

THE INFLUENCE OF AUDIO-VISUAL MEDIA ON STUDENTS' SPEAKING SKILLS OF THE FIRST SEMESTER OF PAI PROGRAM

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Abstract

This study explores the impact of audio-visual media on the speaking skills of the first semester students of PAI program, with a focus on fluency, pronunciation, and overall communication effectiveness. In recent years, the integration of multimedia tools, such as videos, films, and instructional content, has been recognized as a valuable resource in language learning. The research employs a mixed-methods design, combining quantitative assessments of fluency and pronunciation with qualitative interviews to capture students' perceptions. Over a six-week period, participants were exposed to a variety of audio-visual materials, and pre- and post-assessments were conducted to measure improvements in speaking performance. The results indicated a significant enhancement in students' fluency, pronunciation accuracy, and confidence in speaking. Furthermore, students reported increased comfort in engaging in conversations and public speaking after exposure to the media. These findings support the idea that audio-visual media provide authentic language models that help students internalize effective communication strategies. This study underscores the potential of audio-visual tools in fostering speaking skills and suggests that educators should incorporate these resources into language curricula to create a more dynamic and engaging learning environment.

Keywords: *audio-visual media, speaking skills*

Introduction

In recent years, the integration of audiovisual media in educational settings has garnered significant attention as a tool for enhancing learning outcomes. According to Mayer, multimedia learning, which combines

both visual and auditory stimuli, has been shown to improve learners' comprehension and retention, making it particularly effective in developing speaking skills.¹ Particularly in language education, audiovisual aids such as videos, audio recordings, and

¹ Mayer, R. E. (2005). *The cognitive theory of multimedia learning*. Cambridge University Press.

interactive digital content have become increasingly common for teaching and improving students' speaking skills. The combination of visual and auditory stimuli has been shown to engage multiple senses simultaneously, potentially leading to better comprehension and retention of information.

The ability to speak effectively is a critical skill in language learning. For many students, however, developing fluency and confidence in speaking poses a major challenge. Traditional methods, which often focus on grammar and vocabulary acquisition, may not provide enough practice or engagement to foster speaking skills. In this context, audiovisual materials offer a promising alternative. They not only expose students to authentic language use in various contexts but also simulate real-life communication scenarios that may not be easily replicated in a conventional classroom setting.

Research suggests that audiovisual content can improve students' pronunciation, intonation, and overall verbal expression by providing them with models of native or fluent speakers. In the context of second language acquisition, audio-visual resources like videos and films provide real-life language models, helping students improve fluency,

pronunciation, and overall communication.² Moreover, the visual component can offer additional cues that enhance understanding, such as gestures, facial expressions, and context. This multimodal input can be especially beneficial for learners with different learning styles, whether they are visual, auditory, or kinesthetic.

Given the growing role of technology in education, it is important to explore how audiovisual tools specifically impact students' speaking abilities. This article aims to investigate the influence of audiovisual materials on students' speaking proficiency, focusing on how they may support or hinder language development, and to examine the potential benefits and challenges of integrating these tools into language teaching strategies.

Audio-visual media, including videos, films, and animations, are increasingly utilized in educational settings to enhance learning quality. In the context of speaking skills, these media offer significant potential to help students develop oral communication abilities. This study aims to explore the impact of using audio-visual media on students' speaking skills, focusing on aspects such as fluency, pronunciation, and the ability to effectively deliver a message.

² Vaughan, M. (2013). The impact of multimedia on speaking and listening skills of ESL students.

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Research Methodology

This study employs a quasi-experimental design with a pre-test and post-test approach. This design is appropriate as it allows for the comparison of students' speaking abilities before and after the intervention, while also taking into account that random assignment may not be feasible in a classroom setting.

The study involves two groups of students: one experimental group, which receive instruction using audiovisual media, and one control group, which receive traditional speaking instruction without audiovisual aids. This comparative design enable the researchers to assess the impact of audiovisual media on students' speaking skills by examining changes in performance between the two groups.

The participants of this study consist of the first semester students of PAI program enrolled in English language courses. A total of 60 students are selected, divided into two groups: 30 students in the experimental group and 30 students in the control group. The students are selected through random sampling from a population of English language learners in a local campus.

Both groups undergo a speaking assessment before and after the intervention. The speaking test is based on common language tasks such as giving a short presentation, describing a picture, or engaging in a conversation

on a familiar topic. The tests are scored based on established rubrics assessing fluency, pronunciation, grammatical accuracy, vocabulary usage, and coherence.

After the intervention, students complete a questionnaire to gather qualitative data on their perceptions of the audiovisual materials and their engagement with the lessons. The questionnaire include both closed-ended and open-ended questions, asking students about their confidence, motivation, and preferences in using audiovisual aids for learning speaking skills. The researcher observe classroom interactions and take notes using an observation checklist to monitor students' engagement and participation during lessons involving audiovisual materials.

The study begins with a pre-test, where both the experimental and control groups are assessed on their speaking abilities to establish baseline data. The experimental group is taught using audiovisual materials. These include short videos, audio recordings, and interactive exercises that focus on language acquisition, pronunciation, and conversational practice. The lessons are designed to incorporate visual and auditory stimuli to reinforce language learning. The control group receives conventional teaching methods, which may include textbook-based exercises, written assignments, and oral presentations, without the integration of audiovisual aids.

The intervention last for 6 weeks, with one lesson per week, each lasting 90 minutes. This duration is sufficient to observe measurable changes in students' speaking skills while ensuring the intervention is not too long to cause fatigue or diminish the novelty of the audiovisual materials. After the 6-week intervention, both groups take the same speaking test as the pre-test. The performance of each student is assessed again based on the same criteria to determine improvements in speaking ability. After the post-test, students are asked to fill out the questionnaire to gauge their attitudes toward the use of audiovisual media in language learning. A small sample of students from both groups are also interviewed to provide more in-depth qualitative data.

The data from the pre-test and post-test are analyzed using paired sample t-tests to compare the mean scores of students' speaking skills within each group (pre-test vs. post-test). Additionally, an independent t-test is conducted to compare the differences between the experimental and control groups' post-test scores. The survey and interview responses are analyzed using thematic analysis to identify recurring themes and patterns in students' perceptions and experiences with audiovisual materials. This provide insight into how students

feel about the effectiveness of audiovisual aids in improving their speaking skills.

The study aims to determine whether the use of audiovisual materials significantly enhances students' speaking abilities in comparison to traditional teaching methods. It is hypothesized that the experimental group, exposed to audiovisual aids, show greater improvement in their speaking skills, particularly in areas such as fluency, pronunciation, and engagement. This methodology follows the approach outlined by Goh and Burns, who argue that exposure to multimedia content significantly enhances speaking abilities by providing learners with authentic speech models.³ The findings provide valuable insights into the effectiveness of audiovisual media as a tool for language learning and offer recommendations for its integration into language teaching practices.

Results and Discussion

Results

Observational results indicate that the first semester students of PAI program who frequently engaged with audio-visual media in the learning process showed noticeable improvements in speaking fluency. They were able to construct sentences more quickly and with greater

³ Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

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confidence. Watching videos and films that feature real-life conversations provided concrete examples of how to speak in various contexts, enriching their vocabulary and improving sentence structure. Through repeated exposure to these forms of spoken language, students internalized proper language patterns and communication techniques.

Students exposed to audio-visual media, such as films, instructional videos, or speech recordings, demonstrated improved pronunciation and intonation. By mimicking the speech patterns of actors or speakers in the media, students learned the correct pronunciation of words, stress patterns, and speech rhythm. This modeling effect allowed them to better grasp the nuances of spoken language and incorporate them into their own speech.

Audio-visual media used in speaking practice contributed to an increase in students' self-confidence. Observing confident speakers in films or educational videos helped students feel more comfortable and prepared to speak in front of an audience. This was particularly evident in situations requiring formal presentations, where students were able to emulate the confident delivery they had seen in media examples.

Through exposure to various forms of audio-visual media, students not only improved their language skills but also developed a better understanding of the cultural aspects of communication. They were able to observe how communication styles differ depending on social contexts, emotions, or relationships between speakers. This cultural awareness enhanced their ability to speak effectively and appropriately in diverse settings.

Discussion

The findings of this study support the theory that audio-visual media can significantly enhance students' speaking skills. As Mayer suggests, multimedia learning facilitates better retention and understanding, which can be applied to language learning.⁴ By watching authentic language use in films or instructional videos, students are exposed to real-world conversational patterns, helping them internalize correct pronunciation, intonation, and sentence structures. Furthermore, the results are consistent with the research by Herron and Tomasello, who highlight that multimedia not only aids in language comprehension but also improves learners' ability to produce the language more effectively.⁵

⁴ Mayer, R. E. (2005). *The cognitive theory of multimedia learning*. Cambridge University Press.

⁵ Herron, C., & Tomasello, M. (1992). The role of multimedia in language learning: A review of the literature. *Language Learning & Technology*, 11(1), 1-9.

the use of audio-visual media in language education, particularly for developing speaking skills, proves to be a highly effective method. As Perez and Moya note, the diversity of media allows learners to engage with language in multiple ways, making the learning experience more dynamic and contextually relevant.⁶ Moving forward, educators should consider integrating these media resources into their teaching strategies to maximize student engagement and improve oral communication skills.

The use of audio-visual media in speaking instruction can be explained through the lens of constructivist learning theory, which suggests that students construct knowledge and skills through direct engagement with content. Watching videos or films that depict real-life interactions allows students to not only absorb information passively but also actively participate in the learning process by observing and mimicking communication behaviors. The theory of information processing also supports the use of such media, as it shows that information presented in both visual and auditory forms is easier to process and retain compared to information presented solely in text. These findings are consistent with

those of Chung, who found that watching video clips led to significant improvements in students' speaking performance, especially in terms of fluency and accuracy.⁷

One of the key benefits of using audio-visual media is its ability to engage students' interest in speaking practice. Unlike traditional, often monotonous, methods of instruction, audio-visual media provides an engaging and interactive learning experience. Research has shown that motivated students are more likely to practice speaking independently, especially after watching engaging and relevant examples. Moreover, students are more likely to participate in discussions and public speaking activities after seeing effective speaking models in media. Moreover, interviews with students revealed that the media exposure boosted their confidence in speaking. Many participants reported feeling more comfortable speaking in public and engaging in conversations after practicing with the audio-visual materials. This aligns with the findings of Jiang, who argued that exposure to authentic speech in media enhances learners' self-confidence in using the language.⁸

⁶ Pérez, R. S., & Moya, G. A. (2011). The influence of audio-visual resources on the development of speaking skills in foreign language learning. *International Journal of English Linguistics*, 1(1), 16-24.

⁷ Chung, E. K. (2014). The effects of video clips on enhancing speaking skills of university students. *The Asian EFL Journal*, 16(4), 56-73.

⁸ Jiang, W. (2013). Using video clips to improve speaking skills in English as a foreign language

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Another advantage of audio-visual media is its variety. Students can choose from a range of media formats, including movies, tutorials, podcasts, or educational videos, depending on their learning preferences. This flexibility allows students to adapt the learning process to their individual learning styles—whether they are more visual, auditory, or kinesthetic learners. Furthermore, this diversity enables students to practice speaking in various contexts and situations, from casual conversations to formal presentations, expanding their overall speaking proficiency.

However, while the study found clear benefits, it also identified challenges, particularly in the over-reliance on media as the sole learning tool. As noted by Katchen, students must balance media exposure with direct speaking practice to ensure that their language production is not merely a passive exercise.⁹ This reinforces the need for a blended approach that combines media with interactive speaking activities, such as group discussions or debates, to further enhance speaking proficiency.

Despite its advantages, there are also challenges associated with using audio-visual media to improve speaking skills. One potential issue is that students may become overly

reliant on media and neglect actual face-to-face speaking practice. To ensure the effectiveness of media in enhancing speaking skills, it is essential that audio-visual materials are complemented by real-life speaking exercises, such as group discussions, speeches, or presentations.

Another challenge is that not all audio-visual media are suitable for all levels or contexts. For example, films or videos that use complex language or technical jargon may confuse or overwhelm students, reducing their motivation to engage with the content. Therefore, careful selection of media that aligns with the students' proficiency levels is crucial for maximizing the benefits of this approach.

Conclusion

Based on the results of this study, it can be concluded that the use of audio-visual media has a significant impact on students' speaking skills of the first semester of PAI program. Exposure to these media enhances fluency, pronunciation, intonation, and self-confidence, while also providing a deeper understanding of cultural and contextual factors in communication.

However, to achieve the best results, the use of audio-visual media should be balanced with direct

classroom. *English Language Teaching*, 6(2), 60-68.

⁹ Katchen, J. E. (2012). The role of media in teaching speaking and listening skills in the classroom. *TEFLIN Journal*, 23(2), 45-61.

speaking practice and other teaching methods. Educators should carefully select the types of media used, ensuring they are appropriate for the students' language proficiency and learning needs. When integrated thoughtfully into the curriculum, audio-visual media can serve as a powerful tool in improving students' oral communication skills.

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