

# THE EFFECTS OF USING VISUAL AIDS IN TEACHING SPEAKING TO THE NINTH CLASS STUDENTS AT SMPN 2 KEREK TUBAN

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## ABSTRACT

Language is a means of communication 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. 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 continue their study into the higher education but also for the people who want to look for better job or position. That is why, English is taught from elementary school to the university with the hope that they may prepare 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, chart, maps or the other visual Aids because they have been familiar with them so that they may be 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 enable to attract them to understand the subject more. At SMPN 2 Kerek Tuban, the researcher tries to prove that teaching English speaking using visual aids is more effective than using only verbal communication. 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. 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.

The researcher formulates the problem such as what are the effects of using visual Aids in teaching speaking, how are the visual aids used in teaching speaking, and how are the students' attitudes toward the use of visual aids. That is why the objective of the research is to describe the effects of visual aids in teaching speaking, to describe how are visual aids used in teaching speaking, and to describe how are students' attitudes towards the use of visual aids. Based on the researarch, it is seen that visual aids have significant effects in developing English speaking skill for the students. The students are motivated to learn English. 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 speaking learning.

**Keywords:** The Effects, Visual Aids, Teaching Speaking, Ninth Class Students, SMPN 2 Kerek

## INTRODUCTION

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 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 continue their study into the higher education institution but also the people who want to look for better job or position. It means that ones must be able to express something in English appropriately and should have four abilities - 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, 1989: 959). Students or children like to see and use things as picture, card, maps or the other visual Aids because they have been familiar with them so that they may be easier to understand, to memorize and to transform things they learn with things they see. Gegne and Leslie, (1970: 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 able to attract them to understand the subject more (Latuheru, 1988: 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. The researcher is sure that the use of many kinds of method, strategies, techniques and media in teaching – learning process has been done at SMPN 2 Kerek Tuban for a long time.

SMPN 2 Kerek Tuban is one of the state secondary Schools Under the control of Education Department. The location of this institution is in the subdisdrikt of Kerek in the county of Tuban East Java. The number of students of the ninth class the researcher takes is 32 students. The teacher, 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. As usual, teachers have of course used many media and also ever used other media when he teaches English speaking. But some of the students feel bored with certain media. They are not enthusiastic, not active and even sleepy. That is why, the researcher tries to use media- visual aids- as the topic of research and for students they are not something relatively new.

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 speaking. The fact is that their English grade increase and the situation of English class become more alive. Besides it, the phenomena became the main reason of choosing the title, because speaking subject is considered difficult for the students of

junior High School and he has closed friend in the institution to help him. Therefore, the researcher chooses the title “*The Effect of Using Visual Aids in Teaching Speaking for the Ninth Class Students of SMPN 2 Kerek Tuban*” as the topic of discussion and as the main abstraction in this research report.

In this research, the researcher formulates the problem as follows: (1) what are the effects of using visual Aids in teaching speaking to the ninth class students of SMPN 2 Kerek?, (2) how are the visual aids used in teaching speaking to the ninth class students of SMPN 2 Kerek?, and (3) how are students’ attitudes toward the use of visual aids in teaching speaking to the ninth class students of SMPN 2 Kerek?. Of course in this research, the researcher has the objective as follows: (1) to describe the effects of using visual aids in teaching speaking for the ninth class students of SMPN 2 Kerek, (2) to describe how are the visual aids used in teaching speaking for the ninth class students of SMPN 2 Kerek, and (3) to describe how are students’ attitudes towards the use of visual aids in teaching speaking for the ninth class students of SMPN 2 Kerek. In this case, having known the phenomena in the classroom, the researcher has assumption that there many effects from the use of visual aids in teaching speaking. They are; the students have been able to be active in conversation and the students are motivated in learning English in the classroom and at home.

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. 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. Meanwhile, 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. Further, 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. Furthermore, 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, rhyr and rhythm. However, Speaking in this study is the name of subject sharply part of English subject.

## **RESEARCH METHOD**

Related to this, the researcher does qualitative research in form of a Case Study. 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 phenomena and conducted toward determining the nature of situation as it exist. 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 ninth class students of SMPN 2 Kerek 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.

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 ninth class students of SMPN 2 Kerek 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 teaches 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. The method he uses in this research is descriptive-qualitative method. Surahmad (1972: 131) says that descriptive-qualitative method describes 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. 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 describes all in form of the research report. Therefore, the research report is the final result of all things he has done in the research.

Meanwhile, the research data are in form of facts, information or things the researcher knows and from which he draw his conclusion. Research data may be in form of students grades, result of interview and questionnaire. In this research, the researchers' data is in form of the result of interview and questionnaire given to the ninth class students of SMPN 2 Kerek. While the subject

of research is the students of the ninth class of SMPN 2 Kerek which consist of 32 students. Meanwhile, the procedures of data collection is as follows: (a) Preparation Procedure. Before the researcher does the research, he asks permission to the headmaster to do the research and see the phenomena happening in the classroom. He then designs the things he needs in the research and make a kind of scheduled of activities; (b) Research Procedure. The researcher starts to do the research to collect the research data by the way of doing as follows: (1) Interview. The researcher, does interview to the students. The data 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; (2) Observation. The researcher has done the observation. It is used to obtain the teacher's activity in using visual aids. The researcher uses the observation guide which contains the items such as Kind of visual aids used in teaching speaking, the function of visual aids, the students' responses in teaching speaking by using visual aids and the teacher's way in using visual aids, and (3) Questionnaire. The researcher gives the questionnaire consists of five items such as asking about students' use of visual aids, asking about students' attitude toward whether they like or not the use of visual aids, asking the function of visual aids. Wanting to know whether they are interested or not and they can be more active or not when teacher uses visual aids, asking about how teacher gets visual aids, wether he gets them by himself or asking the students to make and bring visual aids.

After the researcher collected the data, he then analyzes them using qualitative 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 reduces 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. 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:

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

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

## **RESEARCH FINDING AND DISCUSSION**

The researcher 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 Using Visual Aids in Teaching Speaking to the ninth class Students of SMPN 2 Kerek**

Before discussing about the effect of using 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 is closely related to the effect of it because visual aids may create positive effect. The data about the effect of visual aids were obtained through the reseacher's questionnaires, 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 the classroom and make a pair groups and they could do it well. Therefore, the situation in the classroom is so alive and enjoyable.

#### **b. The Teacher Gets Visual Aids in Teaching Speaking to the Ninth Class Students of SMPN 2 Kerek**

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 questionnaires given to the students 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 presented in the following table.

**Table 4.1.2.**  
**The Teacher Gets Visual aids**

Statement	Yes	No
<ul style="list-style-type: none"> <li>• My English Teacher Provided Visual aids by himself.</li> </ul>	27 respondents (84,375 %)	5 respondents (15,625 %)
<ul style="list-style-type: none"> <li>• My Teacher asked my friends and me to bring or make visual aids.</li> </ul>	25 respondents (78,125 %)	7 respondents (21,875 %)

From the data above it was obtained that from 32 students, 27 respondents (84,375 %) answered yes and agree with the statement that the teacher provided and produced visual aids by himself. While only 5 respondents (15,625 %) answered No and did not agree that the teacher provided and produced visual aids by himself. Meanwhile, from 32 students, 25 respondents (65,2%) answered yes or say that their teacher asked them to bring or to provide visual aids but 7 respondents (21,875 %) answered No and say that their teacher does not ask them to prepare visual aids. From the data, it is concluded that the teacher prepared the visual aids by himself and asked the students to find by themselves.

**c. The Teacher Used Visual Aids In Teaching Speaking to the Ninth Class Students of SMPN 2 Kerek.**

How the teacher used visual aids here refers to the teachers' ways of using visual aids in teaching speaking activities in the classroom. The activities done by the teacher were very good and suitable to the topic of discussion. The data about the teacher's way in using visual aids are also obtained from the observation. From the first observation of the ninth class 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 Ninth Class Students of SMPN 2 Kerek.**

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 1, 2, 3, and 4. Item number 1 asked whether the students like to have visual aids in English speaking class, and item number 2 enquired whether the visual aids could make the explanation from the English teacher easier and understandable. Item number 3 asked whether visual aids could make the speaking lesson more interesting. While item number 4 asked whether visual aids could make the students more active. The result of questionnaires are seen below.

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

<b>Statement</b>	<b>Yes</b>	<b>No</b>
1. I like the teacher used visual aids in teaching speaking.	32 respondents (100 %)	0 %
2. When my teacher uses visual aids his explanation become more understandable.	29 respondents (90,625 %)	3 Respondents (9,375 %)
3. When my teacher uses visual aids, the lesson become more interesting.	31 respondents (96, 875 %)	1 Respondent (3,125 %)
4. When my teacher uses visual aids, students become more active.	29 respondents (90,625 %)	3 Respondents (9,375 %)

The data above indicated that all students (100%) liked to have visual aids in English speaking class. Most of the students, 29 respondents (90,625 %) agreed to the use of visual aids because the explanation became more understandable, while 3 respondents (9,375%) did not agree with this. The next, 31 respondents (96,875%) agreed with the statement that when the teacher uses

visual aids, the lesson become more interesting, and only 1 respondent (3,125%) did not agree with this.

Many students, 29 respondents (90,625%) agreed with statement that when the teacher used visual aids, the students becomes more active in speaking and 3 respondents (9,375 %) did not agree with this. This happened because they thought they still could not answer the teacher's questions directly although the other students, who were active, could answer and communicate well.

## **2. Research Discussions**

### **a. The Effect of Using Visual Aids in teaching Speaking to the Ninth Class Students at SMPN 2 Kerek**

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 and questionnaire given to the students, the reseacher is sur 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 the class becomes alive and the students become more active in speaking English.

From the observation, it was obtained that when the teacher used visual aids, all the students 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 Ninth Class Students at SMPN 2 Kerek.**

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. Based on the data, most of students, 29 respondents (90,625 %) also stated that their teacher used visual aids, and 3 respondents (9,375%) stated that their teacher did not use visual aids. It implied that the teacher often used visual aids and realized and knew the important roles of visual aids. Therefore, he often used visual aids in his teaching speaking 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, 27 respondents (84,375%) agreed that their teacher prepared, produced and provided visual aids by himself. The rest 5 respondents (15,625%) knew that their teacher also takes them from the books.

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 bring and 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 class room could not see them clearly. The teacher still needed to walk around to show the flash cards to all students. It spent a lot of times because ideally, the size of flash card is minimally 21 x 17 cm, not about 10 x 5 cm. However, it only happened in the first times because he then takes big flash cards in the next meetings.

On other occasion, the chart that was used by the teacher to teach about public places was good. Although it was only the product of teacher's drawing, it was clear, simple and easy to understand. It is in line with Brown's statement (1983: 57) that picture is necessary thing to be used although it is not beautiful kind of work of art. In the teaching activities, the teacher may also teach the students to sing a song, a poem reading and expressing, a finger play, a puppet, or a new kind of pictures because the variation of media can move the quite children and attract their attention. The first time, the teacher sings a song telling the organ of body. 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.

In fact, by using visual aids, the teacher can teach all language skills to the students (reading, listening, speaking and writing). Those skills can be adapted to speaking skill. For example, for reading, the teacher asked the students to write the answers of the exercises and pronounced some words of the answers. For listening and speaking, the teacher read some words and sentences and asked the students to listen and repeat after him. He also asked the students to give more examples orally based on the topic. For writing the teacher asked the students to write exercises in their exercises book or on the whiteboard and then the teacher asked them questions and students answered them based on the topic they write.

**c. The Students' Attitudes towards the Use of Visual Aids in Teaching Speaking to the Ninth Class Students at SMPN 2 Kerek.**

From the students' questionnaires, it was obtained that all students (100 %) like to have visual aids in their speaking class. Most of the students 29 respondents (90, 625 %) agreed with the statement that when the teacher used visual aids, the explanation became more understandable, only 3 respondents ( 9,375% ) did not agree with the statement since they thought that learning English was always difficult. Most of the students 31 respondents (96,875 % ) also agreed with the statement that when the teacher used visual aids, the lesson became more interesting, and rest 1 respondent ( 3,125 % ) did not agree with the statement because according to him, learning English in general is boring. And last, 29 respondents ( 90,625 % ) agree with the statement that when the teacher used visual aids, the students became more active, only 3 respondents (9,375 % ) did not agree with this because they still find difficulty to speak English. This happened because the students who were active in class were always the same students. It means that it is only the diligent students who become active speaking English in the classroom. The findings concludes 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 show that visual aids are really important media in the teaching of speaking at SMPN 2 Kerek because the students at the age of SMP become more interested and motivated in learning English especially speaking 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 the common idea that children are not self motivated and do not have immediate need to learn English. Their world is their daily games and events which make them interested in. Therefore, the teacher needs to create the interesting situation in which the students can learn seriously.

## **CONCLUSION**

The conclusion is based on the research finding and discussion of the study. Therefore they are applicable only to this kind of the study, especially to the teaching of speaking using visual aid to the ninth class students of SMPN 2 Kerek Tubban because the study is a case study. Generally, the teaching of English speaking at SMPN 2 Kerek is good because it is state institution and the teacher is very qualified. Moreover, 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 nearly 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. Therefore, the researcher is sure that visual aids are really important and helpful for the teacher in teaching speaking and for the students to understand the materials well. 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 use 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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