

P-ISSN

E-ISSN



Jurnal Ilmiah Mahasiswa

Volume 2, Nomor 2, September 2021

The Effectiveness of Video in Teaching Speakinga at SMAN 1 Baitussalam

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Abstrak

Penelitian ini bertujuan untuk menemukan signifikansi dari penggunaan video dalam meningkatkan keterampilan berbicara siswa Bahasa Inggris yang diuji coba pada kelas XI SMAN 1 Baitussalam tahun ajaran 2020/2021. Peneliti menyusun materi pembelajaran dalam bentuk video yang bersumber dari aplikasi youtube. Materi yang didesain dalam penelitian ini adalah suggestion and offer. Batasan tujuan dari penelitian ini adalah fokus untuk menganalisis kemampuan berbicara dalam hal pengucapan, grammar, kosakata, kefasihan dan pemahaman dengan menggunakan materi video. Metode penelitian ini adalah metode eksperimen satu kelas pre-test dan post-test. Subjek penelitian ini menggunakan teknik simple random sampling. Instrumen penelitian ini dikumpulkan dengan menggunakan tes lisan. Ada dua jenis test yang dilakukan yaitu tes awal (Pre-test) siswa diberikan 4 teks percakapan singkat dan memilih salah satu teks percakapan tersebut setelah itu siswa berbicara secara lisan dengan teman pasangannya. Selanjutnya ada tes akhir (Post-test) siswa diberikan 2 teks percakapan sedikit lebih panjang dan memilih salah satu teks yang akan ditampilkan secara lisan. Berdasarkan hasil dari pre-test dan post-test ditemukan t-observasi -9,668 dengan menggunakan 0,05 sebagai level signifikan dengan degree of freedom 19 ($df = 20 - 1 = 19$), maka diperoleh t-table 2,093 dari rata-rata skor pre-test 43,4 dan post-test 58. Dengan begitu ini menunjukkan bahwa dengan menggunakan media video memiliki efek yang signifikan dalam meningkatkan kemampuan berbicara Bahasa Inggris siswa pada materi pelajaran suggestion and offer.

Kata Kunci: Video, kemampuan berbicara, suggestion and offer

Abstract

This study aims to find out the significance of the use of video in improving the speaking skills of English students who were tested in class XI of SMAN 1 Baitussalam in the academic year 2020/2021. Researchers compiled learning materials in the form of videos sourced from the youtube application. The material designed in this research is suggestion and offer. The limitation

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of the purpose of this study is to focus on analyzing speaking skills in terms of pronunciation, grammar, vocabulary, fluency and understanding by using video material. This research method is an experimental method of one class pre-test and post-test. The subject of this study used a simple random sampling technique. The research instrument was collected using an oral test. There are two types of tests carried out, namely the initial test (Pre-test) students are given 4 short conversation texts and choose one of the conversation texts after which students speak orally with their partner friends. Next, there is a final test (Post-test) where students are given 2 slightly longer conversational texts and choose one of the texts to be displayed orally. Based on the results of the pre-test and post-test found t-observation -9.668 using 0.05 as a significant level with a degree of frequency 19 ($df = 20 - 1 = 19$), then obtained a t-table of 2.093 of the average score pre-test 43.4 and post-test 58. Thus, it shows that using video media has a significant effect in improving students' English speaking skills in the suggestion and offer subject matter.

Keywords: Video, speaking skill, suggestion and offer

INTRODUCTION

English is an international language that is used to communicate around the world. There are even some countries that use English as the official language or main language. In the era of globalization, the use of English is increasingly widespread along with the growing English vocabulary. English language skills are a factor of spread or development in the fields of religion, politics, economics, education, communication and technology.

In learning English, students are required to be able to master four skills in English that are equally important to learn. These skills are first listening is very important to master first because before we speak we must listen to native speakers and then speak according to the way native speakers pronounce the word. Second, namely speaking, after mastering listening we will create "language products" namely by speaking. Through speaking, a speaker can communicate with others to express his goals objectively. Next is reading, this skill is no less important than other skills. Through reading we can get a lot of information and knowledge. Lastly, writing is a skill that is a "product of language" like speaking. language products that are produced after we are able to write and can convey the intent and purpose in a writing, call it letters, poetry, novels and other language products. Each skill in English has its own advantages and disadvantages because it aims to be understood and mastered by everyone who learns it. In general speaking skills include four things, namely improving, vocabulary, grammar, and pronunciation. Then the use of spoken language is influenced by various factors that we can see practically, such as: pronunciation, intonation, words, words and sentences, systematic speech, conversation content, manner and speech and appearance.

Each part of the language has a relationship with one another so that it can help support teaching and learning activities or processes in other aspects. One of the language skills that need to be mastered is speaking where in the future we will adapt to a wider environment and interact with local and non-local communities. Therefore, we need to establish good communication with everyone around our environment, namely by talking. According to Wursanto (2004: 45) is an operation process or information or news reporting from one side or one place to another, in an

effort to gain understanding. In communication, at least there is a similarity of meaning between the two parties involved. It is said to be minimal because communication activities are not only formative, namely so that others understand and know. But also persuasive, namely so that other people can accept the understanding or belief to do an act or activity. Basically speaking skills play a key role in interpersonal communication whether it is done in a way or speaking.

Everyone can improve their abilities by daring to speak in public or in front of many people besides that they can hone critical thinking skills. Speaking English can help improve skills in the aspect of listening because without realizing it when speaking other people are also listening to the words of themselves and others. According to Henry Guntur Tarigan (2008: 3) Speaking is a language skill that develops in a child's life which is only preceded by listening skills, and at that time the ability to speak or speak is learned. Then by speaking it is easier to produce vocabulary after experiencing various word changes from languages throughout history. Modern English has an extensive vocabulary, with complex and irregular spellings especially Modern English is not just a mixture of European languages. While if there are still many who do not understand the speech of the interlocutor but can be understood through the context of the situation and conditions.

Every English learner who wants to improve speaking skills in English is required to be able to master the four speaking skills. Unfortunately, in teaching and learning English in class XI SMAN 1 Baitussalam there are still many students who have difficulty speaking. From the observations that have been made students have difficulty in pronouncing English words and the lack of vocabulary that students have so that they do not understand the meaning of every sentence in English spoken by other people. Only a few people understand basic vocabulary and introductions at the beginning of the learning process.

For this reason, innovative actions in research are needed to encourage the improvement of English speaking skills. There are many ways that teachers can do in the process of teaching speaking, one of which is by using video. Video is an audio-visual media that displays motion (Sadiman, 2008:74). Video learning is a media that is designed systematically by referring to the applicable curriculum and in its development applying learning principles so that the program allows students to examine the subject matter more closely, easy and interesting. Physically, learning videos are learning programs packaged in video cassettes and presented using VTR equipment or VCD players and TV monitors. That way it can educate students to think critically, increase students' insight and knowledge, educate students to learn self-taught and improve student learning outcomes so that they can improve the quality of education, especially in honing English speaking skills. Thus, the researcher took the initiative to make video as a medium that can improve students' speaking skills. From here the researcher raised the title of the research, namely "*The Effectiveness of Videos in Teaching Speaking at SMAN 1 Baitussalam*".

RESEARCH METHODOLOGY

Based on the problems studied, the method used in this study is an experiment method and using one group pre-test and post-test design with a quantitative approach. According to Zulnadi (2007:17) revealed that the experimental method is a research procedure carried out to reveal the causal relationship of two or more variables, by controlling the influence of other variables.

The quantitative research methods described by Sugiyono (2011:14) are:

Research method as a method based on the philosophy of positivism, the method used to research on a particular population or sample; sampling technique is usually carried out by calculating certain appropriate sampling techniques; collection of the quantitative/statistical data with the aim of testing the established hypothesis.

Sudjana (2001:34) stated that this design followed three stages. First, give a test to measure the dependent variable before being given treatment. Second give the treatment to the subject. Finally, give a test to measure the dependent variable after being given treatment. With this statement, the experimental group got the privilege to use video media. The research involves dependent and independent party variables. The independent variable is the treatment using video in the class where the experiment will be carried out. While the dependent variable temporarily the students' speaking ability. This study uses a pre-test given at the first meeting to determine the basic value of students' speaking. Then give the treatment using learning video about suggestion and offer for 4 meetings. Post-test was given at the last meeting to determine the effect of media video on students' speaking ability.

RESULT AND DISCUSSION

The type of research carried out by the researcher is quantitative experimental research. where the research requires the calculation of the value of the data from each student's value required as well as the interpretation of the data and the display of the results. the method used in this study is an experiment method and using one group pre-test and post-test design with a quantitative approach with the test carried out was the ability to speak English for the students of SMAN 1 Baitussalam. According to Zulnaidi (2007:17) revealed that the experimental method is a research procedure carried out to reveal the causal relationship of two or more variables, by controlling the influence of other variables. Sudjana (2001:34) stated that this design followed three stages. First, give a test to measure the dependent variable before being given treatment. Second give the treatment to the subject. Finally, give a test to measure the dependent variable after being given treatment. With this statement, the experimental group got the privilege to use video media.

The research will be conducted at SMAN 1 Baitussalam in class XI-IPS. Whose address is at Jl. Banda Aceh--Medan KM. 22.5, Client Cot Aron, Baitussalam, Aceh Besar District, Aceh, Indonesia. The population in this study was students of class XI semester 1 in class XI-IPS 1 SMAN 1 Baitussalam for the academic year 2020/2021. The sample in this study was students of class XI-IPS 1 at SMAN 1 Baitussalam, totaling 20 students.

The test is a way that can be done or a procedure that needs to be taken to be able to make measurements and assessments in the field of education, in the form of a series of tasks in the form of questions that must be answered or orders that need to be done by students. The test is divided into 2 types, namely pre-test and post-test. Pre-test and post-test are forms of evaluation of learning carried out by teachers to students. These two forms of evaluation are often used to measure their initial and final competencies. Initial competence is the level of understanding of students before receiving learning, while final competence is the level of mastery of students' material after receiving learning. At the beginning of the meeting there will be a pre-test then treatment and the last is a post-test that will be carried out by researchers in

class XI-IPS 1 which will be investigated to be able to assess the students' speaking ability. Pre-test is a test that is carried out before the teacher starts giving instructions in the learning process. Which aim to be able to find out the basic abilities of 20 students related to English subject matter about suggestion and offer. The treatment after the pre-test was the researcher showing the video as a learning medium. Where the video contains material for class XI English lessons about suggestion and offer. Post-test is a test that is carried out after the treatment and learning process has been completed. This post-test is a form of final evaluation of a lesson.

The speaking ability test is divided into two tests, namely the pre-test which is carried out before treatment at the first meeting. The next is post-test which is carried out after treatment at the end of the meeting. The writer has designed the items for speaking test and use the individually interaction. Because the test is oral test, the writer was divided the score into five criteria based on the scoring procedure of oral by David P. Harris, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. To be able to analyze the data that has been studied, the authors use a comparative technique. This is used to be able to analyze and compare scores from the results of the pre-test and post-test that has been carried out. This technique is useful to prove whether there is a significant difference between the students before and after doing the treatment. To analyze the data, the writer uses statistical formulation of t-test formula.

RESEARCH FINDINGS AND DISCUSSION

After conducting research at SMAN 1 Baitussalam class XI-IPS1, which was held on 12-31 July 2021. Researchers obtained results from two types of pre-test and post-test data after giving treatment to students in three meetings.

Analysis of pre-test

No	Name of Students	Criteria					Total
		PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION	
1	Adelia Fitri Ramadhani	2	2	2	2	3	44
2	Ahmad Aqil	2	2	2	2	3	44
3	Ardiansyah	1	2	2	2	2	36
4	Ayu Maisar Funna	2	2	2	2	2	40
5	Aziz Nabawi	3	2	2	2	2	44
6	Dina Amalia	2	2	3	2	3	48
7	M. Rafli Hidayat	2	2	3	2	2	44

8	Mauliza	2	2	2	2	3	44
9	Mhd. Ramazan	1	2	2	1	2	32
10	Mirza Syahputra	3	2	3	3	3	56
11	Muhammad Aziz	3	2	3	2	3	52
12	Nur Kamariah	2	2	3	2	2	44
13	Nurul Haliza	2	3	3	2	3	52
14	Putri Andriani	1	2	2	1	2	32
15	Rian Fiqi	2	2	2	2	2	40
16	Sri Dewi Santi	1	2	2	1	2	32
17	Syarif Hidayatullah	2	2	2	2	3	44
18	T. Abdan Syakura	2	2	3	2	3	48
19	Ulil Amri	3	2	3	2	3	52
20	Aji Saka	2	2	2	2	2	40
N=20	TOTAL						868
	MEAN						43,4

$$\text{Mean} = \frac{\sum x}{N}$$

$$M = \frac{868}{20} = 43,4$$

After performing the score from the pre-test, the writer found the average score of the pre-test was (43,4) the median was 44 with the lowest score 32 and the highest score 56.

Analysis of post-test

No	Name of Students	Criteria					Total
		PRONOUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION	
1	Adelia Fitri Ramadhani	2	2	3	3	3	52
2	Ahmad Aqil	3	2	3	3	3	56
3	Ardiansyah	2	2	3	2	3	48
4	Ayu Maisar Funna	2	3	3	3	3	56
5	Aziz Nabawi	3	3	4	3	4	68

6	Dina Amalia	2	3	3	3	3	56
7	M. Rafli Hidayat	3	2	3	3	3	56
8	Mauliza	3	2	3	2	3	52
9	Mhd. Ramazan	2	2	2	2	2	40
10	Mirza Syahputra	4	4	4	4	5	84
11	Muhammad Aziz	3	3	4	3	5	72
12	Nur Kamariah	2	2	3	3	3	52
13	Nurul Haliza	3	3	3	3	4	64
14	Putri Andriani	2	2	2	2	2	40
15	Rian Fiqi	3	2	3	3	3	56
16	Sri Dewi Santi	2	2	2	2	3	44
17	Syarif Hidayatullah	2	3	3	3	3	56
18	T. Abdan Syakura	3	3	4	4	4	72
19	Ulil Amri	4	4	4	4	4	80
20	Aji Saka	2	3	3	3	3	56
N=20	TOTAL						1.160
	MEAN						58

$$M = \frac{\sum x}{N} = \frac{1.160}{20}$$

$$M = 58$$

After giving the treatment, the writer gave the test again to the students as a post-test and the average post-test score (58) the median was 56 with the lowest score being 40 and the highest score being 84.

The comparison of the result

No	Pre-test Score (X)	Post-test Score (Y)	D = (X - Y)	D ² = (X - Y) ²
1	44	52	-8	64
2	44	56	-12	144
3	36	48	-12	144
4	40	56	-16	256
5	44	68	-24	576
6	48	56	-8	64
7	44	56	-12	144
8	44	52	-8	64
9	32	40	-8	64
10	56	84	-28	784
11	52	72	-20	400
12	44	52	-8	64
13	52	64	-12	144

14	32	40	-8	64
15	40	56	-16	256
16	32	44	-12	144
17	44	56	-12	144
18	48	72	-24	576
19	52	80	-28	784
20	40	56	-16	256
	$\Sigma X = 868$	$\Sigma Y = 1160$	$\Sigma D = -292$	$\Sigma D^2 = 5136$

From the table above it shows the results of $\Sigma D = -292$ and $\Sigma D^2 = 5136$. According to the comparison of the result, in analyzing the data the writer tries to find the standard difference (SD_D) with formula:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{5136}{20} - \left[\frac{-292}{20} \right]^2}$$

$$SD_D = \sqrt{256,8 - [-14,6]^2}$$

$$SD_D = \sqrt{256,8 - 213,1}$$

$$SD_D = \sqrt{43,7}$$

$$SD_D = 6,61$$

To find out the mean of the difference (MD) between the variables X and Y, the researchers used the formula:

$$MD = \frac{\Sigma D}{N}$$

$$MD = \frac{-292}{20}$$

$$MD = -14,6$$

After obtaining the results of $SD_D = 6.61$ the study calculated the standard error of the difference in mean (SE_{MD}) between variables X and Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{6,61}{\sqrt{19}}$$

$$SE_{MD} = \frac{6,61}{\sqrt{20 - 1}}$$

$$SE_{MD} = \frac{6,61}{4,35}$$

$$SE_{MD} = 1,51$$

The final calculation is to determine the results of t observations (t_o) on the test with the formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$t_o = \frac{-14,6}{1,51}$$

$$t_o = -9,668$$

The results of the observation t (t_o) which is -9.668 indicate that there is a difference in degrees of -9.668. Apart from the minuses, it does not show a negative score. Then to complete the results of the study, the authors find out how many degrees of freedom (df) are with the formula:

$$df = N - 1$$

$$df = 20 - 1$$

$$df = 19$$

$$df = 19 \text{ (see the table of "t" values on the degree of significance 5\%)}$$

$$\text{On the degree of significance } 5\% = 2,093$$

$$\text{The result is } 9,668 > 2,093$$

The results of data analysis used the above formula shows that the coefficient is 9.668. This means that there is a significant increase after the use of video in learning English in improving speaking skills.

After analyzing the data on the pre-test and post-test using the t-test formula, the results show that the coefficient is 9.668. This means that there is a significant increase in learning to speak English using video. From the calculation results, the observation t value (t_o) is 9,668 degrees of freedom (df) is 19 (obtained from $N - 1 = (20 - 1)$). The author uses a significance level of 5%. In the table of significance, it can be seen that df 19 and with a significance degree of 5% is 2.093. When compared with the results of the observation t (t_o) it is obtained that $2,093 < 9,668$. According to Sudjiono, if the result of the calculation to (t-observation) is greater than tt

(t-table), to $> t_t$; the null hypothesis (H_0) is rejected. If the calculation becomes to (t-observation) is smaller than t_t (t-table), to $< t_t$; null hypothesis (H_0) is accepted. Because the value obtained from the calculation, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other words, that this hypothesis is accepted. This means that there is a significant difference between students' achievement in learning English speaking skills using video.

Based on the results of data analysis, it is evident that the value of students' results in speaking which is taught using video increases. That way, the use of video in teaching speaking is effective. Another reason based on the arguments of the students is because most of the students feel that having a video display in a lesson is a fun thing. With such learning, it is not only monotonous in textbooks and listening to what the teacher says. This reason makes learning more interesting in learning and makes students more active in the teaching and learning process that takes place.

CONCLUSION AND SUGGESTION

Based on the results of research that has been carried out by researchers, it can be concluded as follows. The results of research analysis in class XI-IPS1 at SMAN 1 Baitussalam proved that the speaking score of students who were taught using video media increased. The results can be seen from the pre-test and post-test scores of the students where there is a significant difference between the two thereby answering the research question that the use of media in learning to improve students' English speaking skills is effective. The use of video media makes the class more interesting and lively. Students are willing to participate without the need for coercion from the teacher. The students were more active and cooperative during the speaking class so that the students were more interested in the material given. The desire, enthusiasm and motivation of students to learn English in particular increase in speaking skills. The students also get adequate opportunity to practice speaking with the fair participation of all students. This is also supported by the results of an increase in the average score of students' speaking scores assessed by the authors in both the pre-test and post-test which increased (in the table chapter 4). This speaking learning activity is designed to practice vocabulary, pronunciation, fluency, grammar and comprehension.

The success of a learning process does not only focus on lessons, but there are other things that are quite important, namely how a teacher provides lessons at the same time by using media to be able to attract students' attention and make the class feel more comfortable using video media. Based on the conclusions above, the researcher proposes the following suggestions.

1. For teachers should be more creative in the use of learning media in accordance with the material. In the 2013 curriculum, teachers can provide good facilities for students to be independent in learning. That way teaching by using video is an effective way. The material that can be provided makes the learning process feel fun, relaxed and easy. For this reason, the researcher suggests teachers to use video media in the process of learning to speak English.
2. Students are expected to be more active and creative in improving their ideas in the process of teaching speaking English. Students must be able to understand the general concept of the subject matter clearly which will be taught before speaking. So, students need to ask the teacher if there is something wrong.

3. For further researchers, the results of this study can be used as a reference and are expected to be able to use video media when teaching English material in class.

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