



Article History:

Submitted:

23-06-2021

Accepted:

01-09-2021

Published:

01-09-2021

THE ROLES OF VISUAL ELEMENTS IN ENGLISH SPOKEN MEDIA FOR EFL TEACHING SPEAKING: A LITERATURE REVIEW

Luluk Setyowati

Universitas Indraprasta PGRI

Setyowatiluluk98@gmail.com

URL: <https://doi.org/10.32682/jeell.v8i1.1904>

DOI: doi.org/10.32682/jeell.v8i1.1904

Abstract

Speaking is the ability to say a sentence to communicate or articulate intentions, ideas, beliefs, and feelings that are formed and organized in a suitable way for the listener's needs so that what is expressed can be understood. Someone must communicate orally in spoken communication, efficiently and transmitting information to the listener or other so that the audience can comprehend the speaker's stated goals and objectives. In Indonesia, the problems faced by students regarding their speaking performance is related to not only their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners ability to speak English well. To address this issue, teacher can use audio visual media. Visual elements contained in the media, can help in advancing the student's language aptitude. The use of the visual content, particularly that of video, assists the learning in their academic endeavours.

Keyword: *Teaching media, Speaking, EFL Teaching*

Abstrak

Berbicara adalah kemampuan mengucapkan kalimat untuk mengkomunikasikan atau mengartikulasikan maksud, gagasan, keyakinan, dan perasaan yang dibentuk dan diatur sedemikian rupa untuk kebutuhan pendengar sehingga apa yang diungkapkan dapat dipahami. Seseorang harus berkomunikasi secara lisan dalam komunikasi lisan, efisien dan mengirimkan informasi kepada pendengar atau lainnya sehingga audiens dapat memahami tujuan dan sasaran yang dinyatakan pembicara. Di Indonesia, masalah yang dihadapi siswa terkait kemampuan berbicara tidak hanya terkait dengan faktor

linguistik dan kepribadian, tetapi juga jenis tugas kelas yang diberikan oleh guru. Dengan demikian, bagian ini menyarankan bahwa guru memiliki peran penting dalam menumbuhkan kemampuan berbahasa Inggris peserta didik dengan baik. Untuk mengatasi masalah ini, guru dapat menggunakan media audio visual. Unsur visual yang terdapat pada media, dapat membantu dalam meningkatkan kemampuan berbahasa siswa. Penggunaan konten visual, khususnya video, membantu pembelajaran dalam upaya akademis mereka.

Kata kunci: *Media pembelajaran, speaking, pengajaran EFL*

Introduction

Speaking is the ability to say a sentence to communicate or articulate intentions, ideas, beliefs, and feelings that are formed and organized in a suitable way for the listener's needs so that what is expressed can be understood. Speaking is the most difficult ability to master while learning English as a foreign or second language (Bailey and Savage, 2014, p. 7). Someone must communicate orally in spoken communication, efficiently and transmitting information to the listener or other so that the audience can comprehend the speaker's stated goals and objectives. However, if they need more details about anything, they can approach their interlocutor. Speaking is classified into two forms based on how it is used: formal and informal speaking. Students commonly use formal speech to address their teacher or someone who is older and has a higher status than them. Informal speaking is used to communicate with friends, relatives, or others with a close relationship.

According to Richards and Renandya (2012, p. 201), speaking is used for several different reasons, and each function needs two different skills. As a result, learning a foreign language is a challenging challenge. Teaching speaking is a difficult task. In reality, the students are having a lot of difficulties with English. Teaching speaking in schools has failed to yield satisfactory results. The student's ability to communicate is also lacking. Several characteristics make speaking a difficult language ability, according to Brown (2011, p. 270). Clustering, redundancy, reduced forms, output variables, colloquial language, distribution pace, stress, rhythm, English intonation, and interaction are all covered.

Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction. Most often, the first impression of a person is based on his/her ability to speak fluently and comprehensibly (Liao, 2009, p. 11). The use of English for speaking is not simple because the speaker should also master

several important elements of English: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching-learning process to create a good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

On the other hand, teaching speaking to the students is complicated and a great challenge because Indonesian English learners have some difficulties. Some of them must always memorize new vocabularies, pronounce the words, use the grammar correctly and accurately, express their idea coherently, and eliminate their anxiety. Besides, some students have not been able to think something abstract to get the idea to express something if they want to speak so that it makes them not actively participate in learning activity especially in speaking class.

However, there are still some ways the English teacher can tackle the problems discussed above in presenting English teaching especially teaching speaking to the students in the classroom. One of them is using visual media that are suitable with the methods and techniques to be used and lesson to be delivered in the classroom. Learning material must be designed as well as possible to accommodate many types of learners, learning style, and not only shows teaching style. One of the effective methods to reach it is through the use of many kinds of media, especially.

Video as a learning medium is quite widely used in learning. Learning Video Media can be classified into Audio Visual Aids (AVA) media or media that can be seen or heard. Audio motion visual media (motion audiovisual media), namely media that has sound, movement and the shape of the object can be seen; this media is the most complete. The information presented through this media is in the form of a living document, which can be viewed on the monitor screen or when projected onto a wide screen through a projector, the voice can be heard and the movement can be seen (video or animation). According to Cheppy Riyana (2007) in Anissatul (2009), instructional video media presents audio and visuals containing good learning messages containing concepts, principles, procedures, and knowledge application theory to help understand a learning material. Mayer (2012: 87) also explains that learning media based on moving images (animation/video) can encourage students' understanding when used consistently.

In this study, the researcher attempts to conduct literary research about the use of spoken visual media in teaching EFL. With visual media to teach

speaking, students can be more attached to the learning process since the learning becomes more attractive and fun.

Research Methods

This study uses a literature review research design. Literature study is a method used to collect data or sources related to the topic raised in a study. Data source of literature studies can be obtained from various sources, journals, documentation books, internet and libraries. Literature research technique is included in the literature research section. Library research aims to collect data and information with the help of various materials found in the library room, such as books, magazines, documents, records and historical stories and others (Arikunto, 2012). In this study, researchers collected several journals related to speaking teaching and learning in EFL class. The journals collected in this study are obtained from google scholar.

Results and Discussion

Language Skill of EFL Students in Indonesia

In the last quarter of the century, the teaching of EFL speaking in Indonesia has been closely connected to the concept of communicative competence which is emphasized within the Communicative Language Teaching (CLT) approach. As this approach values interaction among students in the process of language learning, classroom activities have a central role in enabling the students interact and thus improve their speaking proficiency. This section presents reports, either based on research or classroom practice, on how speaking teaching has been carried out in Indonesia. The reports, mostly dealing with tertiary-level students, can be categorized into those dealing with teaching problems, classroom activities, teaching materials, and assessment. Such reports will provide a glimpse view of teaching EFL speaking in Indonesian classrooms.

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (2009) found that students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (i.e., difficulties in getting the meaning across or keeping the conversation going). Similarly, Ihsan (2009) found that students are likely to make errors which

include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Both Ihsan and Mukminatien's research studies supported earlier results of research conducted by Eviyuliwati (2007) who reported that students had difficulties in using grammar and in applying new vocabulary items in speaking class. With regards to the students frequent errors in speaking, Mukminatien (2009) suggested teachers provide their learners with more sufficient input for acquisition in the classroom and encourage them to use English either in or outside the classroom.

As the ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 2008), and some are likely to keep silent (Tutyandari, 2005). Based on her research, Padmadewi (2008) found out that students attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time. Tutyandari (2005) mentioned that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In order to cope with students limited knowledge, she advised speaking teachers activate the students prior knowledge by asking questions related to topics under discussion. She also mentioned that students self-confidence can be enhanced and their anxiety reduced by giving them tasks in small groups. Both Padmadewi and Tutyandari emphasized the importance of tolerance on the part of the teacher. More particularly, Tutyandari recommended that the teacher act as a teacher-counselor who provides supports and supply students needs for learning, rather than as one who imposes a predetermined program, while Padmadewi suggested that there should be a close relationship between the teacher and the students.

Citraningtyas (2005) stated that a silent speaking class can be made more alive by assigning tasks which promote students critical and creative thinking skills. For example, when students discuss providing a shelter for homeless children of Aceh due to Tsunami, they may be asked whether adopting the children could be an option. Based on his classroom action research, Wasimin (2005) suggested that students interaction in English can be improved by providing them with jazz chants exercises. Jazz chants exercises refer to recorded expressions based on English used in speech situations in the American context. Although expressions in jazz chants are not spoken naturally as everyday English, they are clearly pronounced, rhythmic and mostly repetitive (see Graham, 1978). Wasimin added that jazz chantz exercises improved students accuracy in

pronunciation and intonation, as well as their fluency in responding to questions addressed to them.

In short, the problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students interaction. The next section specifically presents reports on types of activities in EFL speaking classroom.

The Use of Visual Element in English Spoken Media as Teaching Aids

Any image, model, object, or other tool that gives students a real visual experience is referred to as a visual aid in the visual instructional concept. The visual aids are designed to: a) implement, shape, enhance, and explain understanding or abstract concepts to students; b) develop desired behavior; and c) encourage students' more continuous action (Sujana, 2009). So, in general, visual media in learning refers to everything that can be seen through the eyes and brought into the classroom as visual teaching media to aid the learning process.

Television and film are examples of audio-visual media that can be viewed and heard (Spratt, 2009). The audio-visual presentation depicts the entire communicative situation. The facial impressions, movements, and physical context displayed to the students can be easily understood, bringing learning closer to a real-life situation. It is critical to preview every curriculum and determine its importance in terms of class circumstance, time, and material value, as well as how to run it more efficiently so that all children profit from learning the content. Films, TV shows, and video CDs in both image and sound are examples of these media.

In order for the lesson or topic being taught to be easier to understand and more enjoyable to follow, certain rules must be followed throughout the teaching process. The following are some guidelines for teaching English as a second language: First, depending on the target, concentrate on both fluency and accuracy. Second, include approaches that are inherently empowering. Third, promote the use of genuine language in substantive situations. It's not easy to come up with positive interactions on a regular basis.

Provide sufficient feedback and corrections in the fourth step. Students in most EFL circumstances depend entirely on the instructor for valuable linguistic input. Fifth, take advantage of the inherent connection that exists between speaking and listening. Many interactive approaches that entail speaking would, of course, often entail listening. Sixth, provide opportunities for students to initiate oral contact. The instructor initiates vocabulary in a significant portion of traditional classroom interaction. Encourage the creation of speaking techniques in the seventh place.

Students with different learning styles and methods would have the same opportunity to engage in learning exercises if the speaking class is not monotonous. The use of visual media will keep the lesson from being boring and unappealing. Iconic material, such as photographs, movies, or presentations, is much more understandable, according to Edgar Dale (1946) in Hasebrook (1998). According to Cakir (2006), the use of video in English classes has increased rapidly in recent years as a result of the increased focus on communicative techniques. Films play a significant role in education. Films, according to Subartha (2012), have a strong impact on pupils because they cater not only to the eyes and ears, but also to the emotions, which can lay a solid foundation for positive attitudes and behaviors. Films have the ability to capture students' interest in a number of ways.

The use of AVM brings the classroom environment to life. The instructor can use media like images, photographs, and documented materials with AVM. AVM has the ability to make students appreciate their lessons and encourage them to use the ESL language. According to Ur (1996:120), good speaking practices have four characteristics: learners talk a lot, participation is even, motivation is high, and language is of an appropriate level. According to the findings, the activities in this research generated results that met these requirements. The AVM directed the students' activities to aid in the teaching and learning process. The visual aids used in this study were pictures and powerpoint presentations, and the audio aids were captured material such as plane and train sounds. AVM aids were used in the form of a film.

According to Haycraft (1978: 99), AVM helps one to clearly display an image or point to an object to illustrate a term or idea. As a result, the students were no longer bored or shy in class. Students, on the other hand, would lose interest in the teaching-learning process if they were bored. As a result of their lack of interest and involvement, students will struggle to grasp the main points of the lesson. Brown (1987:48) claims that "routine learning activities will bore students." As a consequence, their drive and willingness to learn will dwindle."

The use of AVM allows students to focus more on the subject, and they all reported feeling happier and more comfortable when learning to talk.

Research conducted by Kurniawan (2016) shows that the use of Audio Visual Media improve students speaking skill. The media also get a good response from the students; 92% students says that have a good learning experience using Audioa Visual Media. Mutar (2009) states that AVM are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical AVM can communicate facts and ideas through the eyes and ears to the mind and to the emotions. Technical AVM include computers, videos, overhead projectors, instruments and tools of industrialization (Bavaro, 1989).

In EFL instruction, audiovisual with English spoken material is extremely beneficial. Visual elements in the media can aid in the development of a student's language skills. The use of visual material, especially video, aids students' learning in their academic pursuits. Kabooha and Elyas (2018) found that matching the learning environment to the real-world scenario speeds up language comprehension while also allowing them to notice other related elements like gestures, expressions, and eye contact.

The use of visual elements in EFL teaching is successful because it keeps students involved in an immersive environment, allowing them to learn more quickly and effectively. When viewing audio-visual media, the materials found within the media are not only grammatical, but also provide a variety of fascinating materials such as social and environmental contexts spoken in English. Incorporating culture-based learning into the EFL classroom encourages students to interact, which is not only enjoyable but also beneficial (Terantino, 2011). Kabooha (2016) demonstrated how using short videos in the EFL classroom adds value to students' learning and keeps the class interactive in the process.

Albahiri & Alhaj (2020) conducted a high-level study in the YouTube context and found that visual elements in YouTube English spoken video are important in improving students' performance in speaking class. At a p-value of 0.05, EFL Saudi students in this group performed better in spoken English discourse than students in the control group, demonstrating the value of using YouTube technology to improve Saudi EFL students' spoken English discourse. According to Heriyanto (2018), YouTube is an incredibly useful learning platform for EFL students because it offers a broader avenue for students to access knowledge from around the world, allowing them to communicate in meaningful ways with the targeted language. Alwehaibi (2015) also shows that YouTube

creates a fun and engaging environment for learners by encouraging them to practice the skills they have learned or demonstrated. In light of the social cognitive theory, Genç et al. (2016) endorsed the findings, arguing that a diverse and stimulating learning environment increases EFL learners' learning competence.

Conclusion

As one of the central elements of communication, speaking needs special attention and instruction in an EFL context like the one in Indonesia. Helping learners speak English fluently and appropriately needs carefully- prepared instruction (e.g., determining learning tasks, activities and materials) and a lot of practice (i.e., either facilitated by the teachers in the classroom or independently performed by the learners outside the classroom) due to minimal exposure to the target language and contact with native speakers in the context.

In Indonesia, the problems faced by students regarding their speaking performance is related to not only their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students interaction. To address this issue, teacher can use audio visual media. Visual elements contained in the media, can help in advancing the student's language aptitude. The use of the visual content, particularly that of video, assists the learning in their academic endeavours. The visual elements in EFL teaching is effective as it keeps them engaged, given the interactive environment, which facilitates their faster and better learning.

References

- Albahiri, M., & Alhaj, A. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *The Electronic Library*, Vol. 38 No. 3 531-544.
- Arikunto, S. (2012). *Dasar-dasar evaluasi pendidikan edisi 2*. Jakarta: Bumi Aksara.
- Bailey, K & Savage, L. (2014). *New ways in teaching speaking*. Alexandria, VA: TESOL.
- Brown, D. (2011). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman.

- Eviyuliwati, I. (2007). The teaching of functional skills and communicative expressions at SMU IKIP Malang based on the 1994 English curriculum: A case study. *English Language Education*, 3(1), 55-60.
- Ihsan, D. (2009). Speaking and writing errors made by students of English education. *Jurnal Ilmu Pendidikan*, 6(3), 222-234.
- Liao, G. (2009). Improvement of Speaking Ability through Interrelated Skills. *CCSE Journal*, 2(2), 11–13.
- Mayer, R. E. (2001). *Multimedia Learning*. Cambridge, UK: Cambridge University Press.
- Mukminatien, N. (2009). The problem of developing speaking skills: Limitations of second language acquisition in an EFL classroom. *English Language Education*, 5(1), 1-10.
- Padmadewi, N. N. (2008). Students anxiety in speaking class and ways of minimizing it. *Jurnal Ilmu Pendidikan*, 5(Supplementary Edition), 60- 67).
- Richard, J.C & Rodgers, T. . (2011). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J, C.,& Renandya, A. (2012). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Riyana, C. (2007). Pedoman pengembangan media video. *Jakarta: P3ai Upi*, 2654-2552.
- Spratt. (2009). *The teaching Knowledge Test*. New York : Cambridge University Press
- Sujana, N. & Rivai, A, (2009). *Teknologi Pengajaran*. Bandung: Sinar Baru Algesindo,
- Tutyandari, C. (2005, December). Breaking the silence of the students in an English language class. Paper presented at the 53rd TEFLIN International conference, Yogyakarta, Indonesia.