
USE TECHNOLOGY IN DEVOLOPING ENGLISH SPEAKING CLUB AT STMIK ROYAL

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Abstract: The study is aimed to find out whether there is a significant difference in the speaking ability between the First Semester of STMIK Royal in Kisaran who were taught by Technology video and those who were not, in the academic year of 2016/2017. This research was classified as a quasi-experimental study. It involved 68 students of two groups for mojing information System, semester 1 for class G as the experimental group and Class H as the control group. The experimental group was taught using video, whereas the control group was taught using the module-based technique for English Speaking Club (ESC) at STMIK Royal in Kisaran. The results of the research show that there is a significant difference in the English speaking Club (ESC) between the students who were taught by video and those who were taught by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). Therefore, the hypothesis of this study is accepted. It means that the video technique significantly improves the students' speaking ability in the English teaching at Stmik Royal in Kisaran for ESC.

Keywords: english language teaching, technology video, english speaking club

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan berbicara mahasiswa Semester I STMIK Royal di Kisaran yang diajarkan dengan menggunakan Teknologi video atau yang tidak ada, pada tahun akademik 2016/2017. Penelitian ini tergolong penelitian kuasi-eksperimental. Ini melibatkan 68 siswa dari dua kelompok untuk jurusan Sistem informasi, semester 1 kelas G sebagai kelompok eksperimen dan Kelas H sebagai kelompok kontrol. Kelompok eksperimen diajar menggunakan video, sedangkan kelompok kontrol diajar dengan menggunakan teknik berbasis modul untuk English Speaking Club (ESC) di STMIK Royal di Kisaran. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan dalam klub Bahasa Inggris (ESC) antara siswa yang diajar oleh video dan mereka yang diajar dengan menggunakan teknik berbasis buku teks. Nilai signifikansi yang dihitung 0,000 lebih kecil dari 0,05 ($P\text{-value} = 0,000 < 0,05$). Oleh karena itu, hipotesis penelitian ini diterima. Ini berarti bahwa teknik video secara signifikan meningkatkan kemampuan berbicara siswa dalam pengajaran bahasa Inggris di Stmik Royal di Kisaran untuk ESC.

Kata kunci: mengajar bahasa inggris, teknologi video, klub bahasa inggris

INTRODUCTION

It is well known that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, The first reason for this is that English becomes the major language used in the global communication. Secondly, most information now is written and delivered in English. Thus the need to master English is very essential, both in speaking and writing.

English is a foreign language that college students do not use in their daily communication. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar. Beside, motivation is very essential during the learning speaking process. If college students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process. Moreover, practicing English regularly is needed to improve college students' speaking ability and it needs high motivation of the students. Lecturer play important roles to support and to help their students practice English in class. Lecturer must be creative in creating appropriate and interesting activities to help their college students improve their oral production. Of course, they should consider the students' interest which determines whether the activities are appropriate or not. lecturer should be careful in selecting activities in English Speaking Club (ESC) .

Based on the result of an observation for *English Speaking Club* (ESC) at Stmik Royal in Kisaran, there were problems of speaking English in the first semester for college students. They rarely had opportunity to speak English to communicate with others and to share their ideas in the class. Speaking English was difficult for them, but the lecturer did not give much attention to it. They had

boring activities in the English class. The lecturer used module-based technique and reading aloud from book when teaching English. Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the teacher was the only source. They also lacked of self-confidence and motivation. They tended to be passive and merely listened to the lecturer. The lecturer controlled most of the activities and used minimum media to support the teaching of speaking. The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role.

In the other side with this, Richards and Renandya (2002) state that a possible way of stimulating college students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. There are some reasons for using video in teaching speaking. First, video includes audio visuals that are interesting for college students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience.

The use of media in the process of teaching speaking will be helpful in determining the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chose video as an alternative way to help students improve their speaking skill.

METHOD

Technology and English language education are related to each other. During the sixties and seventies of the last century English language learning laboratories were being used in various educational institutions.

This research can be classified as a quasi-experimental research type. The research employed the pre-test and post-test design. It was an intact group pre-test – post-test design involving a group of students in the experimental group and those in the control group.

The experimental group was given the special treatment using video. The control group was given the conventional technique without video, namely textbook-based as the teacher usually does. The research involved the independent variable and the dependent variable. The independent variable was the treatment consisting of two levels, the treatment with video in the *experimental group* and the treatment with the conventional technique in the *control group*. Meanwhile, the dependent variable was the students' speaking skill for ESC. The table below shows the design of the research.

The researcher took two classes as the sample of the research. The research sample was selected by the cluster random technique. It is the sample selection in which all members of the population are naturally grouped in units (Wiersma and Jurs, 2009: 355). STMIK has two majoring they are information System and technique computer so that the reseacher take the sample for majoring information system. The researcher used random selection to determine which class will be the experimental group and the control group. From the existing

population, the researcher took two classes as the experimental class and the control class. After the sampling selection for mojoring information System at first semester for class G as the experimental group and Class H as the control group.

The sample above was divided into two groups. The first group was class G as the experimental group and the second group was class H as the control group. The experimental group was given the video method in their speaking activities. The researcher made module and some activities for every meeting. The control group was given the same materials but without using video in their speaking activities. The students read from the book and the lecturer gave short explanation. Then, the students made a conversation with their peer to present it in front of the class. The table below shows the distribution of treatment in the research.

Table 1. The Research Sample by Class

Majoring	Class	Number of Students
Information System	G	33
Information System	H	35

Since the study was quasi-experimental, the instruments to collect the data were a pre-test and a post-test. The collected data were the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test were used to see the English speaking Club of both classes before the treatment. On the other hand, the scores from the post-test were used to measure whether the implemented method affected

Table 2. The Design of the Research

Group	Independent variable	Dependent variable
Experimental group	Video technique	Students' speaking ability
Control group	Conventional technique	Students' speaking ability

the experimental group or not.

In this research study, the speaking test served as the research instrument. The speaking test was held twice, in the pre-test and the post-test. It was used to reveal the significant difference in the English speaking Club between the first semester of college students who were taught by using video and those who were not. In formulating the test instrument, the points to be considered are the relevance of the test instruments to the purpose of the study. The test was intended to measure students' speaking ability especially for English Speaking Club (ESC) before and after the treatment. The speaking tests for the first semester of STMIK Royal. The researcher took some sources from some English books and the internet, the instrument was a group of oral assessment in the form of simple transactional and interpersonal conversation/dialogues. The test was given twice. The first test was used to gain the pre-test score before the treatment and the second was used to gain the post-test score after the treatment. The score of the test was based on criteria on the speaking test rubric adapted from Blaz (2001). The contents of the rubric are task completion, comprehensibility, fluency, pronunciation, and vocabulary.

RESULTS AND DISCUSSION

The results of the case study showed that most of the students prefer the use of technology, especially computers, in developing their second language skills. Test of distribution normality was aimed to find out whether or not the collected data showed a normal distribution. In this study, the formula used to test the normality of the data is Kolmogorov-Smirnov formula. The data tested are the pre-test and the post-test data in the experimental class and the control class. If the result showed the index $(P) > 0.05$ (α : 5%), the data in this

study were normally distributed (Carver 2012: 140). While the test for normality of the post-test data is $0.411 > 0.05$ (α : 5%). The whole calculation produces have index $(P) > 0.05$ (α : 5%).

After the categorization of the speaking ability scores of the experimental group using the formula, the frequency were obtained, resulting 7 for "good" category, 25 for "average" category, and 0 for "low" category. In the form of percentage, the results show that "good" category reached 21.9%, "average" category reached 78.1%, and "low" category was 0%. Considering the data above, it was clearly seen that for the student speaking ability in the pre-test scores from the experimental group, the scores are dominantly on the average level.

After the data of the student speaking ability scores from experimental group gained using the formula, the frequencies were found out. The result shows that the total students who got "good" category were 21. Meanwhile, the students who got "average" category were 11 and the students who got "low" category were 0. In terms of percentage, the "good" category reached 34.4%. Meanwhile, the "average" category reached 65.6% as the highest percentage and the "low" category was 0% as the lowest percentage.

After applying the formula in categorizing the student scores, the frequencies were found out and the result showed that the frequency of the "good" category was 0, the frequency of the "average" category was 35, and the frequency of the "low" category was 1. Meanwhile, in terms of percentage, it can be seen that the "good" category reached 0%, the "average" category reached 97.2%, and the "low" category was only 2.8%.

The data of the control group showed that the frequency of the "good" category was 1, the frequency of the "average" category was 35 and the

Table 3. The Experimental Group's Categorization Result

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	21	65.6%	65.6%	65.6%
Good	11	34.4%	34.4%	100.0%
Total	32	100.0%	100.0%	

Table 4. The Control Group's Categorization Result

Categories	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	2.8%	2.8%	2.8%
Good	35	97.2%	97.2%	100.0%
Total	36	100.0%	100.0%	

frequency of the “low” category was 0. For the percentage, the “good” category got 2.8%, the “average” category as the most dominant got 97.2% and the “low” category got 0%.

The alternative hypothesis (H_a) proposed in this research is “there is a significant difference in the English Speaking Club (ESC) of between the first students of STMIK Royal who were taught by using video and those who were not”. For the purposes of testing, an alternative hypothesis is converted into null hypothesis (H_0) so that it is “there is no significant difference in the the English Speaking Club (ESC) of between the first students of STMIK Royal who were taught by using video and those who were not taught by video”. If the Significance (2-tailed) calculated is smaller than 0.05, then H_0 is rejected and H_a accepted.

CONCLUSION

The conclusion of this research study is supported by three findings. The pre-test result of the experimental class revealed that the mean score was 13.72.

Meanwhile, the post-test result showed that the mean score was 14.38. It improved by 0.66 points. The “good” category improved from 21.9% to 34.4%. It improved by 12.5 %. It can be concluded that the students’ speaking ability of the experimental group was significantly improved. The pre-test result of the control class illustrated that the mean was 12.25. Meanwhile, the mean score for the post-test was 12.33. It improved by 0.08 points. The “good” category improved from 0% to 2.8%. It can be concluded that the students’ speaking ability of the control group was slightly improved.

The post-test result showed that the mean score of the experimental class was higher than the control class. The mean score of experimental group in the post-test was 14.38 while the control group was 12.33. Then, the “good” category student of the experimental group in the post-test was 34.4% also higher than the control group that was 2.8%. It means that in teaching English Speaking Club, students who were taught by using video had higher scores than those who were not.

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