

IMPROVING STUDENTS' SPEAKING SKILL THROUGH VIDEO

Sofiatul Jannah

University of Islam Syekh-Yusuf, Tangerang City.

1805020059@students.unis.ac.id

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui seberapa banyak siswa yang dapat menangkap apa saja yang dipelajari dari sebuah video berbahasa Inggris, sehingga para siswa bisa berbicara dalam bahasa Inggris dengan lancar dan benar sesuai yang didengarkan masing-masing siswa melalui video berbahasa Inggris yang telah diberikan oleh guru. Penelitian ini menggunakan metode quantitative dengan pre-experimental class untuk mengembangkan potensi siswa dalam keahlian berbicara. Penelitian ini mengumpulkan data melalui observasi, dan dokumentasi. Peneliti memperoleh data selama proses belajar mengajar dari populasi sebanyak 5 siswa kelas 5 sekolah dasar yang mengikuti pelajaran. Hasil dari penelitian ini menunjukkan bahwa siswa data meningkatkan kemampuan berbicara mereka melalui video.

Kata kunci: Keterampilan Berbicara Siswa, Video, Efek.

Abstract

The purpose of this study was to find out how many students were able to capture what was learned from an English video, so that students could speak English fluently and correctly according to what each student listened to through the English video provided by teacher. This study uses quantitative methods with pre-experimental class to develop students' potential in speaking skills. This study collects data through observation, and documentation. Researchers obtained data during the teaching and learning process from a population of 5 students of 5th elementary grades who took lessons. The result of this study indicate that students can improve their speaking skills through videos.

Keywords: *Students' Speaking Skill, Video, Effect.*

A. Introduction

Speaking is very important in communicating, especially in English, it needs more practice to be more fluent in speaking English. In Indonesia, many people are unable to speak English fluently and accurately because they have not been prepared and afraid for spontaneous communication. This is one of the reasons why many people in Indonesia are shocked and disappointed when they used the

native language for the first time they do not know in real interaction (Aprilia, 2006). In Indonesia, all students use their mother tongue. Thus, it is possible for students to also learn to speak a foreign language, especially in English. Speaking is one important skill for communication. The ability to speak English is one of goals of every English learner because being able to speak in foreign language (Students & Ability, 2018). In addition, many people speak English all around the world. English is one of

the international languages that is important to be mastered in this era (Manurung, 2014). Therefore, teachers in school must provide things that support to provide material that is easily absorbed by students. In this case, the role of the teacher is really important to teach the students (Azkiya & Rahayu, 2019). In some way, teaching and learning of English language can be considered to be an important part of Indonesia educational system for a long time now. In globalization era, the students are required to have good proficiency in both verbal or recorded (Kaniadewi et al., 2017).

Speaking is also a difficult thing to learn. Despite its importance, language include speaking is taught monotonously in the first place (Mandasari et al., 2017). In addition, Speaking is big aspect of language knowledge. Speaking as one of language skills also has high role in communication (Pamungkas, 2019). connected to give the clear explanation about how to improve the students speaking skill, it is also important to examine the type of skills in speaking (Syafiq et al., 2021). Therefore, the researcher hopes that the students are able to learn to improve their ability to speak in English. However, students are expected to speak appropriately because speaking has been one of the skills that senior high school students are required to have (Wati & Rozimela, 2019). So, the students can speak fluently in the future. Having a well ability to convey thoughts and feelings through oral language will provide the learners sample benefits, from now until the future (Ngoro-jombang, 2019). The purpose of skill based teaching is to focus on one ability and choose any learning and teaching course which are best for that ability (Syafitri, W,

2018.) Besides, students should learn it well and the teacher should find suitable technique and media to draw students' interest to create fun atmosphere in learning speaking. English teacher has to be a good facilitator to help students in order to master all skills. Teacher must try to give an interesting model. Then, encourage the students also to practice the language. English teacher can use a media and other source in teaching activity. English teacher can also use the media to teach or explain difficult material to understand, or to provide fun activity and not tedious (Arum & Sukirlan, 2018).

In addition, to increase the students' speaking fluency, learning must add a medium to support knowledge (Sudarmaji, 2021). Here, researcher use video media from various sources for teaching references to make it easier for students to understand with interesting and unique videos. Therefore, video media is a fun media and easily to understand for students because in the content there is guide and more explanation that is delivered directly with good visual and the sound that make the students fascinated (Nurhayati et al., 2018). The students must have extracted to watch the video and a little understanding to hearing an audio. The students not only need the skill objective in executing the project (for example skill related to technology), but also the basic language skills as compulsive in the school curriculum or in the learning purpose (Arroyyani, 2018; Yusroh, 2019). So, it can be more effective learning. The teacher should know what video is fun to watch, such as video with sound, song, and animation. It is important for the teacher to choose the suitable video

media which is related with the fun materials. Video has to have a good moral value in order to persuade and give happiness to students in doing fun learning (Devanti, 2018). Besides, according to Hussin (2020) said that video media in the teaching and learning process is suggested to be used for improving students' speaking skill.

Furthermore, it makes researcher interested in making the latest discussion that related. According to the result, tell that students speaking skill evaluation on the first cycle was 64.28% and 85.71% for the second cycle. It proves that the outcome of students speaking skill was improve into 21.42% due to the effectiveness of learning process through audio visual media. The conclusion of the research is by using audio visual media to learn English, the students' speaking skill at fourth grade of Lab school Elementary School Rawamangun East Jakarta will improve significantly (Corresponding, 2014).

Based on the explanation above, previous researchers used audio-visual media given to grade 4th elementary school. Therefore, the researcher was interested in researching with a slight change to be given to 5th graders using video media.

B. Research Methods

This research was a quantitative research which used a one group pretest-posttest design. It was applied to see the improvement after the execution of the media of video. In addition, this research took place at the researcher's house, located in Nawing village, Bogor. The population in this research used fifth grades of all students of SDN

Leuwiranji 03. The total samples were 5 students. The instrument used for this study was a test. Pretest and posttest were used in this study in order to answer the research questions of this research.

In order to give the result properly, this study was conducted few steps of activities. Firstly, pretest was given to 5 students and post-test was given after. Furthermore, data collection used the plan of observation accompanied by students.

In this research, the researcher used to analyze the data to get the results such as mean, standard deviation. The results of this descriptive statistics were tabulated in table and then analyzed descriptively with SPSS 19.

C. Research Results and Discussion

The result of this research from the calculation such as mean, standard deviation.

Table 1. The Result of Mean Score and Standard Deviation of Pre-test and Post-test Score

| Descriptive Statistics | | | | | | | | |
|------------------------|---|-------|---------|---------|-----|-------|----------------|----------|
| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
| Pretest | 5 | 8 | 70 | 78 | 368 | 73.60 | 3.507 | 12.300 |
| Posttest | 5 | 15 | 75 | 90 | 405 | 81.00 | 5.477 | 30.000 |
| Valid N (listwise) | 5 | | | | | | | |

Figure 1. Penalaran tabel

The table above revealed the result of mean score of the pretest and posttest score of the pre-experimental class. From the data above, it can be seen that the mean score of all data increased. The

mean score of pretest and posttest increased from 73.60 to 81.00.

Nevertheless, before it was done, the researcher made sure that the data were taken observation and it was found that the class ran effectively and the students more focus while learning. The students connected and paid attention to the researcher when the researcher explained about the material and the students were enthusiastic and intent in study English. Then, it can be seen that the result of the two tail significance show that $p < 0.05$ ($p = 0.000$). It can be inferred that H_1 is accepted and H_0 is condemned since $0.000 < 0.05$. The table represent that there is a significant improvement on students speaking progress after the media of video implemented which fluidity was the higher aspect that improve the most. Thus, the hypothesis is accepting.

The posttest result from this study said that the students' speaking skill improved. The mean score of the student's posttest was much better than the preceding pretest. Therefore, the finding shows a rather high different between the pretest and posttest score, it could be said that there was an improvement from the use of video media in teaching speaking. Conclusion

The conclusion of this research said that this study discovered that teaching speaking by using video media improved the students' speaking skill. Then, from all of the speaking skill aspects mentioned above, the one that mostly improved among all by using video media was perception skill component. The use of video media had brought any effect to the students' speaking skill where there was positive way on the students' tests. It was proved with the

mean score of pretest and posttest. The mean score from the pretest was 73.60, while in the posttest the score was 81.00. Therefore, it is concluded that teaching speaking skill by using video media does bring any good impact on students' English skill.

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