THE IMPLEMENTATION VIDEO TO IMPROVE SPEAKING SKILL

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Abstract
The objectives of this study are to describe the teacher implementation of video as teaching media and to describe the improvement of students’ speaking skill of grade VIII F of SMP Negeri 9 Purworejo after being taught in the academic year of 2018/2019. This research was classified as classroom observation research. It was conducted in four meetings from March until May 2019. The subjects of this research were 29 students of class VIII C of SMP Negeri 9 Purworejo. The research was classroom observation research and used qualitative descriptive as the method of analyzing data. The qualitative data were obtained through observations and documentation. The researcher observed the teacher taught students with video as learning media in the class. The videos were given from the teacher helped the students to improve their speaking skills especially in pronunciation, grammar, expressions, vocabulary, fluency, body language, fluency, and still many things. The students could learn English better in the real situation as they got appropriate models of speaking English through video. The students speaking skills were measured the mean score before being taught with video was 54.17 and the mean score after being taught with video was 70.24. So there was an improvement in speaking skill after using video.

Keywords: Implementation, Video, Speaking Skill

INTRODUCTION
Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic of the target language. Students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In speaking, the use of body language is great to help the listeners to understand the intended message. Besides, they should also be aware of the social and cultural rules that apply in the various context of communication as well as of the strategies employed during the process of communication.

The researcher found some problems were still found in the students’ English speaking abilities. The students are not interested in speaking. Meanwhile, in the teaching-learning process, the teacher just explains the material to teach and the students do not understand the language used. Students cannot improve their creativity and imagination. Many students feel bored in the learning process. Finally, the class was monotonous and less fun learning activities. Based on the conditions
above, it could be concluded that the students’ speaking skills were low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, besides of pronunciation, the richness of vocabulary was also important. Their competencies in grammar were also poor. Therefore, they preferred to be silent and not fully participate in classroom activities. Besides, the classroom activities were less motivating the students in learning. The researcher assumes that learning will be more meaningful when students get involve actively, they will retain more course content for a longer time and can apply that material in a broader range of context. Furthermore, to improve speaking skills, we need to have many students talking, asking, doing discussions, and practicing about some English dialogues because in speaking English the students have to practice their tongue as often as they can.

To solve the problems above, the research team agreed to work collaboratively to overcome the problems and to improve the speaking skills of grade VIII F students of SMP Negeri 9 Purworejo through video as a learning media to help students improve speaking skill. According to (Arsyad 2011: 59), the advantages of videos can complement the basic experience of students when they read, discuss, practice and others. Videos serve, for illustration, develop students’ imaginations, accommodate their interests, stimulate them to express ideas and also make the learning process more interesting and entertaining, increase vocabulary knowledge through video shows that are in accordance with the theme of learning, besides that videos also help students to improve pronunciation and grammar through conversations that are displayed in the video.

1. Speaking Skill

According to Pollard (2008, p.34) speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. Another expert, Hamer (2007, p.45) states that getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. Sometimes it is the organisation of the task which is at fault. But a problem that occurs more often than any these is the natural reluctance of some students to speak and to take part. In such situations the role(s) that teachers play will be crucial. Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front other people, especially when they are being asked to give
personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

2. Videos

The use videotapes has been a common feature in language teaching many years. It is rare, these days for a publisher to produce a major coursebook without a video component added in, and teachers frequently enliven their classes with off-air material or tape produced for language learning, (Hamer, 2001, p.297). According to Hamer (2001, p.297) above some reasons using video as teaching media.

METHOD

The study was conducted at grade VIIIF of SMP Negeri 9 Banyurip, Purworejo, 29th Maret until 3rd May 2019 in the academic year of 2018/2019 based on the academic calendar and class schedule. This study was held four times in order to find the implementation of video to teach speaking. In the first meeting, the second the teacher gave a brief explanation about the technique of speaking performances. She also gave an example of recount text to the students, so that it made the students knew more about spoken recount text. At the next meeting, the teacher gave time to the students to discuss with their pair about the experience in the past because the material was recount text. The researcher was not taken part during the students’ preparation. After the discussion, the students were reminded that they could do the taping at home. The students did so in the third and fourth meeting. The researcher observed all the teaching learning processes and took notes for the teacher and students’ activities in the classroom. He also observed students’ spoken recount in each performances.

This study is qualitative research. As states in problems of the study, this study is conduct to describe the use of video to improve speaking skill that use by the teacher. Thus, in this study, the researcher used descriptive research.

To collect the data, the researcher choose classroom observation, it is defined as a process by which the observer sat on one or more classroom sessions, recorded instructor’s teaching practice and students actions, and then met the instructor to discuss the observations. There were two data of the study. The first data in the form of the teacher’s actions during practice using video in teaching speaking recount text; it was taken from observation sheet. The second data were the results of the students’ tasks. It was in the form of video of students’ performance. The instruments for collecting the data will be in forms of observation checklist/observation sheet, field notes, documentation, and scoring rubric.

The study used descriptive qualitative to analyze data. According to Sugiyono (2008, p.245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.
FINDING AND DISCUSSION

1. Finding
   a. The implementation of video as teaching media to improve the students’ speaking skill

   The researcher did the observation before being taught by video and after being taught was conducted in three meetings. The following is the situation about the use of video to improve students speaking skills.

   The first meeting was held on Friday, 29th March. In this meeting, the teacher explained about the technique to make a spoken recount text and the rule of performance. The students try to find past verb from the text. The students try to find out the meanings of the verbs that were found before. In this activity teacher did not show a video to know students’ speaking skill before being taught by video. They worked in groups consists of 4 students each group. The teacher gave them 15 minutes for discussion. They developed or wrote a transcript dialogue about the topic, they might consult their teacher to make first draft, and they used the knowledge from previous stages/phrases esp. The topic of the recount text was tell about the last day activities, the teacher ask them to express it. The students practiced their tasks. They did preparation to try speak up about telling past experience. They played scripts and acted out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In other words, in this stage the students were expected to be able to work in their own (independently). Then, all of groups were pointed to perform in front of the class. The researcher took a note and took a documentation. They also seemed more enjoy with work in group discussion, sharing each other about the topic with their group. While students discussing their work, the teacher explained about scoring in the speaking performance. There are three aspects in the students’ speaking score; Fluency (pronunciation & Intonation and stress), content (generic structure & grammar, vocabulary), appearance (body language & expression). The teacher asked students in group came in front of the class. The students participated performing with dialogue spoken recount text. In this activity, most students were less confident to speak. They were less of preparation, so the performances had many mistakes such as grammar, pronunciation, fluency, vocabulary, and the pronunciation was not correct. The researcher also found the students had low motivation in learning speaking, the students lack of confidence and most of them shy to speak, they were afraid of speaking in front of the class, most students were afraid of making mistakes to speak English. The students had difficulties to express idea orally. The students were bored and less motivated during the class. Most students were silent and passive. The students did not fully participate, the teaching and learning process lacked the use of media. The teacher only taught using the materials from LKS. The teaching and learning process lacked the use of media. The students got less chance to practice speaking.

   According to the selected problems above, the problems were affected by some factors, the students, the teacher, the teaching and learning process.
The first factor was the students. The students lack of motivation to learn English because of they thought that speaking English was difficult. The students lacked confidence to speak because they were afraid of making mistakes. They always feel bored in the class, finally they sleepy and didn’t pay attention so they can not understand about the materials which delivered by the teacher. They hesitated to express their ideas and were also shy to speak. Therefore, they prefered to be silent and did not fully participate in the activities. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor.

The second factor was related to the teaching and learning process, especially the classroom activities and speaking practice. The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Like in convensional methods, the classroom activities were focused on repeating after the teacher, memorizing a dialog, or drilling. There are important to provide opportunities for oral language to continue to grow in the classroom. Meanwhile, it was revealed that there were few opportunities for the students to practice speaking. Besides, it was said by the teacher that the concern of teaching speaking was mostly to prepare the students to join competitions, such as speech contests and the like. In addition, the focuses of National Examination only cover the area of reading and writing. As the consequences, the limited speaking activities and practice taught in the class contributes to the students’ low speaking abilities. Lastly, the factor was related to the teacher. The teacher always taught the students using LKS of which the materials were not interesting. Thus, the students easily got bored. The students simply did the exercises in the LKS which did not provide the students with adequate speaking practices. They were not interested and motivated during their learning. Media which were considered powerful to attract the students’ attention were absent in the teaching and learning process.

The use of videos can attract the students’ attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observed how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking. The next meeting was implementation was conducted on thursday, 27th April 2019. It be held after observation teaching learning activities without video as a learning media. In this stage students had prepare materials to improve their performance in front of the class. The second implementation conducted on 29th April 2019. There were some progress of speaking from the students performance. There were some activities were conducted in the second implementation. The last Implementation conducted on Friday 3rd May 2019. In this
meeting the students seemed serious pay attention the video. The teacher asked the students to make a dialogue including the topic of that day. They started discussion with their groups. After that they prepared to play script, and prepared to acting in front of the class. The teacher asked the students to perform it in front of the class. The students came forward to give better appearance than before. The performances ran well.

b. The improvement of students’ speaking skill

The result of the students’ score of before and after being taught by video can be concluded that the students’ speaking skill improve. Video was given from the teacher to help the students to improve their speaking skills especially in pronunciation, grammar, the expressions, vocabulary, fluency, body language, fluency and still many things. The class was fun and enthusiastic. The students enjoyed and enthusiastic. This condition different from the first meeting. They seemed more confident to speak in English.

2. Discussion

a. The implementation of video as teaching media to improve the students’ speaking skill

Based on the result of the implementation of the use of video in line with Hamer (2001, p.97) about some reasons using video as teaching media, especially the point of motivation, most of students show an increased level of interest when they have chanced to see language to see language in use as well as hear it, and when this is coupled with interesting task. Base on the finding of the impelmentation the researcher fount that the use of video can stimulate students autonomy and proactivity, video also enrich classroom activities, motivate students’ passion. It is same with the study of Wang (2015) that video materials have plenty of advantages in English teaching.

b. The improvement of students’ speaking skill

From the result of students’ performances the researcher got the data of students’ speaking skill. The students’ performances score was obtained from before being taught by video and after being taught by video. In order to know the students’ speaking skill by video the researcher took the mean score of the students performances by using rubric of speaking score. So, it could be concluded that the result of the research showed that the implementation of video in teaching learning process could improve the students’ ability in speaking. Those were the student’s skill before being taught by video and the students’ skill after being taught by video.

Table 1. The Improvement Speaking Skill before and after being taught with video

<table>
<thead>
<tr>
<th>Score</th>
<th>Without Video</th>
<th>With Video</th>
<th>Improvement</th>
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<tr>
<td>Mean</td>
<td>54.17</td>
<td>70.24</td>
<td>16.07</td>
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CONCLUSION
Based on the finding and discussion it can be concluded as that below.

From the implementation of being taught with video as learning media students felt enjoy and enthusiastic. In the teaching learning process students more active, the atmosphere of the class alive and the students gave good responses. The use of videos can attract the students’ attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observed how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.

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Suggestions
Based on the result of classroom observation research, the researcher gives some points suggested as follows.

1. For teachers
The English teachers should consider the students’ needs and interest before designing the speaking materials. It is important for the teacher to make a variation of the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students’ bored and
monotonous teaching and learning process. Besides, the teacher is required to provide videos in the teaching and learning process because videos help the teacher deliver the materials easily and keep them interesting.

2. For Students
   To improve the students’ speaking skills, the students have to practice as much as possible since speaking is a skill gained by practicing. The students can also improve their speaking skill by watching television programs that shows the English movie or listening of western music. By doing all of them, they will get more examples of good speaking.

3. For other researchers
   This research discusses the implementation of video as a mean to improve students' speaking skills in Junior High School. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of speaking.

REFERENCES