

Speaking Competence of STMIK STIKOM Indonesia Students Through Video Presentation Project

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Abstract- This article explains English speaking competence from the linguistic point of view that involve in the communication process. The observation of the speaking competence is conducted through video presentation project created by STMIK STIKOM Indonesia students. The aim of this study is to describe the their speaking competence and utilize the Google Classroom application as the educational technology for them to upload the video. The stage of creating videos in learning activities can increase student engagement in the lecturing process, increase the effectiveness of the English learning process, stimulate students' creativity and independence, and most importantly foster students' courage to appear and communicate in English. The data in the form of English video was analyzed by using descriptive qualitative methods. The analysis of the linguistic aspect includes pronunciation, grammar, vocabulary, fluency, content, and comprehension. The data can be identified and used as a basis for implementing appropriate teaching methods meanwhile the technique of collecting data applied in this research is observation. The object of this research is the 7th semester students majoring in Informatics Engineering. The result shows that the assessment of the linguistic aspect will help students identify their mistakes in speaking English thoroughly. They can make verbal communication improvements under their lecturer's guidance to achieve better speaking competence. Thus, learning English speaking skills with a linguistic approach is very effective in creating qualified learning outcome.

Keywords: Linguistics aspects; Speaking competence; Video presentation

I. INTRODUCTION

Communication can be expressed in the form of written and spoken (Nirmala & Kardana); Pratama, 2021). Good competence in terms of communicating in English is one of the important parts in this digital and global era, but as the matter on the facts it shows that English communication for engineering students, especially speaking competence, is considered to be not developed significantly. On the other

hand, the number of graduates in engineering continues to increase every year and this condition certainly increases the competition among them. One of the requirements to get a job in industries in general is to have oral communication skills in English. Speaking is one of English skills that need to be mastered (Monny, 2021). Regarding to these conditions, speaking competence is considered as the main competence in foreign language learning and it is

expected to be mastered by the students. As stated by (Maharani & Pastika, 2020), Students should be more eager and spirit in practicing speaking skill. They have to create and improve their speaking capacity. In accordance with this reason, it is necessary to apply an appropriate learning model to developing and improving speaking skill produced by students. Improving speaking competence of students in Indonesia is not easy because of several obstacles faced by both lecturers and students, especially students majoring in Informatics Engineering. For this reason, lecturers should provide learning programs that can improve students' speaking competence without being limited by space and time and shape their creativity as well as their independence. One alternative to solve this problem is to give English presentation assignment based on digital technology. In the next phase, the results of this study are expected to be useful for STMIK STIKOM Indonesia students in improving their English skills, especially speaking skills in the increasingly competitive field of work. Meanwhile for the English lecturers at STMIK STIKOM Indonesia it can be used as a reference for updating the syllabus so that it is adaptive and relevant with the needs of current students 'needs. On a broader scale, this research is a material for consideration in providing English learning program of STMIK STIKOM Indonesia for the society in accordance with the demands of today's industry.

In the linguistic aspect, speaking skills are known as a beneficial communication tool. Through speaking skills, a person can increase income so that he can support the family needs, such as being a motivator, speaker in a seminar or as a presenter. This is clarified by Supriyadi in (Sintadewi et al., 2017) stating "If someone has good speaking skills, he will get social and professional benefits". Social benefits are related to the activities of social interaction between individuals. Professional advantages are obtained when using language to ask questions, convey facts and knowledge, explain and describe.

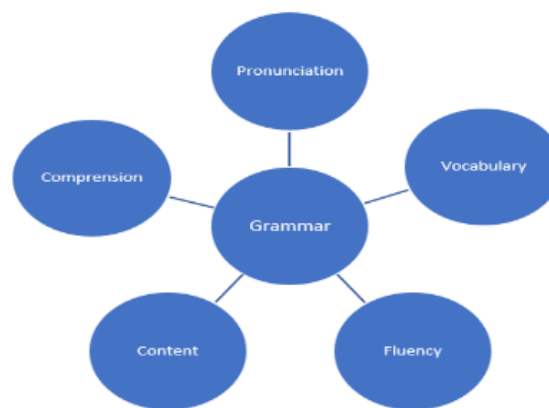


Figure 1. Linguistic Components

There are six linguistic components that can be seen in figure 1 above, namely: 1) pronunciation, 2) vocabulary, 3) grammar, 4) content, 5) fluency, and 6) comprehension. Teaching speaking skills as language skills should be practiced such as pronouncing words correctly, using proper vocabulary in creating sentences, producing sentences with good and logical structure based on English grammar. In addition, linguistic factors that hinder learners to speak English are the lack of content understanding, lack of fluency in English communication, and inaccurate language comprehension. Ramy, et al in (Sari, 2018) found that the reasons for the low mastery of English-speaking skills were: 1) English teachers were not well-trained and used their mother tongue when teaching so they could not attract learners to be interested in learning, 2) the learners lack English usage, 3) learners lack confidence in using English because they are afraid of making mistakes and feeling embarrassed, and 4) inappropriate curriculum to help learners improve their English proficiency.

This research is important for English language learners because it reveals the mistakes in their English communication therefore, they can identify problems of speaking from the linguistic points of view. It also increases the use of technology in language learning by utilizing the Google Classroom application to upload their video presentation project. This study is aimed to make students understand the linguistic aspects for their speaking improvement and remind lecturers about the use of modern technology as the media for English learning activity. In learning, many types of modern technology are introduced to help students learn to speak, such as language laboratories, videos, satellites, internet, blogs, digital dictionaries, and others.

The modern technology aims to improve students' speaking skills, especially speaking in English (Kuning, 2019).

As for previous studies that have similar topic with this study, including research conducted by (Maulana et al., 2019). Maulana et al. revealed that the developed video presentation learning media was suitable to be used in the lecturing process. Eligibility is based on the media and material aspects. The second is a study conducted by (Simbolon, 2014) where it was found that there were differences in English speaking skills between students who were taught with contextual learning and conventional learning. Third is the research conducted by (Al-Pansori, 2016) which states that in language learning, especially in the aspect of learning to speak, the achievement of an appropriate language competence is not only by studying language structurally, but also must be supported by a pragmatic approach where students will be closer to the practical conditions of speaking both orally and in writing.

Meanwhile, (Komariah, 2019) in a scientific article of her research states that the use of video media and competition assessment techniques is able to optimize learning outcomes where students are required to be serious in carrying out the assessment by using good and appropriate language. Then (Oranpattanachai, 2018) revealed that students have high to very high positive perceptions of video assignments including in four perceptual categories: 1) improving English skills, 2) teamwork, 3) learning experiences and 4) challenges in learning.

Based on this explanation, this study raises a different aspect compared to previous research because it examines the quality of speaking competence of STMIK STIKOM Indonesia students from the aspect of linguistic and persuasive cognition, and what steps are needed to improve these competencies.

II. METHODS

This study used a qualitative descriptive approach. The subjects in this study were 47 seventh semester students of the Informatics Engineering S1 program in STMIK STIKOM Indonesia. This is in accordance with the view that the subject of research is an object, thing, or person attached to and at issue in research (Suandi, 2008). This activity was carried out in an English class consisting of 16 online meetings. The object of this research is the assessment of

speaking skills in English IV lecture. The information in this study contains qualitative data obtained from videos made by students in Google Classroom as the online classes in the context of implementing speaking strategies.

Data collection techniques use the method of observation and documentation. The instruments in this study were observation sheets, and documents in the form of video presentations that had been made by students. The observation method was used by researchers to find data regarding the forms and aspects of speaking skills assessment in learning English. The observation method used is non-participatory observation technique. Researchers do not participate in activities, only play a role in observing activities (Sukmadinata, 2009). Researchers are in the classroom to conduct direct observations and recordings over the process of implementing learning to conducting assessments, but researchers are not directly involved in the activities carried out by research subjects.

The documentation method is a review of references related to the focus of the research problem. Sugiyono in (Gunawan, 2015) stated that documentation method is a method in the form of writing, pictures, and works. In this study, the documentation method was used to obtain data in the form of a video containing a description of the speaking skills performed by students while carrying out English language learning and to obtain a speaking skill assessment result sheet.

Methods of analyzing data in research must be adapted to the type of data collected. Considering that this research is a qualitative research, data analysis techniques are carried out simultaneously with data collection (Sugiyono, 2007). In this study, the researcher used a qualitative descriptive method as a method of data analysis. Based on this method, researchers can use relevant theories that have been described in the theoretical basis as a reference for researchers to explore the object of research. Miles and Huberman in (Sugiyono, 2007) stated that activities in qualitative data analysis are carried out interactively and take place continuously until complete.

Miles and Huberman in (Gunawan, 2015) suggest three stages that must be done in analyzing qualitative data. The first stage is data reduction which is an activity to summarize and sort out the main things, focus on the important things, and look for themes and patterns (Sugiyono, 2007). Second, the presentation of

data (data display) which is done by processing and analyzing data to obtain the right answer in accordance with the formulation of the problem. Miles and Huberman in (Sugiyono, 2007) stated that the most frequently used to present data in qualitative research is narrative text. Data from observations and interviews are presented in a good form, followed by classifying or grouping the data based on certain categories according to the research objectives. Third, drawing conclusions or verifying data, is the result of research conducted to answer the focus of the problem raised based on data analysis. The researcher formulates conclusions based on the findings that have been presented in the data display, namely describing the findings in the form of words.

III. RESULT AND DISCUSSION

Having good English communication skills is an important requirement in the job market in the era of globalization, but the fact is that the English communication skills of Informatics Engineering students need to be significantly developed. On the other hand, the number of Informatics Engineering graduates continues to increase every year and this condition certainly increases the competition among these graduates. One of the requirements to get a job, especially in a multinational company, is to have verbal English communication skills. Other information states that before applying for certain jobs abroad, applicants must have a certificate of English-speaking skills from tests such as TOEIC, TOEFL, and IELTS. Considering these conditions, speaking skills are considered as core skills in foreign language learning and these skills are expected to be mastered by students (Broady, 2005).

Improving English speaking skills for students in Indonesia is not easy because English is considered a foreign language in daily conversation, besides that there are many problems or obstacles faced by both lecturers and students, especially students of the Informatics Engineering study program. Based on the research that has been done, several problems were found in learning and teaching English speaking skills. The first is the institutional context and the native language of the speaker. The second problem is related to the learning process carried out by lecturers without the use of interesting media. Third, students tend to be afraid to make mistakes when they have to speak in English so that students' self-confidence

decreases greatly. The last problem is related to the activities carried out by students in the process of learning speaking skills.

In relation to learning English speaking skills in the classroom, the activities are less varied so that they cannot maximally involve students to get a more meaningful learning experience. For this reason, lecturers should provide learning programs that can improve students' speaking skills without being limited by space and time. One alternative to solving this problem is the use of video technology (Arroyani, 2018). To be able to survive in a career in the current era of globalization, for specific or general purposes, to become a professional technician or to have the opportunity to work as a technician abroad, students must master spoken and written English. Based on the explanation above, this research will examine how the speaking skills of students of the Informatics Engineering study program through the assignment of video presentations in English seen from the aspect of linguistics and persuasive cognition.

In carrying out this research, the data obtained were in the form of student English presentation videos which were uploaded to the Google Classroom application. The type of video requested is a persuasive video which of course involves the linguistic aspect where students try to convey useful information to listeners. The stage of making the presentation video task is expected to increase student involvement in the lecture process, increase the effectiveness of the English learning process, stimulate students' creativity and independence, and most importantly foster students' courage to appear and communicate in English. They have done this and proved it by collecting 47 videos on each student's Google Classroom account as shown in the figures below.

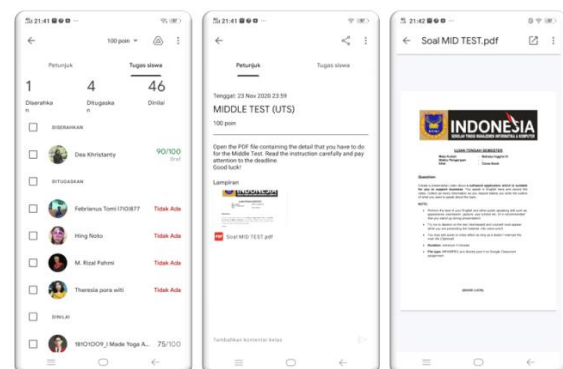


Figure 2. Learning Process in Google Classroom

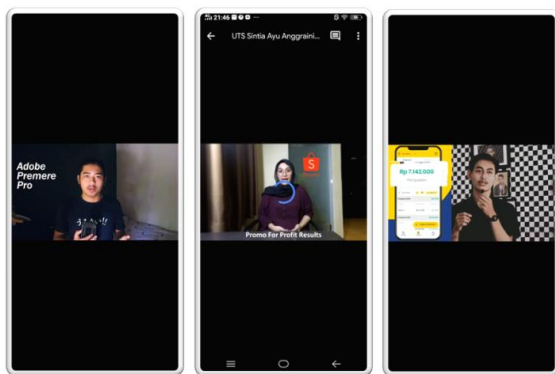


Figure 3. Examples of Students' English Persuasive Video

The 47-video data were then observed according to the 2 aspects raised, namely the linguistic aspect and the aspect of persuasive cognition. The following is the data along with the results of the analysis of the video presentation in English made by students of STMIK STIKOM Indonesia in seventh semester:

Linguistic Aspect

Assessment of the linguistic aspect will help students identify English grammatical errors that need to be corrected and improve their verbal skills in English itself. The linguistic aspect includes 6 things (Suhendar in (Wulandari et al., 2019)).

3.1.1 Pronunciation

There are several pronunciation errors when students speak in the presentation video:

Table 1. Problems with English Pronunciation

Word	Students' Pronunciation	Correct Pronunciation
Install	/instal/	/in'stɔ:l/
Here	/hir/	/hɪər/
Invite	/invi/	/in'vaɪt/
Rely on	/reli on/	/ri'laɪ ,ɒn/
Buy	/bui/	/baɪ/
Called	/keled/	/kɔ:l/
Arrive	/arif/	/ə'raɪv/
Resulting	/resulting/	/ri'zʌl.tɪŋ/
Technology`	/teknologi/	/tek'nɒl.ə.dʒi/
License`	/lisensi/	/'laɪ.səns/

The number of pronunciation problems faced by students can be caused by a lack of knowledge of the pronunciation of words in

English (phonology). This pronunciation will be understood for a long time by students if the frequency of its use is increased again or in other words, saying it more often in sentences will make them remember the pronunciation.

There are also findings in the presentation video where the pronunciation seems smooth and fast but the pronunciation is not clear so that the spoken word cannot be understood in which word is meant. This actually supports the fact that English communication must not only be fluent but must also be correctly pronounced.

When speaking in English, pronunciation is one aspect that will be the judgment of the interlocutor. Especially if we are talking to people who use English as a daily language or native speakers. This means that pronunciation is one of the first impressions that the other person will recognize when starting a conversation in English with us. In fact, people will judge our ability to speak English from how you pronounce words that are relatively easy.

So, when speaking in English, it is not only the students' ability to use good vocabulary that will get attention. However, how they pronounce it is also an important aspect that must be considered. Therefore, they must be able to balance the richness of their English vocabulary with the ability to pronounce each word well. That way, the other person will feel comfortable to communicate with them. This is in line with the findings in (Susana & Brahma, 2021) stating that English teaching process does not only improves students' vocabulary and grammar but also sharpens students' analytical thinking about another problems based on the students' field of science.

If students have known what pronunciation is, of course they will understand how important it is when speaking in English. Moreover, in these foreign languages, there are many words that have same writing but have different pronunciations. This means, if they do not know how to pronounce a word correctly, there will be misunderstandings between them and the other person.

To avoid problems in communication, students are expected to continue learning about word pronunciation in English properly and correctly. In addition to increasing their self-confidence, they can also maintain good relations with others without having to feel afraid or guilty due to the wrong pronunciation of words.

When students cannot pronounce words in English properly and correctly, other people may

have difficulty in understanding what students want to convey. Other people should be comfortable to communicate in English with us. There is no need to speak quickly, as long as the other person is certainly willing to patiently wait for us to finish our speech. With proper pronunciation, every spoken word can be effectively used when we deliver a speech.

3.1.2 Structure (Grammar)

Table 2. Problems with English Structure

Sentence Structure of The Students	The Correct Sentence Structure	Grammatical Errors
"I will to introduce this application"	"I will introduce this application"	Future Tense
"Why I choose Instagram?"	"Why do I choose Instagram?"	Interrogative Form
"Like most online shops does"	"Like most online shops do"	Simple Present
"Application that support my business online"	"Application that support my online business"	Noun Phrase
"Now I will explain you about how Photoshop application can be helped your business process"	"Now I will explain to you about how Photoshop application can help your business process"	Preposition Passive Voice
"I'm recommend to learn it"	"I recommend to learn it"	Simple Present

Based on the table above, there were several grammatical errors in sentences that could be caused by a lack of understanding of grammar. The English sentence structure has its own grammar. Likewise, when the sentence is in the form of a positive, negative or interrogative sentence, there is a pattern that must be followed so that the meaning can be understood.

Grammar in English language is a set of rules that applies to the use of English both orally and in writing. The use of proper grammar will produce clear sentences and paragraphs, neatly structured sentences and paragraphs, coherent meanings so that what is meant in these sentences and paragraphs can be understood.

In order to convey ideas that are easy to understand, it is important for students to learn grammar. Implementation of grammar in speaking or writing requires effort and time. By continuing to explore the understanding of grammar and practice its use, their skills will

slowly be improved. Learning grammar material that has a broad scope also needs to be applied.

That way, they can obey the rules in grammar such as tenses, punctuation, conjunctions, and others. Later speech or writing that is in accordance with the grammar will definitely be easier to understand. Vice versa, when reading a book or listening to other people speak English, they can understand it better if they have mastered grammar.

Grammar also has a significant role in communication. Communication is two-way, where each other must understand what is conveyed. To avoid misunderstanding, the words spoken or written should not cause confusion. This is where grammar serves to provide a clear meaning of a word, sentence or paragraph. Thus, grammar is influential in making someone and others understand each other in the process of communicating.

If students master grammar, they will become more communicative in speaking English in everyday life. Without paying attention to grammar, sentences or paragraphs that are formed tend to have irregular patterns and give rise to ambiguous speech meanings. Therefore, to avoid it, learning grammar is important to do. This is in line with the findings in (Susana & Iswara, 2019) emphasizing that students are aware of the importance of speaking skill and also the need of having grammar lessons as basis for their practical competence, it is a task for English For Specific Purposes (ESP) lecturer to apply teaching strategies which are interesting, motivating and engaging to cover both areas in equal portion.

By mastering grammar, students can also create interesting words. Not only makes it clear, but sentences and paragraphs also become more attractive. When students have skills in grammar, they can tinker with sentences and paragraphs so that they are more varied. The point is that what is ejected from speech or writing is not in the same form (monotonous) while still referring to the correct grammar. That way, they can present various spoken and written language.

However, students will be dealing with formal matters, such as academic assignments or job applications. In informal contexts, grammatical discrepancies are still acceptable. However, in an academic and professional environment, formal language is something that cannot be negotiated. They must use it directly. One of the requirements in formal English is the application of proper grammar. So that students

are required to learn grammar if they do not want to face difficulties in formal situations.

3.1.3 Vocabulary

From the observations on the presentation video, it was found that there was a lack of general vocabulary where we needed this vocabulary to compose sentences at a basic level so that when presenting in English, students had no difficulty in choosing the vocabulary they wanted to use because they have remembered everything. Including when the translate the student's identification number (NIM), here the NIM is not translated into English and this will affect the quality of the presentation even though numbers are general vocabulary that students must know at the elementary level.

In terms of English for Specific Purposes (ESP), students need to know the terms or vocabulary of the field they are studying at STMIK STIKOM Indonesia, namely computers and information technology and this is also in line with the theme of the video presentation task about applications that are suitable to support business. Meanwhile, from the observations, basically all students have known enough IT vocabulary to support their speaking skills, but due to non-linguistic influences such as self-confidence, they have difficulty expressing the words they have already known. This is in line with the findings in (Wulandari et al., 2019) stating that one of the language skills that must be mastered by the students is the speaking skill. It is considered as the most important skill of oral communication and it becomes a crucial thing to meet the target situation for students in real life. To lead the students to a particular state of knowledge, using technology can be an option.

It is also important for students to distinguish which language is formal and which is informal language such as the use of slang words in the speaking process. Slang itself in English is a non-standard informal language or term created by a certain group and consists of various words and expressions sometimes it doesn't even sound like English word. For example, when a student says "*Today I'll gonna tell you about an application*". The word "*gonna*" in this expression is classified as slang which is categorized as informal language. In delivering persuasive videos for business purposes with potential customers and supported by this task, it is still in the context of the language of an academic environment, so the use of slang is not appropriate.

3.1.4 Fluency

During the process of observing the video presentations uploaded by students, students often stopped their pronunciation suddenly or paused and some even lasted quite a while. There are also students who pause sentences many times until it affects the quality of the presentation even though the material presented is interesting. This gap can be caused by a lack of information in the form of vocabulary related to the topic being discussed.

Pronunciation delays can also be caused by knowing the correct sentence structure, namely when the vocabulary is already known but they are unsure or do not know at all about the form of sentences they should make. Considering that English has grammar as a reference for structuring its elements so that it becomes a good and understandable sentence. Once students are faced with the problem of doubting their sentence structure, they choose to pause.

The choice of a text-based presentation method in which students read the text as an aid can be seen from the students' eyes on the recording camera or not. If the eye is pointing at the camera, the method used is natural, while if the eye is pointing outside the camera, the method used is considered as text-based. Although it was also found that students read the text, their English pronunciation still sounded not fluent or paused. This means that the problem does not only lie in knowledge of vocabulary and structure but knowledge of correct pronunciation, and can be termed as "*knowing the word but not knowing how to read it*". This problem of knowledge of pronunciation greatly affects fluency and can be avoided by studying English thoroughly which involves various parts, not only vocabulary, for example.

The level of confidence is a mental problem that is enough to affect the fluency of communication, especially in using English language. When students are not confident or nervous, it will have an impact on pronunciation to become not fluent. To avoid this mental problem, students tend to avoid eye contact with the camera which causes their presentation to be of lower quality because it is possible to look at the text.

They can practice fluency by focusing on words that they know the meaning rather than on words they do not know. This is enough to foster confidence in the use of English. When the speaker is not focusing on unknown words but on known words, communication will be smoother.

Recently, this is in line with the findings in (Sukerti et al., 2020) emphasizing that learning English as a second language (ESL) is expected to have learning outcomes which is synchronized with communication skills.

3.1.5 Content

The quality of the presentation will be good if the specified video duration is filled with sufficient material. Lack of material presented can reduce the quality of student presentations, for example, when a video presentation that should be 5 minutes long ends at 2.40 and only continues with the display of images with music only. That means the student's material is not able to meet the specified duration. Students whose material meets or exceeds the specified duration tend to have good assessment results. Sufficient content or material is obtained from collecting information related to the themes discussed in the video.

Mastery of the content to be discussed is very important and determines the quality of other communication components. When students do not master the content, some try to see the contents of the help text, which can be in the form of paper or other media, so that their eyes will leave the camera area and this step will make them dependent on reading the help text until the end of the video. Mukti in (Suarsih, 2018) suggests that to be a good speaker, one must master the problem being discussed and must speak clearly and precisely. Several factors that must be considered by the speaker for the effectiveness of speaking are linguistic and non-linguistic factors.

The selection of steps to create an outline can actually help master the content for presentations with a duration of more than 5 minutes. This step can be an alternative if speaking directly (improvisation) is difficult for students. Outline is a writing plan that contains the blueprint of an essay that will be worked on and is a series of ideas arranged in a systematic, logical, clear, structured, and orderly manner. Outlining also prevents students from memorizing the text. Speaking activities are supported by writing activities, especially those related to written preparation, both in the form of references to be read and concepts to be conveyed. There are several things that must be considered in writing as preparation for the presentation of discussion materials, including choosing a topic, making an outline and developing paragraphs (Bobby in (Suarsih,

2018).

3.1.6 Comprehension

(Al-Pansori, 2016) states that in language learning, especially in the aspect of learning to speak, the achievement of an appropriate language competence is not only by studying the language structurally, but also must be supported by a pragmatic approach where students will be closer to the practical conditions of speaking, both orally and in writing.

In the video presentation task, there is a requirement to prioritize a thorough understanding of the topic and material to be presented so that they are advised not to choose the text-based presentation method. In fact, there have been efforts from students to follow the instructions by understanding the material thoroughly so that they know what they want to convey and can speak without depending on text and then try to say it directly or naturally.

During the process of observing the presentation video data, it was found that the speaker's body was not in line with the camera where there was a possibility of a lack of confidence as a result of their lack of understanding of the material. If the addition of audio effects or video editing is intended to cover their lack of understanding of the content and complete the duration, however, the non-verbal aspect is not the main assessment of this task. The lack of understanding of the content was proven from the speaker's eye contact which is not to the camera but to something that can be read.

IV. CONCLUSION

Learning English language brings us to an understanding of the importance of a linguistic approach in developing speaking competence. In language learning process, especially in the aspect of learning to speak, the achievement of an appropriate language competence is not only by studying the language structurally, but also must be supported by a study of other linguistic components that often affect the communication process. With a linguistic approach, students will be closer to the practical conditions of speaking both orally and in writing. In addition, the research on this video presentation reminds us that students still have a lot of technical problems, including language. With a linguistic approach in language learning, more or less the obstacles that arise will be accommodated.

Moreover, supported by a curriculum in which most of the policies are submitted to each

level of education unit, learning English especially for speaking competence will be better able to accommodate the needs of students and improve their weaknesses in terms of language. Thus, learning speaking skills with a linguistic approach is very effective in creating qualified and updated learning, especially in improving students' speaking competence in the classroom and outside the classroom.

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