

THE EFFECT OF USING VIDEO AS A MEDIA TOWARD STUDENTS' SPEAKING SKILL

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ABSTRACT

This research aims to find out whether an effect of using video as a media toward students' speaking skill at tenth grade of SMA 1 SALO, in academic year of 2017/2018. This research was classified as a quasi-experimental method. It involved 54 students of two groups. The experimental group was taught by using video and control group was taught using the conventional method. The data were obtained by using pre-test and post-test. After the data were tested and found to be normal but not homogeneous, the hypothesis was tested using the ANOVA test. The results of the research show that there is an effect in the speaking skill between the students who were taught by using video and those who were taught by using the conventional method. In ANOVA test it can be seen that ($F\text{-value} = 53,209 > F\text{-table} = 2,380$ or $\text{sig} = 0.000 < 0.05$), and Significance (2-tailed) calculated (0.000) is smaller than 0.05. Therefore, the hypothesis of this study is accepted. In conclusion, the use of video as a media gave an effect to the students' speaking skill in English teaching at SMA 1 SALO.

Keyword: *Speaking skill, Video, Media.*

Introduction

Based on the result of the observation in SMA 1 SALO, Kampar, there were problems of speaking English at tenth grade students because of several problems. First, 84, 6 % a students are rarely speak English to communicate with others because they are shy, nervous and afraid of being criticized with other students and teacher. Second, 88 % the students are confused and not know a word to say because they have limited and poor vocabulary. The third problem relates to the teacher, based on the teacher experience, the teacher used textbook-based technique and rarely used media to support her / his teaching. Considering the facts, we can infer that the teacher used text book-based technique and rarely used media to support their teaching. There is a way to convince the student that learn English can be fun and entertaining. The teacher can gives an interesting strategies or media in the teaching and learning process which facilitate their needs to practice speaking. In this research, the researcher wants to give an effect of using video as a media in teaching speaking for the grade tenth because there is so many

kinds of media and one of them is video. According to Richards & Renandya (2002) that a possible way stimulating 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. Video as a media is sound easy and simple, but in fact that the teacher is rarely use video in their teaching activities because they are lazy to find a video and it is hard to find it. Video is a media that can be used to entertain the students and fun to learn speaking English. There are some reasons why use video as media, because video have more than one purpose it is depending of the material. The use of video as a media in students' speaking skill help to stimulate and motivate them to speak. That is why the researcher chose video as a media is an alternative way to help the students to increase their speaking skill and the researcher wants to conduct the research with the title "The Effect of Using Video as a Media toward Students Speaking Skill at Tenth Grade in SMA 1 SALO".

Speaking is one of the important skills and there are many definitions of speaking that have been proposed by some experts in language learning. Marleni (2016) states that speaking is an important skill in expressing idea in communication. According to Richards and Renandya (2002: 204) effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. In addition we can infer that speaking is not only to have a coversation but also oral communication that can express their feeling and opinion directly. Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. Teaching speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural from another country. Tuan (2012:1) adds the procedure of this method involves the separation of the various features of a discourse. It is used to see the strengths or

weaknesses and detailed feedback from students' performances.

The Scoring rubric proposed by David P. Harris as it is cited in Narnia (2011: 27). Richards and Renandya (2002) suggest some guidelines to help the teacher planning video lessons effectively and exploit the video material to its utmost effect. In this research, the researcher use planning activity for three stage when the teachers can promote active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing from Richards and Renanya (2002). According to James Wilson (1977:1), media is the resources for learning that you and your students use can influence the effectiveness of your instructional program. It means, using media with creativity will give an effectiveness in the teaching and learning process. There are some related researches which study about the use of video as a media in teaching and learning English Speaking. One of them is research by Arum Mustikawati (2013) with title *The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo* " was to find out whether there is a significant difference in the speaking ability between the eighth grade students of SMP N 1 Manisrenggo who were taught by using video (video clips) and those who were not (text-book). In this research, the writer used a quasi-experimental study and the data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. The results of the research showed that there was a significant difference in the speaking ability 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 ($P\text{-value} = 0.000 < 0.05$). It means that the video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo.

Next, Yunita, Lia Selfia (2015) did *The Effectiveness of Using Video YouTube toward Students' Speaking Ability at the Second Grade of MTs PSM Mirigambar Tulungagung*. She wanted to find out the students' speaking score before being taught by using video YouTube, the students' speaking score after being taught by using video YouTube and significant difference score before and after being taught by using video YouTube. In this research the researcher method was pre-experimental, design using quantitative approach, the population of this study was all students of MTs PSM Mirigambar Tulungagung, the research instruments was test (pre-test and post-test) and

the data analysis of research is T-Test. the result of t Count that she has got in spss 16.0, T Count is by comparing the t Table 6.895 and value of t Table on the score table t 0,01. It was concluded that video YouTube is effective media to improve the students' speaking ability,

From the explanation above, we can infer that there are some differences between the research. From the both researchers used a kinds of video in their research. They have different purposes and results of the researches, but both of the previous researches it was experimental research. Furthermore, in this reseach the researcher will use all kinds of video that can be used as a media in teaching and learning English. So, the researcher investigated to find out whether video as a media give better result to the students speaking skill at SMA N 1 SALO kampar.

Method

The type of this research is quasi experiment. According to Gay and Airasian (2000:367) "quasi experimental research is one of the types of research that test hypothesis to establish relationship cause and effect." It means that quasi experimental research is a research that is purposed to investigate cause and effect of the research.

In this experimental research involves two groups, experimental group and control group. Experimental group use video as media in learning English, especially in speaking and the control group teach by conventional technique. To take the experimental group and control group, the researcher took a suggestion from the teacher.

In teaching and learning process, the differences between experimental and control group were only about the media that was used. The material were the same, but the time allocation depend on the schedule of the school and the researcher will conduct a post- test as a speaking test in the end of study. The tests were given to both of the group. The name of this type of design was the nonequivalent control group or pre test post test control group.

The Population and Sample of the research

The population of this research is all of the tenth grade students of SMA Negeri 1 Salo and have 6 classess for tenth grade, the school have five of tenth grade classes with 139 students. They are X sience 1 by 21 students, X Sience 2 by 24 students, X Science 3 by 23 students, X Social 1 by 24 students, X Social 2 by 24 students, and X Social 3 of 23 students in academic year 2017/2018. Based on the population, it was impossible

to use all the population as the sample due to some considerations. The researcher took two classes as the sample of the research. The sample was selected by suggestion giving by the teacher to took a two classes as the experimental class and the control class, such as X Science 2 was selected as the experimental class and X Science 1 as the control class.

Technique of Collecting Data

In this research, the data were collected about one month. Since this research was quasi-experimental, to collect the data have pre test, treatment and post-test. The data was the scores from the pre test and post test of both the experimental group and the control group. The scores from Pre test was used to see the speaking skill of both classes before the treatment. On the other hand, the scores from the post- test was used to measure whether the implemented media affected the experimental group or not. The observation result was compared to the test result in order to find out the effect by using video of the students' speaking skills.

The Technique of Analyzing Data

After collecting the data, the data analyzed by some analysis namely normality testing, homogeneity testing and hypothesis testing.

Normality testing

The normality testing can be analyzed by using Kolmogorov-Smirnov in SPSS 20.0. The data were considered normal if the value $> 0,05$.

Homogeneity testing

The homogeneity was analyzed by Levene's Test, which is simply one-way analysis of variance on the absolute deviation of each score from the mean for the group (Cramer, 2003:149).

Hypothesis testing

The hypothesis testing was analyzed by using ANOVA to see if there any effect in students speaking skill at tenth grade of SMA N 1 SALO who are taught by using video as a media and who were not taught by using video.

Finding and Discussion

In this research, there were two classes which were used as the sample of the study. The first class was X IPA 1 as the control group and the second one was X IPA 2 as the experimental group. They were chosen by suggestion from the teacher. The control group was given a conventional technique the teacher often used, the textbook-based speaking. Meanwhile, the experimental group was given videos as the media in teaching speaking.

The researcher administrated a test before and after giving the treatments to both groups to get the scores of students' speaking skill. Both control and experimental groups were given two types of test. They were the pre-test, the test before giving the treatment, and the post-test, the test after getting a treatment. After obtaining the pre-test and post-test scores from both groups, the researcher used the formula for students' speaking score.

Table 1: The Categorizing Formula

Score	Criteria
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
0 – 40	Poor

From the table of the formula above, it can be seen that the student speaking skill score is categorized as “excellent” if the score is 81-100. Meanwhile, the student speaking skill scores is considered as “good” if the score is 61-80. Then, when the student speaking skill score is 41-60, the score is assumed as “Enough/fair”. But when the score is less than 40, it's categorized as “poor”.

The Categorization of Experimental Group's Pre-Test Scores

The aimed of pre-test for the experimental group was to find out the student speaking ability scores before the researcher gave the treatment. The result showed that the students had different level in speaking based on the scores that had been collected.

After the categorization of the speaking scores of the experimental group from the formula, the frequency were received, for “poor” category, resulting 22 students, and 2 for “fair” category and for a “good” and “excellent” category was 0. In

the form of percentage, the results showed that “poor” category reached 91,7%, for a “fair” category was 8,3% and for a “good” and “excellent” category was 0%. Considering the data above, it can be seen that for the student speaking skill in the pre-test scores from the experimental group, the scores mostly on the poor level.

Table 2.

Figure 1. The Categorization of the experimental Group’s Pre-Test

2. The Categorization of Experimental Group’s Post test Scores

In order to find out the students’ speaking skill scores after the treatment in the experimental group was a post test. Normally, the scores were better than the pre-test scores. Considering from the student post-test scores, it can be seen that there was an improvement of the student speaking scores.

The data of the student speaking scores from experimental group gained after using the formula, the result showed that the total students who got “poor” category, resulting 17, then, 7 for “fair” category and for a “good” and “excellent” category was 0. In the form of percentage, the results showed that “poor” category reached 70,8 % as the highest percentage and “fair” category was 29,2 % and for a “good” and “excellent” category was 0% as the lowest percentage.

Table 3.

The Experimental Group’s Post-Test Categorization Result

pre_test_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	17	81,0	81,0	81,0
Valid Fair	4	19,0	19,0	100,0
Total	21	100,0	100,0	

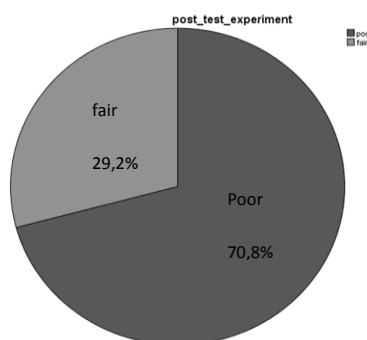


Figure 2. The Categorization of the Experimental Group's Post-Test

3. The Categorization of Control Group's Pre-Test Scores

The control group pre-test as the same as the pre-test of the experimental group, it was also conducted to find out the student's speaking skill scores of the control group. The frequencies were found after applying the formula in categorizing the student scores and the result showed that the frequency of the "poor" category was 17, for the frequency of the "fair" category was 4 and for a "good" and "excellent" category was 0. Meanwhile, in terms of percentage, the "poor" category reached 81%, for the "fair" category was only 19% and for a "good" and "excellent" category was 0% it can be seen on table below.

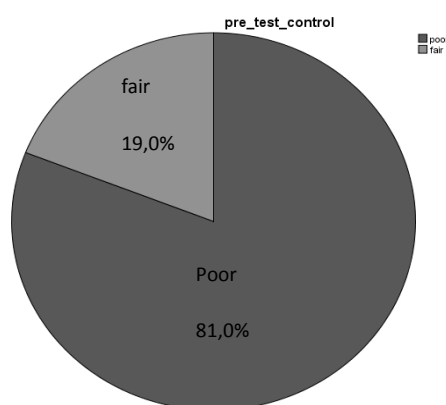


Figure 3. The Categorization of the Control Group's Pre-Test

The Categorization of Control Group's Post-test Scores

In order to find out the student speaking skill scores after conducting control group teaching and learning process. The result of the post-test scores, it was used as comparison to the data of experimental group post test score to measure the effectiveness of the method that the researcher used in this research. The data of the control group showed that the frequency of the "poor" category was 16, for the frequency of the "fair" category was 5 and for a "good" and "excellent" category was 0. For the percentage, the "poor" category got 76,2% , for the "fair" category got 23,8% and for a "good" and "excellent" category was 0%.

In this discussion of the research, the researcher, analyzed the obtained data by using SPSS 20.0 with the selected formulas "How is the Effect of using video as a media toward students' speaking skill at tenth grade in SMA 1 SALO". Reseacher found that there was a prove that support the hypothesis that researcher formulated before. The proves were in the form of numeric data based on the analyzing process. The data were collected before (pre-test) and after (post-test) conducting the experiment in SMA N 1 SALO by using videos as a media in the experimental class and using conventional technique in the control class.

The researcher conducted analysis test consisted of normality test, homogeneity test, validity test, reliability test and hypothesis test. The normality test was used to test whether the distribution of data consistent with the normal distribution is normal or not. Beside testing the normal distribution of data, it was also necessary to test whether the variance of data were homogeneous or not. The test an instrument was appropriate or not to measure the research variables was with validity test. Then, the reliability test was used to test the instrument reliability.

The first result, a normality test result showed that the whole calculation got index > 0.05 (α : 5%). It can be stated that the data used in this study were normally distributed. The second result was the test of homogeneity of variance resulted that F-value (F_o) were 4,425 are bigger than F-table (F_t) = 2,123. It can be said that the distribution of the pre-test and the post-test data was not homogeneous. The third result, the validity of the instrument was good because it was suitable with the content validity and the construct validity, and was already consulted with expert (the writer's supervising lecturers). The third result was a reliability analysis showed that

the instruments used in this study got a high level of reliability (0.967) and for the final result was hypothesis test showed that there is a significant difference in the speaking skill by using video as a media between the tenth grade of SMA N 1 SALO. In the ANOVA test it can be seen that ($F\text{-value} = 53,209 > F\text{-table} = 2,380$ or $\text{sig} = 0.000 < 0.05$), and Significancy (2-tailed) calculated (0.000) is smaller than 0.05. It can be concluded that H_0 is rejected and H_a is accepted. H_0 which said, "There is no effect on students' speaking skill by using video as a media at tenth grade of SMA Negeri 1 Salo is rejected. Thus, H_a which said, "There is an effect on students' speaking skill by using video as a media at tenth grade of SMA Negeri 1 Salo" is accepted.

From those proves above, it can be concluded that most of the students get a "poor" category was 17 students' from the experimental class in speaking skill, it is because speaking it was not an easy task and difficult to learn in Indonesia as a foreign language. There were some indicators that have problem such as pronunciation and fluency. Pronunciation was one of the most problem the students have in this research, by using video as a media it's good for their stimulation in pronunciation and communication. Seidlhofer (2001) stated that communicative pronunciation tasks were hardly used in the observed lessons, even though we are living the era of CLT. in fact, CLT and pronunciation teaching is a complicated combination, as CLT directs the learners' attention to communication and away from form, but a certain formal aspect, such as pronunciation, can be difficult to learn unless one pays attention to it. This is also demonstrated in Elliott (1995, 1997).

Busa (2010) also adds that students can improve their communication skills during a course if oral communication is a regular feature in ELT enhanced by the use of multimodality resources such as video. Cakir (2006) states that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. That is why they have to listen more on the visual aspects such as the use of videos to increase students' speaking skill by watching English video and listening to music or recorder very often, the students always practice and try to pronounce it and it's not only that, they have to always practice every time, everywhere and anywhere. They have to make the class more like a place for learners to rehearse their speaking and pronunciation in communicative skills, such as drama, role play, story telling and they need in the real-life world situation.

CONCLUSION

The conclusion of this research is to answer the formulation of the problem “How is the Effect of using video as a media toward students’ speaking skill at grade tenth in SMA 1 SALO”. The post-test result showed that the mean score of the experimental class was lower than the control class. The mean score of experimental group in the post-test was 37,83 while the control group was 39,81. But, the points of the research of experimental was higher than control group. It can be seen by 2,33 with 0,57 points. Then, the “fair” category student of the experimental group in the post-test was 20,9% , it was higher than the control group that was 4,8%. It means that in teaching speaking, students who were taught by using video as a media had higher scores than those who were not.

Based on the findings of the analysis it can be concluded that there was an effect in the speaking skill between the tenth grade students of SMA N 1 SALO who are taught by using video as a media and those who are not. The analysis showed that Significance (2-tailed) calculated (0.000) is smaller than 0.05 then H_0 is rejected and H_a accepted. Therefore, the hypothesis, “There is an effect on students’ speaking skill by using video as a media at tenth grade of SMA Negeri 1 Salo” was accepted.

SUGGESTION

Based on the research, the researcher may give some suggestions, for the teachers : The teacher should be more active and creative in using media on the visual aspects such as the use of videos to improve students’ speaking skill, for the school : the school should give a students more practices english at school, and more time to study english specially using a video as learning media very often and make an english club and for the other researchers :They can develop the research further by adding other variables that influence speaking skill such as educative games and english drama.

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