

**THE EFFECTS OF USING VISUAL AIDS IN TEACHING SPEAKING TO  
THE SECOND YEAR STUDENTS AT MTS. MA'ARIF NU TUBAN  
ACADEMIC YEAR 2016/2017**

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**ABSTRACT**

Language is a means of communication. It is used by human beings as a method of communicating ideas, feelings and desires by means of a system of sounds and sounds symbols. It is not only as means of communication but also as media to access knowledge and technology. English is used in daily or formal communication and it has an important role in the activity of life either in written or oral form related to the science and technology written or spoken such as in the books, magazine, newspaper, radio and television. Therefore, to be able to express and understand English especially for educated people is a must. In Indonesia, English is the first foreign language which has an important role in almost every aspect. It is important not only for students who want to elevate themselves into the higher education institution but also the people who look for better job or position. That is why, English is taught from elementary school to the university with the hope that government may prepare them in their future life. To get this target, the government has applied many methods, techniques, and media to gain successful result.

For Junior high school students, instructional media (especially visual Aids) can be interesting things for motivating them to study more diligently because in fact they like them. Students or children like to see and use things as picture, car, maps or the other visual Aids because they have been familiar with them so that they may easy to understand, to memorize and to transform things they learn with things they see. Visual Aids can also prevent students from misunderstanding since they can see and even touch what the teacher means. If the students are given chance to see the media used when they are learning English, especially in speaking lesson, so the media will be enable to attract them to understand the subject more. MTs Ma'arif NU Tuban is one of the secondary Schools Under the control of YP. Maarif NU Cabang Tuban. The location of this institution is in the complex of education area in Manunggal street NO 10 – 12 Tuban East Java. To reach good result of its output, the Institution creates small classes with around 15-20 students in it. It is done to make teachers may be able to control, to manage and to pay attention to the class fully so that it may increase the quality of the graduation. The teachers, especially English teacher has implemented many kinds of methods, techniques and media and he also equips himself with the knowledge of teaching he has taken from Diklat, workshops and seminars. Besides it, he is also diligent to learn, to find knowledge and to consult things he does not understand yet to other persons he thinks capable in the education. Formerly, he often uses other media when he teaches English speaking. But some of the students feel bored. They are not enthusiastic, not active and even sleepy. That is why, he tries to use media for him it is something new, visual aids.

Based on the description, he formulates statement of the problem as follows: 1. What are the effects of visual Aids in teaching speaking for the

second year students of MTs. Ma'arif NU Tuban ?, 2. How are the visual aids used in teaching speaking for the second year students of MTs. Ma'arif NU Tuban?, 3. How are students' attitudes toward the use of visual aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban?. That is why the objective of the researches are as follows: 1. To describe the effects of visual aids in teaching speaking for the second year students of MTs Ma'arif NU Tuban, 2. To describe how are visual aids used in teaching speaking for the second year students of MTs. Ma'arif NU and 3. to describe how are students' attitudes towards the use of visual aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban. Based on the research, it is seen that visual aids have significant effects in developing english speaking skill for the students. The students are motivated to learn English. In choosing the visual aids, teacher usually produces by himself or asked students to bring or to preapre them. The students attitude on the teaching of speaking using visual aids are that they become motivated and interested to learn english so that their speaking skill increase and increase. Therefore, it is sugested that the English teachers have to use visual aids to get the objective of English learning.

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Keywords: *The Effects, Visual Aids, Teaching Speaking, Second Year Students, Mts. Ma'arif NU*

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## **A. INTRODUCTION**

### **1. Background of the Study**

Language is a means of communication. It is used by human beings as a method of communicating ideas, feelings and desires by means of a system of sounds and sounds symbols. Some say that language is the art of delivering ideas, feelings and desires in form of either speaking or writing. English we learn is also the art of communication used by major part of the people in the world. In this Globalization era, English is one of the important parts of human life. It is not only as means of communication but also as media to access knowledge and technology. English is used in daily or formal communication and it has an important role in the activity of life either in written or oral form related to the science and technology written or spoken such as in the books, magazine,

newspaper, radio and television. Therefore, to be able to express and understand English especially for educated people is a must.

In Indonesia, English is the first foreign language which has an important role in almost every aspect. It is important not only for students who want to elevate themselves into the higher education institution but also the people who look for better job or position. It means that ones must be able to express something in English appropriately and should have four abilities that is; listening, reading, writing and speaking. That is why, English is taught from elementary school to the university with the hope that government may prepare them in their future life. To get this target, the government has applied many methods, techniques, and media to gain successful result. All the abilities are useful for ones because by having ability of listening for example, ones may avoid misunderstanding when they communicate with others. By having the ability of reading, ones may understand the content of English text because this skill emphasizes on vocabulary building to make ones understand the text in general and know the system of English vocabulary. By having writing ability, ones may be able to express their ideas in form of writing correctly and understand the grammar and structure well. By having the ability of speaking, ones may be able to identify English sounds and pronunciation. Therefore, to make students easy to understand English, teachers use many kinds of methods, techniques, strategies and media.

For Junior high school students, instructional media (especially visual Aids) can be interesting things for motivating them to study more diligently because in fact they like them. Visual Aids are media used in teaching students which may be in form of pictures, film-strips, cinema films, etc ( AS. Hornby, 1980: 959). Students or children like to see and use things as picture, car, maps or the other visual Aids because they have been familiar with them so that they may easy to understand, to memorize and to transform things they learn with things they see. Gegne and Leslie, (1979: 16) states that a child comes into directly contact with object, animals, and people using all the sense to learn by doing. It means that by visual aids students will be more interested and easier because the teacher can

show what they are talking about and students can see directly what teacher means. Visual Aids can also prevent students from misunderstanding since they can see and even touch what the teacher means. If the students are given chance to see the media used when they are learning English, especially in speaking lesson, so the media will be enable to attract them to understand the subject more (Latheru, 1965: 188).

It seems that media have great contributive role in the teaching objective especially teaching speaking. Unfortunately many teachers do not realize that media are important, so they do not do many efforts to produce and use media suitable with the lesson. They think that they do not have enough time and it is difficult to get media. Whereas there are many kinds of media that are simple, cheap, interesting and easily to be found as long as they really want to use and to find. In short, finding, selecting and applying media, is one of the teacher's creativities to increase students' understanding in learning English especially speaking subject. Besides, applying the media, the teacher may also practice many kinds of methods, techniques and strategies which make students easy to understand the lesson. This kind of teaching – learning process situation has happened at MTs. Ma'arif NU Tuban for a long time.

MTs Ma'arif NU Tuban is one of the secondary Schools Under the control of YP. Maarif NU Cabang Tuban. The location of this institution is in the complex of education area in Manunggal street NO 10 – 12 Tuban East Java. To reach good result of its output, the Institution creates small classes with around 15-20 students in it. It is done to make teachers may be able to control, to manage and to pay attention to the class fully so that it may increase the quality of the graduation. The teachers, especially English teacher has implemented many kinds of methods, techniques and media and he also equips himself with the knowledge of teaching he has taken from Diklat, workshops and seminars. Besides it, he is also diligent to learn, to find knowledge and to consult things he does not understand yet to other persons he thinks capable in the education. Formerly, he often uses other media when he teaches English speaking. But some of the

students feel bored. They are not enthusiastic, not active and even sleepy. That is why, he tries to use media for him it is something new, visual aids.

Having known the classroom situation, he then always uses visual aids. The media he often uses in teaching speaking is visual aids and he thinks that the media is more effective than the others. It may attract students' attention, motivate them, draw them to the near understanding and show them with the easy way of learning English, especially speaking. The fact is that their English grade increase and the situation of English class become more alive. Besides the above phenomena became the main reason of choosing the title, the researcher chooses the title because MTs. NU is near with the place where he works, the time he has to do the research is very limited and he has many closed friends in the institution to help him. Therefore, the researcher chooses the title "*The Effect of Using Aids in Teaching Speaking for the Second Year Students of MTs. Ma'arif NU Tuban Academic Year 2016/2017*" as the topic of discussion and as the main abstraction in this research report.

## **2. Statement of the Problem**

Based on the description in the background of the study above, the researcher formulates statement of the problem as follows:

- a. What are the effects of visual Aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban Academic Year 2016/2017?
- b. How are the visual aids used in teaching speaking for the second year students of MTs. Ma'arif NU Tuban Academic Year 2016/2017?
- c. How are students' attitudes toward the use of visual aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban Academic Year 2016/2017?

## **3. Objective of the Study**

All researchers must have an objective in doing their researches. Based on the statements of the problems above, the researcher formulates objective of the study as follows:

- a. To describe the effects of visual aids in teaching speaking for the second year students of MTs Ma'arif NU Tuban Academic Year 2016/2017?
- b. To describe how are visual aids used in teaching speaking for the second year students of MTs. Ma'arif NU Tuban Academic Year 2016/2017?
- c. To describe how are students' attitudes towards the use of visual aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban Academic Year 2016/2017?

#### **4. Research Assumption**

Assumption is quite important as the basic principle in doing the research. Having known the phenomena in the classroom, the researcher has assumption as follows:

- a. There many effects from the use of visual aids in teaching speaking for the second year students of MTs. Ma'arif NU Tuban academic year 2016/2017.
- b. The second year students of MTs. Maarif NU Tuban have been able to be active in conversation by helping media or visual aids.
- c. The second year students of MTs. Ma'arif NU Tuban are motivated in learning English in the classroom and at home.

#### **5. Significance of the Study**

The finding of the study are expected to provide information for English teacher Junior high school, especially for teachers in MTs Ma'arif NU TUBAN about the effect and the role of visual aids as media of teaching speaking English in increasing students' English knowledge and changing their attitudes towards better and how visual aids are used in teaching speaking in the classroom. However, the researcher hopes that this study will be significant for ones as follows:

- a. The Institution of MTs. Ma'arif NU Tuban

The research is significant as one of the inputs in deciding the problem concerning to the fulfillment of learning facilities which it must become the priority program. It is also significant as a reading material for the institution so that it may increase the knowledge and widen the perspectives.

b. The Teachers especially English teachers

The findings are also expected to widen the teacher's knowledge about how teaching techniques that can help to improve and develop their teaching speaking. It may also motivate the English teachers to create new methods, techniques and strategies of teaching English especially speaking subjects.

c. The Further Researcher

The researcher hopes that this study is significant for the further researchers as additional reference and materials in increasing their knowledge and inspiring new ideas of research so that they have enough foundation to do the research and to discuss the problem deeply.

## **6. Scope and Limitation of the Study**

In order to make the researcher to focus his research, it needs the scope and limitation of the study. The scope of the study is about the effects using visual aids in teaching speaking. Meanwhile, the limitation of the study is that the researcher only researched second year students of MTs. Ma'arif NU Tuban, and the time is in academic year 2016/2017. In addition, this study is limited to visual aids since there are some kinds of visual aids that are widely available, cheap and they are easily to be made. The visual aids are flash cards, charts, and real objects. The study is also limited in discussion to the role of visual aids, and how visual aids are used in teaching speaking at MTs. Ma'arif NU Tuban.

## **7. Definition of the Key Term**

In order to avoid misinterpretation in understanding the terms used in the study, the researcher explains the terms used in the title of the research. They are as follows:

**a. The Effect**

Effect is change produced by an action or a cause (Oxford Advance Learners Dictionary, 1989: 369). Effect is also other result from the existence of something and it may be positive and negative results.

**b. Visual aids**

Visual aids are the teaching tools which are visualized in the form pictures file, chart, and real object (Oxford Advance Learners Dictionary, 1989:504). Visual aids are considered able to increase the achievement of students English grades.

**c. Teaching**

Teaching is to give instruction to somebody to know or be able to do something, give to somebody knowledge or skill (Hornby, 1989:417). It is the work by which a teacher does in helping students to learn easily. If you teach something, you give them instruction so that they know about it or how it (Collin, 1988: 1499). It is causing some body to know or be able to do something (Longman, 1992:1035).

**d. Speaking**

Speaking is activity to produce utterance in oral communicating (Oxford Advanced learners Dictionary, 1989: 472). It is the act of arranging symbols in form of sound spoken varied with accent, intonation, rhyme and rhythm. However, Speaking in this study is the name of subject sharply part of English subject.

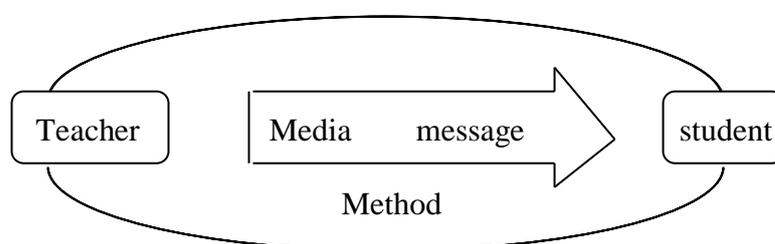
**5. MTs. Ma'arif NU Tuban**

MTs. NU Tuban is one of the institutions under the control of PC Ma'arif NU Tuban. It was founded in 2000 as the reincarnation of SMP Manunggal Tuban. The location of MTs. NU Tuban is in the complex of education area in Manunggal Street NO 10 -12 Kelurahan sukolilo Kecamatan Tuban Kabupaten Tuban.

**B. REVIEW OF RELATED LITERATURE**

**1. Instructional Media**

Media are channel of communication; media are considered as instructional media when they carry message with an Instructional purpose that facilitates communication (Heinrue, 1993). According to Sulaeman (1988) instructional media are the media that bring information or message from the information resources (teachers) to the receivers (student) whilst Hamijoy (in Latuheru; 1988) stated that instructional objectives must be stated in the syllabus. The instructional media are intended to increase the learning outcome. The three definitions present the same idea about the function as it is seen in the following mind map.



In talking about the definition of instructional media, Hernich (1993: 14) states the correlation between message and media. The media carry the message method and procedures of instructional that are selected to help learners to achieve the objectives or the internalize type of content or message, media are carried of information between a source and receiver. The role of media in an instructional situation (Hemich,1993: 80) is for supplemental support of the “live” instructional in the classroom. This function is in line with finochalare’s statement (1975: 46) that media can make class situation more alive. The class can be more a live since media can attract students and interact students’ attention. Then the students will give response to the interesting thing.

Instructional media can enhance and promote learning and support teacher’s instruction. Media can also be used effectively in formal education situation where a teacher is not available or is working with other students. It means that media replace teacher’s position when they must leave the class for certain purpose because class has to go on. The students can study through the media besides that, media can help teachers became creative managers of the learning

experience. According to Dale (1969: 56) there are several things that instructional media can do in teaching. They function to:

- a. Increase students' motivation for learning.
- b. provide students' brain freshness and varied situation.
- c. appeal students of varied abilities.
- d. encourage students to be active in classroom participation
- e. give students needed reinformations.
- f. assure students' mind order and continuity of thought.
- g. widen students' range of experience.

Media are used either as an integral part of classroom instructional or as the principle means of direct instruction (Kemp and Dayton, 1985: 67). By using instructional media, it may that:

- a. The process of giving instruction to the students can be more standardized.
- b. The instructional can be more interesting.
- c. The length of the time required for instructions can be reduced.
- d. The quality of the learning can be improved.
- e. The instructional can be provided when and where desired or necessary.
- f. The positive attitude of students towards what they are learning and towards the learning itself can be enhanced.
- g. The role of instructor can be appreciably enhanced in positive directions.

*Encyclopedia of educational media communication and technologies* (1978: 72) claimed that greater learning results when media are integrated into the learning process that equal a mounts of learning are often accomplished in less time using educational media, and that media generally facilitate learning are Preferred by students when compared with traditional instruction. Media can increase interest, comprehension and retention. It is based on the hypothesis that the more abstract the context of the message, the more difficult it is to comprehend. Thus it can be said that media has the ability to add concreteness to any learning situation.

Instructional media not only give concrete experience needed by students but also help students to integrate the previous experiences. Information, which is

given to students should be in form of direct experience through iconic description to symbolic. The step of experience from direct to symbolic is drawn by Edgar Dale (1969: 17) and it is called Dale's cone experience. Concrete and direct experience will make students study more easily to get remember and use abstract symbols. By looking at the cone, we can see directly that each division represents a stage between the two extremes, between direct purposeful experience on the above of come and pure abstraction or verbal symbol on the top extremes. If it travels up word from the base, it moves in order of decreasing directness. According to Richard (1989) Instructional media have two roles. They are (1) Rotational role, (2) Communication role. The teachers must create the students' attention, the attention to heighten the student's curiosity and to deliver the information. Thus, media can make the information more attractive for the students.

The two roles above have closed relationship. In communicational role, media can function to enhance comprehension and assist the students in understanding the message. Instructional media can increase the communicative power of the instructional by explaining the message contained in the instruction. In other words, the communicative role of media is a way of clarifying the message by making explicit certain concept of a lesson. Meanwhile, the retention role of instructional media concerns retention of information presented in the instruction. Rotational media give their effect when the time came to remember the information. Instructional media are used to assist students in learning and in remembering the important concept of a lesson.

The function of media according to Devies (1980: 193) are as follows;

a. Aids to Instruction

Media serve to help teacher and instructors manage Instruction more efficiently. Media assist teacher to communicate more effectively and take over the operating role of instruction from teacher and instructor.

b. Aids to Learning.

Media serve to help students learn more efficiently media promote understanding, assist in the transfer of training and assist in assessment, media can be used in assessing mastery performance.

Brown, Lewis and Helclered (1983) stated that the function of media vary. They have functions:

- a. to save time
- b. to simulate interest
- c. to encourage students participation
- d. to help students to learn communicate idies visually
- e. to provide a review
- f. to provide medium for individual of group report and
- g. to make a classroom dynamic, relevant and attractive.

From Previous role of instructional media above, it can be concluded that instructional media are really important in the teaching objects. However the use of instructional media needs to be carefully made and a planed. The teacher should follow some considerations in using the instructional media in their teaching activities. Wright (1992) mentions the main Considerations of instructional media, namely:

- a. it is easy to prepare
- b. it is easy to organize in the classroom
- c. it is interesting to the student and the teacher
- d. it is meaningful and authentic
- e. The activities conducted with the use of media provide a sufficient a mount of language.

About considerations of using media, Devies (1980: 192) stated that audio visual aids are most effective when they are;

- a. Simple and to the point.
- b. Suitable and relevant to the title.
- c. Essential and necessary.
- d. Saving in effort and time.

In choosing and using certain media, teacher should also consider the important of the media in attaining the objective of the work, the availability of the media as compared with other media, and relative effectiveness of the media as compared with other media. It means that in using media, the teacher must be sure that the media used are really important, good, and suitable with the class conditions and material given.

After the teacher feels sure that media have fulfilled the requirements above, the teacher can use the media in class. But, it is also important that the teacher has to know that they cannot use the same media too often, because it can make student need to have variations in learning so that they feel interested and motivated in learning the lesson. It does not matter for the teacher to find and have other kinds of media, because there are still many kinds of media that can be used for teaching.

In general, there are three kinds of instructional media. They are audio, visual and audiovisual media. Audio media are media that can be heard, while visual media are media that can be seen. The audiovisual media are media that can be seen and heard.

Finocchiaro (1973:25) mentions the examples of the media for each type. The visual media may include blackboard, textbook, real object, picture file, chart, pocket chart, flash card, word card, number card, flannel or felt board, magnetic board, opaque projector, overhead projector, transparency, kodacrome slide, filmstrip and miscellaneous materials. Finocchiaro and Bonomo (1973: 35) also suggested that every classroom should contain a file of pictures, which can be used to give interesting, meaningful practice of a foreign language. The file should contain three kinds of pictures: (1) pictures of individual person and of individual object, (2) pictures of situation in which person are doing something with objects of people can be seen, and (3) a series of pictures on one chart. The audio aids include record player, tape recorder, and language laboratory. The last audiovisual aids are cover film, television and programmed instructions.

## 2. Visual Aids

Based on *Oxford Learners Dictionary* (1989:1424) visual aids are “pictures”, film, video, maps, etc, used as teaching aids “. They can be also defined as thing that can be seen which are used as teaching and learning aids. Kasbolah (1995: 71) mentioned that, “ A teacher of young learners has to use some visual media in their teaching activities”. The part below is about visual media that are commonly used, namely: (1) flash cards, (2) charts, and (3) real things.

## 3. Flash Cards

Flash card can be in the form of photographs, drawing, or pictures out from magazines and newspapers. For a language instruction, drawing or pictures are not necessary the work of art (Brown et. Al, 1993: 15). To be effective, pictures or drawings that are used in flash cards must fulfill the following criteria (Suleman, 1985: 72).

- a. Pictures must be good, clear, interesting, easy, to understand and big enough to show detail.
- b. Pictures must be important and appropriate with the problem discussed.
- c. Pictures must be right and authentic. It means that the pictures have the confused and fail to find the real things.
- d. Pictures must be simple. Complicated pictures will make students confused and fail to find the real meaning of the pictures.

The pictures in flash cards must be big enough so that all students can see them clearly. The size of flash cards can be about 21 x 17 cm. The number of flash cards for vocabulary practices in the classroom in seven to ten pieces or cards. There are two types of flash cards in term of the content. The first type is flash is flash card, which describe one actions, one person, or one object (figure 2.3.) while the second type describes a situations consisting some activities, people, or object (figure 2.4.). The first type can be used to presented vocabulary, practices, and test some patterns. Then the second type can be used to describe situations such as a wedding party, picnic, in the library, basketball game, etc. this

type can also be used to introduce dialogue, practice sentence patterns and stimulate students to make composition orally or in written.

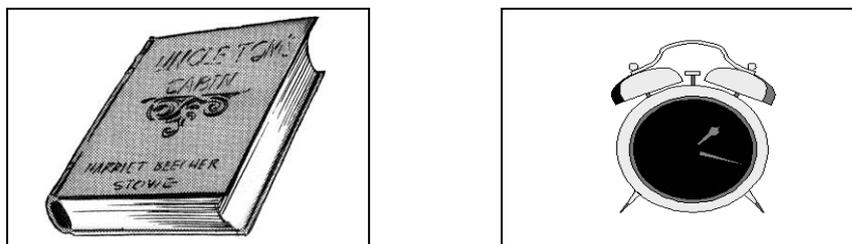


Figure 2.3. Flash card of one object  
(setiyana et al., 1995)



Figure 2.4 Flash card of some objects  
(setiyana et al., 1995)

### 1) Charts

Charts can be used to present visual ideas or concepts which are likely to be difficult to understand if they are presented in the oral or written form. Charts can also be highly important of presentation (Brown et. Al. 1983: 56). Effective charts tend to be imposed a mixture of several different types of graphics: pictures, drawing, cartoons, diagram and verbal material. Brown et. Al (1993: 112) stated that "Pictures in the charts should be big enough so that the students sitting in the back of the class can see them well". The size of the pictures used in the charts depends on the kinds of pictures. Situations pictures must be bigger than pictures of one being, person or activity

Chart can contain about 6 to 12 pictures (figure 2.5) then a teacher used a chart, they must be stand beside in so that the student can see it well. To make the student pay attention to the teacher, they can use a stick.

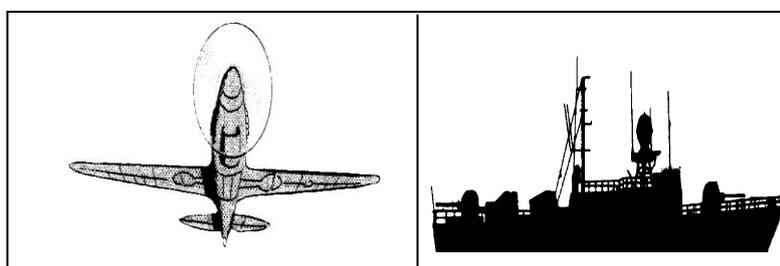


Figure 2.5. Chart of one thing (Setiyana et. Al. 1995)

## 2) Real Things

Real things are instructional aids more closely associated with the experience to the bottom Dale's Cone experience, direct purposeful experience. Heinich (1993: 100) stated that "Real things are ideal media for concept learning to merely abstract words". According to Brown et. al. (1983: 112) there are three types of real things, and specimens. Unmodified real things are things as they are, without alternation, except for having been removed from their original real life surroundings. On the other way, around modified real things have been modified or with alternation from the original. This model includes mock – ups and cutaways. The lat specimens may sometimes be unmodified, simply a piece of the environment.

Gerlach and Elly (1980: 78) mentioned that real things and models have the following characteristics:

- a. Real things have the potential of increasing realism.
- b. Real things are preferred authentic is desired.
- c. Real things and models help reduce the gap between instructions and later performance.
- d. Real things and models can frequently be handled, manipulated, assembled, and observed very closely. If learning in increased through use of several sense. The real things will facilitate learning.

## 4. Teaching English in Junior School

The junior school student is considered as young learners. As children, they have special characteristic, which differentiates them from the students of children as young learners are as follows (Clark in Nisa', 1997: 80) :

- a. Children are in the stage of developing their concept. They are in progress from concrete operational stage into more complex and abstract thinking. This progress occurs, as they are getting older.
- b. Children do not have real linguistics needs. Young learners rarely have certain needs in learning foreign language. On the other hand, learners of the higher level have set up certain targets in learning foreign language. Consequently, whenever they feel that they have come to their needs, they tend to stop learning.
- c. Children are still in the process of developing their first language. They are still developing communication skills, such as talking, taking turns, and using body language.
- d. Children learn more slowly. It happens because children are learning so many things at once, such as developing knowledge about the world, awareness of concepts, and acquiring multiplicity of skills.
- e. Children are very egocentric. Children always think of their own likes and dislikes, their own family and friends, their personal environment whether at home or at school.
- f. Children get bored easily. It is obviously seen that children always demand various condition. Unlike adult learner who may change their motivation toward interesting or dull conditions, children have no choice but to attend the classroom and have little thing to say in classroom activities. As a result, they got bored of the situations and they try to let the teacher know that they are bored.
- g. Children forget quickly. It is mentioned above that children learn more slowly. This condition
- h. Finally, children are better mimics. They are good imitators. They can imitate the pronunciation of the word in foreign language easily. Moreover, they like to play sounds in foreign language.

In addition to the children's characterizations above, Helaly (in Forum, 1997: 144) stated that "Unlike adults, children are not self motivated and do not have an immediate need to learn English. Their world is their daily games, events

of interest to the, new knowledge that may come across, and questions that their inquisitive mind ask. Children communicate well all their needs and experience, and receive new knowledge in their mother tongue.

In statement above, it is implied that children do not have their own motivation in learning without reinforcement and motivation from people around them including the play and have fun instead of learning. Therefore, the English teacher has to the challenging task of finding way to motivate and reinforce them, so the student feels interest in their learning.

Teaching in junior level requires certain specifications. The teaching techniques should be in line with the students' characterization. The suggested teaching techniques for the junior school students are demonstrating, playing games, singing songs, telling stories, repeating, listening, working in pairs or group, asking and answering questions (Kasbollah,1995: 56). Hildebrand (1986: 90) sated that a song, a poem , a finger play, a puppet, or a new picture can sere to quiet student and gain their attention. Children may find difficulties to follow purely verbal instruction and information. Teacher can overcome this by using gestures, information, demonstration, actions, and facial expressions to convey meaning parallel to what teacher are saying. As stated by Halliwel (1992: 1), "Intonation, gestures, facial expression, action, and circumstances all help to tell student what the unknown words and phrases probably mean". By understanding message in those ways students start to understand the language.

In deciding the teaching techniques, teachers have to remember that children like to learn by doing. They like to move their body because children are still energetic. That is the reason student like to playing and singing very much. So the teachers have to build the teaching and learning process as enjoyable as possible. Teachers have to create a pleasure circumstances for the children so that they will enjoy learning. It is very important that student must have a good impression and motivation is commonly the key to successful learning.

In teaching at junior school, the classroom, situation needs to be authentic and interesting to the student. Wilkings (in Helaly, 1987: 72) stated that teaching must be planned in a way that learning becomes an interesting event. Songs,

telling story, the drawing of maps and pictures, etc. may be used to make the English lesson interesting. As the interest of children in any activity in the foreign language increase, so will their interest in communicating in the language. Therefore, developing their interest will put the children on the room to spontaneous use of language forms. Wilcox (in Forum, 1974: 47) gives the following guides for teaching young learners as follows:

- a. Language teaching at primary level must be active and dynamic. Furthermore, it must respond to the child's urge to create and his desire for activity. The teacher, therefore, would do well to keep in mind this dictum: when the student touch, see and say they learn.
- b. Language teaching at the primary level should place greatest emphasis on socializing activities that is activities that help pupil fit himself into his own school situation with their consequent ample use language.
- c. The lesson should consist of "self-contained segment" (because of short attention span at this age) do not last much longer than five minutes.
- d. To maintain student's interest, the methods and materials used in contiguous segment should be as dissimilar as possible.
- e. The teacher should strive to present any given item (a pronunciation, a new word, or a cultural item) in as many different ways and contexts as possible, in order to response to it repeatedly.

Besides techniques, teachers have to consider the use of media in teaching junior school students. Teachers have to be creative in making or finding the suitable media for the student's. Teachers can use real objects, pictures. Flash card, etc. In relation with media in teaching in junior school, Hoever and Hellingsworth (1970: 356) stated that young children with limited experience need materials and devices, which will enhance their learning opportunities. Audiovisual materials when used appropriately are uniquely suited to the task. The teachers have to be creative and have enough time to think about the techniques, materials and media because the teachers take the important part in the teaching and speaking process. Therefore, the teachers have to create a good will in student mind so they need enough time to prepare the teaching speaking.

## **C. RESEARCH METHOD**

### **1. Research Design**

Related to this, the researcher does qualitative research. Qualitative research design basically contains a number of activities in well arranged and planned. Moleong (1991: 236) explains that research design is an effort to plan and find all possible things and requirements the researcher needs in qualitative research. In line with the statement, a researcher must formulate all possible things that may happen during and before he does the research. This study used descriptive study since it is designed to obtain information concerning the current status phenomena and conducted toward determining the nature of situation as it exist at the time of the study the aim of descriptive research is to describe what are exists. The current study is trying to get information about the use of visual aids in the teaching speaking, the role of visual aids in teaching speaking, and how the student attitudes toward the use visual aids.

Deciding research design cannot be separated from deciding procedure, approach, method and technique. It is seen that research procedure contains sequence of activities which includes several steps. First, the researcher understands the phenomena in the classroom of the second year students of MTs. Ma'arif NU Tuban from which he then formulates the problems to discuss. Second, researcher decides the instruments he needs when he does research. Semi (1993: 63) claims that in research, the researcher must analyze all things based on the theory and condition in the field of research. It is done with the hope that he can analyze deeply all the subject matters based on the decided theory.

In this research toJo, the researcher must also apply approach. The research approach is the way the researcher uses to observe the problem he will analyze. The approach the researcher uses is phenomenological approach in which he tries to find the fact and cause of something based on the available phenomena and the researcher's own view although it is subjective (Arifin, 1994: 46 – 47). It means that the researcher tries to observe the events and phenomena happening in the classroom based on his own view. The approach he uses is based on the

assumption he decides like (1) research object is about the use of visual aids, (2) research subject is the second year students of MTs. NU Tuban and (3) research discussion is about the effects of using visual aids in teaching speaking. In short, the researcher tries to discuss the problem he finds from the phenomena in the class room that is when English teacher teach students using other media, the students look lazy to listen and to respond but when he uses visual aids the students are so motivated to learn.

Furthermore, the method he uses in this research is descriptive-qualitative method. Surahmad (1972: 131) says that descriptive-qualitative method describe all phenomena happening in the classroom by doing the steps of activities as follows: (1) data collection (2) data analysis and (data interpretation). The researcher collects the data from the classroom by using documentery, interview, questionnaire, and observation. After the data collected, he then analyzes them all based on what he has decided. The last step is to interpret all the data he gets from the research. The researcher then describe all in form of the research report. Therefore, the research report is the final result of all things he has done in the research.

## **2. The Location and Time of Research**

### **a. The Location of Research**

The researcher does the research at MTs. Ma'arif Nu Tuban located in Manunggal Street No 12 in the village of Sukolilo, in the sub-district of Tuban, in the district of Tuban- East Java. He does the research on the effects of using visual aids in teaching speaking to the second year students of MTs. Ma'arif NU Tuban.

### **1) Vision and Mission of School**

#### **a) Vision**

The realization of smart young generation, obedient to Religious doctrine, habit of doing good deed, having Ahlus Sunnah wal Jamaah Perspectives.

#### **b) Mission**

- to act teaching and learning process, guiding effectively to students so that students develop based on their own potencies.
- to motivate students to learn and to obey the rule of Allah in order to get what they expect
- -To create peaceful surrounding school, surrounding order, clean and beautiful place
- to develop religious behavior based on the perspective of Ahlus Sunnah Wal Jamaah

**c) Objective**

- The realization of competitive staffs and educators based on competence standard
- The realization of students' achievement in the filed of academic and non academic
- The realization of students' skill in science and technology
- The realization of students' behavior based on religious doctrine in daily deeds.

**d) School Curriculum and Activity**

The Institution does the activity leading to the smartness, loyalty to Religious doctrine, likeness of doing goodness and Ahlussunnah Wal Jama'ah Perspective.

**e) School Achievement**

- Champion 1 of MTQ in the level of MTs in 2012 Tuban Sub-district
- Champion 2 (Runner Up) Rebana in the are of Tuban in 2012
- Champion 3 in Sepak Takraw MTs in the Area of Tuban in 2011
- Champion 2 (Runner Up) Female Gerak Jalan MTs level in Tuban Area
- Getting start to found Islamic Elementary School in the area of MTs. Ma'arif NU Tuban.

**b. Time of Research**

The researcher has done the research at Mts. Ma'arif NU Tuban for 2 months. He starts to do the research from the first September to the last October 2016.

### **3. Source of Research Data**

Research data and source of data are also two important elements in research. Research data are facts, information or things the researcher knows and from which he draw his conclusion. While source of data is something from which he finds the data. Research data may be in form of students grades, result of interview and questionnaire. In this research, the researchers' data is in form of students' grades and the result of interview and questionnaire given to the second year students of MTs. Ma'arif NU Tuban.

### **4. Subject of the Study**

In research, the researcher must have the subject of research. The subject of the research are 36 second year students of MTs. Ma'arif NU Tuban and the English teacher of the second year students of MTs. Ma'arif NU Tuban academic year 2016/2017.

### **5. Procedure of Data Collection**

#### **a. Preparation Procedure**

Before the researcher does the research, he comes to MTs. Maarif NU Tuban to talk what he wants with the head master of the school and the English teacher he wants. He then asks permission to the headmaster to do the research and the phenomena happening in the school. Some days later, he does kind of short observation to find the title of the research by doing deeply short observation in the classroom especially the classroom of the second year students. He then designs the things he needs in the research and make a kind of scheduled of activities. This is done because he thinks it will be useful for him to do the research based on the timeline in order that he may finish it on time.

#### **b. Research Procedure**

In this procedure, the researcher starts to do the research to collect the research data by the way of doing as follows:

### **1) Interview**

Interview is the act of asking some questions to the respondents. The researcher, does interview to the English teacher and to the students. The data from the teacher which are obtained through the interview are whether the teacher uses visual aids in teaching speaking, for what purpose the use of visual aids in his teaching speaking and how he get visual aids. While the students are asked many things related to the use of visual aids in which the questions are stated in Lampiran in this research report.

### **2) Observation**

Observation is kind of research done by seeing the phenomena, feeling the situation, reading the condition and discussing things he gets with the competent persons. In fact, the researcher has done observation many times. It is used to obtain the teacher's activity in using visual aids. It is done two times for each class to obtain the teacher's activities in using visual aids. It is done two items for one class in observing the activities. The researcher uses the observation guide which contain the following items:

- Kind of visual aids teaching speaking
- The function of visual aids
- The students response in teaching speaking by using visual aids
- Teacher's way in using visual aids.

### **3) Questionnaire**

Questionnaire is the act giving questions to the students by giving some questions and answers on paper and the respondents have to answer them. The researcher gives the questionnaire consists of five items

- Asking about students' use of visual aids
- Asking about students' attitude toward whether they like or not the use of visual aids in teaching speaking.

- 3-4. Asking the function of visual aids. Wanting to know the opinion whether they are interested or not and they can be more active when teacher uses visual aids in the classroom.
- Asking about how teacher gets visual aids. They are found by himself or asking the students to make and bring visual aids.

## 6. Data Analysis

After the researcher collected the data, he then analyze them using qualitative and quantitative analysis. This technique is done to gain the result objectively. In this process, the researcher describes the process of finding data, arrangement of data like the notes of data, the transcript of interview, and other material of research founded systematically from which he will be able to present them. This analysis covers the doing, organizing, solving and data sintesing and deciding what he will report. In this steps, he does things as follows: The first is data collection. The researcher collects the data by the way of observation, documentation, interview, and questionnaire and he has done this step. The second is Data Reduction. After he collects the data, he has to choose which ones are useful and which ones are not. He has to reduce the unuseful data. The third is data presentation. After he reduce the data, he then has to present the data needed and useful for the report. The fourth is Conclusion. After he presents the data and describes all, he has to conclude them by describing things he needs to expose in detail.

## 7. Validity of Research Finding

After the researcher analyzes the data, he then tries to reanalyze them in order to get the valid data. The data obtain from the students questionnaire are computed. In analyzing the data obtain from the student's questionnaires, the researcher uses a simple percentage. The formula used in the data analysis to get valid data is as follow:

$$\frac{n}{N} \times 100 \%$$

Note:

n : The number of respondents who answer yes or no (the effect of using visual aids in teaching speaking)

N : The total number of respondents.

The data collected through interview and observation are analyzed by using descriptive analysis. The analysis is done by describing the class activities using aids and by checking appropriate visual aids at teaching speaking. By doing this way, the researcher may get valid data.

## **D. RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents research finding and discussion in the forms of descriptions and tables. It contains description of the effect of using visual aids, the way to use visual aids, the students attitudes towards the use of visual aids and things related to the media completely.

### **1. Research Finding**

#### **a. The Effect of Visual Aids in Teaching Speaking to the second Year Students of MTs. Ma'arif NU Tuban**

Before discussing about the effect of visual aids, it is appropriate to know the role of visual aids first. Visual aids have important role in creating conducive situation of learning in the classroom. The role of Visual aids are very related to the effect because visual aids may create positive effect. The data about the effect of visual aids were obtained through teacher's interview and observation. In the observation, it was observed that when the teacher uses visual aids, the students were interest in them; they all paid attention and looked at the visual aids. When the teacher gave them some materials especially in speaking based on the visual aids, they are so serious to understand. Teacher then asked them to make conversation in classroom and make a pair groups and they could do it well. Therefore, the situation in the classroom is so alive and enjoyable.

**b. How The Teacher Get Visual Aids in Teaching Speaking to the Second Year Students of MTs. Ma'arif NU Tuban**

From the interview, it was obtained that the teacher got visual aids by finding himself but sometimes, he also asked students to make or bring visual aids such as clipping from magazine, newspaper, pictures and photographs. The data about this were also obtained from the answer to item number six and seven of the students' questionnaires, which asked whether their teacher provided and produced visual aids himself or asked students to bring and make visual aids. The data which were obtained are presente in the following table.

**Table 4. 1. 2. How the teacher got Visual aids**

<b>Statement</b>	<b>Yes</b>	<b>No</b>
• My English Teacher Provided Visual aids by himself.	(31) respondent 86,9 %	5 respondent 14,1 %
• My Teacher asked my friend and me to bring or make visual aids.	(23) respondent 65,2 %	13 respondent 34,8 %

From the data above it was obtained that 36 respondent (86,9 %) agree with the statement that the teacher provided and produced visual aids by himself. While only 5 respondent (14,1 %) did not agree that the teacher provided and produced visual aids. Meanwhile, from 36 students, 23 (65,2%) say that their teacher asked them to bring or to provide visual aids but 13 respondents (34,8 %) say that their teacher does not ask them to prepare visual aids.

**c. How The Teacher Used Visual Aids In Teaching Speaking to the Second Year Students of MTs. Ma'arif NU Tuban**

How the teacher used visual aids here refers to the teachers' ways of using visual aids in the teaching speaking activities in the classroom. The

activities done by the teacher were mentioning and matching. The data about the teacher's way in using visual aids are also obtained from the observation. From the first observation of the second years students, the teacher used flash card in teaching about shopping then the students' activities are ordered to make discussion and make groups.

The next observation was done in the same class. The teacher brought two kinds of magazines (hello magazine and genius magazine). The magazines have different topic, one topic is about menu and the other is about fruit. Then students' activities are asked to choose one of the topics and make discussion together. The last observation is the teacher used chart to teach about public place.

**d. The Students' Attitudes Towards the Use of Visual Aids In Teaching Speaking to the Second Year Students of MTs Ma'arif NU Tuban**

In this part, the researcher presents the data about the student's attitudes towards the use of visual aids in English class. The data were obtained from the student's questionnaires. Table 4.1. 4. Shows the frequency and percentage of respondent's responses to item number 2, 3, 4 and 5. Item number 2 asked whether the students like to have visual aids in English class, and item number 3 enquired whether the visual aids could make the explanation from the English teacher easier and understandable. Item number 4 asked whether visual aids could make the speaking lesson more interesting. While item number 5 asked whether visual aids could make the students more active.

**Table 4.1. 4 Student's attitudes towards the use of visual aids**

STATEMENT	YES	NO
1. I like the teacher use visual aids in teaching speaking.	36 respondents 100 %	0 %
2. When my teacher uses	33 respondents 91, 3 %	3 Respondents 8,7 %

visual aids his explanation become more understandable.		
3. When my teacher uses visual aids, the lesson become more interesting.	35 respondents 98, 7 %	1 Respondent 1, 3 %
4. When my teacher uses visual aids, my friends become more active.	29 respondents 80, 4 %	7 Respondents 19,6 %

The data above indicate that all students (100%) liked to have visual aids in English class. Most of the students, 33 respondents (91,3 %) agreed that when the teacher used visual aids, the explanation became more understandable, while 3 respondents (8,7%) did not agree with this.

The next, 35 respondents (97,7%) agreed with the statement that when the teacher use visual aids, the lesson become more interesting, and only 1 respondent (1,3%) did not agree with this.

Many students, 29 respondents (80,4%) agreed with statement that when the teacher used visual aids, the students become more active,(in speaking) and 7 respondents (19,6%) did not agree with this. This was happened because they thought they still could not answer the teacher's questions directly and the students, who were active, were the same students as usual.

## 2. Research Discussions

### a. The Effect of Using Visual Aids in teaching Speaking to the Second Year Students at MTs. Ma'arif NU Tuban

The findings about the results of using visual aids show that visual aids really have important role in the teaching speaking process. In the interview, the teacher stated that visual aids were very effective and helpful for him because he did not need too much time and too many words to explain the speaking materials. This statement is in accordance with Brown's idea (1993:68) that visual aids can help teacher to save time and Wright's statement (1993:70) that visual aids can

reduce verbalism. The teacher also stated that the students could really recognize the things and understand the materials. This means that the students could have the right concept about the materials if the teacher used visual aids. Thus, the function visual aids gives better understanding and avoid misconception and alive in speaking.

From the observation, it was obtained that when the teacher used visual aids, they all paid attention and looked at them. These findings are not so surprised because from the short observation based on the classroom phenomena, the researcher has been able to detect it. Visual Aids can attract students' attention and raise their curiosities. When the teacher gave some questions based on the visual aids, the students answered quickly and tried to show to the teacher that they knew the answers. This finding is supported by Dale' statement (1969:34) that visual aids encourage participation and heighten motivation for learning speaking ; this is also line with students' characteristics that they compete to get the teacher's attention and show that they understand what the teacher says. In conclusion, visual aids have very significant effects and the effects are positive for the students for the development of English speaking.

**b. The Use of Visual Aids in Teaching Speaking to the Second Year Students at MTs. Ma'arif NU Tuban**

These findings revealed that the teacher used visual aids in his teaching activities. The teacher stated that he sometimes, seldom, used visual aids in his teaching activities. Most of students, 29 respondents ( 80 % ) also stated that their teacher used visual aids, and 7 respondents ( 20% ) stated that their teacher did not use visual aids. It implied that the teacher realized and knew the important roles of visual aids. Therefore, he often used visual aids in his teaching activities to attract students' attention and arouse their interest.

The teacher also stated that he got visual aids by providing and producing visual aids by himself. Sometimes he also asked to the students to bring and make visual aids, such as photographs and pictures. Most of the students, 31 respondents ( 86,9 % ) agreed that their teacher produced and provided

visual aids himself because they knew that their teacher did not produce or make pictures but he took pictures from a book.

The teacher used several kinds of visual aids. One of them was flash card. The flash cards were good enough, simple, interesting, and easy to understand. They were also important and appropriate with the problem discussed that was about parts of the body. Unfortunately, the flash cards were so small, so that the students who are sitting at the back of classroom could not see them clearly. The teacher still needed to walk around to show the flash cards to all students. It does not take time ideally, the size of flash card is 21 x 17 cm, were as the size of flash cards about 10 x 5 cm.

The chart that was used by the teacher to teach about public places was good. Although it was teacher's drawing was clear, simple and easy to understand. It is line with Brown's statement (1983: 57) that picture is not necessarily to work of art. In the teaching activities, the teacher taught the students to sing a song, a poem a finger play, a puppet, or a new picture can serve to quite children and gain their attention. The first time the teacher sings a song. All students paid attention and listened to the teacher, then they sang a song together. Finally, they memorized the song and remembered the name of parts of the body because when they song, they also pointed at the parts and function of their body. This activity is appropriate with children characteristics that children like to play, sing and move their body because they are still energetic.

By using visual aids, the teacher taught all language skills to the students reading (listening, speaking and writing). For reading, the teacher asked the students to write the answers of the exercises and pronounced some words. For listening and speaking, the teacher read some words and asked the students to listen and repeat after him. He also asked the students to give more examples orally, for example, other public places. For writing the teacher asked the students to do and write exercises in their exercises in their exercises book or on the blackboard.

**c. The Students' Attitudes Towards the Use of Visual Aids in Teaching Speaking to the Second Year Students at MTs. Ma'arif NU Tuban**

From the students' questionnaires, it was obtained that all students (100 %) like to have visual aids in their class. Most of the students 33 respondents (91, 3 %) agreed with the statement that when the teacher used visual aids, the explanation became more understandable, only 3 respondents ( 8,7 % ) did not agree with the statement since they thought that learning English was always difficult. Most of the students 35 respondents (98,7 % ) also agreed with the statement that when the teacher used visual aids, the lesson became more interesting, and rest 1 respondent ( 1,3 % ) did not agree with the statement. And last, 29 respondents ( 80,4 % ) agree with the statement that when the teacher used visual aids, the students became more active, only 7 respondents ( 19,6 % ) did not agree with this. This happened because the students who were active in class were always the same students.

The findings above imply that visual aids are interesting and useful for English school students. By using visual aids, students can have better understanding and the class becomes more interesting. This is supported by Finochiaro's statement (1973: 90) that media can make class situation more alive and Suleman's statement (1985: 67) that audio visual aids give students support and motivation to know, and observe and then give better understanding.

The findings also show that visual aids could make students more active. This is in line with Brow's statement (1983: 120) that media can make active students in joining the lesson and can give better results.

All the findings above imply that visual aids are really important media in the teaching speaking at MTs students because the students at the age of MTs become more interested and motivated in learning English if the learning situation is interesting. Children (junior school students) do not have their self-motivation, so they need to be motivated by the condition around them. This is supported by Helaly (1987: 89) that children are not self motivated and do not have immediate need to learn English. Their world is their daily games and events of interest. Therefore, the teacher needs to create situation in which the students can learn accordingly.

## **E. CONCLUSION**

The following conclusions are based on the findings of the study. Therefore they are applicable only to this kind of the study, especially to MTs Ma'arif NU Tuban students because the study is a case study. Generally, the teaching of English speaking in MTs Maarif NU Tuban is good. The teacher has tried to give lesson well by using good techniques in attracting students' attention and interest, such as by singing a song and using visual aids in teaching speaking.

Based on the observation, the researcher sees that the effects of using visual aids is fully positive and significant. The indicators are the teacher has made an efforts to make the class more alive and interesting. It could be seen that all students were interested in the visual aids given by the teacher and then the students were also joining the speaking lesson because of the interesting visual aids. The statement above imply that visual aids are really important and help for the teacher in teaching speaking. The teacher also tries to find the materials of visual aids by producing himself or asks the students to get. Besides it, the students attitudes towards the used of visual aids are positive. It means that students are interested and motivated because of the effect from using visual aids are fully positive to develop English skill especially speaking.

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