptive qualitative analysis is used. In this research, the researcher used triangulation. It was done by comparing the data taken from observation which had been held during teaching and learning process and the data from interview and documents which have the same source. The difference with my research can be found in the use of media in teaching speaking. The writer used video as media meanwhile in my research using audiovisual²³.

²³ Winanti, Diyah Ayu. “A Descriptive Study in Teaching Speaking by Using Video”. *Thesis* (IAIN Surakarta, 2017)

2. A Thesis was written by Siti Comariah, 123221279, English Education Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta in the year of 2017 entitled “Descriptive Study of Teacher’s Technique in Teaching Speaking on Tour Guide Program of the Second Grade at SMK N 1 Karanganyar in the academic year of 2015/2016 ”. In this study the writer used descriptive qualitative study in conduct the research approach and focus on describe of the problems faced by the English teacher and the student in teaching speaking to the second grade of tour guide program at SMK N Karanganyar. The writer conducted three steps to analyses the data. There are reduction of data, data display and drawing conclusion and also use of triangulation as data collecting technique. The difference from my research can be found in the use in data collection technique and research focuses on speaking²⁴
3. A EEJ (*English Education Journal*) written by Feri Kurniawan in the year 2016 entitled “The Use of Audiovisual Media in Teaching Speaking”. In this journal the writer focused on teaching speaking skill by the use of audiovisual. This study is case study in teaching speaking at eight grade students. In this research the writer used of comparative study to conduct the

²⁴ Comariah Siti, “A Descriptive Study of The teacher’s technique in teaching Speaking on tour guide program of the second grade at SMK N Karanganyar in academic year of 2015/2016. *Thesis* (IAIN Surakarta, 2017)

research process. The difference from my study can be found in research approach. In this journal the writer used quantitative meanwhile I use of qualitative approach²⁵.

4. A ISCE (Journal of Innovative Studies on Character and Education) written by Charles Fatima Guterres et.al in the Year 2018 entitled “Using Audio visual tool to Develop speaking skill to the grade students of Ensino Secundario Cristal in the School year 2017”. In this journal the writer focused on how to develop students’ EFL on speaking skill by the use of audio visual, then used the quantitative approach and descriptive method to conduct his research process. The difference with my study can be found in research approach in this journal the writer used research and development meanwhile I use of qualitative approach²⁶

²⁵Kurniawan, Feri. “The Use of Audio Visual Media in Teaching Speaking”. *English Education Journal*. (Vol. 7 No.2 year of 2016)

²⁶Gutters, quintas. “Using Audio Visual Tool to Develop Speaking Skill to the Second Grade Students of Ensino secundario cristal in academic year of 2017”. *Journal of Innovative studies on character and education*(Vol 2 No.1, Year of 2018)

CHAPTER III

RESEARCH METHOD

This chapter the researcher presents the research methodology applied in this study. It involves research design, setting of research, research focus, data collection technique, and technique of analyzing data.

A. Research Design

Based on research problem and objectives above, the design of this study is a descriptive study. The purpose is to describe some phenomena as detail information especially in activities of teaching learning process at the classroom. Which this activity involves students and teachers as subject in conducting research process. In this research qualitative is approach conducted. Qualitative research means for exploring and understanding the meaning. Individuals or groups ascribed to social or human problem. The process of research involves emerging questions and procedures. Data typically was collected in the participant's setting. Data analysis inductively building from particulars to general themes. And the researcher making interpretations of the meaning of the data situation (Creswell. 2009)²⁷.

²⁷Creswell, John. *Research Design Qualitative Quantitative and Mix Methods Approaches* 3th edition (London, Sage; 2009), p. 13

B. Setting of the Research

The researcher conducted the research place at SMP Sultan Agung 1 Semarang in the academic year of 2018/2019. The school location at Seroja Street no.14 A Simpang lima Semarang. This school is one of junior high school based on Islamic education. This view can be observed when they enter to school. The first "*Solat Duha berjamaah*" is one of obligated activities to students have in every morning before process of teaching and learning are beginning, after they enter the classroom some teacher need some instruction to every class reading "*Asmaul Husna*" and "*Doa pembuka majelis*". Then the researcher conducted the research about 13 p.m 25 November 2018 with subject of the study carried out at 7B class. It consist on 24 people, then all of participants are female students

C. Research Focus

This study focused on teaching EFL students' speaking skill in which audio visual as media were applied in the process of teaching learning.

D. Techniques of Data Collection

Data collection technique are important parts in research. The technique of data collection is way to obtain the data and information related research process. Data collection technique in this research expected to find out data accurately and specifically. Then, in this research the data collection technique are as follow:

1. Observation

Sutrisno 1986 (in Sugiyono) said observation is a complex systematically process of biologist and psychologist²⁸. The observation method involves the researcher in watching, recording, and analyzing events of interest. Blaxter, Hughes, and Tight (1996:1858). Observation is method of collecting data and an activity of viewing the research subject in detail. The researcher conducted survey and interactions which are done by teachers and students during the teaching and learning process. The researcher observed the teachers while teaching English by watching. The observation has some purposes are to find out how the implementations of audio visual media in teaching EFL students' speaking skill in the classroom and how strategies that used by the teacher, to get observation data from how students responds on teaching learning process.

2. Interview

There are different ways of doing interview namely face to face interviews, or engages in focus group interview with involving teachers and students. The interview with teacher is aimed at knowing while material and gaining the information about how implementation the use of audio visual in teaching speaking class, and then the interview with student is aimed at knowing students respon.

²⁸Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D*, (Bandung: Alfabeta, 2011), p.204.

3. Documentation

Documentation is a form of recording, or archives. Documentation is used to get a data directly from research setting such as relevant books of literature, reporting of research, meeting note and others files that related with research process. In this research form of documentation is related to teaching learning process such as picture, list of students' name, lesson plan.

E. Technique of Analysis Data

Data analysis techniques explains the steps how the researcher analyses the data. Bogdan (in Sugiyono, 2012:344) states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase own understanding of them and to enable you to present what you have discovered to others. Method of data analysis, can be retrieved from result of students speaking skill. Then, in qualitative research, techniques of analyzing data used to recognition, understanding of interrelationships and concept in this data that hypothesis and assertion can be developed and evaluated (Susan Stainback in Sugiyono;2011). In this research I conducted some activities as data reduction, data display, and data verification as process to analysis. Then, levels are emphasized in the following steps:

1. Organize and prepare the data for analysis. This step involves transcribing interviews. Optically scanning

material. Typing up field notes, or sorting and arranging the data into different types based on the sources of information.

2. Read through all the data
3. Considered some remarks that will provide detailed guidance for the coding process.²⁹
4. Reduction the data.

²⁹ Creswell, John. *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd edition (London, Sage; 2009), p. 184

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses the research findings and discussion. The research findings consist on description founds of data in the field, such as data from learning activities, interview and observation . This chapter described about the implementing of audio visual media in teaching and learning process, teachers role in teaching speaking. The supporting and obstructing factors in teaching and learning process, the problem faced by students in the teaching and learning process. The solution the problem faced by students in the teaching and learning process and discussion.

1. RESEARCH FINDING

Based on the result of observation and interview, the researcher presents the research finding during teaching learning process of speaking skill using audio visual media at the seventh grade students of SMP Islam Sultan Agung 1 Semarang in the academic year of 2018/2019. The purposes are to describe or answer the research problems in the first chapter. In general, this research described the implementation of teaching speaking using audio visual media especially in seventh grade class. In this research the audio visual was used as the main media in all phases in teaching learning process. It was also supported by picture and English instruction.

The implementation of audio visual media in the form cartoon video. The use video was supported some tool like speakers and projector. Then based on the observation and interview with the

teachers when teaching the students of class VII B using audio visual divided into several steps, those were opening, main activities, evaluating, reviewing and closing.

The data of the classroom observation of class VII B was conducted on Thursday, 25 October 2018 at 13 p.m. until finish with result is follow:

1. Opening

The first was opening. The teacher entered in the class and opened the meeting by asking to read "*Basmallah*" together, then the teacher greets the students by saying "*Assalamu'alaikum*" and greet the students by saying like "*Goodafternoon students? How is life?*" and the students give response what the teacher said. In teaching learning process, the teacher uses mix language but mostly using English language. Then, the next activity, the teacher checks attendance list and asked the students like "*Who is absent today? Who is not coming today*". From that activity, the teacher knows what and how many students present in the class and what and how many students absent from the class, then teacher asking his student to review the previous meeting "*Oke students' kita akan melanjutkan pelajaran yang kemarin yaitu tentang apa?*".

The students give response what teacher said.

2. Main Activity

The teacher played video about part of the house. In this part, teacher asks the students see and listen carefully about audio visual and ask students attention "*Students please pay attention I will give*

you some videos conversation about part of the house“. After played the video, the teacher asks the students to speak loudly from what the sentences that they hear and see in content. The teacher plays the videos repeatedly until the students be able to fluent in mention of sentences and understanding meaning. From the video while teachers guidesher students to check pronunciation and intonation before the teacher plays fully. After the students see the video what they hear, the teacher asked about difficult word in part of sentences “*Do you know what is niter?*”. One of the students answer while teacher guided the students to give their meaning. Then the teachers chose every three studentsto role play in front of class, until session ends. Next activity the teacher is to play audio visual media one more again then, he is asks to students repeatedly the conversation one more again. “*Oke setelah semuanya maju, kita ulangi percakapnya bersama-sama yang sebelah kanan sebagai tokoh Anne Jan Bill dan sebelah kiri sebagai Jimmy*”

3. Evaluating

After all of the students performance in front of the class then the teacher evaluates performance of the students by speaking test and listening test. In part of speaking the teacher corrects the mistakes of students of pronunciation, intonation and fluency. While listening session every single student needs one paper to copy what they hear from video then teacher gives some instructions.

“*Saya akan membagikan kertas kemudian kalian harus menuliskan apa yang kalian dengar dari video yang akan saya tayangkan, ada*

pertanyaan sebelum mengerjakan?”. Students answer “*No, sir “ yeah good please pay attention and listen carefully I will showing the video.* Video is shown and students work his assignment until video showing is finish, then the teacher asks volunteer to collecting the paper.

4. Reviewing

Before closing the meeting teachers reviews the material today. The teacher explained again the material what has been learned today.

5. Closing

The last is closing. The teacher closed the meeting with said “Thanks for your attention, we will see you again in the next week” and the teacher asks student to read “*Doa penutup majelis*” and said “*Wassalamu’alaikum*”. After all of students replied to the teacher’s farewell then the teacher leaves the class.

2. Using Audio Visual Media as main media in Teaching EFL Students Speaking Skill.

The materials that were been taught at the seventh grade students of SMP Sultan Agung 1 Semarang. The audio visual media was effective media of attracting and motivating the students in the teaching and learning process. The media helps the students to improve their pronunciation because they listen directly from the native speaker on the video. Therefore, they will be more active in the classroom. Then the English teachers said materials which are taught

are about reasons the chosen topic as appropriate with the students interest It is proved from the interview as: *“Saya memilih menggunakan audio visual karena audio visual dapat meningkatkan kecintaan siswa terhadap bahasa Inggris dan juga bisa membantu memudahkan anak dalam belajar bahasa Inggris dengan cara yang lebih menyenangkan dan audio visual yang saya pilih sebagai media pasti nya yang pertama ialah audio visual yang mudah dalam artian audio visual yang mudah dipahami oleh siswa kemudian yang kedua yaitu menyenangkan yaitu yang sesuai dengan tingkatan umur mereka*

3. Audio visual as media used by teachers to supporting in learning process at Seventh Grade of Students

In teaching and learning process audio visual as media considered very interested, make students enjoy in learning, and then teachers are also able to arrange the lesson plan which audio visual media include there. But based on teacher perception about audio visual media only used as associating in help students fluent in speaking skill this is appropriate with teacher statement as:

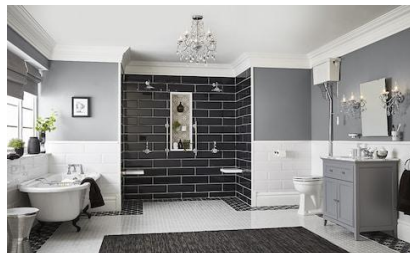
“saya gunakan hanya sebagai media penunjang saja karena di dalam mengajarkan bahasa inggris terutama speaking banyak sekali metode yang bisa gunakan yang berupa game, interview dan aktifitas yang lain.”

4. Using Picture in teaching English Foreign Language

Pictures and flash cards helped the students easily memorize vocabulary and identify new words. By using colorful pictures to

teaching, teacher able to motivate the students interesting in learning process, in this process the teacher used as thing around of house then English teachers give some pictures and ask to repeatedly after he said.

Look the picture match the picture their name with!



Bathroom	Kitchen	Bedroom	garage	dining room
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Baik anak-anak perhatikan dengan baik jadi saya akan menunjukkan gambar dan kalian harus menebak mengisi lembar latihan yang sudah saya bagikan³⁰. After students finished the assignment the teacher is continued learning process. he showing the picture and give some instruction as “pay attention ! look the pictures in there i will show you the picture and you must repeatly the word after me. Do you understand? Yes sir. this is a living room, this a bathroom, this is a garage, this is a dining room, this a kitchen. The teachers repeatly until the students understanding about articulation and intonation.

3. Technique was used by English Teacher in Teaching EFL Students Speaking Skill

The technique that used by teacher is role play. Role playing is considered as new strategies in teaching speaking which through this activity teacher is trying to give an experience to the students practice speaking in a real situation. The students have been setting as groups that consist on two three or more students. Then every single student is chosen as different characteristic as appropriate as teacher command. The function of role play is to help students in influence of speaking development, to increase self confidence in students real life communication. This technique is considered able to reduce their worries because the students would be working in groups and will have an opportunity to choose the role that feels comfortable.

³⁰ Observation in the classroom

From the findings above the researcher also found the other problem based on statement in chapter one. That, divided into four findings such as: the teachers role, supporting and obstructing factors in teaching and learning process using audio visual media, the problem faced by students, and the solution of problem faced by students

1. Teacher's Role in Teaching Speaking by Using Audio Visual Media

Based on the observation and interview, the researcher explained the roles of teacher in teaching speaking by using audiovisual at theseventh grade students of SMP Islam Sultan Agung 1 Semarang there are:

a. Teacher as Learner

As learner the teacher needs to give some instructions about what material be learned today and remain some material before about previous meeting.” *Baik kita akan melanjutkan materi yang sudah kita pelajari kemarin yaitu tentang apa?”*

“Ya today we have learned about public places, part of the house, and thing around about house”

b. Teacher as controller

As controller the teacher gives some instructions to his students about time duration, when presentation in front of the class and also as leader in control classroom management.

c. Teacher as Educator

In others the teacher also must be as educator beside from the assignment of teaching he also must be able to build students characteristic as supporting students achievement in every aspect .

d. Teacher as Assessor

The teacher must be responsible to as an assessor, the teacher conducts two things. This is correcting mistake and organizing continuous feedback. Based on the observation the role of teacher as assessor also as gives suggestion to make students be better in learning such as correcting the students pronunciation and intonation.

2. The Supporting and Obstructing Factors in Teaching and Learning Process using Audio Visual Media.

One factor's which able to influence the successfully teaching learning process is the cooperation between teacher and students. In addition to the facility also has to support, so that in the learning process students feel comfortable and quite. The teacher is able to pay attention toward the supporting and obstructing factors in the every activities or process in teaching and learning. Based on the observation in the classroom, the researcher found the several supporting and obstructing factors in teaching and learning process of speaking skill

a. The Supporting factors in Teaching Speaking using audio visual Media

The factors that support in teaching EFL students speaking skill by the use of audio visual, media according to the English teacher are:

1. The English teacher uses audio visual as the media is considered enough to understand and most interesting for students in English learning as enjoyable and appropriate as his grade.
2. In addition with audio visual the teacher is able to introduce new word and new culture to his students. So they are able to explore more about English learning.
3. In chosen a video the English teacher used video that in videos contained two skills.They are listening and speaking while the learning by audio they can be stimulated with their listening skill. When they see about video they can understand about pronounce also intonation.
4. Audio visual are able to give some motivation to learn English because in video contains the interest picture which able to increase students interest toward English.
5. In the classroom media and facilities are completed such as LCD, AC, Blackboard, Whiteboard.
6. The classroom capacity is large so before practice in front of class they are able to learn before in back.

b. The Obstructing Factors in Teaching Speaking Using Audio Visual Media

1. The English teacher said in using audio visual needs a more time in teaching learning process because in teaching uses of audio visual media the teacher needs to prepare before learning is beginning such as setting of place, media, and play pause session.
 2. The students are able to see picture as effectively but they unclear about voice and pronounce that they hear from media
 3. Poor viewing condition and situation crowded and un controller after one group finished to get presentation because the teacher only focuses in group presentation in front of class, while other groups after presentation they are back to sit and they chose to tell with their friend.
3. The Problem Faced by Students in the Teaching and Learning Process to Seventh Grade Students of SMP Sultan Agung 1 Semarang

Based on interview with English teacher, the researcher found the problem faced by students in teaching learning process. In learning English at the seventh grade students of SMP Sultan Agung 1 Semarang are as follows: In teaching learning process the students had misunderstanding about how teacher explained material that English teacher conducted. He said when he taught by the use audio visual

media. The students are clearly about what they see from the video such as picture, gesture of the model in video. It was seen, but they are unclear about the intonation, and pronounce from the media.

4. The Solution of Problem Faced by Students' in the Teaching and Learning Process to Seventh Grade Students of SMP Sultan Agung 1 Semarang

In this problem the teacher tries to write transcripts from the video into text. And then every student gets one soft paper which is comfortable for his hand to understand what he sees from the picture and from the sound that they hear.

2. DISCUSSION

Teaching speaking in junior of high schools considered as difficult something because the teachers should be able to conduct a comfortable situation and always make a different style in teaching, so that the students will be interested and enjoy the class activity and be able to speak English well. Then by the use of audio visual media is expected by teachers are able to help reduce the students in anxiety toward English in practicing of speaking this is appropriate with teachers statement about reason of choose the media as :

The materials that were been taught at the seventh grade students of SMP Sultan Agung 1 Semarang. The English materials which are taught are about reasons the chosen topic as appropriate with the students interest It is proved from the interview with the English teacher as: *“Saya memilih menggunakan audio visual karena*

audio visual dapat meningkatkan kecintaan siswa terhadap bahasa Inggris dan juga bisa membantu memudahkan anak dalam belajar bahasa Inggris dengan cara yang lebih menyenangkan dan audio visual yang saya pilih sebagai media pasti nya yang pertama ialah audio visual yang mudah dalam artian audio visual yang mudah dipahami oleh siswa kemudian yang kedua yaitu menyenangkan yaitu yang sesuai dengan tingkatan umur mereka

1. Technique was used by English Teacher in Teaching EFL Students Speaking Skill

The technique that used by teacher is role play. Role playing is considered as new strategies in teaching speaking which through this activity teacher is trying to give an experience to the students practice speaking in a real situation. The students have been setting as groups that consist on two three or more students. Then every single student is chosen as different characteristic as appropriate as teacher command. The function of role play is to help students in influence of speaking development, to increase self confidence in students real life communication. This technique is considered able to reduce their worries because the students would be working in groups and will have an opportunity to choose the role that feels comfortable.

2. The Supporting factors in Teaching Speaking using audio visual Media

The factors that support in teaching EFL students speaking skill by the use of audiovisual, media according to the English teacher are:

1. The English teacher uses audio visual as the media is considered enough to understand and most interesting for students in English learning as enjoyable and appropriate as his grade.
 2. In addition with audio visual the teacher is able to introduce new word and new culture to his students. So they are able to explore more about English learning.
 3. In chosen a video the English teacher used video that in videos contained two skills.They are listening and speaking while the learning by audio they can be stimulated with their listening skill. When they see about video they can understand about pronounce also intonation.
 4. Audio visual are able to give some motivation to learn English because in video contains the interest picture which able to increase students interest toward English.
 5. In the classroom media and facilities are completed such as LCD, AC, Blackboard, Whiteboard.
 6. The classroom capacity is large so before practice in front of class they are able to learn before in back.
3. The Obstructing Factors in Teaching Speaking Using Audio Visual Media
1. The English teacher said in using audio visual needs a more time in teaching learning process because in teaching uses of audio visual media the teacher needs to prepare before

learning is beginning such as setting of place, media, and play pause session.

2. The students are able to see picture as effectively but they unclear about voice and pronounce that they hear from media
3. Poor viewing condition and situation crowded and uncontroller after one group finished to get presentation because the teacher only focuses in group presentation in front of class, while other groups after presentation they are back to sit and they chose to tell with their friend.

3. The Problem Faced by Students in the Teaching and Learning Process to Seventh Grade Students of SMP Sultan Agung 1 Semarang

Based on interview with English teacher, the researcher found the problem faced by students in teaching learning process. In learning English at the seventh grade students of SMP Sultan Agung 1 Semarang are as follows: In teaching learning process the students had misunderstanding about how teacher explained material that English teacher conducted. He said when he taught by the use audio visual media. The students are clearly about what they see from the video such as picture, gesture of the model in video. It was seen, but they are unclear about the intonation, and pronounce from the media.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the research finding, the researcher concludes that the teacher in seventh grade at SMP Islam Sultan Agung 1 Semarang used Audio visual as media in teaching speaking can made the process of teaching and learning run well. The teacher choses video as media because this media is very fun to pay attention the students. The teacher also used group role play as technique to treat the students speak English fluently because through this activity teachers gives an experience to the students practice speaking in a real situation. In teaching learning process teachers used an appropriate media, and interesting instruction. Audio visual as media is recommended as an attractive aid for teaching English to children. It is expected that by audio visual aid in teaching which is supported by the use of gestures and body movements, games, songs, and other media will encourage the effectiveness and the efficiency of the teaching and learning process. Then in process of teaching in the classroom the researcher also find the supporting factor, obstructing factor, and the problem faced by students in process of learning English.

SUGGESTION

For Teachers

1. The implementation of the teaching and learning process has to be appropriate with the lesson plan. For making the lesson plan should be adapted to the condition of classroom and students. So that, lesson plan can realize fully and clearly.
2. The teacher must be able to control about class situation because while students in front of class getting presentation, other students at back of classroom is chosen to tell with his friends.
3. Teacher should prepare to manage time management as well during teaching learning process
4. The students should pay attention to the teachers explanation, because speaking skill is important part in English as communication.
5. For futher Researcher
For other researchers who want to conduct a research about the similar topic, the result of the study can be used as an additional reference for further research with different discussion domain of teaching and learning English

CLOSING

This is the last part of final project. The researcher admits that there are still many mistakes. Therefore, she does wait for constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.

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APPENDIX I

Observation Checklist of Teaching Learning Process

No	Condition in the classroom	Fact		NOTE
Learning Process		Y	N	
Opening				
1.	Teacher opens a lesson by reciting a pray	√		The teacher opened the lesson by reciting basmallah and <i>doa pembuka majelis</i>
2.	Teacher checks the attendance list	√		The teacher checked students attendance list
3.	Teacher asks to review material before.	√		Before teacher continued he ask student to mention what the material they have learned last
4.	Teacher explains the material by using understood language	√		The teacher used mix language
5.	Teacher uses an appropriate media in	√		The teacher used audio visual media as

	teaching and learning process			appropriate with his grade and student are able to directly practice speaking with seeing the gesture from the video.
6.	Teacher explains the difficult word in content of video	√		In while a video played the teacher asks to students, do you know what is the nitter?
7.	Students are active in participate teaching and learning process	√		All of students are active in participate as teacher command
Classroom Management				
8.	Teacher groups the students to Role Play	√		Teacher divined three student into groups and every students get a diferents role in practice speaking
9.	Students practice speaking at front of the class	√		Teacher gives an instruction to student practice speaking at front of the class as continous
10.	Teacher manages time allotment well	√		Teacher gives 7 minute to every group practice in front of the class

11.	Teacher controls class management well		√	Part of student after get presentation they chose to tell with her friend while teachers just focus on groups presentation in front of the class.
Assessment				
12.	Teacher corrects pronunciation and intonation	√		In every session of presentation teacher always pays about students pronounce and intonation
13.	Teacher corrects the students work	√		Teacher asks student to collect the student work after he gets listening session
14.	Teacher reviews the material again before closing	√		The teacher asks to students what the materials have learned today
15.	Teacher closes meeting by reciting a pray	√		The teacher closes a lesson by asking to his students read <i>allhamdulillah</i> together

APPENDIX II

Interview Guidline for Teachers

1. FOR TEACHERS

A. Tujuan

Untuk mengetahui bagaimana penggunaan media audio visual dalam pembelajaran bahasa Inggris

B. Pertanyaan untuk wawancara guru

1. Mengapa bapak memilih menggunakan audio visual dalam pembelajaran speaking?
2. Audio visual yang bagaimana yang bapak pilih sebagai media?
3. Menurut bapak apa kelebihan dan kekurangan menggunakan audio visual dalam pembelajaran speaking?
4. Kendala apa saja yang di alami siswa?
5. Bagaimana langkah bapak dalam mengantisipasi permasalahan tersebut?
6. Bagaimana cara bapak memanfaatkan media audio visual dalam pembelajaran EFL speaking skill?

APPENDIX III

Transcript of Interview Guidline with Teachers

Peneliti: Assalamualaikum wr.wb
Guru: Waalaikumsalam wr.wbMonggo mbak
Peneliti : Terimakasih, selamat pagi pak.
Guru: Iya mbak ada yang bisa saya bantu
Peneliti : Mohon maaf mengganggu, maksud kedatangan saya kesini untuk yang ke sekian kali adalah untuk melakukan wawancara. Baik pak, yang pertama sesuai dengan topik pembelajaran kemarin, mengapa bapak memilih menggunakan audio visual dalam pembelajaran speaking?
Guru: Iya. Saya memilih menggunakan audio visual karena audio visual dapat meningkatkan kecintaan siswa terhadap bahasa Inggris dan juga bisa membantu memudahkan anak dalam belajar bahasa Inggris dengan cara yang lebih menyenangkan
Peneliti: Kemudian audio visual yang bagaimana yang bapak pilih sebagai media?
Guru : Audio visual yang saya pilih sebagai media pasti nya yang pertama ialah audio visual yang mudah dalam artian audio visual yang mudah dipahami oleh siswa kemudian yang kedua yaitu menyenangkan yaitu yang sesuai dengan tingkatan umur mereka. Kemudian juga yang bisa memberikan atau mengenalkan banyak kosa kata yang bisa membantunya untuk memahami, karena ini berkaitan dengan pembelajaran <i>speaking</i> maka video tersebut

saya cantumkan juga soal yang berisi latihan latihan yang dapat membantu dan memandu anak untuk berlatih speaking, dalam hal ini di video yang saya gunakan tersebut di akhir tayangan berisi gambar dimana anak anak harus menirukan kata kata atau ungkapan ungkapan yang sudah di jelaskan sebelumnya
Peneliti: Menurut Bapak apa kelebihan dan kekurangan menggunakan audio visual media dalam pembelajaran speaking?
Guru: Iya. Kelebihannya sama seperti tadi yang sudah saya paparkan yaitu membuat anak bisa merasakan belajar yang lebih menyenangkan,tidak membosankan. Kekurangannya yaitu memang terkadang menggunakan audio visual akan lebih memakan banyak waktu baik dari segi persiapan, management waktu dan juga penutup pembelajaran dikarenakan semua memiliki beberapa persiapan yang secara otomatis akan banyak mengurangi waktu belajar siswa karena banyaknya jumlah waktu yang terpotong oleh beberapa kegiatan.
Peneliti : Kendala apa saja yang di alami siswa?
Guru: Kendalanya yaitu ketika melihat video anak mungkin bisa mendengar apa yang di ucapkan oleh gambar video namun mereka kurang bisa memahami apa yang di ucapkan oleh sumber suara.
Peneliti : Lantas bagaimana langkah bapak dalam mengantisipasi permasalahan tersebut?
Guru : Saya coba membantu menuliskan ungkapan ungkapan

atau kalimat yang di ucapkan dalam video kemudian saya salinkan kedalam sebuah teks sebagai alat bantu yang bisa mereka pegang atau mereka gunakan untuk memahami segala sesuatu yang di tayangkan melalui video.

Peneliti: Kemudian pak bagaimana cara bapak memanfaatkan audio visual dalam pembelajaran EFL?

Guru: Saya gunakan hanya sebagai media penunjang saja karena di dalam mengajarkan bahasa inggris terutama speaking banyak sekali metode yang bisa gunakan yang berupa game, interview dan aktifitas yang lain.

Peneliti : Baik terimakasih atas waktunya dan kesediannya bapak dalam hal ini .

Guru :Iya, sama- sama mbak

APPENDIX IV

Interview Guidline for Students

A. Tujuan

Untuk mengetahui bagaimana respon siswa terhadap penggunaan audio visual media dalam pembelajaran bahasa inggris

Jawablah pertanyaan dibawah ini menggunakan pernyataan *setuju* atau *tidak setuju* !

1. Audio visual media dapat membantu kalian dalam belajar bahasa Inggris sekaligus memahami materi yang guru sampaikan?
2. Dengan menggunakan audio yang di berikan guru kalian lebih mudah mengidentifikasi antara ucapan nada tinggi dan rendah?
3. Menurut kalian dengan menggunakan audio visual media di anggap banyak membantu dalam belajar *speaking* terutama pada pengucapan dan pengejaan?
4. Dalam belajar bahasa Inggris terutama *speaking* kalian sering menemukan kata yang sulit?
5. Menurut kalian belajar bahasa Inggris menggunakan audio visual media itu menyenangkan?

APPENDIX V

Transcript of Interview with Students

The first question was designed to determine the participants' perception about using audio visual can help them to understand material effectively the respondent answered show 84% agree while 16% responded disagree. It means that audio visual media is effective to help students to learning English the first in his speaking skill.

The second question was designed to investigate whether the students' can be identified between low high intonation from the content of video the respondent answered show the 79% responded agree, while 20% disagree

The third questions was intended to capture students' perception about the effect of audio visual toward their pronunciation ability and spelling in performance of speaking skill, the result 50% responded agree and 50% disagree

The fourth question was design to investigate what the participants' perception about learning English as foreign language such as in videos content is finding the difficult words 84%

The fifth questions was designed to find out students' experience from learning through audio visual media 75% agree 15% no respon

APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Islam Sultan Agung 1 Semarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Alokasi Waktu : 7 x 2 jp

A. Kompetensi Inti

3. Menghargai dan menghayati ajaran agama yang dianutnya.
4. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
5. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
6. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,

menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article* *aan* dan *the*, *plural* dan *singular*).
- 4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.4.1. Menyebutkan fungsi sosial untuk memberi dan meminta informasi terkait nama binatang, benda, bangunan publik dan jumlahnya secara lisan dan tulis.
- 3.4.2. Menyebutkan struktur teks untuk memberi dan meminta informasi terkait nama binatang, benda, bangunan publik dan jumlahnya secara lisan dan tulis.

- 3.4.3. Menyebutkan unsur kebahasaan untuk memberi dan meminta informasi terkait nama binatang, benda, bangunan publik dan jumlahnya secara lisan dan tulis.
- 3.4.4. Menyusun dialog memberi dan meminta informasi terkait nama dan jumlah binatang, yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks lisan
- 3.4.5. Menyusun dialog memberi dan meminta informasi terkait nama benda, binatang, dan bangunan publik dan jumlah nya yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks secara tertulis

A. Tujuan Pembelajaran

Siswa dapat:

4. Menyebutkan fungsi sosial untuk memberi dan meminta informasi terkait nama binatang, benda, bangunan publik dan jumlahnya secara lisan dan tulis.
5. Menyebutkan struktur teks untuk memberi dan meminta informasi terkait nama binatang, benda, bangunan publik dan jumlahnya secara lisan dan tulis.
6. Menyebutkan unsur kebahasaan untuk memberi dan meminta informasi terkait benda, bangunan publik dan jumlahnya secara lisan dan tulis.

7. Menyusun dialog memberi dan meminta informasi terkait nama dan jumlah binatang, yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks secara tertulis
8. Menyusun dialog memberi dan meminta informasi terkait benda, bangunan publik dan jumlah nya yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks secara lisan

B. Materi Pembelajaran

1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai bendadan bangunan umum di lingkungan sekitar.

2. Struktur teks

- a. Memulai (opening)
- b. Menanggapi (diharapkan/di luar dugaan) Content

3. Unsur kebahasaan

- a. Pernyataan dan pertanyaan terkait benda,bangunan publik.
- b. Menyebutkan kata sifat *beautiful,nice,hungry,.....*
- c. Penyebutan benda dengan *a, the*, bentuk jamak (-s)
- d. Penggunaan kata penunjuk *this, that, these, those..*
- e. Preposisi untuk *how about..where is it...*untuk menyatakan tempat

- f. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Benda, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

C. Metode pembelajaran

Pendekatan : Discovery Learning

D. Media, Alat, Bahan, dan Sumber Belajar

1. Media
Video, picture.
2. Alat
Laptop, proyektor, white board.

E. Sumber Belajar

1. Yuli Rulani Khatimah dkk. 2016. Bahasa Inggris SMP/MTs Kelas VII *When English Rings A Bell*. Jakarta. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
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F. Langkah- Langkah Pembelajaran

a. Kegiatan Pendahuluan

1. Guru mengajak siswa untuk memimpin doa
2. Guru menyapa siswa menggunakan Bahasa Inggris agar tercipta *English environment*.
3. Guru mengkondisikan suasana belajar yang menyenangkan.

4. Guru memeriksa kehadiran siswa
5. Guru mereview materi yang sudah dipelajari pada pertemuan sebelumnya tentang *public places, part of the house, and things around of the house*
6. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
7. Guru menyampaikan nama benda, bangunan publik di sekitarnya dalam kehidupan sehari-hari.
8. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.

b. Kegiatan Inti

- Guru mengajak siswa untuk melihat video
- Guru meminta siswa untuk mengikuti percakapan yang ada di dalam video
- Siswa mengamati video yang ditunjukkan guru.
- Guru membimbing Siswa menirukan kalimat yang ucapkan pada video
- Siswa di kelompokkan terdiri dari 3 orang untuk melakukan percakapan di depan kelas
- Siswa melakukan percakapan secara berkelompok dengan peran masing masing
- Siswa bekerja secara individu. Guru membagi lembar soal untuk di jawab

- Siswa menonton dan mendengarkan video untuk menjawab soal .
- Bersama-sama dengan siswa, guru menyimpulkan pembelajaran

c. Kegiatan Penutup

- Siswa (dengan atau tanpa bantuan guru): (a) membuat rangkuman/simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan (c) menerima umpan balik keterlibatannya dalam proses dan hasil pembelajaran.
- Siswa: (a) mengikuti penilaian; (b) mencatat kompetensi yang akan dipelajari pada pertemuan berikutnya

G. Materi pembelajaran

1. Speaking session

Welcoming to my house

Anne: Welcome to my house

Bill : Anne you have a nice garden, flowers and trees so beautiful

Thankyou, my family planted them in last spring , lets go inside

James : Oh, this is the living room

Anne: Yes my family usually watches tv and talk in here

Bill : What about your roomwhere is it?

Anne : Here come in

James: Oh, it looks so much neater than I thought

Bill : So I guess you sleep and study here?

Anne : That's right Why don't you like a look around?

And these only books you have

Anne : No, there is a study room on the opposite of this room

Wow, can I see it

Anne : Sure thing, Follow me

Bill : Im hungry ! Anne do you have something to eat

Anne : Alright! My mom made some cupcakes

James : Lets go to the kitchen

Bill : Yeay horay! Oh Anne , where's the bathroom

Anne : It is right next to my room

Bill :Ok gotcha

2. Listening Session

Listen carefully and try to remember they say and choose a role and practice role play.

H. Penilaian

1. Penilaian

1. Teknik Penilaian

- a. Sikap spiritual dan sosial : Observasi dan jurnal
- b. Pengetahuan : lisan dan tertulis
- c. Keterampilan : praktik

2. Instrumen Penilaian : Lembar siswa

3. Metode Pembelajaran:

- a. Pendekatan : Scientific
- b. Metode : Role Playing

4. Media Pembelajaran

- a. Sumber: internet, Bupena English for SMP
 - b. Media : LCDProjector, White board, board maker
5. Penilaian Hasil Pembelajaran
 - a. KRITERIA PENILAIAN:
 - Tingkat ketercapaian fungsi memberikan umpan balik terhadap teks.
 - Tingkat kelengkapan dan keruntutan struktur teks
 - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi
 - b. CARA PENILAIAN
 1. Observasi:
 - Penilaian untuk tujuan memberi balikan. Sasaran penilaian
 - Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf ketika muncul kesempatan.
 - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
 - Kesantunan dan kepedulian dalam melaksanakan komunikasi
 2. KINERJA (praktik)
 - Bermain peran (role playing) dalam bentuk teks interaksi
 - Presentasi berpasangan tentang “*welcoming to my house*”
 - Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam ungkapa, percakapan, serta responnya

b. Rubrik Penilaian

Rubrik Penilaian Untuk Seluruh Siswa

1. Aspek Sikap

No	Nama Siswa	Aspek yang dinilai				Jml skor
		Sungguh sungguh	Tanggung jawab	Peduli	Percaya diri	
1						

2. Aspek Pengetahuan

No	Nama Siswa	Aspek yang dinilai				Jml skor
		Pengucapan	Intonasi	Ketelitian	Pemahaman	
1						
2						

3. Aspek Tingkah Laku

No	Nama Siswa	Aspek yang dinilai	Jumlah skor
		Melakukan tindak komunikasi yang tepat	
1		Kerjasama	

Mengetahui

Semarang, Oktober 2018

Kepala Sekolah

Guru Mata Pelajaran

Zaenuri, S.Pd

Asrul Sani, M.Pd

The worksheet

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Assignment 1

Look at the pictures. Label parts of the house.

1



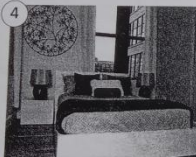
2



3



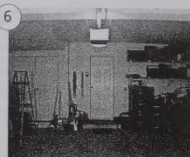
4



5



6



kitchen
bedroom

garage
bathroom

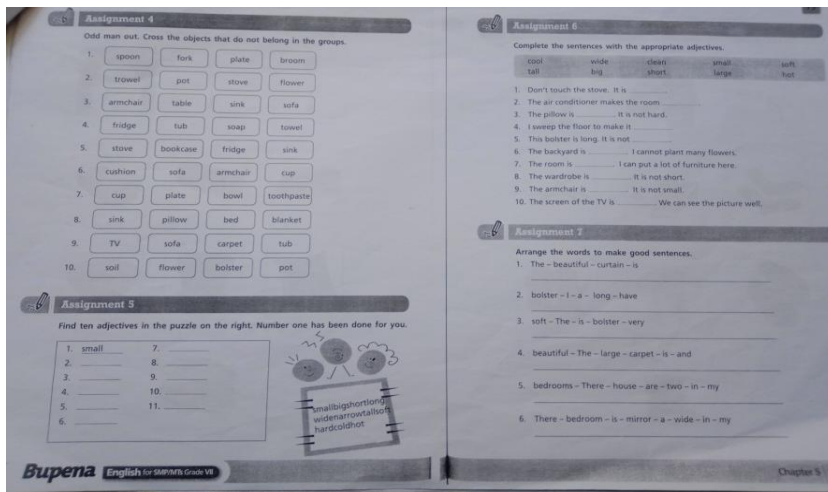
dining room
living room



Assignment 2

Look at the pictures. Match the pictures with their names.

stove	kitchen sink	refrigerator	washing machine	plate
armchair	towel	cup	sofa	bookcase
kettle	sideboard	carpet	vase	lamp
bed	mirror	dressing table	wardrobe	chest of drawers
pillow	toilet	shower	bathroom sink	bathtub



APPENDIX V11

LIST OF THE STUDENTS NAME

KELAS : 7B

NO	NAMA
1.	AISSYA ADINDA MEFRIANSIA
2.	ALIFAH BARYZA HUSAIN
3.	ANGGITA KHASANAH JAYADI
4.	ANGGITA STEFANI
5.	ANISA OCTAVIA
6.	AR-RAFA MECCA RAMADHANI
7.	ARTIKA PUTRI WULANSARI
8.	ATHIFA LUTFIA HIKMAH
9.	CALLYSTA INAYA ARMY
10.	DARA NINGGAR
11.	DHEA RIZKI NURUNNISA
12.	ELDISSA AURA MECCA LAUDIA A
13.	FANI RAMADHANI
14.	KARIMATUN NISSA'
15.	MARRELA RAHMAWATI
16.	MEIYSA CAHYA CASELIA
17.	NAJWA' ABDILLAH FARIS

18.	NUR ARUM HIDAYANTI
19.	SAFIRA CHALISA RAFEIFA
20.	SALSABILA ORIANA SANI SAFITRI
21.	SEVIA AYU ARIAMI
22.	SHALFA NARITA FATMA SANGIA
23.	SYIFA SALSABILA
24.	ZAHRA AULIA PRAMESWARI

Mengetahui

Semarang, 2018

Kepala Sekolah

Guru Mata Pelajaran

Zaenuri, S.Pd.

Asrul Sani, M.Pd.

PICTURES OF TEACHING LEARNING PROCESS

- 1) Practice speaking by students in front of the class



- 2) The activities after students getting practice of speaking , the teacher asked them to watch the videos one more.



3) Listening session



Appendix 7

Letter of Permission

	YAYASAN BADAN WAKAF SULTAN AGUNG SEMARANG BIDANG PENDIDIKAN SMP ISLAM SULTAN AGUNG 1 (TERAKREDITASI "A") Alamat : Jalan Seroja Selatan 14 A Semarang 50136 Telp. 8316843		
	NSS : 204036306042	NDS : C. 30032013	NIS : 200.540
SURAT - KETERANGAN Nomor : 377 /SMP ISLAM SULA 1/LL/III/2019			

Yang bertanda tangan dibawah ini :

Nama	: Zaenuri, S.Pd
Jabatan	: Kepala SMP Islam Sultan Agung 1 Semarang

Menerangkan bahwa :

Nama	: Sopiyanah
NIM	: 1403046050
Program Studi	: Pendidikan Bhs Inggris
Tanggal Penelitian	: 25 Oktober 2018

Mahasiswa tersebut diatas telah selesai melakukan Izin penelitian untuk penyusunan skripsi dengan judul : " The Use Audiovisual on Teaching Efl Student' Speaking Skill." di SMP Islam Sultan Agung 1 Semarang .

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Semarang, 30 Nopember 2019
Kepala Sekolah


Zaenuri, S.Pd



CURRICULUM VITAE

Name : Sopiyanah

Place and Date of Birth : Batang, 7 Juli 1994

Students Number : 1403046050

Home address : Ds. Ngadirejo

Rt/Rw:02/02 Kec. Reban, Kab. Batang

Mobile phone : 081225339607

E-mail : Maulidduror@gmail.com

Educational Background :

1. Kindergarten : Tk. Handayani Ngadirejo
2. Elementary School : SD N Ngadirejo. 01
3. Junior High School : SMP N 3 Reban
4. University : UIN Walisongo Semarang

Non Formal

LPK MULYA KENDAL

Senior High School : PKBM BANGKIT Ngaliyan Semarang

Semarang,

The researcher,

Sopiyanah