

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO MAKING

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Abstract

English class is one of main sources of students to learn English as a second language in Indonesia. There might be a problem in English language teaching. This study aims at solving the low achievement of students' speaking ability in University of Potensi Utama through video making activity. It applied Classroom Action Research (CAR) as the research design. The subject of this research was SI (System Information)-B day class who was sitting in the first semester which consisted of 24 students. The research was conducted in two cycles. The instrument for collecting the data were speaking test, observation sheet, and questionnaire sheet. Based on the analysis, students' speaking achievement is improved in every test which are pre-test (61.7), post-test in cycle I (68.80) and post-test in cycle II (80.1). Based on the observation sheet and questionnaires, it was found that the teaching learning process ran well and the students were more active, motivated and enthusiastic. It was concluded that making video activity can improve the students' speaking achievement.

Keywords: Speaking, video making

Abstrak

Kelas Bahasa Inggris adalah salah satu sumber utama siswa belajar bahasa Inggris sebagai bahasa kedua. Masalah mungkin saja terjadi di dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan menyelesaikan masalah rendahnya kemampuan berbicara mahasiswa Universitas Potensi Utama dengan kegiatan membuat video. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian. Subjek penelitian ini adalah Kelas SI(Sistem Informasi)-B Siang yang duduk di semsester I yang terdiri dari 24 mahasiswa. Penelitian ini dilaksanakan sebanyak dua siklus. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, dan angket. Berdasarkan analisis, kemampuan berbicara mahasiswa membaik di tiap tes dimana pra-tes (61.7), post-tes di siklus I (68.80) and post-tes di siklus II (80.1). Berdasarkan le,bar observasi dan angket, ditemukan bahwa pembelajaran berlangsung lancar dan mahasiswa lebih aktif, termotivasi, dan antusias. Ini dapat disimpulkan bahwa kegiatan membuat video dapat meningkatkan motivasi siswa sehingga kemampuan berbicara mahasiswa menjadi lebih baik.

Keywords: Berbicara, Pembuatan Video

INTRODUCTION

English is one of international languages in the world. In fact, most global communications among countries use English as the language; that is why it is called as *lingua franca*. In Indonesia, English is still foreign language; however, this language is regarded as important one for everyone. Education takes this language as a compulsory

subject in high schools and universities and local content for kindergarten and elementary schools. This is because the government, stakeholder and society believe that this language can help everyone in this country to be a better global person.

In classroom, there are two ways of teaching English: integrated or skill based. Integrated teaching is when an English teacher teach all English skills altogether. However, some English teachers prefer to teach each skill differently; they just teach reading, speaking, listening and writing in different time. The purpose of skill based teaching is to focus on one skill and choose any materials and teaching methods which are best for that skill.

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 English

As compulsory subject, English is taught in University of Potensi Utama in all classes including English and non-English Department. SI – Day class is one of classes in the first semester that got subject “English I”. This class is non-English Department class which consisted of 24 students. The researcher found that the students in this class have difficulty in speaking. Most of them were shy and not confident with their speaking. Moreover, they have low motivation to practice their speaking both in and out of classroom.

To solve this problem, the researcher proposed a solution. The students in this class were students who were interested in technology and system of information; therefore, making video would be very interesting activity for them. Teaching English through interesting activities could increase their motivation. When they are engaged to this class, the students would study harder, practice more and prepare better.

Making video is predicted to be an interesting activity for the students. Therefore, it can solve the problem of the low ability of speaking. Then, the researcher believes that this research is very important to because it can solve the low score of speaking and it can be a solution for other classes which have the similar problem with this class.

REVIEW OF LITERATURE

Speaking

Speaking is the verbal use of language which is the main way of communication with others. Speaking is the unique human act or process of sharing and exchanging information, ideas, and emotions using oral language (Fisher & Frey, 2007). Brown (2007) states that micro-macro skills of speaking are as the following.

Micro skills

- 1) produce chunks of language of different lengths.
- 2) orally produce the differences among the English phonemes and allophonic variants.
- 3) produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) produce reduced forms of words and phrases.
- 5) use and adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) produce fluent speech at different rates of delivery.
- 7) monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

- 8) use grammatical word classes, systems, word order, patterns, rules, and elliptical forms.
- 9) produce speech in natural constituents-in appropriate phrases, pause groups, breath group, and sentences.
- 10) express a particular meaning in different grammatical forms.
- 11) use cohesive devices in spoken discourse.

Macro skills

- 12) accomplish appropriately communicative functions according to situation, participants, and goals.
- 13) use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) use facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 16) develop and use a battery of speaking strategies, such as emphasizing key word, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Video for English Language Class

Video actually has been used for decades in class by English teachers. Salman Khan (2011) in video "Let's Use Videos to Reinvent Education" elaborate that the transformative way video can impact on teaching and learning. Donaghy (2014) argues that videos are used in the language class because some reasons which are motivating and enjoyable learning, authentic and varied language use, visual context provided by videos, variety and flexibility of videos.

Furthermore, Donaghy (2014) also proposes to have students create their own video. According to him, there are many websites where students can create their own videos and practise and improve their writing, vocabulary and speaking. Two of them are Go Animate and Zimmer Twins. Then, the process of subtitling and revoicing can also be done by students by using Bombay TV and Clip Fair.

Legget (2016) mentions that there are some benefits in making videos which are facilitating thinking and problem solving, assisting with mastery learning, inspiring and engaging students, and authentic learning materials. Furthermore, he elaborates that this activity engages and inspires students because it increases students' motivation, enhances learning experiences, develops potentials for deeper learning, develops learner autonomy and enhances team working and communication skills.

Making Video in English Class

In the class, there are five steps in making video in the classroom.

1. Preparing the script and practice it.

In this step, the students are assigned to write a dialog which then become the script for the video. After writing the script, the students are assigned to practice it both in the classroom and out of the class. The students have to master the script before the video recording is carried out.

2. Preparing video recording equipment.
In this step, the students are asked to prepare the equipment for recording the video. The equipments are video recorder and microphone. However, many students do not have access to professional video recorder and microphone. Therefore, they can use digital camera or smart phone as long as the result of video has clear picture and sound recorded.
3. Deciding the setting of the video
The students are free to choose the setting of the video either inside the classroom or outside the class. However, they need to pay attention on the lightening and the noise in the setting to produce good video.
4. Recording
After all preparation, the students do the video shooting. This is the main activities. Due to the time limit, usually the teacher let the students to do it outside the lesson time.
5. Editing the video
The video recorded may contain some mistake or error. Therefore, the recorded videos are then edited and compiled become one video file.
6. Sharing the video
The result of the videos are then played in front of class and watched by students and teacher. The appreciation are given and the feedback and suggestion are also invited. After this, the video still can be revised. The final video will be uploaded to YouTube channel

RESEARCH METHOD

This research was conducted by applying Classroom Action Research (CAR) as the solution for the problem faced in the class. There are four stages in every cycle of this research: Planning, Action, Evaluation and Reflection. The procedure of research can be seen on the diagram 1.

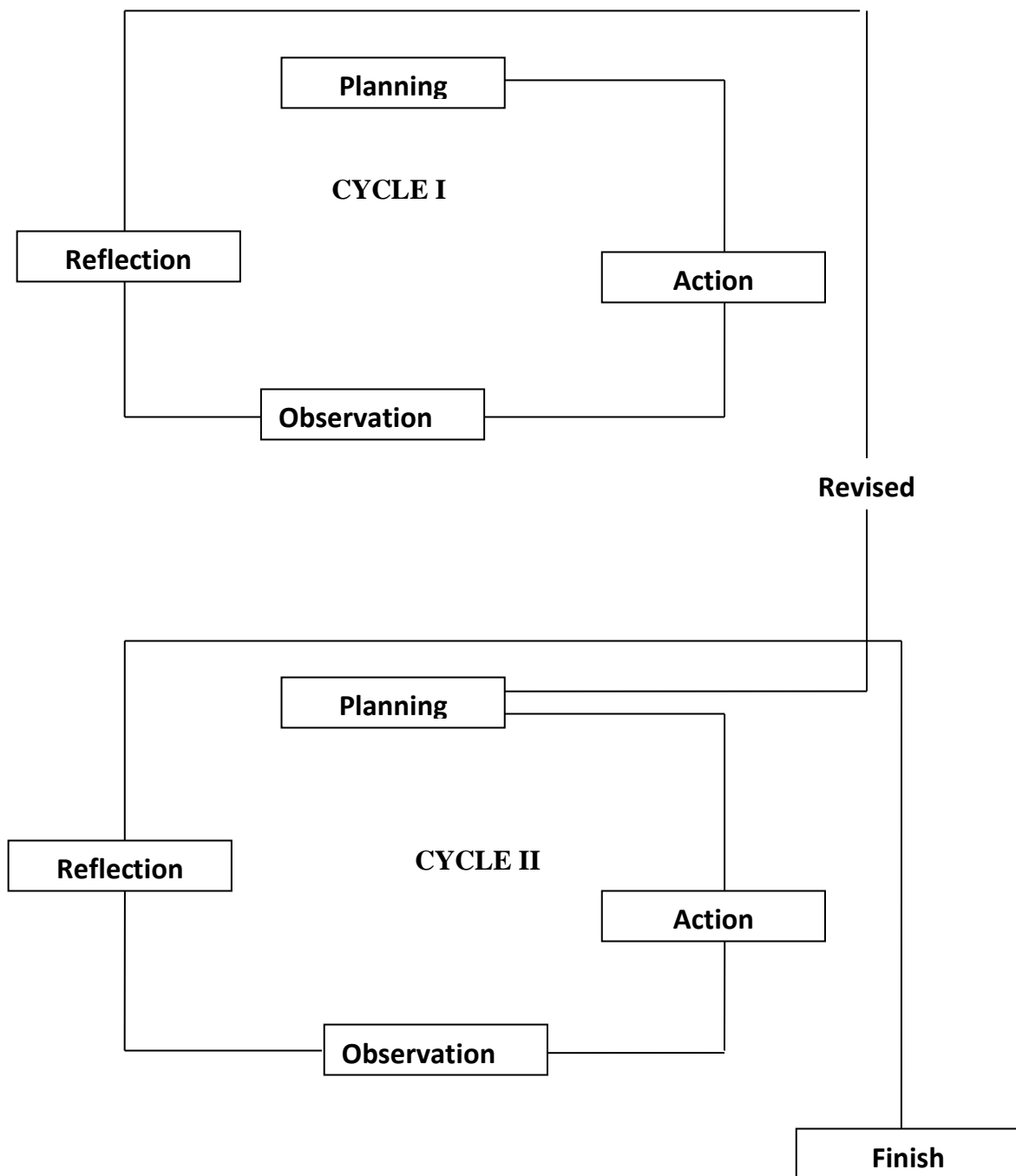


Diagram 1. Action Research Model (From Hopkins, 1993)

In every cycle, this research was conducted in three meeting. The first meeting focused on introduction of topic and explanation of activities. The details of activities are shown in Table 1.

Table 1. Activities in Meeting 1

Meeting – 1 Introducing Topic and Activities		
Apperception	1.	Teacher comes to class and greets students
	2.	Teacher shows some videos related to English subject in front of the class
	3.	Teacher invites some students to give comment about the videos
Main Activity	4.	Teacher explains the way how to make a good videos in English and the advantages of videos to students
	5.	Teacher gives the example of how to create an English videos.
	6.	Teacher asks students whether they understand and if they have questions
	7.	Teacher assigns them to work in pairs
	8.	Teacher explains about the assignment of creating videos in pairs with related topic.
	9.	Students work in group discussing to create videos
	10.	Teacher walks around the class trying to help students who list the plans of video making
Closing	11.	Teacher concludes what they have done that day
	12.	Teacher explains what they will do in the next meeting
	13.	Teacher closes the lesson and dismisses class

In the second meeting, the activity was reviewing the progress of video making. Due to time limitation, the video was recorded and edited outside the classroom. All the progress the students made was reviewed in the second meeting. The difficulties and problem faced by the students are also discussed and the teacher gave them suggestions as the solutions. The detail activities are listed in Table 2.

Table 2. Activities in Meeting 2

Meeting – 2 Reporting Progress Video Making		
Apperception	1.	Teacher comes to class and greets students
	2.	Teacher tells the students what will be done in the class
Main Activity	4.	Teacher asks the students about the progress of video making in general
	5.	Teacher gives the chance for every pair to present the progress they have made one by one.
	6.	Teacher asks other pairs to give comment and suggestions
Closing	7.	Teacher concludes what they have done that day
	8.	Teacher closes the lesson and dismisses class

In the third meeting, the activity was video show. The videos that the students made were played and watched in front of the class. After the video show, students are invited to give the comment and suggestion to other groups' video. The detail activities are written in Table 3.

Table 3. Activities in Meeting 3

Meeting – 3 Video Show		
Apperception	1.	Teacher comes to class and greets students
	2.	Teacher tells the students what will be done in the class
Main Activity	4.	Teacher asks the students about the videos that they have made
	5.	Teacher gives the chance for every pair to show and present the videos that they have made one by one.
	6.	Teacher asks other pairs to give comment and suggestions
Closing	7.	Teacher concludes what they have done that day
	8.	Teacher closes the lesson and dismisses class

The subject of the research was SI-B day class who was sitting in the first semester in University of Potensi Utama. This class consists of 24 students with 14 female and 10 males. System of Information (SI) is a major focusing on software to organize and analyze data. In short, this major has strong relationship with computer technology. Therefore, most of the students have high interest in using technology in the classroom.

The criteria of success of this research is all students should pass speaking test with the minimum score is 70. If some students were still under that standard, the research will be continued to cycle II.

This research was carried out in the first semester of learning period of 2017/2018. It started from November 2017 until January 2018. This research was conducted in two cycles which contain three meetings in each cycle. The reason why this research is continued to cycle two is because the improvement of students in cycle 1 has not fulfilled the criteria of success that has been made. The first cycle, students were assigned to make video about computer hardware and software. Then, they were asked to make video about internet in the second cycle.

The skill observed was speaking skills. This skill is measured by using speaking test rubric adapted from iRubric on <https://www.rcampus.com>.

Table 4. Speaking Rubric

Category				
	Needs Improvement 1 pt	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.

Category				
	Needs Improvement 1 pt	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background Knowledge	Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Student showed decent background knowledge of class material, making his/her responses incomplete.	Student displayed well knowledge of class information and topics.	Student presented excellent background knowledge from class topics and was able to add more information in their response.
Fluency	Speech is very slow, stumbling, nervous, and	Speech is slow and often hesitant and irregular.	Speech is mostly smooth but with some hesitation and	Speech is effortless and smooth with speed that

Category				
	Needs Improvement 1 pt	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
	uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Sentences may be left uncompleted, but the student is able to continue.	unevenness caused primarily by rephrasing and groping for words.	comes close to that of a native speaker.

DATA AND ANALYSIS

In classroom action research, there are quantitative and qualitative data. Quantitative data were the data collected dealing with numbers. While qualitative ones are data collected dealing with description. The following are the elaboration of each one.

Quantitative Data

The quantitative data of this study are shown through students score. The raw scores are listed in Table 5. The following are the mean score and the standard deviation of the students score in the two cycles.

Table 5. Students' Scores of Speaking Test

No.	Students' Initial	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
1.	AD	65	70	75
2.	AF	54	65	75
3.	BRG	54	70	78
4.	FR	67	70	78
5.	GT	70	70	82
6.	HS	55	60	78
7.	JS	60	68	80
8.	KML	60	70	85
9.	LL	60	65	80
10.	LS	55	65	78
11.	MDY	67	72	85
12.	MH	67	72	78
13.	MT	70	75	88
14.	NN	65	72	81
15.	NT	65	68	80
16.	PR	45	65	80
17.	RR	60	68	78
18.	STR	66	70	77
19.	TKL	67	70	80
20.	TP	54	60	80
21.	TT	60	68	82

22.	WS	60	70	79
23.	WSR	69	78	85
24.	YM	67	70	80
	Mean Score	61,75	68,80	80,1
	Standard Deviation	6,4	4,1	3,2

Based on the data, we can conclude that all students' speaking has been improved. It can be seen from the scores and the main score. The main score in pre-test was 61,75 which is considered as a low score. Then, in post-test of cycle I, the mean score was 68.80. Furthermore, the mean score in post-test of cycle II was 80.1. Moreover, we can see that every score they gained was above 75. In short, the students' speaking skills have been improved which is shown by the improvement of students' speaking score.

Standard Deviation shows how much variation compared from the average. A low standard deviation indicates that the data points tend to be very close to mean score, whereas high standard deviation indicates that the data are spread out over a large range of values (*www.wikipedia.com*). Related to standard deviation, the values were lower from test to test. It means that the students' speaking ability in that class was homogenous.

Based on the data analysis could be concluded that most of the students got improvement on the scores. There were high improvement and low improvement. Therefore, it concludes that making video activity improve students' speaking ability.

Qualitative Data

Qualitative data of this study were collected through observation sheet and questionnaires. Through observation sheet, the class activity was observed. The class was so active because it was challenging task for them. Moreover, it was also noticed that they started speaking in group although they still did many mistakes. Then, when they practiced their speaking for the video, they were able to speak better and more confidently.

From questionnaires, students showed their perception about video making activity. They said they were motivated and enthusiastic because they liked the activity. They also mention that this was challenging and a new way to learn English in the classroom. In a nutshell, the students had good perception about making video for improving speaking ability of students.

Based on the result of observation sheet and questionnaire, the students' speaking ability was improved and the students were happy to learn speaking English through video making. They argued that they were motivated and enthusiastic because video making is something that they liked.

FINDINGS AND DISCUSSION

From the data and analysis, it is found that video making improved students speaking achievement. The improvement can be seen through the improvement of scores. The motivation of students to learn and practice their speaking was also increased. In brief, the students' speaking achievement was improved through video making activities.

It is noticed that the point of how to improve the students' speaking achievement is creating an interesting activity for them. It was done to motivate them so that they learn and practice their speaking harder. Therefore, the point is not on video making activity but on making interesting activity for students to motivate them to learn and practice their speaking. Brown (2007) argues that motivatin is one of the most powerful tools in teaching a language.

Because this class was SI class from Computer Science Department, they had high interest on using technology in the class. So, when they were challenged to show their ability in using technology, i.e. making video, they were so motivated and enthusiastic to join the lesson. Therefore, if different students had different interest, they were also taught by different way related to their interest.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, the conclusions are drawn as follows:

- a. There is an improvement of students' achievement in speaking if it is taught by using video making activity. It is showed from the mean of the students' scores in three tests: pre-test (61.7), post-test in cycle I (68.80) and post-test in cycle II (80.1). It means that the video making activity could improve the students' achievement in speaking.
- b. The observation sheet and questionnaire sheet also proved that there is improvement in students' abilities. It is shown that most of students became more and more active in speaking English and practicing it.
- c. It is proved quantitatively and qualitatively that the video making activity improves the students' achievement in speaking..

Then, based on the result of this study that the video making activity could improve the students' achievement in speaking, the following suggestions are offered:

- a. to the teachers, to apply video making activity to improve their speaking if the students have high interest on using technology;
- b. to the researchers, to do more research on how video making can improve students' speaking achievement; and
- c. to all the readers, to get good understanding how to improve the students' speaking through making video activity.

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