
THE INFLUENCE OF COLLABORATIVE SUGGESTOPEDIA METHOD AND AUDIO VISUAL MEDIA TOWARD STUDENTS' SPEAKING ABILITY

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Abstract

This study aimed to investigate the influence of Collaborative Suggestopedia Method and Audio Visual Media Toward Students' Speaking Ability at English Department of STAI Hubbulwathan Duri. It was a correlational research design. Then, it also involved 13 students as a sample. Three hypotheses were posed in this study to find out the influence Suggestopedia Method toward students' speaking ability, audio visual media toward students' speaking ability, and collaborative suggestopedia method and audio visual media toward students' speaking ability. The research findings showed that there was an influence of collaborative suggestopedia method and audio visual media toward students' speaking ability of English Department of STAI Hubbulwathan Duri in academic year 2017/2018. This study used SPSS to analyze the data. The data were correlated by using Pearson Product Moment Correlation (SPSS). Then, the level significance 5% = 0.05 because this study used oral test and Significant F change = 0.04. The degree of correlation between suggestopedia method and audio visual media toward students' speaking ability is 0.689. Category between $0.5 \leq r < 0.75$ is strong. So, based on coefficient correlation (r) value from the formula, 0.689 is strong. It showed that hypothesis alternative (H_{a3}) was accepted. In conclusion, collaborative suggestopedia method and audio visual media had a strong contribution to students' speaking ability

Keywords: *suggestopedia method, audio visual media, and speaking ability*

1. INTRODUCTION

A language has been used by people to communicate with each other. English language has become international language and almost practice in all part of life, especially in this global era that has full of competition. English language is used in a variety of business, politic, education, and other fields of life. English is used as the language of instruction in the world so that it can be used in variety of life fields. The role of English in development of these fields is undoubtedly very important. and for this reason, English is the foreign language taught in many countries all over the world.

There are four skills in English; writing, speaking, reading, and listening and all of the skills should be comprehended by students. In Indonesia, English is taught to the students as a subject from Junior high school to University. In Indonesia curriculum has included four skills in order to make the students' comprehension about English itself. These skills should be taught better to master and getting complete thought about English itself because each skill has general or specific function in communicating. Byrne (1984) said that speaking is oral communication. It is a two way process between speaker and listener and involves production and reactive skill. It means that speaking is the way to communicate directly. In a process of speaking a person becomes a speaker and a listener. Involving a process of transferring and receiving information. Speaking is direct system of communication. Speaking is the most important one for asking information and it is also delivery information.

In teaching speaking English, the lecturers should use suitable method and using media that it can increase students' motivation in learning process. This way will make the environment of the class to be spirit and more interesting. Natoli (2011) added that audio visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems. In other words, students certainly like it more and learn better if they are engaged in important and

appealing activities. In speaking class, the lecturer should use the authentic activity in order the students are easier to understand the language. The goal of teaching speaking should improve students' communication skill because they can express themselves and learning many materials in communication circumstance. The students will have a chance in communication to each other where they have real life communication. The teacher should use a good method to get the target language.

Based on the phenomenon in field, the lecturer found some problems; pronunciation, and fluency in speaking class. Some students were found mispronunciation in a single sound that causes the listener's misunderstanding and various uses of stresses as well as intonations result in totally different meaning. In addition, Indonesian and English are different a lot in sounding system, so it will cause great difficulty for students as a foreign language. Some of them still make mistakes in sounds, stress, and intonation when they speak English in the class. Another problem is fluency, some the students still repeat the words when they try to speak English in class discussion. Fluency in speaking is known as natural ability to speak spontaneously, quickly, and comprehensibly with few numbers of errors that may distract the listener from the speaker's message; when accuracy is focus on the elements of phonology, grammar, and discourse in spoken output.

Generally, the problem face dealing with fluency was when the students speak to others; they tried to make the hearers understand about what they want to say. The writer found that the students tended to hesitate and fragmentary while speaking because of they have some problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly and fragmented, as mean that the frequency of pause filler such as "well", "mm", "ee" and also the production of non fluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.

Based on the explanation above, the writer conducted a research entitled: "The Influence of Collaborative Suggestopedia Method and Audio Visual Media Toward Students' Speaking Ability".

1.1 Statement of The Problem

Related to the description above, it is clearly that the students face problem in speaking. There are some problems; pronunciation and fluency. The students were found mispronunciation when they speak English in teaching learning process. They also speak hesitantly and fragmented to say word, and sentences in speaking English.

Based on the problems, the question need to be addressed: Is there any influence of collaborative suggestopedia method and audio visual media toward students' speaking ability.

1.2 Limitation of the Problem

By considering time, facilities and finding are needed. It is necessary to limit the problem. This research is focused on investigating the influence of using suggestopedia method and audio visual media toward students' speaking ability that are used by the students at English Department STAI Hubbulwathan Duri. The subject of this study is limited at fourth semester of English Department STAI Hubbulwathan Duri in academic year 2017/2018.

1.3 Purpose and Objective the Problem

The main aim of this study is to investigate the influence of collaborative suggestopedia method and audio visual media toward increasing students' speaking ability specifically, the study is conducted to fulfill the following objectives:

1. To investigate the influence of suggesstopedia method toward students' speaking ability.
2. To investigate the influence of audio visual media toward students' speaking ability
3. To investigate the influence of collaborative suggesstopedia method and audio visual media toward students' speaking ability.

1.4 Research Questions

Based on explanation above, there are three objectives of the research that might be investigated in this research. The formulation of the problem is specified in the form of questions as stated below:

1. Is there any significant influence of suggesstopedia toward students' speaking ability?
2. Is there any significant influence of audio visual media toward students' speaking ability?
3. Is there any significant influence of collaborative suggesstopedia method and audio visual media toward students' speaking ability?

1.5 Significance of the Research

This research may provide benefits, especially in teaching speaking practically and theoretically. Theoretically, the results of this research are expected to verify the theories which indicate that there is significant influence of collaborative suggesstopedia method and audio visual media toward students' speaking ability. Practically, for students of STAI Hubbulwathan Duri, for students by conducting this research is able to give positive contribution whether suggesstopedia method and audio visual media have correlation to their speaking ability. Thus, they can improve their capabilities in speaking. In addition, this research is able to find the outcomes of the problems that students face in speaking. Beside that, the result of this study can be used as a reference for the future researchers whether they want to conduct the similar study like this research.

Especially in teaching and learning process, the results of this research hopefully can be used as a contribution for an English lecturer to be aware whether there is significant influence of collaborative suggesstopedia method and audio visual media at STAI Hubbulwathan Duri. So, lecturers are able to use the result of the research as a feedback on teaching speaking activities so that the objectives of the English teaching program (especially speaking goals) can be achieved.

Finally for institution, STAI Hubbulwathan Duri, it can be benefit to find out that may influence collaborative suggestopedia method and audio visual media in order to improve the students' speaking ability. Besides, this institution will be more aware how to improve students in teaching learning process by giving training for lecturers or lecturers' sharing at STAI Hubbulwathan Duri.

2. LITERATURE REVIEW

2.1 Suggestopedia Method

Suggestopedia is a teaching system which make use of all the possibilities tender suggestion can offer. Of course, the systematic academic participation is not neglected but is always in accord with suggestive (Lazanov, 2005). It is a very interesting method thus some of its elements can be used in the process of teaching. This method enables students to learn the language in the nice, calm environment in the classroom during the lessons. One of the main aims in this method is to make the classroom environment cosy for the learners. Hence it includes the comfortable chairs, dim lighting and special kind of music. To increase the stage of relaxation among students calm music (especially baroque one) is played as the background to the lesson. Lazanov believed that this certain type of music helps to relax and to achieve better results in remembering target language together with new words and phrases.

Suggestopedia teaching method (in foreign languages and other school disciplines) are completely different from all other methods of teaching. Suggestopedia, the application of the study or suggestion to pedagogy, has been developed to help students eliminate the feeling that they can not be successful and, thus, to help them overcome the barriers to learning (Lazanov, as cited in Larsen-Freeman, 1986).

The suggesstopedia metjod has six key features that are important in the teaching and learning process using this method. According to Nosrati et .Al. (2013) the six key features of suggestopedia are:

1. Comfortable environment
2. The use of music
3. Peripheral Learning
4. Free errors
5. Homework is limited
6. Music, drama and art are integrated in the learning process

The suggestopedia here is about the activities that can make students feel that learning is easy and fun. It is also believed that it can teach three times as quickly as a conventional method. This method has four stages, they are presentation stage, concert session (active concert and passive concert), elaboration, and practice stage performance of the students). Lazanov (2005) states that there are four stages in suggestopedia method, those are:

1. Presentation stage
The main in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun. In this stage, to make the students relax, teacher arranges the students' seats in a comfortable way.
2. Concert session
In this session, Lazanov divided it into two parts. Those are active session and passive session. The first concert (active concert) involves the active presentation of the material to be learnt. In the second concert (passive concert), the students are now invited to relax, close their book, and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. Brown (2007:27) states that during the soft playing of the baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and decrease in blood pressure and pulse rate. It can be said that by listening to baroque music, students can feel relax and it can make them smarter because it increase alpha brain waves.
3. Elaboration
Elaboration of the material taught has actually begun at the first meeting of the teacher and the students. The first word the teacher says already open up dialogue. For example, the teacher reminds the students in between that he or she and they are going together to prepare the material necessary for the film they plan to make. This is the systematic elaboration. The elaboration process should focus on the freedom and creativity of the students are encouraged even more than previously, all the stages of desuggestive pedagogy are unified during the elaboration through the use of reminding intonations, songs, the play, etc., the teacher continues to keep the students on the border of their linguistic knowledge. As well as facilitating spontaneous laughter and songs, the teacher purposefully puts jokes and songs into the lesson plan to help the students with the most difficult part of the lesson.
4. Practice Stage
The practice stage is given the day after the second concert. Lazanov states in Brown (2007) states that after the second concert the students will leave the class silently. They are not told to do any homework on the lesson they have just had except for reading it cursorily once before going to bed and again before getting up in the morning. In this stage teacher will not do something stressful for practice. The teacher uses a arrange of games, puzzles, etc. to review and consolidate the learning.

2.2 Audio Visual Media

Audio visual media that contain messages in auditory form that can simulate the mind, feelings, concerns, and the ability of students to study teaching materials. Audio visual media is

the media used to help with not only listened but it can be seen visually. Students interested and motivation to learn the material more. The audio visual media is the media contain messages in auditory form that can be only be hard and be able to create for the listener's imagination. Media that projected can be still images (still picture) and moving images (motion picture) can provide a snapshot of every activity that were photographed. Ode (2014) stated that audiovisual resources do not only increase the motivation of teachers and learners, but they also add clarity to the topic taught and make learning more interesting.

When watching the material and listening to it simultaneously ,students can almost immediately test their understanding of a certain video content, their audio and visual capacities being simulated at the same time. They can rely on many paralinguistic features too, like mimicking gestures, postures, or attitudes that can assist them in grasping the meaning of the study material, which can facilities of their ESP content. Audio visual engage students' visual and auditory capacities simultaneously, they lead to creation of strong conceptual images in their minds. These conceptual images are associations of pictures with words, which one installed in our minds are more likely to stay there on permanent basis and be recalled more easily (Milosevic, 2017). In additional, Wilson (20001) implies by saying that the use of visual enhances language learning on one hand and increases the use of target language on the other. In her opinion, when input language learning is reused in creativity way, it can help students to improve their communication, which will become more proficient over time.

Audio visual give many advantages (Daniel, 2013); the lecturers create interest for learning in the students. The lecturers are time saving because they explain the idea easily and precisely. By their uses the burden of teacher is reduced. The teacher can improve his own English by aural aids. They are sources of a variety of experiences for students. English is a difficult language. Audio visual make learning English easier. A good English teaching is possible only in a natural English Environment. Audio Visual can help in creating that type of environment. The teachers help in concentrating the attention of pupils in learning the lesson. The teacher can follow up the principle of from concrete to abstract with the help of audio visual.

The teaching and learning process is successful when the aspects of teaching and learning process work effectively and efficiently. Some of those aspects which determine the quality of the teaching and learning process are the role of teacher and students, the use of material, method/technique, media, and the classroom atmosphere. Therefore, the teacher should find an affective media to make the teaching and learning process succeed. Audio visual is recommended as an attractive for teaching English to students. It is expected that by audio visual in teaching which is supported by the use of gestures and body movements, games, songs, and other media will encourage the effectiveness and the efficiency of the teaching and learning process.

2.3 Speaking Ability

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. Chaney (1998) argues that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in variety of contexts. In additional, Harmer (2001) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being. It means that speaking is the basic competence and the most important skill of language. Speaking is also the most important skill of language which is about expressing ideas, opinion, or feeling to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

Eliason (2008) says speaking / oral language encompasses the ability to listen, speak, and communication effectively. From this opinions, speaking is not merely saying sound or

words but also communicating ideas that want to be conveyed by the speaker to the message receiver. Speech ability acquisition occurs through interaction process which occurs continuously (Dhieni, Hapidin, & Ayu, 2017). The speaking ability is one of abilities which is considered as social control tool for human, which says that speaking is a form of human behavior which utilizes highly intensive physical, psychological, neurological, semantic, and linguistic factors.

2.4 Hypotheses

Ha1 : there is a significant influence suggestopedia method and students' speaking ability.

Ha2 : there is a significant influence audio visual media and students' speaking ability.

Ha3 : there is a significant influence suggestopedia method and audio visual media toward students' speaking ability

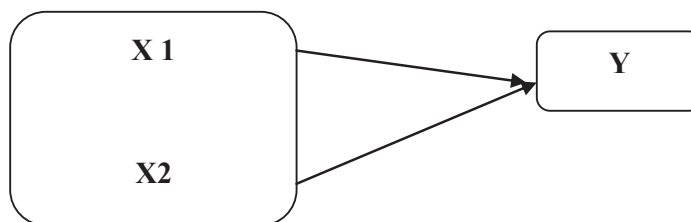
3. METHOD

3.1. Research Design

The design of the research was correlational research. According to Gay (2000:321), correlational research involved collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This research consists of three variables; suggestopedia method (X1), audio visual media (X2), and speaking ability (Y).

In this research investigates collaborative suggestopedia method and audio visual media toward students' speaking ability of STAI Hubbulwathan Duri. This research consists of three variables. The first variable is suggestopedia method as independent variable. The second variable is audio visual media as the second independent variable. The last variable is speaking ability as the dependent variable. Independent variable is as a variable which influences the dependent variable, and the dependent variable is as a variable which is influenced by the independent variable. In this research, there are variables such as independent (X) and dependent variables (Y). The diagrams below are the design of this research:

Figure 1. Research Design Diagram



Where : X1 = Suggestopedia method
X2 = Audio visual media
Y = Speaking ability

3.2. Time and Location of the Research

The place of this research is STAI Hubbulwathan Duri which is located on Karya street KM.7 Duri. The duration of this study is April, 2018.

3.3 Population and Sample

3.3.1 Population

The population of this research is students of English Department of STAI Hubbulwathan Duri in academic years of 2017/2018. There are 4 classes whole class consist of students.

Table 1. Population of English Department of STAI Hubbulwathan Duri

Class	Total of Students
Second semester	10
Fourth semester	13
Sixth semester	18
Eighth semester	22
Total population	63

3.3.2 Sample

Cluster sampling is used in this research because it conducted at English Language Development STAI Hubbulwathan Duri. Thus, to avoid large sample size in this study, this technique could also become the least representative of the large population and the tendency of individuals within a cluster had similar characteristics and the students of this study had been directly randomized by academic staff of STAI Hubbulwathan Duri. Moreover, Gay (2000:12) states cluster sampling randomly selects groups, not individual. All the members of selected groups have similar characteristics. One class is taken as the sample of this research as follows:

Table 2. Sample of the Research

No	Class	Male	Female	Total Sample
1	4 th semester	2	11	13

Based on sample of the research table 2, the sample of this research took one class of the fourth semester. Therefore, the total sample of this research is 13 students.

3.4 Instrumentation

In this research there is a speaking test as instruments which is used as follow; **Speaking test.** To investigate the students' speaking ability, this study uses oral test. The participants watch a video and discussing about the problem is happened in film. To avoid misunderstanding, the indicators of speaking ability is shown in the following table:

Table 3. Indicators of speaking ability

No	Indicators		Scales
1.	Pronunciation	Most utterances contain errors, many utterances are incomprehensible little communication	1
		Many errors that interfere with comprehensibility	2
		Frequent errors that confuse listener and require guessing at meaning	3
		Comprehensible, generally correct occasional error	4
		Almost errors-free awareness of accent genuine effort to sound like native speaker	5
2.	Fluency	Constant searching for vocabulary,	1

		verb tense does not complete utterances	
		Frequent hesitations, searches for words overly translates questions before response repeats question word	2
		Halting, hesitating, visibly translating before responding can rephrase and respond	3
		Occasional hesitation, searching for words speaker can self- correct and respond to cues	4
		Smooth flow quick, continuous flow natural pauses	5

(Brown, 2001)

To find out the influence of suggestopedia method and audio visual media toward speaking ability, the researcher used some questionnaires.

Table 4. Indicators of suggestopedia method:

NO	Indicators
1	Comfortable environment
2	The use of music
3	Peripheral Learning
4	Free errors
5	Homework is limited
6	Music, drama and art are integrated in the learning process

3.5 Technique of Collecting Data

The data of the research is collected by using speaking test which consist of some indicators. The sample of this research determined through cluster random sampling. For this research, there is a class in the fourth semester of English Language Department of STAI Hubbulwathan Duri as sample. Oral test will spend 90 minutes. The students' discussion will be assessed based on the indicators in rubric speaking ability. The researcher will find the influence of collaborative suggestopedia method and audio visual method toward students' speaking ability.

3.6 Data Analysis

After conducting the test, the data is analyzed and identified whether there is a positive significant influence of collaborative suggestopedia method and audio visual method toward students' speaking ability. The research uses SPSS to analyze the data.

In this research, this study used level of significance of 0.05. The data was correlated by using *Pearson Product Moment Correlation* (SPSS) in order to investigate whether there was any correlation or not.

Sarwono (2006) states that coefficient correlation is always between -1 up to +1:

Coefficient r product moment	Interpretation
$r = 0$	No correlation
$0 < r < 0.25$	Very weak

$0.25 \leq r < 0.5$	Quite strong
$0.5 \leq r < 0.75$	Strong
$0.75 \leq r < 0.99$	Very strong
$r = 1$	Perfect correlation

4. RESULT AND DISCUSSION

The main purpose of this study was to investigate the influence of Collaborative Suggestopedia Method and Audio Visual Media Toward Students' Speaking Ability at English Department of STAI Hubbulwathan Duri. The design of this study was categorized into correlational research. This study collected the data and shown relationship among suggestopedia method, audio visual media, and speaking ability.

Answering the first hypothesis was to determine that there was influence suggestopedia method towards students' speaking ability. The data were correlated by using pearson product moment correlation (SPSS).

Table 5. Correlation suggestopedia method toward students' speaking ability

Variable		Suggestopedia Method	Speaking
Suggestopedia Method	Pearson Correlation	1	.665*
	Sig. (2-tailed)		.013
	N	13	13
Speaking	Pearson Correlation	.665*	1
	Sig. (2-tailed)	.013	
	N	13	13

*. Correlation is significant at the 0.05 level (2-tailed).

Firstly, interpreting the result of correlation by seeing the table of correlation coefficient by Sarwono (2006) and the second was by comparing the value of r_{xy} with r_{table} . The value of the pearson correlation of this hypothesis is 0.665. According to Sarwono $r = 0.665$ was between $0.5 \leq r < 0.75$, that means influencing suggestopedia method and students' speaking ability was strong. Moreover, by comparing the value of r_{xy} with r_{table} , the value of the table was 0.205 at 5% significant level. It can be written $0.665 > 0.205$ (H_a was accepted). In other word, r_{xy} was higher than r_{table} , then there was a significant influence of suggestopedia method toward students' speaking ability.

Answering the second hypothesis was to determine that there was influence audio visual media toward students' speaking ability.

Table 6. Correlation audio visual media toward students' speaking ability

Variable		Audio Visual Media	Speaking
Suggestopedia Method	Pearson Correlation	1	.622*
	Sig. (2-tailed)		.023

	N	13	13
Speaking	Pearson Correlation	.622*	1
	Sig. (2-tailed)	.023	
	N	13	13

*. Correlation is significant at the 0.05 level (2-tailed).

The value of the Pearson correlation of this hypothesis is 0.622. According to Sarwono $r = 0.622$ was between $0.5 \leq r < 0.75$, that means influencing audio visual media and students' speaking ability was strong. Moreover, by comparing the value of r_{xy} with r_{table} , the value of the table was 0.205 at 5% significant level. It can be written $0.622 > 0.205$ (H_a was accepted). In other words, r_{xy} was higher than r_{table} , then there was a significant influence of audio visual media toward students' speaking ability.

The third hypothesis can be proved by statistical analysis using correlation. It is explained on table 6 below:

Table 7. The influence suggestopedia method and audio visual media toward students' speaking ability.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.F.Change
1	.689 ^a	.474	.369	9.08295	.474	4.510	2	10	.040

a. Predictors: (Constant), Audio Visual Media, Suggestopedia Method

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	744.231	2	372.115	4.510
	Residual	825.000	10	82.500	
	Total	1569.231	12		

a. Predictor: (Constants), Audio Visual Media, Suggestopedia Method

b. Dependent Variable: Speaking Ability.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1. (Constant)	-8.000	29.207		-.274	.790
Suggestopedia Method	6.500	5.057	.455	1.285	.228
Audio Visual Media	5.000	6.423	.276	.778	.454

The result of the research shows that there was an influence of collaborative suggestopedia method and audio visual media toward students' speaking ability of English Department of STAI Hubbulwathan Duri in academic year 2017/2018. This study used SPSS to analyze the data. The data were correlated by using Pearson Product Moment Correlation (SPSS). Then, the level significance 5% = 0.05 because this study used oral test and Significant F change = 0.04. The degree of correlation between suggestopedia method and audio visual media toward students' speaking ability is 0.689. Category between $0.5 \leq r < 0.75$ is strong. So, based on coefficient correlation (r) value from the formula,

0.689 is strong. It showed that hypothesis alternative (Ha3) was accepted. In conclusion, collaborative suggestopedia method and audio visual media had a strong contribution to students' speaking ability.

Furthermore, Cameron (2001) states that speaking is the active use of language to express meaning so that the other people can make sense of them. Speaking is ability to produce some sentences that have meaning to other as a communication in daily life. It is one of ways in expressing idea, thought of feeling into words. Speaking is evenly about carrying idea in oral form to other which is considering people's perception, feeling, and existing knowledge about language itself so they can perceive the message of the utterances.

The lecturers should use suitable method and media that they use in teaching learning process. Prichard et al (2001) believes that "Suggestopedia includes some key elements like a rich sensory environment (picture, music, etc), a positive expectation of success, and the use of varied range of method (dramatized texts, music, active participation in songs and games, etc). This method can help students to feel relax in learning and they feel comfortable during teaching and learning process.

5. CONCLUSION

To sum up, the study has made a significant influence of collaborative suggestopedia method and audio visual media toward students' speaking ability. Suggestopedia is a method which builds students' imagination through audio visual aid to practice some language games in order to apply the patterns of a new language form. Suggestopedia method in teaching learning process is facilitated in a pleasant, comfortable environment. It is more effective when the suggestopedia method combined with audio visual media in teaching Speaking. The students feel more confident to speak. They will learn speaking English be better.

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