



Developing Audio-Visual Speaking Material for Eighth Grade Students of SMP Negeri 1 Seram Barat

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Abstract

This research is grounded in the belief that well-designed speaking materials should integrate technology to create interactive, engaging, and meaningful learning experiences. To put this into practice, the researcher developed audiovisual speaking materials aimed at enhancing students' speaking proficiency and evaluated their effectiveness in the classroom. This study employs a Research and Development (R&D) model adapted from Borg and Gall (1983). The content and design of the materials were developed based on students' learning needs and preferences identified through an earlier needs analysis. Various visual and audio elements were incorporated to create engaging and high-quality teaching videos. The materials then underwent an extensive review process, including expert evaluations, student feedback, and field testing. The study was conducted in a junior high school with a sample of 31 students. The results indicate that the audiovisual speaking materials effectively promote active student participation and enthusiastic engagement during exercises. Furthermore, the students' speaking proficiency significantly improved after the implementation of these materials.

Keywords: *Audiovisual materials, Research and Development (R&D), Speaking proficiency, Student engagement, Technology integration*

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INTRODUCTION

Speaking skill plays a fundamental role in students' academic and social development, as they enhance communication, critical thinking, and language processing abilities. Mastering speaking enables learners to articulate their ideas, organize thoughts logically, and engage effectively in interactions. Nunan (2003), defines speaking as the productive oral skill involving the creation of organized verbal expressions to convey meaning. Harmer (2001) further characterizes speaking as the capacity to communicate fluently and process information and language spontaneously. Students' ability to acquire this skill is influenced by numerous factors such as motivation, prior knowledge, interest, and learning styles. Teachers, therefore, must accommodate these differences and provide appropriate support to help students develop their speaking proficiency.

To improve students' speaking abilities, it is essential that teachers provide engaging and effective learning experiences through well-developed instructional materials. Teaching speaking should aim to boost learners' confidence, stimulate interest, and help them achieve

academic goals. Uyun (2018) emphasizes the importance of aligning speaking activities with students' needs and goals, which can be achieved through meaningful materials and student-centered approaches. Integrating technology into teaching is a powerful method for creating an interactive and engaging speaking material. The integration of technology in education has significantly reshaped traditional teaching methodologies, making them more flexible, accessible, and interactive (Tabasi et al., 2024; Ghanizadeh et al., 2024; Al Mahrooqi & Troudi, 2014). Additionally, it helps to make the learning process more relevant. Ahmadi (2018) suggests that technology is a key platform that assists teachers to adapt classroom activities and facilitate language learning process.

The integration of technology in language classrooms has become indispensable in making lessons more effective. Modern classrooms often utilize various forms of technology to create dynamic and interactive learning environments. Mashrabovna and Sherzodbekovna (2023) assert that Bringing technology into classroom makes teaching much easier, attractive and excited. A broader perspective has been adopted by Pourhosein (2012) who argues that teachers must employ technology to create a realistic learning environment for pupils to learn a language more naturally. Nevertheless, although technology has proven highly beneficial for teaching, some educators remain reluctant to integrate it, and often taking its advantages for granted. They consistently favor traditional methods that rely heavily on textbooks and involve monotonous learning practices. This conservative view has been strongly criticized by researchers such as Rusmiati and Rosdiana (2017), who posit that the absence of technology makes a course less engaging and can lead to student demotivation.

One of the most effective forms of technology incorporation is the use of audio-visual materials, which combine sound and visuals to enhance students' engagement and comprehension. Dike (1993) states that audio-visual materials as those instructional material that do not rely solely on reading to convey messages. Instead, they utilize the sense of hearing through audio materials or the sense of sight through visualized materials. It encompasses wide range of media such as video, animation, tape recording, microfilm, podcast and etc. The primary purpose of using audio-visual materials is to emphasize that students learn more effectively through concrete experiences and authentic resources rather than relying solely on verbal instruction. According to Guterres and Quintas (2018), audio-visual materials are essential for introducing authentic language and bringing real-world scenarios into the classroom. Moreover, such materials help students bridge the gap between theoretical knowledge and practical application.

The incorporation of audio-visual materials plays a pivotal role in considerably enhancing students' motivation and confidence in speaking English. By utilizing interactive and visually engaging content, teachers can effectively capture students' attention and foster a dynamic learning environment. Numerous studies have shown that audio-visual materials improve students' motivation, attention, concentration, and retention of information (Sunder, 2018). The visual and auditory elements also serve as powerful tools for enhancing comprehension and developing speaking skills. Supporting this, Nuraeni (2018) in her research reports a significant improvement in students' speaking performance when taught using audio-visual materials. Such materials expose learners to key components of spoken language, including pronunciation, stress, intonation, grammar, vocabulary, and accent. Furthermore, they offer students the valuable opportunity to observe how native speakers communicate in real-life contexts.

Recent studies underscore the importance of audio-visual materials in motivating learners and improving speaking proficiency, especially when customized and creatively developed. Research by Mursyidto (2014) and Shafira and Rosita (2022) supports the use of audio-visual content to improve student participation and help them achieve their academic goal. The current study builds on this foundation by focusing on junior high school learners,

using a Research and Development (R&D) approach and incorporating teacher-created animation videos through tools like Sony Vegas and Animaker. The major objective of this study is to design audio-visual speaking material that can cater students' learning needs and enhance their speaking proficiency.

LITERATURE REVIEW

Definition of speaking

Speaking, one of the four fundamental language skills plays a crucial role in human interaction. As noted by Brown (2004), speaking is a productive skill that is directly observable, but this observation is influenced by the accuracy and effectiveness of the test-taker's listening skills. Nunan (2003) further defines speaking as a productive oral skill that involves the systematic use of verbal expressions to convey meaning. The development of speaking skills is essential for effective communication in both first and second language learning contexts. As Astutik (2019) explains, speaking entails the oral transmission and exchange of ideas and emotions, encompassing several sub-skills such as fluency, vocabulary, accuracy, and pronunciation. Language acquisition is frequently assessed based on an individual's ability to engage in meaningful, goal-oriented interactions. Therefore, fluency and competence in speaking are strong indicators of advanced language mastery.

Material development

Tomlinson (2012) defines material development as the process of producing and using materials for language learning, which includes evaluation, adaptation, design, production, exploitation, and research. There are several reasons why teachers must be thoughtful in developing their own teaching materials. Well-designed materials not only enhance students' cognitive abilities and academic skills but also positively impact their psychological states such as confidence, interest, and motivation. One key principle of material development, as highlighted by Tomlinson, is that 'materials should help learners to develop confidence,' as relaxed and self-assured learners tend to learn more effectively.

The process of developing instructional materials is fundamental to create an effective learning environment. It fosters student engagement, supports the learning process, and encourages reflective teaching practices. Through material development, educators can assess and refine their instructional strategies to better meet students' needs. Moreover, well-prepared materials contribute to effective classroom management and provide opportunities to accommodate diverse learning styles. By tailoring materials to specific student needs, teachers can create a dynamic and meaningful learning experience that promotes deeper understanding, inquiry, and exploration of knowledge.

Audio-visual material

Audio-visual materials refer to any instructional material that uses both auditory and visual elements. These materials are designed to enhance learning experiences by utilizing a combination of sounds and visuals elements, such as images, videos, animations, and graphics, microfilm, tape recording etc. Shabiralyani et al. (2015) define audio-visual materials as any instructional materials that encompass various instructional aids, including maps, charts, models, projectors, and television, employed in the classroom to enhance learning. The utilization of such materials aims to facilitate a more engaging and accessible understanding for students. Moreover, Dike (1993) states that audio-visual materials as those that do not rely solely on reading to convey messages. Instead, they utilize the sense of hearing through audio materials or the sense of sight through visualized materials.

Techniques in teaching audio-visual material

Audio-visual materials encompass instructional content that integrates both visual and audio components. Incorporating audio-visual materials into classroom teaching plays a key role to engage students' active participation and enrich their learning experiences. Several effective techniques for teaching through audio-visual (video) methods have been proposed by Cakir (2006):

- **Active viewing**
Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. This keeps them engaged and promotes deeper understanding.
- **Freeze framing and discuss**
Teacher freezes the picture when he or she wants to teach words and expressions related to the teaching topic. They can also do some pauses at any strategic points to discuss key concepts, ask questions, or facilitate class discussions.
- **Sound on and vision off activity**
This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity students predict or reconstruct what has happened visually depending only what they hear.
- **Repetition and role play**
When there is difficult language points in the video unit, repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition. Once students have a clear understanding of the content, they are encouraged to act out the scene using as much of the original language as they can recall. They may also improvise the dialogue to reflect their interpretation of the situation and the characters they are portraying.
- **Reproduction activity**
After viewing a section, students are asked to reproduce the information verbally, describe the unfolding events, or write/retell the sequence. This activity serves as a platform for students to apply their acquired knowledge.
- **Follow up activity**
It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. Teacher can also engage students in reflection activities where they get to share their thoughts about the learning process.

Advantages of audio-visual material

The utilization of audio-visual materials offers several advantages, primarily in creating an engaging learning experience through the combination of visually appealing elements and auditory components. Additionally, these materials play a crucial role in enhancing students' psychological states, fostering motivation, interest, and confidence in speaking. Chamba and Gavilanes (2018) emphasize that audio-visual materials significantly boost students' motivation and interest by engaging multiple senses. Moreover, in a research conducted by Nuraeni (2018) revealed a significant improvement in students' speaking performance after being taught using audio-visual materials. The exposure to authentic language features such as vocabulary, pronunciation, intonation, and accent contributes to greater proficiency in oral skills.

Disadvantages of audio-visual material

Although audio-visual materials are widely regarded as effective tools for enhancing learning, they also present certain disadvantages in teaching and learning activities. Firstly, they can serve as a source of distraction, as not all students enjoy watching videos or listening to audios. Secondly, the cost associated with creating high-quality content materials is often prohibitive, requiring expensive equipment, software, and professional expertise. Thirdly, technical issues such as equipment malfunctions or connectivity problems can disrupt the teaching process, causing frustration for both teachers and students and impacting overall effectiveness. Lastly, limited accessibility poses a challenge, as not all students may have access to the necessary audio-visual equipment, or they may face difficulties using it due to physical or learning disabilities.

METHODS

The study employs a Research and Development (R&D) model, which aims to address educational problems and support the creation of new and useful products. The specific model used is the Borg and Gall (1983) model, which emphasizes two primary objectives in development research: the development of educational products and the evaluation of their effectiveness in achieving specific goals. The study was conducted at SMP Negeri 1 Seram Barat, located on Jalan Pendidikan, Piru, in the West Seram region. The participants were 31 eighth-grade students.

Research procedure

The original Borg and Gall model consists of ten major stages. However, in this study, only seven of those stages were implemented. This adjustment was made through a mutual agreement between the researcher and the advisor to better align with the research framework and ensure the achievement of the research objectives.

- **Research and information collecting**
This step involved analyzing relevant literature, examining students' learning needs, and reviewing the school syllabus. In addition, a pre-test was conducted to assess students' existing speaking proficiency.
- **Planning**
The researcher established learning objectives to be achieved in the study and selected topics that align with students' learning needs and preferences.
- **Early product development**
In this phase, the researcher created the instructional materials by combining audio- and visual components.
- **Expert validation**
The expert validation process involved the utilization of a specialized questionnaire designed to assess aspects like usability, applicability, and suitability of the material.
- **Small group try out**
In this step, the researcher conducted a field trial with a small group of approximately 5–6 participants. The developed material was distributed to them, and a questionnaire was used to gather their feedback on the material.
- **Main product revision**
In this step, the researcher revised the material based on input from expert evaluations and student feedback.
- **Main field testing**
In this step, the researcher used the revised material to teach a larger group of students in a full classroom setting. Additionally, a comprehensive test was administered to all

students to evaluate the effectiveness of the product and assess students speaking proficiency.

RESULT AND DISCUSSION

Expert validation for audio-visual design

To assess the quality of the audio-visual design, three Subject-Matter Experts (SMEs) were asked to evaluate and validate the product using a specialized questionnaire. Each expert possessed expertise and experience in relevant fields, including teaching, speaking material development, and media technology. The purpose of the assessment was to ensure that the video was of high quality and aligned with the learning objectives. The result is as follow:

Material	Expert 1			Expert 2			Expert 3		
	visual	audio	text	visual	audio	text	visual	audio	text
Asking & giving opinion	4	4	3,75	4	4	4	4	4	4
Asking & giving suggestion	4	4	3,75	4	4	4	4	4	3,75
Present continuous tense	4	4	3,75	4	4	3,75	4	4	3,75
Simple past tense	4	4	3,75	4	4	3,75	4	4	3,5
Recount text	4	4	3,75	4	4	4	4	4	4

The results revealed that the scores given by the experts were all categorized as 'very good. However, the scores for the text element were slightly lower. This was due to the experts identifying some grammar errors in the material, such as the omission of the article 'the' or the absence of an 's' on plural nouns. While these might seem like minor mistakes, they could significantly affect sentence structure and the overall quality of the material. Additionally, some of the vocabulary used was unfamiliar to students, leading to confusion. There were also instances where the text was considered too lengthy, which made it difficult for students to process and complete the exercises efficiently. The experts' meticulous review helped identify these seemingly trivial errors, which, nonetheless, had a considerable impact on the material. They advised the researcher to be more mindful and design the material with greater rigor. Overall, the assessment of the audio, visual, and text design yielded very good results.

Expert validation for content material

Material	Expert 1	Expert 2	Expert 3
Asking & giving opinion	4	4	3,8
Asking & giving suggestion	4	4	3,8
Present continuous tense	4	4	4
Simple past tense	4	4	4
Recount text	4	4	4

The expert validation of the content material revealed high scores, which were categorized as “very good.” The assessment stage was labor-intensive and required a thorough process. The experts had to ensure that the content aligned with the syllabus and that it was appropriate for the students’ current proficiency levels. They made sure the material was not too difficult, considering that most students were at intermediate or beginner levels. Additionally, based on the experts’ feedback, the material effectively addressed specific aspects of speaking that were the primary focus of the research. It also featured contextual language aimed at improving students’ speaking proficiency. Finally, the experts highlighted that the designed material was interactive and engaging.

The result of the small group try-out

This stage was conducted with a small group of approximately 5–6 participants, who were given a questionnaire to gather feedback on the developed material. The questionnaire focused on several aspects, including the clarity of instructions, students' understanding of the tasks, the sufficiency of the exercises, and their confidence in completing the tasks. The results showed that over 67% of students found the instructions in the audio-visual material to be very clear. However, a few students reported difficulties, mainly due to the fact that the instructions in the video were originally delivered in English. This language barrier caused some students to seek clarification from their peers.

Regarding comprehension, most students stated that they understood how to approach the exercises, likely because they had encountered similar formats before. Even those who were initially unsure were able to understand the tasks by reviewing the examples provided before each exercise in the video. Additionally, students noted that the exercises in the audio-visual material were not only sufficient but also highly engaging. Finally, most students expressed confidence in completing the tasks, indicating that the difficulty level of the activities was appropriate for their current level of understanding.

The result of main field testing

After audio-visual material review was completed, the researcher proceeded to the main field testing, where students were taught using the developed material. There were five meetings in total and one meeting lasted for 90 minutes. The teaching sequence always began with an apperception activity to activate students' prior knowledge related to the upcoming material. This was followed by the material presentation, where the core concepts were explained in detail.

The instructional sequence continued with a series of exercises, beginning with simpler tasks and gradually progressing to more complex ones. Throughout the learning activities, students demonstrated active engagement and enthusiasm in answering questions and completing tasks featured in the video. The interactive elements of the material consistently encouraged participation, including from students with reportedly lower levels of English proficiency, who collaborated actively with peers to complete the activities. This aligns with research by Al mahrooqi & Troudi (2014), which reported that digital video significantly enhances pedagogy, particularly in student engagement and participation in language learning. Additionally, Chamba and Gavilanes (2018) found that audio-visual aids increase students' spontaneous participation, motivation, and confidence.

The audio-visual feature also exposed students to authentic language, allowing them to observe how English was naturally spoken in daily conversations. Harmer (2001) emphasizes that video techniques expose students to real language in contexts where it naturally occurs. Through the audio-visual material, students could study pronunciation, stress, intonation, grammatical structures, vocabulary, accents, and other linguistic features. Singh et al (2021) also noted that the usage of audio-visual aids developed the learners' ability to speak the language much more effectively with appropriate sentence structure and grammar.

The result of test

The pre-test results showed that out of 31 students, 10 were categorized as “Good,” 17 as “Enough,” and 4 as “Weak.” In contrast, the post-test results demonstrated a significant improvement in students' speaking proficiency. 7 students achieved an “Excellent” rating, 21

were rated as “Good,” and only 3 fell into the “Enough” category. Notably, no students were categorized as “Weak.” The difference between the pre-test and post-test results was clearly evident. In the pre-test, no students reached the “Excellent” category, and several were still classified as “Weak.” However, in the post-test, some students had progressed to the “Excellent” category, and none remained in the “Weak” group. This improvement indicates substantial success, which can be largely attributed to the effectiveness of the material developed by the researcher.

CONCLUSION

The researcher successfully developed and implemented audio-visual speaking materials in eighth-grade students at SMP Negeri 1 Seram Barat, utilizing a research and development approach. The material designed through the Borg & Gall model and aligned with students' proficiency levels, combined audio-visual components and other interactive elements to enhance engagement and learning. The development process included needs analysis, pre-testing, material development, expert validation, small group try out and main field testing. The materials promoted active participation, motivation, and confidence among students, with structured activities progressing from simple to challenging tasks. Results from the post-test demonstrated significant improvement in speaking proficiency, with most students advancing to "Good" or "Excellent" levels.

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