

## IMPROVING STUDENTS' SPEAKING ABILITY AT TENTH GRADE IN SMA NEGERI 3 PEMATANGSIANTAR THROUGH THE AUDIOVISUAL (CLASSROOM ACTION RESEARCH)

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### ABSTRACT

*The aim of this research is to improve students' speaking skills with correct intonation using audiovisual learning methods in class X Mia 3 at SMA Negeri 3 Pematangsiantar. The type of research carried out was Classroom Action Research (CAR) from the theory of Kemmish and Mc. Taggart (1988) which focuses on planning, action, observation and reflection, in which the researcher acts as a teacher with the subject of class X Mia 3 SMA Negeri 3 Pematangsiantar students who totaling 18 students. The technique used by researchers to collect data is tests, namely: oral tests/speaking exercises; and non-tests, namely: observation, interviews and documentation is Classroom Action Research (CAR) from Kemmish and Mc. Taggart which focuses on planning, acting, observation, and reflecting, where the teacher is the implementer study while the researcher acts as an observer. The data from this research were analysed and presented by researchers in the form of graphs and tables. The results of the data obtained from this research show an increase from cycle 1 with the percentage of students completing being 60.27% and increasing in cycle 2 with the percentage of students completing becoming 82.22%, so it can be concluded that there is an increase. the increase in results from cycle 1 to cycle 2 was 21.95%. A comparison of the results from cycle 1 and cycle 2, it can be concluded that the audiovisual method can be used to improve students' speaking skills with correct and appropriate intonation for class X Mia 3 students at SMA Negeri 3 Pematangsiantar*

**Keywords:** speaking skill, intonation, audio-visual, CAR.

### INTRODUCTION

Language is a very important tool for human life to convey communication with other people. According to Verderber (1999, p. 52) language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. Language supports learning fluency, improves critical thinking and cognitive development, so that individuals can use language to organize thoughts and solve problems. When speaking or communicating in English, students are expected to be able to convey it with good intonation, so that the communication conveyed can run smoothly. such as voice intonation when asking a question, making a statement, making a list of something, expressing feelings, emphasizing the importance of something, contrasting things, expressing a happy expression, asking for an opinion or an expression of apologizing to the person you are talking to.

In fact, what happens to grade 10 students at SMA Negeri 3 Pematangsiantar is that there are still many students who don't understand how to speak a good English using the right intonation. This can be found when researchers look at the English language learning process with the topic of congratulations and complimenting. The problems that occur originate from teacher's side: (1) the material provided by the teacher is based on the textbook. (2) teacher not providing examples of material to support the learning process.

These problems do not only come from the shortcomings of teachers, but also from students, such as: (1) Lack of student activity when studying in class, (2) Students ignore the teacher when teaching, (3) students have difficulty understanding what the teacher is teaching, (4) students lack motivation to learn English, especially understanding the right intonation when speaking English so they are not confident and make it difficult to practice speaking.

Due to the problems, researchers try to use learning based on audiovisual methods to improve students' speaking skills in appropriate and correct intonation. (Herlina, 2014) Media were given also to be adapted to the development of students, both seen from the development of intellectual, emotional, and language students. By using audiovisual media, it could have a positive impact on student learning, the role of the media here can make the learning process more effective, make students more creative and imaginative. Audiovisual is a suitable tool to attract students' attention to learning and improve their speaking skills because the learning process will feel more interesting so that the problem of students' low speaking skills can be resolved. Improving students' understanding by using audio-visual media, students can see, hear, and feel English learning more directly, so they can improve their understanding of the material being studied, visualize abstract concepts, increase learning motivation, improve listening skills, increase social interaction. Audio visuals can provide stimulation so that students' process of learning English can run smoothly.

In English, intonation and pronunciation are problems that often arise and become difficulties for students. One problem that is quite common among students is difficulty in mastering correct pronunciation and appropriate intonation in English. Sometimes, words that seem easy to pronounce become difficult when you have to adapt to the pronunciation rules in English. This statement supported by Irmawati (2019) most students have difficulty when speak in English because of some factors such as; students are not confident when asked to speak English in class by the teacher because they don't know to pronounce the sentence and how to use the good intonation when speaking in English or communicate.

When speaking or communicating in English, students are expected to be able to convey it with good intonation, so that the communication conveyed can run smoothly such as voice intonation when asking a question, making a statement, making a list of something, expressing feelings, emphasizing the importance of something, contrasting things, expressing a happy expression, asking for an opinion or an expression of apologizing to the person you are talking to. Intonation is a basic knowledge that everyone must have so that when communicating they can emphasize several words or sentences that they feel should be shown as an expression of the emotions they feel when speaking. The kinds of intonation are: falling, rising, falling-rising and rising-falling intonation. In Masnur Muslich's book entitled *Language Phonology Indonesia* (2009:66), it is said that cooperation from the four suprasegmental sounds (high-low sound/tone, loud-soft sound/pressure, short sounds/tempo, and silence/pause) from start to finish the end of the speech is called intonation.

To solve the problems that have been identified by researchers and by Irmawati a method was used to improve students' speaking skills with appropriate and correct intonation, namely the audiovisual method. (Herlina, 2014) Media were given also to be adapted to the development of students, both seen from the development of intellectual, emotional, and language students. According to Wina Sanjaya (2014: 118), audiovisual media is a type of media that apart from containing sound elements also contains image elements that can be seen, such as video recordings, various sizes of film, sound slides and

so on. There are 2 types of audiovisual according to Wati (2016: 46), namely Pure audiovisual (such as: films, videos, television) and Impure Audiovisual (such as: sound slides, sound tapes, or film strips). The positive impact that arises when using audiovisuals in classroom learning shows that audiovisuals are indeed suitable for use in improving students' speaking skills because when using audiovisuals students become more effective, creative and imaginative too. The use of audiovisuals for learning in class makes students feel interested and interested in improving their speaking skills through what they have seen and heard through the audiovisuals used.

According to Atoel in Purwono et al (2014; 5), the advantages of audiovisual are: making the message conveyed no longer too verbal so that it is easy to understand (in the form of words, written and spoken); to overcoming limitations of space and time and sensory powers, such as: objects that are too major changes to reality, images, film frame, film or model; and play a role in learning tutorials. Improving students' understanding by using audio-visual media, students can see, hear, and feel English learning more directly, so they can improve their understanding of the material being studied, visualize abstract concepts, increase learning motivation, improve listening skills, increase social interaction. Audio visuals also provide stimulation in foreign language learning so that it can run smoothly.

Based on the background above about improving students' speaking ability in intonation through Audio- visual, the researchers examine whether audiovisual method can improve students' speaking ability in intonation for the tenth grade in SMA Negeri 3 Pematangsiantar. So, the research problem can be formulated as follow: Audio-Visual method improve students' English-speaking ability at tenth grade SMA Negeri 3 Pematang Siantar especially.

## **LITERATURE REVIEW**

Language is structured communication consisting of grammar and vocabulary to communicate and interact socially with other living things and is used to organize and express our feelings and opinions. Rabiah (2018) Language is a communication tool used by everyone in everyday life as a means of conveying information and arguments to others. It means that language is very important to communicate with each other. English language is a language that is used more by countries in the world than any other language because it has been agreed upon by the world as the international language and is used as a unifying language between every country because English is used as the main means of communication for each different country. According to Crystal (2000; 1), English is a global language. This statement is continuous with the statement above which says that English is used more by various countries in the world than other countries in the world.

Speaking is a basic skill from the English skill that everyone must have in using English so that they can build communication and share information with others. According to Bilbrough (2007), speaking is an ability with purpose expresses a purported and future intention the interlocutor will process the speaker's statement with the aim of recognizing those intentions. This means that communicating with other people, especially with people of different origins from us, requires good speaking skills so that we can exchange information with other people well. According to Ramlan Narie (2011:88), speaking is a process of thinking and reasoning so that someone's speech can be received and understood well by other people or listeners. This statement means that good speaking skills are not only able to convey information, but also must be able to reason, understand and master the information you want to convey so that when the information is conveyed, the speaker will convey it more easily and simply so that the listener can understand and

accept the information provided well. Penny McKay (2006) which says that in looking at speaking skills of the students or learner, there are some aspects that must be paid attention and considered namely: pronunciations, intonation/expression, vocabulary, comprehension, grammar and fluency. In this research, the researchers focus on looking the intonation of the student to be improved for their speaking skill.

Intonation is the high and low tone of a person's speaking so that it shows how emotional the speaker is when conveying something or his emotions when speaking. Intonation is a basic knowledge that everyone must have so that when communicating they can emphasize several words or sentences that they feel should be shown as an expression of the emotions they feel when speaking. In English communication, intonation is the one of important things because it focuses more on how you say it rather than what is being said and differences in sentence meaning depending on the intonation used. The types of intonation in English in general are:

### **Falling intonation**

Falling intonation is the intonation that when the pitch of the voice falls at the end of the sentence and it's usually using the statements, commands, 5W+1H questions, exclamation and also confirmatory question tags. Falling Intonation: Here, the pitch falls with time. Falling intonation is often used in statements or commands. For instance:

“The meeting starts at 10 AM.” (The pitch falls at the end of the sentence.)

### **Rising intonation**

Rising intonation is the intonation that when the pitch of the voice rises at the end of the sentence and usually using the yes or no questions and question tags to show the uncertainty. Rising Intonation: In this pattern, the pitch of your voice rises over time. It is commonly used in yes-no questions. For example:

“Is this your shirt?” (The pitch rises at the end of the sentence.)

### **Falling-Rising Intonation**

Falling-rising intonation is the intonation that when at the beginning of a sentence the voice rises and will fall at the end of the sentence and it's usually used for giving out a list, a set of choices, partial and conditional statements. Fall-Rise Intonation (Dipping): In this pattern, the pitch falls and then rises. It is used for polite requests, suggestions, or expressing uncertainty. For instance:

“Could you please pass the salt?” (The pitch falls and then rises.)

### **Rising -Falling Intonation**

Rising-falling intonation is the intonation which is the opposite of falling-rising intonation that when at the beginning of the sentence the voice falls and will rise at the end to show that the speaker's reluctance means he is not sure about the answer to a question he has received. Rise-Fall Intonation (Peaking): This pattern starts with a rise and then falls. It is often used for lists, contrast, or surprise. For example:

“I need to buy apples, bananas, and oranges.” (The pitch rises on each item and falls at the end.)

there are 4 benefits/functions of using the intonation, namely: Awareness of intonation aids communication, The intonation used when speaking must be adjusted to the information to be conveyed, with and to whom we convey the information as well as the surrounding conditions when conveying the information being conveyed, the good intonation will make the speaking in English will become more fun.

Audiovisual comes from two words, namely audio (sound) and visual (form/image) so it can be said that audiovisual is a medium that presents images and sound simultaneously so that the image seems to have its own speaker to explain the meaning and purpose of the image displayed through the audio provided. According to Wina

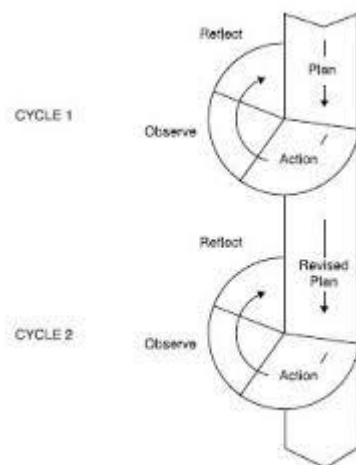
Sanjaya (2014: 118), audiovisual media is a type of media that apart from containing sound elements also contains image elements that can be seen, such as video recordings, various sizes of film, sound slides and so on. By this statement, Audiovisual media means a method that can use images and sound at the same time or simultaneously from the same source or different sources. Teaching media can of course be classified, and in general classification, teaching media is divided into 3, namely audio aids such as radio, tape, recorder, etc.; then there are props such as whiteboards, flashcards, projectors, film strips, etc.; and there are audiovisuals such as tape recorders, television, films, VCD players, etc.

Audiovisual media is essentially intermediary media or where the material is used absorption through visual sensing and hearing that aims to demonstrate experiences real education to students (Duludu,2017:51). The use of audiovisuals in teaching intonation to students in English conversations can run effectively so that the process of teaching intonation to students can run because this audiovisual method will teach real examples that can be imitated directly by students who see and hear directly from the audiovisual media provided

## METODE PENELITIAN

### 1. Research Design

The method used by researchers in this research is the Classroom Action Research method, where the researcher used the Kemmish and Mc.Taggart(1988) with a concept that focuses on several steps, namely: planning, action, observation and reflection. According to Burns (2010:2) Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. The researcher used this method to analyse data by planning the lesson first, then making observations then acting as a teacher to collect data in class, and then doing a final reflection and analysing the data collected. After that, the researcher carried out learning again in second (2) cycle to correct the shortcomings of the learning in the first (1) cycle.



Picture 1. Kemmish and Mc.Taggart(1988) concept in CAR

### 2. Data Source of Research

The data sources used by researchers in this research are related and very relevant to the problem being studied. The problem examined in this research is students' speaking ability in English using the right intonation, so that students can use the right intonation when speaking, especially when speaking in English. Researchers collect data through tests (oral tests/speaking tests) and non-tests (observations, interviews and documentation) carried out in class, where researchers act as teachers and colleagues/classmates act as

students to be researched. After that, researchers collected data from the learning process for analysis.

### 3. Technique of Collecting Data

Techniques used in collecting data in this research is by carrying out several steps, namely:

1. Make observations and collect data (all student activities) as much as possible during the learning process.
2. Provide several examples of congratulatory and complimentary conversations and ask students to practice speaking in the classroom.
3. After doing the practice, students are asked to create a dialogue about giving congratulations and praise and practice the dialogue directly in the classroom with the partner.
4. While students are practicing, researchers record/document student activities to obtain valid data.

### 4. Instrument of The Research

In collecting data, the instruments used by researchers in this classroom action research are oral test instruments or speaking tests. The researchers used some media or tools to support the learning process likes laptops, speakers, LCDs, overhead projectors, and stick phones to record student performance. Researchers also use observation: Observation involves systematically observing and recording classroom activities, interactions, and behaviour.

#### 1. The Tests

The test that will be created consists of two tests which will later be tested on children in cycle 1 and cycle 2. Both of these tests discuss the material Congratulating and complimenting.

#### Cycle 1.

Task: record your practice conversation showing congratulating and complimenting using appropriate intonation based on the clues below.

CLUES: Rina is a kind and beautiful girl; she is grade 2 in senior high school. Today, she followed a contestant for a piano music performance with the song she had chosen and finally she won the audition



#### Cycle 2:

Task 2: make a short dialog that showing a congratulation and complimenting using the right and correct intonation (based on the picture below) The students choose their partner to create and the dialogue in class based on the picture below. Note: Each of them must congratulate and praise each other in turn

Winning the math, Olympic Graduation, Birthday Party, Entering a new house

#### 2. Scoring the Test

Table 1. Student's answer score

No.	Name	Score each question number	Total score	Value

		Intonation (R,F,RF,FR)	Ex	Response	Pro		
1							
2							
3							

#### Assessment criteria

1. Score 5: if intonation, expression, response and pronunciation are done correctly and appropriately (congratulation and complimenting are done in turns)
2. Score 4: if intonation, expression and response are done correctly
3. Score 3: if intonation, expression, response and pronunciation are less correct
4. Score 1: if intonation, expression, response and pronunciation are incorrect.

Rumus pengolahan Nilai adalah:

Pada contoh soal di atas skor maksimal adalah 28

*Jumlah skor yang diperoleh*

*Nilai =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Skor Maksimal}} \times 100 = \dots\dots\dots$*

20

Rumus pengolahan Nilai adalah:

*Jumlah skor yang diperoleh*

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20

Table 2. Students' score  
Table 2.1 students' score in cycle 1

Name	S	R & F	F	F&R	TOTAL	PASS/FAIL
TH	3	4	4	4	75	PASS
DN	3	4	4	4	75	PASS
FH	4	2	3	3	70	FAIL
GS	3	3	3	4	80	PASS
RP	4	4	4	3	75	PASS
RS	2	2	3	3	50	FAIL
ET	3	3	2	3	55	FAIL
SL	3	4	3	2	60	FAIL
VS	3	3	3	3	60	FAIL
CS	2	2	4	4	60	FAIL
AS	3	2	3	3	55	FAIL
R	4	3	2	2	55	FAIL
NS	3	2	3	2	50	FAIL

G	3	2	2	2	45	FAIL
DS	3	3	2	2	50	FAIL
BS	4	3	2	2	55	FAIL
GT	4	2	3	3	60	FAIL
AT	3	2	3	3	55	FAIL
TOTAL	57	50	53	52	1085	
Mean	63.33	55.55	58.88	57.77	60.27	
Percentage						59.2%

Name	S	R & F	F	F&R	TOTAL	PASS/FAIL
TH	4	4	5	5	90	PASS
DN	4	5	5	4	90	PASS
FH	4	4	5	4	85	PASS
GS	5	5	4	4	90	PASS
RP	5	4	4	5	90	PASS
RS	4	4	5	4	85	PASS
ET	5	5	4	3	85	PASS
SL	5	4	4	4	85	PASS
VS	4	5	3	4	80	PASS
CS	3	5	4	2	70	PASS
AS	3	4	5	3	65	PASS
R	4	4	5	2	75	PASS
NS	5	4	4	4	85	PASS
G	4	5	5	4	90	PASS
DS	4	5	4	4	85	PASS
BS	5	4	4	1	70	PASS
GT	4	4	4	2	70	PASS
AT	4	5	5	4	90	PASS
TOTAL	76	80	79	63	1480	



Mean	84.44	88.88	87.77	70	82.22	
Percentage						82.4%

Table 2 students 'score in cycle 2

## 5. Technique of Data Analysis

The data analysis technique used by researchers in classroom action research is to use the theory from Kemmish & Mc. Taggart (1988) which has the concept of planning, observing, acting, and reflecting. In collecting data, the researcher carried out planning first, namely by making and preparing a lesson plan, then making observations to find out the extent of the student's ability to speak with the right intonation. After knowing the student's ability, The researcher acts as a teacher and teaches according to the RPP that had been prepared first. After acting, the researcher reflected, namely analysing the data that had been obtained through documentation in cycle 1, then the researcher corrected the deficiencies in the planning (RPP) in cycle 1 and taught them again with a new plan in cycle 2.

The analysis was carried out by researchers to obtain data on students' speaking abilities with correct intonation by analysing each intonation (falling, rising, rising-falling, falling-rising intonation), expression, response and pronounce.

FORMULA:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$  = rata-rata (mean)

x = skor individu (individual score)

n = jumlah siswa (number of students)

The researcher tried to analyse the data and get data on students who achieved a passing score agreed upon by the researcher and collaborating teachers, where students had to achieve a score of 75 (seventy-five) in order to be declared passed. It is the formula:

$$P = \frac{F}{N} \times 100\%$$

P = persentase kelas (class percentage)

F = persentase nilai total (total percentage score (the students who pass the test))

N = jumlah siswa (number of students)

The last, the scores obtained by students from cycle 1 to the results in cycle 2 were analysed by researchers to determine whether changes in student results had improved or not.

formula:

$$P = \frac{Y_1 - Y}{Y} \times 100\%$$

P = persentase peningkatan siswa (Percentage of students' improvement)

y = hasil tes (test result) cycle 1      y1 = hasil tes (test result) cycle 2.

## RESULTS AND DISCUSSION

This research was conducted in class X Mia 3 of SMA Negeri 3 Pematangsiantar which was carried out using 2 cycles, namely cycle 1 and cycle 2 with 2 meetings. In this study, researchers found and managed data that by using the Audiovisual method students' speaking ability using correct intonation increased. The learning process in this research is carried out by the researcher, where the researcher acts as the teacher and his colleagues (classmates) as students. Before starting and implementing classroom learning in this research, the teachers (researchers) prepared several tools that will be used in the learning

process first, such as lesson plans, teaching materials as well as pre-test questions for students and researchers acting as teachers.

### **Cycle 1**

#### **1. Action planning**

Based on the results of the practice tests that have been carried out, the researcher made a plan by acting as a teacher while carrying out the actions for this research by focusing on the results and improving students' speaking skills with correct intuition which utilizes audiovisuals during learning such as slides, pictures and videos. The lesson plans designed focus on oral presentations made by all students using English language video media on the topics of Congratulate and Compliment. The acting in cycle 1 consist of two meetings

#### **2. Observing**

The next step is the observation phase, where during the learning process teachers and researchers carry out intense observations to determine students' activeness and enthusiasm in speaking English with the right intonation. Everyone involved in learning in class is given the freedom to speak to express feelings, opinions or suggestions that they wish to express during the learning process. The observing for the participation of the students only 72%. Based on the list of observations above, data obtained shows some students ignored the researcher who acts the role of teacher.

#### **3. Evaluating and reflecting**

The results obtained in the first post-test were still low because there were only 23% (4 students) who achieved a score of 75, so to achieve 75% pass data, there had to be 10 more students who had to reach the pass indicator, because the results of the first post-test were only got an average score of 60.27. Since this value still did not meet KKM's expectations, the researchers decided to make a second cycle with several changes to be made

### **Cycle 2**

#### **1. Planning and Action**

After the reflection results are obtained, the researcher must make improvements to maximize the increase in students' speaking skills right with the good and correct intonation because in cycle 1, the value obtained was still low and there are still errors that need to be corrected. The researchers would give more practices, repetition, and carry out pronunciation simultaneously with students and provide in-depth explanations regarding intonation. The activities carried out during class are (1) Pre-Activity which is an opening before learning begins, such as greetings, prayers, checking attendance, providing motivation and brainstorming to recall previous material; (2) the main activity, namely the core activity where the researcher starts teaching by utilizing audiovisuals. Students are given videos related to the material and then carry out practice or oral presentations in class according to the videos provided by the researcher; (3) Post activity is an activity to review or reflect on the learning that has been carried out.

#### **2. Observing**

In the observation for cycle 2, there are 92% the enthusiastic and the participants of the students. Based on the list of observations above, data obtained increased from cycle 1 so that it was concluded that students' interest and enthusiasm in doing assignments and learning to speak increased by using videos as a medium for learning English in class.4.2.3 Evaluating and Reflecting

In the results of cycle II, an average of 82.22 was obtained, indicating an increase in students' speaking skills after implementing English videos as a learning medium in the classroom. Apart from that, students' learning motivation also increases because teachers

provide more explanations without nagging in class about the right intonation (falling, rising, falling rising and rising falling intonation), the expression, response and the pronunciation of the students when having the conversation in English.

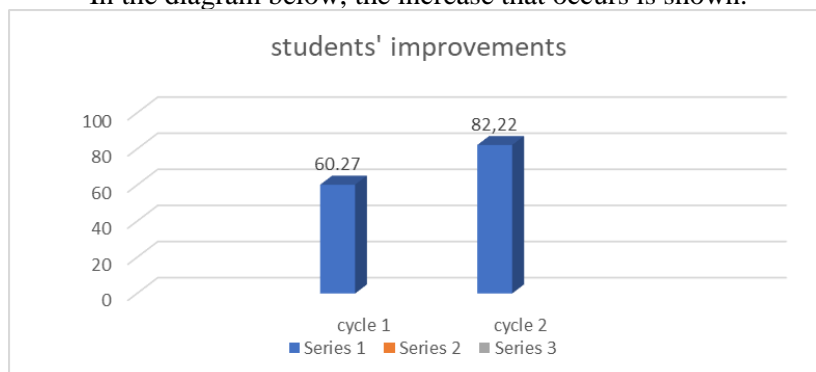
### The result of the Cycle 1 and 2

Table 3. Comparison of student learning outcomes in students' speaking abilities with correct intonation using the audiovisual method cycle 1 and cycle 2

Cycle 1	Cycle 2
60.27%	82.22%
Bad	Good/Very Good

Based on the table showing students' learning outcomes in speaking English with correct intonation using the audiovisual method, data was obtained showing that there are changes for improvement from cycle 1 to cycle 2. In the first cycle, the result was 60.27% and it was still categorized as bad, while in cycle 2 there was an increase with a result of 82.22% and it was categorized as good/very good. Based on the results obtained from the researched data, there was an increase of 21.95%, which occurred using the audiovisual method.

In the diagram below, the increase that occurs is shown.



Picture 2. Students' mean score improvement

Based on the table and diagram above, the researcher obtained specific data from this research which was carried out in 2 cycles, so that student learning outcomes from each cycle presented in the table below.

Table 4. Data on student learning outcomes in cycle 1 and cycle 2.

	CYCLES	
	Cycle 1	Cycle 2
Sum	1085	1480
Mean	59.2	82.4
Lowest Score	45	65
Highest Score	75	90
Pass	4	14
Fail	14	4
Pass Percentage	22,22%	77,77%

Based on the research that has been carried out and the data that has been obtained in the table above, the researchers found the significant improvement in student learning outcomes in speaking English with the right intuition using the audiovisual method. The results obtained by the researchers from the classroom action research that had been carried out showed a very significant improvement from cycle 1 to cycle 2. By using the audiovisual method, many students passed and exceeded the minimum score or criteria for

completion that had been previously determined by the researchers. In the first cycle, the researchers obtained data that only 4 out of 18 students had passed and in cycle 2 the researcher obtained data that 14 out of 18 students had passed. From this data, it can be seen that the increase that occurred using the audiovisual method was very significant, where in cycle 1 there were only 59.2% who passed and there was an increase in the number of students who achieved the pass indicator of 82.4% in cycle 2.

Based on the data and results obtained by researchers in this classroom action research, students have achieved indicators that have been determined and adapted from the agreement of collaborating teachers and researchers, where the indicator of students' speaking ability is if the student has received a score  $\geq 75$ . Students are declared to have passed if students obtained a score  $\geq 75$ , and in cycle 2 the researchers obtained data where 14 out of 18 students had achieved the predetermined indicators.

Increasing student learning outcomes in speaking English with correct intonation using the audiovisual method is declared effective because it is proven from data obtained by researchers from student learning outcomes in cycle 1 and 2. The increase in student learning outcomes from cycle 1 and cycle 2 shows the use of the audiovisual method can improve the ability to speak with correct and appropriate intonation according to students. The audiovisual method is a method that utilizes audio and visuals simultaneously so that students get a complete picture and example at once so they can see and practice directly, especially how to pronounce and intonation correctly when speaking English. For this reason, researchers use audiovisuals to help improve students' ability to speak English. Herlina (2014) also said that audiovisuals are also effectively used to improve students' speaking skills and it is proven that students' speaking skills improve when using audiovisuals in learning English in the classroom. If we compare the results obtained by researchers in cycle 1 and 2, this audiovisual method is indeed very suitable to be used to improve students' speaking ability, especially when speaking English with the right intonation because it is proven from the results of cycle 1 that it has not yet reached the indicators of completeness and student learning outcomes. increasingly increasing in the second cycle with the indicators achieved being good/very good.

## CONCLUSION

Based on the results of research carried out by researchers, it was concluded that improving the ability to speak English with appropriate and correct intonation in class X Mia 3 students at SMA Negeri 3 Pematangsiantar can be improved by using audiovisual methods in the learning process. The impact of using audiovisual methods on improving students' speaking skills with correct intonation can be seen from the results or percentage of student learning outcomes from cycle 1 and cycle 2. In cycle 1, 60.27% of students achieved the completeness indicator and the results increased in cycle 2 with results of 82.22%. The results of the data obtained show a very significant increase with a difference of 21.95%. This research was carried out in 2 cycles because there were several shortcomings that were not carried out correctly by the researcher in cycle 1, so the researcher made improvements in cycle 2. The improvements made by researchers are updating the teaching media used previously because they are still not suitable for students to become better and more interesting teaching media, providing reinforcement and motivation to students, and giving students the freedom to make assignments (speak practice) according to creativity. each student. After the researchers made improvements to the deficiencies in cycle 1 which had a student pass percentage of only 60.27%, the researchers obtained a very significant increase in results in cycle 2 with the percentage results increasing to 80.22% (in the good/very good category).

## SUGGESTION

After conducting research, researchers provide suggestions to schools and teachers to collaborate and work together to create learning using varied learning methods to create an interesting learning atmosphere for the learners. One learning method that can be utilized is the audiovisual method, especially for teachers who teach students' speaking skills, so that the pronunciation and intonation used by students will be correct because this method has proven to be effective in improving students' speaking skills. Speaking skills in English with correct intonation. Apart from that, the researchers also provide suggestions for other researchers to study this audiovisual method more deeply so that the effectiveness of this method becomes known to more people and students' ability to speak English using correct intonation increases.

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