

# IMPROVING STUDENTS SPEAKING SKILLS THROUGH VIDEO AT 12<sup>th</sup> GRADE OF SMK TECHNOLOGY NATIONAL BEKASI

<sup>1</sup>Tasya Delfira, <sup>2</sup>Ircham Asrori

<sup>1,2</sup> English Education Department Panca Sakti University Bekasi

Email: tasyadlfr1330@gmail.com<sup>1</sup>, irchamasrori@gmail.com<sup>2</sup>

---

## ABSTRACT

This study aims to improve speaking skills through the video playing method in class students at SMK Technology National Bekasi. The research subjects were 32 students in 12th grade of SMK Technology Bekasi. Data collection methods used are observation and testing. This research uses library research that comes from books and journals. Before collecting data, researchers made an initial examination of 12th graders. Researchers pick students at random one at a time during the study to be asked what they think of the English language. Interview questions are everyday sentence questions that ask about their ability to speak, their difficulty in speaking, and their personal interest in learning English from the media such as videos. The researcher also adopted the method of video-based learning for the treatment. In view of speaking skill, students had to have enough vocabulary in order to produce utterances. Focusing on fluency meant that the students were directed to focus on the flow of utterances freely and smoothly. In conclusion, the majority of them got impressed with contextual; video and started to produce utterances and language expressions. Initially, the majority of them tended to be reluctant and struggled hard to say the words and to produce utterances. However, The implementation of contextual video techniques minimize their hesitation when speaking as a result of vocabulary building and fluency drilling with the material in the contextual video.

**Keywords:** video, speaking skills, contextual video

---

## 1. INTRODUCTION

English is a vital tool of communication in education and knowledge life because English is the international language commonly spoken in everyday life. English as a universal foreign language, thus can affect human life and education, especially in Indonesia (Simbolon, 2014). To understand English there are four competencies that we must learn including reading, writing, listening and speaking (Simbolon, 2014). In Indonesia, some students think English is the most difficult subject. This difficulty is stated by concrete evidence, that many students who have studied English in school or take additional learning outside of school such as courses or tutoring, but the ability to speak and understand it is still disappointing. Actually people can understand English. It's just how well people can communicate in speaking English and how dare to communicate using English, so this is the problem. English is a language that must be practiced and there must be courage to communicate using English. One of the language skills that students have to master is speaking skill. Speaking skills is essential for the students for several reasons, e.g.: to deal with the challenge of building international social relationships, to prepare themselves for developing their career, and for practical intentions when they have to take a speaking test. Baker and Wenstrup presented their opinion about the importance of speaking as one of the skills in English. "One of the reasons why speaking skill is important is because speaking English well helps students to access up-to-date information from the world so that students will be well informed of the development of world life". They also stated that "Although motivation to develop speaking skill was persistently implanted into students' mind that English-speaking skill will help them to get a job and to improve their career, most of them stay in the poor capabilities even after they went through several semester.

Hornby (1995) (admin et al., 2020) stated that "Language is the system of sounds and words used by humans to express their thoughts and feelings". In the quote it is concluded that language is a system of sounds and words used by humans to express thoughts, ideas, and feelings (Kustanti, 2017). In the use of language there is a problem, students often make mistakes in choosing vocabulary and using grammar which is still very simple by not paying attention to the rules of the language (Wahya, 1970). Thus, language becomes part of human needs as social beings who demand communication with each other to interact with each other. Language is a very important thing for humans. Language is a unique characteristic to signify a human identity, so that what makes humans unique is not from the way of human thought but from human language itself.

When language itself is difficult to express, then in this world there will be no communication between humans. English is becoming a very important international language, In the current era of globalization which is marked by free trade, it has an impact on human life and also human education, especially in Indonesia today (Simbolon, 2014). What is being researched in this research is the speaking aspect. In the aspect of speaking in general, it can be interpreted as conveying intentions, ideas, thoughts, feelings, and heart to others in using spoken language so that these intentions can be understood between humans. In the speaking aspect there is a communication process which is meant as a transfer of messages from one party to another. The ability to speak well, they always try to improve this skill to their career development.

While speaking may seem like a common language skill, since it is verbal communication, English speaking is still one of the most difficult to master. Based on a preliminary observation that researchers have made of the students, speaking in English is a challenge for them, even though at first they thought it was easy enough. That was because they lacked the confidence to speak English in front of their friends and had found it difficult before practice. Lacking confidence and lack of practice, they cannot develop good speaking skills, nor pronunciation (Adnyani, 2014).

For some students, watching videos is a relatively new technique to improve their English speaking skills. Many students prefer enjoyable activities which make them feel comfortable in learning. Contextual English video technique is one of the ways to improve students' speaking skill. The technique focuses on eloquence and precision by using the repetition strategy to practice speaking skills (PENGUNAAN\_MEDIA\_VIDEO\_DALAM\_PEMBELAJARAN 2, n.d.).

### **Contextual English Videos Technique**

In the use of videos as English studies, teachers must know the techniques used in the media to prevent boredom and saturation from students. DRS. Suwartono (1998) (PENGUNAAN\_MEDIA\_VIDEO\_DALAM\_PEMBELAJARAN 2, n.d.) mentions several techniques used in learning videos. "The techniques are reducing the sound or by pressing the pause button on the video. It can increase the concentration and focus of the students in watching the video. Then, the effect of the concentration is to arouse interest and stimulate learners to apply what they have seen on the monitor". Researcher find that this technique is applicable to visual learners." "The second technique is sound only. This technique can increase learners' interest in discussing and practicing the expressions of persons or places they will see from the video." "The third technique is picture and sound/sound only. This technique gives trainees the ability to exchange information because there is "information gap" between them." "The fourth one is speculation technique. Virtually, all of the student record materials. Then they are asked to speculate about the next situation or what will be uttered next." "The fifth technique is the dubbing technique. It can be done by replacing or adding sound by recording the voices of students, teachers or other participants. It can give students or participants a distinct satisfaction because they can hear their own voice". "The last technique is predictive of behavior or observation. These techniques can make students understand differences in one's behavior with culture and language."

## **2. METHOD**

From the results of observations made in the previous semester of 12th grade students for the 2021/2022 academic year at the National Technology Vocational School, it was found that students still had low English speaking skills. The main problems found were content, accuracy of intent, and fluency in speaking. In this problem, students are less able to convey information or messages related to the topic being discussed. In this study, there were many students who still did not master the vocabulary, so they could not understand the message conveyed.

Students' lack of interest in English makes English a language that is considered difficult. So there are many factors that we need to understand as a teacher. By motivating and encouraging students to like English because English is an international language that is very influential on human life. In grade 12 English is a very important lesson because part of the subject in the final score or national exam is an important point to determine graduation.

This research uses library research that comes from books and journals. Before collecting data, researchers made an initial examination of 12th graders. Researchers pick students at random one at a time during the study to be asked what they think of the English language. Interview questions are everyday sentence questions that ask about their ability to speak, their difficulty in speaking, and their personal interest in learning English from the media such as videos.

### 3. RESULT AND DISCUSSION

#### **Implementing Contextual English Video Technique**

The technical creator of this technique was DRS suwartono, explaining that this technique was not only about watching a video, but also involving the students to watch a video as one of the easier techniques for developing speaking skills. Learners who want to increase their talk with this technique must follow some major guidelines. To get the best results in doing this technique, the student must follow every rule and step of the technique without missing any instructions to speak better.

Before performing this technique, there are some considerations a teacher should know. The first is to prepare the best kind of videos to watch. The teacher can prepare all video themes according to the needs of the students, but for the best results of practice, the student must watch the video over and over again. It means that the video has an integrated time setting. This is because video themes use the everyday English conversation styles that people use today.

Another consideration is avoiding certain video themes. Videos without translation that are sometimes difficult for non-english speakers to understand. So it would be difficult for non-english speakers to understand the video.

The final reason is to apply these techniques daily. To get the best results from English videos broadcasts, learners must avoid patterns of English videos at all times in order to achieve precision and fluency in English. Students must implement all the instructions every step. Hence, students are routinely required to apply the technique from each instruction given daily because it takes an intensive time to do so.

Some instructions to apply this technique in order to improve his speaking skills are divided into four meetings that have different steps for each day. The participants must not forget to perform this technique during four meetings without passing any instructed day, this purpose to gain the best results in improving the students' speaking skills. The student must first watch the video the teacher has selected to understand the content of the video. Students may use their native language for temporary subtitled during the watch of the video to make it easier to find the correct words in the video, such as Indonesian citizens using Indonesian. This is a starting stage that students must take before taking the next step in implementing English video techniques.

#### **Sessing 1 Implementing Effortless English Video Technique**

On the first day, the first step to take is word recognition by viewing the first video, which has a length of about a minute or two minutes. Students only need to watch the video by using English subtitles to mother tongue. When they listen to and read subtitled, they must synchronize words based on the sense of words and situations that occur.

Students are also directed to write unknown and difficult words, learners can stop the video and repeat it. Students are encouraged to find meaning in unfamiliar words by using an electronic dictionary or dictionary. Then, if students had discovered difficult words and understood the meaning of those words, they would have to repeat the video to witness the intent of the video. Afterward, they must carefully consider the words in the video because they have written them down and know their meaning. Students could also review the list of words already written to make them familiar with the words they had been struggling with earlier.

#### **Sessing 2 Implementing Effortless English Video Technique**

On the day twofo, researcher focused on the pronunciation in verbatim because the students listened repeatedly and understood the context well during the first session. Next, students studied the situation in context of the verbs in the video. They repeat the sentence according to the situation, even the pronunciation, exercise, and mimics must be adjusted to the situation. The repetition can make students understand wording according to the situation and it will be easy for the students to remember.

#### **Sessing 3 Implementing Effortless English Video Technique**

In the third session the student will watch the video without seeing the subtitles. They can start by tweaking the video. Thereafter, they will adapt the sentences to intonation, emotion, voice, action or movement and pronunciation according to the meaning of the sentence itself. The student must do this technique properly and carefully so as not to err in expressing the phrase. Starting with students hearing the source of the sound from the video and starting to talk like him without reading the subtitle by phrasing the video, so they can focus more on the sound source in the video. They must also pay attention to pronunciation, record sentences that he does not know by repairing them from a dictionary source, and then repeat sentences in order to achieve precision and fluency in speech.

#### **Sessing 4 Implementing Effortless English Video Technique**

Even this technique takes place during four sessions of watching videos, students can apply this technique at school or at home in a simpler and shorter way. One thing students need to understand is an English video that is easily practiced at all times and elsewhere because video viewing is already very easy to do, not just at school. Learners can apply this technique as self-study anywhere without help from teachers or others.

Preparation is the first step the teachers must take to provide some equipment before applying the English video in class. The first thing a teacher has to do is download a video or find a video according to some of the stages, such as a simple, standard, then difficult to complete with a mother tongue. Video should match student age or match student English level capabilities. Teachers should prepare the topic so that it will be more effective to save time than to let the students prepare the topic. Finally, the last thing a teacher needs to prepare is a support tool for a video screening such as a projector and a speaker to support the learning process. The context of this technique is listen, imitate, talk, and practice. The technique is to fix pronunciation in English by using videos as media to learn. Even students can do it with an efficient time and a comfortable place. It doesn't require a teacher or anyone else because it can be a learning process wherever and whenever to master English. If all equipment is ready for use from the projectors, downloaded speakers and videos. It brief, any step on implementing effortless English video technique can be figured as below.

#### **Advantages of Contextual English Video Technique**

As we know together, the use of videos in teaching learning has many advantages. One of them is taking an interest in learning students via the video the teacher plays. Using the video also made it easier for a teacher to deliver learning material to her students. Not only did the video gave benefits for students to improve their speaking skill but it also made the teaching learning process more fun than without contextual video. Quote from an article written by Suwartono(1998), several media that can be used to teach English: "First, with a video it may be a moderate or replay program. This media can be used to help learners in understanding and checking". "Second, the picture on the monitor helps learners understand the program better". "Third, a video player can also be used to record a record. Thus, what might appear to be an exciting program to watch and to film English as its host language for study". "Fourth, because volume (voice) can be set up to zero (invisible), the image on the monitor can be used as a guessing, appealing, and stimulating learner to communicate"

Moreover, the ability to speak English accurately and the accuracy is greater, more natural, more fluent, and more evident after performing this technique. That's because the student has developed a concept of how to speak properly. They are also trained with such aspects as intonation, motion, mimics, accents, and speech. In other words, the disciples will be more sensitive and confident in speaking after they understand the important aspects of speaking eloquently and correctly.

Students also gained a new vocabulary that could enhance oral grammar. They acquire vocabulary they can learn when learners write unfamiliar words from the scene at the beginning of this technique. Afterward, they reviewed the list of words so that the sentence became familiar because they also looked at a dictionary to find out about the meaning of words that they had not previously known.

The researchers came up with the right expression and intonation. Intonation is the resurrection and the sound of voice speaking while emotion is a feeling that can be caused by the situation. When a student hears a high or low voice, it can be said to be an intonation. In this aspect, students must understand the context of meaning in the sentence according to the situation of the sentence. If context tells a sentence, then students must know the sentence when to be uttered. That is, the students also learned sentence patterns and the type of speaking in indirect ways.

In regard to speaking skill, researchers has found several improvements made by the students. Before the implementation of the technique students found it difficult to express their idea because of lack of vocabulary mastery. The vocabulary mastery that was built before they watched the video made them produce sounds actively and freely. The combination between practicing with the contextual material provided in the video and several drills given the teacher have stimulated so far the eagerness of learners to speak in comparison with their speaking performance before treatment.

#### **4. CONCLUSION**

The contextual English video technique was implemented to improve the students speaking skill and the results of the implementation came to several findings. Stages in implementing the techniques covered designing the material, choosing the video that contextualizes with the intended material to be given to the students, setting the treatment on the session basis, evaluating the process and observing feedback. Deliberately, the researcher focuses on two speaking aspects, vocabulary and fluency. In view of speaking skill, students had to have enough vocabulary in order to produce utterances. Focusing on fluency meant that the students were directed to focus on the flow of utterances freely and smoothly. In conclusion, majority of

them got impressed with contextual; video and started to produced utterances and language expression. Initially, the majority of them tended to be reluctant and struggled hard to say the words and to produce utterances. However, The implementation of contextual video techniques minimize their hesitation when speaking as a result of vocabulary building and fluency drilling with the material in the contextual video.

## REFERENCES

- Adnyani, L. D. S. (2014). Penerapan Teknik Role Play Dengan Bantuan Video Pada Mata Kuliah Speaking 2 Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha Tahun Ajaran 2011/2012. *JPI (Jurnal Pendidikan Indonesia)*, 3(1), 313–325. <https://doi.org/10.23887/jpi-undiksha.v3i1.2914>
- Anggayana, I., & Sari, N. (2020). Kemampuan Berbicara Bahasa Inggris Mahasiswa Akomodasi Perhotelan: sebuah Kajian Fonologi. *Jurnal Manajemen Pelayanan Hotel*, 3(1), 8–14. [https://doi.org/10.37484/manajemen\\_pelayanan\\_hotel.v1i1.27](https://doi.org/10.37484/manajemen_pelayanan_hotel.v1i1.27)
- Dewi Kustanti Yadi Prihmayadi. *Jurnal Al-Tsaqafa*, 14(01), 172. *PENGUNAAN MEDIA VIDEO DALAM PEMBELAJARAN 2*. (n.d.).
- Kustanti, D. and Y. P. (2017). PROBLEMATIKA BUDAYA BERBICARA BAHASA INGGRIS
- Simbolon, N. (2014). Pengaruh Pendekatan Pembelajaran Dan Kemampuan Verbal Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sma Negeri 14 Dan 21 Medan. *Jurnal Cakrawala Pendidikan*, 2(2), 225–235. <https://doi.org/10.21831/cp.v2i2.2149>
- Wahya, I. K. (1970). Peningkatan Keterampilan Berbicara Bahasa Inggris Dengan Media Permainan Ulartangga. *Jurnal Santiaji Pendidikan (JSP)*, 1(1), 85–96. <https://doi.org/10.36733/jsp.v1i1.463>