

IMPROVING STUDENTS' SPEAKING ACHIEVEMENT THROUGH VIDEO

Dela Septy Arum, Muhammad Sukirlan, Sudirman
University of Lampung
dellaseptyarum@gmail.com

Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada i) peningkatan yang signifikan dalam pencapaian berbicara siswa setelah penerapan media video, ii) respon siswa terhadap pembelajaran menggunakan video. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian ini adalah 30 siswa tingkat kedua SMA. Pre-tes dan pos-tes dilakukan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa adanya peningkatan yang signifikan dalam pencapaian berbicara siswa setelah penerapan media video dengan tingkat signifikan 0.00. Ini menunjukkan bahwa media video dapat membantu siswa meningkatkan pencapaian berbicara mereka. Mayoritas siswa juga memberikan respon yang positif terhadap pembelajaran berbicara melalui video.

This research was aimed at finding out whether there i) was statistically significant improvement of students' speaking achievement after the implementation of media of video, ii) the students' responses on learning speaking through video. This research was quantitative research. The subjects of this research were 30 students of the second year of SMA. Speaking tests in the forms of the pre-test and the post-test were employed to collect the data. The results showed that there was statistically significant improvement of the students' speaking achievement after the implementation of video with the significant level 0.00. This indicates that media of video help students improve their speaking achievement. The majority of students also showed that they gave positive responses on the process of teaching speaking through video.

Keywords: *improving, speaking, video.*

INTRODUCTION

Speaking is one of the language skills that should be taught by English teacher because it is one of the component of English learning. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability because speaking is a productive skill which involves using speech to express meaning to other people (Spratt, 2005: 34). In addition, speaking is an important skill of English language in conducting communication, students should learn it well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good model. Then, encourage them to practice the language. English teacher can use media and other source in teaching activity. Teacher can use the media to teach or explain difficult material to understand, or to provide cheerful activity and not monotonous.

Besides, the teaching learning process was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It might make the students got bored and lost attention easily. Thus, it is necessary to use various media to solve those problems and the learning objectives can be achieved. For this reason, the technique that is used in this study is retelling story and picture series as a media. Mukaromah (2011:62) states that the use of video as media in the teaching speaking hortatory exposition text is effective. In line with this, Pinandhita (2011) states that retelling technique by using video can improve student's motivation in a speaking class. While, Morrow (1982: 70) stated that speaking is typified as an activity involving two or more people in which the participants both hearers and speakers have to react what they hear. From these definitions about speaking, it can be inferred that that speaking is about communication and interaction. In short, speaking is a measurement of someone's language ability. It can be said that listener can find out or even can evaluate language ability of someone through speaking.

Most of the research of using video above were improving speaking in junior high school. So, in this research, the researcher took senior high school as the sample. The researcher also chose the animation video of narrative text which was popular with students as the media. The popular story from video could make the students easier to produce the sentences in speaking. The researcher also used discussion as the technique to support teaching and learning using video. Retelling narrative monologue was chosen as the kind of speaking in this research. Furthermore, the researcher used quantitative research to find out which aspects of speaking that improve the most after being taught through video and the researcher also wanted to know what students' response toward the using of video. The participants of this research were the second grade of students in SMAN 1 Gadingrejo.

METHODS

This study was a quantitative research which used a one group pretest-posttest design. It was applied to see the improvement after the implementation of the media of video. This research was conducted at the second year of SMAN 1 Gadingrejo in the academic year of 2017/2018. The class chosen as the sample by using lottery method was Class XI IPA 4 which consisted of 30 students. The instrument of this research was a speaking test and also questionnaire. In the pretest, the students were assigned to retell a text orally by using their own words. After the teacher gave the pretest, the students were given treatments by using the media of video. Then, the posttest was given to the students to evaluate their ability in speaking achievement after the implementation of media of video. This posttest was similar to the pretest. Both students' pretest and posttest were recorded by the cellphone. An inter-rater was also asked to measure the reliability of the test. After that, the scores were analyzed by using SPSS.

RESULTS AND DISCUSSIONS

Result

The result from the calculation by using *Paired Samples T-test* (SPSS 19) shows the mean scores of pretest and posttest improved from 58.13 to 71.93. The improvement in each aspect can be seen in the following table.

Table 1. Improvement of Improvement of Speaking Achievement

No	Aspect of Speaking	Pretest	Posttest	Gain
1	Pronunciation	9.33	10.13	0.97
2	Grammar	11.46	14.46	3
3	Vocabulary	10.93	12.13	1.2
4	Fluency	12.26	17.4	5.14
5	Comprehension	14.13	17.8	3.67
	Total	58.13	71.93	13.80

Table 1 shows the improvement of the students' scores in speaking aspects from the pretest to the posttest. Nevertheless, before it was done, the researcher made sure that the data were taken randomly, normally distributed, and homogeneous sample. Then, it can be seen that the result of t-test shows that t-value is 18.890 and the two tail significance show that $p < 0.05$ ($p = .000$). It can be inferred that H1 is accepted and H0 is rejected since $0.000 < 0.05$. The table shows that there is a significant improvement on students speaking achievement after the media of video implemented which fluency was the higher aspect that improve the most. Thus, the hypothesis is accepted.

The students' responses towards the implementing of the using of video in teaching speaking showed that the statement, "I am glad to learn English, especially narrative text using video" was the highest among the twenty items. It could be inferred that the media of video made students glad to learn English, especially narrative text using video because it could omit their boredom while the process of teaching learning.

Discussions

The research findings showed that the implementation of video in teaching speaking had given a positive effect of the students' speaking achievement. In other words, the media of video could improve students' speaking achievement. It can be seen from the comparison of the mean scores of pretest and posttest in which the difference is 13.800 (from 5558.13 to 71.93). This study also analyzed the improvement of each aspect of speaking. The gain was obtained in each aspect, they were: pronunciation (0.97), grammar (3), vocabulary (1.2), fluency (5.14) and comprehension (3.67). The data of the research revealed that the aspect which improved the most was fluency.

Retelling monologue narrative story using video can be used to improve students' speaking achievement. Through video, students are actively involved in the learning process. The students can express their ideas, rearrange the story by using their own words. This media can improve the students' motivation in learning English. The students can be more happy and relax and it can reduce their anxiety to speak English. This finding is also in line with the research conducted by Puji (2014:5) that there were a lot of types of media that could be used as the media of teaching and learning process especially in speaking, one of them is video. Video made an interesting learning process but not only that it also increase student motivation to mastered speaking skills. Video also could be found easily and it closes to the students' life. She also states "The conclusion was that the video can be used to improve the students speaking skills. The improvement could be seen through the students' aachievement that was improved in the fluency of their speaking result".

Regarding to the improvement of students improvement in speaking, the questionnaire was administrated in order to know the students' opinion towards the using of video. The students enthusiastically responded to the questions that researcher gave and feedback given by the researcher concerning narrative text. It is in line with the result of the questionnaire in which most of the students

approved that video made them happy to learn English because it could omit their boredom in learning English. Therefore, the result of questionnaire showed that the students gave positive response to the using of video in learning speaking. Their positive response proved that they could understand the context of story easily by using the video. Moreover, video can make them more fun to learn English, so they can follow the teaching learning easily. So, the result showed that the video has given positive effect for helping students' difficulty in understanding the story of narrative text and can omit the boredom in learning English.

Finally, according to the explanation above, it can be inferred that the implementation of the media of video can improve students' speaking skill. By using video, the students are helped to be fluent in speaking and to express their ideas in front of the class by using their own words.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to the discussion of the research findings in the previous chapters, the following points of conclusions are cited. First, there is significant improvement of students' speaking skill after being taught by video. It can be seen from the p-value is $.000 < 0.05$. It means that H1 is accepted. It can also be seen from the post-test score after the researcher conducted the treatment. It can be seen from the mean of the pre-test is 58.13 and then the mean of the post-test is 71.93. It can be concluded that the students' speaking skills are improved. In addition, the use of video could also improve the students' skill in five aspects of speaking, namely, pronunciation, vocabulary, grammar, fluency, and comprehension by seeing the analysis of the students' works in the post-test in each aspect.

Second, the use of video in teaching speaking could find out the aspect of speaking that improves the most. Based on seeing the analysis of students' works in pre-test and post-test on each aspect of speaking, it could be found that fluency was the aspect that improves the most than others.

Third, the use of video in teaching speaking could give positive responses in students' speaking achievement. The media of video could omit the boredom of students in learning English.

Suggestions

Considering the advantages of retelling story technique by using picture series, the researcher suggests that English teachers apply the use of video as an alternative technique to improve the students' speaking achievement. This is because the media can help the students to share their own ideas by using their own words and their own way.

Furthermore, in this study, narrative text was employed as the another media to measure the improvement of students' speaking achievement after the implementation of video. Further reseachers can try to apply the using of video with another kind of text, descriptive text and report text for instances.

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